



# UNIVERSITY OF REDLANDS CATALOG

2023-2024



# University of Redlands Catalog 2023-2024

University of Redlands

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## About this Catalog

This catalog is produced for the university by the [University Registrar's Office](#). It compiles general academic and administrative policies and other information and specific descriptions of the courses of study offered. Publication and effective dates are August 1 through July 31 of the respective academic year represented in this catalog. The current and previous years' catalogs are available on the [University Registrar's Office](#) website.

Because this publication is prepared in advance of the year it covers, changes in some programs inevitably occur. The University of Redlands generally reserves the right to modify, delete, or supplement terms, provisions, or policies set forth or referred to in this Catalog and change any of its policies without prior notice, including but not limited to tuition, fees, unit-value per course, course offerings, curricula, grading policies, graduation and program requirements, and admission standards and policies.

Though the semester/term schedule of courses is the final authority in regard to courses offered, updated information may also be found on the University of Redlands website ([www.redlands.edu](http://www.redlands.edu)). A schedule of courses is available prior to registration each semester/term. All courses are offered subject to instructor availability and sufficient enrollment.

This catalog supersedes all previous catalogs. The policies expressed in this catalog and each subsequent catalog will be controlling, regardless of any policies stated in a previous catalog received by the student upon his or her admission. There are, however, exceptions in certain cases regarding course requirements. See the appropriate sections of this catalog. This catalog and each subsequent catalog is supplemented by the rules and regulations stated in department publications, student handbooks, the website and appropriately posted materials. Conflicts between any of these sources are unintentional and the policy of wider applicability will control (e.g. university wide policies control school or department policies). Students who wish to obtain specific information about the university not contained in the catalog are advised to consult the university's website ([www.redlands.edu](http://www.redlands.edu)).

### 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 accredited by the California Commission on Teacher Credentialing. For more information on the Western Association of Schools and Colleges (WASC), please contact WASC, 985 Atlantic Avenue, Suite 100, Alameda, CA 94501; (510) 748-9001.

### Notice of Non-Discrimination

The University of Redlands does not discriminate on the basis of race, color, national origin, gender, disability, age, marital status, or sexual orientation in its programs and activities. The following has been designated to handle inquiries regarding the non-discrimination policies:

Human Resources Department/ Equal Opportunity Office  
University of Redlands  
P.O. Box 3080  
Redlands, CA 92373-0999  
(909) 748-8040 (Telephone Number)  
(909) 335-5154 (Fax Number)

### 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 University Registrar, University of Redlands, P.O. Box 3080, Redlands, CA 92373-0999.

### Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

The University of Redlands' annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus buildings owned or controlled by the University; and on public

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property within or immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. You can obtain a copy of this report by contacting the Director of Public Safety or by accessing the following website: [www.redlands.edu](http://www.redlands.edu).

### **Campus Sex Crimes Prevention Act Disclosure**

In response to the federal Campus Sex Crimes Prevention Act, public information regarding sex offenders in California is authorized under section 170101 (j), of the Violent Crime Control and Law Enforcement Act of 1994 [42 U.S.C. 14071 (j)], and may be obtained by viewing the Megan's Law website at [www.meganslaw.ca.gov](http://www.meganslaw.ca.gov).

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### **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 Athletic Director or the Registrar.

### **Access to Student Records**

In accordance with the Federal Family Educational Rights and Privacy Act (FERPA) of 1974 (as amended), access to academic and behavioral student records is limited to students, dependent students' parents, and authorized school officials. The University of Redlands will not release student records without student consent or proof of dependence.

### **Consumer Information**

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint at 2535 Capital Oaks Drive, Suite 400, Sacramento, CA 95833.

Website: <http://www.bppe.ca.gov>, telephone: (916) 431-6924, fax: (916) 263-1897.

# Introduction to the University

## The University of Redlands

Located in Redlands, California, the University of Redlands is an independent, coeducational liberal arts and sciences university of 5,000 students. Approximately 2,500 of these students are enrolled in the College of Arts and Sciences, with over 70% residing in on-campus housing. The remainder of the student body is enrolled in the University's programs for graduate and professional students in 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 283 colleges and universities in the country to have an active chapter of Phi Beta Kappa.

Founded in 1907 by the 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 over 100 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 ethical concerns in both classes and activities. A commitment to liberal arts and sciences 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 development and career education, as well as 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 opportunities for learning through excellent teaching and individualized personal interaction beyond the classroom. Intense intellectual activity is complemented by immersive and experiential learning, as well as time for quiet reflection, programs for cultural enrichment, community involvement, recreation, and social life. The University's full-time faculty consists of 224 teaching faculty, librarians, and coaches. Ninety-one percent of the teaching faculty hold a Ph.D. or other terminal degree.

## The College of Arts and Sciences

The College of Arts and Sciences offers undergraduate majors and minors in more than 40 departments and programs grounded in the liberal arts. A smaller number of graduate programs is offered at the master's level in Communication Science and Disorders (CDIS), Geographic Information Systems (GIS), Public Policy and Administration (MPPA), and the Conservatory of Music. Numerous opportunities exist for students to take advantage of special honors courses on campus and approved off-campus study programs throughout the world.

The faculty of the College of Arts and Sciences is both talented and dedicated to the learning process. Classes generally are small, and individual attention to students is a hallmark 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 academic advisors as well as teachers of first-year students) to guiding students in selecting, planning, and completing majors. Faculty members work closely with students in such areas as individualized studies, fieldwork, community service learning, summer research projects, May Term travel courses, internships, 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 Inquiry and additional elective courses.

### *The Johnson Center for Integrative Studies*

The College of Arts and Sciences' Johnston Center for Integrative Studies allows students to design their own education in consultation 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 and a robust living-learning community.

## **The School of Education**

Founded in 1924, the School of Education has prepared leaders in California public and private education. Teachers, counselors, and administrators have selected Redlands for its long tradition of academic excellence, personalized approach to instruction, innovative programs, and focus on educational justice.

The School offers multiple and single subject teacher credential programs to University undergraduate students and to applicants who have earned their baccalaureate degrees. In addition, the School of Education offers an Education Specialist credential with an emphasis in mild/moderate disabilities.

Nine master's programs are offered: clinical mental health counseling, educational administration, school counseling, curriculum and instruction, learning and teaching, higher education, human services, leadership for social justice, curriculum and instructional design. The school offers four programs online the MA in teaching and learning, human services, leadership for social justice, curriculum and instructional design. For those holding master's degrees, the pupil personnel services and both preliminary and professional-level administrative services credentials are offered as credential-only programs. Intern credentials are available to students who receive contract offers from districts while still enrolled in their degree programs. Students also may pursue the Doctorate in Leadership for Educational Justice (Ed.D.). All credentials are accredited by the California Commission on Teacher Credentialing. The teacher credentials are aligned with the SB2042 standards, and service credentials meet current state standards.

Students receive personal attention from an outstanding full-time faculty, seasoned adjunct practitioners, and experienced field supervisors. The curriculum purposefully blends theory and application, integrating professional development, personal reflection, and principles of educational justice into each of its programs of study. The School also features the Center for Educational Justice, which sponsors institutes, symposia, workshops, and other educational efforts related to social advocacy, research, and policy development.

## **The School of Business & Society**

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 & Society in the Fall of 2001. The School now has 40 years of experience in delivering business programs to working professionals.

Its mission is to train the business leaders of tomorrow in 21st century business skills, including critical thinking and analysis skills, persuasive communication abilities, firm business ethics and functional business skills. The school hosts three research centers: the Banta Center for Business, Ethics, and Society; the Institute for Spatial Economic Analysis; and the Center for Spatial Business. The school has partnerships with over 400 private, public and non-profit organizations and sponsors study abroad opportunities focusing on global business in Asia, Europe, and other locations.

The School of Business & Society offers both undergraduate and graduate degrees throughout seven campuses in southern California (including the main campus in Redlands), with courses designed for working professionals. Undergraduate programs are offered in business and management. Graduate programs are offered in business administration, business analytics, and management, and organizational leadership. Most recently, the school has launched an online Master of Business Administration degree.

## The School of Continuing Studies

The School of Continuing Studies extends the academic excellence of the University by providing high-quality, non-degree courses, workshops, and certificate programs for adult working students. The School offers courses and certificate programs in areas such as accounting, marketing, organizational leadership, project management, human resources management, supply chain management, and healthcare administration. Classes are taught on the main campus and seven regional campuses throughout Southern California. The School of Continuing Studies offers customized certificate programs, workshops, and courses for individual businesses and organizations based on their specific requirements and tailored to their organizational needs.

## The Graduate School of Theology

The Graduate School of Theology (GST) is comprised of the San Francisco Theological Seminary (SFTS), and the Shaw Chaplaincy Institute (SCI).

### *San Francisco Theological Seminary*

Founded in 1871 and rooted in the Presbyterian Church (U.S.A.), the San Francisco Theological Seminary (SFTS) is dedicated to the education of ministry through unparalleled innovation, rigorous scholarship, and a tradition of commitment to spirituality and social justice ministry in the Christian faith. Students and faculty from all corners of the world come to SFTS to form a multicultural community of learners.

Nestled within Marin Country, SFTS is located in picturesque San Anselmo, California. The campus setting is rural, charming, and lies north of San Francisco, one of the most eclectic and exciting cities in the nation.

SFTS offers Master's and Doctoral degrees, along with diplomas and certificates. As a founding member of the Graduate Theological Union (GTU), a consortium of Protestant and Catholic theological schools in the San Francisco Bay Area, SFTS offers open enrollment in a cohesive partnership of seminaries comprised of varying traditions. SFTS students take classes at all the GTU seminaries, as well as the GTU's centers and affiliates for the study of Judaism, Buddhism, Islam and other world religions. An additional benefit of SFTS includes access to other premier higher education institutions throughout the Bay Area, including the University of California at Berkeley.

SFTS values dialogue and engagement with other religions and faith traditions. SFTS is grounded in Reformed traditions and fosters faith-filled engagement in public life and service to others. As part of this, the University of Redlands is proud to incorporate all aspects of the San Francisco Theological Seminary into the Bulldog family and offer its first Graduate School of Theology (GST) to the communities of Redlands, Northern California, and abroad.

## The Campus Setting

Located in Southern California 65 miles east of downtown Los Angeles, the University of Redlands is accessible to a variety of diverse natural and cultural attractions. The campus is noted for its tree-lined streets and was designated as a "Tree Campus" by the Arbor Day Foundation. Its natural beauty is enhanced by its close 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 regarded as one of Southern California's most livable cities.

The University itself serves the surrounding community as an anchor of cultural and educational leadership. 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 the campus each year to participate in the Convocation Series, President's High Tables, Visiting Writers Series, the Charlotte S. Huck Children's Literature Festival, and events sponsored by the Jameson Center for the Study of Religion and Ethics, and the Hall Network for Innovation in Public Policy. Members of the faculty also present public lectures, minicourses, and discussions on a range of topics of current interest throughout the year.



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The University also co-sponsors the Esri/Town and Gown Forum, which twice monthly brings speakers who are visiting Esri, the leading GIS mapping technology company, or the University, to share their ideas with the public.

Sixty-four buildings, including 12 residence halls housing over 70% of the students in the College of Arts and Sciences, are situated on the 160-acre campus. The University has one apartment complex and 14 organizational houses that offer students a variety of living environments from which to choose. The campus also is 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 Fine and Performing Arts**

The new Center for the Arts offers 42,000 square feet of state-of-the-art facilities for art and theatre students. The new Art Building provides classrooms, workshops, art studios, and faculty offices. In addition, the Glenn Wallichs Theatre building has been expanded to include the new Frederick Loewe Theatre, a flexible black box theatre.

Founded in 1909, the Conservatory of Music offers pre-professional and liberal arts degrees in performance, music education, composition, and conducting. Seeking to educate the whole musician, the School of Music provides many opportunities for students to study and perform a wide range of music. The University Choirs and Orchestra, closely linked to campus life, present 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.

### **The School of Performing Arts**

Department both present major offerings each semester and host guest artists and musical master classes in addition to dramatic productions. Students are encouraged to participate in all phases of these programs.

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

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

### **The Hunsaker University Center**

Located in front of Armacost Library, the Hunsaker University Center is known as the “living and dining room” of the campus. Its buildings contain the main student dining hall, a “grab-and-go” food service area, a market, a luncheon restaurant, the student bookstore, seminar and discussion rooms, offices for student government, student mailboxes, and a post office. The Center is named in honor of Richard and Virginia Moses Hunsaker, both graduates of the Class of 1952 and major donors to the University.

The Hunsaker University Center includes the Offices of Student Life; Residence Life and Housing; Community Service Learning; Student Leadership and Involvement; Campus Events; and Campus Diversity and Inclusion, which incorporates the Multicultural Center, Pride Center, and Women’s Center as well as First-Generation Student Programs and Native American Student Programs.

### **The Armacost Library**

The Armacost Library plays an integral role in the intellectual and cultural life of the University of Redlands by facilitating the transformation of information into knowledge. With a firm grasp of the hidden complexities of information in the 21st century, librarians collaborate with faculty colleagues to design and teach pedagogically sound lessons; build balanced and curriculum-centered collections; promote information literacy; and empower the University community to effectively locate, critically evaluate, and use information across disciplines.

Since 2009, the Library has been recognizing undergraduates who demonstrate considerable growth in their skills and abilities as researchers with the Armacost Library Undergraduate Research Award (ALURA). Since 2013, the Library has

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been working with multiple campus units to publish scholarly and creative works in its Institutional Scholarly Publication and Information Repository, InSPIRe@Redlands.edu.

The Library provides both open and cozy spaces for quiet study, tutoring, group work, and music composition, along with more than 40 computer workstations. Exhibits showcase student work, campus history, cultural events, and more. In addition to serving as a federal repository library, housing an impressive collection of US government publications and maps, Armacost's collections include more than 700,000 books, periodicals, CDs, videos, DVDs, music scores, maps, government documents, archival documents, microforms, and e-books. Special collections housed in the Library include the Farquhar Collection of California and the Great Southwest, the MacNair Far Eastern Collection, the Irvine Map Library, the Hawaii-Pacific Collection, and the Barney Childs Collection. For more information, visit the Library's website at [library.redlands.edu](http://library.redlands.edu).

### **The Fletcher Jones Foundation Computer Center**

The Fletcher Jones Foundation Computer Center, located in the lower level of the Armacost Library, supports and enriches the University's academic programs. The WiFi-enabled Fletcher Jones Center is home to the general computer lab, four computer-lab classrooms, including a web-conferencing-ready classroom, six collaborative learning spaces, and an Internet café with PC and Macintosh computers.

The general computer lab features both PC and Macintosh computers, scanners, and color and black and white laser printers that are available for academic work and research. Faculty and students from the College of Arts and Sciences and the Schools of Education and Business use the computer-lab classrooms for instructional sessions and special projects. Each computer classroom is equipped with a projector and a document camera. A variety of productivity and course-related software is provided in the Fletcher Jones Center computer-lab classrooms, as well as in the computer-lab classrooms located across the main campus and at the regional centers. The collaborative learning spaces, equipped with multiple computers, provide a secure, comfortable and quiet working environment that is designed to facilitate group work. A new addition to the facility is the Center for Digital Learning (CDL). The CDL offers faculty a well-equipped facility where they may develop/edit video lectures and participate in video conferences. The CDL is staffed with a permanent Instructional Designer, who provides assistance and support to faculty on issues related to course design and instructional technology.

ResNet, also located in the lower level of the Armacost Library, is a facility geared toward providing students technical support for their personal computers, gaming consoles, and mobile devices. Students also receive assistance in connecting to the campus WiFi or data network, or with any other technical needs.

## 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.

# University Academic Standards

The following policies apply University-wide. Please refer to the Academic Standards Chapters of the College of Arts and Sciences, the School of Education, the School of Business & Society, and the Graduate School of Theology for policies specific to those schools.

## Academic Records

### *Privacy of Education Records*

#### **Policy Statement**

The University of Redlands (“University”) recognizes that the protection of the rights of students’ information and records requires adherence to clearly formulated institutional policies that reflect federal laws and regulations. As provided more fully below, the privacy and confidentiality of all student records shall be preserved and the educational records of a student are available to that student for inspection as set forth below. Administrators and members of the faculty, staff, and student workers of the University are expected to respect the rights of a student to good reputation and privacy by holding in confidence information they acquire in the course of their work.

#### **Definitions**

*Student:* Any person who attends or has attended the University.

*Education Records:* Any records maintained by the University or an agent of the University which are directly related to a student except:

1. A personal record kept by a faculty or staff member if it is kept in the sole possession of the maker of the record, is not accessible or revealed to any other person except a temporary substitute for the maker of the record, and is not used for purposes other than a memory or reference tool, including but not limited to emails.
2. Records created and maintained by a University law enforcement unit for law enforcement purposes.
3. An employment record of an individual, who is not employed as a result of their status as a student, that is maintained in the ordinary course of business, that relates exclusively to the individual in that individual’s capacity as an employee, and that is not available for use for any other purpose.
4. Records made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional if the records are used only for treatment of a student and made available only to those persons providing the treatment.
5. Alumni records which contain information about a student after he or she is no longer in attendance at the University and which do not relate to the person as a student.

*Custodian:* The custodian of an education record is the university employee who, by title or office, has been designated as the university employee responsible for maintaining the record. Custodians usually reside in the office that created the record. Custodians typically are the persons responsible for addressing students’ requests for access to the education records. Unless another university employee is designated as the custodian of an education record, the custodian is the University Registrar. Mere access to an education record does not make someone a custodian of that record.

*File:* An intentionally created set of records organized around a topic or student, pursuant to a documented university policy or procedure.

#### **Federal Student Records Law**

Annually, the University informs students of the Family Educational Rights and Privacy Act (“FERPA”) of 1974 (20 U.S.C. § 1232g and 34 C.F.R. §§ 99.1-99.67). This act, with which the institution endeavors to fully comply, was designed to protect the privacy of educational records, and to establish the right of students to inspect and review their nonprivileged educational records. The act also provides guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students have the right to file complaints with the Family Policy Compliance Office, U.S. Department

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of Education, concerning alleged failures by the institution to comply with the act. An informal complaint may be filed within the institution by contacting the relevant Registrar. This University policy statement explains in detail the procedures to be used by the institution for compliance with the provisions of the act. Questions concerning FERPA may be referred to the Registrar or the Office of the General Counsel.

This policy is intended to implement FERPA and its implementing regulations. To the extent that this policy is in conflict, FERPA and its implementing regulations shall apply and govern the conduct of University officials.

### **University Maintained Education Records**

The education records maintained by the University are classified as follows. Any education records not described below will be maintained in the office designated by the University Registrar.

1. Official academic records are maintained in the offices of the University Registrar. They include admissions applications and associated documentation; the registration records for each semester in residence; the records of grades and credits received in courses at this University or accepted here from another institution; and other documents directly relating to academic progress and status. The dean of each school or college is the custodian of records for all school and departmental records regarding students that are not kept in the University Registrar's office.
2. Non-academic disciplinary records are maintained under the authority of the Vice President for Student Affairs, the Director of the Johnston Center for Integrative Studies, the Office of Equity and Title IX, and/or the Dean of the College or Schools. They include information about the investigation, adjudication, and imposition of sanctions by the University against a student for breach of the University's Code of Student Conduct or other written policies. Disciplinary records do not include work product or thought processes of University adjudicators or student complaints made to a law enforcement unit of the University, or that resulted in an investigation.
3. Academic integrity records for students and records regarding grievances filed pursuant to University grievance policies are maintained by the University Registrar as the convenor of the Academic Review Board.
4. Student account and financial aid records, including financial aid and tax forms, are maintained by the Office of Student Financial Services.
5. Employment records of students who are employed as a result of their status as students, including records related to federal work study, are maintained by Human Resources in the department where employed and the department where employed.
6. Medical, psychological, and counseling records are maintained under the authority of the University Dean, Student Affairs. They include records of examinations and treatments.
7. Student disability records are maintained by the Academic Success and Accessibility (ASA) office or the various designees in the Offices of Student Success. They include the accommodation memorandum, and any medical and mental health records originally provided by the student.

Student educational records on the computing systems and networks managed by the University are covered by this policy, and such records must not be accessed unless a legitimate educational interest exists or some other provision of the policy authorizing release applies. Notwithstanding the foregoing, not all electronic records identifying students by name are maintained under FERPA. For example, emails, texts, chats, or other digital communications by and between university employees and students or by and between university employees and other university employees about students are not maintained under FERPA unless they are printed and placed in a student's hard copy file or scanned to an electronically maintained and actively managed student file. Similarly, course activity in digital platforms such as the learning management system are not records that are maintained under either this Policy or FERPA.

No record shall be kept of the political views of students or of student membership in any organization other than academic, honorary, professional, and social organizations directly related to University life. Records maintained by student organizations are not considered University records, but such organizations are expected to protect students from unwarranted invasions of privacy and to permit them to have access to their records.

### **Student Access to Records**

Access to a student's official academic record, disciplinary record, and financial aid record is guaranteed to the student subject only to reasonable regulation as to time, place, and supervision with the following exceptions:

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1. Any and all documents written or solicited prior to January 1, 1975, on the presumption that they were intended to remain confidential and privileged.
2. Any and all documents to which access has been waived by the student. Since documents written or solicited after January 1, 1975, may be kept confidential only if the student has waived access thereto in writing, a form of waiver shall be provided for the voluntary use of applicants in their request for recommendations. Any recommendation submitted under condition of confidentiality but without written waiver of access by the applicant shall be returned to the sender. The placement records maintained by the Office of Career and Professional Development may be inspected by the subject of the file, with the exception of recommendations or evaluations which have been received with the student's written waiver of access.
3. Any and all records which are excluded from the FERPA definition of "education records."
4. Any and all financial data and income tax forms submitted in confidence by the student's parents in connection with an application for, or receipt of, financial aid.
5. Any and all records connected with an application to attend the University, or a component unit of the University if that application was denied or accepted and the applicant never enrolled. FERPA rights are provided only to applicants upon actual acceptance and subsequent enrollment.
6. Those records which contain information on more than one student. The requesting student has the right to view only those portions of the record which pertain to their own educational records.

Student inspection of records is granted only upon written request, presented in person with appropriate identification, and must be made in the presence of designated personnel of the office maintaining the records. All requests shall be granted as soon as practicable, but in no event later than forty-five (45) calendar days after the date of request. No documents or files may be altered or removed once a request has been filed; however, non-education records may be removed and records that identify other students may be redacted.

A student may receive a copy of any and all records to which he or she has lawful access, upon payment of the announced fee, except when a hold has been placed on their record pending the payment of debts owed the University, or when he or she requests a copy of a transcript, the original of which is held elsewhere.

### **Challenge Hearings**

If upon inspection and review of his or her record, the student believes that the record is inaccurate, misleading, or otherwise in violation of their privacy rights, the student may ask that the record be changed or may insert a statement in the file. Any disagreement should be resolved informally, if possible.

Only the University Registrar, upon consultation with the respective dean, may authorize a correction in a record within the academic file of a student. The Provost, University Dean for Student Affairs, the Vice President for Enrollment Management/Chief Enrollment Officer, the respective departmental deans, and the AVP of Human Resources exercise similar responsibility for the records that are maintained under their authority.

Should the request for a change to or insertion in a statement be denied, the student will be notified of the University's decisions and advised of the right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's privacy rights. The student has thirty (30) days to appeal the decision to the Provost and ask for a hearing. On behalf of the President of the University, the Provost shall refer the appeal to an existing committee or designate a hearing committee. The latter will include one administrator other than the one who has denied the request, two (2) faculty members and two (2) students. The University will notify the student, reasonably in advance, of the date, place, and time of the hearing. The student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the student's original request to amend the student's education records. The University will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reasons for the decision. The decision of the hearing committee shall be final. If as a result of the hearing, the University decides that the challenged information in the student's education record is not inaccurate, is misleading, or is otherwise in violation of the privacy rights of the student, the chair of the hearing committee shall advise the student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the University.

**Addition to Records**

No entry may be made on a student’s official records, and no document or entry may be placed in such records without written notice to the student by the responsible administrative officials mentioned above.

For notification of grades, written communication to a student of an evaluation and announcement of honors constitute adequate notice. A document or entry supplied by or at the request of the student may be placed in the student’s record without additional notice to the student. In the case of student records maintained in deans’ offices and departmental offices, additions other than those mentioned in this paragraph require the permission of the Registrar, who is responsible for notification of the student.

**Release of Information**

- A. When Written Consent Is Not Required. The University will disclose information from a student’s education records only with the written consent of the student, except that certain records may be, but in many cases are not required to be, disclosed without consent when the disclosure is:
1. To school officials who have a legitimate educational interest in the records. A school official is:
    - A person employed by the University in an administrative, supervisory, academic or research, or support staff position, including health or medical staff.
    - A person elected to the Board of Trustees.
    - A person or entity employed by or under contract to the University to perform a special task, such as an attorney, auditor, or outside vendor.
    - A person who is employed by the University law enforcement unit.
    - A student serving on an official committee, such as a disciplinary or grievance committee, or who is assisting another school official in performing their tasks.A school official has a legitimate education interest if the official is:
    - Performing a task that is specified in their position description or contract agreement, or that law, regulation, or school policy or procedure requires to be performed by the official.
    - Performing a task related to a student’s education.
    - Performing a task related to the discipline of a student.
    - Providing a service or benefit relating to the student or student’s family, such as health care, counseling, job placement, or financial aid.
    - Maintaining the safety and security of the campus.

The determination as to whether or not a legitimate educational interest exists will be made by the custodian of the records on a case-by-case basis. When the custodian has any question regarding the request, the custodian should withhold disclosure unless the custodian obtains consent from the student, or the concurrence of a supervisor or other appropriate official that the record may be released.

2. To officials of another school, upon request, in which a student is enrolled or seeks or intends to enroll. The student shall receive notification of the disclosure unless the student initiated the disclosure.
3. Subject to the conditions set forth in 34 C.F.R. § 99.35, authorized representatives of the Comptroller General of the United States, the Secretary of the U.S. Department of Education, authorized representatives of the attorney general for law enforcement purposes (investigation or enforcement of federal legal requirements of federally supported education programs), or state and local educational authorities.
4. To school officials or lending institutions, in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:
  - Determine eligibility for the aid
  - Determine the amount of the aid
  - Determine the conditions for the aid
  - Enforce the terms and conditions of the aid
5. To organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs and improving instruction, if such studies are conducted in such a manner as will not permit the personal

- identification of students or their parents by persons other than representatives of such organizations and such information will be destroyed when no longer needed for the purpose for which it is conducted.
6. To accrediting organizations in order to carry out their accrediting functions.
  7. To parents of a dependent student, as defined in section 152 of the Internal Revenue Code of 1954. The parents must provide a copy of their most recent federal income tax return establishing the student's dependency. Under this exception to requirement that records be released only upon student consent, the University does not have an obligation to provide a dependent's education records to the student's parents. The University exercises sole discretion to release information under this section and will do so only in furtherance of the educational interests of the student. When requests are made, the University will work with the parent to obtain student consent wherever feasible. Nor does the University not have an obligation to disclose any financial information about one parent to another. If a parent claims a student as a dependent and does not want their financial information disclosed to their spouse or former spouse, the parent may make that request to the institution.
  8. In connection with an emergency, to appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or others.
  9. To comply with a judicial order or lawfully issued subpoena, provided the University makes a reasonable effort to notify the student of the order or subpoena in advance of compliance. Notification may be prohibited if the University receives a federal grand jury subpoena or any other subpoena which states that the student should not be notified. The Office of the General Counsel shall be consulted prior to release of the record. See below for further details on the University's policy in dealing with subpoenas.
  10. To an alleged victim of any crime of violence as that term is defined in section 16 of Title 18, United States Code, or a nonforcible sex offense, the final results of any disciplinary proceeding conducted by an institution of postsecondary education against the alleged perpetrator of that crime or offense with respect to that crime or offense. The Office of the General Counsel shall be consulted prior to release of the record.
  11. To Veterans Administration officials pursuant to 38 U.S.C. § 3690(c).
  12. Information the University has designated as "directory information," unless a hold has been placed upon the release of the information by the student. The following data is considered to be directory information and may be given to an inquirer, either in person, by mail or by telephone, and may be otherwise made public: name of student, university email address, telephone number (both local and permanent), photographs, dates of registered attendance, enrollment status (e.g., full-time or part-time), school or division of enrollment, major field of study, nature and dates of degrees and awards received, participation in officially recognized activities and sports, weight and height of members of athletic teams. ***Pursuant to California law, a student's address (home or university address) and class schedules may not be disclosed as "directory information."***

The policy that such information will be made generally available will be communicated to presently enrolled students through the publication of these guidelines. An individual student currently enrolled may request that such directory information not be disclosed by completing the respective form available on the University Registrar's website. If a student wishes to release more, less, or different information, he or she may do so by completing the information release form found on the University Registrar's website.

13. To the court, those records that are necessary to defend the institution when a student initiates legal action against the institution. The Office of the General Counsel must make the determination as to which records should be disclosed to the court.
- B. What Constitutes Written Consent. A student may authorize the disclosure of specified information from their educational records by indicating this on the digital form on the University Registrar's website and may revoke such consent by the same means. In all instances where written consent is required, this online system satisfies the requirement of such; it specifies the records that may be disclosed, the purpose of the disclosure, and the parties or class of parties to whom disclosure may be made.
  - C. Provisions Concerning Specific Records. A transcript of a student's official academic record contains information about their academic attainment and status exclusively. Only the University Registrar is authorized to issue

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transcripts or to certify in any way the official academic record of a student. An official transcript is issued only when requested by the student through the University's online transcript request system.

Applicable records may also be issued with the written consent of the student as indicated upon their registration form or application for financial aid, to persons or agencies financially responsible for a student's tuition, such as a governmental agency or a scholarship fund.

In general, information from disciplinary records, as defined above, shall not be made available to persons on or off campus, without the express consent of the nondependent student involved. A number of exceptions exist. Disciplinary records may be released without the student's permission:

- 1) To administrators within the Office of Student Affairs;
- 2) Pursuant to legal process as defined herein; or
- 3) To school officials or to school officials at other institutions who have been determined to have a legitimate educational interest in the behavior of the student, when the education records contain information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or members of the school community.

In addition to those instances noted above, the University has the discretion to disclose the final results of any disciplinary proceeding conducted by the University against a student who is an alleged perpetrator of any crime of violence (as that term is defined in section 16 of Title 18, United States Code), or a nonforcible sex offense if the University determines as a result of the disciplinary proceeding that the student committed a violation of the University's rules or policies with respect to such crime or offense.

For the purpose of disclosure under this section, the final results of any disciplinary proceeding shall include only the name of the student, the violation committed, and any sanction imposed by the institution on that student, and may include the name of any other student, such as a victim or witness, only with the written consent of that other student. The University also has the discretion to disclose to any parent or legal guardian of a student under the age of twenty-one (21) information about a violation of any federal state or local law, or any rule or policy of the institution governing the use or possession of alcohol or a controlled substance, if the institution determines that the student has committed a disciplinary violation with respect to such use or possession.

Information from financial aid and employment records, as defined above, shall not be made available to anyone without the prior express written consent of the student involved except to confirm employment or to supply appropriate references to subsequent employers upon request of the student. Any and all financial data and income tax forms submitted in confidence by the student's parents shall not be released without their prior express written consent.

Medical, psychological, and counseling records, as defined in Section II.B.4 above, are governed by the strictest canons of professional conduct and confidentiality. Information from these records shall not be made available to anyone other than the persons providing the medical, psychological, and counseling treatment, except that they can be reviewed by a physician or other appropriate professional of a student's choice. Nothing in this provision is intended to deny a student the right to inspect medical, counseling, or psychological records as provided under California or federal law.

- D. Legal Process. Persons from outside the academic community shall not be permitted personal access to a student's records or greater information than provided herein or in FERPA without the prior express written consent of the student, or unless a subpoena, judicial order, or other legal process is served on the University or unless release is pursuant to the disciplinary exception stated above. The University will comply with such process only upon the advice of counsel. To fully protect the confidentiality of student records, the University, upon receipt of a subpoena in the Office of the General Counsel, will evaluate the validity of the subpoena, and in the case of a subpoena that can be disclosed to a student, the Office of the General Counsel will inform the student of the subpoena and give the student an opportunity to resist the subpoena.
- E. Conditions for Disclosure. Education shall be disclosed to a third party only on the condition that such a party will not permit any other party to have access to such information without the written consent of the student.



### **Recordkeeping Requirements**

The University will maintain a record of requests for or disclosures of information from a student's education records. The record will indicate the name of the party making the request and what records, if any, were received, the legitimate interest in the records, any additional party to whom it may be re-disclosed, and the legitimate interest the additional party had in requesting or obtaining the information. The record may be reviewed by the student. This recordkeeping is not required if the request was from, or the disclosure was to:

- The student
- A school official determined to have a legitimate educational interest
- A party with written consent from the student
- A party seeking directory information
- A federal grand jury or law enforcement agency pursuant to a subpoena that by its terms requires nondisclosure

### **Construction**

The Office of the General Counsel will advise university officials on questions of legal interpretation and application of this policy to specific circumstances.

### *Transcripts*

A transcript of a student's complete academic record is issued only upon the student's signed request. Students should allow two to five business days for processing. See the appropriate Tuition and Fees section of this Catalog for the cost of transcripts.

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.

### *Student Records*

The University maintains student records under the name the student had when last enrolled. A former student/alumni may not change the name on his or her permanent record except by presenting a signed request and a certified copy of the signed court order showing the authorized name change.

### *Recording of Degrees*

University degrees are conferred at the end of each academic semester, with the official conferral date corresponding to the last date of the semester (Fall, Spring, May, and Summer). Degrees are conferred on the first official conferral date after degree requirements (required coursework, non-coursework, and necessary supporting documents) are completed.

Academic records are sealed thirty days after the conferral of a degree. After this date, changes to majors and minors, addition of departmental honors, removal of incompletes, grade changes, or other changes to an academic record cannot be made.

### *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 due dates of major assignments, 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.)

### *Capstone Requirement*

In all degree and some non-degree programs at the University of Redlands, students must complete a capstone requirement prior to graduation. Capstone projects represent the culmination of students' academic accomplishments. Capstone activities offer students the opportunity to synthesize topics and practice skills learned in their academic programs. The nature of capstone projects varies, but they should represent students' best practices in their fields of study.

## Classification of Students

### Enrollment Status

Enrollment status is determined as follows:

	Undergraduate	Graduate
Full Time	12 Credits	6 Credits
Three-Quarter Time	9 Credits	4.5 Credits
Half Time	6 Credits	3 Credits

Based on four-month terms of January through April, May through August, and September through December.

### Undergraduate Standing

Class Level: Students are classified by level based on academic credits completed	
Freshman	0–31
Sophomore	32–63
Junior	64–95
Senior	96 or more

### Graduate Standing Classifications

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

- 1) **Regular Graduate 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:
  - a. bachelor or higher-level degree from a regionally accredited college or university;
  - b. a minimum undergraduate GPA of at least 2.5 on a scale of 4.0 (Note: some programs may require a higher minimum GPA.); and
  - c. maintenance of a satisfactory academic standing. (See the section titled “Graduate Academic Standing” in this chapter.)
- 2) **Provisional Graduate Standing:** 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), 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 or four courses for either full-time or part-time students, and registration is limited to a maximum of 12 credits before achieving regular graduate standing.
- 3) **Limited Graduate Standing:** 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.
- 4) **Special Status Graduate Standing:** 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 the 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.

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### **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 term will be placed on probation and allowed one term 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 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.

### **Academic Credit Definition**

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.

## 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. For more information, see the Tuition and Fees section of this Catalog.

### **Credit by Examination Limit**

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 Office of Business and Finance 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.

## Grading Systems

<b>Undergraduate Grading System</b>	
4.0 or 3.7	<b>Outstanding.</b> The student displayed exceptional grasp of the material, frequently with evidence of intellectual insight and original thought.
3.3, 3.0, or 2.7	<b>Excellent.</b> The student's 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.
2.3, 2.0, or 1.7	<b>Acceptable.</b> 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.
1.3, 1.0, or 0.7	<b>Poor.</b> 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	<b>Failing.</b> 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.
<b>Additional Grades</b>	
CR	Grade of 2.0 or better in CN course
NC	Grade below 2.0 in CN course
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)

<b>Graduate Grading System</b>	
4.0 or 3.7	<b>Outstanding.</b> The student displayed exceptional grasp of the material, frequently with evidence of intellectual insight and original thought.
3.3 or 3.0	<b>Excellent.</b> The student's 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.
2.7, 2.3, or 2.0	<b>Acceptable.</b> 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.
1.7, 1.3, 1.0, 0.7, 0.0	<b>Unacceptable for graduate credit.</b> Graduate students will not receive credit for a course awarded a grade of 1.7 or below. A cumulative grade point average below 3.0 is not sufficient for good standing in graduate programs.
<b>Additional Grades</b>	
CR	Grade of 2.7 or better in CN course
NC	Grade below 2.7 in CN course
I	Incomplete

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AU	Audit
CE	Credit by Examination
W	Withdraw
Z	No grade submitted by instructor (a temporary grade)

### Grading System Options

- **Numeric Grade Option:** 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 & Society 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:** 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:** 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, 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. Arts and Sciences students cross-registered in School of Business & Society or School of Education courses must meet the School of Business & Society and School of Education deadline. School of Business & Society and School of Education students cross-registered in Arts and Sciences courses must meet the Arts and Sciences deadline.

### Courses

#### **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. More stringent requirements may be set by individual departments.

#### **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. Schools, departments, or programs may place additional restrictions on repeating courses more than once. Repeating courses outside of the University of Redlands does not remove transcript notations of courses previously taken at the University of Redlands.

### Transfer Credit

#### **Minimum Grade**

The minimum grade needed to transfer an undergraduate course from a regionally accredited institution to the University of Redlands is a 2.0 (C). The minimum grade needed to transfer a graduate course from a regionally accredited institution to the University of Redlands is 3.0 (B).

#### **College Credits Earned in High School**

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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. Regardless of how many college credits are earned before graduation from high school, the student must go through the application process required of all entering freshmen.

### **Advanced Placement and International Baccalaureate**

The University of Redlands will grant credit for Advanced Placement Tests and International 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 score of three. Please refer to individual departments for further details.

For International Baccalaureate higher-level courses, several departments have established their own requirements for a level of acceptance and number of credits accepted. The minimum level of acceptance is a score of five. Scores of five and six may earn 4 credits and scores of seven may earn 8 credits. Please refer to individual departments for further details. The maximum amount of credit accepted through Advanced Placement and International Baccalaureate is the equivalent of 32 semester credits.

### **Veteran Responsibilities**

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 VA Certifying Official at the University of Redlands of any change in academic program, class load, address, marital, or dependent status. Questions about benefits or status should be directed to the VA Certifying Official by calling (909) 748-8478.

## 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 (ARB) 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 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.)

### **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 & Society 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 Registrar's Office.

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-authors or co-contributors 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 should consult the University library resources on how to reference the ideas of others and avoid plagiarism in academic writing. Library references are noted online at [www.library.redlands.edu/cite](http://www.library.redlands.edu/cite));

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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 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 or assist others in dishonest acts (this includes a responsibility to ensure that others may not cheat for them).

### 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;
  - 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: (1) the faculty member may impose a sanction, or (2) the faculty member may refer the case directly to the Academic Review Board.

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 time lines. 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 appeal to the ARB through the facilitator.

The student then has twelve (12) 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 (12) 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 (12) 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 & Society, one from the School of Education, and two students (one from the School of Business & Society 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 (12) 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, the advisor may be present throughout the hearing and may, with the 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 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 cases 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 (12) 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 will 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 the 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.

## University of Redlands Teach-Out Plans and Agreement Policy

- I. **Background:** According to the WSCUC Teach Out Plans and Agreement Policy, "an institution accredited by the Commission must submit to the Commission for its prior approval a teach-out plan or agreement upon the occurrence of any of the following:
  - a. The Secretary of Education notifies WSCUC that the Secretary has initiated an emergency action against an institution in accordance with section 487(c)(1)(G) of the HEA or an action to limit, suspend, or terminate an institution participating in any Title IV, HEA program, in accordance with section 487(c)(1)(F) HEA, and that a teach-out plan is required.
    - i. WSCUC acts to withdraw, terminate, or suspend accreditation or candidacy of the institution.
    - ii. The institution notifies WSCUC that it intends to cease operations entirely or close a location that provides one hundred percent of at least one program.

- iii. A state licensing or authorizing agency notifies WSCUC that an institution's license or legal authority to provide an educational program has been or will be revoked."

II. Definitions from WSCUC

- a. **Teach-Out Plan:** A teach-out plan is a written plan developed by the institution if that institution, or an institutional location that provides one hundred percent of at least one program, ceases to operate before all students have completed their program of study. WSCUC may require an institution to enter into a teach-out agreement as part of its teach-out plan. A teach-out plan:
  - i. must provide for the equitable treatment of students by ensuring that the institution has the necessary experience, resources, and support services to provide an educational program that is of acceptable quality and reasonably similar in content, structure, and scheduling, and to meet all of obligations to its existing students;
  - ii. must specify additional charges, if any, and provide for notification to the students of any additional charges.
- b. **Teach-Out Agreement:** WSCUC may require an institution to enter into a teach-out agreement as part of its teach-out plan. A teach-out agreement is a written agreement between two institutions when the institution or institutional location that provides on hundred percent of at least one program ceases to operate before all students have completed their program of study and enters into an agreement with another institution to teach out the program(s).

When an institution enters into such a teach-out agreement with another institution, the initiating institution must submit the agreement to the Commission for approval prior to its implementation. The teach-out agreement may be approved only if the agreement is between institutions that are accredited by a nationally recognized accrediting agency; and

- i. must be consistent with applicable standards of accreditation and Commission Policies;
- ii. must provide for the equitable treatment of students by ensuring that the teach-out institution has the necessary experience, resources, and support services to provide an educational program that is of acceptable quality and reasonably similar in content, structure, and scheduling to that provided by the institution that is closing or discontinuing its program(s), to remain stable, carry out its mission, and to meet all obligations to its existing students;
- iii. must ensure that the teach-out institution can provide students access to the program and services without requiring them to move or travel substantial distances;
- iv. must provide for notification of another accrediting agency if the teach-out institution holds accreditation from that agency; and
- v. must specify additional charges, if any, levied by the teach-out institution and provide for notification to the students of any additional charges.

If an institution the Commission accredits or has granted candidacy to closes without a teach-out plan, the Commission must work with the Department of Education and the appropriate State agency, to the extent feasible, to assist students in finding reasonable opportunities to complete their education without additional charges." *Revised and approved by the Commission 11/8/2013; Previously revised and approved by the Commission 11/06/2009*

III. University of Redlands Policy

Federal regulations require institutions to submit a teach-out plan to the Western Senior College and University Commission (WSCUC) for approval should any of the conditions enumerated in Section I. above occur. The University of Redlands Teach-out Policy aims to satisfy the requirements established by the WSCUC and, more importantly, to protect the interests of students and faculty should cessation of operations or closure of a location that provides one hundred percent of at least one program occur. Once a decision is taken, the University of Redlands will engage the option of either developing a teach-out plan (Section II.A.) or executing a teach-out agreement (Section II.B.) and will inform affected parties about the causes and consequences of its actions. In all instances, careful consultation and coordination with affected student and faculty constituencies will occur to address their current and future interests in a sensitive and timely fashion.

After the consultations and coordination have occurred, the Provost and President will bring forward the proposal to the University of Redlands Board of Trustees for final approval. The WSCUC Accreditation Liaison Officer shall be informed in the case of an event enumerated under Section I.1.-4.

### IV. Procedural Steps

- a. Administration Responsibilities: The Dean responsible for a regional campus being considered for closure and/or an academic program being considered for termination shall forward a proposal to the Provost for presentation to the President's Cabinet. The proposal must include a teach-out plan that considers the following:
  - i. Reason for campus closure and/or program termination;
  - ii. Nature and number of program(s) affected;
  - iii. Dates of campus closure and/or program termination;
  - iv. Number of students currently enrolled;
  - v. Statistics on students' status and progress toward attaining each program's degree and/or certificate;
  - vi. Statistics on resources used to maintain the campus(es) and/or offer the program(s);
  - vii. Projected financial savings, if any, to be realized by campus closure and/or program termination;
  - viii. Explanation of how students enrolled in the campus and/or program will be informed of the impending closure/termination
  - ix. Explanation of how students enrolled in the campus and/or program will be assisted in completing their program of study with minimal disruption or additional expense;
  - x. Assessment of the degree to which faculty will be adversely affected by the planned closure/termination;
  - xi. Explanation of how faculty and staff either will be reassigned or provided assistance to find new employment;
  - xii. Signed copies of teach-out agreements with other institutions, if any are required; and
  - xiii. Provisions, if any are required, for storing student records, disposition of final financial resources and other assets.
- b. Faculty Responsibilities: Concurrent with presentation of the proposal to the Provost and the President's Cabinet, it should be brought forward for analysis by the Committees of the Faculty Senate as illustrated:
  - i. Committee on Academic Planning and Standards (CAPS) for consideration of the proposal's effects on academic planning and standards, the development of the teach-out plan, and the development (if any) of the teach-out agreement;
  - ii. Personnel Policies Committee (PPC) for consideration of the proposal's effects on faculty in accordance with procedures of the Faculty Handbook (i.e. Section 3.9.6. Institutional Need);
  - iii. Budget and Planning Committee (BPC) for consideration of the proposal's effects on budgetary, financial, and planning issues.

The Provost and Faculty Senate President will be responsible for coordinating discussions between the Faculty Senate sub-committees and the administration on teach-out planning and assistance to affected students and faculty. The Registrar keeps a list of such programs being considered for closure.

- c. Affected Students: For affected students, an academic plan should be developed for each student that enables the student to complete the curricular program requirements within the teach-out period.
  - i. The teach out period will, typically, not be continued for more than two academic years following the date on which the notice of closure/termination is given to students. Programs will determine, on a case-by-case basis, the necessary length of a teach-out plan within this timeframe.
  - ii. Students who do not make adequate progress in their academic plan for teach-out will be advised into another degree-granting program or location, if the latter is applicable.
  - iii. If a course required for the degree is not offered in the teach-out period, students may make arrangements, with the program's consent, either to take the course at another institution and

transfer the credit or to arrange with the program to complete the requirements in some other academically appropriate fashion.

- iv. Students are required to have ongoing contact with their academic advisor during the teach-out period to ensure that their academic plans are current and consistent with the projected course offering.

V. Scope

- a. Implementation of this policy applies to administration, faculty, and students in all programs of the University of Redlands.

# Academic Calendar

## Fall 2023 (08/28/23 - 12/16/23)

6/24-7/15	SBS: Advising/Registration Fall for New Student Registration
7/17-8/18	SBS: Advising/Registration Fall for Regular Registration
8/7-8/27	SE: Advising/Registration Period for Fall
8/24	CAS: New Students Arrive
8/25	SBS: Final day to drop class without any financial implications for First 8 week period
8/26	CAS: Continuing Students Arrive
8/28	CAS: Classes Begin
8/28-10/21	SBS: 8/28/23 - 10/21/23 First 8 week period
8/28-9/24	SCS: First four week period
8/29	SCS: First four week period: Last day to add is Tues of week 1
9/1	CAS: Enrollment Confirmation deadline
9/5	SE: First Day of Fall Classes
9/8	SCS: First four week period: Last day to drop is Fri of week 2
	SE: Saturday EdD Class Meetings: 9/9; 9/23; 10/7; 10/21; 11/4; 11/18
9/12	CAS: Final day to add classes, final day to submit individualized study contracts
9/18	SE: Add/Drop Deadline
9/19	CAS: Final day to submit Johnston regular course contracts
9/25-10/22	SCS: Second four week period
9/26	SCS: Second four week period: Last day to add is Tues of week 1
10/6	SCS: Second four week period: Last day to drop is Fri of week 2
10/9-10/10	CAS: Study Days
10/13	CAS: Final day to drop classes without appearing on academic transcript, change grading options and credit value
10/13	SBS: Final day to withdraw from class with a mark of "W" on academic transcript for First 8 week period
10/14-11/4	SBS: Advising/Registration Spring for New Student Registration
10/20	SBS: Final day to drop class without any financial implications for Second 8 week period
10/23-12/16	SBS: 10/23/23 - 12/16/23 Second 8 week period
10/23	SE: Second Session Begins
10/23-11/17	CAS: Advising and Registration for Spring 2024 and May 2024 terms
10/23-11/19	SCS: Third four week period
10/24	SCS: Third four week period: Last day to add is Tues of week 1
10/27	CAS: Final day to record a grade for incompletes from Spring, May, & Summer 2023 terms
11/3	SCS: Third four week period: Last day to drop is Fri of week 2
11/6-12/29	SBS: Advising/Registration Spring for Regular Registration
11/10	CAS: Final day to withdraw from class with a mark of "W" on academic transcript
11/20-12/16	SCS: Fourth four week period
11/21	SCS: Fourth four week period: Last day to add is Tues of week 1
11/22-11/24	CAS: Thanksgiving Break



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11/22-11/24	<b>Thanksgiving Holiday- University Closed</b>
12/1	SCS: Fourth four week period: Last day to drop is Fri of week 2
12/1	CAS: Last day of Classes
12/4-12/7	CAS: Final Exams
12/8	SBS: Final day to withdraw from class with a mark of "W" on academic transcript for Second 8 week period
12/9	SE: Last Day of Fall Classes
12/11-1/7	SE: Advising/Registration Period for Spring
12/13	CAS: Deadline for Fall 2023 grade submission: 5 pm
12/14	CAS: Deadline for departmental honors forms to be completed for Fall 2023 graduates
12/18-1/7	<b>Winter Break</b>
12/18-1/1	<b>Winter Holiday- University Closed</b>
1/29	CAS: Faculty deadline for Johnston student evaluations for Fall 2023
	<i>SCS: Disclaimer for 2-week courses: Last day to add is 1st day of class. Last day to drop is 2nd day of class</i>

### Spring 2024 (1/8/24 - 4/27/24)

10/14-11/4	SBS: Advising/Registration Spring for New Student Registration
11/6-12/29	SBS: Advising/Registration Spring for Regular Registration
12/11-1/7	SE: Advising/Registration Period for Spring
1/5	CAS: New Student Orientation
1/5	SBS: Final day to drop class without any financial implications for First 8 week period
1/7	CAS: Continuing Students Arrive
1/8-3/2	SBS: 1/8/24 - 3/2/24 First 8 week period
1/8	SE: First Day of Spring Classes
1/8-2/4	SCS: First four week period.
1/9	SCS: First four week period: Last day to add is Tues of week 1
1/10	CAS: Classes Begin
	SE: Saturday EdD Class Meetings: 1/13; 1/27; 2/10; 2/24; 3/9; 3/23
1/15	<b>Martin Luther King Jr. Holiday (University Closed)</b>
1/19	SCS: First four week period: Last day to drop is Fri of week 2
1/22	CAS: Final day to add classes, final day to submit individualized study contracts
1/22	SE: Add/Drop Deadline
1/29	CAS: Final day to submit Johnston regular course contracts
2/5-3/3	SCS: Second four week period.
2/6	SCS: Second four week period: Last day to add is Tues of week 1
2/16	SCS: Second four week period: Last day to drop is Fri of week 2
2/23	CAS: Final day to drop classes without appearing on academic transcript, change grading options and credit value
2/23	SBS: Final day to withdraw from class with a mark of "W" on academic transcript for First 8 week period
2/24-3/16	SBS: Advising/Registration Summer for New Student Registration

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2/26-3/1	SE: Spring Break
2/26-3/1	CAS: Spring Break
3/1	SBS: Final day to drop class without any financial implications for Second 8 week period
3/1	CAS: Publication deadline for departmental honors candidates to be submitted for Spring 2024 graduates
3/4-4/27	SBS: 3/4/24 - 4/27/24 Second 8 week period
3/4-3/31	SCS: Third four week period.
3/4	SE: Second Session Begins
3/5	SCS: Third four week period: Last day to add is Tues of week 1
3/8	CAS: Final day to record a grade for incompletes for Fall 2023 term
3/11-3/29	CAS: Advising and Registration for Summer and Fall 2024 terms
3/15	SCS: Third four week period: Last day to drop is Fri of week 2
3/18-4/19	SBS: Advising/Registration Summer for Regular Registration
3/22	CAS: Final day to withdraw from class with a mark of "W" on academic transcript
4/1-4/27	SCS: Fourth four week period.
4/2	SCS: Fourth four week period: Last day to add is Tues of week 1
4/8-4/28	SE: Advising/Registration Period for Summer
4/12	SCS: Fourth four week period: Last day to drop is Fri of week 2
4/17	CAS: Monday schedule of classes**
4/18	CAS: Study Day
4/19	SBS: Final day to withdraw from class with a mark of "W" on academic transcript for Second 8 week period
4/19-4/23	CAS: Final Exams (4/19, 4/20, 4/22, 4/23)
4/20	SE: Last Day of Spring Classes
4/25	CAS: Deadline for Spring 2024 grade submission: 5 pm
4/25	CAS: Deadline for departmental honors forms to be completed for Spring 2024 graduates
4/25-4/27	<b>Commencement Weekend*</b>
6/10	CAS: Faculty deadline for Johnston student evaluations for Spring 2024
	<i>SCS: Disclaimer for 2 week courses: Last day to add is first day of class. Last day to drop is 2nd day of class</i>
	*TBD
	** Classes that meet on M, MW, MWF will also meet on this day as a Monday.

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### Summer 2024 (04/29/24 - 08/17/24)

2/24-3/16	SBS: Advising/Registration Summer for New Student Registration
3/18-4/19	SBS: Advising/Registration Summer for Regular Registration
4/8-4/28	SE: Advising/Registration Period for Summer
4/26	SBS: Final day to drop class without any financial implications for First 8 week period
4/29-6/22	SBS: 4/29/24 - 6/22/24 First 8 week period
4/29	SE: First Day of Summer Classes
4/29-5/26	SCS: First four week period.
4/30	SCS: First four week period: Last day to add is Tues of week 1
	SE: Saturday EdD Class Meetings: 5/4; 5/18; 6/1; 6/15; 6/29; 7/13
5/6-5/31	CAS: May offerings (5/6 - 5/31)
5/6	CAS: Classes Begin for May Offerings
5/7	CAS: Final day to add classes, final day to submit individualized study contracts
5/8	CAS: Final day to submit Johnston regular course contracts
5/9	CAS: Final day to drop classes without appearing on academic transcript, change grading options and credit value
5/10	SCS: First four week period: Last day to drop is Fri of week 2
5/13	SE: Add/Drop Deadline
5/27	<b>Memorial Day Holiday (University Closed)</b>
5/27-6/23	SCS: Second four week period.
5/28	SCS: Second four week period: Last day to add is Tues of week 1
5/30	CAS: Last day of Classes
5/31	CAS: Final Exams
6/5	CAS: Deadline for May offerings grade submission: 12 midnight
6/7	SCS: Second four week period: Last day to drop is Fri of week 2
6/14	SBS: Final day to withdraw from class with a mark of "W" on academic transcript for First 8 week period
6/17	SE: Second Session Begins
6/17-8/14	CAS: Undergraduate Summer offerings (6/17 - 8/14)
6/17	CAS: Classes Begin for Summer Offerings
6/19	<b>Juneteenth Holiday (University Closed)</b>
6/20	CAS: Final day to add classes, final day to submit individualized study contracts
6/21	SBS: Final day to drop class without any financial implications for Second 8 week period
6/22-7/13	SBS: Advising/Registration Fall for New Student Registration
6/24-8/17	SBS: 6/24/24 - 8/17/24 Second 8 week period
6/24	CAS: Final day to submit Johnston regular course contracts
6/24-7/21	SCS: Third four week period.
6/25	SCS: Third four week period: Last day to add is Tues of week 1
6/27	CAS: Final day to drop classes without appearing on academic transcript, change grading options and credit value
7/3	CAS: Faculty deadline for Johnston student evaluations for May offerings
7/4	<b>Independence Day Holiday (University Closed)</b>

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7/5	SCS: Third four week period: Last day to drop is Fri of week 2
7/15-8/16	SBS: Advising/Registration Fall for Regular Registration
7/22-8/17	SCS: Fourth four week period.
7/23	SCS: Fourth four week period: Last day to add is Tues of week 1
8/2	SCS: Fourth four week period: Last day to drop is Fri of week 2
8/3	SE: Last Day of Summer Classes
8/5-8/25	SE: Advising/Registration Period for Fall
8/9	SBS: Final day to withdraw from class with a mark of "W" on academic transcript for Second 8 week period
8/13	CAS: Last day of Classes
8/14	CAS: Final Exams
8/19	CAS: Deadline for Summer offerings grade submission: 5 pm
9/9	CAS: Faculty deadline for Johnston student evaluations for Summer 2024

\*Calendar subject to change. See <https://www.redlands.edu/study/registrar-office/> for more information.

## Student Financial Services

### General Information

Every effort has been made to ensure the accuracy of this information at the time of publication. Due to frequent changes in program regulations mandated by U.S. Congress, Department of Education, and the State of California, all the information contained herein is subject to change without notice.

This information reflects the policies, tuition, and fees for the 2023-24 academic year. New information will be available in Summer 2024.

### 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:

COA	Cost of Attendance
DL	Direct Lending
EFC	Expected Family Contribution
FAFSA	Free Application for Federal Student Aid
GPA	Grade Point Average
IRS	Internal Revenue Service
SAR	Student Aid Report

### 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.

#### Federal (Pell Grant, Direct Loan, Work, and FSEOG programs)

Federal regulations outline and govern the following items: institutional responsibilities, student responsibilities, the 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, Cal Grant B, and Cal B Access Grant)

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 (Achievement Awards, University Scholarships and Grants, Talent Awards, Redlands Loan, Work)**

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 Student Financial Services at the University of Redlands adheres to all federal, state, and college regulations in the application form, and in the analysis and awarding of, financial aid to ensure that regulations are not in conflict and meet the language and intent of the legislative provisions. Copies of federal, state, and institutional policies and procedures are on file in the Office of Student Financial Services.

**Application Procedures and Deadlines**

Students must complete the FAFSA each year to be considered for Federal, State and institutional need-based financial aid. For undergraduate students in the College of Arts and Sciences, the FAFSA must be filed by March 2 prior to the academic year for which they are applying.

To receive federal financial aid students must complete a Free Application for Federal Student Aid (FAFSA).

Undergraduate California residents who wish to apply for a Cal Grant must complete the FAFSA and submit a GPA verification\* to California Student Aid Commission (CSAC) by March 2 prior to the academic year for which they are applying. Non-US citizen undergraduate California residents who wish to apply for a Cal Grant must complete a California Dream Application and submit a GPA verification to California Student Aid Commission (CSAC) by March 2 prior to the academic year for which they are applying.

FAFSA applications may be submitted online at <https://www.studentaid.gov>. California Dream Applications and GPA verifications may be submitted online at <csac.ca.gov>.

\*If the student has not yet completed at least 24 credits at Redlands at the time the GPA Verification form is completed, the student will need to have the form completed by the last institution the student attended and completed 24 credits, or by the student's high school.

Application requirements for institutional aid programs are addressed in the financial aid program section of this catalog.

Verification and Conflicting Information

Students who are selected for verification by the Department of Education or University of Redlands, or with conflicting information on their FAFSA are required to submit all requested documentation to Student Financial Services for review before they can receive financial aid. Failure to complete the required verification process will result in the postponement or cancellation of all non-merit financial assistance. Student Financial Services will notify students of required documentation to complete verification or resolve conflicting information.

**Student Eligibility**

Students must meet the following criteria to be eligible for need-based Federal and State financial aid:

- Be enrolled as a regular student in an eligible program
- Not be enrolled simultaneously in elementary or secondary school
- Meet one of the following academic criteria:
  - Have a high school diploma
  - Have the recognized equivalent of a high school diploma, including:
    - A General Education Development Certificate (GED)
    - A state certificate issued after passing a state-authorized test, recognized by the state as the equivalent of a high school diploma
    - An academic transcript indicating the successful completion of a two-year program in which all credits apply towards fulfilling bachelor's degree requirements

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- Documentation indicating a student excelled academically in high school, did not complete high school graduation requirements, and meets admissions requirements as indicated in formal, written admissions policies
- For students enrolled prior to July 1, 2012, meet one of the following ability-to-benefit (ATB) alternatives:
  - Have a passing score on an independently administered, ED-approved ATB test
  - Complete at least 6 credit hours or 225 clock hours that apply directly toward the student's current academic program
  - Complete a state process approved by ED if/when one is approved
- Be home schooled, and
  - Obtain a secondary school completion credential for home schooling provided by the student's home state, if one is offered, or
  - Have completed a secondary school education in a home school setting that qualifies as an exemption from compulsory attendance requirements under state law
- Have a valid Social Security Number, if required
- Be a U.S. citizen or eligible noncitizen
- Sign a Statement of Educational Purpose, which certifies he or she will use federal student financial aid only to pay educational costs
- Not be in default on a Title IV loan or, if in default, have made satisfactory repayment arrangements with the loan holder
- Have not obtained loan amounts that exceed annual or aggregate loan limits made under any Title IV loan program
- Not be liable for an overpayment of a Title IV grant or Federal Perkins Loan or, if liable, have made satisfactory repayment arrangements with the holder of the debt
- Be making satisfactory academic progress (SAP)
- Not have property which is subject to a judgment lien for a debt owed to the U.S. or, if subject to a judgment lien, have made satisfactory repayment arrangements with the debt holder
- Have completed repayment of funds to either ED or the holder of a loan, as applicable, if the student has been convicted of, or pled nolo contendere or guilty to, a crime involving fraud in obtaining Title IV aid

### **Analysis System**

A financial aid offer is a combination of scholarship, grant, loan, and/or work funds designed to assist in meeting a student's need or recognize academic achievement. Financial aid offers are determined using a student's EFC, financial need, dependency status, academic level, and number of credits completed.

### Expected Family Contribution

The Expected Family Contribution (EFC) is calculated based on the financial information provided by parents and students on the FAFSA. The analysis system attempts to judge the family's financial ability to contribute toward the cost of education, not how much they will pay (i.e., the calculation is determined using objective facts of a family's financial position as opposed to the family's financial practices). The analysis procedure attempts to determine an EFC based not only upon income but upon a variety of other variables as well: investments, family size, siblings attending college at the same time, etc.

The EFC is used to determine a student's Federal Pell Grant eligibility and eligibility for need-based financial aid, described later in this chapter.

### Cost of Attendance

COA is the estimate of tuition and fees, cost of housing and meals (or living expenses), cost of books, supplies, transportation, loan fees, and miscellaneous expenses associated with attending a degree program. This figure is used to determine financial need and total amount of financial assistance a student may receive in an award year. See the Cost of Attendance Section for specific cost of attendance figures for the current award year.

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### Financial Need

Financial need is used to determine a student's eligibility for Federal, State and institutional need-based assistance. Financial need is defined as the COA minus the EFC. Financial need is not the amount of financial assistance a student will receive, but instead establishes their eligibility for need-based assistance.

### Dependency Status

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 the purpose of determining Federal, State, and/or University of Redlands institutional aid eligibility, 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 emancipated minor, or in legal guardianship
3. A veteran of the U.S. Armed Forces or currently serving on active duty for purposes other than training
4. An individual with legal dependents other than a spouse
5. A graduate or professional student
6. An unaccompanied homeless youth, or
7. A married person

## Financial Aid Policies

### **Satisfactory Academic Progress**

All students enrolled in degree programs at University of Redlands must make the Satisfactory Academic Progress (SAP) according to policies set forth by the University of Redlands and the Federal government to receive financial aid. University of Redlands defines SAP 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, students must meet the following minimum standards when progress is checked after each term.

### **Applicability**

The policies outlined in this section apply to all students in receipt of Title IV and non-Title IV financial aid at the University. Any reference to "student(s)" in this policy indicates a financial aid recipient. These policies are as strict as, and in some aspects stricter, than the Academic Progress Standards that govern students who are not receiving financial aid. SAP standards in the following subsections may vary across different categories of students due to federal and state regulations as well as academic requirements in each academic area. The student attributes that determine the categories to which various SAP standards apply are as follows:

- Enrollment Status – full-time or part-time
- Academic Level – graduate or undergraduate
- School/College – College of Arts and Sciences (CAS), School of Business (SB), School of Education (SE), Graduate School of Theology (GST)
- Other – Johnston Center, Teacher Preparation Program

A student category is comprised of a combination of these attributes (e.g. full-time, undergraduate student in the School of Business)

The required pace of completion (quantitative measure) and cumulative GPA (qualitative measure) measures for each student population is defined as follows:

School/Academic Level	Pace	Minimum Cumulative GPA
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College of Arts and Sciences – Undergraduate	12 credits per semester*	2.0**
College of Arts and Sciences – Graduate	67% completion	3.0
School of Business – Undergraduate	67% completion	2.0
School of Business – Graduate	67% completion	3.0
School of Education – Undergraduate	67% completion	2.0
School of Education – Credential	67% completion	2.0
School of Education – Graduate	67% completion	3.0
Graduate School of Theology	67% completion	2.0

\* Although the minimum acceptable standard to be eligible for financial aid is 24 academic credits per year for full-time students, a student must complete an average of 32 credits per academic year to graduate within a four-year period.

\*\*students enrolled in the Johnston Center must main an equivalent GPA of a 2.0

If a student attends less than full-time in any program, the quantitative measure is prorated according to their enrollment status.

### Time Frame for Completion

The Maximum Time Frame (MTF) for all students attending full-time is measured in credit hours and is 150% of the published length of the program. For students that attend less than full time, the MTF will be prorated according to their enrollment status.

If a student fails to complete the program requirements within the MTF, they will not be eligible for Title IV, state or institutional aid. Additionally, a student who exceeds the MTF is ineligible for financial aid warning or financial aid probation.

### Treatment of Grades

Incomplete grades count as attempted but not completed credits for the purpose of the pace calculation of SAP. They do not impact the GPA component of SAP. Credit/No Credit courses count toward the pace calculation of SAP. They do not impact the GPA component of SAP. All other grades are evaluated in the GPA and pace component of SAP.

### Review Intervals

Student Financial Services will review all students receiving financial aid for SAP after each term. For purposes of reviewing SAP, a term is defined as a financial aid payment period. Students who do not meet the above requirements during any SAP review will be placed on warning for one term. At the end of the warning term, SAP will be reviewed again. Students who are still not meeting the minimum standards will be placed on Financial Aid Suspension. Students placed on Suspension may appeal to continue to receive financial aid. Successful appeals will be placed on probation for one term.

### Notifications

If a student is placed on financial aid warning, they are notified via e-mail and asked to sign a form acknowledging their warning status, and the implications if they do not remedy their academic progress. If a student is placed on financial aid suspension, they are notified via email of the decision and the process to appeal to continue to receive financial aid. Each student's SAP status is also available for viewing through their Student Self-Service portal.

If a student on financial aid suspension submits an appeal, they are notified via email of the outcome of the appeal. For an approved appeal where a student is placed on probation, the student is notified that they must meet the satisfactory academic progress standards or meet the requirements of the academic plan developed by the University and the student to qualify for further title IV, HEA program funds. For a denied appeal, the student is notified of the reason for the denial, and that they must meet the satisfactory academic progress standards to regain eligibility for further title IV, HEA program funds.

### Appeal Process

Students placed on Financial Aid Suspension who wish to receive financial aid during their term of suspension must return the SAP appeal form along with all supporting documentation within the current payment period to Student Financial Services for review. Students will be notified through email by Student Financial Services of their SAP status and required



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appeal documents.

### Documentation

A student who appeals their Financial Aid Suspension must submit information explaining why they failed to meet SAP standards and what has changed in his or her situation which will allow him or her to be making SAP by the next evaluation. Additionally, since third parties may be used to document the mitigating circumstances surrounding a SAP appeal, the student must also submit documentation to support their appeal. Some examples of acceptable documentation include but are not limited to:

- Newspaper obituaries or death certificates to substantiate deaths
- Physician's written statement to substantiate illness or accident
- Written statement from clergy, family member, or other third party who knows the student's situation
- Written statement from academic advisor or professor

Any other forms of documentation submitted by a student to support an appeal will be reviewed on a case-by-case basis.

### Academic Plan

While financial aid probation is an option for students who can meet SAP at the end of the payment period, an academic plan is appropriate for a student who would require more time to be in compliance. The decision regarding which students will use an academic plan will be made on a case-by-case basis.

Academic plans must be developed on a student-by-student basis, and designed in such a way that, if followed, the student will be meeting SAP standards by a specified point in time.

Academic plans must be supported by the student's Academic Advisor.

### How to Re-establish Eligibility

Students can re-establish their eligibility for financial aid by meeting both the pace and GPA requirements.

### Duration of Financial Aid Eligibility for Institutional Financial Aid

College of Arts and Sciences undergraduate students are eligible for eight semesters of institutional financial aid, or the prorated equivalent for transfer students. 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. For example, a first-semester, first-year student would be eligible for eight semesters of aid, while a First-semester junior would be eligible for four semesters of aid.

## Return of Title IV Funds (R2T4)

### *Withdrawals, Leaves of Absence and Course Drops*

If a student ceases attendance in one or more courses during a term, their record will be evaluated for the appropriate proration of tuition, room and board, and financial aid. Please refer to the tuition and fees section of the course catalog for tuition refund policies.

### Financial Aid Refunds

If a student withdraws or takes a leave of absence during a term, their financial aid may be prorated according to the established guidelines and returned to the appropriate agency.

There are three steps that the University of Redlands must complete to comply with the federal policy:

1. Determine the withdrawal date
2. Determine the amount of earned federal aid
3. Return unearned federal funds to the appropriate program(s)

Federal and Institutional Financial aid is prorated based on the number of calendar days attended out of the total number of calendar days through the first 60 percent of the semester. State financial aid is prorated at 50%, 75% or 100% of the

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awarded amount based on the percentage of days completed in the semester.

The withdrawal date is the date the student gives official notification of their intent to withdraw. For a withdraw to be considered official, students must follow the official withdrawal process detailed in the Academic Standards section of the catalog. If the student fails to withdraw officially, the applicable date will become the midpoint of the term, unless the University can document a later date. In certain circumstances, if a later date of last academic activity is substantiated, this date can be used in lieu of the midpoint of the term.

Student Financial Services will determine the portion (if any) of your financial aid funds for the semester that you are eligible to keep. This determination is made using a standard calculation specified in the U.S. Department of Education's regulations. If we determine that you must repay all or a portion of your aid funds, such funds will be immediately due. You will receive an email from Student Financial Services informing you of any balance due.

Students who withdraw before completing at least 60 percent of the term will "earn" funds in direct proportion to the time they were enrolled. The percentage of earned aid is determined by dividing the total number of calendar days enrolled by the total number of days in the term. Students who complete at least 60 percent of the term are eligible for 100 percent of their federal financial aid.

Unearned aid must be returned to the appropriate programs in accordance with the calculation schedule approved by the U.S. Secretary of Education. Refunds to specific Title IV programs will be made according to current regulations.

### Allocation of Federal Portion of Refunds After Withdrawal

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 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) Federal Direct Student Loan
- 2) Federal Direct PLUS Loan (includes Grad Direct PLUS)
- 3) Federal Pell Grant
- 4) Federal SEOG
- 5) Federal Teach Grant
- 6) Other Title IV Assistance

### **Returning Unearned Funds**

The University will return as soon as possible, but no later than 45 days from the date the institution determines that the student withdrew, all unearned funds for which it is responsible. In accordance with federal regulations, the school must return Title IV funds to the programs from which the student earned aid during the payment period as applicable in the following order, up to the net amount disbursed from each source:

- Unsubsidized Direct Loans (other than Direct PLUS Loans)
- Subsidized Direct Loans
- Federal Perkins Loans
- Direct PLUS Loans
- Federal Pell Grants for which a Return is required
- FSEOG for which a return of funds is required
- TEACH Grants for which a Return is required

Funds are considered to have been fully returned if they are deposited or transferred into the school's federal funds bank account, returned to the ED electronically using the "Refund" function in G5, or if a check is issued to the ED.

### Repayment Policy

If a student withdraws completely or is disqualified, the student will be expected to repay the calculated refund using the federally mandated refund policy guidelines. Failure to repay funds could cause suspension from future participation in any federal financial aid programs.

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If a student is responsible for returning Title IV funds, the University will notify the student within 30 days of determining that the student withdrew that they must repay all or part of a Title IV grant or make satisfactory arrangements to repay it. The notification will inform the student of the following:

- 1) The student owes an overpayment of Title IV funds.
- 2) The student's eligibility for additional Title IV funds will end if the student fails to take positive action by the 45th day following the date the University sent or was required to send notification to the student.
- 3) There are three positive actions a student can take to extend their eligibility for Title IV funds beyond 45 days:
  - a. The student may repay the overpayment in full to the University.
  - b. The student may sign a repayment agreement of up to two years with the University
  - c. The student may sign a repayment agreement with the Department of Education.
- 4) If the student fails to take one of the positive actions during the 45-day period, the University will report the student's overpayment to NSLDS and refer the student to the Default Resolution Group for collection.
- 5) The student should contact the University to discuss his or her options.

Any balance owed to University of Redlands after the R2T4 completed will be due 30 days from the date the balance is created on the account. Students will be notified via email that they have a balance on their account.

If the R2T4 results in a credit balance on the student account, the credit balance will be refunded no later than 14 days from the date the credit balance is created.

### Post-Withdrawal Disbursements

If the total amount of title IV grant or loan assistance, or both, that the student earned as calculated is greater than the total amount of title IV grant or loan assistance, or both, that was disbursed to the student, or on behalf of the student in the case of a PLUS loan, as of the date of the University's determination that the student withdrew, the difference between these amounts must be treated as a post-withdrawal disbursement. A post-withdrawal disbursement must be made from available grant funds before available loan funds.

### Post-Withdrawal Disbursement of Grant Funds

If there are any outstanding charges on the student's account, the additional Title IV aid earned will be first credited to the student's account up to the amount of the outstanding charges. The University will then disburse directly to the student any grant funds not credited to the student's account. Disbursement of post-withdrawal grant funds must be made directly to the parent and/or student as soon as possible, but no later than 45 days after the date of the University's determination that the student withdrew.

### Post-Withdrawal Disbursement of Loan Funds

Once any post-withdrawal grant disbursements have been credited and/or disbursed directly to the student and/or parent, the University may credit and/or disburse directly to the student and/or parent any remaining loan funds only after obtaining the student's or parent's confirmation that the student or parent still wishes to have the loan funds disbursed. The student and/or parent must be notified in writing within 30 days of the date of the University's determination that the student withdrew of the availability of the loan funds. The written notification must:

- Request confirmation of any post-withdrawal disbursement of loan funds that the University wishes to credit to the student's account identifying the type and amount of those loan funds and explaining that a student, or parent in the case of a parent PLUS loan, may accept or decline some or all of those funds
- Requests confirmation of any post-withdrawal disbursement of loan funds that the student, or parent in the case of a parent PLUS loan, can receive as a direct disbursement, identifying the type and amount of these title IV funds and explaining that the student, or parent in the case of a parent PLUS loan, may accept or decline some or all of those funds
- Explains that a student, or parent in the case of a parent PLUS loan, who does not confirm that a post-withdrawal disbursement of loan funds may be credited to the student's account may not receive any of those loan funds as a direct disbursement unless approved by Student Financial Services
- Explains the obligation of the student, or parent in the case of a parent PLUS loan, to repay any loan funds he or she chooses to have disbursed

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- Advises the student and/or parent that no post-withdrawal disbursement of loan funds will be made if the student or parent in the case of a parent PLUS loan, does not respond within 14 days of the date that the University sent the notification

If the student and/or parent, in the case of a PLUS loan, submits a timely response that confirms that they wish to receive all or a portion of a direct disbursement of the post-withdrawal disbursement of loan funds, or confirms that a post-withdrawal disbursement of loan funds may be credited to the student's account, the funds must be disbursed in the manner specified by the student and/or parent in as soon as possible, but no later than 180 days after the date of the University's determination that the student withdrew.

Circumstances where the student and/or parent submits a late response to the notification will be reviewed on a case by case basis.

### *Official Withdrawal or Leave of Absence*

A student who needs to withdraw from the University or take a leave of Absence should contact the Office of Student Affairs to schedule a departure interview. Both a Withdrawal (WDL) and a Leave of Absence (LOA) are considered official once the LOA or WDL paperwork reflecting the student's intention has been completed by a designated Student Affairs representative. Completed documents will state the intentions of the student to discontinue the course(s) in which s/he is registered and the effective date the WDL or LOA will be implemented, which is then recorded by the Registrar's Office. If a student fails to complete the departure interview, the applicable date will be the midpoint of the term, unless the University can substantiate a later date. When a later date is established, that date will be reflected on the departure document.

During a student's leave of absence, their official records remain active, as does their email address. Students returning from a leave of absence within one year 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.

Withdrawal from the University is the permanent separation of the student from the University. Should a withdrawn student want to return to the University, they will have to apply for admission.

### **Account Credits and Refunds**

Credit balances occur when a student's financial aid and/or payments exceed the charges on the account. Refunds of credit balances are issued to the student. Exceptions are made for Federal Parent Loans for Undergraduate Students (PLUS Loans). Refunds of credit balances begin the first week of each term. Processing of refunds can take up to 14 days.

Credit balances are refunded via check or direct deposit. Check refunds will be sent to the student's on-campus mailbox or mailed to the address on file if no mailbox exists.

Students who would like to enroll in direct deposit can do so in their student portal. Students enrolled in Direct Deposit will see their funds in their bank account within 2-3 business days of processing.

### **Students 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 applications 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.

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- How financial aid program eligibility 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 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 Student Financial Services if you drop below full-time status.
- You are required to provide all additional documentation, verification, corrections, and/or new information as requested by either Student Financial Services 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 Student Financial Services 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 Direct Loan from Student Financial Services, 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. You are required to monitor your earnings and not to exceed the maximum amount of your work opportunity award. Overworking will necessitate a reduction of other forms of financial aid in your package.
- If you receive additional funds from any source, such as outside scholarships, before or after you receive financial aid from the University, you must report the source and value of the award to Student Financial Services. Additional funds frequently require an adjustment to the existing financial aid award to avoid an "over award" as defined by federal and state regulations.
- You should check your University e-mail account on a regular basis.

### Uniform Crime Reporting

For information regarding compliance with federal regulations on uniform crime reporting, please refer to the Legal Counsel section of this Catalog.

## Financial Aid Programs

### Federal Financial Aid Programs

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Federal Pell Grant

The federal grant tables are published each year by the Federal Department of Education. Award amounts are dependent on a student's EFC, enrollment level, and the cost of attending the University of Redlands. Eligibility is limited to a total of 12 semesters during the pursuit of a student's first baccalaureate degree. Student with a qualifying EFC enrolled in an eligible postbaccalaureate program may also qualify.

Federal Supplemental Educational Opportunity Grant (FSEOG)

This federal grant assists students who demonstrate financial need and is administered by the Office of Student Financial Services. Grants range from \$100 to \$4,000 per academic year. A student must have a Pell Grant to be eligible to receive an FSEOG.

Federal Direct Loans

Federal Direct Student Loans are either subsidized or unsubsidized based on financial need, which is evaluated using the data reported on the FAFSA, and the student's academic level.

Federal Direct Loan amounts are defined based on a student's academic level, grade level, and established annual and aggregate maximums. Loan annual and aggregate amounts are as follows:

<b>Year</b>	<b>Dependent Students (except students whose parents are unable to obtain PLUS Loans)</b>	<b>Independent Students (and dependent undergraduate students whose parents are unable to obtain PLUS Loans)</b>
<b>First-Year Undergraduate Annual Loan Limit</b>	\$5,500-No more than \$3,500 of this amount may be in subsidized loans.	\$9,500-No more than \$3,500 of this amount may be in subsidized loans.
<b>Second-Year Undergraduate Annual Loan Limit</b>	\$6,500-No more than \$4,500 of this amount may be in subsidized loans.	\$10,500-No more than \$4,500 of this amount may be in subsidized loans.
<b>Third Year and Beyond Undergraduate Annual Loan Limit</b>	\$7,500 per year-No more than \$5,500 of this amount may be in subsidized loans.	\$12,500-No more than \$5,500 of this amount may be in subsidized loans.
<b>Graduate or Professional Student Annual Loan Limit</b>	Not Applicable (all graduate and professional degree students are considered independent).	\$20,500 (unsubsidized only).
<b>Credential Students</b>	\$5,500	\$5,500
<b>Parent PLUS</b>	Up to the unmet cost of attendance for the period of enrollment.	N/A
<b>Graduate PLUS</b>	N/A	Up to the unmet cost of attendance for the period of enrollment.
<b>Subsidized and Unsubsidized Aggregate Loan Limit</b>	\$31,000-No more than \$23,000 of this amount may be in subsidized loans.	<p>\$57,500 for undergraduates-No more than \$23,000 of this amount may be in subsidized loans.</p> <p>\$138,500 for graduate or professional students-No more than \$65,500 of this amount may be in subsidized loans. The graduate aggregate limit includes all federal loans received for undergraduate study.</p> <p>There is no aggregate limit for Federal Direct Parent PLUS or Graduate PLUS Loans.</p>

The Federal Direct Parent PLUS Loan is available to creditworthy parents of undergraduate students, regardless of income. This loan program allows parents to borrow the difference between the cost of education and the financial assistance the

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student is scheduled to receive. Repayment is required to begin within 60 days after the last disbursement; however, borrowers can request a deferment by contacting their loan servicer while their student is enrolled at least half-time toward their baccalaureate degree.

The Federal Direct Graduate PLUS Loan is available to creditworthy students enrolled at least half-time in a graduate or professional program. The loan program is not dependent on income and assets and allows students to borrow the difference between the cost of education and the financial assistance they are scheduled to receive. It is recommended that students maximize their Direct Loan eligibility before borrowing from the Grad PLUS. Repayment is not required for student borrowers while they are enrolled at least half-time in a degree seeking program. Borrowers are eligible for a six-month grace period once they drop below half-time enrollment before repayment begins. Standard repayment on Direct Loans requires a minimum monthly payment of \$50 or the amount required to repay the loan within 10 years.

The interest rates for Federal Direct Loans are fixed and published each year prior to July 1. Interest rates for all federal student loans can be found at [studentaid.gov](http://studentaid.gov). No interest is charged to borrowers of the Federal Direct Subsidized Loan while the student is enrolled at least half-time in a degree seeking program. Interest for Federal Direct Unsubsidized, Federal Direct Graduate PLUS and Federal Direct Parent PLUS loans begins accruing from the date of disbursement. During deferment periods, a student can (1) Make payments toward principal and interest; (2) Pay the interest quarterly and defer the principal; (3) Defer the interest and principal until the student goes into repayment (interest will accrue and be capitalized to the loan when the student enters repayment).

Visit [www.redlands.edu/sfs/direct](http://www.redlands.edu/sfs/direct) for more information.

### State Aid Programs

Cal Grants are funded by the State of California and are administered by the California Student Aid Commission (CSAC). Awards are based on financial need and grade point average. When an eligible student files a FAFSA and a Cal Grant GPA verification form by March 2, they are automatically considered for a grant. Cal Grant eligibility is contingent on California residency and students and/or parents meeting income and asset requirements. CSAC makes all final Cal Grant decisions.

It is the policy of the University of Redlands to directly apply financial aid and/or scholarship funds to current year tuition, fees, residence hall charges, and other institutional expenses before releasing funds to students. A student may request that their Cal Grant B Access Grant be disbursed directly to them. This request can be made at any time; however, if the grant has already been disbursed, the request would affect only future payments. The request may be made in person to Student Financial Services or via email at [SFS@redlands.edu](mailto:SFS@redlands.edu).

California residents who received a Cal Grant as an undergraduate student must submit a G-44 directly to the California Student Aid Commission to receive a fifth year of Cal Grant eligibility. Cal Grant eligibility is contingent on students and/or parents meeting income and asset requirements. Forms are available on the web at [www.csac.ca.gov](http://www.csac.ca.gov).

### Institutional Aid Programs

Institutional aid programs are scholarships, grants and loan programs through University of Redlands. Students must be enrolled full-time to qualify for institutional financial aid.

#### Merit and Talent Scholarships

The University of Redlands offers a variety of talent- and merit-based scholarship based on a student's program of study.

#### *College of Arts and Sciences*

All new College of Arts and Sciences students are automatically considered for academic scholarships at the time of admission. There are no special or additional application forms to complete. In addition to academic awards, University of Redlands provides scholarships to new students with special talents in music, theatre, art, and creative writing. An audition or submission of a portfolio may be required to determine eligibility. If so, the Office of Admission will notify the student.

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Achievement awards are determined by a review of academic record and/or leadership and accomplishment in school or community service. First-year and transfer undergraduate students are eligible for consideration.

Talent awards are available in each of the following areas to entering first-year students and transfer students: art, creative writing, music, and theatre. Selection and renewal are based upon recommendations by the department.

To be eligible to renew Achievement Awards or Talent Awards, College of Arts and Sciences students must:

1. Make satisfactory progress toward their degree. See "[Satisfactory Academic Progress](#)" section.
2. Achieve a cumulative GPA of at least 3.00 for merit and music awards, or a 2.5 for art, theatre, and creative writing 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 Registrar.

Additional information on merit and talent scholarships can be found at: <https://www.redlands.edu/admissions-and-aid/student-financial-services/first-year/scholarships-and-talent-awards/>.

### *Graduate School of Theology* Scholarships

Presidential and Alumni Scholarships are awarded each year to new and returning students in the M.Div. and M.A.T.S. program who demonstrate leadership in the Church and other forms of service, strong academic performance, and promise for ministry. Scholarships are renewable annually over the course of the student's studies.

The top students in each incoming class will be offered renewable Presidential Scholarships covering 100 percent tuition for three years full time in the M.Div. program. Alumni Scholarships covering on average 50-80 percent of tuition are also renewable for a total of three years full-time study.

Eligibility Requirements:

- M.Div or M.A.T.S. student
- enrolled full time
- making satisfactory academic progress (continuing students), and additionally maintain a GPA of 3.0 or higher

Additional information on Graduate School of Theology merit and talent awards can be found here: <https://www.redlands.edu/admissions-and-aid/student-financial-services/graduate-and-continuing-education/gstscholarships/>.

### Need-Based Grants

Need-based grants are available to students based on financial need, academic standing, and availability of funds.

### *College of Arts and Sciences*

University Grants are awarded to qualified undergraduates who meet all filing deadlines. Awards are based on financial need, academic standing, and availability of funds. They are made possible, in part, through gifts to the university. The Office of Advancement Services coordinates donor relations, and the student may be asked to write a letter of thanks to the donor and/or participate in donor recognition activities. University grants go toward tuition expenses only.

Students must reapply for financial aid every year by March 2. Students who apply after March 2 will have a 10 percent reduction in their University grant. After July 1, there will be a 25 percent reduction in their University grant.

On-Campus Grants are offered to qualified undergraduates who meet all filing deadlines. Awards are based on financial need and residential status. Students must live in University housing to qualify for the On-Campus Grant. On-Campus Grant eligibility is determined by University policy and the student's financial need and is subject to change.

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.

### *Graduate School of Theology*



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University Grants are institutional aid provided to help students with the cost of tuition. Awards are based on financial need, academic standing, and availability of funds. The student's need is determined based on the information supplied in the FAFSA. University grants go toward tuition expenses only.

### Eligibility Requirements

- M.Div., two-year M.A.T.S., or GTU MA student
- enrolled at least half-time
- making satisfactory academic progress (continuing students)
- paying tuition

Need-based grants are not available for one-year MATS students, and "Special" M.DIV students, unclassified students, GTU summer school tuition or other off-campus instruction such as Clinical Pastoral Education.

### Institutional Loans

The Redlands Loan is a 5 percent interest loan available to undergraduate College of Arts and Sciences students and packaged according to the University's packaging policy. Funding is limited. Repayment begins six months after a student is no longer registered as an undergraduate student at the University of Redlands.

### Student Employment

Employment opportunities, both on and off-campus, are available to College of Arts and Sciences Students who have work awards as part of their financial aid package.

The work-study program introduces students to the workforce and helps them develop important skills for future careers. On-campus positions are available in almost every department and include, but are not limited to: office assistant, research assistant, data entry clerk, lab technician, tour guide, tutor, and sports event assistant. The Student Employment Office partners with local businesses to offer a variety of opportunities for students. While some off-campus positions may require transportation, others may be walkable or bikeable. Past partnerships include placements with the City of Redlands, Redlands Unified School District, Boys & Girls Club, and local businesses in downtown Redlands including an accounting firm and marketing agency. Student employees can work up to 10 hours a week, which is limited to keep academics as the first priority.

Students' maximum earnings are outlined in their financial aid offer. The exact earning potential will depend upon the student's academic schedule and year in school. Institutional funds and federal funds are allocated to provide work awards to students.

### **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 bi-weekly to the recipient according to the number of hours worked in each two-week period.

If the amount of aid exceeds the costs billed to the student account, a refund will be issued to the recipient of aid in accordance with federal financial aid regulations within 14 days of when the credit occurs, unless written authorization from the borrower is received by Student Financial Services.

### **Revisions of Financial Aid Awards**

All financial aid awards are final when granted. However, the Student Financial Services office will re-evaluate and consider a revision of the financial aid award if there is a change of family circumstances during the award year, correction or change in the data reported by the family, discovery of an unintended error, or a student has an appeal approved. Any revision will be subject to the availability of funds.

### **Appeal Process**

A student may appeal University of Redlands' financial aid decisions in writing to Student Financial Services.

## Outside Funding Sources

### **Military and Veteran Benefits**

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:

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- Chapter 30, Montgomery GI Bill® (MGIB)—Active Duty
- Chapter 31, Veterans and Vocational Training and Rehabilitation Act (VR&E) [Public Laws 894 and 97-815]
- Chapter 32, VEAP
- Chapter 33, Post 9-11 GI Bill® and Yellow Ribbon GI Education Enhancement Program
- Chapter 34, Vietnam Era Education Program
- Chapter 35, Dependents Educational Assistance Program (DEA)
- Chapter 1606, Montgomery GI Bill®—Select Reserve (MGIB-SR)
- Chapter 1607, Reserve Educational Assistance Program (REAP)

The University is approved as a Yellow Ribbon School with the U.S. Department of Veterans Affairs. For more information about VA benefit eligibility, contact the U.S. Department of Veterans Affairs at 1 (888) 442-4551 or visit <https://benefits.va.gov/gibill/>

The University is authorized for the use of Tuition Assistance for qualified Active Duty, Reservist, or National Guard members. Members should contact their units' educational office for more information on eligibility and applying for Tuition Assistance benefits.

For more information on utilizing military or veteran benefits, contact the University of Redlands Military and Veteran Services at (909)748-8478, [military@redlands.edu](mailto:military@redlands.edu), or visit [www.redlands.edu/military](http://www.redlands.edu/military).

*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>.*

**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, call (213) 740-2670.

**Cost of Attendance (COA)**

COA is the estimate of tuition and fees, cost of housing and meals (or living expenses), cost of books, supplies, transportation, loan fees, and miscellaneous expenses associated with attending a degree program. This figure is used to determine financial need and total amount of financial assistance a student may receive in an award year. See the Cost of Attendance Section for specific cost of attendance figures for the current award year.

*On-Campus College of Arts and Sciences Student Budget*

Tuition	\$55,328	per year
Housing (double occupancy)	\$11,718	per year
Meals (standard – 14 meals per week)	\$4,134	per year
ASUR fee	\$350	per year
Books	\$1,700	per year
Loan fees	\$70	per year
Personal	\$2,552	per year
Transportation	\$984	per year
<b>TOTAL</b>	<b>\$76,836</b>	per year

*School of Business and Society and School of Education Student Budget*

Tuition and Fees:	See Actual Tuition Rates	
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Books:	\$39	per credit
Food:	\$719	per month
Housing:	\$1,440	per month
Transportation:	\$196	per month
Personal/Misc:	\$492	per month
Loan Fee (graduate student)	\$73	per term
Loan Fee (undergraduate student)	\$67	per term
Student Services Fee (SBS)	\$55	per course
Student Services Fee (SOE)	\$5	per term

### *Graduate School of Theology*

Tuition and Fees:	See Actual Tuition Rates	
Books:	\$469	per term
Food:	\$719	per month
Housing:	\$1,440	per month
Transportation:	\$196	per month
Personal/Misc:	\$492	per month
Loan Fees:	\$110	per term

### **Payment and Financial Responsibility Policies**

Policies pertaining to billing and payments can be found in the tuition and fees section of the catalog

### **Emergency Student Loan Funds**

Student Financial Services administers a short-term, no-interest loan fund to assist students experiencing an emergency or cash-flow problem. Except in unusual circumstances, these loans do not exceed \$200 and are billed to the student's account. Evidence of repayment ability is a prerequisite for all short-term loans made to students. Students are not eligible for more than one emergency student loan per term.

### **Information and Assistance**

For further information about financial aid, or for assistance in completing any of the application forms, write to Student Financial Services, University of Redlands, P.O. Box 3080, Redlands, CA 92373-0999; or call (909) 748-8047, Monday through Friday, 8 a.m. to 5 p.m.; or email [sfs@redlands.edu](mailto:sfs@redlands.edu).

## Tuition and Fees

The following schedules list the principal expenses and regulations concerning the payment of tuition and fees for the 2023-2024 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 2024-2025 academic year will be published during summer 2024. While prices are subject to change, tuition and fees are established regardless of instruction mode, and will not be prorated or refunded in the event that instruction transitions from face-to-face instruction to another mode of learning, including remote or online learning. This does not apply to housing and meal fees.

### *College of Arts and Sciences Tuition and Fees*

#### **DEFINITIONS**

##### **Undergraduate**

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**Full Year** is defined as Fall/Spring/May or Fall/Spring and includes 24–38 academic credits.

**Half Year** is defined as Fall only, Fall/May Term, Spring/May Term, or Spring only and includes 12–19 academic credits.

**Full-time** degree-seeking students enrolled in a program that is billed at a flat rate are charged full tuition for 12 or more credits in any single semester.

**Part-time** tuition is charged for 1–11 credits per semester based on approval from the Registrar’s Office.

### **Graduate**

**Full Year** is defined as Fall/Spring/Summer or Fall/Spring.

**Half Year** is defined as Fall only or Spring only.

## **TUITION, FEES, AND EXPENSES**

### **Undergraduate Tuition**

Full Year: \$57,264

Half Year: \$28,362

### **May Term**

Students may take two residential (on-campus) or online May Terms free of tuition charges. May Term Travel and Non-residential CSAC courses are not considered residential (on-campus) courses and are excluded from calculation for two tuition free May Terms. Registration for additional May Term courses will be charged at the established per credit rate for the academic year. A May Term course fee will be charged for additional residential (on-campus) courses. Non-residential CSAC and internship courses taken during May term and Summer term are exempt from tuition charges.

May Term, per credit: \$1790

Every May Term travel course will have fees advertised with the course. Deadlines for fees and travel permission forms will be publicized by the College of Arts and Sciences Study Away Office.

All students enrolled in residential (on-campus) May Terms and living on campus will be charged for a May Term housing and meal plan.\* See Housing and Meal Plan Fees below for cost breakdown.

\*All College of Arts and Sciences students will be billed for housing charges for residential May Term in May 2024.

### **Special Status Undergraduate**

Part-time tuition, per credit: \$1,790

Individualized Study, per credit: \$1,790

### **Undergraduate Auditing, *per credit***

Degree candidates: \$1,790

Non-degree students: \$225

High school students: \$120

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.

### **Graduate Tuition**

#### **Music and Communicative Disorders**

Per credit: \$1,245

#### **Public Policy and Administration**

Per credit: \$816

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### **Graduate Individualized Study**

Per credit: \$1,245

### **Graduate Auditing, per credit**

Degree candidates: \$1,245

Non-degree students: \$225

### **Graduate GIS Fees**

Per program (1-year program): \$50,400

Per term (1-year program): \$16,800

Per credit: \$1,400

Project Extension Fee\*: \$1,400

\* If a candidate is unable to complete the Major Individual Project (MIP) within one term following the last term of the program, this fee will be charged for each term required to complete the MIP.

### **Technology/Laptop Fee—MS GIS and MGIS**

One-time fee: \$2,300

Full-time graduate, per term materials fee: \$500

Part-time graduate, per term materials fee: \$330

### **Technology Fee—MPPA**

One-time fee, non-refundable: \$450

### **Other Special Costs**

Wellness Fee, non-refundable: \$100 per year

### **Cross-registration with the Schools of Business and Education, \$1,790 per credit**

Full-time, upper-division undergraduate College of Arts and Sciences students may cross-register for School of Business & Society or School of Education courses with the permission of their academic advisors. Students may register for one School of Business & Society or School of Education course per term provided it does not duplicate a College of Arts and Sciences offering. No more than 20 credits taken at the School of Business & Society and the School of Education can be applied toward a baccalaureate degree. School of Business & Society or School of Education add requests must be signed by the student's advisor and the Registrar. Credits taken at either the School of Business & Society or the School of Education are considered part of the regular academic load and are subject to the College of Arts and Sciences excess credit fee. Part-time, degree-seeking students follow the same procedures and policies as stated above for fulltime students. Part-time, non-degree students are charged the School of Business & Society or School of Education credit fee.

### **Admissions Deposit, not refundable**

Non-refundable deposit: \$350

Each College of Arts and Sciences student admitted to the University must pay a \$350 admissions deposit. For students who enroll, the deposit is credited toward the student's entering semester tuition. For students who do not enroll, the admissions deposit is not refundable.

### **Application Fee, not refundable**

Used to cover the cost of processing admissions applications.

Application Fee \$50

Application Fee, study abroad, not refundable \$40

### **Associated Students Fees**

Collected by the University to support ASUR and its sponsorship of various activities.

Full-time undergraduate, per year: \$350

Part-time undergraduate, per year: \$116

Special Status undergraduate, per year: \$116

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Full-time graduate, per semester: \$86  
Part-time graduate, per semester: \$63  
MGIS graduate, per semester: \$63  
MPPA graduate, per semester: \$35  
Visiting student for May Term: \$65  
International Off-Campus Programs, *per semester* \$54  
Salzburg semester: \$175

### **Degree Verification Fee**

Per Occurrence: \$150  
Verification of degrees or professional certifications earned to third parties.

### **Examination for credit in lieu of classwork**

Per credit: \$295  
Available only to full-time students who have not previously audited or attended the course.

### **Excess Credits Fee**

Per credit: \$1,790

### **Field Trips**

Actual cost per student

### **Late Change of Program Processing Fee**

During the semester: \$40  
After close of semester: \$90  
If granted permission by the Academic Review Board to change program after normal add or drop deadline.

### **Late Check-in Fee**

Checking in after the deadline: \$100

### **Late Immunization Fee**

For immunization documents turned in after the approved deadline: \$250

### **Late Payment Fee**

Per occurrence: \$250  
For bills not paid by the payment due date of each semester.

### **New Student/New Program Fee**

Not refundable: \$150  
Encompasses costs incurred by the University for maintenance of students' permanent records.

### **Reader's Fee**

Per course: \$385  
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 Diploma Fee: \$50**

### **Replacement ID Fee: \$10**

### **Transcripts**

Transcripts of Records, *each copy* \$10  
Johnston Center Transcript, *each copy* \$12

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Transcripts are now requested online at: [www.getmytranscript.com](http://www.getmytranscript.com) for a fee that may include an additional vendor fee, per transcript for standard mail delivery option.

### Music Fees

Unless stated otherwise, these changes are in addition to tuition and apply to all students. Music fees are not refundable after the second week of classes.

Private Lessons\*, per credit: \$250

Class Lessons, per class:

Full-time students— no extra cost

Part-time and non-degree students— no extra cost

\* 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. Appropriate conducted ensembles are MUSI 111 University Choir, MUSI 112 Chapel Singers, MUSI 114 Bel Canto Singers, MUSI 131 University of Redlands Symphony Orchestra, MUSI 138 Wind Ensemble, and MUSI 140 Symphonic Band.

### Waiver or Reduction of Private Lesson Fees

Students required by their program curriculum to register for private lessons will have private lesson fees waived for the minimum number of credits required in their respective 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 8 credits of private lesson fees.

To qualify for waiver of private lesson fees, students must meet all of the following requirements:

1. be registered full-time;
2. be registered for or have completed MUS 101, MUS 102, MUS 103, MUS 104, MUS 105, MUS 106, MUS 107, MUS 108 and MUS 110 (MUS 103, MUS 104, MUS 107, and MUS 108 are not required for bachelor of arts majors);
3. be declared and approved as a music major;
4. be advised by a member of the music faculty; and
5. 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, MUSI 112, MUSI 113, MUSI 114, MUSI 130, MUSI 131, MUSI 136, or MUSI 138 are eligible for a special private lesson fee of \$75 per credit; the minimum enrollment per semester is 1 credit.

### Student Health Insurance

This insurance is mandatory for international students. Domestic students must provide proof of health insurance coverage.

Non-covered students may purchase the plan to comply with coverage requirement.

Annual rate	(8/10/23 to 8/9/24)	\$1,593
Fall rate	(8/10/23 to 12/31/23)	\$627
Spring rate	(1/1/24 to 8/9/24)	\$996

Insurance rates are subject to change

### Study Abroad Program

Per term policy. Premium Plus includes Natural Disaster/Political Evacuation/Trip Cancellation/Trip Interruption \$230

\*Mandatory International Accident and Sickness Insurance

**May Term.** Enhanced Comprehensive includes Natural Disaster/Political Evacuation \$65

\*Rates are subject to change

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### *School of Business & Society Tuition and Fees*

The following schedules list the principal expenses and regulations concerning the payment of fees for the 2023-2023 academic year. Expenses are subject to change. When such changes are made, notice will be given as far in advance as possible.

Numbers in columns indicate dollar amounts.

#### **Tuition, per credit**

<b>Undergraduate Programs</b>	
B.S. in Business Administration (BSB)	\$713
B.S. in Management (BSM)	\$713
<b>Graduate Programs</b>	
MBA	\$934
MS-Org. Leadership	\$934
MS-Info Technology	\$934
MS-Business Analytics	\$934
Sustainable MBA	\$1,385
Dual Degree - Sustainable MBA/MPA	\$1,385
<b>Other Programs</b>	
Extended Studies	\$713

#### **Audit, per credit**

Audited courses are billed at the current per-credit rate for the degree program in which the course resides.

#### **Independent Study Fee \$275**

The independent study fee must be prepaid and is non-refundable. Independent study courses are billed at the current per-credit rate for the degree program in which the course resides.

#### **International Admissions Deposit \$350**

Each international School of Business & Society student admitted to the University must pay a \$350 admissions deposit. For the student who enrolls and begins classes, the deposit will be credited towards the student's entering term tuition. For students who do not enroll, the admissions deposit will be non-refundable.

#### **International Students**

International Program fee\* **\$300**

*\*One-time fee for incoming School of Business & Society International Students.*

#### **International Program Housing**

University-approved housing rates will apply by housing selected.

#### **Repeat Courses, per credit**

Repeated courses are billed at the student's per credit program rate, provided he/she is currently enrolled in his/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 at market price at the time of purchase.

##### **Student Services Fee (per course; non-refundable) \$55**

##### **Wellness Fee**



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Non-refundable, **\$100** per year

**Transcripts of Records (each copy) \$10**

Transcripts are now requested online at [www.getmytranscript.com](http://www.getmytranscript.com) for a fee that may include an additional vendor fee, per transcript for standard mail delivery option.

**Cross-Registration with College of Arts and Sciences**

Full-time School of Business & Society students may cross-register for one College of Arts and Sciences course per term as part of their degree program with the approval of their Assistant Director of Student Success, provided the course does not duplicate a School of Business & Society offering. Classes must be at the intermediate or advanced level (courses numbered 300 through 499). College of Arts and Sciences add requests must be signed by the student’s Assistant Director of Student Success and the Registrar. Part-time students are subject to the same regulations applicable to full-time students.

**Other Special Costs**

<b>Late Change of Program Processing Fee</b>	
During the semester	\$40
After close of semester	\$90

*If granted permission by the Academic Review Board to change program after normal add or drop deadline.*

**Duplicate Diploma Fee \$50**

**Examination for Credit in lieu of Coursework (per credit) \$295**

Available only to full-time students who have not previously audited or attended the course.

**New Student/New Program Fee (not refundable) \$300**

Encompasses costs incurred by the University for maintenance of students’ permanent records.

*School of Education Tuition and Fees*

The following schedules list the principal expenses and regulations concerning the payment of fees for the 2022-2023 academic year. All expenses are subject to change. When such changes are made, notice will be given as far in advance as possible.

**Tuition, Fees, and Expenses**

Numbers in columns indicate dollar amounts.

**Tuition, per credit**

<b><u>Undergraduate Program</u></b>	
School of Education Degree Completion Program	\$550
<b><u>Preliminary Teacher Credential Programs</u></b>	
Multiple Subject, Elementary School	\$837
Single Subject, Middle & High School	\$837
Mild Moderate Support Needs (MMSN) Special Education Credential	\$837
<b><u>Professional Credential Programs</u></b>	
Pupil Personnel Services Credential (PPS)	\$837
Preliminary Administrative Services Credential (Tier I)	\$837
Clear Administrative Services Credential (Tier II)	\$837
<b><u>Master of Arts in Education Degree Programs</u></b>	
Learning and Teaching	\$837
Curriculum and Instruction	\$837
Analytics and Learning Design	\$670
School Counseling with Pupil Personnel Services Credential	\$837

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School Counseling	\$837
School District Leadership	\$837
Higher Education	\$837
Clinical Mental Health Counseling	\$813
Leadership for Social Justice	\$813
Human Services	\$813
Counseling and Psychotherapy (MCPT)	\$464
<b>Professional Development Programs</b>	
Teacher Induction and Clear Courses, Master's Level	\$837
Professional Development Courses - Master's Level	\$837
Teacher Induction and Clear Courses, Extension - Per Course	\$837
Professional Development Courses, Extension - Per Course	\$837
<b>Doctoral Program</b>	
Doctorate in Leadership for Educational Justice	\$1,155

### **Audit, Per Credit**

Audited 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 the student is currently enrolled in their 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**

#### **Wellness Fee**

Not refundable: \$100 per year

#### **Examination for Credit in Lieu of Course** (per credit) \$295

Available only to full-time students who have not previously audited or attended the course.

#### **New Student/New Program Fee** (not refundable) \$300

Encompasses costs incurred by the University for maintenance of students' permanent records.

#### **Independent Study Fee** (not refundable, prepaid) \$275

Independent study courses are billed at the current per-credit rate for the degree program in which the course resides.

#### **Dissertation Extension Fee** \$1,155

If a doctoral candidate is unable to successfully defend his or her dissertation and successful defense of the dissertation within the last trimester of the program, a fee equivalent to 1 credit of tuition will be charged for each trimester required to complete the dissertation and defense. The candidate will be required to enroll in EDUC 862 Dissertation Writing Extension for each trimester required until completion of the dissertation and defense. The dissertation extension will be supervised by the candidate's dissertation faculty chair.

#### **Duplicate Diploma Fee** \$50

#### **Student Services Fee (per term; non-refundable)** \$5

#### **Transcript of Records** (each copy) \$10

Transcripts are now requested online at [www.getmytranscript.com](http://www.getmytranscript.com) for a fee that may include an additional vendor fee, per transcript for standard mail delivery option.

#### **Admissions Deposit for International Students** \$350

Each international School of Education student admitted to the University must pay a \$350 admissions deposit. For the

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student who enrolls and begins, the deposit will be credited towards the student's tuition. For students who do not enroll, the admissions deposit will be non-refundable.

### Late Change of Program Processing Fee

-- Petition Fee \$40 – For any petition submitted for changes involving the current term (add/drop a course after open registration).

-- Petition Fee \$90 – For any petition submitted for changes involving a previous term (retroactive withdrawal, grade disputes, etc.)

-- California Teacher Performance Assessment (CALTPA) Remediation Fee \$50 – Faculty will meet with a teacher candidate and provide guidance on improvement for revision and resubmissions of the assessment.

### Cross-Registration with College of Arts and Sciences

Full-time School of Education students may cross-register for one College of 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 300 through 499). College of Arts and Sciences add requests 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.

### Graduate School of Theology Student Tuition and Fees

#### Tuition

Program Description	Fee Type	Amount*	Bill Type
<b>Master Programs</b>			
Masters of Divinity	Tuition	\$773	Per Credit
Masters of Divinity	Overload Fee	\$773	Per Credit
Master of Arts in Theological Studies	Tuition	\$773	Per Credit
Master of Arts in Theological Studies	Overload Fee	\$773	Per Credit
Unclassified Masters Level	Tuition	\$773	Per Credit
<b>Doctoral Programs</b>			
Doctorate of Ministry	Tuition	\$670	Per Credit
Doctorate of Ministry	Supervision	\$639	Per Term
Diploma in Advanced Pastoral Studies	Tuition	\$670	Per Credit
<b>Graduate Theological Union</b>			
Common Master of Arts	Tuition	\$780	Per Unit
Common Master of Arts	Continuation Fee	\$4,530	Per Term
<b>Certificates and Diplomas</b>			
Certificate in Trauma & Spiritual Care	Tuition	\$803	Per Course
Certificate in the Art of Spiritual Direction	Tuition	\$1,483	Per Course
Certificate in Theological Studies	Tuition	\$773	Per Credit

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Diploma in the Art of Spiritual Direction	Tuition	\$1,607	Per Course
Diploma in Chaplaincy/Spiritual Care Research Literacy	Tuition	\$1,950	Per Course
Unclassified Class in Art of Spiritual Direction	Tuition	\$1,288	Per Course
<b>Shaw Chaplaincy Institute</b>			
Clinical Pastoral Education	Tuition	\$824	Per Credit

### **Audit Fees**

Masters programs \$275 per course

Doctoral Program \$400 per course

### **Other Fees**

#### **Wellness Fee**

Non-refundable: \$100 per year

#### **Textbooks**

Students purchase textbooks at market price at the time of purchase.

### **Student Activity Fee (per term) \$100**

### **Transcripts of Record (each copy) \$10**

Transcripts are now requested online at: [www.getmytranscript.com](http://www.getmytranscript.com) for a fee that may include an additional vendor fee, per transcript for standard mail delivery option.

### **Other Special Costs**

#### **Late Change of Program Processing Fee**

Late Registration \$100

Change in Enrollment Fee \$50

Enrollment Deposit - \$200 - For the student who enrolls and begins, the deposit will be credited towards the student's tuition. For students who do not enroll, the admissions deposit will be non-refundable.

Graduation Fee - Masters \$75

Graduation Fee – Doctoral \$100

Duplicate Diploma Fee - \$50

### *School of Continuing Studies Tuition and Fees*

Refer to the Redlands website for current tuition rates at [www.redlands.edu/ContinuingStudies](http://www.redlands.edu/ContinuingStudies).

## Housing and Meals

### *College of Arts and Sciences Housing and Meals*

All undergraduate College of Arts and Sciences students living on campus, including those living in Brockton Apartments and organizational houses owned by the University, are required to have a meal plan. Meal plan options are 19 meals per week, 14 meals per week, 10 meals per week, 100 Block, 75 Block, May Term and 50 Block. These are all you care to eat (AYCTE) plans with dining dollars.

### **Meal Plan Fees**

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Meal Plan	Dining Dollars per Term	Fall	Spring	Fall/ Spring Total	May Term
10 MPW (Meals per Week) <sup>1</sup>	\$250	\$1,865	\$1,865	\$3,370	
14 MPW (Meals per Week)	\$250	\$2,170	\$2,170	\$4,340	-
Unlimited	\$250	\$2,600	\$2,600	\$5,200	-
100 Block <sup>2</sup>	\$250	\$1,415	\$1,415	\$2,746	-
75 Block <sup>3</sup>	\$250	\$1,065	\$1,065	\$2,130	-
50 Block <sup>4</sup>	\$75	-	-	-	\$443
100 Dining Dollars <sup>5</sup>	\$100	\$100	\$100	\$200	

<sup>1</sup> Minimum plan for students living in residence halls

<sup>2</sup> Minimum plan for students living in apartments and houses

<sup>3</sup> Optional meal plan for student not living on campus

<sup>4</sup> Required meal plan for student living on campus during May Term

<sup>5</sup> Optional Dining Dollars only meal plan for student not living on campus

### Housing Fees

Housing Type	Annual Rate (Fall/Spring)	
Residence Halls	Air Conditioned Residence Halls	Non-Air Conditioned Residence Halls
Double-Hall Bath	\$12,124	\$11,516
Double-Suite Bath	\$12,734	\$12,124
Double-Private Bath	\$13,338	\$12,734
Triple-Hall Bath	\$9,698	\$9,214
Triple-Suite Bath	\$10,190	\$9,698
Triple-Private Bath	\$10,672	\$10,190
Quad-Hall Bath	\$7,274	\$6,914
Quad-Suite Bath	\$7,636	\$7,274
Quad-Private Bath	\$8,004	\$7,636
Large Single-Hall Bath	\$16,976	\$16,128
Large Single-Suite Bath	\$17,828	\$16,976
Large Single-Private Bath	\$18,676	\$17,828
Small Single-Hall Bath	\$14,552	\$13,824
Small Single-Suite Bath	\$15,282	\$14,552
Small Single-Private Bath	\$16,006	\$15,282

#### Air Conditioned Residence Halls:

California, Cortner, East, Founders, Grossmont, Haven, Holt, Melrose, Merriam, North, Williams

#### Non-Air Conditioned Residence Halls:

Anderson, Bekins, Fairmont

#### May Term Housing

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Housing Type	Term Rate
Selected Halls/Rooms	\$419

### Apartments and Organizational Houses:

Housing Type	Annual Rate (Fall/Spring)
Brockton Apartment-Single	\$15,282
Organizational Houses	\$12,124

### Graduate GIS

Housing Type	Monthly Rate
Double-Large	\$1,118
Double-Small	\$1,041
Family-Large	\$1,975
Family-Small	\$1,839
Single-Large	\$1,548
Single-Small	\$1,474

### Housing and Meals Contract Cancellation

Continuing students may cancel acceptance of housing and meal contracts without penalty if written notification is received in the Office of Student Life by July 21. After that date, the penalty is charged to continuing students who do not honor a signed housing and meals contract.

Late cancellation fee—housing and meals contract: \$500

### *Graduate School of Theology Housing*

Graduate School of Theology Housing	Housing Type	Cost
Carriage House Priority rent (per month)		\$1,930 per month
Hunter and Landon Priority rent	1 Bedroom	\$1,271 per month
Oxtoby (Shared) Priority rent	2 Bedroom	\$611 per person, per month
Landon Hall Priority rent	2 Bedroom	\$1,657 per month
Landon Hall Studio rent	2 Bedroom	\$1,083 per month
Student Village Apartments (Families Only) Priority rent	2 Bedroom	\$1,619 per month, plus utilities
Student Village Apartments (Families Only) Priority rent	3 Bedroom	\$1,789 per month, plus utilities
Flex Townhomes: Faculty/Student Housing Priority rent		\$1,930 per month, plus utilities
One-time pet cleaning surcharge		\$200 non-refundable
Housing Deposit		\$750

## Billing and Payment Policies

The tuition due dates for College of Arts and Sciences are defined each year approximately one month before the start of each semester. The due date for any changes in charges on a student's account is 30 days from the date of the billing transaction.

The tuition due date for School of Business and Society, School of Education, and Graduate School of Theology students is 30 days from the date of the billing transaction.

Upon matriculation into the University, students sign a financial responsibility agreement acknowledging the following. For College of Arts and Sciences dependent students, a parent must sign the financial responsibility agreement.

**Payment of Tuition and Fees:** When a student registers for any class at University of Redlands or receives any service from University of Redlands, they accept full responsibility to pay all tuition, fees, and other associated costs assessed because of

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their registration and/or receipt of services. Registration and acceptance of these terms constitutes a contractual agreement (i.e., a financial obligation in the form of an educational loan as defined by the U.S. Bankruptcy Code at 11 U.S.C. §523(a)(8)) in which University of Redlands is providing them educational services, deferring some or all their payment obligation for those services, and they promise to pay for all assessed tuition, fees, and other associated costs by the published or assigned due date). The signer knowingly and intelligently waives any defense(s) that may be available to them due to the passing of any applicable statute of limitations.

University Refund Policy: If a student drops or withdraws from some or all the classes for which they register, the financially responsible party will be responsible for paying all or a portion of tuition and fees in accordance with the published tuition refund schedule at <https://www.redlands.edu/admissions-and-aid/student-financial-services/refund-policy/>. Failure to attend class or receive a bill does not absolve a student of their financial responsibility as described above.

Financial Aid: Financial Aid offers are contingent upon a student's continued enrollment and attendance in each class upon which their financial aid eligibility was calculated. If a student drops any class before completion, their financial aid eligibility may decrease and some or all the financial aid awarded to the student may be revoked. If a student is not eligible for financial aid, or if their financial aid does not cover all charges on their account, they are responsible for the remaining balance.

Financial Hold: If a student fails to pay an account balance or any monies due and owing University of Redlands by the scheduled due date, University of Redlands will place a financial hold on their student account, preventing the student from registering for future classes.

Late Payment Charge: For students enrolled in the College of Arts and Sciences, failure to pay a student's account bill or any monies due and owing University of Redlands by the scheduled due date, may result in a late payment fee at the rate of \$250 per semester.

Method of Communication: University of Redlands uses email as an official method of communication with the student and proxy users and therefore, students are responsible for reading the emails received from University of Redlands on a timely basis.

Method of Billing: University of Redlands uses electronic billing (e-bill) as its official billing method; Therefore, a student is responsible for viewing and paying their student account e-bill by the scheduled due date. Failure to review an e-bill does not constitute a valid reason for paying a bill after the due date. E-bill information is available at <https://selfservice.redlands.edu/student/finance/>.

Billing Errors: Administrative, clerical, or technical billing errors do not absolve a student of their financial responsibility to pay the correct amount of tuition, fees, and other associated financial obligations assessed as a result of the student's registration at University of Redlands.

Contact: University of Redlands and its agents and contractors are authorized to contact a student at their current and any future cellphone number(s), email address(es), or wireless device(s) regarding the student's delinquent student account, any other debt I owe to University of Redlands, or to receive general information from University of Redlands. University of Redlands and its agents and contractors are authorized to use automated telephone dialing equipment, artificial or prerecorded voice or text messages, and personal calls and emails in their efforts to contact me. A student may withdraw their consent to call or text their cellphone using automated telephone dialing equipment by submitting a clear revocation request to [sfs@redlands.edu](mailto:sfs@redlands.edu) or to the applicable contractor or agent contacting them on behalf of University of Redlands.

Updating Contact Information: A student is responsible for keeping University of Redlands records up to date with their current mailing addresses, email addresses, and phone numbers by following the procedure at [www.redlands.edu/study/registrar-office/formsandrequests/change-of-address/](http://www.redlands.edu/study/registrar-office/formsandrequests/change-of-address/). Upon leaving University of Redlands for any reason, it is the student's responsibility to provide University of Redlands with updated contact information for purposes of continued communication regarding any amounts that remain due and owing to University of Redlands.

Collection Costs: If charges are incurred by the student and not paid when due, and if acceptable payment arrangements are not agreed to, a student agrees to pay all reasonable costs of collection in addition to the underlying and unpaid charges. Reasonable costs of collection include, but are not limited to, reasonable attorney's fees and court costs. Students authorize the University to contact any credit bureaus, creditors, or personal references to obtain information concerning their current address, phone number, or place of business.

## Tuition Refund Policies

### *College of Arts and Sciences*

Students who voluntarily drop all courses in a term prior to attending will have tuition and fees refunded in full for that term. Certain fees may be non-refundable. Information regarding non-refundable fees can be found in the catalog above. Once a student begins attendance in a term, all fees are non-refundable. College of Arts and Sciences undergraduate students are required to maintain full-time enrollment status in a minimum of 12 units. If a student drops below 12 units, their tuition will not be prorated unless they have been approved by the Registrar's Office to attend in a part-time status. Tuition for part-time students is billed at the per-unit rate for that academic year.

College of Arts and Science graduate students are billed on a per-unit basis. Tuition for courses dropped after the student begins attendance is refunded on a per diem basis starting with the first day through the first 60 percent of the semester.

College of Arts and Sciences students enrolled in the one-year MS Geographic Information Systems program are billed on a per-semester basis unless approved to enroll in a part-time status. Tuition for dropped classes will not be prorated. Tuition for part-time students is billed at the per-unit rate for that academic year.

If an undergraduate or graduate student withdraws or takes a leave of absence prior to the end of the term, the student must complete the official withdrawal or leave of absence process detailed in the Academic Standards section of the catalog to be eligible for a tuition refund. Tuition is refunded on a per diem basis starting with the first day through the first 60 percent of the semester.

The withdrawal date used to calculate the tuition refund for course drops, withdrawals, and leaves of absence is the date the student gives official notification of their intent to withdraw. In certain circumstances, if a later date of last academic activity is substantiated, this date can be used.

### *School of Business and Society*

Students who voluntarily drop all courses in a term prior to attending will have tuition and fees refunded in full for that term. Certain fees may be non-refundable. Additional information regarding non-refundable fees can be found in the catalog above. Once a student begins attendance in a course, all fees are non-refundable.

If the student withdraws or takes a leave of absence prior to the end of the term, a student must complete the official withdrawal or leave of absence process detailed in the Academic Standards section of the course catalog to be eligible for a tuition refund.

Tuition for courses dropped after the student begins attendance, withdraws, or takes a leave of absence is prorated based on the number of sessions attended out of the total number of scheduled sessions for the course through the first 60 percent of the semester. The withdrawal date used to calculate the tuition refund for course drops, withdrawals, and leaves of absence is the date the student gives official notification of their intent to withdraw. In certain circumstances, if a later date of last academic activity is substantiated, this date can be used.

### *School of Education*

Students who voluntarily drop all courses in a term prior to attending will have tuition and fees refunded in full for that term. Certain fees may be non-refundable. Information regarding non-refundable fees can be found in the tuition and fees section of the catalog. Once a student begins attendance in a term, all fees are non-refundable.



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If the student withdraws or takes a leave of absence prior to the end of the term, a student must complete the official withdrawal or leave of absence process detailed in the Academic Standards section of the course catalog to receive a tuition refund.

Tuition for courses dropped prior to the add/drop date for the term will be refunded in full. Once the add/drop date has passed, tuition is prorated based on the number of sessions attended out of the total number of scheduled sessions through the first 60 percent of the semester. The withdrawal date used to calculate the tuition refund for course drops, withdrawals, and leaves of absence is the date the student gives official notification of their intent to withdraw. In certain circumstances, if a later date of last academic activity is substantiated, this date can be used.

### *Graduate School of Theology*

Students who voluntarily drop all courses in a term prior to attending will have tuition and fees refunded in full for that term. Certain fees may be non-refundable. Additional information regarding non-refundable fees can be found in the catalog above. Once a student begins attendance in a course, all fees are non-refundable.

If the student withdraws or takes a leave of absence prior to the end of the term, a student must complete the official withdrawal or leave of absence process detailed the Academic Standards section of the course catalog to be eligible for a tuition refund.

Tuition for courses dropped after the student begins attendance is refunded on a per diem basis starting with the first day through the first 60 percent of the semester. The withdrawal date used to calculate the tuition refund for course drops, withdrawals, and leaves of absence is the date the student gives official notification of their intent to withdraw. In certain circumstances, if a later date of last academic activity is substantiated, this date can be used.

### *School of Continuing Studies*

Students who voluntarily drop all courses in a term prior to attending will have tuition and fees refunded in full for that term. Certain fees may be non-refundable. Additional information regarding non-refundable fees can be found in the tuition and fees section of the catalog. Once a student begins attendance in a course, all fees are non-refundable.

If the student withdraws or takes a leave of absence prior to the end of the term, a student must complete the official withdrawal or leave of absence process detailed in the Academic Standards section of the catalog to be eligible for a tuition refund.

Tuition for courses dropped after the student begins attendance, withdraws, or takes a leave of absence is prorated based on the number of sessions attended out of the total number of scheduled sessions for the course through the first 60 percent of the semester. The withdrawal date used to calculate the tuition refund for course drops, withdrawals, and leaves of absence is the date the student gives official notification of their intent to withdraw. In certain circumstances, if a later date of last academic activity is substantiated, this date can be used.

## College of Arts and Sciences

### College of Arts and Sciences Undergraduate Admissions

The University believes that the best education takes place in a challenging and humanizing environment, one that fosters intellectual growth and personal development. We want 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 Admissions 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 10 through 12. No single academic schedule is required, but a college preparatory program is strongly recommended. This includes four years of English, three years of mathematics up to and including Algebra II, and two or three years each of foreign language, laboratory sciences, and social studies.
3. **Standardized testing.** We require either the SAT or ACT for all first-year applicants. SAT subject tests are not required. Test results should reflect the ability necessary to succeed in an academically demanding environment. We do not require the optional essay section of the SAT or the optional writing section of the ACT.
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 personal essay, we focus on both content and style.
5. **Interview.** A personal interview, although not required, is strongly recommended.

## Application

### Common Application

The University of Redlands is one of more than 600 colleges that accepts the Common Application and is an exclusive user. It is available online at [www.commonapp.org](http://www.commonapp.org). The application should be submitted along with the application fee, personal essay, and responses to the University of Redlands specific questions. Letters of recommendation, school report, transcripts, and other supplemental information may be uploaded with the Common Application or sent directly to the Office of Admissions.

### First-Year Student Application Procedure

An application for admission will be evaluated only after the Office of Admissions has received the following:

1. A completed and signed application with the appropriate application fee. The University of Redlands is an exclusive user of the Common Application and students can apply for admission at [www.commonapp.org](http://www.commonapp.org). The application fee is \$30.00, but a fee waiver may be requested if there is financial hardship.
2. Results of either the SAT and/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. Applicant must send an official high school transcript directly to the University of Redlands Office of Admissions.
4. Two letters of recommendation. One should come from an administrative official (counselor, director of guidance, dean, vice principal, or principal) and the other from a teacher of an academic subject at the last school attended. If the applicant has been out of school for more than three years, the reference forms may be written by two people (except relatives) qualified to provide an evaluation of personal qualities and academic abilities.

### Transfer Application Procedure

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

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. Transfer students should have a record showing that the majority of this coursework has been in academic courses and have two solid semesters of full-time work with no less than a 2.0 in any one course at the time of applying. We also recommend that, in the absence of other strongly supportive academic evidence, a student possess a minimum GPA of 2.8. If fewer than 24 credits have been completed, an applicant will be reviewed according to first-year student procedures. The University will accept up to 66 credits from a community college transfer and 96 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 evaluated only after the Office of Admissions has received the following:

1. A completed and signed application with the appropriate application fee. The University of Redlands is an exclusive user of the Common Application and students can apply for admission at [www.commonapp.org](http://www.commonapp.org). The application fee is \$30.00 but a fee waiver may be requested if there is financial hardship.

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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.) Transcripts must come directly from the high school and each college attended.
3. Letter of recommendation. This should come from an academic instructor.

## Admissions Options and Action

### Fall Semester Admission

First-year students applying for the fall semester may submit an application either for early action or regular action. See deadline dates below. The early action deadline is non-binding. Applications for the fall semester are available one year prior to the desired enrollment.

Transfer admission is done on a rolling basis with a priority deadline of March 1.

### Spring Semester Admission

Application deadline. Spring matriculants must have a completed application on file by November 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 November 1 deadline.

### 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.

### Deferred Admission

A student who is offered admission may wish to enroll for a later semester than the one indicated on the letter of admission. To defer admission, a request in writing must be submitted to the Office of Admissions along with your \$350 non-refundable tuition deposit. Students approved to defer must not enroll full time at another institution. Deferred students who wish to take a course at another institution must receive prior approval by the Office of Admissions. A deferred file will be kept active for two semesters. After that time, the candidate must submit a complete readmission application.

### 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 Study Abroad Office. 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. Admissions must approve such candidacy. No more than 16 credits of non-degree, part-time coursework may be applied to candidacy.

### Appeal Procedure

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

## Tuition Deposit Deadlines

Applicants who are offered admission and decide to enroll must submit a \$350 non-refundable tuition deposit to guarantee a place in the class. The deposit, which will be applied toward tuition and fees, must be submitted prior to the published deadlines. For the Fall semester, the tuition deposit deadline is May 1 (National Candidate Reply Date) for first-year students and June 1 for transfer students.

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### *Other Dates and Deadlines*

November 1	Application deadline for the Spring semester.
November 15	Early Action deadline for the Fall semester for freshmen applicants.
January 15	Regular decision deadline for the Fall semester for freshmen applicants. Students seeking “need-based” financial assistance should apply by this date.
March 1	Priority transfer deadline for the Fall semester.
May 1	National candidate’s reply date for freshmen applicants. \$350 non-refundable tuition deposit due. International students should submit the \$350 deposit in the form of a bank draft in U.S. dollars, or with an American Express, Visa, Mastercard, or Discover credit card.
June 1	Transfer student reply date. \$350 nonrefundable tuition deposit due.

## College of Arts and Sciences Graduate Program Admissions

The College of Arts and Sciences offers master’s degrees in communication sciences and disorders, music, and geographic information systems. Please refer to the appropriate department sections in this Catalog for more information.

## College of Arts and Sciences Academic Standards

### **Attendance**

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 University Dean of Student Affairs notifies instructors when medical problems indicate an Arts and Sciences student cannot attend classes or when an emergency arises that requires a student to leave school temporarily.

### **Registration**

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 at designated times prior to the first day of class of the Fall and the Spring term. Students who fail to complete Check-In during the designated period must pay a late Check-In fee. For more information, see the College of Arts and Sciences Tuition and Fees and College of Arts and Sciences Academic Calendar sections of this Catalog.

Changes in registration may be made at the beginning of each term. The relevant dates are listed in the Academic Calendar section of this Catalog. All courses for which a student is registered after the last day to drop classes without appearing on a student’s transcript will appear on the student’s permanent record.

### **Cross-registration with the Schools of Business & Society, Education, Theology, and Continuing Studies**

Full-time, upper-division Arts and Sciences students may cross-register for School of Business & Society, School of Education, Graduate School of Theology, or School of Continuing Studies courses with the permission of their academic advisors. Students may register for one School of Business & Society, Education, or Continuing Studies course per term. No more than 20 cross-registration credits can be applied toward a baccalaureate degree.

## Student Load

### **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.

### **Overloads**

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Students who wish to take more than 19 credits in a semester or more than 3 credits in a May Term must submit a petition to the Dean's Office prior to overload enrollment. Overload credit totals include all credits taken, both internally at the University of Redlands and externally at other institutions, in a given semester. Students who are approved for an overload will be charged tuition for all excess credits (beyond 19 credits across all institutions in a semester and 3 credits in a May term). For more information, see the Tuition and Fees chapter of this Catalog.

### 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 Associate Vice President of Admissions. 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.

### Catalog Year Requirement

Graduation requirements are based either on the catalog year in effect for the year of formal admission or the catalog year in effect for the year of graduation. A student cannot select graduation requirements from more than one catalog.

### Special Status Degree-Seeking Students

- With permission, 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

- 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.
- 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.

-- University employees (including faculty) may, in accordance with personnel policies, undertake part-time studies for the purpose of personal enrichment.

### Auditing for No Credit

#### 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.

### **Guest Student Status**

A student may attend the University on a fulltime 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.

### **Concurrent Coursework**

Enrolled students who wish to take coursework at other institutions concurrently throughout the academic year may transfer only courses with a grade of 2.0 or better, subject to approval by the Registrar and Dean's Office 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 or 3 credits in May Term. If concurrent coursework exceeds 19 credits per semester or 3 credits in May Term, that will result in an overload, which requires petitioning, and payment of excess credit fees. For further information, please refer to Transfer Credit in this section of the Catalog.

### **Transfer Credit**

Subject to approval by the Registrar, courses (but not grades) completed at other regionally accredited institutions with a grade of 2.0 (C) or higher will be accepted for credit. The University will accept up to:

- 66 credits from regionally accredited two-year colleges
- 96 credits from regionally accredited four-year colleges

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 coursework at other institutions, either concurrently or during May term or summer sessions, may transfer only work with a grade of 2.0 (C) 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 regionally 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 may not exceed a total of 19 credits per semester or 3 credits during May without an approved petition and payment of excess credit fees.

### **Examinations**

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.

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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.

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.

### Individualized Study

The College of Arts and 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 individualized study must be completed by 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. Only one category of individualized study (directed study, department internships, honors research) may be taken in any given term.
4. Up to 4 credits of individualized study may be taken during a given term. Up to a total of 12 credits may be counted toward the 128 earned hours of academic credit required for graduation. Up to 8 credits of any one category of individualized study may be taken.

#### **Directed Study (department alpha) 170, 270, 370, 470, 670**

This provides students the opportunity to gain experience with learning on a one-to-one basis. Prerequisite: for 370, 470, and 670, previous coursework or experience in the field to be studied. (2–4 credits. CN grading only.)

#### **Departmental Internships (department alpha) 385, 485\***

\*Some departments list internships specifically by number; some do not.

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. 2–4 credits. CN grading only.

#### **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 (department alpha) 499**

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.)

## Official Withdrawal or Leave of Absence

A student who needs to *withdraw from the University* or *take a leave of Absence* should contact the Office of Student Affairs to schedule a departure interview. Both a *Withdrawal (WDL)* and a *Leave of Absence (LOA)* are considered official once the LOA or WDL paperwork reflecting the student's intention has been completed by a designated Student Affairs representative. Completed documents will state the intentions of the student to discontinue the course(s) in which s/he is registered and the effective date the WDL or LOA will be implemented, which is then recorded by the Registrar's Office. If a student fails to complete the departure interview, the applicable date will be the midpoint of the term, unless the University can substantiate a later date. When a later date is established, that date will be reflected on the departure document.

During a student's leave of absence, their official records remain active, as does their email address. Students returning from a leave of absence within one year 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.

Withdrawal from the University is the permanent separation of the student from the University. Should a withdrawn student want to return to the University, they will have to apply for admission.

## Re-enrollment

Students who have withdrawn and seek readmission must submit a readmission application to the Office of Admissions (for undergraduate students) 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.

## Undergraduate Academic Standing

### *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.

### *Athletic Eligibility*

In order to participate in varsity Intercollegiate Athletics, all student-athletes must be enrolled full-time (minimum of 12 units) for the entire competitive season and maintain a minimum 2.00 cumulative GPA. Athletic eligibility is not granted to those students who have not met all eligibility standards set by the NCAA, the SCIAC and the University of Redlands. Additionally, students on academic probation must successfully petition the academic dean in order to continue their participation in intercollegiate athletics while on probation status.

### *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 the Academic Success and Accessibility Office.

Students receive letters specifying the terms of academic probation. Students on academic probation may not carry an overload of academic credits.

### *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 (because they are considered to be in good standing) this action is not reflected on transcripts.



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### *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 consecutive 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 semester 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 a cumulative GPA below 2.00. Students continued on academic probation must complete at least 12 credits per semester and must achieve a semester 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 Academic Probation.

### *Academic Standing—Johnston Center for Integrative Studies*

Given the narrative evaluation system used for Johnston students, 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 given to the Student Financial Services office follow the same procedure.

After the end of each semester, the Johnston Director and the Johnston Registrar review the files of all Johnston students. Materials addressed in the files include evaluations, courses taken for a GPA, and the status of the student's graduation contract. Students whose records indicate difficulty are placed on either academic warning or academic probation. Students whose records indicate difficulty are placed on either academic warning or academic probation. "Difficulty" resulting in an academic warning means that, while still technically in good standing, warning signs are evident in the student's record.

This includes:

- 1) One or more VF (failed seminar) in the previous semester
- 2) A lapsed VI (incomplete) that has converted to a VF.
- 3) One or more Academic Status Reports from the previous semester

"Difficulty" resulting in academic probation means that a student is no longer in good academic standing and will be required to complete steps as outlined in individualized letters from the Director in order to regain good academic standing. General conditions for restoring good standing can be found in the Academic Warning, Probation, and Disqualification section of this chapter; for Johnston students, these conditions are modified based on individual needs. This includes:

- 1) Completion of fewer than 12 credits in the previous semester.
- 2) In classes taken for a GPA, the student has earned less than a 2.0 average.
- 3) Notification from Student Financial Services to the Johnston Director and Registrar that timely degree completion is at risk due to lack of earned credits.
- 4) Students placed on academic probation have one semester to complete requirements to regain good standing. A second consecutive semester results in continued academic probation. A third consecutive semester results in academic disqualification and disqualification from the Johnston Center. Students may appeal this decision to the Director. Students are notified of the decision prior to the start of the following term. Academic warnings are not filed to the student's transcript. All other academic actions 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 chapter. Since financial aid awards are tied to reasonable progress and, in some instances, quality of overall academic performance, the Center Director also assesses the records of those students on financial aid. Evaluation of reasonable progress and the level of performance is presented to the Student Financial Services office. Appeals of the evaluation are addressed to the Center Director.

## Graduate Academic Standing

Please see "University Academic Standards – Graduate Academic Standing" section of the catalog for information pertaining to graduate standing in all graduate programs.

## Academic Review Board (ARB)

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

1. to review, upon receiving a valid appeal from a student, any decision to disqualify the student for academic reasons;
2. 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;
3. 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);
4. to act on appeals by students who have failed to comply with University deadlines in cases where exceptional circumstances made compliance impossible;

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5. to review petitions appealing disputed grades and determine whether changes are appropriate. (Students are responsible for following the procedures outlined under the Disputed Grades policy).
6. To rule on student petitions regarding athletic eligibility policies.

### *Petitions*

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.

## 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 semester 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 may be eligible to complete a departmental honors project. Students whose projects are accepted by the designated departmental honors committee will be awarded honors at graduation.

There are four levels of honors awarded at graduation:

Departmental or Programmatic Honors	A student who satisfactorily completes an honors project or a capstone experience in accordance with established department or program standards and, as judged by an honors committee, will be awarded honors upon graduation (cumulative GPA is lower than 3.45).
<i>Cum laude</i>	A student whose cumulative GPA is 3.600-3.699
<i>Magna cum laude</i>	A student whose cumulative GPA is 3.700–3.849.
<i>Summa cum laude</i>	A student whose cumulative GPA is 3.85+

### **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. Proudian scholars who successfully complete a departmental honors project will be awarded one of the Programmatic Honors.

### **Phi Beta Kappa**

Outstanding College of Arts and Sciences students who have achieved at least a 3.55 cumulative GPA and who have completed a wide distribution of courses of an appropriate level 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**

- **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 for the contest each year.
- **Armacost Library Undergraduate Research Award:** This award honors undergraduate students whose research demonstrates evidence of an exceptional ability to locate, select, evaluate, and synthesize information resources, and of the development of their research.
- **Barbara Jean Duncan Hardy Award:** Since 1944, the women of Alpha Theta Phi have presented this award to a senior woman who has made outstanding contributions to the University and the community. Selection is based on scholarship, leadership, willingness to serve, personality, and respect for all.
- **Marcus Forcinelli Award:** Given to the student who, through ASUR, has given unselfishly of his or her time and talent.

- **Sadath Garcia Impact Award:** This award honors a student who, in the pursuit of ideals important to him or her, looks beyond the scope of traditional campus life and addresses issues of global concern.
- **Velma Hooper McCall Award:** Presented in memory of Velma Hooper, Class of 1930, to a female in the junior class who demonstrates exemplary academic achievement, is an active and involved member of the campus community and is held in high regard by her peers and faculty members.
- **Outstanding Senior Award:** An annual award honoring the senior who has made extraordinary contributions to his or her class and the life of the University. Nominations are solicited University-wide for this award.
- **Raymond H. Whitmus Memorial Award:** This award is given to a Yeoman who, throughout the past year, has exemplified the qualities for which Ray Whitmus, Vice President for Student Affairs and Yeoman Advisor from 1973–76, was known. These qualities include leadership, initiative, and strength of character.
- **Ray Wilson Award:** This memorial award is given by the men of Pi Chi to the senior who has best exemplified the spirit of sportsmanship during his or her athletic career at the University of Redlands. The recipient possesses the qualities of honor, loyalty, and sacrifice.
- **Art:** Stipends are given to the most outstanding graduating seniors in studio art.
- **Senior Scholar in Accounting:** Eadie and Payne CPA's prize awarded to a senior Accounting major to recognize outstanding academic achievement.
- **Senior Scholar in Business Administration:** Presented to recognize high academic achievement to a senior Business Administration major.
- **Outstanding Senior in Business Administration:** Presented to an outstanding senior for both outstanding academics and contribution to the community through sports and service.
- **Communication Science and Disorders**
  - **Crawford Award:** Awarded to a second year graduating clinician, chosen by peers (NSSLHA Members), for outstanding clinical performance during master's degree preparation. The recipient is elected by members of the National Speech-Language Hearing Association (NSSLHA). Recipient's name will be inscribed on a plaque permanently housed in the Truesdail Speech Center as well as a monetary award from the Crawford Award Fund.
  - **Parker Award:** This award is given in memory of William R. Parker, a significant figure in the history and development of the clinical training program in Communicative Disorders. This award is given to a second-year graduate student who has shown significant clinical and academic growth over the term of their two-year graduate program.
  - **Outstanding Senior:** This award is given to a senior who has demonstrated overall excellence as an undergraduate and has the potential for making a significant contribution to the profession.
  - **Outstanding Graduate Student:** This award is given to a second-year graduate student who has demonstrated outstanding clinical and academic achievement. The student has also demonstrated outstanding dedication to their graduate program.
- **Creative Writing**
  - **The Creative Writing Awards:** The Academy of American Poets Jean Burden Prize and prizes in fiction and nonfiction are given annually.
- **Education**
  - **Alpha Delta Kappa, Outstanding Student Teaching Award:** Presented annually to an undergraduate and/or post-baccalaureate student pursuing a teacher credential who demonstrates a strong commitment to education and potential to become an outstanding educator. Alpha Delta Kappa is an honorary educational organization that promotes educational and charitable projects, sponsors scholarships, and works toward promoting excellence in the teaching profession.
  - **Iola Threatt Elementary Teaching Award:** Presented annually to an undergraduate or post-baccalaureate candidate in a multiple-subject teacher credential program who possesses the qualities of creativity, conscientiousness, insight, perception, and commitment to teaching.
  - **Stanley Combs Secondary Teaching Award:** Presented annually to an undergraduate or post-baccalaureate candidate in a single subject teacher credential program who best exemplifies the moral and spiritual qualities, poise, humility, and professional attitude characteristic of a good teacher.
- **English: Literature**

- **Eugene Kanjo Prize for Excellence in Literary Studies:** The Kanjo Prize honors the memory of former professor, Sigma Tau Delta advisor, and department chair Gene Kanjo, who taught at the University from 1963 to 1991. This prize is awarded annually to a graduating senior for outstanding work in literary criticism.
- **French**
  - **Two-Year Merit Fellowship:** Awarded to a French major at the level of junior or senior for study and research abroad in France or a Francophone country, and for preparation and successful defense of an honors thesis.
- **Global Business**
  - **Hunsaker Scholar Award:** Given to outstanding Global Business seniors who complete departmental honors with the Hunsaker Professor of Management.
  - **Senior Scholar in Global Business:** Presented to recognize high academic achievement to a senior Global Business major.
  - **Outstanding Senior in Global Business:** Presented to an outstanding senior for both outstanding academics and contributions to the community through sports and/or service.
  - **Schroeder Summer Language Scholarships for Global Business Majors:** Awarded by the department to promote academic excellence and the study abroad of foreign languages, during the summer.
  - **Finance Acumen Scholarships for Global Business Majors:** Awarded by the department for overseas summer studies in Finance.
  - **Harris Summer Scholarships for Global Business Majors:** Awarded by the department for marketing or fashion internships or academic study abroad during the summer.
- **Political Science**
  - **Colwell Prize:** An endowment established by J. M. Colwell for a prize to a student who has demonstrated academic excellence in the area of American politics.
  - **Frederick John Wiley Memorial Award:** An award given annually to the student who has demonstrated academic excellence in the area of International Relations.
  - **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.
  - **History Educations Award:** Presented to an outstanding senior who will pursue a career in teaching.
  - **Phi Alpha Theta Award:** Presented to an outstanding senior who excels academically and has provided exceptional service to the study of history at the University.
  - **Craig Lockard Award:** Presented to an outstanding senior pursuing graduate studies.
- **Intercollegiate Athletics**
  - **Frank Serrao Male and Female Senior Student-Athlete of the Year Awards:** Presented to the outstanding male and female senior 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:** Graduate and undergraduate music majors of exceptional accomplishment in both scholarship and performance are eligible for election to membership in Pi Kappa Lambda, the national music honorary society.
  - **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.

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- **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.
- **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.
  - **The Brubacher Prize:** Given to the student who demonstrates excellence in science, dedication to expanding opportunities for others, service to the community, and an ability to overcome barriers to achievement.
- **Computer Science**
  - **Lawrence R. Harvill 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 Mathematics Education:** Presented to a senior who shows great promise as a teacher of elementary school mathematics.

## 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 readmitted, 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 128 credits 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 their 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

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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 Orientation 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. Past seminar offerings have included topics such as Nature in East Asian Cultures, Business Communication, Archeological Myths and Mysteries, Demystifying the Economy, Understanding Islam, Native American Health, and Contemporary Immigration.

See additional information in Liberal Arts Inquiry section of this catalog.

### **Community Service and Engagement**

All students are required to successfully complete an approved Community Engagement and Reflection (CER) activity (see the General Education section of this catalog). Activities typically consist of service outreach at a nonprofit agency, hospital, library, 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 CER during any semester, May Term, or summer; may do so while in residence at Redlands or at approved locations outside Redlands (e.g., one's hometown); may fulfill the requirement through faculty-taught courses that emphasize active learning through service (generally, permission to enroll is required), through CSAC 360 special topics courses, or through courses cross-listed with Community Service Learning (CSAC). Students should check in the Schedule of Classes for available opportunities.

Students completing the CER requirement should be aware of the program announcements published by the Office of Community Service Learning each semester. May Term Community Service information sessions are offered during the Spring semester. All preparatory information is discussed at these sessions, along with information regarding faculty-taught, service-learning courses. Students fulfilling CER during summer should be aware that preparatory work must be completed during Spring semester or May Term prior to a summer CER placement. Registration for those completing service over the summer takes place the following Fall. Students are encouraged to visit the Office of Community Service Learning for details and service opportunities.

### **Application for Graduation**

Students must file a formal application for graduation in the Registrar's Office by the first semester of their senior 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.

## General Education Program

The specific requirements for the BA and BS degrees are found below. For Foundation requirements applying to the BM, please see “Graduation Requirements for the Bachelor of Music” in the Music section in this Catalog.

### The Liberal Arts Inquiry

The Liberal Arts Inquiry (LAI) 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 LAI 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 towards a Bachelor of Arts or Bachelor of Science degree is required to successfully complete, in each of the categories listed below, one or more courses for a total of at least 3 credits (except for the WD which must be at least 2 credits). If a course is approved for more than one Liberal Arts Inquiry category, it will satisfy each of those requirements simultaneously. Courses taken to fulfill the Liberal Arts Inquiry must be taken for a numeric grade or evaluation, except in those instances where a course is offered only on a Credit/No Credit basis. Independent study courses cannot carry LAI designations.

### First- Year Seminar (FYS)

In the First-Year seminar, students will begin to demonstrate critical thinking, disciplinary awareness, and integrative practice. They will show the ability to articulate connections and adapt them to new experiences, settings, questions, and ideas. (Some FYS’s may serve one additional LAI requirement).

Students who have gained competence will demonstrate the ability to:

- articulate an awareness of resources and student responsibilities that promote academic success and psychological and physical well-being.
- critically engage disciplinary and/or interdisciplinary content contexts and questions.

Students fulfill this requirement by completing one course that bears the appropriate designation.

### Areas of Inquiry

A single course may satisfy at most two Areas of Inquiry outcomes, only one of which can be an Inquiries into Practices outcome. Additionally, these courses may host up to two embedded experiences. At least four disciplines (programs or departments) must be represented in the collection of courses that satisfy the Area of Inquiry requirements.

### Inquiries into Practices across the Liberal Arts (C, H, N, and S)

A broad, liberal-arts education requires sampling the disparate practices we use to explore and create: Creative Practice, Humanities Practice, Natural Sciences Practice, and Social Scientific Practice.

#### *Creative Practice (C)*

Students who have gained competence will demonstrate the ability to:

- use the tools and techniques specific to a creative medium.
- reflect critically on their own and others’ endeavors.

#### *Humanities Practice (H)*

Students who have gained competence will demonstrate the ability to:

- use the analytic methods, terminology, and theories of at least one humanistic discipline.
- identify and analyze the ambiguities inherent in the construction of meaning and value.

#### *Natural Scientific Practice (N)*

Students who have gained competence will demonstrate the ability to:



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- make use of methods appropriate to field, laboratory, or experimental setting to acquire and analyze measurable empirical evidence.
- construct knowledge of the natural world through interpretation of measurable, empirical evidence.

### *Social Scientific Practice (S)*

Students who have gained competence will demonstrate the ability to:

- comprehend how different methods and types of evidence are used in the study of the social world.
- construct knowledge of the social world through the analysis of empirical evidence of the social world.

*Students fulfill the requirements of this category by completing four appropriately designated courses, one from each of four areas; no more than two can bear the same department/program alpha.*

## Inquiries into Self and Society (APW, ESS, CPI, and TG)

In a highly connected but also complex and fractured world, individuals and communities draw on values and beliefs to create systems of meaning, which inform their thoughts and actions and can guide appropriate and ethical action. Preparing to be global citizens, students will explore how people make sense of the world in diverse ways, even as they question received assumptions and cultural conventions.

### *Analyzing Perspectives and Worldviews (APW)*

Students who have gained competence will demonstrate the ability to:

- identify and define differences in ethical worldviews and systems of meaning.
- articulate and/or critique received assumptions and cultural conventions.

### *Evaluating Self in Society (ESS)*

Students who have gained competence will demonstrate the ability to:

- identify and define societal practices and cultural assumptions.
- articulate and/or critique how their own positions and assumptions reflect and impact society.

### *Critiquing Power and Inequalities (CPI)*

Students who have gained competence will demonstrate the ability to:

- identify and define the operation of power, privilege, and inequality.
- articulate and/or critique the ways these forces have operated, been resisted, and/or transformed.

### *Thinking Globally (TG)*

Students who have gained competence will demonstrate the ability to:

- identify and define forms of global interconnectivity and how they have been embraced, resisted and/or transformed.
- articulate and/or assess the ethical complexities and challenges inherent to diverse human responses to global processes.

*Students fulfill the requirements of this category by completing courses that bear the four designations; since a single course may bear up to two of these designations, two to four courses may be required.*

## Literacies and Skills

*No course can satisfy more than 2 embedded experiences.*

### *Community Engagement & Reflection Embedded Experience (CER)*

Students will participate in, and reflect on, efforts to help address problems faced by individuals and communities. Students will engage in active citizenship, using community-based learning to explore their role in society as agents for change.

Students who have gained competence will demonstrate the ability to:

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- describe problems and challenges faced by the individuals or communities with whom the student served.
- reflect on their personal growth and development as responsible citizens during their service.
- analyze organizations and communities using knowledge acquired through community service.

*See the Community Service and Engagement section of this catalog for a discussion of the variety of ways in which this requirement can be satisfied.*

### *World Language Learning (WL)*

Focused study of a language other than one's first language promises multiple pedagogical benefits beyond language proficiency itself, providing students opportunities to extend their cross-cultural understanding and to practice their skills for communication across national, social, and cultural boundaries. As such, language learning is an essential step to global citizenship.

At the novice-mid level as defined by the American Council on the Teaching of Foreign Languages, or an analogous level for languages not covered by these standards, students who have gained competence will demonstrate the ability to:

- increase their understanding of the nature and structure of language.
- communicate in a language other than their preferred language using basic skills such as reading, listening (receptive signing skills), speaking and writing (expressive signing skills).
- recognize perspectives embedded in a language and its cultural/cross-cultural context

*BA: Complete a two-course sequence at the 100-200 level or one course at the 300-level or higher.*

*BS: Complete one course at the 102 level or higher.*

### *Information and Media Literacy (IMLI and IMLA)*

Ideas, perceptions, knowledge, and values are represented via information. Media are the vehicles through which such information is communicated, whether print, visual, audio, or digital. When conceived jointly, information and media literacy involves the ability to interpret and critically negotiate information as well as to create meaning via information. Courses designated as satisfying the IML requirement will devote a significant portion of instructional and student production to IML concepts and skills.

### *Introductory Embedded Experience (IMLI)*

Students who have gained competence will demonstrate the ability to:

- assess what types of information are needed and use appropriate tools to locate and access that information.
- evaluate and critically contextualize a variety of information found across diverse media.
- make judicious use of the collected information and sources given their relevance to achieving a specific goal

*NOTE: All courses fulfilling WR/IMLI also fulfill IMLI.*

### *Advanced Embedded Experience (IMLA)*

Students who have gained competence will demonstrate the ability to

- select, interpret and contextualize information within the conditions of its production, distribution, and use.
- synthesize information from multiple sources to generate ideas, solve problems and/or develop compelling arguments

*Students complete the requirement of this category by taking courses with these embedded-experience designations.*

### *Oral Communication Embedded Experience (OC)*

Oral communication is an essential skill needed in both professional and personal lives. The goal of the embedded speaking experience is to provide focused opportunities for students to learn public speaking skills which enable them to be more comfortable and confident when communicating their ideas in an oral format. Students will complete a minimum of two presentations of at least five minutes each.

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Students who have gained competence will demonstrate the ability to

- prepare an organized, coherent, and well-supported oral presentation that is appropriate for its purpose and audience.
- effectively communicate ideas and positions orally, while constructively engaging their audience.

*Students complete this requirement by taking one course with this embedded-experience designation.*

### *Quantitative Reasoning (QRF and QRE)*

An ever-growing wealth of quantitative data calls for the ability to use numerical information appropriately when solving problems and constructing sound arguments. In courses in this category, students will explore contextual problems involving quantitative relationships by means of numerical, symbolic, and visual representations. These courses focus on creating and discussing models; making appropriate assumptions; and deducing consequences or making predictions. Finally, they foster critical analysis of the uses and limitations of quantitative information and its representations.

### *Quantitative Reasoning Foundation (QRF)*

Students who have gained competence will demonstrate the ability to

- solve contextual problems involving quantitative relationships by means of numerical, visual, and symbolic representations.
- construct, refine, and apply quantitative models to draw well-reasoned conclusions.
- identify potential limitations to models and analyses, including: restrictive assumptions, uncertainties in data, and errors in reasoning.

### *Quantitative Reasoning Embedded Experience (QRE)*

Students who have gained competence will demonstrate the ability to

- solve contextual problems involving quantitative relationships by means of numerical, visual, or symbolic representations in the context of specific discipline(s).
- construct, refine, or apply quantitative models to draw well-reasoned conclusions in the context of specific discipline(s).
- identify potential limitations to models and analyses, such as: restrictive assumptions, uncertainties in data, and errors in reasoning.

*Students complete the requirement of this category by taking one course with the QRF designation and one with the QRE embedded-experience designation.*

### *Writing (WF, WR, and WD)*

Writing, as thinking in action, is both a method of disciplined inquiry and way of representing an informed position based on a sophisticated awareness of situation, genre, and convention. Writing as a practice occurs throughout the curriculum, and it promotes responses to complex ideas and scholarly conversations, as well as the production of arguments that question various assumptions, values, and modes of reasoning.

### *Academic Writing Foundations (WF)*

In the foundational courses, students will focus on academic reading and writing strategies.

Students who have gained competence will demonstrate the ability to:

- use writing to develop ideas and to communicate effectively with others.
- use a vocabulary about writing to explain the choices and processes they use for effective writing.
- recognize writing as a social activity through the integration of feedback across multiple drafts.

We offer three distinct course categories to support achieving the Writing Foundations competence:

- Writing Studio (English X04)
- Writing Across the Curriculum WF (WF-designated courses in any area of study)

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### Analytic Reading and Writing (English 100)

With guidance from writing faculty, you will determine the combination of one or two courses that will best support your learning and your progress toward your goals and set that combination as your Writing Foundations requirement. Once you choose your courses, the courses become part of your graduation requirements. To make revisions to your requirements, please contact the Director of Writing before the deadline to add courses in your second semester.

See the College Writing website for more details about these courses: <https://www.redlands.edu/lai-writing-requirements/>

### *Research and Information & Media Literacy Introduction Embedded Experience (WR/IMLI)*

In the first embedded experience, students within the context of discipline-based inquiry will extend the foundations by focusing on information fluency, research strategy, and practice in composing reference-dense texts (also satisfies IMLI requirement which means it counts as 2 embedded experiences). Students who have gained competence will demonstrate the ability to:

- execute appropriate research strategies and practices addressing a given audience and/or task.
- compose a reference-dense text that conforms to established citation conventions.
- communicate learning from research through the effective integration of feedback across multiple drafts.

### *Writing in the Discipline Embedded Experience (WD)*

In the second embedded experience, students will focus on the kinds of writing and reasoning characteristically used in the field. This is an upper-division writing experience embedded in the major's coursework. The course builds directly on WF and WR/IML. 300-400 level. (2-4 credits)

Students who have gained competence will demonstrate the ability to

- address disciplinary questions and projects through writing.
- communicate ideas using recognizable disciplinary conventions and forms.
- apply disciplinary writing and research strategies through the integration of feedback across multiple drafts.

*Students complete the requirements of this category by taking the course(s) appropriate for their WF placement and two more courses with the WR/IMLI and WD designations.*

## 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 majors.

### **Declaration of a Major**

Students must declare their major before registration for the junior year. Forms and instructions are available in the Registrar's Office and online at [www.redlands.edu/registrar/student-forms](http://www.redlands.edu/registrar/student-forms). Before declaring a major, students should discuss their proposed course of study with the chair or director of the program. 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 credits 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.

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Students with multiple majors will designate a first/primary major and follow the degree requirements of that major's degree (see list of degrees/majors below). One or more additional majors may be selected, whether in the same degree or not. Specific requirements for each additional major(s) must be met. Students who wish to obtain a double degree (e.g., a BA in English and a BS in Chemistry) are referred to the Requirements for a Second Bachelor's Degree found later 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 BA or BS degree through the Johnston Center for Integrative 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	Health, Medicine, and Society	Psychology
Asian Studies	History	Public Policy
Biology	International Relations	Race and Ethnic Studies
Communicative Sciences and Disorders	Liberal Studies for Education	Religious Studies
Computer Science	Management	Sociology and Anthropology
Creative Writing	Media and Visual Culture Studies	Spanish
Economics	Music	Theatre
English: Literature	Philosophy	Theatre Business
Environmental Studies	Physics	Women, Gender, and Sexuality Studies
	Political Science	

The Bachelor of Arts major program consists of 28 to 44 credits as specified by the individual departments or programs. Interdisciplinary majors consist 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. No course for the major may be taken for Credit/No Credit 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	Chemistry	Mathematics
Biochemistry and Molecular Biology	Economics	Physics
Biology	Environmental Science	Sustainable Business
Biology	Financial Economics	
Business Administration	Global Business	

The Bachelor of Science major program consists of 32 to 50 credits, as specified by the individual departments. Interdisciplinary majors consist 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.

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

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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 BS degree offer both the related field and the minor routes for satisfying the degree. Students should check the requirements of their particular department. No course for the major may be taken for Credit/No Credit 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

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 Credit except in instances where a course is offered only on that basis.

### 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 regionally 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

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 20 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 department chair and is subject to the guidelines set forth by the program in which the minor is taken. No course for the minor may be taken for Credit/No Credit (CN) except in instances where a course is offered only on that basis.

Please note the rules for double majors and minors in the section titled 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 this 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

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.

1. Candidates must register for the number of thesis credits required by the program (courses numbered 699).
2. 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.
3. 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.
4. 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.
5. 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.

## Johnston Center for Integrative Studies

### The Director

Tim Seiber

### The Faculty\*

Kelly Hankin

Tim Seiber

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Julie Townsend

*\* The great majority of faculty members active in the Johnston program are based in the departments of the College. A full list is available from the Director.*

### **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 alternative modes 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 students' 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 the Johnston Center.

Learning outcomes for the Johnston program may be found at [www.redlands.edu/johnston](http://www.redlands.edu/johnston).

### **Course and Contract Systems**

A Johnston Center course involves the following:

1. At the beginning of each course, students and instructor 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 his or her own performance and that of the instructor, as well as the group process and course organization. This self-evaluation also assists the instructor with his or her final evaluation of the student.

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. Listing a course as open for negotiation in the schedule of classes 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. Johnston courses are available to all University of Redlands students to negotiate for narrative evaluation; similarly, University of Redlands students can negotiate a contract in any College of Arts and Sciences course open for narrative evaluation.

### **Graduation Contracts**

Those students specifically admitted to the Johnston program as first-year students or as internal transfers must negotiate a graduation contract. (See the Admission section on the next page.) 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



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area of concentration with an integrative focus. Examples include such possibilities as the history of ideas, humanistic psychology, anthropology and environmental studies, film production and creative writing, neuroscience and visual media, and the economics of race and gender.

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 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 Inquiry;
- there is sufficient representative work taken in each of the broad areas of humanities, social sciences, quantitative reasoning, natural sciences, and creative 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 (12 to 20 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. 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 graduation contract. (See the paragraph entitled Undergraduate Academic Standing—Johnston Center for Integrative Studies in the Academic Standards chapter of the Catalog for details on how to appeal the decisions.)

Johnston students must have an approved graduation contract on file in the Registrar's Office no later than the end of the sophomore year. Thus, four full semesters are open for further 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 all 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

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for interdisciplinary program honors (Proudian, Asian Studies, etc.). They also may be considered for election to Phi Beta Kappa. Because the honors (cum laude, etc.) are dependent upon cumulative GPAs, Johnston students are not eligible to apply for a program leading to those 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 an internal transfer should contact the Assistant Director of the Johnston Center during their first semester and no later than week two of the spring semester of their first year.

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.

## May Term

May Term is a concentrated, intensive term structured for courses emphasizing at least one of the following characteristics: Experiential Learning, Collaborative Teaching and Learning, Service Learning, and Immersion Learning. These courses may make appropriate use of long expanses of time outside of class; take advantage of opportunities to extend classrooms through fieldwork, field trips, laboratory work, and travel; offer opportunities to focus on a single subject in depth; offer opportunities for faculty/student collaboration in research, creative process or teaching; be cross-disciplinary or team taught in ways precluded by longer semesters; use an extended period of time for experiential learning (for example, in service learning, internships, or cross-cultural immersion).

Students may take two residential (on-campus) May Terms free of tuition. May Term Travel and Non-residential CSAC courses are not considered residential (on-campus) courses. A May Term course fee will be charged for additional residential (on-campus) courses. Every May Term travel course will have fees advertised with the course. Deadlines for fees and travel permission forms will be publicized by the College of Arts and Sciences Study Away Office.

A representative sample of May Term travel courses includes the following:

- BIOL 107 Tropical Ecology in Costa Rica
- BIOL 260 Marine Conservation of the Pacific
- AST 250 Service in Cambodia
- CDIS 260 Service-Learning in Language, Culture, and Education in Guatemala
- ENGL 265 "Timescapes": Exploring the Ruins of Holocaust Memory (Salzburg)
- EVST 281 The Palau Expedition: Explorations in Sustainable Development
- EVST 360 Sustainable Development and Migration in Mexico
- IDS 250 Outdoor Adventure
- JNST 000A German Expressionist Film—The Austrian Connection (Salzburg)
- JNST 000H Consuming Rio
- PHIL 140 Animal Ethics and Service (Utah)
- PHIL 160 Global Medical Ethics in Swaziland
- POLI 362 Politics of Eastern Europe (Salzburg)
- POLI 457 Policy Making in Washington, D.C.
- PSYC 260 Jews, Muslims, and Basques: Their Sociocultural Contribution to Spain
- SPAN 360 Ecuadorian Culture, Art, and Volunteering

## Student Affairs — Learning Applied

The student experience at the University of Redlands encompasses rich, challenging, and engaging academic experiences that extend far beyond the geographical confines of a classroom. As a complement to the traditional academic experience, student affairs endeavors to *bring to life the lessons of the classroom*. We value community, self-awareness, cultural

humility, wellness, and growth, and we endeavor to challenge and support students as they achieve their academic goals and persist through any adversity they encounter. A full life outside the classroom offers important lessons in creativity, responsible action, service, and stewardship. In addition, students refine career goals and develop skills useful in the workplace.

### Student Governance: Associated Students of the University of Redlands (ASUR)

All undergraduate College of Arts and Sciences students are members of the Associated Students of the University of Redlands (ASUR) and are represented by an elected leadership team. 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 the ASUR Budget, Inclusion, Social Affairs, Elections, Judicial Affairs, and Clubs and Organizations. In addition, a student senate, comprised of 12 elected members, represents the student body on University-wide committees and works with the ASUR president on the budget. Budgeted funds enable ASUR to support events, such as concerts, film festivals, club programs and all-school parties, as well as the student newspaper (The Redlands Bulldog) and student-run radio station (KDAWG).

### Convocations

Redlands enjoys a significant reputation for its Convocation Series, which brings major speakers to campus. Student groups and academic departments bring additional speakers. Past notables have included conservationist, ethologist, and UN Messenger of Peace Jane Goodall; First Lady Michelle Obama's former Chief of Staff Tina Chen; feminist icon and writer Gloria Steinem; transgender actress/ activist LaVerne Cox; author of *Orange is the New Black* Piper Kerman; author of *Eat, Pray, Love* Elizabeth Gilbert; former Vice President Al Gore; Robert F. Kennedy, Jr.; former New York Governor Mario Cuomo; the late Secretary of State Warren Christopher; the late poet and author Maya Angelou; actor Danny Glover; and many others.

### Campus Diversity and Inclusion

The University of Redlands is a dynamic and diverse community that promotes learning by and success of all students in a supportive and challenging environment. We are committed to the personal, social, and talent development of all members of the community, and we strive to engage, respect, and cherish a diversity of intellectual perspectives, cultural differences and individual backgrounds.

The Office of Campus Diversity and Inclusion (CDI) serves as a catalyst to the campus community on academic talent and skills development, diversity, multicultural programming, and cultural pluralism, including expanding the notion of diversity and multiculturalism beyond race, gender and sexual orientation. CDI staff members believe diversity is an educational resource for preparing students to live and work in a diverse democracy. To this end, CDI has established three centers—the Multicultural Center, the Pride Center, and the Gender Justice Center—which welcome involvement from every student on campus in whatever form is comfortable: “hanging out” talking with other students; developing leadership skills; engaging in community service; borrowing books or videos; attending programs; suggesting programs; and more. These centers also maintain relationships with academic departments, including Race and Ethnic Studies and Women, Gender, and Sexuality Studies.

Various events celebrate diversity on campus and in the surrounding community. One such activity is the Multicultural Festival, held each spring. Students can choose to participate in one or more of the many multicultural clubs (see website for a complete listing), which host educational programming, cultural events, political workshops, and guest speakers, alongside informal discussions on an array of diversity topics.

While underrepresented populations are present at the University, we acknowledge our ongoing campaign to attract an increasingly diverse student body and to make this University a place where every student can contribute to the school's educational mission. For example, our First-Generation Student Programs office hosts talent identification and development services, as well as college transition events catering specifically to students who are the first in their family to attend college.

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Native American Student Programs (NSP) was founded as a CDI program in 2011 and now operates under the College of Arts and Sciences. NSP and CDI remain partners in work to honor Native Nations and address the barriers to educational access and persistence faced by Native students.

### International Students and Scholars

The University of Redlands welcomes students from over 25 nations. International students are supported by the Office for International Students and Scholars (OISS) from acceptance through graduation. OISS provides orientation for new F-1 students and J-1 exchange visitors and assists with all issues that might arise including visa questions, employment, change of status, reinstatement as well as providing programs for cross-cultural adjustment. OISS works with all to maintain their status while in the United States. Failure to maintain the terms and conditions of non-immigrant status is one of the grounds for deportation.

### Academic Success and Accessibility (ASA)

Academic Success offers resources to develop and strengthen skills essential for full academic participation. Students may meet individually with staff for a variety of reasons, including gathering academic information, discussing study skills and academic strategies, or planning a balanced workload. SSRV 154, College Success Strategies, a 2-credit course, is offered each semester. Peer tutors provide guidance and support free of charge in writing and with each of the subject areas. Academic Success also supports students on academic warning and probation and offers peer mentoring as well as academic skills workshops.

Disability Services is committed to equitable access and the full participation of all students in the University's educational programs and activities. If students have academic, housing, dietary, or temporary accommodation needs, Disability Services can offer resources to support each student's individual needs. Students initiate the accommodations process by meeting with Disability Services and by providing appropriate documentation. Academic accommodations can include but are not limited to extra time on exams, a quiet testing room, note takers, and alternative texts.

### Office of Career & Professional Development

The Office of Career & Professional Development (OCPD) provides coaching, graduate school advising, and instructional programs designed to help students/alumni plan and prepare for the future. We serve all students and alumni from the College of Arts and Sciences (CAS), School of Music, School of Business & Society, and the School of Education. The OCPD also partners with faculty to integrate career-related activities and assignments into the curriculum.

The OCPD offers the Career Studio, which serves as a first stop help center for any University of Redlands student or alumni seeking career advice, direction, or assistance. Students can stop in at any time during available hours (Armocost Library 116). For the current Studio hours, please see [www.redlands.edu/student-affairs/ocpd/](http://www.redlands.edu/student-affairs/ocpd/). The Career Studio is staffed by a team of highly trained and skilled peer career educators (PCEs) representing different majors and programs, and widely varied interests, experience and future goals. Some of the topics the OCPD helps students/alumni explore include: Cover Letters, Graduate School Planning, Internship and Employment Strategies, Interview Strategies, Mock Interviewing, Negotiation, Networking, Personal Statements, Career Exploration, Professional Advancement, Resumes, and Transition Management.

All students and alumni at the University of Redlands have access to Handshake ([redlands.joinhandshake.com](http://redlands.joinhandshake.com)), an interactive platform which allows you to engage with the OCPD, search for jobs/internships, join events, conduct employment research, and utilize resources.

In addition, the OCPD encourages employers to engage with University of Redlands students and alumni in meaningful ways. The OCPD is dedicated to providing support to employers offering internships, fellowships, and full and part-time opportunities within their organization. The OCPD finds opportunities to help students engage with employers and alumni to learn more about industries and opportunities through a variety of events and programs.

## Counseling Center

With a mission to promote the psychological and emotional well-being of our students, the Counseling Center is the primary mental health clinic at the University of Redlands, providing direct clinical services in the form of individual therapy, crisis intervention, and group therapy.

Free and confidential individual therapy enables University of Redlands students to address a range of concerns—some need help managing stress, relationship issues, and adjustment to college; others struggle with depression, anxiety, panic attacks, bipolar disorder, trauma, substance use/abuse, and eating disorders. The Counseling Center also provides crisis intervention through same-day appointments as well as a 24/7 crisis line that gives students access by phone to a licensed therapist 24 hours a day, 7 days a week. For students seeking support in a group therapy setting, therapists facilitate confidential groups focusing on: relationships, grief, mindfulness and stress management, mood, transgender and gender, and social skills.

Counseling Center staff also provide consultation and referrals for psychiatric medication, which are provided by the psychiatrist at the Student Health Center on campus, and facilitate referrals to mental health providers in the community for students who want to access mental health treatment in the Redlands area. The Counseling Center is committed to inclusivity and to providing a supportive space for everyone.

In addition to providing direct clinical services, the Center's staff members engage in education and prevention efforts. Outreach programming for students includes suicide-prevention training and workshops on issues such as stress management and coping with anxiety. Programs for members of residence halls, departments, and student organizations focus on identifying and responding to students in distress. The Center's members provide consultation to faculty, administrators, staff, and students on mental health issues through weekly participation on the Campus Assessment, Response, and Education Team, as well as through informal consultation.

Counseling Center staff includes three full-time licensed therapists, one part-time licensed therapist, and an administrative assistant. In addition, each year four to five part-time graduate student interns from local universities provide individual and group therapy under the supervision of one of the Center's licensed therapists.

## Religious Activities

The Office of the Chaplain encourages and supports the search for meaning and development of the spiritual dimension. Throughout the academic year, on Sunday evenings, the Chapel Singers (part of the School of Music) presents a service of music and prayers known as Compline. In addition, Ensemble XXI, a group of alumni, faculty, and the local community, presents a service known as Evensong. Both Compline and Evensong are open to students and the public. On Sunday evenings when the services of music are not presenting, there is a Labyrinth Meditation Walk at the Labyrinth behind Memorial Chapel.

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 and interfaith in nature. The Newman Club, which provides services and programs for Roman Catholic students and faculty, sponsors a Celebration of Mass on Sunday evenings and midweek. Young Life is also active on campus.

The Jewish Student Union, also known as Hillel, provides a forum where Jewish students meet for social, cultural, religious, and educational purposes on Friday evenings and throughout the year, including 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, and Hillel participates in activities with other colleges and attends regional and national conferences.

Buddhist students meet for meditation throughout the term.

The Chaplain's Office is also available for counseling for students, staff, and faculty.

### Residence Life and Housing

Residence Life and Housing's (RLH) mission statement is "building lasting communities of learning." At the University of Redlands, we believe the residential experience is vital to the success of our students and to the community atmosphere of our campus. As such, all undergraduate students are required to live on campus unless they meet criteria for specific exceptions. For this reason, all students over 16 and under 23 years of age are guaranteed on-campus housing for four years of the undergraduate experience. Graduate and non-traditional students may be housed if space is available; contact Residence Life and Housing for more information.

Living on campus has the potential to challenge and educate students as they connect their learning experiences to their living environment. A variety of living options, coupled with knowledgeable, friendly, energetic Residence Life and Housing staff, provide a significant community experience. Members of the Residence Life and Housing staff are involved in all aspects of community living, including conflict resolution, facility management, community building, and providing programming and resources. They are also well-trained to respond to crisis situations. Each residence hall is managed by a combination of professional and para-professional staff members.

Approximately 70 percent of Redlands students live in on-campus residence halls, apartments, and organizational houses for the members of fraternities, sororities, and multicultural sibling-hoods. These facilities provide a diverse array of options to accommodate many lifestyles. The campus has a wide variety of coed communities with all genders housed on the same floor, as well as a male-only and a female-only hall joined by a common lobby.

Most residence hall rooms are designed for two to three people and are fully furnished. A limited number of single rooms are available—generally only for those with medical or psychological accommodations approved with Academic Success and Disability Services. A few quad rooms exist as well. Each hall is equipped with laundry and kitchen facilities, study rooms, storage rooms, vending machines, and lounge/recreation areas. All housing facilities are smoke-free and remain open throughout the academic year, except during extended breaks in the academic calendar.

There are halls that emphasize special interests, such as global citizenship, social justice, community service, music appreciation, and sustainable living. The Johnston Center for Integrative Studies also has a fully developed living-learning community housed in Bekins and Holt Halls. The Brockton and Grove Apartments feature both double- and single-room apartment living for upper-class students.

Because living on campus is a requirement, all students who are interested in living off campus must complete an Off-Campus Petition and be approved to live off campus. Students over the age of 23, married or in registered domestic partnerships, or living at home with immediate relatives less than 30 miles from campus will be approved prior to the beginning of each academic year if they submit a petition prior to the published deadlines. Decisions for students not meeting these criteria will take into consideration GPA, credits completed, conduct standing, and other factors; applications must be submitted prior to the academic year in which the student wishes to live off campus.

### Food Service

Meals for students are served in a variety of settings on campus, including the Irvine Commons, the Plaza Café, Grab and Go Market, Bulldog Café, and the University Club. Each has its unique ambiance and offers an assortment of foods. Menus are planned to emphasize nutrition, quality, and variety, as well as to provide options for vegetarians and vegans. The University dining hours are intended to meet students' needs. Generally, food service is available from 7:00 a.m. until midnight daily, and from 8:00 a.m. until 11:00 p.m. on weekends.

### Student Conduct Policies

The Code of Student Conduct is available online to each student at the beginning of the academic year, and students have the responsibility to read, understand, and abide by the policies. The Office of Community Standards and Wellbeing exists to uphold the standards of the University community, and to create an environment that fosters student well-being and academic success. The Office of Community Standards and Wellbeing is tasked with determining if violations of University

policies have occurred, and, if so, an appropriate response for the good of both the community and the individual. This process is above all educational, honoring individuality and free choice and seeking to cultivate student growth and development through experience.

### Fraternities and Sororities

Approximately 25 percent of the Redlands student body belongs to one of the local social fraternities or sororities. In addition to internal activities such as the new-member introductions, academic initiatives, and service projects, Greek organizations provide a variety of campus-wide formal and informal social and educational events. These organizations are also instrumental in promoting community and alumni interaction. All Greek organizations are required to operate new member processes under guidelines set by Student Involvement and Success that are reviewed each year. Greek organizations are governed by an Inter-Fraternity Council, Panhellenic Council, and Greek Council.

Rush activities each semester allow prospective members to learn the distinctive personality of each Greek organization. Students are required to have a minimum 2.5 GPA and have 28 credits completed to apply to participate in rush activities.

### Community Service Learning

The Office of Community Service Learning, established in 1991, refers interns, work-study students, volunteers, and service-learning students to hundreds of agencies throughout Redlands and other locations. Each year, students contribute over 120,000 hours of service at a variety of nonprofit agencies and schools around the world, which provide excellent learning opportunities. These experiences reaffirm the University's view that each individual does make a difference and can learn through service; therefore, service outreach is an integral part of the Redlands experience and a graduation requirement. Students are encouraged to visit the Office of Community Service Learning for details and service opportunities throughout the year. Community Service Learning also sponsors spring break plunge trips, the student volunteer desk, children's mentoring programs such as Big Buddies, tutorial programs such as Jasper's Corner Homework Clubs, the Sustainable University of Redlands Farm (SURF) and many others.

### Student Involvement and Success

Educating the complete person through experience and leadership opportunities is a goal of Student Involvement and Success (SIS). To accomplish this, SIS hosts a series of retreats, workshops, and classes (including the first-year retreat, Training Radical and Involved New Students (TRAIN) and enables students to attend conferences. 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 involvement program at Redlands. Staff in SIS also advise student government (ASUR) and student clubs, including social Greek organizations.

### Athletics

The University fields 21 intercollegiate varsity athletic teams, with 10 sports for men and 11 for women competing on the NCAA Division III level. With a rich history of conference and national championships, the Bulldogs pride themselves on creating quality opportunities for competition while thriving in a demanding academic setting. We invite all students to attend the home athletic events free of charge with their student ID to join in the fun and excitement of the Bulldog family. During the fall, student-athletes compete in football, soccer, cross country, men's water polo, and women's volleyball. The winter season includes basketball and swimming and diving. The spring season features golf, tennis, women's lacrosse, women's water polo, track and field, softball, and baseball. In addition, the Department of Physical Education offers coursework toward a physical education minor as well as physical activities for class credit that include all skill levels. For more information, refer to the Physical Education chapter of this Catalog.

### Recreation

The University of Redlands Recreation department - which consists of Outdoor Programs, Intramural Sports, and Wellness - encourages students to live active, healthy lives while exploring, learning, and developing in and outside of the classroom. This goal is achieved through a variety of programming all of which is either subsidized or offered free of charge.

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The Outdoor Programs division, which was created in 2004, offers workshops, leadership opportunities, weekend trips, certifications, and even a month-long expedition May Term travel course for credit. Trips include hiking, backpacking, climbing, surfing, and environmental service in the mountains, desert, and ocean within easy reach of Redlands. The Outdoor Programs Rental Shop, located next to the Currier Gymnasium, offers students rental gear, sign up for trips, outdoor resources, and even a bike repair shop.

Intramural Sports provide opportunities for students to play organized, recreational sports on campus free of charge. Sports include flag football, beach volleyball, soccer, tennis, basketball, and life-jacket water polo. Students can sign up online as a team or register individually as a free agent for each sport, provided they do not compete at the NCAA Division III level for that sport. Sports can last anywhere from a week-long tournament to a semester-long season. Intramurals are played “for the love of the game” and are designed for all levels of athletes.

Wellness programming on campus focuses on holistic student development through a variety of programs and activities. Designed to enrich both the body and the mind, programs focus on the eight identified dimensions of wellness: Social, Physical, Emotional, Intellectual, Economical, Spiritual, Environmental, and Cultural.

Together, Outdoor Programs, Intramurals, and Wellness aim to provide students with opportunities to engage in an active, healthy lifestyle while at the University of Redlands.

## Military and Veterans Services

The University of Redlands Military & Veteran Services is dedicated to providing the highest level of support, dedication, and services in order to ensure military-affiliated students, including active military members, reservist, national guard, veterans and military family members achieve success academically, professionally, and personally.

Our well-rounded and focused support system includes

- Trained and dedicated staff available to answer questions and provide guidance in applying for and utilizing military or VA educational benefits
- Access to and knowledge of available resources both on and off campus
- Interactive One Stop Student Online Platform
- Assistance in all aspects of career exploration, preparation, translation of military experience, professional networking, interview techniques
- Help to facilitate communication with and integration into the University of Redlands community
- Recognition of Active Duty Military, Reservist, National Guard, Coast Guard, Veterans and their Family Members through planned events
- Assistance with identifying and applying for internal and external scholarships

Our vision is to enhance the success of our military-affiliated students in a holistic whole-student approach that focuses on guiding them through the educational process, assisting with the transition from military to civilian life, and recognizing them both for their service and their personal and academic accomplishments.

For more information, contact [military@redlands.edu](mailto:military@redlands.edu), (909) 748-8478, or go to [www.redlands.edu/military](http://www.redlands.edu/military).

## University of Redlands Alumni Association

The University of Redlands Alumni Association’s goal is to foster meaningful and mutually beneficial relationships that connect our alumni to each other and to the University. The Association nurtures relationships among alumni by providing experiences that enrich the lives of alumni and present a positive image of the University and its graduates.

Recognizing that learning is a lifelong process, in all of its activities the Association is committed to maintaining and supporting the University of Redlands as a world-class institution of higher learning and academic excellence.

Membership in the Alumni Association Anyone who has earned an undergraduate or graduate degree from the University of Redlands is automatically a member of the Alumni Association. In addition, anyone who has satisfactorily completed a minimum of 24 credits in the College of Arts and Sciences or has received a teaching credential through the School of Education is a member.



## Study Abroad

### General Information and Regulations

The University encourages students to participate in a study abroad experience as an integral dimension of their liberal arts education.

### Calendar

Students considering a semester of study abroad must apply through the web-based Study Abroad portal. The deadline for completing this university application is early December for both Fall and Spring programs in the subsequent academic year. Students applying to any program other than the university's Salzburg Semester program will need to additionally apply to an approved program on the study abroad online application portal. The deadlines for secondary applications to the selected partner program occur in the spring semester preceding the academic year in which the student plans to study abroad.

### Application

University of Redlands students must apply for abroad programs through the Study Abroad online application system. Applications may be completed only for programs approved by the Office. Limited off-list programs are possible through a separate request process, which requires a formal review by a committee, Director of Study Abroad, and CAS Dean. Students might not receive academic credit for any coursework completed through a program not approved by the Study Abroad Office.

Student eligibility is determined by such factors as academic and disciplinary records. Students typically must have sophomore, junior or senior year status during the period they plan to study abroad in order to be eligible. Students with a 2.75 GPA will be eligible for the majority of approved programs while students below a 2.75 GPA will have increasingly limited options. Students with conduct holds or who are on conduct probation are ineligible to participate. Students with concerning or serious conduct history must be cleared by the Director of Community Standards and Wellbeing of the Dean of Student Life.

If a student has been approved for study abroad and is subsequently placed on academic warning/probation or is subject to official college discipline, approval for study abroad may be withdrawn. Students who voluntarily withdraw (or are required to withdraw) from a program at any stage are responsible for any unrecoverable payments made by the University to the program on behalf of the student, in addition to any applicable University tuition and fees.

All approved study abroad programs are offered to Redlands students at the current cost of standard room and board, tuition, and fees at the University of Redlands. The University, in turn, underwrites the required program expenses of tuition, room, and board. Elective program choices (e.g., field trips, course overloads, etc.) are the direct personal responsibility of the student.

All students will be automatically enrolled in mandatory international insurance coverage for the duration of their program period abroad. Students are responsible for this fee. The insurance is only waived at the discretion of the Director of Study Abroad when a partner program requires the students enroll in their insurance plan and when this coverage satisfies University coverage requirements.

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 or university. Partner programs that include transportation to the study site as part of the comprehensive program fee will be asked to bill the student directly for these charges.

### Program Planning

Applicants should consider carefully how a semester abroad would complement their general education, majors, and career plans. Applicants discuss the appropriateness of individual programs and courses of study with their faculty advisors as well as with Study Abroad Office staff. Close consultation with Academic Advisors are critical for students in better ensuring the transferability of courses as well as timely progression towards degree completion.

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Academic results from any approved study abroad program are recorded on the student's UofR transcript and grades earned are computed in the student's University of Redlands grade point average. Credit earned in these programs are applied toward graduation when the Registrar's Office receives evidence that studies have been completed through receipt of an approved program transcript.

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

To receive the complete list of study abroad policies, contact the Study Abroad office.

### Study Abroad Preparation

The university offers the following pre-departure as well as re-entry courses in order to maximize the educational, cultural and practical benefits to students that results from study abroad.

## Study Abroad Course Descriptions

### **SPRO 101 Crossing Cultures I: Pre-departure**

*Fall (2), Spring (2)*

This course is designed to build intercultural skills and awareness in preparation for study abroad. Readings, assignments, and activities focus on the student's specific destination culture as well as general strategies for a successful and meaningful cross-cultural experience.

**Prerequisite(s):** Enrollment in or planned enrollment in study abroad courses for the following semester. Offered each semester.

### **SPRO 102 Crossing Cultures II: Re-entry**

*Fall (2), Spring (2)*

This course is designed for students who have recently returned from study abroad. In addition to strategies for enhancing intercultural perspectives and coping with re-

entry shock, students will learn how to translate study abroad experiences into a professional skill set and communicate these skills to potential employers.

**Prerequisite(s):** A recently completed study abroad experience. Offered as needed.

### **SPRO 103 Crossing Cultures 2: Re-entry**

*Fall (2), Spring (2)*

Crossing Cultures 2: Re-entry is designed for students who have recently returned from study abroad. In addition to strategies for enhancing intercultural perspectives and coping with re-entry shock, students learn how to translate study abroad experiences into a professional skill set and communicate these skills to potential employers.

**Prerequisite(s):** SPRO 101. Offered every year. Numeric grade only.

## Salzburg Semester

### **The Director**

Katherine Baber

Since 1960, the University of Redlands has offered a unique study abroad program in Salzburg, Austria. The Salzburg Semester is characterized by a general humanities curriculum and offered in the context of group study and extensive travel opportunities. The program is available to sophomore, junior, and senior undergraduates regardless of major.

The Salzburg Semester offers a unified core of courses taught on a block system, and that supports each other and takes advantage of the richness of the local and regional location. Extended field excursions to the Balkans and to Italy enrich the insights gained from in-class lectures. A professor from the Redlands home campus spends a portion of each semester in residence in Salzburg teaching a single course.

The comprehensive fee for the Salzburg program is set at the cost of tuition, double room and standard meal plan, and ASUR fee. As with other study-abroad programs, students are responsible for their transportation to and from the study site.

### Guest Students

The University of Redlands may welcome qualified guest students to the Salzburg Semester program each semester from colleges across the country.

## Salzburg Semester Course Descriptions

### **SALZ 101 First-Year German (Salzburg)**

### **SALZ 102 First-Year German (Salzburg)**

*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(s) for SALZ 102:** GRMN 101.

### **SALZ 201 Second-Year German (Salzburg)**

### **SALZ 202 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(s) for SALZ 201:** GRMN 102 or permission.

**Prerequisite(s) for SALZ 202:** GRMN 201 or permission.

### **SALZ 230 Travelers and Citizens**

*Fall (3), Spring (3)*

This course integrates the various aspects of the Salzburg Program curriculum through travel and service-learning. On excursions, experiential assignments draw on students' studies in language, history, art and music. Service appointments in Salzburg and the Balkans provide an opportunity to examine institutions and customs for addressing community needs in Austria.

**Corequisite:** Enrollment in Salzburg program. Permission only. Numeric grade only.

### **SALZ 240 Austria in Europe: History, Identity, Remembrance**

*Fall (4), Spring (4)*

This course is designed to introduce students to the history, culture, and economics of Austria and its place in Europe from early settlement to the present day. We will study Austria's role in the Roman Empire, the Holy Roman Empire, Austria-Hungary, World Wars I and II, the Soviet Empire and Austria's eventual membership in the

European Union. Extensive travel around Austria, Europe, and the Balkans complements in-class work.

### **SALZ 250 The Sites and Sounds of Salzburg: Engaging with the Visual and Performing Arts in Europe**

*Fall (4), Spring (4)*

Students engage personally in the performance of classical music as well as its history and context, the creation of visual art and its development throughout European history, and the understanding of architecture as a reflection of the European ideal. Presents in a unique manner the expansive European culture of classical music, art and architecture, blending concerts, museum study, and excursions in Salzburg and to selected European cities.

### **SALZ 251 Sites of Salzburg**

*Fall (3), Spring (3)*

Students engage directly with visual art and its historical development in the European context, and the understanding of architecture as a reflection of the European ideal. Emphasizes experiential learning by blending museum and site visits in Salzburg, readings and case studies, and excursions to select European cities. Permission only. Numeric grade only.

### **SALZ 252 Sounds of Salzburg**

*Fall (3), Spring (3)*

Students develop an appreciation in particular for the music of the European classical tradition on site in Salzburg and other European centers. Emphasizes methods for "informed hearing," first in theory during class sessions, then in practice with at museums, important historic sites, and concert venues. Permission only. Numeric grade only.

### **SALZ 260 Special Topics in Salzburg**

*Fall (4), Spring (4)*

Special topics course for Salzburg Semester taught by visiting faculty.

### **SALZ ORZ Topics in Recreational Sports: The Austrian Outdoor Experience**

*Fall (1), Spring (1)*

The course provides an opportunity for those students studying in Salzburg to experience the abundance of

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outdoor activities while combining them with their own personal health and fitness.  
*May repeat once.*

### MUAP 350S Salzburg Music Lesson

(2–4)

Music majors have the opportunity to take applied music lessons from a member or associate of the world-famous Mozarteum.

## Recognized University Partnerships

The University of Redlands has established agreements with numerous universities, allowing students to study at these partner institutions each semester.

### Recognized University Partnerships:

- Chinese University Hong Kong – Hong Kong, China
- James Cook University – Townsville, Australia
- Nanzan University – Nagoya, Japan
- National University of Ireland, Galway – Galway, Ireland
- Queen Mary, University of London – London, England
- University of Bristol – Bristol, England
- Tuskegee University, Tuskegee, Alabama
- University of Canterbury – Christchurch, New Zealand
- University College Dublin – Dublin, Ireland
- University of East Anglia – Norwich, England
- University of Edinburgh – Edinburgh, Scotland
- University of Melbourne – Melbourne, Australia
- Victoria University, Wellington – Wellington, New Zealand
- Wollongong University – Wollongong, Australia
- Waseda University – Tokyo, Japan
- 

## Approved Study Abroad Program Opportunities

The Study Abroad Office offers students a wide range of abroad opportunities across the globe in partnership with approved study abroad partner organizations. On the basis of conjunction with faculty members and individual departments, the Study Abroad Office determines the organizations and programs that are officially approved. Only specifically approved programs offered by partners are available to students at Redlands. Our partner organizations include the Institute for the International Education of Students (IES), The School for International Training (SIT), School for Field Studies (SFS), Denmark's International Study Program (DIS), Council on International Education Exchange (CIEE), and Studio Arts College International (SACI).

## May Term Off-Campus Programs

Each May Term, Redlands faculty members generally offer a number of opportunities for international study. These programs change from year to year, but historically, programs offered have included trips to Europe, Latin America, Africa, Asia, and the South Pacific. These offerings are extended to Redlands students at the established programs cost. Program costs tend to be comprehensive, though included pre-program elements may vary from course to course.

More information on study abroad may be obtained from the Study Abroad office or the University website at [www.redlands.edu/studyaway](http://www.redlands.edu/studyaway).

## Course Definitions

### 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.

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- **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.
- **500x–599x Continuing education courses.** Not degree applicable. Offered through Schools of Education, Business, and Continuing Studies.
- **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.
- **800–899 Doctorate-level courses:** Reserved for Ed.D. students.

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.

## Johnston Course Numbering

- **000A–000Z** Johnston Seminars, undergraduate level.
- **IND-** Johnston Independent Studies, undergraduate level.

## 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.

## Academic Credit Definition

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 listed in this catalog are followed by the semester or term in which they are typically offered and the number of credits they carry.
- 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.

## College of Arts and Sciences Programs

### Accounting

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### The Faculty

Renée Hall  
Carl Kinnoin  
Ning Ren

### The Major

The accounting major combines the strengths of a liberal arts education with preparation for a professional career. Accounting coursework emphasizes critical analysis, problem solving, and communication. Completion of the major will, in most cases, prepare graduates for licensure as a Certified Public Accountant (CPA) in the State of California. CPA licensure requirements vary somewhat across states. Graduates who choose career paths other than public accounting have a strong background for entering careers in finance, management, and law.

A 2.0 in ECON 101 is a required pre-requisite for ACCT 210, the first accounting course. Students entering the major are required to have a minimum 2.7 cumulative GPA on a 4.0 scale. Transfer students are also required to have a 2.7 average from their previous school(s).

Accounting majors can pursue a double major. Popular combinations with Accounting are Financial Economics, Global Business, or Business Administration, though other combinations are possible with careful planning. Accounting students are encouraged to study abroad and to complete an internship.

Learning outcomes for this program may be found at [www.redlands.edu/BS-ACCT/learning-outcomes](http://www.redlands.edu/BS-ACCT/learning-outcomes).

### *Bachelor of Science in Accounting Requirements*

#### *Related Field Courses (6 courses/24 credits):*

- ECON 101 Principles of Economics (4) (LAI - Social Scientific Practice and Quantitative Reasoning Embedded) (LAF – State and Economy)
- MATH 111 Elementary Statistics with Applications (4)
- REL 120 Religion and Ethics (4)
  - or- REL 125 Introduction to World Religions (4)
  - or- PHIL 100 Introduction to Philosophy (4)
  - or- PHIL 102 Introduction to Chinese Philosophy
  - or- PHIL 170 Directed Study: Philosophy (2-4)
- BUS 240 Business Law (4)
  - or- GLB 240 U.S. Business Law (4)
- GLB 421 Corporate Finance (4)
  - or- GLB 422 Investments (4)
  - or- ECON 230 Money Banking Financial Markets (4)
- Take 1 course/4 credits from Economics (ECON) at the 200 or 300-level
  - or- Business Administration and Management (BUS) at the 300 or 400-level

#### *Accounting Courses (12 courses / 44 credits):*

- ACCT 210 Principles of Financial Accounting and Reporting (4)
- ACCT 220 Principles of Managerial Accounting (4)
- ACCT 309 Accounting Ethics and Professional Responsibility (4)
- ACCT 310 Intermediate Financial Reporting for Operations (4)
- ACCT 320 Intermediate Financial Reporting for Financial Transactions (4)
- ACCT 330 Intermediate Financial Reporting for Investing Transactions (4)
- ACCT 400 Financial Reporting Theory I (2)
- ACCT 401 Financial Reporting Theory II (2)
- ACCT 410 Auditing (4)
- ACCT 411 Accounting Information Systems (4)
  - or- CS 301 Business Analysis and Excel (4)
- ACCT 415 Tax Accounting (4)

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- ACCT 440 Financial Statement Analysis (4)

Electives are not required but are useful to students who are both preparing for the CPA exam and ensuring that they meet licensure requirements. Electives include:

- ACCT 360 Volunteer Income Tax Assistance (3)
- ACCT 421 Governmental and Not-for-Profit Accounting (4)
- ACCT 480 Accounting Internship (2-4)

### *Accounting Minor*

A minor in accounting can provide a foundation for careers in business, government, investment management, and finance. Students who choose to minor in accounting must complete 24 credits of the following accounting courses:

- ACCT 210 Principles of Financial Accounting and Reporting (4)
- ACCT 220 Principles of Managerial Accounting (4)
- ACCT 310 Intermediate Financial Reporting for Operations (4)  
*And three additional accounting courses selected from the following:*
- ACCT 320 Intermediate Financial Reporting for Financing Transactions (4)
- ACCT 330 Intermediate Financial Reporting for Investing Transactions (4)
- ACCT 411 Accounting Information Systems (4)  
-or- CS 301 Business Analysis and Excel (4)
- ACCT 415 Tax Accounting (4)
- ACCT 416 Advance Concepts in Tax (4)
- ACCT 421 Governmental and Not-for-Profit Accounting (4)
- ACCT 440 Financial Statement Analysis (4)

**Internship:** Accounting majors are encouraged to obtain accounting internships to enhance their academic preparation. Internships allow students to explore career possibilities and integrate classroom learning with experiential learning. Students should meet with an accounting advisor for more information. To receive academic credit for any internship (ACCT 480), 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 and possible with advance planning.

### *Departmental Honors in Accounting*

Proposals are accepted no later than the first day of the student's final academic year, from majors who have achieved a minimum GPA of 3.2. Successful applicants will work one-on-one with a member of the accounting faculty to complete a research project that involves data collection and analysis. The research project will be supported and reviewed by an advisory committee of accounting faculty and at least one outside expert, selected by the student and approved by the Honors advisor.

### *Accounting Course Descriptions*

All prerequisite courses must be taken for a numerical grade. To meet a course prerequisite, a minimum grade of 2.0 must have been earned in the prerequisite course.

#### **ACCT 210 Principles of Financial Accounting and Reporting**

*Fall (4), Spring (4)*

Financial accounting and reporting concepts and procedures that provide a history of economic activity, resources, obligations. Emphasis is on preparing and using financial information at an enterprise level.

**Prerequisite(s):** ECON 101

#### **ACCT 220 Principles of Managerial Accounting**

*Fall (4), Spring (4)*

Analysis of financial and relevant non-financial information used in planning, motivating, evaluating, and control. Economic and behavioral concepts and quantitative techniques are integrated throughout. Topics: cost behavior, budgeting, analysis of variance, performance measurement, and pricing.

**Prerequisite(s):** ACCT 210

#### **ACCT 309 Accounting Ethics and Professional Responsibilities**

*Spring (4)*

Accounting Ethics introduces students to the professional responsibilities inherent in giving financial advice or verifying representations made by clients in financial reports. Students will explore potential dilemmas that can arise when services paid for by a client are designed to also promote the well-being of the public. Course format relies heavily on written cases, in-class discussion, debate, and a formal research project.

**Prerequisite(s):** ACCT 210; By permission only.

**ACCT 310 Intermediate Financial Reporting for Operations**

*Fall (4), Spring (4)*

Intermediate Accounting for Operations focuses on a firm's basic revenue-generating activities. Students will learn how providing sales and service, granting customer credit, collecting cash, producing, innovating, incurring and paying expenses, acquiring and using long-term assets, are represented in each of the four financial statements and accompanying disclosures.

**Prerequisite(s):** ACCT 210

**ACCT 320 Intermediate Accounting for Financial Transactions**

*Spring (4)*

Examines transactions in which a firm secures or re-balances its financing (debt and/or equity). Emphasis will be placed on how choice of financing affects firm value and risk, and how financial statements, with accompanying footnote disclosures, represent the implications of those choices.

**Prerequisite to** ACCT 310

**ACCT 330 Intermediate Financial Reporting for Investing Transactions**

*Fall (4)*

Intermediate Accounting for Investing Transactions focuses on the acquisition and divestiture of long-term productive assets; investments in the debt, equity, or operations of another company; risk management through the use of derivatives; foreign currency and tax effects on strategic decisions. Students will learn how these transactions are represented in each of the four financial statements and accompanying disclosures.

**Prerequisite(s):** ACCT 310; *Recommended:* ACCT 320

**ACCT 360 Volunteer Income Tax Assistance**

*Spring (3)*

Topics in Federal and California income tax regulations for filing basic income tax returns. Introduction to issues of providing volunteer service. Experiential learning is required through a community service component.

*Credit/no credit only. This course is **not** eligible to count toward a minor in accounting.*

**ACCT 400 Financial Reporting Theory I**

*Fall (2)*

**ACCT 401 Financial Reporting Theory II**

*Spring (2)*

Capstone course requiring students to integrate knowledge of accounting, business, economics, and regulation, and apply this knowledge to emerging financial reporting issues. Study of accounting, corporate governance, and risk management issues will be from the perspectives of the enterprise, auditor, and financial statement users.

**Prerequisite for ACCT 400:** ACCT 310 or ACCT 320 or by permission.

**Prerequisite for ACCT 401:** ACCT 310 or by permission.

**ACCT 410 Auditing**

*Fall (4)*

Examination of the responsibilities of independent and internal auditors as expressed in audit standards. Emphasis is placed on how the auditor tests internal controls of a company, tests reliability of information produced by an accounting system, and arrives at an opinion regarding the fairness of financial representations.

**Prerequisite(s):** ACCT 310 or by permission.

**ACCT 411 Accounting Information Systems**

*Fall or 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. Strong emphasis on conceptual modeling and database systems, and on documenting and evaluating internal controls.

**Prerequisite(s):** ACCT 210 and ACCT 220 or by permission.

**ACCT 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.

**Prerequisite(s):** ACCT 310.

**ACCT 421 Governmental and Not-for-Profit Accounting**

*Spring (4)*

Theory and practice of governmental and not-for-profit financial accounting. Topics include theoretical



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framework, fund accounting, and basic financial statements.

**Prerequisite(s):** ACCT 310 or by permission. Offered as needed.

### **ACCT 440 Financial Statement Analysis**

*Spring (4)*

Financial statements are used in the context of making investment and financial decisions. Emphasis on using business strategy and economic environment to forecast financial statements (income, cash flow, balance sheet), assess risk, evaluate effectiveness of financial and operating leverage, and estimate intrinsic value of a firm and its equity.

**Prerequisite(s):** ACCT 310, senior standing, or by permission. **Recommended:** ACCT 320 and ACCT 330.

### **ACCT 469 Advanced Topics in Accounting**

*Fall (2–4), Spring (2–4), May Term (3)*

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

**Prerequisite(s):** by permission. Numeric grade only. Offered as needed.

### **ACCT 480 Accounting Internship**

*Fall (2–4), Spring (2–4)*

Placement in an accounting internship with academic work under faculty direction.

**Prerequisite(s):** junior or senior standing, or by permission.

## Art

### **The Faculty**

Tommi Cahill

Munro Galloway

Penny McElroy

### **The Major**

The department offers a program leading to a Bachelor of Arts degree in Studio Art. Learning outcomes for the BA in Studio Art may be found at [www.redlands.edu/BA-ARTS/learning-outcomes](http://www.redlands.edu/BA-ARTS/learning-outcomes).

All Studio Art majors take foundation courses, at least one course in art history, a senior project and a series of courses that make up a concentration in a particular media (ceramics/sculpture, drawing/painting, graphic design, photography, or art therapy). Students interested in teaching art may also combine their Art degree with a Single Subject Teaching Credential; see details below.

### *Bachelor of Arts in Studio Art*

#### *Foundation Courses*

- ART 131: Drawing (4)
- ART 132: 2-D Design (4)
- ART 145: Introduction to Sculpture (4) (*not required for Art Therapy concentration*)
- ART 159: Digital Imaging (4) (*not required for Art Therapy concentration*)

#### *Additional Requirements*

- One Art History course (4) (*Students are advised to take as many art history courses as possible*)
- ART 495: Senior Project (4)

### **Studio Art Concentrations**

*Art Therapy (12 courses/48 credits):*

The following courses prepare students for further study and credentialing in a graduate program.

- ART 131 Drawing (4)
- ART 132 2-D Design (4)
- ART 140 Ceramics (4)

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- ART 233 Painting (4)
  - one Art History class (4)
  - ART 333 Intermediate Painting: Beyond the Canvas (4)  
-or- ART 333 Intermediate Painting: Painting the Figure (4)  
-or ART 240 Intermediate Ceramics (4)
  - ART 434: Advanced Projects in Drawing/Painting  
-or- ART448 Advanced Projects in Ceramics/Sculpture (4)
  - ART 495 - Senior Project (4)
  - PSYC 100 Intro to Psychology (4)
  - PSYC 344 Abnormal Psychology (4)
  - PSYC 335 Developmental Psychology (4)
  - at least one additional Psychology course (4) Recommended: PSYC 210 Personality Theories, PSYC 349 Social Psychology, PSYC 440 Counseling (440 requires professor permission)
- Recommended:* Art therapy internship

### *Ceramics/Sculpture (9 courses/36 credits):*

- Complete the Foundation Courses & Additional Requirements (above) *and*
- ART 140 Ceramics (4)
- ART 240 Intermediate Ceramics  
-or- ART 347 Intermediate Sculpture (4)
- ART 448 Advanced Projects: Ceramics/Sculpture (4)

### *Drawing/Painting (9 courses/36 credits):*

- Complete the Foundation Courses & Additional Requirements (above) *and*
- ART 233 Introduction to Painting (4)
- ART 333 Intermediate Painting: Beyond the Canvas (4)  
-or- ART 333 Intermediate Painting: Painting the Figure (4)
- ART 434 Advanced Projects: Drawing/Painting (4)

### *Graphic Design (9 courses/36 credits):*

- Complete the Foundation Courses & Additional Requirements (above) *and*
  - ART 252 Introduction to Graphic Design (4)
  - ART 352 Intermediate Graphic Design (4)
  - ART 456 Advanced Projects: Graphic Design (4)
- Recommended:* ART 251 Typography (4)

### *Photography (9 courses/36 credits):*

- Complete the Foundation Courses & Additional Requirements (above) *and*
- ART 235 Introduction to Photography (4)
- ART 339 Intermediate Photography (4)
- ART 436 Advanced Projects: Photography (4)

To be a successful Art Major, you should:

- 1) take the foundation courses in your first or second year (ART 131, ART 132, ART 145, ART 159 see Concentrations for requirements)
- 2) plan study abroad early, consulting with department faculty about appropriate programs and timing
- 3) plan to be on campus the spring of your junior year and all of your senior year in order to ensure completion of your major requirements
- 4) declare your major by the fall of your sophomore year
- 5) attend to course prerequisites when planning your schedule
- 6) complete a concentration selected from the descriptions in the previous sections

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### *Art Education (BA in Studio Art + Single-Subject Teaching Credential)*

Students interested in teaching art in high school can complete a (single subject) teaching credential. Complete the Foundation Courses and Additional Requirements listed above. Complete one of the concentrations above (excluding Art Therapy). Complete the following courses and steps:

- POLI 111 - Introduction to American Politics (4)  
-or- HIST 121 American History to 1877 (4)
- EDUG 331 Child Development (3)
- EDUG 401 Foundations of Learning (3)
- Admission to the School of Education: <https://www.redlands.edu/admissions-and-aid/graduate-and-continuing-education/school-of-education/apply-teaching>**
- EDUG 402 Single Subject Methods I: Critical Pedagogy and Instructional Design (3)
- EDUG 404 Single Subject Methods II: Literacies for Diverse Learners (3)
- EDUG 406 Single Subject Methods III: Content Area Teaching (3)
- EDUG 408 Single Subject Methods IV: Content Area Literacy and Assessment (3)
- EDUG 411 Foundations of Literacies (3)
- EDUG 455 Student-Teaching Seminar (2)
- EDUC 453A Student Teaching I (5)
- EDUC 453B: Student Teaching II (5)

### *Studio Art Minor*

(20 credits)

Choose two from

- ART 131 Drawing (4)
- ART 132 2-D Design (4)
- ART 145 Introduction to Sculpture (4)
- ART 159 Digital Imaging (4)

And

- Complete 3 additional Art courses, at least one of which is at the 200-level or above.

### **Fees**

All studio courses require a lab fee. All lab fees are charged to the college bill of the student unless other arrangements for payment are made. Once course materials are distributed, the student is responsible for paying the materials portion of the lab fee, even if they drop the course.

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.

### **Time**

For studio classes, the department requires three to four 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 12 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. <https://www.redlands.edu/study/schools-and-centers/college-of-arts-and-sciences/undergraduate-studies/art/gallery/>

### **Advanced Placement in Studio Art and International Baccalaureate in Visual Arts**

Students who earn scores of three or higher on the Advanced Placement Test receive 4 credit elective credits. Students who complete an International Baccalaureate Diploma in Visual Art are eligible to receive 4 elective credits.

### *Art Course Descriptions*

#### **ART 131 Drawing**

*Fall (4), Spring (4)*

This course is an introduction to the basic tools, techniques and materials of drawing. Topics and genres of drawing may include: still life, landscape, figuration, perspective, illustration and abstraction. By studying the foundational elements of drawing, students develop technical ability and individual expressivity.

*Numeric and Evaluation grade only.*

**ART 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.

*Numeric and Evaluation grade only.*

**ART 140 Introduction to Ceramics**

*Fall (4), Spring (4)*

Introduction to the shaping of clay with hand-building techniques and on the potter's wheel. A variety of surface design and firing techniques is also taught.

**ART 145 Introduction to Sculpture**

*Fall (4), Spring (4)*

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

**ART 155 Introduction to Printmaking**

*Fall (4), Spring (4)*

This course is an introduction to the basic strategies and techniques of lithographic, intaglio, serigraphic, and relief processes. Emphasis is on development of imagery and introductory understanding and command of print processes. Completed editions will be discussed during group critiques.

**ART 159 Digital Imaging**

*Fall (4), Spring (4)*

Introduction to using the computer as a creative tool. Development of digital imaging techniques and photo manipulation using Adobe Photoshop.

**ART 165 Special Topics**

*Fall (2–4), Spring (2–4), May Term (3)*

Various offerings of specialized studio workshop experiences.

**ART 233 Introduction to Painting**

*Fall (4), Spring (4)*

Introduction to the materials and techniques of painting. Emphasis is placed on color, mixing and modifying paints, surface, composition, and the history of the medium.

**ART 235 Introduction to Photography**

*Fall (4), Spring (4)*

Using a digital camera, students produce original work in response to a series of lectures, assignments, and biweekly critiques. A range of tools, including color correction, selections, layers, and inkjet printing are addressed. Students will complete an integrative final project.

**ART 240 Intermediate Ceramics**

*Spring (4)*

Expands on the techniques taught in ART 140. Areas of focus include kiln firing, wheel throwing and hand building, glaze experimentation, and overviews of pottery by contemporary artists and ancient societies.

**Prerequisite(s):** ART 140 or by permission.

**ART 251 Typography**

*Fall (4)*

A study of letter forms and page design. Students explore typography through both historical methods and contemporary techniques. Focus will be on developing sensitivity to type and discovering the creative possibilities of typographic design.

**ART 252 Introduction to Graphic Design**

*Fall (4), Spring (4)*

Introduction to technical and conceptual principles of graphic design. Students will investigate different creative approaches to the design process. Topics include text/image relationships, illustration techniques, basic type concerns, logo/identity, concept presentation, and developing competency with Adobe Illustrator.

**ART 264 History of Photography/Printmaking/Graphic Design**

*Fall (4)*

This special topics studio art course surveys the broad history of visual communication of printmaking, photography, design, and its influence from prehistory to contemporary art practices.

**ART 260 Special Topics in Studio Art**

*Fall (2–4), Spring (2–4), May Term (3)*

Various offerings in specialized studio workshop experiences.

*Offered as needed.*

**Prerequisite(s):** ART 131 or ART 132 or ART 145 or ART 159 or by permission.

**ART 333 Intermediate Painting: Painting the Figure or Beyond the Canvas**

*Spring (4)*

This intermediate level painting course will focus on one of two different aspects of painting: Painting the Figure is an in-depth study of historical and contemporary approaches to representing the figure; Beyond the Canvas focuses on alternative and experimental approaches to painting including collage, mixed-media, readymade, installation, appropriation, and others.

**Prerequisite(s):** ART 233 or ART 131 or by permission.

**ART 339 Intermediate Photography**

*Spring (4)*

This course focuses on the production of work using digital or darkroom photography. Lectures, readings, discussions, and critiques. Designed specifically for students to produce high volumes of work. Focus on individual student's process, artist statements, portfolios, and the completion of a fully realized concept.

**Prerequisite(s):** ART 235 and junior standing, or by permission.

**ART 347 Intermediate Sculpture**

*Spring (4)*

Students work with combinations of materials, exploring their physical properties and cultural significance. Emphasis on personal expression through form and content.

**Prerequisite(s):** ART 145 and junior standing, or by permission.

**ART 352 Intermediate Graphic Design**

*Spring (4)*

Expands on the theories and topics covered in ART 252. Areas of focus include graphic design and advertising as a cultural force, campaigns and marketing strategies, typography, visual hierarchy, multiple-page document layout, and production techniques using Adobe InDesign. Emphasis on conceptualization, problem solving, and increased technical aptitude. **Prerequisite(s):** At least one of the studio art foundation courses (ART 131, ART 132, ART 145, ART 159, ART 235) and ART 252 and junior standing, or by permission.

**ART 356 Life in Art**

*Fall (4), Spring (4)*

This course examines the relationship between artistic practices and the cultural, political, and social aspects of contemporary life. Through readings, discussion and written assignments students explore how artists

respond to the critical issues in their lives.

**ART 434 Advanced Projects: Painting/Drawing**

*Fall (4)*

Advanced work in painting and drawing. Expands on issues addressed in previous courses while students create an individual body of work. Emphasis will be placed on conceptualization, integration of content, professional practices/presentation and developing awareness of contemporary issues in painting and drawing.

**Prerequisite(s):** ART 333.

**ART 436 Advanced Projects: Photography**

*Fall (4)*

A class using darkroom and digital photo processes to build an individual body of work. Emphasis is placed on conceptualization, integration of content, and developing an awareness of current trends in the art world. Class time includes lectures, readings, discussions, and critiques.

**Prerequisite(s):** ART 339.

**ART 448 Advanced Projects: Sculpture/Ceramics**

*Fall (4)*

Students will develop new skills as they pertain to their stated interests, pursue individual projects, and discuss their work and the work of contemporary artists in seminar style.

**Prerequisite(s):** ART 347.

**ART 456 Advanced Projects: Graphic Design**

*Fall (4)*

Advanced work in graphic design. Emphasis is placed on design process, integration of content, and developing an awareness of contemporary design issues. Students will refine technique, work toward developing an individual style, and create a portfolio of professional quality design work.

**Prerequisite(s):** ART 352.

**ART 485 Program Internship**

*Fall (2–14), Spring (2–14)*

*By permission of instructor only.*

**ART 495 Senior Project: Studio Art**

*Spring (4)*

Opportunity for students to work independently on a culminating body of work in their concentration. Studio artwork, if acceptable, is exhibited in the spring senior show.

**Prerequisite(s):** ART 131, ART 132, ART 145, ART 159; and ART 434 or ART 436 or ART 448 or ART 456.

## Art History

### The Director

Piers Britton

### The Advisory Committee

Nancy Carrick, English

Munro Galloway, Art

Heather King, English

### Learning Outcomes

Learning outcomes for this program may be found at [www.redlands.edu/ARTH/learning-outcomes](http://www.redlands.edu/ARTH/learning-outcomes).

### *Western Art History Minor*

*Requirements (6 courses/22 credits):*

- 3 courses/12 credits from Art History (ARTH) at the 200-level
- 2 courses/8 credits from Art History (ARTH) at the 300-level
- 1 course/3-4 credits from Studio Art (ART)

### Advanced Placement in Art History

Students who receive a score of four or higher on the Advanced Placement Test will automatically receive credit for a 200-level Art History course.

### *Art History Course Descriptions*

#### **ARTH 220 Introduction to the Art of the Ancient World**

*Fall (4), Spring (4)*

Examines the production and consumption of art and architecture in the ancient world. Geographic focus may vary, e.g. Greece from the Persian War to the Age of Alexander, Han China, Fourth Dynasty Egypt, etc. Addresses the concept of 'Classical' art, and the exclusionary use of this term.

*Offered as needed.*

#### **ARTH 222 Renaissance Artists and their Clients**

*Fall (4), Spring (4)*

Addresses the production and consumption of art in late fifteenth and early sixteenth century Italy, focusing primarily on works of art commissioned by the popes and powerful families such as the Medici. Examines working practices and shared aesthetic values among artists, and generally pivots around a single artist, e.g. Raphael.

*Offered as needed.*

#### **ARTH 226 Modernism & Modernity**

*Fall (4), Spring (4)*

Provides an introduction to the concept of modernism in the visual arts, and its alignment with conditions of modernity in the late nineteenth and early-to-mid

twentieth century Europe, America and Japan.

Encompasses avant garde movements in the plastic arts and architecture. Geographic and temporal focus may vary.

*Offered as needed.*

#### **ARTH 228 After the Modern**

*Fall (4), Spring (4)*

A survey of art made in cultural centers of Europe and North America from the late 1950s to the 2000s.

Explores the ways in which modernism in the plastic arts was challenged and transformed after World War II and examines the subsequent emergence of postmodernism as a critical framework.

*Offered as needed.*

#### **ARTH 260 Space and Place—Topics**

*Fall (4), Spring (4)*

Explores aspects of the formation and use of spaces, from architectural and urban environments to ritual space and site-specific art. Geographic and temporal focus varies; potential topics may include the study of individual cities across time or in given periods, local domestic architecture, the careers of individual architects, garden design, and land art. *May be repeated*

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*for degree credit for a maximum of 8 credits with instructor's permission.  
Offered as needed.*

### **ARTH 264 Special Topics in Art History**

*Fall (2–4), Spring (2–4), May Term (3)*

Topics of current interest in art history. *May be repeated for degree credit for a maximum of 12 credits.*

*Offered as needed.*

### **ARTH 321 Art and Consciousness in Ancient Greece and Rome**

*Fall (4), Spring (4)*

Examines the ways in which art, and concepts of art, figured in the worldviews of Ancient Greek, Hellenistic and Roman societies, stressing environmental factors. Case studies include issues such as the persistence of Greek myth in Roman art and the impact of peripatetic philosophy on the fourth-century Greek art.

*Offered as needed.*

### **ARTH 323 Gender and Sexuality in Renaissance Art**

*Fall (4), Spring (4)*

Explores the ways in which choice and treatment of artistic subjects, approaches to the practice of art making, and critical responses to the arts in sixteenth-century Italy reveal divergences from hegemonic attitudes to gender and sexuality, and sexual acts, in the contemporary world.

*Offered as needed.*

### **ARTH 324 Art and Identity**

*Fall (4), Spring (4)*

Explores the role that artistic practices have played in the formation and maintenance of national, ethnic, cultural,

spiritual, sexual, and gender identities. Geographic and temporal focus varies. *Course may be repeated for degree credit with permission.*

*Offered as needed.*

### **ARTH 327 Modern Art and Twentieth-Century Politics**

*Fall (4), Spring (4)*

Examines the ways in which art and architectural practice and theory, and the circulation and exhibition of art, have responded critically or accommodated themselves to changing political patterns in the first half of the twentieth century. Geographic focus may vary between Western Europe and the USSR, North America and Japan.

*Offered as needed.*

### **ARTH 329 The City in Modern Art and Film**

*Fall (4), Spring (4)*

An exploration of artistic engagements with modernist architecture and the contemporary city, in both fine art and film, and an introduction to the history of avant-garde architecture and urbanism in the twentieth and twenty-first centuries, focusing especially on skepticism concerning modernist urbanism.

*Offered as needed.*

### **ARTH 365 Special Topics in Art History**

*Fall (2–4), Spring (2–4)*

Topics of current interest in the study of Art History and Visual Culture such as Art and Memory, Women Artists, Contemporary Architectural Theory, Architecture and Urbanism, History of Italian Gardens, Sacred Mountains, and Design for Film and Television. *May be repeated for degree credit given a different topic.*

*Offered as needed.*

## Asian Studies

### **The Program Director**

Heungjoo Cha

### **The Advisory Committee**

Anne Cavender, English

Karen Derris, Religious Studies

Faisal Harahap, Global Business

Walter Hutchens, Global Business

Xinyan Jiang, Philosophy

Sawa Kurotani, Anthropology

Lillian Larsen, Religious Studies

Hongwei Lu, Asian Studies

Patrick Wing, History

### Mission Statement

The Asian Studies Program seeks to cultivate an understanding and appreciation of Asia's diverse cultures and contemporary social, political, business, and economic issues. The program emphasizes interdisciplinary approaches, combining the study of languages, humanities, and the social sciences. Faculty who are appointed to the Asian Studies Program, Members of the Advisory Committee, and other faculty regularly offer courses that fulfill Asian Studies degree requirements. A listing of Asian Studies courses is set forth below.

The many unique cultures within Asia offer the student distinct perspectives on art, literature, religion, and philosophy, developed through a history dating back thousands of years. The Asian Studies curriculum emphasizes China and Japan, but also encompasses other Asian regions. Courses are also offered and encouraged spanning the entire geographic area, which compare and contrast the development and current state of cultures throughout the Asian region.

Learning outcomes for this program may be found at [www.redlands.edu/BA-AST/learning-outcomes](http://www.redlands.edu/BA-AST/learning-outcomes).

### The Major

Asian Studies (AST) offers an interdisciplinary major, which allows students to combine different types of courses from the list of Asian Studies and Asian Studies cross-listed courses. Asian Studies major requirements consist of 1) completion of 48 credits, including a Senior Capstone project, 2) Asian language proficiency at the second-year completion level, and 3) an optional study abroad experience in Asia.

#### *Bachelor of Arts in Asian Studies*

- I. **Coursework Requirement:** Students must take 14 AST and/or AST cross-listed courses of 3–4 credits each and a Senior Capstone. The 14 required AST and/or AST cross-listed courses are subject to the following restrictions:
  - a. At least eight major courses must be AST-designated courses taken at the University of Redlands (including on-campus courses and travel courses).
  - b. At least two major courses must be at the 300-400 levels, and the student must take courses from at least two disciplines.
  - c. A First-Year Seminar that has significant Asian content and is taught by an Asian Studies Advisory Committee faculty member may be included in major coursework.
  - d. Majors may petition to change any of the above restrictions, subject to approval by the Asian Studies Program.

For the Senior Capstone, students should contact an AST advisor at the end of the third year to choose between the two options described below. Detailed guidelines for the Senior Capstone are available through an AST advisor.

**Option A) Senior Project**—Conducted during the last semester at the University, the senior project is intended to showcase the student's accomplishment as an AST major. Students may choose, in consultation with an AST advisor, to pursue a semester-long research project, or other significant project as the culminating experience as an AST major Required: one semester of 400-level Directed Study of 4 credits.

**Option B) Honor's Thesis**—This option is recommended for outstanding majors who are highly motivated in their academic work. It requires a major research undertaking conducted through the senior year. The thesis is submitted to the committee, which consists of three AST and/or AST Advisory Committee faculty, and considered for departmental honors. To be eligible for Asian Studies honors, students must have at least a 3.65 cumulative GPA in AST major courses. Required: one semester of 400-level Directed Study of 4 credits. Honors students may enroll in up to 8 credits of such directed studies.

- II. **Language Requirement:** Majors must demonstrate proficiency in an Asian language at the second-year completion level. Currently, the Asian Studies Program offers two language programs: Chinese and Japanese. Students who wish to pursue another Asian language may do so, subject to approval by the AST Advisory Committee including advanced approval of how the proficiency requirement will be fulfilled.



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- III. **Optional Study Abroad Requirement:** Study abroad in an Asian location is optional. Relevant courses from study abroad may be counted toward AST coursework, subject to the Coursework Requirement restrictions previously stated.

### *Asian Studies Minor*

The minor requires completion of:

- at least one year in Chinese or Japanese language study consisting of two courses.
- six courses from the AST and AST Cross-listed course list. 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.

### **Advanced Placement in Chinese and Japanese**

Students who score a three on the Advanced Placement Test receive 4 credits; those who score a four or five receive 8 credits. The department will determine language placement.

### **AST and AST Cross-listed Courses:**

- AST 111 Introduction to Chinese Literature (4)
- AST 120 Chinese/Japanese Calligraphy (4)
- AST 160 Topics in Asian Studies (2–4)
- AST 211 Contemporary Chinese Film (4)
- AST 212 Modern Chinese Literature (4)
- AST 240 Popular Culture of Japan (4)
- AST 250 Service in Cambodia (3)
- AST 260 Topics in Asian Studies (2–4)
- AST 360 Topics in Asian Studies (2–4)
- AST 314 East Asian Cinema (4)
- AST 460 Topics in Asian Studies (2–4)
- GLB 336 International Business (4)
- GLB 387 China’s Business Environment (3)
- GLB 452 Japanese Corporations and Global Business (4)
- GLB 457 Strategic Issues in Global Business (4)
- GLB 459 Global Business Capstone (4) (*Asian company projects only*)
- CHNS 101 Beginning Chinese (Mandarin) (4)
- CHNS 102 Beginning Chinese (Mandarin) (4)
- CHNS 201 Intermediate Chinese (Mandarin) (4)
- CHNS 202 Intermediate Chinese (Mandarin) (4)
- CHNS 301 Third Year Chinese (Mandarin) (4)
- CHNS 302 Third Year Chinese (Mandarin) (4)
- CHNS 401 Fourth Year Chinese (Mandarin) (2-4)
- CHNS 402 Fourth Year Chinese (Mandarin) (2-4)
- ENGL 119 World Literature (4)
- ENGL 216 Poetry East-West (4)
- ENGL 250 Theories of Popular Culture (4)
- ENGL 261 Studies in Literature (1-4) (*when dealing with Asia*)
- ENGL 361 Studies in Literature (1-4) (*when dealing with Asia*)
- HIST 141 Classical Asian Civilizations: China and Japan (4)
- HIST 142 Modern Asian Civilizations: China and Japan (4)
- HIST 381 Mongol World Empire (4)
- JPNS 101 First Year Modern Japanese (4)
- JPNS 102 First Year Modern Japanese (4)
- JPNS 201 Second Year Modern Japanese (4)
- JPNS 202 Second Year Modern Japanese (4)

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- JPNS 301 Third Year Modern Japanese (4)
- JPNS 302 Third Year Modern Japanese (4)
- JPNS 401 Fourth Year Japanese (4)
- JPNS 402 Fourth Year Japanese (4)
- JPNS 410 Advanced Japanese (4)
- PHIL 102 Introduction to Chinese Philosophy (4)
- PHIL 160 Introductory Topics in Philosophy (3-4) (*when dealing with Asian philosophy*)
- PHIL 301 Chinese Buddhism (4)
- PHIL 302 Daoism (4)
- PHIL 303 Confucianism (4)
- PHIL 360 Advanced Topics in Philosophy (4) (*when dealing with Chinese philosophy*)
- POLI 332 Politics of Japan and Korea (4)
- POLI 462 Advanced Seminar in Comparative Politics (2-4) (*when dealing with Asia*)
- POLI 464 Advanced Seminar International Relations (4) (*when dealing with Asia*)
- REL 125 Introduction to World Religions (4)
- REL 233 Buddhisms (4)
- REL 292 Sacred Life-Stories in Asian Religious Traditions (4)
- REL 325 Japanese Religion and Arts (3)
- REL 330 Buddhist Literary Imaginations (4)
- REL 411 Masterpieces of Asian Literature (4)
- SOAN 256 Japan: Society and Culture in Transition (4)
- WGS 341 Gender and Nation (4)

Courses taken through First-Year Seminars, the Johnston Center, study abroad, or other accredited institutions may, with the permission of the Asian Studies Program, fulfill requirements of the Asian studies major and minor.

### *Asian Studies Course Descriptions*

#### **AST 111 Introduction to Chinese Literature**

*Fall (4), Spring (4)*

Literature from a variety of genres and periods selected to introduce students to the richness of a 2,000-year-old Chinese literary tradition. Special attention to developing critical and analytical skills.

#### **AST 120 Chinese/Japanese Calligraphy**

*Fall (4), Spring (4)*

Chinese and Japanese characters as an art form, from basic strokes to more complex characters and various styles. Students learn traditional methods of writing calligraphy using brush and ink. Emphasis on Japanese or Chinese styles depends on instructor. *No prior knowledge of Chinese or Japanese language is required.*

#### **AST 160/260/360/460 Topics in Asian Studies**

*Fall (2-4), Spring (2-4), May Term (3)*

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.*

#### **AST 211 Contemporary Chinese Film**

*Fall (4), Spring (4)*

Examines the cinematic representations of social and cultural transformations of modern China. Topics include analysis of visual-aural spectacles and their aesthetic merits against a backdrop of materials that deal with historical conditions, ideological underpinnings, cultural practices, and social-economic transformation.

#### **AST 212 Modern Chinese Literature**

*Fall (4), Spring (4)*

Designed to examine the development of modern Chinese literature. The primary goal of the course is to familiarize students with as much of the most representative literary works of 20th-century China as possible and branch out to topics in historical, sociological, and cultural studies.

*Offered in alternate years.*

#### **AST 240 Popular Culture of Japan**

*Fall (4), Spring (4)*

This course examines contemporary Japanese popular culture to better understand Japanese social practices, values, and conceptualization of human relationships and

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the meaning of life. The topics examined include the mass media, food, and sports using Anime, manga, contemporary films, magazines, and advertisements.

### **AST 250 Service in Cambodia**

*May Term (3)*

This travel course combines study of contemporary Cambodia and working on service projects. Service projects include such things as working at an elephant forest conservation project and teaching in schools. Field trips explore places like Phnom Penh, Angkor Temples, and the forest/jungle of Mondulkiri.

### **AST 314 East Asian Cinema**

*Spring (4)*

This course introduces students to the masterpieces, film styles and genres, and historical movements of East Asian Cinema, including films from Japan, Korea, Hongkong, and Taiwan, and examines the aesthetics, history, and storytelling of the filmmaking of East Asia. Students will engage with critical thinking about the films through analysis of the content and the styles of the films. Students will gain deeper understandings of the region's intertwining political, social, and cultural histories and embedded class, gender, and race dynamics through research projects and academic writings.

## *Chinese Course Descriptions*

### **CHNS 101 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.

*Numeric grade only.*

### **CHNS 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.

*Numeric grade only.*

### **CHNS 201 Intermediate Chinese (Mandarin)**

*Fall (4), Spring (4)*

Continuation of CHNS 101 and CHNS 102.

**Prerequisite(s):** CHNS 101 CHNS 102 or by permission.  
Numeric grade only.

### **CHNS 202 Intermediate Chinese (Mandarin)**

*Fall (4), Spring (4)*

Continuation of CHNS 101 and CHNS 102.

**Prerequisite(s):** CHNS 101 CHNS 102 or by permission.  
Numeric grade only.

### **CHNS 301 Third Year Chinese (Mandarin)**

*Fall (4), Spring (4)*

Intermediate to Advanced Level Chinese. Enables students to communicate ideas and opinions comfortably in Chinese and to advance their reading and writing abilities. Emphasis on authentic materials and task-based activities and exercises. Approximately 800 new words will be introduced.

**Prerequisite(s):** CHNS 202 or equivalent.  
Numeric grade only.

### **CHNS 302 Third Year Chinese (Mandarin)**

*Fall (4), Spring (4)*

Intermediate to Advanced Level Chinese. Enables students to communicate ideas and opinions comfortably in Chinese and to advance their reading and writing abilities. Emphasis on authentic materials and task-based activities and exercises. Approximately 800 new words will be introduced.

**Prerequisite(s):** CHNS 301 or equivalent.  
Numeric grade only.

### **CHNS 401 Fourth Year Chinese (Mandarin)**

*Fall (2–4), Spring (2–4)*

Extensive reading and colloquial/formal usage building are major emphases of the course, while speaking and writing are incorporated in class discussions, oral reports, and essay assignments.

**Prerequisite(s):** CHNS 302 or equivalent.  
Numeric grade only.

### **CHNS 402 Fourth Year Chinese (Mandarin)**

*Fall (2–4), Spring (2–4)*

Extensive reading and colloquial/formal usage building are major emphases of the course, while speaking and writing are incorporated in class discussions, oral reports, and essay assignments.

**Prerequisite(s):** CHNS 401 or equivalent.  
Numeric grade only.

## *Japanese Course Descriptions*

### **JPNS 101 First Year Modern Japanese**

*Fall (4), Spring (4)*

First/second semester of first-year Japanese, designed for beginners who have no or little background. Students with previous exposure must take a placement test. Helps students acquire communication skills that are linguistically and culturally appropriate for a college

student for everyday situations in Japan. Listening and speaking emphasized.  
*Numeric grade only.*

**JPNS 102 First Year Modern Japanese**

*Fall (4), Spring (4)*

First/second semester of first-year Japanese, designed for beginners who have no or little background. Students with previous exposure must take a placement test. Helps students acquire communication skills that are linguistically and culturally appropriate for a college student for everyday situations in Japan. Listening and speaking emphasized.

**Prerequisite(s):** JPNS 101 or equivalent. *Numeric grade only.*

**JPNS 201 Second Year Modern Japanese**

*Fall (4), Spring (4)*

First/second semester of second-year Japanese, designed to help students expand their linguistic and cultural communicative competency. Conceptually complex sentence structures and hard-to-translate expressions are introduced, such as honorific and humble expressions and the passive-causative. Listening and speaking emphasized. Also introduces the basics of Japanese on computer (e-mailing and web sites.)

**Prerequisite(s):** JPNS 102 or equivalent. *Numeric grade only.*

**JPNS 202 Second Year Modern Japanese**

*Fall (4), Spring (4)*

First/second semester of second-year Japanese, designed to help students expand their linguistic and cultural communicative competency. Conceptually complex sentence structures and hard-to-translate expressions are introduced, such as honorific and humble expressions and the passive-causative. Listening and speaking emphasized. Also introduces the basics of Japanese on computer (e-mailing and web sites.)

**Prerequisite(s):** JPNS 201 or equivalent. *Numeric grade only.*

**JPNS 301 Third Year Modern Japanese**

*Fall (4), Spring (4)*

First/second semester of third-year Japanese. Organized around reading materials, and helps students build substantial reading and writing skills. Through class discussions conducted in Japanese on the readings, students develop skills to comprehend written and spoken opinions and to express abstract ideas. Students also learn to use Japanese dictionaries effectively.

**Prerequisite(s):** JPNS 202 or equivalent. *Numeric grade only.*

**JPNS 302 Third Year Modern Japanese**

*Fall (4), Spring (4)*

First/second semester of third-year Japanese. Organized around reading materials, and helps students build substantial reading and writing skills. Through class discussions conducted in Japanese on the readings, students develop skills to comprehend written and spoken opinions and to express abstract ideas. Students also learn to use Japanese dictionaries effectively.

**Prerequisite(s):** JPNS 301 or equivalent. *Numeric grade only.*

**JPNS 401 Fourth-Year Japanese**

*Fall (4), Spring (4)*

First/second semester of fourth-year Japanese. Organized around Japanese reading materials in a wide range of genres and styles. Students learn to read effectively and precisely on various conceptual matters and opinions. Class discussions conducted in Japanese on the course readings help students expand their skills to orally communicate intellectually sophisticated matters.

**Prerequisite(s):** JPNS 302 or equivalent. *Numeric grade only.*

**JPNS 402 Fourth-Year Japanese**

*Fall (4), Spring (4)*

First/second semester of fourth-year Japanese. Organized around Japanese reading materials in a wide range of genres and styles. Students learn to read effectively and precisely on various conceptual matters and opinions. Class discussions conducted in Japanese on the course readings help students expand their skills to orally communicate intellectually sophisticated matters.

**Prerequisite(s):** JPNS 302 or equivalent. *Numeric grade only.*

**JPNS 410 Advanced Japanese**

*Fall (3), Spring (3)*

Advanced Japanese for students who come back from study abroad in Japan. Designed to help students integrate their experiences abroad into their academic interests. Readings chosen based on students' individual interests. Students learn to read effectively and precisely, and to orally and visually present their individual projects in Japanese.

**Prerequisite(s):** *Study abroad in Japan for at least one semester. Offered as needed. Numeric grade only.*

## Biochemistry and Molecular Biology

### **The Program Advisors**

Susan L. Blauth, Biology  
Michael J. Ferracane, Chemistry  
Caryl A. Forristall, Biology  
Teresa L. Longin, Chemistry  
David P. Schrum, Chemistry  
Linda A. Silveira, Biology

### **The Program**

The major in Biochemistry and Molecular Biology is an interdisciplinary major at the interface of biology and chemistry. It is designed to prepare students for careers in biochemistry and molecular biology, as well as the related fields of cell biology, microbiology, molecular genetics, or in the health sciences.

Students pursuing a Biochemistry and Molecular Biology degree may not pursue a second major in Biology or Chemistry, or pursue a Biology or Chemistry minor.

Learning outcomes for this program may be found at [www.redlands.edu/BS-BIOC/learningoutcomes](http://www.redlands.edu/BS-BIOC/learningoutcomes).

### *Bachelor of Science in Biochemistry and Molecular Biology*

### **Degree Requirements**

Students planning to continue their education in graduate or professional school are strongly advised to look at graduate or professional school requirements at universities to which they may apply as they may require specific upper-level courses.

#### *Biology courses (4 courses/15-16 credits):*

- BIOL 200 Principles of Biology: Unity and Diversity (4)
- BIOL 201 Principles of Biology: Molecular/Cellular Biology and Genetics (4)
- BIOL 239 Molecular Genetics and Heredity (4)
- 
- BIOL 326 Neuroscience (4)
- or- BIOL 332 Nutrition (4)
- or- BIOL 343 Microbiology (4)
- or- BIOL 345 Immunology (4)
- or- BIOL 348 Developmental Biology (4)
- or- the third course from the Biochemistry and Molecular Biology Advanced Core

#### *Chemistry courses (7 courses/28 credits):*

- CHEM 131 General Chemistry (4)
- CHEM 132 General Chemistry (4)
- CHEM 231 Organic Chemistry (4)
- CHEM 232 Organic Chemistry (4)
- CHEM 320 Biochemistry (4)
- CHEM 330 Analytical Chemistry (4)
- or- CHEM 331 Physical Chemistry I (4)
- CHEM 332 Physical Chemistry II (4)

#### *Advanced Biochemistry and Molecular Biology Courses (2 courses/8 credits):*

Choose two of the following courses:

- CHEM 420 Advanced Biochemistry (4)
- BIOL 338 Cell Biology (4)
- BIOL 342 Advanced Molecular Genetics and Genomics (4)

#### *Capstone research and seminar (8-12 credits):*

Choose one of the following groups:

- Group 1

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- BIOL 394 Junior Seminar (0)
- BIOL 460 Senior Research in Biology (4)
- BIOL 461 Senior Research in Biology (4)
- Group 2
  - CHEM 378 Chemistry Research (1), three credits. Students must register for at least 1 credit of CHEM 378 no later than May Term of their junior year.
  - CHEM 478 Senior Research and Thesis (1)
  - CHEM 394 Chemistry Seminar (1), two semesters
  - CHEM 494 Communication in Chemistry (3)
  - CHEM 495 Chemistry Senior Seminar (1)

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

### Related Field Requirements

#### Mathematics

Choose one of the following groups:

- MATH 121 Calculus I (4) -and- MATH 122 Calculus II (4)
- MATH 118 Integrated Calculus I (4) -and- MATH 119 Integrated Calculus II (4) -and- MATH 122 Calculus II (4)

#### Physics

Choose one of the following groups:

- PHYS 220 Fundamentals of Physics I (4) -and- PHYS 221 Fundamentals of Physics II (4)
- PHYS 231 General Physics I (4) -and- PHYS 232 General Physics II (4)

## Biology

### The Faculty

Benjamin Aronson  
James R. Blauth  
Susan L. Blauth  
Caryl A. Forristall  
Candace Glendening  
Lisa E. Olson  
Bryce Ryan  
Linda A. Silveira  
Lei Lani Stelle  
Dustin R. VanOverbeke

### The Major

There are four categories of courses within the biology curriculum, each designed for different needs. The first group (BIOL 103 through 160) 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 200 through BIOL 239) 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 BIOL 360, with the exception of BIOL 293 and 341) 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. Note that only Comparative Physiology (BIOL 334) or Human Physiology (BIOL 344) will count toward the biology degree. Similarly, only Vertebrate Anatomy (BIOL 337) or Human Anatomy (BIOL 317) will count toward the biology degree. Most of the courses in this category have prerequisites and are taken by majors, but non-majors who

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have the prerequisites often enroll. Selected courses from the Environmental Studies department may apply in this category with permission of the Biology department.

In courses in the fourth category, (BIOL 293, BIOL 394, BIOL 460, BIOL 461, BIOL 495, BIOL 496), students learn about careers in biology, research methods, and present and share the results of their research. BIOL 460 and 461 also provide an opportunity for biology majors to take part in research under faculty supervision; BIOL 460 and BIOL 461 are required for all B.S. majors.

Students entering the biology major must have successfully completed BIOL 200 and BIOL 201 or equivalent courses and achieved a major GPA of 2.0 or higher at the time of declaration.

Learning outcomes for this program may be found at [www.redlands.edu/BA-BIOL/learning-outcomes](http://www.redlands.edu/BA-BIOL/learning-outcomes).

Learning outcomes for this program may be found at [www.redlands.edu/BS-BIOL/learning-outcomes](http://www.redlands.edu/BS-BIOL/learning-outcomes).

### *Bachelor of Science in Biology*

#### *Required Courses (40–44 credits)*

- BIOL 200 Principles of Biology: Unity and Diversity (4)
- BIOL 201 Principles of Biology: Molecular/Cellular Biology and Genetics (4)
- BIOL 238 Ecology, Evolution and Behavior (4)
- BIOL 239 Molecular Genetics and Heredity (4)
- Five additional courses from BIOL 260 - BIOL 360 (except BIOL 293 and 341), EVST 225, 230, 255, or 283 of which a minimum of three must include a significant laboratory or field component, by contract with department faculty.
- BIOL 394 Junior Seminar (0)
- BIOL 460 Senior Research in Biology (4)
- BIOL 461 Senior Research in Biology (4)

#### *Related Field Requirements:*

##### *Chemistry (4 courses/ 16 credits):*

- CHEM 131 General Chemistry (4)
- CHEM 132 General Chemistry (4)
- CHEM 231 Organic Chemistry (4)
- CHEM 232 Organic Chemistry (4)

##### *Mathematics (2 courses/ 8 credits): Choose one of the following:*

- MATH 118 Integrated Calculus I (4) -and- MATH 119 Integrated Calculus II (4)
  - MATH 121 Calculus I (4)
  - MATH 120 Brief Calculus (4)
- and- Choose one of the following:
- MATH 111 Elementary Statistics with Applications (4)
  - MATH 122 Calculus II (4)
  - PSYC 250 Statistical Methods (4)
  - POLI 202 Statistical Analysis and Mapping of Social Science Data (4)

##### *Physics (2 courses/ 8 credits): Choose one of the following groups:*

- PHYS 220 Fundamentals of Physics I (4)
- and- PHYS 221 Fundamentals of Physics II (4)
- PHYS 231 General Physics I (4)
- and- PHYS 232 General Physics II (4)

Note: 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**

Students who are not planning a research career and wish to build depth or breadth in other disciplines, may wish to consider the Bachelor of Arts in Biology. This degree can be combined with a minor or second major in another discipline.

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### *Bachelor of Arts in Biology*

#### *Required Courses (47–50 credits):*

- BIOL 200 Principles of Biology: Unity and Diversity (4)
- BIOL 201 Principles of Biology II: Molecular/Cellular Biology and Genetics (4)
- BIOL 238 Ecology, Evolution, and Behavior (4)
- BIOL 239 Molecular Genetics and Heredity (4)
- CHEM 131 General Chemistry (4)
- CHEM 132 General Chemistry (4)
- CHEM 231 Organic Chemistry (4)
- CHEM 232 Organic Chemistry (4)
- MATH 111 Elementary Statistics with Applications (4)
  - or- MATH 118 Integrated Calculus I (4) -and- MATH 119 Integrated Calculus II (4)
  - or- MATH 120 Brief Calculus (4)
  - or- MATH 121 Calculus I (4)
  - or- PHYS 220 Fundamentals of Physics I (4)
  - or- PHYS 231 General Physics I (4)
  - or- POLI 202 Statistical Analysis and Mapping of Social Science Data (4)
  - or- PSYC 250 Statistical Methods (4)

#### *Electives:*

- Three additional courses from BIOL 260 - BIOL 360 (except BIOL 293 and 341), EVST 225, 230, 255, or 283 of which a minimum of two must include a significant laboratory or field component, by contract with department faculty.

#### *Additional requirements:* Choose one of the following groups:

- BIOL 394 Junior Seminar (0)
  - and- BIOL 495 Senior Seminar (1)
  - and- BIOL 496 Senior Seminar (1)
  - and- Completion of Senior Seminar Capstone project
- BIOL 394 Junior Seminar (0)
  - and- BIOL 460 Senior Research in Biology (4)
  - and- BIOL 461 Senior Research in Biology (4)

Note: 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.

### *Biology Minor*

#### *(6 courses/21-24 credits)*

- BIOL 200 Principles of Biology: Unity and Diversity (4)
- BIOL 201 Principles of Biology: Molecular/Cellular Biology and Genetics (4)
- BIOL 238 Ecology, Evolution and Behavior (4)
  - or- BIOL 239 Molecular Genetics and Heredity (4)
- Three additional courses from BIOL 238–BIOL 360 (except BIOL 293 and 341), EVST 225, 230, 255, or 283 of which a minimum of two must include a significant laboratory or field component, by contract with department faculty.

**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**

According to the California Commission on Teacher Credentialing (CTC), teacher candidates must demonstrate Subject Matter Competency in their respective subject areas. Subject matter competency must be met prior to applying for student teaching or internship eligibility, as well as prior to receiving a recommendation for an Intern Teaching credential or a



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Preliminary Teaching credential. Students should meet with an advisor in the School of Education for information regarding certification and the teacher preparation program. Most students complete the teacher preparation program, including student teaching, during their fifth year of study. Please refer to the School of Education section of this Catalog for further information regarding teaching certification requirements.

### Advanced Placement in Biology

- Students earning a score of three or four on the Advanced Placement (AP) test or a score of five or six on the International Baccalaureate (IB) higher level test receive 4 credits and fulfill the MS1 Liberal Arts Foundation requirement or the NS Liberal Arts Inquiry requirement.
- Students earning a score of five on the AP or a seven on the IB receive 8 credits and fulfill both the MS1 and MS3 Liberal Arts Foundation requirements or the NS Liberal Arts Inquire requirement.
- Permission to waive the Biology major requirement for BIOL 200 or BIOL 201 may be granted to students with AP scores of four or five or with IB scores of six or seven based on 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 can usually do so by careful scheduling, arranged with the help of their faculty advisors.

### *Biology Course Descriptions*

#### **BIOL 030 Principles of Biology Preparation**

*Fall (1)*

Preparation for Biology 131 for students without strong honors or AP courses in high school. Course includes both a discussion section for general chemistry as well as a preview of the material in principles of biology.

*Corequisite: CHEM 131*

#### **BIOL 101 Mother Earth Science**

*Fall (4), Spring (4), May Term (3)*

Mother Earth Science: The Science of Self Reliance” studies the scientific principles behind: fermentation (including beer brewing, yogurt & cheese making), sourdough culture and baking, cloth dyeing, and other methods of food preservation. With an emphasis on learning by doing, no background in science is required and this is recommended for non-science majors.

*Additional Fees Apply. Offered as needed.*

#### **BIOL 103 Issues and Techniques in Genetic Engineering**

*Fall (4), Spring (4), May Term (3)*

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*

#### **BIOL 104 Introduction to Neuroscience**

*Fall (4), Spring (4)*

Emphasis on overriding concepts in understanding how the brain works and the experience of scientific inquiry. Focus on experimental methods, functional anatomy,

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and neurologic disorders, highlighting what is known about the nervous system. For non-biology majors only. *Credit cannot be received for both BIOL 104 and BIOL 326. Offered as needed*

### **BIOL 106 The Nature of Life**

*Fall (4), Spring (4)*

Non teleological account of life using concepts about genes, protein synthesis, reproduction, sex, and evolution. Three hours lecture.

*Offered as needed. Numeric grade only.*

### **BIOL 107 Concepts of Biology**

*Fall (4), Spring (4), May Term (3)*

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

*Four hours lecture and laboratory.*

### **BIOL 108 Nature Study**

*Fall (4), Spring (4), May Term (3)*

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.

### **BIOL 109 Contemporary Issues in Ecology**

*Fall (4), 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 and three hours lab. Offered as needed.*

### **BIOL 110 Human Biology**

*Fall (4), Spring (4), May Term (3)*

Designed to present a general knowledge of the human body in health and disease. Topics include exercise physiology, nutrition, human heredity and genetic testing, mechanisms of disease, cancer, infectious and emerging illnesses, and gene therapy.

*The format will include lecture-discussion and laboratory experiments. Offered as needed.*

### **BIOL 111 Introduction to Marine Biology**

*Spring (4)*

An introduction to the marine environment. Emphasis will be on the geologic history, inhabitants, and ecology of marine ecosystems. Evolutionary history and adaptations of various groups of marine organisms will

be addressed. There also will be several optional field trips to coastal sites.

*Offered as needed. Numeric grade only.*

### **BIOL 112 Exploring Microbes: The Good, the Bad, and the Tiny**

*Fall (4), Spring (4)*

Basic concepts in microbiology are explored by studying organisms, both harmful and beneficial, in our surroundings. Viruses, fungi, and bacteria are studied in the laboratory. Students design and implement a long-term research project during the semester.

*Offered as needed. Numeric grade only.*

### **BIOL 113 The Evolution of Biology**

*Spring (4), May Term (3)*

The course traces the development of ideas to explain the great diversity of living things, from the ancient Greeks to Charles Darwin and his theory of the evolution by natural selection, advances in evolutionary biology since Darwin, and the explanatory power of evolutionary theory and its impact on society.

### **BIOL 114 Biology of Food**

*Fall (4), Spring (4)*

Exploration of biological concepts through the topic of food. Topics covered may include nutrition, food science and traditional and alternative agriculture. Scientific literacy and scientific method are emphasized.

*Six hours integrated lecture and lab. Numeric and Evaluation grade only. Offered as needed.*

### **BIOL 116 Neuroscience of Meditation**

*May Term (3)*

Meditation can be a personal or group practice, but it is also a topic of scientific investigation. Students will try a variety of meditative techniques, conduct laboratory experiments to assess the impact of meditation on the brain and body, and read recent scientific articles on meditation and neuroscience.

*Numeric and Evaluation grade only.*

### **BIOL 120 Biology of Exercise and Athletic Performance**

*Spring (4), May Term (3)*

Introduction to the biology of how the human body functions during and adapts to physical activity. Investigates the structure and function of the musculoskeletal, cardiovascular and respiratory systems, the responses of the body to exercise, adaptation to training, metabolism and nutrition, and the causes and prevention of common injuries. In laboratory, students study functional anatomy and conduct physiology experiments; some labs will involve gym activities.

*Offered as needed. Numeric grade only.*

**BIOL 160 Introductory Topics in Biology**

*Fall (4), Spring (4). May Term (3)*

Topics in biology of interest to non-majors.

**BIOL 200 Principles of Biology: Unity and Diversity**

*Spring (4)*

Introduction to the study of the diversity of living organisms and how organisms meet the challenges faced by all living things. Laboratory work emphasizes quantitative data collection and analysis while introducing students to biological diversity and physiological techniques.

**Recommended preparation:** CHEM 131.

**BIOL 201 Principles of Biology: Molecular/Cellular Biology and Genetics**

*Fall (4)*

Introduction to the study of life including molecules and biological processes, the structure of cells, and molecular and transmission genetics. Laboratory work emphasizes biochemical and genetic techniques, data collection and analysis.

**Prerequisite(s):** CHEM 131 or by permission.

**BIOL 238 Ecology, Evolution and Behavior**

*Spring (4)*

An introduction to ecology including populations and their environments. The course will provide introduction to the study of animal behavior and on the topic of conservation. Laboratory work will include field trips to biological communities of Southern California and the collection and analysis of quantitative data. *Credit cannot be received for both BIOL 238 and EVST 243.*

**Prerequisite(s):** BIOL 200 and BIOL 201, or EVST 100.

**BIOL 239 Molecular Genetics and Heredity**

*Fall (4), Spring (4)*

This course emphasizes the importance of molecular genetics in contemporary biology. Patterns of inheritance, gene structure and function, and techniques using recombinant DNA technology will be emphasized. Laboratory includes classical genetic analysis as well as molecular and biochemical techniques.

**Prerequisite(s):** BIOL 200 and 201

**BIOL 260 Topics in Biology**

*Fall (1–4), Spring (1–4)*

Topics of current interest in biology are covered.

**Prerequisite(s):** BIOL 238 or BIOL 239 or by permission.  
*Offered as needed.*

**BIOL 293 Career Seminar**

*Fall (1)*

Speakers representing various careers in Biology. May be repeated for degree credit for a maximum of 3 credits.

*Cannot be taken concurrently with BIOL 495 or BIOL 460.*

*Credit/no credit only.*

**BIOL 315 Biomechanics**

*Fall (4), Spring (4), May (3)*

The study and integration of both qualitative and quantitative mechanical analysis of human movement in sport and exercise. The primary purpose of this course is to evaluate a living organism's motion as well as its applications of force.

**Prerequisite(s):** BIOL 200 and BIOL 201 or PE 320 or BIOL 317; *Offered as needed.*

**BIOL 317 Human Anatomy**

*Fall (4), Spring (4)*

In-depth study of the structure of the human body through lecture/discussions and laboratory exercises. Laboratories will involve examination of anatomical models and dissection of preserved specimens. Three hours lecture, three hours laboratory. *Students may not earn credit in both BIOL 317 and BIOL 337.*

**Prerequisite(s):** BIOL 200 or PE 320 or PE 340; *Offered as needed. Numeric grade only.*

**BIOL 320 Marine Conservation**

*May Term (3)*

Travel course to investigate the ecology of coastal waters and how organisms are adapted to diverse habitats. A case study approach will illustrate threats to the local animal species and their environment. Meetings with experts will provide a variety of viewpoints on these complex conservation topics.

**Prerequisite(s):** BIOL 238 or EVST 100

**BIOL 326 Neuroscience**

*Fall (4), Spring (4)*

Study of cellular/molecular mechanisms, anatomy, circuitry, and functions of the nervous system. Emphasis on clinical neurology and experimental methods. Includes topics such as the senses, movement, language, emotions, consciousness, and learning. The laboratory includes descriptive and hypothesis testing activities. *Credit cannot be received for both BIOL 104 and BIOL 326.*

**Prerequisite(s):** BIOL 238 or BIOL 239 or PSYC 300.  
*Offered as needed.*

**BIOL 331 Ecology**

Fall (4), 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 and three hours laboratory.

**Prerequisite(s):** BIOL 238. Offered in alternate years.

**BIOL 332 Nutrition**

Fall (4), Spring (4)

The physiology, biochemistry, and practical aspects of nutrition along with an examination of current controversial issues. Four-and-a-half hours of lecture.

**Prerequisite(s):** BIOL 238 or BIOL 239; Offered as needed.

**BIOL 333 Evolutionary Medicine**

Fall (4), Spring (4)

Humans are the products of three billion years of evolution. Our evolutionary legacy can shed interesting light on many medical problems. The course discusses such topics as the evolution of aging and death, coevolution with our parasites, and medical problems associated with our recent very novel environment.

**Prerequisite(s):** BIOL 200 and BIOL 201.

**BIOL 334 Comparative Physiology**

Fall (4), 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 and three hours laboratory. Students may not earn credit in both BIOL 334 and BIOL 344.

**Prerequisite(s):** BIOL 238 or BIOL 239. Offered as needed.

**BIOL 335 Entomology**

Fall (4), Spring (4)

Comprehensive examination of the insects including their structure, function/physiology, diversity, behavior, and ecology. Fieldwork and lab work are stressed, including field collection, laboratory curation, and identification of terrestrial and aquatic insects to the family level. Three hours lecture, three hours laboratory.

**Prerequisite(s):** BIOL 238 or EVST-100 or by permission; Offered as needed.

**BIOL 336 Botany**

Fall (4), Spring (4)

Comprehensive exploration of plants from cellular to organismal level. Topics include anatomy, morphology, fundamentals of physiology, and systematics. Lab work and fieldwork are stressed. Three hours lecture and three hours laboratory.

**Prerequisite(s):** BIOL 200 or EVST 100; Offered as needed.

**BIOL 337 Vertebrate Anatomy**

Fall (4), Spring (4)

Comparative anatomy, function, and evolution of fish, amphibians, reptiles, and mammals. Laboratory includes dissection of preserved specimens. Three hours lecture, three hours laboratory.

**Prerequisite(s):** BIOL 238 or BIOL 239. Students may not earn credit for both BIOL 317 and BIOL 337. Offered as needed.

**BIOL 338 Cell Biology**

Fall (4), Spring (4)

An in-depth study of cell biology: how a living cell emerges from the complex network of its chemical components and the social interactions among cells. Topics include cell membranes, energetics, cell signaling, cytoskeleton, cell-division cycle, stem cells, and cancer. Three hours lecture and three hours laboratory.

**Prerequisite(s):** BIOL 239; Offered as needed.

**BIOL 339 Zoology**

Fall (4), 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.

**Prerequisite(s):** BIOL 238 or EVST 100. Offered as needed.

**BIOL 340 Conservation Biology**

Fall (4), Spring (4)

Analysis of the ecology, population biology, and behavior that is needed to understand the process of extinction. Credit cannot be received for both BIOL 340 and EVST 343.

**Prerequisite(s):** BIOL 238 or EVST 100. Offered as needed.

**BIOL 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. Credit/no credit only.

**BIOL 342 Advanced Molecular Genetics and Genomics**

Fall (4), Spring (4)

Exploration of the analysis of nucleic acid and protein sequence through the use of computer software and

high throughput molecular methods. Topics include genome sequencing, the study of gene expression and function, and applications in medicine.

**Prerequisite(s):** BIOL 239. Offered as needed.

**BIOL 343 Microbiology**

*Fall (4), Spring (4)*

An in-depth study of cell biology: how a living cell emerges from the complex network of its chemical components and the social interactions among cells. Topics include cell membranes, energetics, cell signaling, cytoskeleton, cell-division cycle, stem cells, and cancer. *Three hours lecture, three hours laboratory.*

**Prerequisite(s):** BIOL 239. Offered as needed.

**BIOL 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 cardiovascular systems and their interrelationships. *Students may not earn credit for both BIOL 334 and BIOL 344.*

**Prerequisite(s):** BIOL 238 or BIOL 239. Offered as needed.

**BIOL 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.

**Prerequisite(s):** BIOL 239.

**BIOL 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 and three hours laboratory.*

**Prerequisite(s):** BIOL 239. Offered as needed.

**BIOL 350 Plant Ecology**

*May Term (3)*

Interactions of plants with their environment at population, community, and ecosystem levels. Exploring plant communities in a selected region, considering land use history, discussing regional conservation and restoration challenges, and learning methods of plant ecology fieldwork. Fieldwork-intensive, with observations complementing lecture and discussion. *Two hours lecture and four hours fieldwork.*

**Prerequisite(s):** BIOL 238 or EVST 100.

**BIOL 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 and three hours laboratory.

**Prerequisite(s):** BIOL 238. Offered as needed.

**BIOL 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.

**Prerequisite(s):** BIOL 238 and BIOL 239. Offered as needed.

**BIOL 360 Advanced Topics in Biology**

*Fall (4), Spring (4)*

Recent research developments in biology. An in-depth analysis of the primary literature and the interconnection of fields commonly divided into separate courses will be emphasized. Topics vary with semester. Examples include human genetics, developmental genetics, and cancer biology. *May be repeated for degree credit for a maximum of 8 credits with the instructor's permission.*

**Prerequisite(s):** BIOL 238 or BIOL 239. Offered as needed.

**BIOL 394 Junior Seminar**

*Spring (0)*

Recent advances in biology presented in a seminar format by Redlands faculty, seniors, and visiting scholars. *Credit/no credit only.*

**BIOL 440 Reading and Writing in Biology**

*Fall (1-2), Spring (1-2)*

Topics in Biology studied through database searching for appropriate sources, reading and discussion of primary articles, and integrating information from multiple sources in support of an argument. *Can be repeated for up to 8 units. Offered as needed.*

**BIOL 450 Research in Biology**

*Fall (1-3), Spring (1-3), May Term (1-3)*

Selected areas of biology studied through experimental work. Areas selected range from the molecular cellular level, to organismal, to ecology and the environment. *May be repeated up to 9 credits.*

**BIOL 460 Senior Research in Biology**

**BIOL 461 Senior Research in Biology**

*Fall (4), Spring (4)*

Selected areas of biology studied through experimental work. Areas selected range from the molecular cellular level, to organismal, to ecology and the environment.

One career-focused seminar, one discussion period, three hours laboratory, and additional independent laboratory time expected per week. Together, BIOL 460 and 461 satisfy the university capstone requirement.

**Prerequisite(s):** *by permission only. Offered as needed. Numeric and Evaluation grade only.*

**BIOL 495 Senior Seminar**

**BIOL 496 Senior Seminar**

*Fall (1), Spring (1)*

In the fall, the course covers B.A. capstone and career development. In the spring, seniors present their capstone projects.

*Numeric grading only.*

## Business Administration and Management

### **The Faculty**

Jill Jensen

Scott E. Randolph

Jill Robinson

Vernon Stauble

Mara Winick

### **The Majors**

The Department offers a Bachelor of Science in Business Administration and a Bachelor of Arts in Management. Students may take department classes toward either major after completion of any prerequisite courses with a grade of 2.0 or higher. Students must have a cumulative GPA of 2.7 and have completed BUS 226 at the time they submit a Declaration of Major for the B.S. in Business Administration or the B.A. in Management. The department's majors and the minor offer a personal, pragmatic, professional business education steeped in the liberal arts tradition that prepares graduates for fulfilling careers in the global economy.

Learning outcomes for the BS and BA program may be found at [www.redlands.edu/BS-BUS/learning-outcomes](http://www.redlands.edu/BS-BUS/learning-outcomes).

### *Prerequisite Course Requirements*

We encourage students to complete most prerequisite courses by the conclusion of their sophomore year. ECON 101 and BUS 136 should be taken first, followed by BUS 226 and ACCT 210. Students should avoid enrolling in BUS 226 and ACCT 210 during the same semester. Transfer students with 30 or more credits will take BUS 226 in their first semester, unless exempted by their Business advisor. All prerequisite courses must be taken for a numerical grade and students must earn a minimum grade of 2.0 in each course.

To enroll in BUS 226 a student must have a cumulative GPA of 2.7 on a 4.0 scale at the time of registration. Transfer students must have a cumulative GPA of 2.7 from their previous school(s) at the time of registration. Students who do not meet the GPA requirements may petition the department for permission to enroll in BUS 226, or to declare the major. The Department Chair reviews these petitions in consultation with the BUS 226 instructors.

### *Bachelor of Science in Business Administration*

We encourage students interested in careers both in the United States and globally where financial, industry, marketing, or public sector analyses are important to pursue a BS in Business Administration. This program provides students with a comprehensive view of firms' inner workings, as well as the complex legal and strategic environments in which they function. Students enrich core study in accounting, business history, ethics, human resources, finance, management, marketing, and organizational behavior through the selection of electives in consultation with business faculty advisors.

The Bachelor of Science prepares students for decision-making and leadership roles in business, nonprofit organizations, and public service. Students with the Bachelor of Science degree pursue graduate study in business administration, education, finance, GIS and information systems, law, leadership, management, medicine, philosophy, psychology, among other areas.

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We encourage B.S. Business Administration majors to complete minors in any of the many programs offered across the college.

### Requirements

#### *Prerequisite Courses (8 courses/31-32 credits):*

The following courses are prerequisites to the required major courses. Some also satisfy Liberal Arts Foundation or Liberal Arts Inquiry requirements.

- ECON 101 Principles of Economics (4)
- BUS 136 Principles of Global Marketing (4)
- BUS 226 Rise of Capitalism 1860–1941 (4)
- ACCT 210 Principles of Financial Accounting and Reporting (4)
- ACCT 220 Principles of Managerial Accounting (4)
- MATH 111 Elementary Statistics with Applications (4)
  - or- POLI 202 Statistical Analysis and Mapping of Social Science Data (4)
  - or- PSYC 250 Statistical Methods (4)
  - or- MATH 312 Mathematical Statistics (4)
- BUS 240 Business Law (4)
  - or- GLB 240 U.S. Business Law (4)
- Any one of the following lower-division applied-skills courses. *(Please be aware that some of the courses listed to fulfill this requirement are offered with low maximum enrollments, some are not offered regularly, and others have prerequisites):* any 200-level course in Economics, ART 159 Digital Imaging (4), CS 110 Introduction to Programming (4), ENGL 206 Composing in New Media (4), HIST 251 Mapping African History (4), MATH 208 Game Theory (3), SPA 110 Introduction to Spatial Analysis & GIS (4), SPCH 111 Contemporary Oral Argumentation (4), SPCH 115 Business Speech (4), THA 140 Acting Fundamentals (4), THA 200 Voice & Movement for Performers (4)

#### *Core Courses (6 courses/22-24 credits):*

- BUS 310 Principles of Management and Organizational Behavior (4)
  - or- with permission, BUS 410 Organizational Consulting (4)
- BUS 333 Labor in the Global Economy (4)
  - or- GLB 336 International Business (4)
  - or- other approved international course
- GLB 353 Financial Management (4)
  - or- BUS 353 Financial Management (4)
  - or- other approved 300/400 level finance course
- BUS 430 Human Resource Management (4)
- BUS 434 Applied Business Ethics (4)
  - or- SBUG 467 Business, Ethics, and Society *(Required for B.S. Business Administration majors who plan to enroll in the 4+1 Bulldog MBA Program)*
  - or- other approved ethics course.
- BUS 459 Business Policy and Strategy for BS Majors (4) *(Offered in the spring semester only)*

#### *Advanced Analysis (1 course/2–4 credits):*

- ACCT 411 Accounting Information Systems (4)
  - or- BUS 351 GIS & Spatial Analysis for Organizations (4)
  - or- BUS 355 Marketing and Research Analytics (4)
  - or- CS 301 Business Analysis and Excel (4)
  - or- ECON 350 Microeconomic Theory (4)
  - or- ECON 351 Macroeconomic Theory (4)
  - or- ECON 400 Introduction to Econometrics (4)
  - or- ECON 401 Mathematical Economics (4)
  - or- GIS 411 Fundamentals of Geographic Information Research, and Application (4)
  - or- GLB 356 International Finance (4)
  - or- GLB 421 Corporate Finance (4)

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- or- GLB 422 Investments (4)
- or- MATH 119 Integrated Calculus II (4)
- or- MATH 120 Brief Calculus (4)
- or- MATH 121 Calculus I (4)
- or- MATH 212 Mathematical Consulting (2-4)
- or- MATH 231 Introduction to Mathematical Modeling (4)
- or- MATH 260 Data Science (4) (topics course)
- or- POLI 300 Advanced Quantitative Methods in the Social Sciences (4)
- or- PSYC 300 Research Methods (4)
- or- SBUG 415 Competing with Analytics (4)
- or- SBUG 420 Data Science Foundations (4)
- or- SBUG 431 Data Driven Decision-Making (4)
- or- SOAN 300 Research Methods & Design (4)
- or- SOAN 305 Mapping People, Mapping Place (4)
- or- SPA 210 Advanced Spatial Analysis and GIS (4)
- or- SPCL 136 Excel Essentials I (2)
- or- Other Advanced Analysis course, with permission of a Business Administration and Management advisor.

### *Advanced Elective Courses (2 courses/6-8 credits):*

- At least two 300- or 400-level courses in Business Administration and Management, Accounting, or other departments outside the major that have relevance thereto, upon signed advisor approval.

### *Bachelor of Arts in Management*

The program provides a pathway for students seeking a double major to graduate in four years. It prepares students for careers as thoughtful decision makers and leaders in their personal and professional communities. It encourages innovative problem solving, collaboration, and strategic thinking. The BA in Management requires students to complete a second major, thus allowing students the opportunity to study broadly, develop different ways of thinking, enhance their critical analysis skills, and adapt to change in an interconnected international economy. The program is designed for students who will pursue careers globally in functions such as communications, development, human resources, marketing, public relations, and sports management, among others, and in sectors like entertainment, finance and banking, government, healthcare, information technology, logistics and transportation, manufacturing, nonprofits, and small businesses of all kinds.

### **Requirements**

#### *Prerequisite Courses (5 courses/20 credits):*

*The following courses are prerequisites for entering the major while some also satisfy Liberal Arts Foundation or Liberal Arts Inquiry requirements:*

- ECON 101 Principles of Economics (4)
- BUS 136 Principles of Global Marketing (4)
- BUS 226 Rise of Capitalism 1860–1941 (4)
- ACCT 210 Principles of Financial Accounting and Reporting (4)
- BUS 240 Business Law (4)

#### *Core Courses (6 courses/22–24 credits):*

- BUS 310 Principles of Management and Organizational Behavior (4)
  - or- BUS 410 Organizational Consulting (4)
- BUS 312 Leadership (3-4)
  - or- BUS 304 Nonprofit Management (3-4)
  - or- BUS 410 Organizational Consulting (4)
  - or- other approved Management course
- BUS 430 Human Resource Management (4)
- BUS 434 Applied Business Ethics (4)
  - or- other approved ethics course



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- BUS 458 Business Policy and Strategy for BA Majors (4) *Offered in the spring semester only*
- One additional approved 300- or 400-level course in Business Administration and Management, Accounting, or related field outside the major that has relevance thereto, upon signed Business Administration and Management advisor approval.

A transfer student who meets all the following stipulations is considered to have completed the ECON 101 requirement listed above for the B.A. in Management:

- Sophomore standing at the time of initial registration;
- completion of a micro- or macroeconomics course at their prior institution(s) with a grade of 2.0 or better on a 4.0 scale;
- transfer credit for the course granted by the University of Redlands.

### Second Major Requirement

To graduate with a BA in Management, students must complete a second major program with 28 unique credits in each program.

### *Minor in Business Administration*

The following courses are required for a minor in business administration. A student may declare the minor upon completion of either ACCT 210 or BUS 226. A grade of 2.0 or better must be earned in the qualifying course for the declaration (7 courses/27–28 credits):

- ECON 101 Principles of Economics (4)
- BUS 136 Principles of Global Marketing (4)
- BUS 226 Rise of Capitalism 1860–1941 (4)
- BUS 240 Business Law (4)
- ACCT 210 Principles of Financial Accounting and Reporting (4)
- BUS 310 Principles of Management and Organizational Behavior (4)
  - or- BUS 430 Human Resource Management (4)
  - or- BUS 410 Organizational Consulting (4)
- One additional course at the 300- or 400-level selected in consultation with a Business Administration and Management advisor

A transfer student who meets all the following stipulations is considered to have completed the ECON 101 requirement listed above for the minor:

- Sophomore standing at the time of initial registration;
- completion of a micro- or macroeconomics course at their prior institution(s) with a grade of 2.0 or better on a 4.0 scale;
- transfer credit for the course granted by the University of Redlands.

### Internships

The department encourages all business administration students 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 business internship, students must complete an organizational and industry audit as detailed in the department internship materials.

### Study Abroad

Study abroad enhances the undergraduate experience for business students. We encourage study abroad as well as advance planning for doing so. Early consultation with an advisor will allow for meaningful integration of one's international and university studies. Students completing either major or the minor in this department are NOT required to complete a study abroad program. We recognize that study abroad is not possible for many students for reasons that are often beyond their control. In conjunction with the College of Arts and Sciences' Study Away office, we are happy to help you identify

opportunities for study away within the United States if your personal circumstances render Study Abroad outside the United States an impossibility.

### 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. In addition, their research project will be supported and reviewed by an advisory board of faculty and outside experts selected by the student and approved by the Honors advisor.

### *Business Administration and Management Course Descriptions*

#### **BUS 136 Principles of Global Marketing**

*Fall (4), Spring (4)*

Marketing concepts with emphasis on marketing management. Explores marketing strategies involving the variables of the marketing mix (product, pricing, promotion, and distribution), coordinated and integrated across multiple country markets. Examines the distinctive differences, influences, and issues faced by companies when conducting marketing activities in the domestic and global environment.

#### **BUS 169 Special Topics in Business**

*Fall (1–4)*

Reflection of various issues and trends in business. Topics may vary from offering to offering. May be repeated for degree credit.

*Credit/no credit only. Offered as needed.*

#### **BUS 226 Rise of Capitalism 1860–1941**

*Fall (4), Spring (4)*

Examines the evolution of capitalism in the United States within a global context. The growth of the firm, labor movements, technological innovation, development of the administrative state, financial and monetary reforms, and resistance to capitalism provide lenses to understand the period and parallels with contemporary issues in political economy. *Additional fee required.*

**Prerequisite(s):** *ECON 101 (or ECON 250 or ECON 251) with a minimum grade of 2.0 or higher; students must have a cumulative GPA of 2.7 to enroll, or by permission. Additional course fees. COMPLETION OF A WF COURSE - Strongly recommended prior to taking this course but is not required. Co-enrollment in ENGL-x04 is recommended while taking this course, but it is not required.*

#### **BUS 240 Business Law**

*Fall (4), Spring (4)*

An introduction to the American legal system, our constitutional framework, the role of judicial decisions, and statutory law. Special emphasis is placed on business

torts and contract law, along with other concepts important in the business world.

**Prerequisite(s):** *BUS 226, or BUS 228, or GLB 228, or ACCT 210, or by permission of the Chair.*

#### **BUS 269 Special Topics in Business**

*Fall (2–4), Spring (2–4), May Term (2–3)*

Reflections of various issues and trends in business. Topics vary from offering to offering. May be repeated for degree credit, given a different topic. *Numeric grade only.*

#### **BUS 302 Sustainable Labor**

*Fall (4), Spring (4), May Term (3)*

This course considers the future of business and employment by urging students to evaluate the ethical, political, and economic factors necessary to ensure “labor sustainability.” We assess changing labor markets in the United States, Canada, and Mexico, identified by economic sector, geographic location, and labor utilization.

**Prerequisite(s):** *An economics course. Numeric or Evaluation grade only.*

#### **BUS 304 Nonprofit Management**

*Fall (4), Spring (4), May (3)*

Nonprofit Management explores the practices of high impact social change organizations. Students examine operations and hear from speakers from across the nonprofit sectors. Regulatory and policy changes are examined as well as leadership, capacity building, advocacy, outcome measures, and fundraising strategy.

#### **BUS 305 Organizational Communication**

*Fall (4), Spring (4)*

This course examines current methods and best practices for communicating in organizations. Topics include the communication process, business writing, presentation design and delivery, non-verbal communication, active listening, interpersonal skills, and employment communication. Special emphasis is placed on analyzing

audiences, having clarity of purpose, and using proper format.

*Offered as needed.*

**BUS 310 Principles of Management and Organizational 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.

**Prerequisite(s):** *BUS 136, ACCT 210, and junior standing or by permission.*

**BUS 312 Leadership**

*Fall (4), May Term (3)*

Reflects the growing interest in leadership and the leadership process. Students explore the topic from multiple perspectives. Theory and myths are confronted as students search for their own path and assess their own unique styles. Students will also conduct original research, including posing and testing hypotheses.

**Prerequisite(s):** *sophomore standing or higher. There is a course fee. Offered in alternate years.*

**BUS 333 Labor in the Global Economy**

*Fall (2–4), Spring (2–4)*

How can business enterprise support sustainable and fair employment in a world of competitive, globalized markets? This course reflects upon initiatives within the labor-capital nexus to promote growth and development within national and international market systems, taking into consideration the promotion of social goods as well as economic returns.

**Prerequisite(s):** *ECON 101, and MATH 111 or POLI 202 or PSYC 250 or SPA 210, or with permission. Evaluation grade only.*

**BUS 335 Science & Technology in Business**

*Fall (4), Spring (4), May (3)*

Students will be asked to contemplate the theoretical foundations associated with mechanization, advancements in harnessing and directing energy, and resource utilization for the purposes of production. We will examine scientific and technological change over time in light of the economic, cultural, and political systems within which they have developed. Students will explore the ramifications of rapid technological change on firms, societies, and markets both historically and in the present. The course takes an explicitly trans-national and global perspective.

**Prerequisite(s):** *ECON 101 or with permission.*

**BUS 342 Consumer Behavior**

*Fall (4), Spring (4), May Term (3)*

Exploration of consumer and buyer behavior in general, emphasizing individual issues, social/cultural influences, decision-making processes, and related market research. Students learn key concepts and relevant practices, models, theories, research, and methodologies from the behavioral sciences. Engages students in analysis and application of marketing strategies that are influential in creating demand for products and services in local, regional, national, and international spaces.

**Prerequisite(s):** *BUS 136 with a minimum grade of 2.0, any department approved Statistics course, and BUS 226 with a minimum grade of 2.0; or by permission.*

**BUS 343 Marketing Communications**

*May Term (3)*

This course provides an integrated perspective on the process of communicating marketing messages to promote products, services, and events with their publics. Emphasis is placed on the synergies between the promotional elements (advertising, personal selling, sales promotion, publicity and sponsorship programs). Examines planning, programs and campaign themes, budgets, and evaluations.

**Prerequisite(s):** *BUS 136 with a minimum grade of 2.0 and BUS 226 with a minimum grade of 2.0; or by permission.*

**BUS 344 Brand Management**

*Fall (4)*

This course is designed to enhance students' marketing skills and understanding of specific marketing topics from a brand equity perspective. It is organized around the product and brand management decisions that must be made to build, measure, and manage brand equity.

**Prerequisite(s):** *BUS 136 with a minimum grade of 2.0 and BUS 226 with a minimum grade of 2.0; or by permission.*

**BUS 345 Digital Marketing Strategy**

*Fall (4), Spring (4)*

Investigation of the theory and application of digital marketing strategies in a global economy. Students explore digital marketing across various platforms, their varied effects on consumer behavior, mechanisms for data analysis and effectiveness measurement, integration of digital marketing principles with firms' strategic goals, and concerns over digital privacy.

**Prerequisite(s):** BUS 136, or permission of Chair.  
*Recommended: Any Statistics course. Offered every year and as needed. Numeric grade only.*

**BUS 351 GIS and Spatial Analysis of Organizations**

*Fall (4), Spring (4)*

Offers an overview of GIS and spatial analysis practices applied to organizations. Focus on geographic information, location-based decision-making, spatial data, investment in and value of GIS, ethical considerations, and GIS strategies. Students learn through case studies and lab practices with spatial data.

**Prerequisite(s):** ECON 101, and SPA 110 or MATH 111, or POLI 202, or PSYC 250, or other approved statistics course, or permission of Department Chair.  
*Recommended: SPA 210.*

**BUS 353 Financial Management**

*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.

**Prerequisite(s):** ACCT 220, and one of the following: MATH 111, POLI 202, or PSYC 250. Offered as needed.

**BUS 355 Marketing Research and Analytics**

*Fall (4), Spring (4)*

Marketing research provides decision makers with information to make good marketing-related decisions. When correctly conducted, good marketing research can provide valuable insights into markets, customers, competitors, and the environment within which the firm must operate. Among other things, marketing research can help identify and evaluate marketing opportunities, both in the United States and in other countries, can provide input for strategic development, and help monitor performance. Over the last decade, web analytics has become more important in providing information to make good marketing decisions.

**Prerequisite(s):** BUS 136, BUS 226, and statistics course. Offered as needed.

**BUS 363 Business in Film**

*May Term (3)*

Students will embark on a guided journey of discovery that examines our perceptions of work, organizations, and cultures as influenced by film. Students will draw upon secondary research as well as class discussion to critically analyze the content and messages of the film.

**BUS 369 Special Topics in Business**

*Fall (2–4), Spring (2–4), May Term (2–3)*

Reflections of various issues and trends in business. Topics vary from offering to offering. May be repeated for degree credit, given a different topic.  
*Numeric grade only.*

**BUS 410 Organizational Consulting**

*Fall (4), Spring (4)*

An advanced management class that places student teams in organizational settings solving real client challenges. Students use conventional and design thinking processes to develop strategy for connecting with stakeholders, improve operations and collect research key to decision making. Students are needed from across the college to make this class a success. *May be repeated for credit.*

**Prerequisite(s):** BUS 310 recommended.

**BUS 430 Human Resource Management**

*Fall (4), Spring (4)*

Within the framework of U.S. legislative policy, this course covers issues in workforce management. These include staffing, employment quality, performance management, compensation and benefits, training and development, as well as labor relations and global influences.

**Prerequisite(s):** Senior standing or by permission.

**BUS 434 Applied Business Ethics**

*Fall (4), Spring (4)*

Exploration of historical and contemporary business dilemmas. Students will analyze workplace situations using a behavioral approach to identify the causes, alternatives, and avenues for averting future dilemmas. By understanding behaviors, graduates will have the potential to create and influence ethical workplaces.

**Prerequisite(s):** BUS 310 or BUS 410 with a minimum grade of 2.0 and junior standing.

**BUS 450 Case Studies in Business**

*Fall (4), Spring (4)*

Investigation of historical and contemporary business case studies in a seminar format. Students will develop cross-disciplinary analytical skills in individual and team engagement with cases.

**Prerequisite(s):** BUS 226 with a minimum grade of 2.0, BUS 310 with a minimum grade of 2.0, and junior standing; or by permission of the department chair

**BUS 458 Business Policy and Strategy for Bachelor of Arts Majors**

*Spring (4)*

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Capstone course that incorporates student experiences in both Management and second major courses. The course examines the way organizations, including non-profits, develop their visions, direction, goals, strategies, and tactics. The emphasis is on the ways organizations develop and execute effective strategies and evaluate success.

**Prerequisite(s):** Senior standing.

### **BUS 459 Business Policy and Strategy for Bachelor of Science Majors**

Spring (4)

Capstone course requiring students to integrate their knowledge of finance, law, accounting, and organizational and behavioral studies, and apply these topics to the development of business strategies in national and global contexts.

**Prerequisite(s):** GLB 353 or BUS 353 or other approved upper-division Finance course with a minimum grade of 2.0

### **BUS 469 Advanced Topics in Business**

Fall (2–4), Spring (2–4), May Term (2–3)

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.

**Prerequisite(s):** junior standing and by permission. May be repeated for degree credit, given a different topic, for up to 4 credits. Offered as needed. Numeric grade only.

### **BUS 489 Business Administration Internship**

Fall (1–3), Spring (1–3), May Term (1–3)

Internship and academic work under faculty direction.

**Prerequisite(s):** junior or senior standing.

## Chemistry

### The Faculty

Michael J. Ferracane

Teresa L. Longin

Rebecca A. Lyons

David P. Schrum

David P. Soulsby

### The Majors

Learning outcomes for this program may be found at [www.redlands.edu/BS-CHEM/learningoutcomes](http://www.redlands.edu/BS-CHEM/learningoutcomes).

### *Bachelor of Science in Chemistry*

(18 courses/46 credits)

#### *Core Courses*

- CHEM 131 General Chemistry (4)
- CHEM 132 General Chemistry (4)
- CHEM 231 Organic Chemistry (4)
- CHEM 232 Organic Chemistry (4)
- CHEM 330 Analytical Chemistry (4)
- CHEM 331 Physical Chemistry I (4)
- CHEM 332 Physical Chemistry II (4)
- CHEM 445 Inorganic Chemistry (4)
- One additional 3- or 4-credit course numbered above 300.

#### *Capstone Courses*

- CHEM 378 Chemistry Research (1-3 credits depending on degree track). *Students must register for at least 1 credit of CHEM 378 no later than the May Term of the junior year.*
- CHEM 394 Chemistry Seminar (1), *three semesters*
- CHEM 431 Advanced Laboratory I (2)
- CHEM 476 Senior Research and Capstone Report (1)  
-or- CHEM 478 Senior Research and Thesis (1) *(typically taken in the spring of the senior year)*
- CHEM 494 Communication in Chemistry (3)

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- CHEM 495 Chemistry Senior Seminar (1)

### *Related Field Requirements (4 courses/16 credits):*

- MATH 119 Integrated Calculus II (4)  
-or- MATH 121 Calculus I (4)
- MATH 122 Calculus II (4)
- PHYS 220 Fundamentals of Physics I (4)  
-or- PHYS 231 General Physics I (4)
- PHYS 221 Fundamentals of Physics II (4)  
-or- PHYS 232 General Physics II (4)

### **Recommended Courses:**

- MATH 221 Calculus III (4)
- MATH 235 Differential Equations (4)
- MATH 241 Linear Algebra (4)
- PHYS 233 General Physics III (4)

### *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 also take CHEM 320, a minimum of three credits of CHEM 378, and 1 credit of CHEM 478 (typically taken in spring of their senior year) in addition to completing all of the Bachelor of Science requirements and related field requirements described earlier.

**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.

**Pursuing a Teacher Credential:** Students interested in a future career in teaching may pursue a teaching credential through the School of Education. Interested students should consult the School of Education section of this Catalog for information regarding admissions to the School of Education, coursework pathways, and requirements to earn a California Teaching Credential. Students should discuss their plans with their Department of Chemistry advisor and work closely with them to customize an academic plan.

**Minor Programs:** Students may not pursue minors in both Chemistry and Environmental Chemistry.

### *Chemistry Minor*

#### *Requirements (6 courses/22-24 credits):*

##### **Chemistry**

- CHEM 131 General Chemistry (4)
- CHEM 132 General Chemistry (4)
- CHEM 231 Organic Chemistry (4)
- CHEM 232 Organic Chemistry (4)
- At least two other courses above 300 totaling at least 6 credits. One of these courses must be a laboratory course.  
Acceptable laboratory courses include:
  - o CHEM 301 Quantitative Chemistry and Analysis (4)
  - o CHEM 311 Environmental Chemistry Field Experience (3)
  - o CHEM 312 Advanced Environmental Chemistry (4)
  - o CHEM 320 Biochemistry (4)
  - o CHEM 330 Analytical Chemistry (4)
  - o CHEM 331 Physical Chemistry I (4)

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- CHEM 431 Advanced Laboratory I (2)
- Acceptable non-laboratory courses include:
- CHEM 332 Physical Chemistry II (4)
  - CHEM 420 Advanced Biochemistry (4)
  - CHEM 425 Advanced Organic Chemistry (4)
  - CHEM 445 Inorganic Chemistry (4).

### Mathematics (4 credits)

- MATH 119 Integrated Calculus II (4) or higher

### Interdisciplinary Minor in Environmental Chemistry

#### **Requirements**

#### Core courses (4 courses/16 credits)

- EVST 100 Introduction to Environmental Studies (4)
- CHEM 131 General Chemistry (4)
- CHEM 132 General Chemistry (4)
- CHEM 231 Organic Chemistry (4)

Environmental Systems (2 courses/7-8 credits) *Each of the courses includes a laboratory or fieldwork component. Select one each from Chemistry and Environmental Studies:*

#### Chemistry (select one course):

- CHEM 312 Advanced Environmental Chemistry (4)
- CHEM 311 Environmental Chemistry Field Experience and Modeling (3)
- CHEM 330 Analytical Chemistry (4)
- CHEM 301 Quantitative Chemistry and Analysis (4)

#### Environmental Studies (select one course):

- EVST 220 Physical Geography (4)
- EVST 233 Environmental Geology (4)
- EVST 243 Ecology for Environmental Scientists (4)
- EVST 333 Oceanography (4)
- EVST 334 Environmental Hydrology (4)

#### Elective (1 course/4 credits) *Select one additional course from the list below:*

- CHEM 332 Physical Chemistry II (4)
- CHEM 445 Inorganic Chemistry (4)
- CHEM 320 Biochemistry (4)
- BIOL 331 Ecology (4)
- BIOL 336 Botany (4)
- BIOL 340 Conservation Biology (4)
- MATH 231 Introduction to Mathematical Modeling (4)
- A third course from the Environmental Systems list may be substituted for the Elective course.

### Advanced Placement in Chemistry

Students who receive a score of four or higher on the Advanced Placement Test or a score of six or higher on the International Baccalaureate may be offered credit for CHEM 131 on the approval of the Chair.

### 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 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 Study Abroad Office for advice and information.

### Departmental Honors

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Every chemistry major must undertake a research project and complete a senior capstone project report or thesis. The Chemistry Department seeks to recognize academic excellence and outstanding achievement in undergraduate research by nominating chemistry majors who have strong academic records and have demonstrated ownership of their research project to present their senior thesis work for honors in chemistry.

To be eligible for honors, a student must have a minimum GPA of 3.45 (cumulative or in chemistry), be on track to complete the chemistry major or the program in Biochemistry and Molecular Biology with research in chemistry, and plan to complete at least 3 credits of CHEM 378 as well as 1 credit of CHEM 478. To receive honors, a student must complete an outstanding written research thesis approved by their faculty advisor and Honors Committee 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 computational chemistry, synthetic organic chemistry of natural products, synthesis and methodology developments, inorganic chemistry, the study of the reactions of ozone with molecular components of plant waxes, development of analytical techniques using capillary electrophoresis, separation and ultratrace detection of biologically active molecules, detecting and modeling trace pollutants in environmental systems, microbial carbon metabolism, and pharmaceutical chemistry.

### Chemistry Course Descriptions

#### **CHEM 102 Introduction to Chemistry of the Environment**

*Fall (4), Spring (4)*

Introductory course for students wishing to explore the sciences or needing preparation for General Chemistry. Topics in chemistry relevant to the environment such as energy needs, pollution, and pesticides will be discussed. *Three hours lecture. No background in chemistry is required. Recommended for non-science majors. Numeric grade only.*

#### **CHEM 103 Chemistry of Art**

*May Term (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.*

#### **CHEM 104 Whodunit! A Course in Forensic Science**

*Fall (4), 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.*

#### **CHEM 106 Topics in Science and Society**

*Fall (4), Spring (4)*

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.

#### **CHEM 108 The Science of Drugs**

*Fall (4), Spring (4)*

Introductory course intended to expose students to the action of various drugs and their effects on the body with a focus on achieving a molecular-level understanding of drugs. Drugs such as caffeine, alcohol, and street drugs will be studied. *Intended for non-science majors. Offered as needed.*

#### **CHEM 131 General Chemistry**

*Fall (4), Spring (4)*

Introduction to chemistry including properties, structure, and reactivity of atoms and molecules, with concurrent laboratory. First semester covers fundamental concepts of atomic structure, stoichiometry, aqueous reactions, states of matter, molecular structure and bonding, and thermochemistry. Second semester emphasizes group projects in equilibrium, electrochemistry, thermodynamics, kinetics, inorganic synthesis, and spectroscopy. *Fall: four hours lecture and recitation, three hours laboratory. Spring: seven hours laboratory and group learning.*



**Prerequisite(s):** Placement into MATH 118 or higher mathematics course, or completion of MATH 118 or higher mathematics course, or permission of chemistry department.

**Corequisite:** CHEM 131L.

### **CHEM 132 General Chemistry**

*Spring (4)*

Introduction to chemistry, including properties, structure, and reactivity of atoms and molecules, with concurrent laboratory. First semester covers fundamental concepts of atomic structure, stoichiometry, aqueous reactions, states of matter, molecular structure and bonding, and thermochemistry. Second semester emphasizes group projects in equilibrium, electrochemistry, thermodynamics, kinetics, inorganic synthesis, and spectroscopy. *Fall: four hours lecture and three hours laboratory. Spring: seven hours laboratory and group learning.*

**Prerequisite(s):** CHEM 131 with a minimum grade of 2.0 or higher or by permission. Placement into or completion of MATH 118 or higher mathematics course or permission of Chemistry department.

### **CHEM 222L Online Organic Chemistry Laboratory**

*Spring (0)*

Second semester online organic chemistry laboratory experience that includes laboratory-based topics such as spectroscopy, free radical halogenation, Grignard, and the Diels-Alder reactions. Students will watch videos of each experiment, work in groups, and analyze data. Does not include any hands-on laboratory experience.

*Not regularly offered. Permission only. Corequisite: CHEM 232*

### **CHEM 231 Organic Chemistry**

*Fall (4), Spring (4)*

### **CHEM 232 Organic Chemistry**

*Spring (4)*

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 and three hours laboratory.*

**Prerequisite for CHEM 231:** Grade of 2.0 or higher in CHEM 132.

**Prerequisite for CHEM 232:** CHEM 231.

### **CHEM 290 Mile High Chemistry: Field Experience in Environmental Chemistry**

*May (3)*

This course explores topics in environmental chemistry such nutrient balance, soil chemistry, and air and water

quality. There is a strong emphasis placed on field and laboratory techniques. This is a May Term travel course. *Course includes additional fees. May be repeated for degree credit.*

**Prerequisite(s):** CHEM 131 or CHEM 102. **Recommended:** CHEM 132.

### **CHEM 311 Environmental Chemistry Field Experience**

*May Term (3)*

Environmental Chemistry Field Experience and Modeling takes place at the Sierra Nevada Aquatic Research Laboratory (SNARL). This course deepens understanding of natural systems, including chemical analysis of lakes, soils, and atmosphere; there is a GIS and mapping component. The final project consists of a comprehensive model of the study site.

**Prerequisite(s):** permission of instructor required.

### **CHEM 312 Advanced Environmental Chemistry**

*Spring (4)*

This course investigates environmental chemistry of local air, water, and soil systems, combined with mapping so that spatial trends can be observed. Global issues are also considered, allowing this knowledge base to be applied in multiple settings. Laboratory and fieldwork heavily based on EPA methods of sampling and chemical analysis.

**Prerequisite(s):** CHEM 232, by permission only. Offered as needed.

### **CHEM 315 Biochemistry Principles**

*Fall (4)*

Study of the structure and function of biological molecules (including proteins, nucleic acids, carbohydrates, and lipids), enzymes, and metabolic pathways. Four hours lecture.

**Prerequisite(s):** CHEM 232. Offered as needed.

### **CHEM 320 Biochemistry**

*Fall (4)*

Study of the structure and function of biological molecules (including proteins, nucleic acids, carbohydrates, and lipids), enzymes, and metabolic pathways. Four hours lecture and three hours laboratory.

**Prerequisite(s):** CHEM 232 or by permission.

### **CHEM 330 Analytical Chemistry**

*Fall (4)*

Principles of analytical chemistry with emphasis on precise measurements and instrumental methods, including molecular and atomic absorption spectrometry, potentiometric and electrolytic methods, separation techniques, chromatography, mass spectrometry, and

other specialized instrumental techniques. Experimental design, sampling, and error reduction are studied along with statistical methods of evaluating uncertainty in laboratory results. *Four hours lecture and three hours laboratory.*

**Prerequisite(s):** CHEM 231 and one course from MATH119, MATH 121, MATH 122, OR MATH 221.

### **CHEM 331 Physical Chemistry I**

*Spring (4)*

Quantum chemistry, spectroscopy, and statistical thermodynamics applied to the study of the physical and chemical properties of matter. The laboratory involves the systematic study of the theory and practice of modern spectroscopic methods. *Four hours lecture and three hours laboratory.*

**Prerequisite(s):** CHEM 132 and MATH 122 or higher math course and PHYS 220 or higher physics course or by permission.

### **CHEM 332 Physical Chemistry II**

*Fall (4)*

Equilibrium thermodynamics and kinetics applied to the study of the physical and chemical properties of matter. CHEM 331 need not be taken before CHEM 332.

**Prerequisite(s):** CHEM 132 and MATH 122 or higher math course and PHYS 220 or higher physics course or by permission.

### **CHEM 378 Chemistry Research**

*Fall (1–4), Spring (1–4), May Term (1–3)*

Chemistry majors are required to complete 1–3 credits of research for graduation, depending upon their selection of an option for the major and agreement with their research advisor.

**Prerequisite(s):** by permission. Credit/no credit only.

### **CHEM 394 Chemistry Seminar**

*Fall (1), Spring (1)*

Required of majors during fall and spring of junior year and spring of senior year. Activities include seminars by visiting speakers and discussions of current research. Juniors prepare a seminar on their proposed senior research and seniors prepare a seminar on their research.

### **CHEM 420 Advanced Biochemistry**

*Spring (4)*

In-depth study of biochemical topics. Specific focus will vary and may range from bioorganic chemistry to the biochemistry of processes taking place at the level of the whole organism. *Three or four hours lecture/seminar.*

**Prerequisite(s):** CHEM 320 or by permission. Offered as needed.

### **CHEM 425 Advanced Organic Chemistry**

*Spring (4)*

Selected topics in organic chemistry, including physical organic chemistry, molecular orbital theory, structural and mechanistic relationships, and computational chemistry. *Three hours lecture.*

**Prerequisite(s):** CHEM 232 or by permission. Offered as needed.

### **CHEM 431 Advanced Laboratory I**

*Spring (2)*

Integrated project-oriented lab, including computational chemistry; synthesis; characterization; reactivity studies; kinetics; thermodynamics and photochemistry; and the use of instrumental techniques such as ion chromatography, atomic spectroscopy, UV-visible, infrared, Nuclear Magnetic Resonance, mass spectrometry, magnetic susceptibility, and electrochemical methods. As part of this course, students will take the Major Field Test, a comprehensive examination that covers analytical, inorganic, organic, and physical chemistry. *Six hours laboratory.*

**Prerequisite(s):** senior standing, CHEM 330, CHEM 332 or by permission. Numeric grade only.

### **CHEM 445 Inorganic Chemistry**

*Spring (4)*

Focus on understanding the fundamental concepts of transition metal chemistry, the main group elements, and bio-inorganic chemistry. Emphasis on bonding, structures, synthesis, and reactivity. Four hours lecture.

**Prerequisite(s):** CHEM 232. Numeric grade only.

### **CHEM 460 Special Topics**

*Fall (1–4), Spring (1–4)*

Special topics in chemistry studied under the guidance of faculty (4 credit hours lecture) may include the following: advanced analysis, environmental chemistry, surface science and spectroscopy, organometallic chemistry and catalysis, solid-state chemistry, polymers and surfactants in solution, colloids and macromolecules, application of molecular assembly, diffusion, or other approved topics.

**Prerequisite(s):** by permission. Numeric and Evaluation grade only.

### **CHEM 476 Senior Research and Capstone Report**

*Fall (1), Spring (1)*

This course is required as part of the capstone requirement for the BS in chemistry and taken as the last semester of the capstone research project. The student

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completes his or her research, writes a capstone research report on the project, and presents a seminar during the Chemistry Seminar. All aspects of the student's capstone project must be acceptable to the research mentor(s) for the student and the Chemistry Department.

**Prerequisite(s):** by permission and at least 1 credit of CHEM 378.

### **CHEM 478 Senior Research and Thesis**

*Fall (1), Spring (1)*

This course is taken in a student's final semester of the capstone research project for the BS with ACS certification or BS with Honors. The student completes his or her research, writes a thesis on the project, and presents a seminar during Chemistry Seminar. The research mentor for the student evaluates him or her on research effort and progress, the capstone research report or honors thesis, and any presentations the student has given.

**Prerequisite(s):** by permission and at least 2 credits of CHEM 378. Evaluation grade only.

### **CHEM 494 Communication in Chemistry**

*Fall (3)*

This course focuses on important concepts in effective written and oral communication in chemistry. Students will write multiple drafts of the introduction to their capstone report and review the work of their peers. Students will receive instruction in effective presentation techniques and give two presentations with feedback.

**Prerequisite(s):** senior standing and at least one credit of CHEM 378 (can be co-requisite).

### **CHEM 495 Chemistry Senior Seminar**

*Spring (1)*

Required of majors during their senior year. Students prepare and present a seminar on their capstone research project. Students also write and submit an acceptable final draft of their thesis/research report.

**Prerequisite(s):** CHEM 394 and CHEM 494. Credit/No credit only.

## Communication Sciences and Disorders

### **The Faculty**

Barbara Conboy  
Solaman Cooperson  
Kerri Mitchell  
Maria Muñoz  
Lori Osborn  
Lisa Ryder  
Sujin Shin  
Julia Ferré Shuler  
Cynthia Wineinger

### *The Undergraduate Program*

**Learning Outcomes:** Learning outcomes for this program may be found at [www.redlands.edu/BA-CDIS/learning-outcomes](http://www.redlands.edu/BA-CDIS/learning-outcomes).

A minimum of four semesters are required to complete the 35-36 credit Communication Sciences and Disorders major.

### *Bachelor of Arts in Communication Sciences and Disorders*

*(9 courses/35-36 credits)*

- CDIS 100 Introduction to Communication Sciences and Disorders (4)
- CDIS 204 Speech and Language Science (4)
- CDIS 205 Audiology and Hearing Science (4)
- CDIS 206 Anatomy and Physiology of Communication (4)
- MATH-111 Elementary Stats With Apps (4) or Any college-level Statistics course (3-4) CDIS 307 Language Development (4)
- CDIS 308 Language Disorders (4)
- CDIS 309 Phonetics and Phonology (4)

Capstone (1 course/4 credits):

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- CDIS 411 Assessment and Intervention in Communication Sciences and Disorders (4)  
-or- CDIS 413 Communication Sciences and Disorders Capstone (4)

Note: CDIS 100 is a prerequisite for all undergraduate courses in the department (except for the elective, CDIS 260 May Term travel), or for transfer students, CDIS 100 may be taken concurrently with CDIS 204, CDIS 205, and CDIS 206.

CDIS 410 is an elective designed for students intending to apply to graduate school. It will assist students to understand the structure and function of central and peripheral nervous systems in relation to normal and disordered speech, language, and cognition.

### *ASHA Requirements*

For students planning to pursue a graduate degree in Speech-Language Pathology or Audiology, the American Speech-Language-Hearing Association (ASHA) requires all students to adhere to their standards for certification (see <https://www.asha.org/certification/2020-slp-certification-standards>). The following courses must be completed prior to completing a Masters-SLP degree program, and, at some institutions, must be completed prior to acceptance into a Masters-SLP program:

- A college-level statistics course
- A college-level biology course
- A college-level social science course (e.g., a psychology, sociology, anthropology, etc.)
- A college-level physical science course (chemistry or physics)

### **Other relevant coursework:**

- BIOL 104 Introduction to Neuroscience (4)
- EDUG 310 Introduction Second Language Acquisition (3)
- EDUG 331 Child Development (3)
- ENGL 142 Introduction to Language and Linguistics (4)
- MATH 111 Elementary Statistics with Applications (4)
- PHIL 215 Bioethics: Doctors and Patients (4)
- PHIL 216 Bioethics: Technology and Justice (4)
- PHYS 107 Sound Physics (4)
- PSYC 100 Introduction to Psychology (4)
- PSYC 220 Abnormal Child Psychology (4)
- PSYC 250 Statistical Methods (4)
- PSYC 252 Culture and Human Behavior (4)
- PSYC 335 Developmental Psychology (4)
- PSYC 343 Educational Psychology (4)

### *Transfer Students*

Transfer students who have completed two years of study at another institution can complete the major in Communication Sciences and Disorders in no fewer than four semesters. Individual advising assists in creating the course of study for the semesters in attendance at the University. If any student has not satisfactorily completed a prerequisite course with a grade of 1.7 or higher, the student may not be admitted to a course, which may extend the time to complete the major beyond the four-semester minimum. See the section below for prerequisites and repeated courses.

### *Communication Sciences and Disorders Minor*

Students who minor in Communication Sciences and Disorders must complete a minimum of 23 credits including:

- CDIS 100 Introduction to Communication Sciences and Disorders (4)
- CDIS 204 Speech and Language Science (4)
- CDIS 206 Anatomy and Physiology of Communication (4)
- CDIS 307 Language Development (4)
- CDIS 308 Language Disorders (4)  
-or- CDIS 309 Phonetics and Phonology (4)
- One additional course in Communication Sciences and Disorders, which may include CDIS 260 (3)

### Study Abroad

The department strongly encourages students to take advantage of the opportunity to live and study abroad. Accordingly, required courses have been scheduled to allow students to complete the major and spend a semester off campus. Students should carefully plan out their program of study in advance with their advisors. University of Canterbury offers communication sciences and disorders courses, but these should be planned with academic advisors, as well.

### Departmental Honors

A departmental honors program is available and encouraged 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 Communication Sciences and Disorders Faculty. Interested students should consult with their advisor in the Fall of their junior year for information about the application procedure and requirements.

## Communication Sciences and Disorders Undergraduate Course Descriptions

### CDIS 100 Introduction to Communication Sciences and Disorders

*Fall (4), Spring (4)*

The typical processes of communication and a survey of the disorders that affect communication across the lifespan. The basics of observation, evaluation, treatment, research and other applications. Guest faculty lecturers in their areas of expertise support course lectures.

### CDIS 101 Clinical Case Studies in Communicative Disorders

*Fall (2), Spring (2)*

The introductory study of the clinical process. Covers frameworks of observation, intervention approaches, and clinical documentation. The course will be taught through clinical case studies.

**Prerequisite(s):** CDIS 100. Offer as needed.

### CDIS 204 Speech and Language Science

*Fall (4)*

An introduction to the science of speech and language. Research and laboratory techniques are used to review the acoustic characteristics of speech, how speech sounds are formed, and how those sounds are perceived in language comprehension. The principles of language description and analysis are reviewed to provide a foundation for understanding typical and atypical language. Students also practice speech and language transcription and analysis through a laboratory experience.

**Prerequisite(s):** *Sophomore status, or by permission; or graduate status.*

**Prerequisite or corequisite:** CDIS 100,

### CDIS 205 Audiology and Hearing Science

*Spring (4)*

An introduction to the anatomy and physiology of the human hearing mechanism, the acoustics of sound, methods of testing the hearing of children and adults, and common auditory pathologies, hearing aids, and cochlear implants. Meets state audiometrist requirements.

**Prerequisite(s):** *CDIS 100, sophomore status, or by permission; or graduate status.*

### CDIS 206 Anatomy and Physiology of Communication

*Fall (4)*

Functional anatomy and physiology of speech, swallow, and language mechanisms. Emphasis on how an understanding of head and neck physiology/anatomy impacts clinical diagnosis and management of communication and swallowing disorders.

**Prerequisite(s):** *CDIS 100, sophomore status or by permission, or graduate status.*

### CDIS 208 Statistical Methods

*Fall (4), Spring (4)*

This course will provide the foundation needed to understand concepts of an evidenced-based approach to clinical practice. Descriptive and inferential statistics will be covered, as well as hypothesis testing.

**Prerequisite(s):** *sophomore standing. Offered as needed.*

### CDIS 260 Travel/Service Learning in Latin America Focus on Language, Culture and Education

*May Term (3)*

This travel course uses experiential learning, self-reflection, reading, writing, and discussion to provide students with a foundation for understanding cross-cultural differences in language and education. Students work with children in community-based educational programs, focusing on language-development issues

(e.g., bilingualism, literacy, and the broad impact of difficulties with language on education).

*Open to non-majors. Previous coursework in Spanish is strongly recommended. Offered as needed.*

**CDIS 307 Language Development**

*Fall (4)*

An introduction to the scientific study of language development in children from birth to early adulthood. Covers the phonological/perceptual, lexical, semantic, morphosyntactic, and pragmatic/social aspects of oral language development, and the early stages of written language development. Emphasis on theories of language acquisition, learning and sources of variation across children.

**Prerequisite(s):** *CDIS 100, CDIS 204 with a minimum grade of 2.0, junior status, 1 statistics course with a minimum grade of 2.0. May not be taken concurrently with CDIS 308.*

**CDIS 308 Language Disorders**

*Spring (4)*

Examines language disorders in children and adults, focusing on specific developmental and acquired disorders.

**Prerequisite(s):** *CDIS 100, CDIS 307, junior status, or instructor permission. May not be taken concurrently with CDIS 307.*

**CDIS 309 Phonetics and Phonology**

*Spring (4)*

An overview of articulatory and phonological features of the American-English sound system and practice in phonetic transcription. Models of phonological theory and phonological development are reviewed as they apply to both typical and atypical speech and language development. Students learn the characteristics of speech sound disorders, speech analysis skills, and principles of intervention.

**Prerequisite(s):** *CDIS 100, CDIS 206, junior status, or by permission; or graduate status.*

**CDIS 410 Neural Basis of Communication and Communication Disorders**

*Spring (4)*

This course will assist students to understand the structure and function of central and peripheral nervous systems in relation to normal and disordered speech, language, and cognition.

**Prerequisite(s):** *CDIS 100, CDIS 307, or instructor permission. Offered as needed. Numeric grade only.*

**CDIS 411 Assessment and Intervention in Communication Sciences and Disorders**

*Fall (4), Spring (4)*

Introduces the undergraduate student to clinical management in the Truesdail Center, familiarizing the student with principles of assessment and intervention for communication disorders in children and adults. Clinical case study investigation makes up a significant portion of the course. Students will complete an assistant clinician assignment in the Truesdail Center, which requires a commitment of two additional hours per week outside of class meetings. Will include written demonstrations of knowledge. A student's grade point average in the CDIS major determines eligibility for the assistant clinician option.

**Prerequisite(s):** *CDIS 307, CDIS 308 OR CDIS 309, majors with senior status, minimum 3.0 cumulative GPA or within the major, or instructor permission.*

**CDIS 413 Communication Sciences and Disorders Capstone**

*Fall (4), Spring (4)*

A selective clinical or research experience, together with a common classroom exploration, culminating in completion of the communicative disorders major. Will include oral and written demonstrations of knowledge, application of scientific theory, and reflection and integration of liberal arts and communicative disorders knowledge and skills.

**Prerequisite(s):** *CDIS 307 and majors with senior status, or instructor permission.*

**CDIS 464 Seminar in Communicative Disorders**

*Fall (4), 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.

*Offered as needed.*

*The Graduate Program*

**Admission**

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Application for the Master of Science in Speech-Language Pathology (i.e. Masters-SLP) is through the Communication Sciences and Disorders Centralized Application System (CSDCAS) application service. The application deadline for fall admission is January 15.

### Visit

Prospective graduate students are encouraged to visit the department by attendance at scheduled information sessions.

### Graduate Assistantships

Graduate students have the opportunity to serve as teaching and/or clinical assistants. Students also are encouraged to contact Student Financial Services to determine their qualifications for low-interest loan programs sponsored by the University.

### Undergraduate Leveling Courses

Students entering the program with an undergraduate degree not in Communication Sciences and Disorders or speech-language pathology are designated Graduate Plus students. These students will spend the first year of their graduate studies taking the following courses: CDIS 204, CDIS 205, CDIS 206, CDIS 307, and CDIS 309.

Students must show evidence of a bachelor's degree or equivalent from an accredited institution and a minimum GPA of 3.0. Other admission criteria include the essay, letters of recommendation, Graduate Record Examinations (GRE) test scores, and relevant work and life experience.

### *Master of Science in Communication Sciences and Disorders*

Students will work closely with their advisors to follow a program of academic study and a clinical practicum to satisfy the requirements for professional certification.

### Academic Requirements

A total of 60 graduate credits and satisfactory completion of the comprehensive evaluation 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 204, CDIS 205, CDIS 206, CDIS 307, and CDIS 309. Descriptions of these courses are listed in the preceding undergraduate section.

*The following courses are required for the M.S. Degree (15 courses/60 credits):*

- CDIS 615 Neuropathologies of Speech, Language, and Cognition (3)
- CDIS 616 Neuropathologies of Swallowing (3)
- CDIS 620 Seminar in CDIS: Language Pathology (3)
- CDIS 623 Assessment of Language Disorders in Children (3)
- CDIS 626 Seminar in Articulation and Phonology (3)
- CDIS 627 Issues in Cultural and Linguistic Diversity (3)  
-or- CDIS 619 Development and Disorders in Monolingual and Bilingual Spanish Speakers (3)
- CDIS 629 Disorders of Fluency (3)
- CDIS 631 Disorders of Voice (3)
- CDIS 634 Theory & Practice in Clinical Evaluation: Speech Language Pathology (3)  
-or- CDIS 622 Language and Cognitive Development: Typical and Atypical Variation (3)
- CDIS 647 Professional Methods (3)
- CDIS 652 Research and Experimental Design (3)
- CDIS 655 Advanced Aural Rehabilitation (3)
- CDIS 664 Seminars in CDIS
- CDIS 683 Health Based Externship (3)  
-or- CDIS 684 Advanced Theory and Practice in Clinical Problems: Speech, Language, and Hearing (3)
- CDIS 685 Public School Externship (3)

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### *Specialty Clinics: Enrollment in six clinics required:*

- CDIS 640 Adult Neurogenic Clinic (2)
- CDIS 641 Childhood Speech Sound Disorders Clinic (2)
- CDIS 642 Autism Spectrum Disorders Clinic (2)
- CDIS 643 School-Age Language Clinic (2)
- CDIS 644 Early Language Clinic (2)
- CDIS 645 Fluency Disorders Clinic (2)
- CDIS 646 Dysphagia/Voice Disorders Clinic (2)
- CDIS 648 Aural Rehabilitation Clinic (2)
- CDIS 649 Child Speech and Language Clinic (2)
- CDIS 650 Alternative Clinical Experience & Interprofessional Practicum (2)

### **Academic Standards**

Regular Graduate Standing is a prerequisite for acceptance to candidacy for a master's degree and is granted by the faculty of the program for which application is made.

The basic requirements for Regular Graduate Standing in Communication Sciences and Disorders are as follows:

1. Graduation from an accredited college or university;
2. Maintenance of satisfactory academic standing. See Satisfactory Academic Standing below;
3. Maintenance of satisfactory clinical standing. See Clinical Requirements below

### **Satisfactory Academic Standing**

A minimum GPA of 3.3 (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 3.3 at the end of any semester will be placed on probation. Any student who fails to meet the requirements of the probationary period may be disqualified. Disqualification may also occur if a student receives one grade of 2.0 in any course.

Credit for a course graded below 2.7 (under the numerical grade option) cannot apply toward a graduate degree.

Credit for pre-requisite leveling courses graded below 3.0 when taken at the University of Redlands as a Graduate Plus student (under the numerical grade option) cannot apply toward a graduate degree.

### **Clinical Requirements**

Graduate study in Communication Sciences and Disorders requires a significant commitment of time to clinical practicum. Students are expected to be available approximately 10 hours each week for practicum in the Truesdail Center for Communication 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, CDIS 634, CDIS 640, CDIS 641, CDIS 642, CDIS 643, CDIS 644, CDIS 645, CDIS 646, CDIS 648, CDIS 649, CDIS 650, CDIS 683, and CDIS 685.

A minimum of 400 hours of supervised clinical observation and clinical practicum are required for the state license and the ASHA certificate of clinical competence. The following qualifications apply:

1. Clinical Observation: 25 clock hours prior to beginning initial clinical practicum;
2. Clinical Practicum: 375 clock hours total with direct client/patient contact, 325 clock hours earned at the graduate level, 50 clock hours in each of three types of clinical settings;
3. Students will be given a variety of practicum experiences across disorders and lifespan, as required by certifying agencies.

### **Remediation Plan**

Students who are identified by faculty as having difficulty meeting academic, clinical and professional standards, and/or competency skills receive a plan of remediation to be monitored. The remediation plan is completed when areas of concern identified are met. Dismissal from the graduate program may be recommended if objectives or the remediation plan are not met.



**Specialty Certificate in Bilingual Speech-Language Pathology: Spanish Language Focus**

The University of Redlands Department of Communication Sciences and Disorders offers a “Specialty Certificate in Bilingual Speech-Language Pathology: Spanish Language Focus.” This certificate is designed for students with high levels of proficiency in Spanish, who wish to pursue work as a bilingual speech-language pathologists. Students complete specialty coursework and clinical practice within the regular MS program.

**Comprehensive Evaluation**

Successful completion of a departmental Comprehensive Evaluation is required of all candidates for the master’s degree in the final semester of their program. The Comprehensive Evaluation takes the form of an evidence-based oral presentation of a case study. Further information is available from the department.

**Praxis Exam Verification**

To complete a degree, students must take the ASHA national exam in the Praxis Series (<https://www.ets.org/praxis/prepare/materials/5331>), ideally within the semester the degree is to be completed.

**Speech Language Pathology Services Credential**

To be employed as a speech-language pathologist in the public schools in California, one must hold this credential. The minimum requirements are:

1. A master’s degree;
2. Successful completion of the California Basic Educational Skills Test (CBEST) and Praxis;
3. Recommendation from the Department. Competency in all coursework required for the master’s degree must be demonstrated by successful completion of courses.

*Communication Sciences and Disorders Graduate Course Descriptions*

**CDIS 615 Neuropathologies of Speech, Language, and Cognition**

*Fall (3)*

Discusses the neuroanatomic and neurophysiologic basis of the most common type of communicative disorders secondary to nervous system disease. The clinical, historical, psychometric, and laboratory findings to establish the differential diagnosis among disorders of cognition, language, and speech will be emphasized, as well as basic treatment and management approaches for those seen in the acute medical setting.

**CDIS 616 Neuropathologies of Swallowing**

*Spring (3)*

The course will begin with the clinical and instrumental findings seen in normal and abnormal swallowing. Common disorders of swallowing and their treatments will be emphasized, as well as the clinical and instrumental evaluations for swallowing disorders. The use of feeding tubes and their ethical implications will be reviewed.

**Prerequisite(s):** CDIS 615 or by permission.

**CDIS 619 Development and Disorders in Monolingual and Bilingual Spanish Speakers**

*Fall (3)*

Addresses issues in bilingual development and processing; language disorders in Spanish-speaking

children and adults; language assessment and intervention practices with bilingual children; and bilingual education. Prepares students to analyze error patterns in phonology, lexical semantics, morphosyntax, and pragmatics in monolingual and bilingual Spanish speakers.

**Prerequisite(s):** Satisfactory completion of at least two semesters of college-level Spanish or permission of the instructor.

**CDIS 620 Language and Cognitive Development: Typical and Atypical Variation**

*Fall (3), Spring (3)*

A scientific examination of sources of variation in language from birth to 22 years, and their impact on literacy and academic achievement. Topics include information processing and learning; psycholinguistic models; perceptual, cognitive, social, neural, and genetic bases of language development; etiology, prevention, early detection, assessment, and remediation of language disorders.

**CDIS 622 Theory and Practice in Clinical Evaluation: Language and Learning Disorders**

*Spring (3)*

Advanced problems in formal and informal assessment of language disorders and learning disabilities including

practicum, staffing, report writing, and parent conferences. An interdisciplinary approach is taken.

**CDIS 623 Assessment of Language Disorders in Children**  
*Fall (3)*

Survey of tests applied to children with language disorders; analysis of test content, diagnostic patterns, relationship between history, observation, and psychometrics.

**CDIS 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.  
*Offered as needed.*

**CDIS 625 Language, Culture, and Cognition**

*Fall (3), Spring (3)*

How language and thought interact and are affected by culture. Study of topics across languages, modes of thought, and cultures, such as parent-child interaction, literacy, cognitive development, and narrative.

**Prerequisite(s):** *CDIS 623 or by permission. Offered as needed.*

**CDIS 626 Seminar in Articulation and Phonology**

*Fall (3), Spring (3)*

Theories of phonological acquisition and the nature of disordered phonological development. Differential diagnosis and intervention for speech sound disorders in diverse populations.

**CDIS 627 Issues in Cultural and Linguistic Diversity**

*Fall (3) or Spring (3)*

Designed to help students develop cultural competence in working with individuals from diverse cultural and linguistic groups who have communication disorders. Students examine variations in cultural and linguistic practices and behaviors, discuss the implications of these differences in clinical and educational settings, and learn about non-biased assessment and intervention strategies.

**CDIS 629 Disorders of Fluency**

*Fall (3), Spring (3)*

Theories, etiologies, assessment, and treatment techniques for disorders of fluency with special emphasis on the behavioral and emotional management of children and adults; practicum at the Truesdail Speech Center is required, including diagnostic evaluation,

treatment planning, report writing, and counseling of clients and family members.

**CDIS 631 Disorders of Voice**

*Fall (3)*

Structure, function, and capabilities of the normal voice; etiologies, assessment strategies, and rehabilitative techniques of the disordered voice; and problems of laryngeal cancer and subsequent voice restoration alternatives.

**CDIS 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(s):** *CDIS 623 or by permission.*

**CDIS 640 Adult Neurogenic Clinic**

*Fall (2), Spring (2)*

Clinical practicum with staffing discussion of principles, methods, and management procedures for the adult neurogenic population. This is a required Specialty Clinic. Enrollment requires a weekly staffing meeting and assignment of a minimum of one client in the Truesdail Speech Center.

**Prerequisite(s):** *graduate standing. May be repeated.*

**CDIS 641 Childhood Speech Sound Disorders Clinic**

*Fall (2), Spring (2)*

Clinical practicum with staffing discussion of principles, methods, and management procedures for the child speech sound disorders population. This is a required Specialty Clinic. Enrollment requires a weekly staffing meeting and assignment of a minimum of one client in the Truesdail Speech Center.

**Prerequisite(s):** *graduate standing. May be repeated.*

**CDIS 642 Autism Spectrum Disorders Clinic**

*Fall (2), Spring (2)*

Clinical practicum with staffing discussion of principles, methods, and management procedures for the autism spectrum disorders population. This is a required Specialty Clinic. Enrollment requires a weekly staffing meeting and assignment of a minimum of one client in the Truesdail Speech Center.

**Prerequisite(s):** *graduate standing. May be repeated.*

**CDIS 643 School-Aged Language Clinic**

*Fall (2), Spring (2)*

Clinical practicum with staffing discussion of principles, methods, and management procedures for the school-aged language population. This is a required Specialty Clinic. Enrollment requires a weekly staffing meeting and assignment of a minimum of one client in the Truesdail Speech Center.

**Prerequisite(s):** *graduate standing. May be repeated.*

**CDIS 644 Early Language Clinic**

*Fall (2), Spring (2)*

Clinical practicum with staffing discussion of principles, methods, and management procedures for the early language population. This is a required Specialty Clinic. Enrollment requires a weekly staffing meeting and assignment of a minimum of one client in the Truesdail Speech Center.

**Prerequisite(s):** *graduate standing. May be repeated.*

**CDIS 645 Fluency Disorders Clinic**

*Fall (2), Spring (2)*

Clinical practicum with staffing discussion of principles, methods, and management procedures for those with fluency disorders. This is a required Specialty Clinic. Enrollment requires a weekly staffing meeting and assignment of a minimum of one client in the Truesdail Speech Center.

**Prerequisite(s):** *graduate standing. May be repeated.*

**CDIS 646 Dysphagia/Voice Disorders Clinic**

*Fall (2), Spring (2)*

This course fits a specialty clinic model. Enrollment in this course requires completed or concurrent coursework in neuropathologies of speech, language, and cognition. This course will meet the competency of teaching methodology and intervention of dysphagia and voice disorders.

**Prerequisite(s):** *CDIS 615. May be repeated.*

**CDIS 647 Professional Methodologies and Concerns**

*Spring (3)*

Role of speech/language pathologist in public education and other professional settings, referral procedures, Individualized Education Program (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.*

**CDIS 648 Aural Rehabilitation Clinic**

*Fall (2), Spring (2)*

Clinical practicum with staffing discussion of principles, methods, and management procedures for the aural rehabilitation population. Concurrent or completed coursework in the area of aural rehabilitation is required. This is a required Specialty Clinic. Enrollment requires a weekly staffing meeting and assignment of a minimum of one client in the Truesdail Speech Center.

**Prerequisite(s):** *graduate standing. May be repeated.*

**CDIS 649 Child Speech and Language Clinic**

*Fall (2), Spring (2)*

Clinical practicum with staffing discussion of principles, methods, and management procedures for children who have speech and language disorders. This is a required Specialty Clinic. Enrollment requires a weekly staffing meeting and assignment of a minimum of one client in the Truesdail Speech Center.

**Prerequisite(s):** *graduate standing. May be repeated.*

**CDIS 650 Alternative Clinical Experience & Interprofessional Practicum**

*Fall (2), Spring (2), Summer (2)*

Alternative clinical practicum experiences through clinical case study computer-based simulations and interprofessional education experience. Graduate students will earn supervised clinical clock hours. Course may be retake 1x to assist in fulfilling graduate clinical practicum requirement, or if identified as necessary in a graduate clinical Remediation Plan.

**Corequisites:** *Graduate enrollment status.*

**Prerequisite(s):** *Completion of 25 clinical observation clock hours. Offered as needed. Credit/no credit grade only.*

**CDIS 652 Principles of Evidence-Based Practice in Communication Sciences and Disorders**

*Fall (3)*

Students learn how to use external evidence from scientific sources in clinical decision making. The course covers treatment efficacy designs, external and internal validity, reliability, effect sizes, ethics, and controversies in intervention research. The course also provides a foundation for students who wish to conduct research.

**CDIS 655 Aural Rehabilitation**

*Fall (3), Spring (3)*

Discussion and study of the intervention and assessment techniques for children and adults with hearing loss to further develop their speech and language abilities, cochlear implants, hearing aids and the efficacy of these technologies in communication, deaf culture, auditory processing disorders, genetics of hearing loss, and review

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of audiology concepts. Meets state audiometrist certification requirements.

### **CDIS 660 Latin America: Focus on Language, Culture, and Education**

*May Term (3)*

Experiential learning, self-reflection, reading, writing, and discussion are used to foster an understanding of cross-cultural differences in educational approaches and the broad impact of language-learning differences (e.g., bilingualism, language disorders) on educational outcomes. Students work with children in community-based educational programs. Must be a graduate student with advanced Spanish skills.

### **CDIS 664 Seminar in Communication Sciences and Disorders**

*Fall (1-3), Spring (1-3), Summer (1-3)*

Intensive study in one of the areas of communication sciences and disorders. Review of current literature is included in course of study. Current lists of seminars may be obtained through the department.

### **CDIS 683 Health Based Externship**

*Fall (3), Spring (3), Summer (3)*

Externship practicum at off-campus sites. A minimum of 4 days per week over 8+ weeks on-site is required.

**Prerequisite(s):** A minimum 40 hours of clinical practicum completed at the Truesdail Center or off-campus site.

*CDIS 634 or CDIS 622, CDIS 615, CDIS 616, CDIS 631 and CDIS 664 are strongly recommended.*

### **CDIS 684 Advanced Theory and Practice in Clinical Problems: Speech, Language, and Hearing**

*Fall (3), Spring (3), Summer (3)*

Advanced externship practicum at off-campus sites.

Minimum requirements agreed upon by externship site and university instructor. Placement is to be multiple days a week within a semester.

**Prerequisite(s):** *CDIS 615, CDIS 616, CDIS 620, and CDIS 623*

### **CDIS 685 Public School Externship**

*Spring (3)*

Student teaching practicum in public schools. Taken concurrently with CDISS 647.

**Prerequisite(s):** *125 hours of clinical practicum or by permission. Credit/no credit only.*

## Computer Science

### **The Faculty**

James Bentley

Pani N. Chakrapani

Richard N. Cornez

Patricia Cornez

### **The Majors**

Computer science is the discipline that studies the concepts and techniques used in designing and developing software systems. Students will explore the conceptual underpinnings of computer science, including fundamental algorithms and programming languages.

The Computer Science program offers both Bachelor of Arts (BA) and Bachelor of Science (BS) degrees. The Bachelor of Arts degree provides a basic exposure to the field of computer science and is suited for students who are interested in a broader education in the sciences and arts. The Bachelor of Science degree delves deeper into the discipline, providing additional exposure to subjects such as mobile development and software engineering.

Both degrees start with the same set of foundation courses allowing students to decide on their exact program once they obtain a basic understanding of the discipline. We strongly recommend students begin either major with CS 110, Introduction to Programming, as early as possible, ideally, during the first year.

Students declaring a computer science major are required to have a 2.0 cumulative GPA in the introductory computer science and calculus sequences: CS 110, CS 111, MATH 121 (or MATH 119), and MATH 122 (for the BS degree). CS110 and CS111 must be taken for a numerical grade.

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Learning outcomes for these programs can be found at: [www.redlands.edu/ba-csci/learning-outcomes/](http://www.redlands.edu/ba-csci/learning-outcomes/).

### *Bachelor of Arts in Computer Science*

#### **Requirements**

##### *Computer Science Foundation (4 courses):*

- CS 110 Introduction to Programming
- CS 111 Data, File Structures, and OOP
- CS 222 Web Application Development  
-or- CS 230 Operating Systems
- CS 240 Theory of Algorithms  
-or- CS 220 Architecture and Assembly

##### *Computer Science Electives (Choose 2 courses):*

- CS 223 Game Programming and AI
- CS 301 Business Analysis and Excel
- CS 323 Mobile Programming
- CS 330 Database Management
- CS 340 Programming Languages
- CS 341 Software Engineering

##### *Related Field Requirements (2 courses):*

- SBUG 415 Competing with Analytics (*Counts toward the MS Business Analytics*)
- SBUG 420 Data Science Foundations (*Counts toward the MS Business Analytics*)
- GIS 411 GIS Fundamentals (*Counts toward the MS GIS*)
- GIS 467 Programming for GIS (*Counts toward the MS GIS*)
- MATH 111 Elementary Statistics with Applications
- MATH 121 Calculus I  
-or MATH 119 Integrated Calculus II

##### *Computer Science Capstone (1 course):*

- CS 450 Computer Science Senior Project

### *Bachelor of Science in Computer Science*

#### **Requirements**

##### *Computer Science Foundation (9 courses):*

- CS 110 Introduction to Programming
- CS 111 Data, File Structures, and OOP
- CS 222 Web Application Development or CS 323 Mobile Programming
- CS 240 Theory of Algorithms  
-or- CS 220 Architecture and Assembly
- CS 340 Programming Languages  
-or- CS 230 Operating System
- CS 341 Software Engineering
- At least 3 additional courses at the 200- or 300-level

##### *Computer Science Capstone (1 course):*

- CS 450 Computer Science Senior Project

##### *Related Requirements (Choose 4 courses):*

- SBUG 415 Competing with Analytics (*Counts toward the MS. Business Analytics*)
- SBUG 420 Data Science Foundations (*Counts toward the MS Business Analytics*)
- GIS 411 GIS Fundamentals (*Counts toward the MS GIS*)
- GIS 467 Programming for GIS (*Counts toward the MS GIS*)
- ECON 400 Intro to Econometrics

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- MATH 311 Probability  
-or- MATH 312 Mathematical Statistics
- MATH 201 Discrete Mathematical Structures  
-or- MATH 205 Mathematical Cryptology
- MATH 231 Introduction to Mathematical Modeling
- MATH 235 Differential Equations
- MATH 331 Numerical Analysis
- PHYS 231 General Physics I
- PHYS 232 General Physics II
- PHYS 310 Electronics Applications

### *Computer Science Minor*

The Computer Science Minor is designed to provide basic expertise in computer science. The requirements focus on a basic foundation and allow students who are specializing in another discipline to benefit from knowing more about computing.

#### *Requirements (6 courses):*

- CS 110 Introduction to Programming
- CS 111 Data, File Structures, and OOP
- Three additional courses from Computer Science (CS) offerings
- MATH 111 Elementary Statistics with Applications

### **Advanced Placement in Computer Science**

Students who receive a score of four or five on the exam will receive 4 credits and credit for CS 110.

### **Departmental Honors**

A departmental honors program is available for exceptionally able and motivated students pursuing a Bachelor of Science degree. 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. Students must work with a faculty advisor during their junior year to develop a detailed proposal, and then complete an individual honors project during their senior year.

### *Computer Science Course Descriptions*

#### **CS 101 Introduction to Computers (PC)**

*Fall (4), Spring (4)*

Designed to make students computer literate. Introduction to computers and the Internet and how they work. Introduction to the Windows operating system, word processing, spreadsheets, graphics programs, databases, programming, email, searching, social-media sites and ethical issues in computer use.

#### **CS 103 Interactive Storytelling** *Fall (4), Spring (4)*

Introduction to interactive storytelling and elements of multimedia. Development of skills in creating interactive projects using animation, graphics, sound, and basic object-oriented programming (OOP) to facilitate navigation. *Offered as needed. Numeric grade only.*

#### **CS 109 Principles and Practices of Programming**

*Fall (4)*

An introduction to principles and practices of computer programming using Python, JavaScript, and SQL. This

course explores the use of programming as a tool for problem solving and creativity through applications inspired by the humanities, social sciences, business, and sciences. Designed for students with little or no prior programming experience.

*Offered as needed. Numeric or Evaluation grade only.*

#### **CS 110 Introduction to Programming**

*Fall (4), Spring (4)*

Introduction to problem-solving methods and algorithm development through the use of computer programming in the Java language. Emphasis on data and algorithm representation. Topics include declarations, arrays, strings, expressions and statements, control structures, functions, and input/output processing.

**Prerequisite(s):** Placement into MATH 118 or higher. *Numeric grade only.*

#### **CS 111 Data, File Structures, and OOP**

*Spring (4)*

Advanced topics concerning Object-Oriented concepts, data structures, and algorithm representation using Java. Topics include stacks, recursion, linked lists, trees, sorting, and hashing.

**Prerequisite(s):** CS 110 **Pre- or Co-requisite(s):** MATH 119 or higher.

### CS 208 Java Programming

Fall (4), 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(s):** CS 111. Offered as needed.

### CS 211 Introduction to Data Sciences

Spring (4)

Techniques for data wrangling/munging (acquisition, cleaning, transformation), visualization (using the grammar of graphics), and modeling that are foundational to data science. Topics to include efficient management of large and sparse datasets, uni/multivariate graphical and numerical descriptive statistics, code efficacy (memory and speed), study reproducibility, and data ethics.

**Prerequisite(s):** CS 110. **Recommended:** MATH 111 or equivalent. Offered as needed. Numeric grade only.

### CS 220 Computer Architecture and Assembly Language

Spring (4)

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(s):** CS 111 and MATH 119 or higher. Offered in alternate years.

### CS 222 Web Application Development

Fall (4)

The study of web technologies and emerging web standards, protocols, markup, and web development languages. This course focuses on designing and developing both client-side and server-side Web-based applications. Students are exposed to service-side development including database access for data driven applications and asynchronous communication between client and server.

**Prerequisite(s):** CS 111 and one of MATH 119, MATH 121, MATH 122, or MATH 221. Offered every year.

### CS 223 Game Programming and Artificial Intelligence

Spring (4)

Examines AI approaches that can be applied to digital games. Students learn AI programming techniques and how they strongly interface with game design. Topics covered are rational behavior, knowledge representations, kinetic movement, collisions, finite state machines, path finding, and decision-making.

**Prerequisite(s):** CS 111 and one of MATH 119, MATH 121, MATH 122, or MATH 221. Offered alternate years. Numeric grade only.

### CS 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(s):** CS 111. Offered in alternate years.

### CS 240 Theory of Algorithms with Python

Spring (4)

Notions of complexity analysis, along with the mathematical underpinnings of efficient algorithm design will be studied. Techniques will incorporate divide-and-conquer and searches and sorts. Additional topics will include graph theory and simulations.

**Prerequisite(s):** CS 111 and one of MATH 119, MATH 121, MATH 122, or MATH 221.

### CS 251 Neural Networks and AI (Artificial Intelligence)

Spring (4)

This introductory course gives an overview of data structures and algorithms in neural networks and AI applications. Topics include fundamental programming structures of deep learning, artificial networks, convolutional networks, and recurrent networks. This course gives students an opportunity to build basic applications such as facial recognition and natural language processing.

**Prerequisite(s):** CS 111.

### CS 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(s):** by permission. May be repeated for degree credit for a maximum of 8 credits, given a different topic. Offered as needed.

### CS 280 Computer Science Internship

Fall (0-4), Spring (0-4), Summer (0-4)

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Placement in a computer science internship with academic work under faculty direction.

*By permission. Offered as needed.*

### **CS 301 Business Analysis with Excel**

*Fall (4), Spring (4)*

Data analysis and decision making is an integral part of any successful business and the study of large data sets with the help of Microsoft Excel is the main focus of this course. The processes that enable data consolidation to make meaningful business decisions will be studied in depth.

**Prerequisite(s):** ACCT 220 or CS 110.

### **CS 323 Mobile Programming**

*Spring (4)*

Introduction to the development of mobile device applications with an emphasis on programming for the latest Android platform. Topics will include the implementation of multi-touch gestures, sensor and camera events, threads and background tasks, and working with location services. Current development issues are also examined.

**Prerequisite(s):** One of CS 222, CS 223, or CS 240. Offered in alternate years.

### **CS 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(s):** CS 111. Offered as needed.

### **CS 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(s):** CS 111. Offered as needed.

### **CS 340 Programming Languages**

*Fall (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(s):** CS 111.

### **CS 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(s):** One of CS 222, CS 223, or CS 240.

### **CS 450 Computer Science Capstone Project**

*Spring (4)*

This course provides the opportunity for a senior in Computer Science to design, develop, and implement a reasonably-sized software project as a capstone experience. This implementation work integrates the knowledge acquired from earlier computer science courses and the principles of project management and delivery.

**Prerequisite(s):** Senior standing.

## Creative Writing

### **The Faculty**

Greg Bills

Leslie Brody

Patricia Geary

Joy Manesiotis

Alisa Slaughter

### **The Major**



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The Creative Writing Department's focus is on the 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.

**Learning Outcomes:** Learning outcomes for this program may be found at [www.redlands.edu/BA-CRWR/learning-outcomes](http://www.redlands.edu/BA-CRWR/learning-outcomes).

### *Bachelor of Arts in Creative Writing*

#### *Foundation courses (3 courses/12 credits):*

- CRWR 104 Non-Fiction Workshop I (4)
- CRWR 105 Poetry Workshop I (4)
- CRWR 107 Fiction Workshop I (4)

#### *Intermediate courses (3 courses/12 credits):*

- CRWR 204 Non-Fiction Workshop II (4)
- CRWR 205 Poetry Workshop II (4)
- CRWR 207 Fiction Workshop II (4)

#### *Advanced courses (1 course/4 credits)*

- CRWR 304 Nonfiction Workshop III (4)  
-or- CRWR 305 Poetry Workshop III (4)  
-or- CRWR 307 Fiction Workshop III (4)

#### *At least two advanced writing seminars (6-8 credits)*

- CRWR 310 Creative Writing Seminar (3-4)

#### *Senior Portfolio (2 courses/8 credits):*

- CRWR 440 Senior Portfolio: Reading and Drafting (4)
- CRWR 441 Senior Portfolio: Revision and Final Project (4)

*CRWR 440 and 441 may not be taken concurrently.*

### **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 the advisor, plan an appropriate three-year schedule.
- Strongly encouraged: Additional advanced level workshops and seminars in all genres.

### *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 28 credits.

### **Minor requirements:**

- CRWR 104 Non-Fiction Workshop I (4)
- CRWR 105 Poetry Workshop I (4)
- CRWR 107 Fiction Workshop I (4)
- CRWR 204 Non-Fiction Workshop II (4)
- CRWR 205 Poetry Workshop II (4)
- CRWR 207 Fiction Workshop II (4)
- CRWR 310 Creative Writing Seminar (4)

*Advanced level workshops and seminars are recommended.*

### **Departmental Honors**

Every Creative Writing major must enroll in CRWR 440 and CRWR 441, ideally in senior year. The products of those two courses are evaluated for honors. To qualify for consideration, the candidate must have a 4.0 in CRWR 440. It is also necessary to have a minimum GPA of 3.5 in the major and maintain it through graduation.

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### Publications, Awards, and Readings

The department publishes a literary magazine, *Redlands Review*, showcasing student work. Students hold positions on the editorial board and manage the editing and layout.

In conjunction with the Academy of American Poets, the department sponsors the Jean Burden Prize in poetry. The department also sponsors annual fiction and nonfiction contests and an Editor's Prize. Contests are judged by writers of national repute.

The Creative Writing Department sponsors the Visiting Writers Series, which brings nationally known writers to campus to give readings and interact with students.

### Sigma Tau Delta

Majors and minors in English and Creative Writing are eligible for membership in Sigma Tau Delta, an international honor society. Sigma Tau Delta serves as a way to recognize outstanding achievement, foster the love of writing and reading, and give members an opportunity to share those passions with the community around them through service projects of their own design. To be eligible, students must have:

- Completed three semesters of college.
- Achieved a 3.5 GPA in the major/minor
- Ranked in the top third of their class or overall GPA.

Application materials are available in the English Department Office.

### *Creative Writing Course Descriptions*

#### **CRWR 104 Non-Fiction Workshop I**

*Fall (4), Spring (4)*

Introductory literary nonfiction workshop with a primary focus on student writing while stressing process.

#### **CRWR 105 Poetry Workshop I**

*Fall (4), Spring (4)*

Beginning-level poetry writing workshop with a primary focus on student writing while stressing process.

#### **CRWR 107 Fiction Workshop I**

*Fall (4), Spring (4)*

Introductory fiction writing workshop with a primary focus on student writing while stressing process.

#### **CRWR 125 Introduction to Creative Writing**

*Fall (4), Spring (4)*

Introductory creative writing workshop focused on process and technique in poetry, fiction, and creative nonfiction, with emphasis on critical reflection.

#### **CRWR 204 Non-Fiction Workshop II**

*Fall (4), Spring (4)*

Intermediate literary nonfiction writing workshop encourages the revision process and includes peer review.

**Prerequisite(s):** CRWR 104 or by permission.

#### **CRWR 205 Poetry Workshop II**

*Fall (4), Spring (4)*

Intermediate poetry writing workshop with a stress on process. In-depth exploration and refinement of skills.

**Prerequisite(s):** CRWR 105 or by permission.

#### **CRWR 207 Fiction Workshop II**

*Fall (4), Spring (4)*

Intermediate fiction writing workshop with a stress on process. In-depth exploration and refinement of skills.

**Prerequisite(s):** CRWR 107 or by permission.

#### **CRWR 304 Nonfiction Workshop III**

*Fall (4), Spring (4)*

Advanced writing course in writing literary nonfiction. *May be repeated for degree credit for a maximum of 8 credits.*

**Prerequisite(s):** CRWR 204 or by permission.

#### **CRWR 305 Poetry Workshop III**

*Fall (4), Spring (4)*

Advanced writing course in poetry. *May be repeated for degree credit for a maximum of 8 credits.*

**Prerequisite(s):** CRWR 205 or by permission.

#### **CRWR 307 Fiction Workshop III**

*Fall (4), Spring (4)*

Advanced writing course in writing literary fiction. *May be repeated for degree credit for a maximum of 8 credits.*

**Prerequisite(s):** CRWR 207 or by permission.

**CRWR 310 Creative Writing Seminar**

*Fall (4), Spring (4), May Term (3)*

This is an upper-level seminar designed for Creative Writing majors. Topics will rotate, but will provide in-depth study for writers. *May be repeated for degree credit for a maximum of 12 credits.*

**Prerequisite(s):** CRWR 104, CRWR 105, or CRWR 107.

**CRWR 312 Redlands Review**

*Spring (4)*

Theoretical study and practical application of skills and ideas to produce an original literary magazine as a team. Course activities include studying and discussing the history of literary magazines, and soliciting and editing material for our own. Participants will adhere to a budget, set deadlines, and organize publicity and distribution.

**CRWR 313 Publishing/Literary Community**

*Fall or May only, (3-4)*

This course explores literary publishing and other professional options for writers. Participants read widely in all genres, solicit and develop content for campus and CRWR department publications, and take part in public

events and readings. Internships, interdisciplinary collaborations, and individual projects encouraged. *Offered as needed.*

**CRWR 440 Senior Portfolio: Reading and Drafting**

*Fall (4)*

First course in a two-semester capstone for CRWR majors and Johnston students with emphasis in CRWR. Students work individually with a writing faculty mentor to envision a writing project, develop and respond to a focused reading list, read the work of and meet with visiting authors, and generate material.

**Prerequisite(s):** Completion of or concurrent enrollment in at least one CRWR 300-level workshop. Should be taken in sequence with CRWR 441.

**CRWR 441 Senior Portfolio: Revision and Final Project**

*Spring (4)*

Second course in a two-semester capstone project for CRWR majors and Johnston students with emphasis in Creative Writing. Students work individually with a writing faculty committee to revise and polish a creative writing manuscript. Students also read the work of and meet with visiting authors.

**Prerequisite(s):** CRWR 440.

## Economics

**The Faculty**

Nathaniel Cline  
Lorenzo Garbo  
Nicholas Reksten  
Nicholas Shunda  
Samantha Sterba

**The Majors**

The major program in economics offers the following three degrees:

**Bachelor of Arts in Economics:**

A course of study in Economics that emphasizes its interdisciplinary and political economic character, gives students the greatest freedom in choosing Economics electives, and is especially recommended to students interested in careers in a wide range of industries or sectors such as: policy, government, and the non-profit sector. In the capstone project that concludes the major, students are expected to integrate their studies in Economics with at least one course taken in other social sciences or humanities.

**Bachelor of Science in Economics:**

A course of study in Economics that emphasizes its quantitative and political economic aspects (related field: Mathematics), and that is especially recommended to students who might be interested in pursuing graduate studies in Economics or careers in quantitative fields such as: data science, consulting, and market research.

**Bachelor of Science in Financial Economics:**

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A course of study in Economics that emphasizes its financial and applied aspects (related fields: Accounting and Global Business), and that is especially recommended to students who might be interested in careers in the financial sector such as: investment banking, personal financial advising, and the financial operations of corporations.

Learning outcomes for the three degrees may be found at [www.redlands.edu/BA-ECON/learning-outcomes](http://www.redlands.edu/BA-ECON/learning-outcomes).

### Grade Requirements

In order to satisfy prerequisites for any economics course, the specified courses (whether in Economics or in other departments) must be passed with a grade of 2.0 or higher. Additional courses taken toward any one of the three Economics degrees described above or towards the minor in Economics (described below) must be passed with a grade of 1.7 or higher.

### Quantitative Preparation

Calculus is a prerequisite for the ECON 350 Microeconomic Theory (4) course required for all minors in Economics and majors in Economics and Financial Economics. Students satisfy this requirement by completing one of the following four options: MATH 120 Brief Calculus (4) OR MATH 121 Calculus I (4), OR the sequence MATH 118 Integrated Calculus I (4) and MATH 119 Integrated Calculus II (4), OR by being placed in MATH 122 Calculus II (4) or above in the placement test administered by the Mathematics department.

### *Core Economics Requirements for all Economics and Financial Economics Majors:*

All majors in Economics and Financial Economics must complete the following required courses (5 courses/20 credits):

- ECON 101 Principles of Economics (4)
- MATH 111 Elementary Statistics with Applications (4)
  - or- POLI 202 Statistical Analysis and Mapping of Social Science Data (4)
  - or- CDIS 208 Statistical Methods (4).

*Should be taken prior to the junior year and preferably during the sophomore year.*
- ECON 350 Microeconomic Theory (4)
- ECON 351 Macroeconomic Theory (4)
- One 400-level elective selected for the capstone experience (4)

### Capstone Experience

Candidates for the Economics B.A., B.S. and the Financial Economics B.S. are expected to complete a capstone project in a 400-level economics course of their choosing. Students should complete the capstone in a 400-level course that is chosen in consultation with their advisor.

### *Bachelor of Arts in Economics*

In addition to the Core Economics Requirements listed above, candidates for the Bachelor of Arts degree must also complete the following 4 courses:

*Requirements (1 course/4 credits):*

- ECON 352 Qualitative Methods (4)
  - or- ECON 353 Econometrics (4)
  - or- ECON 354 Mathematical Economics (4)

*Electives (3 courses/11–12 credits):*

- At least three elective courses in Economics (11-12 credits). At most two of these may be at the 200-level. At most one elective may be a course offered by another program and cross-listed with Economics. May Term courses (3 credits) in Economics or courses offered by another program and cross-listed with Economics qualify as elective courses.

### *Bachelor of Science in Economics*

In addition to the Core Economics Requirements courses listed above, candidates for the Bachelor of Science degree must also complete the following 7 courses:

*Requirements (2 courses/8 credits):*

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- ECON 353 Introduction to Econometrics (4)
- ECON 401 Mathematical Economics (4)

### *Electives (2 courses/7-8 credits):*

- At least two courses in Economics at the 200-level or higher. At most one of these may be at the 200-level. At most one elective may be a course offered by another program and cross-listed with Economics. May Term courses (3 credits) in Economics or courses offered by another program and cross-listed with Economics qualify as elective courses.

### *Quantitative (3 courses (at least)/11–12 credits):*

- MATH 122 Calculus II (4)

At least two Mathematics or Computer Science courses at the 200 level or higher (7-8)

### *Bachelor of Science in Financial Economics*

In addition to the Core Economics Requirements listed above, candidates for the Bachelor of Science in Economics must also complete the following 6 courses:

#### *Requirements (2 courses/8 credits):*

- ECON 353 Introduction to Econometrics (4)
- ECON 430 Financial Systems (4)

#### *Electives (1 course/3–4 credits)*

- At least one course in Economics at the 200-level or higher. May Term courses (3 credits) in Economics or courses offered by another program and cross-listed with Economics qualify as elective courses.

#### *Accounting/Global Business (3 courses/12 credits):*

- ACCT 210 Principles of Financial Accounting & Reporting (4)
- ACCT 310 Intermediate Financial Reporting for Operations (4)
- GLB 421 Corporate Finance (4)  
-or- GLB 422 Investments (4)

### *Economics Minor*

Students who elect a minor in Economics must complete the following 6 economics courses (22–24 credits):

- ECON 101 Principles of Economics (4)
- MATH 111 Elementary Statistics with Applications (4)  
-or- POLI 202 Statistical Analysis and Mapping of Social Science Data (4)  
-or- CDIS 208 Statistical Methods (4)

*Should be taken prior to the junior year and preferably during the sophomore year.*

- ECON 350 Microeconomic Theory (4)
- ECON 351 Macroeconomic Theory (4)
- Two elective courses in Economics at the 200-level or above. At most one of these may be at the 200-level. (ECON 310 Research Methods in Economics (2) does NOT count toward the minor.) At most one elective may be a course offered by another program and cross-listed with Economics. Either ECON 304 Economic History (4) or ECON 307 History of Economic Thought (4) is strongly recommended. May Term courses (3 credits) in Economics or courses offered by another program and cross-listed with Economics qualify as elective courses.

### **Advanced Placement in Economics**

- Students who take Advanced Placement Macroeconomics with a score of 4 or above will only receive 4 State and Economy Liberal Arts Foundation credits.
- Students who take Advanced Placement Microeconomics with a score of 4 or above will only receive 4 State and Economy Liberal Arts Foundation credits.
- Students with scores of 4 or higher on the Advanced Placement Macroeconomics exam or Microeconomics exam, but not both, will receive 4 State and Economy Liberal Arts Foundation credits or 4 Quantitative Reasoning Embedded/Social Scientific Practice Liberal Arts Inquiry credits.
- Students with scores of 4 or higher on both of the Advanced Placement Macroeconomics and Microeconomics exams will receive 4 credits for ECON 101 Principles of Economics, which fulfills the ECON 101 prerequisite for

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Economics electives and fulfills the ECON 101 requirement for the majors in Economics and Financial Economics and the minor in Economics.

### Departmental Honors

A departmental honors program is available for exceptionally able and well-motivated students. Interested students should inquire about requirements and the application process with their Economics advisor and/or department chair during the Spring semester of their junior year. Admission to the program requires an affirmative vote of all Economics faculty and must be completed within the first month of the senior year.

### Internships

Students are encouraged to pursue internships to complement their academic work at the University. Students may earn 3 to 14 credits for participating in internships that are closely related to their courses of study, but a maximum of 4 credits may count toward fulfilling the requirements of any of the degrees in economics; students must obtain departmental sponsorship before the internship begins.

### *Economics Course Descriptions*

#### **ECON 100 Economics and Society**

*Fall (4), Spring (4)*

The course provides an analytical, non-technical introduction to the study of socioeconomic issues from a variety of political and economic perspectives. It explores the structure of fundamental dynamics of a market economy, interactions between individuals, markets, and government institutions, economic aspects of social issues, and moral dimensions of economic processes.

#### **ECON 101 Principles of Economics**

*Fall (4), Spring (4)*

Introduction to the study of economic systems from a micro and macro perspective. The course includes economic principles underlying the process of consumption, production, and distribution in a market-oriented economy (microeconomics), and the structure, operation, measures, and major theoretical models of the whole economy (macroeconomics).

#### **ECON 202 Game Theory**

*Spring (4)*

Application of the analytical tools of mathematics and probability to the study of behavior in strategic interactions. Topics include simultaneous move games, pure versus mixed strategies, Nash equilibrium, sequential-move games, sub-game perfection, repeated games, and evolutionary games. Applications include pricing, advertising, cooperation, bargaining, and conflict.

**Prerequisite(s):** ECON 100 or ECON 101 or by permission.

*Offered in alternate years.*

#### **ECON 205 Ecological Economics**

*Spring (4)*

The course explores the relationship between the ecological system and economic sub-systems. Topics of the course include the economics of entropy, throughput, alternative notions of environmental sustainability, ecological impacts of technological change, limits to economic growth, and analysis of policies to promote sustainability.

**Prerequisite(s):** ECON 100 or ECON 101 or by permission.  
*Offered in alternate years.*

#### **ECON 206 Political Economy of Sustainability in Europe** *May Term (3)*

Course explores German and European environmental policy, including issues of climate policy, transportation and land use, and energy with a special focus on local context of Freiburg, incorporating guest speakers and site visits to connect theories of political economy, ecological and degrowth economics to concrete applications.

**Prerequisite(s):** ECON 100 or ECON 101. *Not regularly offered.*

#### **ECON 212 Political Economy**

*Fall (4) Spring (4)*

Analysis of the interactions among various dimensions of social formations such as the economy, the state, class structures, and ideology, with a specific emphasis on heterodox economic paradigms which may include feminist, humanistic, institutionalist, Marxist, and post-Keynesian approaches to economic theory and policy.

**Prerequisite(s):** ECON 100 or ECON 101 or by permission.  
*Offered as needed. Numeric and Evaluation grade only.*

#### **ECON 221 Economics of 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(s):** ECON 100 or ECON 101 or by permission.

*Offered in alternate years.*

### **ECON 222 International Political Economy**

Fall (4)

Study of the dialogue between scholarship and practice in economics and political science on the three broad topics: the political economy of international trade, international financial relations, and development. The primary focus is on the reciprocal interactions among markets, social forces, and political objectives that shape the international political economic system.

**Prerequisite(s):** ECON 100 or ECON 101, or by permission.

*Offered in alternate years. Numeric and Evaluation grade only.*

### **ECON 230 Does Money Make the World Go Round? A Look at Money in Capitalism**

Fall (4)

The role of the financial sector in producing strong stable economic activity or as a source of instability is analyzed. Emphasis is on financial structure, institutions, regulation, and the role of monetary policy.

**Prerequisite(s):** ECON 100 or ECON 101 or by permission.

*Offered in alternate years.*

### **ECON 240 Economics of Race, Class, and Gender**

Spring (4)

The economic position of women and minorities in society. Racial and sexual discrimination, women's labor force participation, occupational segregation, domestic work, immigration of workers, and racial marginalization in market economies. Mediating influences such as education, spatial forces, and institutional and public policies.

**Prerequisite(s):** ECON 100 or ECON 101 or by permission.

*Offered in alternate years.*

### **ECON 254 Economics of the Public Sector**

Fall (4), Spring (4)

This course looks at the economics of public expenditure and public revenue. Public expenditure: allocative role of federal, state, and local governments; social choice, provision of public goods and public policy to correct diseconomies such as pollution. Public revenue:

Alternative forms of taxation and their impact on economic efficiency, equity, and growth.

**Prerequisite(s):** ECON 100 or ECON 101 or by permission.

*Offered as needed*

### **ECON 304 Economic History**

Fall (4)

Broad themes in global economic history. Topics include pre-capitalistic economic society, the rise of capitalism, causes and consequences of the industrial revolution, and the divergence in the long-run growth experience of countries.

**Prerequisite(s):** ECON 101 or by permission.

### **ECON 307 History of Economic Thought**

Spring (4)

Economic doctrines throughout the Western evolution of economic ideas. Historiographical discussion of major analytical discoveries, with particular emphasis on the conditions that led to the separation of economics from moral philosophy, and on the contributions by Adam Smith, John Stuart Mill, Karl Marx and Alfred Marshall.

**Prerequisite(s):** ECON 101 or by permission.

### **ECON 310 Research Methods in Economics**

Fall (2), Spring (2)

Fundamentals of the research process in economics, including specification of research questions. Identification and use of sources, statements and claims, and communication of the results of a research project. Introduction and comparison of the range of economic methodologies.

**Prerequisite(s):** ECON 101, MATH 111, or POLI 202, or CDIS 208 and junior standing or by permission. Numeric and Evaluation grade only.

### **ECON 350 Microeconomic Theory**

Fall (4), Spring (4)

Theory of the household, the firm, and the market. The logic of market decision-making, resource allocation, and efficiency questions.

**Prerequisite(s):** ECON 101, POLI 202, MATH 111, or CDIS 208, or by permission.

### **ECON 351 Macroeconomic Theory**

Fall (4), Spring (4)

The use of theoretical tools to explain the level and changes in aggregate income, employment, and price level; application of theory to problems of national economic policy.

**Prerequisite(s):** ECON 101, MATH 111, or POLI 202, or CDIS 208, or by permission.

**ECON 400 Introduction to Econometrics**

Fall (4)

Application of descriptive and inferential statistics to the measurement and testing of various economic models. Diagnosis and correction of various problems with empirical research: specification errors, multicollinearity, heteroskedasticity, serial correlation, and simultaneity. Statistical software used to implement estimation techniques.

**Prerequisite(s):** ECON 350, MATH 111, or POLI 202, or CDIS 208, or by permission.

**ECON 401 Mathematical Economics**

Spring (4)

Introduction to mathematical methods in economics. Topics include matrices, linear algebra, systems of equations; univariate and multivariate differential calculus; comparative statistics, Taylor series approximations, unconstrained and constrained optimization; integral calculus; differential and difference equations.

**Prerequisite(s):** ECON 350 or by permission. Offered in alternate years.

**ECON 404 Health and Capitalism**

Spring (4)

An analysis of the broad relationship between capitalist economic development, health outcomes, and healthcare systems. We will explore the macro-level economic forces that shape the production of social patterns in human health. Topics will include industrial epidemics, the medical industrial complex, and the relationship between economic production and health.

**Prerequisite(s):** ECON 100 or ECON 101. **Recommended:** ECON 204. Offered in alternate years.

**ECON 424 International Economics**

Spring (4)

Theoretical analysis of international trade and finance. Models of comparative advantage and analysis of commercial policy (tariffs, subsidies, quotas, government procurement, and regulation). History and functions of the world financial system. Analysis of exchange rates and exchange rate regimes. Balance of payments analysis, and short-run/long-run macroeconomic models in open economy.

**Prerequisite(s):** ECON 350, and ECON 351, or by permission. Offered as needed. Numeric and Evaluation grade only.

**ECON 430 Financial Systems**

Spring (4)

The creation of money and other financial assets is analyzed in the context of their use and distribution in different periods of capitalism. Emphasis is on the role of the financial sector in producing strong stable economic activity or as a source of instability.

**Prerequisite(s):** ECON 351 or by permission. Offered in alternate years. Numeric and Evaluation grade only.

**ECON 452 Industrial Organization and Public Policy**

Spring (4)

Analysis of the various ways that firms in the imperfectly competitive industries seek to compete or to gain and maintain market power. Topics include theory of the firm, price discrimination, quality discrimination, advertising, product differentiation, entry deterrence, cartelization and the social welfare implications of firm behavior and industrial structure.

**Prerequisite(s):** ECON 350 or by permission. Offered in alternate years.

**ECON 453 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.

**Prerequisite(s):** ECON 350 or by permission.

**Recommended:** ECON 351. Offered as needed.

**ECON 455 Environmental and Resource Economics**

Fall (4)

Overview of the theory and management of natural resource use and environmental policy. Topics include the control of air and water 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.

**Prerequisite(s):** ECON 350 or by permission.

**Recommended:** ECON 351. Offered in alternate years.

**ECON 460 Advanced Topics in Economics**

Fall (4), Spring (4)

Continuation of a specific 300- or 400-level course in economics, allowing students to pursue topics beyond one semester.

**Prerequisite(s):** by permission only. Offered in alternate years. Numeric and Evaluation grade only.

**ECON 465 Senior Seminar in Economics**

Spring (4)

Independent student research on one or more economic problems. Discussion, debate, and critical analysis of a



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variety of topics in a seminar setting. *Open to majors only.*

**Prerequisite(s):** six courses in economics, including ECON 350 and ECON 351 or by permission.

## Education

### **The Faculty**

Janee Both Gragg  
Mikela Bjork  
Ann Blankenship-Knox  
Brian Charest  
Rod Goodyear  
Nicol Howard  
Jose L alas  
Phil Mirci  
Ross Mitchell  
Ronald Morgan  
Pauline Reynolds  
Adriana Ruiz-Alvarado  
Gary Scott  
Alayne Sullivan  
Tamara Tribitt  
James Valadez

### *Preliminary Teacher Credential Program*

#### **Single and Multiple-Subject Teacher Credentials**

An educational foundation course is followed by four methods-related courses and a foundations of literacy course. When candidates demonstrate the required program competencies, including all prerequisites, content and pedagogy coursework with a 3.0 or higher cumulative grade point average, they may begin their student teaching placements and the culminating seminar course. Throughout this portion of the program's sequence, CalTPA Cycle 1 and 2 are completed and evaluated.

The use of educational technology is incorporated in all courses, field experiences and CalTPA cycles, as are the theory and skills needed to effectively teach English Learners and diverse student populations.

#### **Enrollment**

Students from the College of Arts and Sciences interested in earning a teaching credential must apply to the School of Education. Undergraduate students can enroll in Child Development (EDUG 331) and Foundations of Learning (EDUG 401) before the School of Education admission process. Students need to contact the enrollment counselor to discuss the best credential program pathway.

#### **Advising**

Students interested in becoming teachers are encouraged to complete prerequisite courses for admission to the Teacher Credential Program during their undergraduate program. The coursework and non-coursework requirements for admission to the Teacher Credential Program are described in the School of Education section of this Catalog.

The integration of teacher credential classes with undergraduate coursework is facilitated by collaborative advising between the College of Arts and Sciences and the School of Education. Students interested in cross-enrollment should discuss their plans with their faculty advisor, followed by consultation with the teacher education advisor in the School of Education.

### **Cross-registration with Arts and 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. Arts and Sciences add requests 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.

### *Program Application and Admission Requirements for the Preliminary Teacher Credential*

#### **Application Requirements**

- Completed application to the School of Education
- Evidence of a 2.75 cumulative undergraduate GPA or approved petition
- Completion of an approved child development course or Child Development (EDUG 331)

#### **Admission Requirements**

- Verification of meeting the California Basic Skills Requirement
- Experience working with children in a public school setting or equivalent is recommended, but not required.
- Proof of Certificate of Clearance
- Registration for one sub test of the California Subject Examinations for Teachers (CSET)
- Evidence of negative tuberculosis test results within last two years
- Two letters of recommendation from professionals

#### **Program Requirement**

To be eligible to be recommended for the Preliminary Teaching Credential or the Preliminary Education Specialist Credential, candidates must meet the U.S. Constitution requirement. For details on meeting this requirement, contact the School of Education. Introduction to American Politics (POLI 111) or American History to 1877 (HIST 121) or their equivalents satisfy the requirement.

#### **Subject Matter Competency**

All teacher credential candidates must demonstrate competency in their specific subject matter area. In the state of California, this requirement can be met by successful completion of one of the alternatives described below.

Multiple Subject (teaching in elementary schools) must either

1. pass the Multiple Subject CSET (subtest I, II, and III);  
-or-
2. complete a state-approved, multiple subject waiver program. Speak to an advisor for equivalency.

Single Subject (teaching single-content areas in middle or high schools) candidates must either

- 1) Pass state-approved examinations (CSET) in their specific subject matter area;  
-or-
- 2) Complete a state-approved, single-subject waiver program. Speak to an advisor for equivalency.

Before teacher credential candidates are allowed to student teach, competency in related subject matter content areas must be evidenced either by passing the CSET or by having completed at least four-fifths of an approved subject matter competency program. A student who successfully completes a waiver program does not need to pass the state-approved subject competency examinations.

#### **Student-Teaching Requirements**

Prior to the student teaching seminar (EDUG 455) students must complete the following:

- Multiple Subject- CSET subject subtests
- Single Subject- CSET single subject subtests

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Prior to completion of the credential program, students must complete the following:

- Multiple Subject- CPR requirement, Individualized Development Plan (IDP) and CalTPA Cycle 1 and 2 passed
- Single Subject- CPR requirement, Individualized Development Plan (IDP) and CalTPA Cycle 1 and 2 passed

**Learning Outcomes:** Learning outcomes for the Preliminary Teacher Credential programs are found at:

Multiple Subject— [www.redlands.edu/CTC-PMS/learning-outcomes](http://www.redlands.edu/CTC-PMS/learning-outcomes) and

Single Subject— [www.redlands.edu/CTC-PSS/learning-outcomes](http://www.redlands.edu/CTC-PSS/learning-outcomes).

### *Multiple Subject Teacher Credential*

*Required Courses (10 courses/30 credits):*

- EDUG 401 Foundations of Learning (3)
- EDUG 403 Multiple Subject Methods I: STEM Methods (3)
- EDUG 405 Multiple Subject Methods II: English Language Arts (3)
- EDUG 407 Multiple Subject Methods III: Multicultural Social Studies (3)
- EDUG 409 Multiple Subject Methods IV: Literacies and Assessment (3)
- EDUG 411 Foundations of Literacies (3)
- EDUG 455 Foundations of Teaching: Student-Teaching Seminar (2)
- EDUG 453A Student Teaching I (5)
- EDUG 453B Student Teaching II (5)

### *Single Subject Teacher Credential*

*Required Courses (10 courses/30 credits):*

- EDUG 401 Foundations of Learning (3)
- EDUG 402 Single Subject Methods I: Critical Pedagogy and Instructional Design (3)
- EDUG 404 Single Subject Methods II: Literacies for Diverse Learners (3)
- EDUG 406 Single Subject Methods III: Content Area Teaching (3)
- EDUG 408 Single Subject Methods IV: Content Area Literacy and Assessment (3)
- EDUG 411 Foundations of Literacies (3)
- EDUG 455 Foundations of Teaching: Student-Teaching Seminar (2)
- EDUG 453A Student Teaching I (5)
- EDUG 453B Student Teaching II (5)

### **Master of Arts in Learning and Teaching (MALT)**

Undergraduates who take credential EDUG courses will be able to, after graduating, transfer up to a maximum of 18 credits into the Master of Arts in Learning and Teaching (MALT) Program in the School of Education. Any EDUG fieldwork courses will not be accepted for transfer credit for MALT as there are different graduate level expectations. Consult with the School of Education for more information.

The following model is for multiple and single subject candidates:

Multiple Subject Undergraduate course transfers:

- EDUG 401 (3) transfers to MALT 601
- EDUG 403 (3) transfers to MALT 603
- EDUG 405 (3) transfers to MALT 605
- EDUG 407 (3) transfers to MALT 607
- EDUG 409 (3) transfers to MALT 609
- EDUG 411 (3) transfers to MALT 611

Single Subject Undergraduate course transfers:

- EDUG 401 (3) transfers to MALT 601
- EDUG 402 (3) transfers to MALT 602
- EDUG 404 (3) transfers to MALT 604

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- EDUG 406 (3) transfers to MALT 606
- EDUG 408 (3) transfers to MALT 608
- EDUG 411 (3) transfers to MALT 611

### Education Course Descriptions

#### **EDUG 310 Introduction to Second Language Acquisition** *May Term (3)*

For teachers and prospective teachers seeking a teaching credential. 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 teaching strategies that empower teachers while teaching second language learners.

#### **EDUG 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; and developmental implications for teaching the whole child.

#### **EDUG 401 Foundations of Learning**

*Fall (3), Spring (3), May Term (3)*

Introduction to the field of education—its history, philosophy, sociocultural context, diversity, pedagogy, educational psychology, legal issues, and educational reform. Integrates traditional educational thinking with culturally relevant perspectives and current research practices. Field experiences required with observations and reflections. *Not open to students who have received credit for EDUC 501.*

**Prerequisite(s):** permission to enroll in Teacher Credential courses from the School of Education.

#### **EDUG 402 Single Subject Methods I: Critical Pedagogy and Instructional Design**

*Fall (3)*

Engages candidates in the creation of culturally responsive curricula with an understanding that diversity differences affect learning. Teacher candidates investigate effective and meaningful instruction and assessments based on subject matter knowledge, content standards, and use of technology through the theoretical lens of social justice and critical theory.

**Prerequisite(s):** EDUG 401 and permission from the School of Education.

#### **EDUG 403 Multiple Subject Methods I: STEM Methods**

*Fall (3)*

Focuses on pedagogical content knowledge and instructional methods in Science, Technology, Engineering, and Mathematics (STEM), and related content. Models project and problem-based learning incorporating digital resources with an emphasis on promoting research-based strategies.

**Prerequisite(s):** EDUG 401.

#### **EDUG 404 Single Subject Methods II: Literacies for Diverse Learners**

*Fall (3), Spring (3)*

This course examines factors related to classroom-based work with at-risk learners, including ELL's, special needs students and others whose profiles require care. Topics include language development, assessment, curriculum development, leadership, and research based on the needs of such learners. A critical theory lens is adopted in viewing relevant critical issues.

**Prerequisite(s):** EDUG 401.

#### **EDUG 405 Multiple Subject Methods II: English Language Arts**

**Spring (3)**

Examines the relationship between language, power, and signifying practices from the perspective that literacies are multiple, distinctive, situated social practices. Considers the role of oral language, critical literacy, and situated literacy in a linguistically and culturally diverse society.

**Prerequisite(s):** EDUG 401.

#### **EDUG 406 Single Subject Methods III: Content Area Teaching**

*Fall (3)*

Development of methodology and strategies related to advanced curriculum and instructional methods, assessment and diagnostic strategies pertaining to the content areas in secondary schools. Focus includes inclusive teaching, content area literacy and assessment methodology through the theoretical orientation of critical theory. Field experience required.

**Prerequisite(s):** EDUG 401.

#### **EDUG 407 Multiple Subject Methods III: Multicultural Social Studies**

*Fall (3)*

Evidence-based strategies for planning, implementing, and assessing K-8 history-social science curriculum. Emphasis on developing analytic thinking skills while providing insights into historical periods and cultures. Focuses on critical educational perspectives, comprehension, and creation of complex relevant texts, and integration of diverse media and technology in classrooms.

**Prerequisite(s):** EDUG 401.

**EDUG 408 Single-Subject Content Area Literacy**

*Spring (3)*

Explores principles, and practices related to curriculum design, assessment and methods applicable to candidates' content areas. Candidates apply curricular and assessment design principles, investigate specific content-area literacy strategies, and apply micro-teaching approaches. Formative and summative assessments explored relative to subject area. A critical theory lens embraces course content.

**Prerequisite(s):** EDUG 401.

**EDUG 409 Multiple-Subject Literacy and Language II**

*Spring (3)*

Enhances understanding of the theoretical frameworks and processes involved in elementary literacy instruction. Focuses on effective practices to promote literacy.

**Prerequisite(s):** EDUG 401.

**EDUG 411 Foundations of Literacies**

*Fall (3), Spring (3), May (3)*

Examines the relationship between language, power, and signifying practice from the perspective that literacies are multiple, distinctive, situated social practices. Considers the role of oral language, critical literacy, and situated literacy in a linguistically and culturally diverse society.

**Prerequisite(s):** EDUG 401. *Cross-listed with EDUC 820 and EDUC 821*

**EDUG 420 Culture and Globalization on Contemporary Educational Issues**

*Fall (2), Spring (2)*

Explore, examine, and understand current issues related to culture and globalization utilizing socially situated theoretical perspectives in framing approaches to curriculum, instruction, and assessment. Study major developments and implications associated with internationalization and culture that are shaping education.

**Prerequisite(s):** *instructor approval. Not regularly offered.*

**EDUG 421 Culture and Globalization on Contemporary Educational Issues**

*Fall (1), Spring (1)*

Exposure to international themes in the study of culture, globalization, and education. The course will culminate in a reflective, personal, journal-type conceptual paper or in a comprehensive research paper that covers international themes related to culture, globalization, and educational justice.

**Prerequisite(s):** *instructor approval. Not regularly offered.*

**EDUG 453A Student Teaching I**

*Fall (5), Spring (5)*

Supervised classroom experiences in Pre-K through grade 12. Full-day student teaching required for one semester, constituting a fulltime job. Student teaching placements are arranged prior to student teaching by The Office of Student Success. EDUG 453A must be scheduled concurrently with EDUG 452 Teaching Seminar. *Not open to students who have received credit for EDUC 553A.*

**Prerequisite(s):** *permission from the School of Education.*

**EDUG 453B Student Teaching II**

*Fall (5), Spring (5)*

Supervised classroom experiences in Pre-K through grade 12. Full-day student teaching required for one semester, constituting a full-time job. Credit for both 453A and 453B precedes recommendation for a multiple or single subject credential. Student teaching placements are arranged prior to student teaching by The Office of Student Success. *Not open to students who have received credit for EDUC 553B.*

**Prerequisite(s):** *permission from the School of Education.*

**Corequisite:** Must be taken concurrently with EDUG 452.

**EDUG 455 Foundations of Teaching: Student-Teaching Seminar**

*Fall (2), Spring (2)*

Culmination of the Teacher Credential Program for Student-Teachers. Consists of a series of topics designed to further develop candidates' professional preparation. Provides time for candidates to link theory to daily practice and prepares them for seeking a position in a school district.

**Prerequisite(s):** *All CSET Tests must be passed by the stated deadline, EDUG 401, EDUG 402 or EDUG 403, EDUG 404 or EDUG 405, EDUG 406 or EDUG 407, EDUG 408 or EDUG 409, TPA I and TPA II must be passed.*

**Corequisites:** EDUG 453A and EDUG 453B.

## English

### **The Faculty**

Nancy Carrick  
Anne Cavender  
Priya Jha  
Heather King  
Sharon Oster  
Scott Stevens

The English major and minor center on the rigorous study of literature and writing from a variety of national traditions, global perspectives, genres, and time periods. Core courses hone skills in critical reading, interpretation, research, and academic writing. Lower-division courses provide opportunities to practice interpretive strategies; upper-division coursework deepens students' engagement with contexts, research, and critical practice. At all levels, students develop their abilities as writers. Students will engage with literary study as a strongly interdisciplinary practice, including in courses cross-listed with other departments or offered through the Johnston Center.

Outside of the classroom, English majors can study abroad, take advantage of a growing number of internships, work as tutors in the campus Writing Center, and participate in Sigma Tau Delta, an international honors society. For more information on these opportunities, see the "so you want to . . ." pathways on the department's career bulletin board.

To learn more about department faculty and program learning outcomes, please see the departmental web page: <https://www.redlands.edu/study/schools-and-centers/college-of-arts-and-sciences/undergraduate-studies/english-literature-and-writing/>

### **The Major**

In addition to the elective courses outlined below, students can pursue relevant courses in other departments and programs, such as Media and Visual Culture, the Johnston Center, and others. Consult with your advisor about these options.

#### *Bachelor of Arts in English*

*Requirements: Minimum of 11 courses*

There are four core courses required for the English major; two taken at the sophomore level and one each in the Fall of junior and senior years:

*Core Requirements (4 courses/16 credits)*

Methods of Literary Study

- ENGL 201 Textual Study: Reading and Interpretation (4)
- ENGL 202 Textual Study: Research (4)
- ENGL 303 Literary Criticism and Theory (4)
- ENGL 420 Senior Seminar in Literature (4)

*Electives (7 courses/26-28 credits):*

- In addition to the four core courses, majors will complete up to three lower-division literature courses (100-200 level) and a minimum of four upper-division literature courses (300-400 level). Four of these electives must be at the 300-level or above, and four of them must be taken in the English department; with advisor approval, courses from other departments can be counted toward the remaining three electives.

### **Recommendations**

- Students are expected to actively pursue breadth of study, choosing courses from diverse literary traditions and global perspectives.
- Subject to departmental approval, upper division literature classes in a foreign language may be counted toward the major.
- Subject to departmental approval, Johnston seminars may be counted toward the major..

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- Students are encouraged to study abroad during their junior Spring in order to immerse themselves in another culture and to expand their breadth of knowledge of other literary and interpretive practices.

*Your advisor is your best resource to guide you in meeting these expectations.*

### *English Minor*

This minor is designed for the student who wishes to read; discuss; interpret; and enjoy novels, plays, stories, poetry, and literary theory as part of a broad liberal education. The minor in English Literature consists of a minimum of six courses (22-24 credits):

- ENGL 201 Textual Studies: Reading
- One additional 200-level course (ENGL 202 Textual Studies: Research and Writing or other)
- Four courses in literature numbered 300 or above. Please consult with a departmental advisor or the department chair in choosing these classes.

### **Departmental Honors**

Exceptionally able and motivated students with a GPA of 3.5 or higher in the major are eligible to apply for consideration to pursue an honors project. Interested students should consult their advisors for information about application procedures and requirements no later than the second semester of their junior year.

### **Advanced Placement in English**

Students who score four or five on the test for Advanced Placement in English Language and Composition will receive 4 credits for ENGL 100.

Students who score four or five on the test for Advanced Placement in English Literature and Composition will receive 4 credits for ENGL 112.

### **Sigma Tau Delta**

Majors and minors in English are eligible for membership in Sigma Tau Delta, an international honor society. Sigma Tau Delta recognizes outstanding achievement, fosters the love of writing and reading, and gives members an opportunity to share those passions with the community around them through social activities and service projects of their own design.

Application materials are available in the English Department Office. Sigma Tau Delta welcomes English and Creative Writing majors and minors, and Johnston students with literature and writing emphases.

### **Awards**

Each spring, the department awards the Eugene Kanjo Prize for Excellence in Literary Studies to a graduating senior for outstanding work in literary criticism. Students are invited by the faculty to apply for consideration.

### *English Course Descriptions*

*Note: All English classes are offered for Numeric grade or Evaluation except for ENGL X04 and ENGL 498, which are offered for Credit/no credit only.*

#### **ENGL X04 Writing Studio**

*Fall (1), Spring (1)*

Weekly, one-hour (1-credit) facilitated group workshop to analyze and discuss papers in development for other university courses (such as LAI writing or capstone courses) or extracurricular writing, including application essays. Study of student and professional texts to understand how rhetorical moves in writing vary by situation and genre.

*May be repeated for a maximum of four credits. Credit/no credit only.*

#### **ENGL 100 Analytical Reading and Writing**

*Fall (4), Spring (4)*

Learn to read like a scholar and to use time and writing to develop ideas. Practice “having something to say” in response to texts, especially dense academic writing. Analyze how experienced writers make choices and make your own choices as a writer, give and receive feedback, and develop meaningful drafts.

#### **ENGL 102 Academic Writing Seminar**

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*Fall (4), Spring (4)*

Practice analyzing reader expectations and revise writing to communicate effectively with distinct audiences. Learn generalizable and transferable processes to analyze writing situations, develop drafts, and revise with feedback to shape significant writing projects for specific purposes.

*Restricted grading option—students must earn a grade of 2.0 to receive credit.*

### Lower Division Literature Courses

#### **ENGL 110 Poetry**

*Fall (4), 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.

#### **ENGL 112 Fiction**

*Fall (4), Spring (4)*

Introductory 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.

#### **ENGL 114 War in Literature and Film**

*Fall (4), Spring (4)*

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.

#### **ENGL 119 World Literature**

*Fall (4), Spring (4)*

Examines texts written in English and/or translation from a variety of national traditions within a global context. Focus will vary with instructor, but may include novels (*Beowulf*, *Things Fall Apart*), films (*Rashomon*, *Persepolis*), poetry, and drama (*The Peony Pavilion*, *The Swamp-Dwellers*).

#### **ENGL 120 Contemporary Literature**

*Fall (4), Spring (4)*

Cultures are continually reinvented by the people who live them, and literary culture is no different. This course focuses on the study of literature written by contemporary authors and will consider the question of why reading writing matters. Special attention to developing critical and analytical skills.

#### **ENGL 126 British Literatures**

*Fall (4), Spring (4)*

Explores different kinds of literature—stories, poems, and plays—studying idiom and culture. In discussion, students discover new ways to interpret literature. In their critical writing, they investigate and employ the power of language. They acquire a grounding in analytic practice for the serious study of literature.

#### **ENGL 130 Literature of the Americas**

*Fall (4), Spring (4)*

This course explores American literature broadly, whether defined by regional boundaries, such as nation or hemisphere, or cultural ones, such as identity, language, custom, or shared history. Covers multiple genres and periods. Special attention to developing skills in critical reading, literary analysis, and argumentative writing.

#### **ENGL 161 Studies in Literature**

*Fall (1-4), Spring (1-4), May Term (1-3)*

Selected topics, themes, or authors in literary fields. *May be repeated for degree credit, given different topics, for a maximum of 8 credits. Offered as needed.*

#### **ENGL 201 Textual Study: Reading and Interpretation**

*Fall (4), Spring (4)*

An introduction to close critical reading of texts in several genres and to argument about literary texts. Students will attend to the characteristics and effects of literary language and will explore varieties of form, structure, style, and genre. They will also be introduced to a basic vocabulary of literary critical terms.

**Recommended:** *one 100-level literature course or comparable first-year seminar or by permission.*

#### **ENGL 202 Textual Study: Research and Writing**

*Fall (4), Spring (4)*

This course builds on the interpretive strategies acquired in English 201. Students will develop the ability to place their own interpretations in conversation with those of other critics. They will be introduced to literary theory and its application to texts, as well as disciplinary research methods.

**Required or Permission:** *ENGL 201.*

#### **ENGL 203 Intermediate Composition**

*Fall (4), Spring (4)*

Practice in expository prose with emphasis on explanation, interpretation, and argument. Students write essays of varied length, complexity, and mode. Emphasis on understanding the writing process through drafting and revision. *May be repeated for degree credit for a maximum of 8 credits.*



**ENGL 206 Composing in New Media**

*Fall (4), Spring (4)*

Practice in modes of literacies enabled by new media. Introduction to a range of issues, theories, and practices relevant to working in new media environments. May include writing in digital environments, digital video, weblogs, document, and web design.

**ENGL 207 Children's Literature**

*Spring (4)*

Focus on middle grade fiction (4th-8th grade) with attention to questions of representation and inclusivity. Students will develop strategies for interpretation, especially focused on character and narrative structure, and questions of the self in society.

*Offered in alternate years.*

**ENGL 208 Young Adult Fiction**

*Spring (4)*

"YA" is a familiar, yet nebulous category of literature. This class will examine the rise and development of this genre, with attention to questions of representation and inclusivity. Students will develop strategies for interpretation, especially focused on thematic and symbolic readings, and analyzing varying perspectives and world views.

*Offered in alternate years.*

**ENGL 209 Fairy Tale Traditions and Innovations**

*May (3)*

Fairy Tales have long pasts, and equally long shadows of influence. This class will introduce students to the origins of fairy and folk tales, and explore modern adaptations of iconic tales, with particular attention to questions of representation and inclusivity, and how folk and fairy tales critique power and inequality.

**ENGL 210 Poetry**

*Fall (4), 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.

**ENGL 212 Fiction**

*Fall (4), 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.

**ENGL 213 Drama**

*Fall (4), Spring (4)*

Study of dramatic forms in various cultures and periods. *May be repeated for degree credit given a different topic.*

**ENGL 216 Poetry East-West**

*Fall (4), Spring (4)*

Comparative study of poetry from the Chinese, European, and American traditions. Attentive reading of poems from all periods with the aim of exploring similarities and differences between these two traditions. Introduction to theoretical disputes about what poetry is or does in both traditions and to issues in translation.

**ENGL 217 Images of Women and Gender**

*Fall (4), Spring (4), May Term (3)*

Focuses on the representation and construction of gender in a variety of texts and explores the critical significance of those representations. Primary texts (literature, film, and/or popular culture), historical periods, and critical approaches, will vary depending on instructor.

**ENGL 218 Graphic Novels and Comics**

*Fall (4), Spring (4), May (3)*

Sequential narrative art, graphic novels, and comics provide increasingly important for telling stories about world views and power. Content of this course varies by instructor, ranging from graphic adaptation to graphic memoir to superhero comics.

**ENGL 221 Shakespeare to 1600**

*Fall (4)*

The first semester, Shakespeare to 1600, covers early plays and the sonnets, the literary traditions and backgrounds of the plays, Shakespeare's language and theater.

**ENGL 222 Shakespeare after 1600**

*Fall (4), Spring (4)*

The second semester covers plays written after 1600 with emphasis on interpreting irony and tragedy through dramatic structure and imagery.

**ENGL 230 American Jewish Literature**

*Fall (4), Spring (4)*

Introduction to American Jewish literature from the 19th century forward. Covers genres including poetry, fiction, graphic narrative, film/TV, and drama. Explores Jewish writing in the U.S. within historical contexts of immigration; Judaism; Protestant-American culture; antisemitism and white supremacist racism; the labor movement; the Holocaust; the Civil Rights Movement;

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and Israeli-Palestinian conflict; through theories of race, gender, sexuality, and other intersectional formations.  
*Offered every other year.*

### **ENGL 233 African-American Literature**

*Fall (4), Spring (4)*

Literatures by Black authors covering multiple genres such as fiction, poetry, drama, visual representation, and autobiography and their interconnections with other cultural forms, including music and visual arts. Examines how authors work and rework certain styles, techniques, genres, and structures. Themes include identity, freedom, sexuality, mobility, and security.

### **ENGL 236 Science, Colonialism, Postcolonialism**

*Fall (4), Spring (4)*

Class examines intersections of science, imperialism, and post-colonialism. It explores images of disease and hygiene in various forms of medical, bio-political, literary, and popular cultures. Areas of study may include literature, film, social medicine history, medical policy, history, and material cultures. Topics may include: HIV/AIDS, malaria, public health, and blood.

**Prerequisite(s):** *one prior literature class, or by permission.*

### **ENGL 237 Immigrant Literature**

*Fall (4), Spring (4)*

Introduction to literature of U.S. immigration from the 19th century to the present. We will explore immigrant experience in terms of race, ethnicity, and national identity; cultural, religious, gender, and generational tensions; and assimilation in theory and practice, from the perspectives of those in the process of becoming Americans.

*Offered every other year.*

### **ENGL 238 Literature by Women of Color**

*Fall (4), Spring (4)*

The course analyzes the political roles of women of color in national and international contexts as reflected in their writing. It examines the diverse ways that gender resistance take shape in different social, economic, cultural, and political contexts. Themes include neocolonialism and neoliberalism, globalization, and sexual differences.

*Offered as needed.*

### **ENGL 239 Chicana/o Literature**

*Fall (4), Spring (4)*

Serves as an introduction to contemporary Chicana/o literature, emphasizing historical and cultural contexts. This class will focus on a body of work that emerges from

the Chicana/o movement in the 1960s and continues to evolve as an expression of artistic and sociopolitical self-determination.

*Offered as needed.*

### **ENGL 242 Studies in Language**

*Fall (4), Spring (4)*

Topics vary and include introduction to linguistics; history of English; linguistic approaches to literary criticism; bilingualism and issues in sociolinguistics; innate concepts, hard-wired grammar, language, and the brain; metaphoric and literal language; and history of approaches (e.g., Plato, Augustine, Condillac, Saussure, Chomsky, Kristeva). *May be repeated for credit given different topics for a maximum of 8 credits.*

*Offered as needed.*

### **ENGL 250 Theories of Popular Culture**

*Fall (4), Spring (4)*

Why should we take popular culture seriously, and how do we read it critically? An introduction to the methods, issues, and theories developed and applied within the interdisciplinary field of Cultural Studies, including semiotics, structuralist and post-structuralist approaches, ideological analyses, as well as feminist and ethnic studies-based methods.

*Offered as needed.*

### **ENGL 251 South Asian Literary Cultures**

*Fall (4), Spring (4)*

Exploration of South Asian literature, with a focus on the contemporary. Covers the cultural, historical, and political contexts of British colonialism and its effects on literary cultures of India, Pakistan, Nepal, Bangladesh, and Sri Lanka. Topics may include caste, gender, globalization, sexualities, and film cultures in South Asia and its diasporas.

### **ENGL 256 Native American Literature**

*Fall (4), Spring (4)*

Introduction to contemporary Native American literature. Covers a breadth of genres: essays, poetry, short fiction, and film. Historical, cultural, and political approaches will shape class discussions, and students will engage in extensive textual analysis. We will consider carefully the role of American Indian women writers in this evolving tradition.

*Offered as needed.*

### **ENGL 261 Studies in Literature**

*Fall (1-4), Spring (1-4), May Term (1-3)*

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Selected topics, themes, or authors in literary fields. *May be repeated for degree credit for a maximum of 8 credits given different topics.*

*Offered as needed.*

### **ENGL 262 Literature Travel Course**

*May Term (3)*

Travel seminar featuring the reading of selected texts from various places and times. Visits to literary sites, theatre performances, museum or archival work, and other immersion experiences are followed by discussions and other relevant assignments.

### **Upper Division Courses (English 201 and/or 202 recommended prior to all)**

### **ENGL 303 Literary Criticism and Theory**

*Fall (4)*

Exploration of literary criticism from ancient times to the present. Topics may vary, but the course combines theory with readings in literary and cultural studies. *Can be repeated for credit with different instructor.*

**Prerequisite(s):** *Junior standing or by permission*

### **ENGL 308 Mentoring College Writers**

*Fall (4)*

Introduction to Writing Studies and both the theory and practice of mentoring college writers, including observations of experienced writing mentors. Study and research approaches to and issues in mentoring college writers.

**Prerequisite(s):** *completion of the WA/WF requirement*

### **ENGL 309 Writing in the Public Sphere**

*Fall (4), Spring (4)*

An advanced topics course in writing and rhetoric examining genre boundaries and variations in written discourse primarily outside the academy. Topics might include public advocacy, alternative rhetorics, the ethics of representation, and non-canonical argument paradigms (feminist, moral, post-modern, etc.). Because this is a writing course, study and practice of writing genres appropriate to the topic will be central to the course.

**Prerequisite(s):** *Completion of the WA/WF requirement, junior or senior standing, or by permission.*

### **ENGL 311 Film and Literature**

*Fall (4), Spring (4)*

Study of the practice and theory of adapting film from literature, demonstrated in select literary works made into feature films.

**Recommended:** *MVC 111 or by permission.*

### **ENGL 317 Women's Literature**

*Fall (4), Spring (4) May Term (3)*

Focuses on literature written by women and why that particular focus matters to us as readers and critics. Students will engage in extensive textual analysis of both creative and critical texts. Historical periods, critical approaches, and national traditions will vary, depending on the instructor.

**Recommended:** *ENGL 201 or ENGL 202.*

### **ENGL 320 Medieval Literature**

*Fall (4), Spring (4)*

Course focuses on literary works from the Old and Middle English periods, but includes works written on the Continent and is interdisciplinary in approach, incorporating linguistics, manuscript studies, discussion of oral versus written culture, Gregorian chant, the Bayeux Tapestry, an archaeological dig, and court documents in our literary study. Primary sources from literature, philosophy, and art.

**Recommended:** *ENGL 201 or ENGL 202.*

### **ENGL 321 Renaissance Literature**

*Fall (4), Spring (4)*

Study of an exuberant period, characterized by zeal for new learning, for mastering the demands of the physical world, and for scholarship, art, and ethics. Course readings provide different perspectives of the Renaissance as you witness characters and actions and study them within their historical context.

**Recommended:** *ENGL 201 or ENGL 202.*

### **ENGL 322 The Eighteenth Century: Colonialism and Consequences**

*Fall (4), Spring (4)*

From 1660–1820, British culture was characterized by colonial expansion, fear of invasion, scientific experiment, consumerism, and anxieties about how to control all of this novelty. Selected texts will include poetry, plays, essays, and the century's signature genre, the novel.

**Recommended:** *ENGL 201 or ENGL 202. Offered every other Fall*

### **ENGL 323 The Romantics**

*Fall (4), Spring (4)*

We will explore different kinds of Romantic imagination through topics such as the intertextuality of William Wordsworth, Dorothy Wordsworth; Coleridge, Blake, and Byron's eccentric long poems; and the ways in which Jane Austen and Mary Wollstonecraft responded to the "woman question."

**Recommended:** ENGL 201 or ENGL 202. Offered as needed.

**ENGL 324 Victorian Literature**

*Fall (4), Spring (4)*

Study of a complex age of expansion and power and of the growth of the novel, as well as experimentation in poetic forms. Topic and texts vary.

**Recommended:** ENGL 201 or ENGL 202. Offered as needed.

**ENGL 325 Modernism**

*Fall (4), Spring (4)*

Study of modernist writers from both sides of the Atlantic through topics such as the role of the “little magazine” and the visual arts, gender, the materiality of language, and more. Representative writers include Djuan Barnes, T.S. Eliot, D.H. Lawrence, James Joyce, Gertrude Stein, W. C. Williams, and Virginia Woolf.

**Recommended:** ENGL 201 or ENGL 202. Offered as needed.

**ENGL 330 American Literature 1620–1860: Republicans and Revolutionaries**

*Fall (4), Spring (4)*

Exploration of major movements and themes from America’s beginnings to the Civil War. Includes Puritanism, Transcendentalism, Romanticism, the radical creation of the republic, and the search for an American identity, as well as careful study of some of the best American writing through the first half of the 19th century.

**Recommended:** ENGL 201 or ENGL 202. Offered every other year.

**ENGL 331 American Literature: Industry and Enterprise**

*Fall (4), Spring (4)*

Between the Civil War and World War I, America experiences a “golden age,” a “gilded age,” and an “age of industry.” In what manner, and on whose terms, does America come to recognize itself and its experience? May include works by Whitman, Dickinson, Chestnut, Twain, James, Wharton, Crane, and Dreiser.

**Recommended:** ENGL 201 or ENGL 202. Offered every other year.

**ENGL 332 American Literature: Making It New**

*Fall (4), Spring (4)*

Examination of American literature from World War I and the beginnings of modernism through post-modern and contemporary poetry and prose. This course will explore the American identities articulated—and subverted—in

20th-century literature and will examine stylistic innovation in writers from T.S. Eliot and Jean Toomer to Toni Morrison and John Ashbury.

**Recommended:** ENGL 201 or ENGL 202.

**ENGL 333 Diasporic Literature**

*Fall (4), Spring (4), May Term (3)*

This course explores how literatures in English is shaped as much by the flows of people and transnational routes as nations and borders. From the cultures of the Black Atlantic to contemporary transnational and multicultural fiction, it highlights key debates within literary/cultural studies about migration, diasporic flows, displacements, and statelessness.

**Recommended:** ENGL 201 or ENGL 202. Offered as needed.

**ENGL 334 Representing the Holocaust**

*Fall (4), Spring (4)*

This course examines a range of Holocaust representations in memoirs, diaries, fiction, poetry, film, and historiography. Explores themes of bearing witness, trauma and the work of memory, fiction and history, and the contradictions between ethics and aesthetics.

**Recommended:** ENGL 201 or ENGL 202. Offered every other year.

**ENGL 351 Postcolonial, Global, & Transnational Literatures**

*Fall (4), Spring (4)*

Survey of critical and creative texts from nations that have experienced colonization by European empires, particularly Britain. Studies how national, cultural, and individual identities have been radically altered by this experience. Themes include identity, power, migration, race, gender, representation, and resistance. Pays close attention to social, cultural, and historical contexts.

**Recommended:** ENGL 201 or ENGL 202.

**ENGL 361 Studies in Literature**

*Fall (4), Spring (4)*

Selected topics in literary figures and themes.

**Recommended:** ENGL 201 or ENGL 202.

**ENGL 362 Single-Author Seminar**

*Fall (4), Spring (4), May Term (3)*

Studying a single author in depth, situating his or her works in the social, historical, and literary context. Authors include figures from any point in the Anglophone literary tradition, including Chaucer, Milton, Austen, Dickens, Melville, Joyce, Woolf, Faulkner, Williams, Merrill, Morrison, Rushdie, and many others.

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*May be repeated for degree credit, given different topic, maximum 8 credits.*

**Recommended:** ENGL 201 OR ENGL 202.

### **ENGL 363 Literature in Adaptation**

*Fall (4), Spring (4)*

What is at stake when a story moves from a literary mode to the visual? Or when the bones of a story are reconfigured centuries later? This course will focus on the intricacies of the practice of adaptation. Focus will depend on instructor, but may include film, comics, and other transfigurations.

*May be repeated for degree credit, given different topic, maximum 8 credits.*

**Recommended:** ENGL 201 or ENGL 202.

### **ENGL 403 Contemporary Literary Criticism and Theory**

*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(s):** junior standing or by permission.

### **ENGL 420 Senior Seminar in Literature**

*Fall (4)*

Capstone course designed to allow students to reflect upon and synthesize their work in the major.

Requirements include a research supported essay demonstrating substantial new work, whether a revision of a previous essay for a new undertaking.

**Prerequisite(s):** senior standing, ENGL 303 or permission required.

### **ENGL 498 Honors Independent Research**

*Fall (1–4), Spring (1–4)*

Independent thesis research and writing as part of an approved honors project. Each student will research and write a thesis under the supervision of an honors committee chaired by a department faculty member. Students will be granted honors upon completion of a successful oral defense and any required revisions.

**Prerequisite(s):** ENGL 420 and by permission only. Credit/no credit only.

## Environmental Studies

### **The Faculty**

Hillary Jenkins

Daniel Klooster

Blodwyn McIntyre

Valerie Rountree

### **The Majors**

The department provides students with the tools to analyze complex environmental problems and contribute to their solutions. Three majors are offered: a Bachelor of Arts in Environmental Studies, a Bachelor of Science in Environmental Science, and a Bachelor of Science in Sustainable Business. All three majors integrate social, ethical, and environmental science understandings of environmental issues. Environmental Studies majors examine the social, economic, and political aspects of environmental issues, Environmental Science majors study the ecological, geological, chemical, and physical sciences to provide a quantitative understanding of environmental issues, and Sustainable Business majors integrate environmental challenges with successful business strategy and management practices. Capstone requirements and honors opportunities are the same for all three degrees and are found under the Bachelor of Science in Environmental Science. A minor in a supporting field is highly recommended, for example, Spatial Studies or Environmental Chemistry for the major in Environmental Science, or Business Administration for the major in Environmental Studies. The Sustainable Business degree contains the Business Administration minor embedded within it.

Students entering the major are expected to have a 2.3 cumulative GPA on a 4.0 scale. Transfer students are expected to have a 2.3 average from their previous school(s).

Learning outcomes for Environmental Studies may be found at <http://www.redlands.edu/BA-EVST/learning-outcomes>; learning outcomes for Environmental Science may be found at [www.redlands.edu/BS-EVSS/learning-outcomes](http://www.redlands.edu/BS-EVSS/learning-outcomes); learning outcomes for Sustainable Business may be found at <https://www.redlands.edu/evst/>.

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### *Bachelor of Arts in Environmental Studies*

#### **Environmental Studies Categories and Courses (12 courses/43-48 credits)**

##### *Foundation Courses (4 courses/16 credits):*

- EVST 100 Introduction to Environmental Studies (4) or equivalent
- EVST 201 Environment and Society (4)
- EVST 233 Environmental Geology (4)
- EVST 243 Ecology for Environmental Scientists (4) or BIOL 238 Ecology, Evolution, and Behavior (4)

##### *Methods (2 courses/8 credits):*

The recommendation is SPA 110 and one additional course. Choose from the following:

- SPA 110 Introduction to Spatial Analysis & GIS (4)
- SPA 210 Advanced GIS (4)
- EVST 399 Research Methods & Design (4)
- POLI 202 Statistical Analysis and Mapping of Social Science Data (4)
- MATH 111 Elementary Statistics with Applications (4)

##### *Experiential Learning (Practicum): 0 credits, Complete one of the following:*

- Environmental Study Abroad
- Environmental Internship
- Environmental Travel Course
- Approved Environmental Community Service Activity

##### *Advanced Environmental Studies courses (5 courses/15-20 credits):*

Note at least 3 courses must be selected from the Social Science Electives List. Up to 2 electives may be taken from the Other Electives category. All 5 electives may be selected from the Social Science Electives List if desired.

##### *Social Science Electives (Choose at least 3 and up to 5 from the following):*

- EVST 210 Energy and the Environment (4)
- EVST 213 Environmental Justice (3-4)
- EVST 215 Literature of the Environment (4)
- EVST 235 Environmental Impact Assessment (4)
- EVST 250 Environmental Design Studio I (4)
- EVST 310 Environmental Law (4)
- EVST 311 Environmental Law in Action (3)
- EVST 312 Food, Nature, Power (4)
- EVST 313 Market Based Conservation Policy (4)
- EVST 315 Environmental Nonfiction (4)
- EVST 325 Public Lands Policy (4)
- EVST 335 Environment and Development (4)
- EVST 347 Innovation for Sustainability (4)
- EVST 350 Environmental Design Studio II (3-4)
- EVST 351 Panamapping: Geodesign to Conserve the Rainforest (3)
- EVST 413 Responses to Climate Change (4)
- EVST 451 Panamapping: Geodesign to Conserve the Rainforest (3)

##### *Other Electives (No more than 2 may be selected from this category):*

- EVST 220 Physical Geography (4)
- EVST 225 California Plants: Taxonomy and Ecology (4)
- EVST 281 The Palau Expedition: Explorations in Sustainable Development (3)
- EVST 323 Great Environmental Disasters (4)
- EVST 333 Oceanography (4)
- EVST 334 Environmental Hydrology (4)
- EVST 343 Biodiversity (4)
- EVST 375 Tropical Rainforests: the Amazon, the Andes and the Inca (3)
- EVST 430 Advanced Geology Seminar (4)
- EVST 433 Climate Science (4)
- ACCT 210 Principles of Financial Accounting and Reporting (4)

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- BUS 136 Principles of Global Marketing (4)
- BUS 310 Principles of Management and Organizational Behavior (4)
- ECON 205 Ecological Economics (4)
- PHIL 211 Environmental Ethics (4)
- PLCY 100 Introduction to Public Policy Analysis (4)
- POLI 207 Environmental Politics and Policy (4)
- REL 122 Religion and Ecology: Environmental Ethics (4)
- SPA 230 GIS Field Methods (3)

*Capstone (1 course). Taken in the fall of senior year.*

- EVST 475 Senior Capstone (4)

See specific information for the capstone courses and honors policy following the Environmental Sciences major requirements.

### *Bachelor of Science in Environmental Science*

#### **Environmental Science Categories and Courses (13 courses/47-52 credits)**

*Foundation Courses (4 courses/16 credits):*

- EVST 100 Introduction to Environmental Studies (4) or equivalent
- EVST 201 Environment and Society (4)
- EVST 233 Environmental Geology (4)
- EVST 243 Ecology for Environmental Scientists (4) or BIOL 238 Ecology, Evolution & Behavior (4)

*Chemistry (1 course/4 credits). General Chemistry is recommended. Choose 1 from the following:*

- CHEM 102 Introduction to Chemistry of Environment (4)
- CHEM 131 General Chemistry (4)

*Allied Science (1 course/4 credits):*

- Take 1 course from Physics, Chemistry (132 and above), Biology (200 and above), or Spatial Studies (200 and above).

*Math (1 course/4 credits). Either statistics or calculus fulfills this requirement. Both are recommended. Choose one from the following:*

- MATH 111 Elementary Statistics with Applications (4)
- MATH 118 Integrated Calculus I (4)  
-or- higher
- POLI 202 Statistical Analysis and Mapping of Social Science Data (4)

*Experiential Learning (Practicum): 0 credits. Choose 1 from the following:*

- Environmental Study Abroad
- Environmental Internship
- Environmental Travel Course
- Approved Environmental Community Service Activity

*Advanced Environmental Science Courses (5 courses/15-20 credits):*

Note at least 3 courses must be selected from the Natural Science Electives List. Up to 2 electives may be taken from the Other Electives category. All 5 electives may be selected from the Natural Science Electives List if desired.

*Natural Science Electives (Choose at least 3 and up to 5 from the following):*

- EVST 220 Physical Geography (4)
- EVST 225 California Plants: Taxonomy and Ecology (4)
- EVST 250 Environmental Design Studio I (3-4)
- EVST 281 The Palau Expedition: Explorations in Sustainable Development (3)
- EVST 323 Great Environmental Disasters (4)
- EVST 333 Oceanography (4)
- EVST 334 Environmental Hydrology (4)
- EVST 343 Biodiversity (4)
- EVST 350 Environmental Design Studio II (3-4)
- EVST 375 Tropical Rainforests: the Amazon, the Andes and the Inca (3)

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- EVST 399 Research Methods & Design (4)
- EVST 430 Advanced Geology Seminar (4)
- EVST 433 Climate Science (4)

*Other Electives (No more than 2 may be selected from this category):*

- EVST 210 Energy and the Environment (4)
- EVST 213 Environmental Justice (3-4)
- EVST 215 Literature of the Environment (4)
- EVST 235 Environmental Impact Assessment (4)
- EVST 250 Environmental Design Studio I (4)
- EVST 310 Environmental Law (4)
- EVST 311 Environmental Law in Action (3)
- EVST 312 Food, Nature, Power (4)
- EVST 313 Market Based Conservation Policy (4)
- EVST 315 Environmental Nonfiction (4)
- EVST 325 Public Lands Policy (4)
- EVST 335 Environment and Development (4)
- EVST 347 Innovation for Sustainability (4)
- EVST 351 Panamapping: Geodesign to Conserve the Rainforest (3)
- EVST 413 Responses to Climate Change (4)
- EVST 451 Panamapping: Geodesign to Conserve the Rainforest (3)
- BIOL 320 Marine Conservation (4)
- BIOL 335 Entomology (4)
- BIOL 336 Botany (4)
- BIOL 339 Zoology (4)
- BIOL 340 Conservation Biology (4)
- BIOL 350 Plant Ecology (4)
- CHEM 132 General Chemistry (4)
- CHEM 231 Organic Chemistry (4)
- CHEM 232 Organic Chemistry (4)
- CHEM 312 Advanced Environmental Chemistry (4)
- CHEM 331 Physical Chemistry I (4)
- MATH 231 Introduction to Mathematical Modeling (4)
- PHYS 220 Fundamentals of Physics I (4)
- PHYS 221 Fundamentals of Physics II (4)
- PHYS 231 General Physics I (4)
- PHYS 232 General Physics II (4)
- PHYS 233 General Physics III (4)
- SPA 210 Advanced GIS (4)
- SPA 230 GIS Field Methods (3)
- SPA 425 Remote Sensing Image Analysis (4)

*Capstone (1 course). Taken in the fall of Senior Year.*

- EVST 475 Senior Capstone (4)

### **Capstone (4 credits)**

The purpose of the senior capstone sequence is (1) to declare an area of specialization that caters to the student's interest and abilities, (2) to prepare a literature review of key knowledge sources and use them to prepare a researchable question or theme about some aspect of the desired specialization, (3) to answer the question or explore a theme in ways that demonstrate high levels of relevant learning, analysis, and synthesis applied to the field of specialization, and (4) to integrate learning in the area of specialization and in previous coursework in ways that demonstrate the three EVST learning outcomes, along with practical knowledge of relevant career opportunities related to planning beyond college.

To that end, each student produces a senior portfolio that is evaluated by the student's capstone advisor. The portfolio must include a research paper or essay focused on the student's declared area of specialization, and/or selected work from



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previous classes that demonstrates student competence in Environmental Studies learning outcomes. These outcomes involve integrative thinking about the field, application of appropriate tools, and evidence of mastery of a well-defined area of specialization within the major or concentration. Students graduating in the Fall rather than the spring should consult their advisor to determine whether to take this course in the Junior spring or as an independent study in the fall of senior year.

### Honors

Juniors hoping to graduate with an overall GPA or a GPA in the major of 3.7 or higher are eligible to apply for departmental honors during their junior year. Students must work with a faculty advisor to develop a detailed proposal, and then complete an individual honors project during their senior year. For information, speak to an EVST faculty member. Honors are conferred upon approval by a majority of the EVST faculty. Honors capstone projects will follow the normal sequence of steps, but will require high levels of independent and original research, culminating in more ambitious and extensive final products that will be evaluated by multiple members of the Environmental Studies faculty.

### *Bachelor of Science in Sustainable Business*

#### **Sustainable Business Categories and Courses (16 courses/63-64 credits)**

##### *Foundation Courses (4 courses/16 credits):*

- EVST 100 Introduction to Environmental Studies (4) or equivalent
- EVST 201 Environment and Society (4)
- EVST 233 Environmental Geology (4)
- EVST 243 Ecology for Environmental Scientists (4) or BIOL 238 Ecology, Evolution, and Behavior (4)

##### *Methods (2 courses/8 credits). The recommendation is SPA 110 and one additional course. Choose from the following:*

- SPA 110 Introduction to Spatial Analysis & GIS (4)
- SPA 210 Advanced GIS (4)
- EVST 399 Research Methods & Design (4)
- POLI 202 Statistical Analysis and Mapping of Social Science Data (4)
- MATH 111 Elementary Statistics with Applications (4)

##### *Sustainability Core (3 courses/12 credits). Choose from the following:*

- EVST 248 Introduction to Sustainable Business (4)
- EVST 348 Sustainable Business Development (4)  
-or- PCUG 410 Systems Sustainability and Social Justice (4)
- ECON 205 Ecological Economics (4)  
-or- ECON 455 Environmental & Resource Economics (4)

##### *Business Core (6 courses/23-24 credits). Choose from the following:*

- ECON 101 Principles of Economics (4)
- BUS 136 Principles of Global Marketing (4)
- BUS 226 The Rise of American Capitalism 1860-1941 (4)  
-or- GLB 228 Globalization (4)
- EVST 310 Environmental Law (4)  
-or- EVST 311 Environmental Law in Action (3)  
-or- BUS 240 Business Law (4)
- ACCT 210 Principles of Financial Accounting and Reporting (4)
- BUS 310 Principles of Management and Organizational Behavior (4)  
-or- BUS 410 Organizational Consulting (4)  
-or- BUS 430 Human Resource Management (4)

##### *Capstone (1 course/4 credits) Taken in the fall of senior year.*

- EVST 475 Senior Capstone (4)

See specific information for the capstone course and honors policy following the Environmental Sciences major requirements.

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### *Environmental Studies Minor*

Complete 6 courses/24 credits:

*Foundation Courses (4 courses/16 credits):*

- EVST 100 Introduction to Environmental Studies (4) or equivalent
- EVST 201 Environment and Society (4)
- EVST 233 Environmental Geology (4)
- EVST 243 Ecology for Environmental Scientists (4) or BIOL 238 Ecology, Evolution, and Behavior (4)

*Methods (2 courses/8 credits). The recommendation is SPA 110 and one additional course. Choose from the following:*

- SPA 110 Introduction to Spatial Analysis & GIS (4)
- SPA 210 Advanced GIS (4)
- EVST 399 Research Methods & Design (4)
- POLI 202 Statistical Analysis and Mapping of Social Science Data (4)

### **Teaching Credential Subject Matter Program in Environmental Studies**

Students who wish to be certified to teach science must pass the CSET and CBEST examinations. The best preparation for these examinations is a B.S. in Environmental Science or B.A. in Environmental Studies. Students must meet with 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 Education section under the College of Arts and Sciences of this Catalog "Preliminary Teacher Credential Program" for a more detailed list of requirements.

### **Advanced Placement in Environmental Studies**

Students who receive a score of four or higher on the Advanced Placement Test will receive credit for EVST 100.

### **Program Honors**

Students with outstanding records of academic achievement (GPA of 3.7 or higher in the major) may apply for departmental honors during the second semester of their junior year, but no later than the end of the fourth full week of their first semester as a senior. Candidates must complete an honors capstone project on a challenging topic approved by a faculty committee. The project must demonstrate both analysis and synthesis of environmental issues, along with constructive critical thought. Candidates who successfully complete and defend their final projects before a faculty committee will graduate with honors in Environmental Studies.

### *Environmental Studies Course Descriptions*

#### **EVST 100 Introduction to Environmental Studies**

*Fall (4), Spring (4)*

Overview of the major causes and consequences of pollution, natural resource depletion, and loss of biological diversity. The primary objective is to develop an interdisciplinary understanding of our natural environment, the human impacts that degrade it, and the measures we can take to protect and restore environmental quality.

#### **EVST 110 Introduction to Spatial Analysis and GIS**

*Fall (4), 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 and two laboratories. *Not open to students who have received credit for SPA 110.*

**Prerequisite(s):** EVST 100 or by permission.

#### **EVST 201 Environment and Society**

*Fall (4), Spring (4)*

This course critically examines several of the most influential perspectives for understanding the relationships between people and the environment, such as population, economics, institutional, ethical, and social constructionist approaches. It explores a variety of current environmental topics using these lenses.

**Prerequisite(s):** EVST 100 or SOAN 100 or SOAN 102 or ECON 100 or ECON 101. *Numeric and Evaluation grade options.*

**EVST 210 Energy and the Environment**

*Fall (4), 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.

**Recommended:** EVST 100. Offered as needed.

**EVST 213 Environmental Justice**

*Fall (4), Spring (4), May Term (3)*

This course will focus on issues of environmental justice with a particular emphasis on racism, classism, and sexism—both in the U.S. and globally—and how situations of environmental degradation impact some groups more significantly than others. Aspects of global capitalism will be examined as a contributing factor to environmental injustice.

**EVST 215 Literature of the Environment**

*Fall (4)*

Investigation of the ways in which our experience with nature is both shaped by and reflected through literary fiction and non-fiction as well as poetry.

*Numeric grade only.*

**EVST 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.

**Prerequisite(s):** EVST 100 or by permission.

**EVST 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.

**Prerequisite(s):** EVST 100 or by permission. Offered in alternate years.

**EVST 233 Environmental Geology**

*Fall (4), Spring (4)*

This course investigates how critical events in Earth history have shaped the landscape that we see today. Main topics include mountain building, volcanoes, faulting, glaciers, oceans and coastlines, energy resources, the geology of Southern California, and global climate change. Course includes a weekly lab/field component.

**Prerequisite(s):** EVST 100. Offered as needed

**EVST 235 Environmental Impact Assessment**

*Fall (4), 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.

**Prerequisite(s):** EVST 100.

**EVST 243 Ecology for Environmental Scientists**

*Spring (4)*

Exploration of environmental factors responsible for distributions of species, communities, and biomes with particular reference to human-induced changes in ecology. This is a writing-intensive course with emphasis on scientific writing and the use of the scientific method in ecological research.

**Prerequisite(s):** EVST 100 and a WA course. Offered every year.

**EVST 248 Introduction to Sustainable Business**

*Spring (4)*

Examines various aspects of sustainability and options available to businesses to establish sustainable practices. Explores opportunities that businesses create, the challenges encountered, and the contributions toward protecting the environment while simultaneously sustaining a profit. The role of environmental policy, leadership, technology, and public opinion is also investigated.

**Prerequisite(s):** EVST 100. Numeric and Evaluation grade only.

**EVST 250 Environmental Design Studio I**

**EVST 350 Environmental Design Studio II**

**EVST 450 Environmental Design Studio III**

*Fall (4), Spring (4), EVST 350 only: May Term (3)*

Students work collaboratively in teams on environmental problem-solving projects. Many studios make use of GIS and other spatial analysis tools. Research concepts and tools become more complex in advanced levels of this sequence.

**Prerequisite(s) for EVST 250:** EVST 100 and SPA 110 or EVST 110 or by permission.

**EVST 260 Topics in Environmental Studies**

Fall (1–4), Spring (1–4), May (3)

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.

**EVST 281 The Palau Expedition: Explorations in Sustainable Development**

May Term (3)

This course combines the study of Palau’s marine ecology and natural history, its clan-based system of social organization, and its efforts to achieve sustainable forms of development. Students participate in a series of interviews with traditional chiefs, elder women, high-government officials, and Palauan conservation and natural resource experts. Extensive field study and immersion in the ocean and rainforests require strong swimming skills and excellent fitness.

**EVST 283 Mapping Animals**

Fall (4), Spring (4), May Term (3)

Investigation of animal movements and behavior from a spatial perspective. Emphasis on using mapping tools to design conservation strategies with an understanding of species’ behavioral ecology. Course includes weekly field trips to study local species within their natural environment.

**Prerequisite(s):** BIOL 200 or EVST 100.

**EVST 300 Food, Nature, Power**

Fall (4), Spring (4)

Examines the ways production, trade, and consumption of food affects ecosystems, social systems, and people. Topics include environmental impacts of industrial agriculture and meat production, the political economy of food systems and food policy, and potential solutions such as agroecology.

**Prerequisite(s):** EVST 100 and either EVST 241 or EVST 200.

**EVST 310 Environmental Law**

Fall (4), Spring (4)

Exploration of the American legal system and the framework of creation, implementation, and interpretation of environmental laws. Study of the 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.*

**EVST 311 Environmental Law in Action**

May (3)

This course will introduce environmental law and policy, including the National Environmental Policy Act, the California Environmental Quality Act, the Endangered Species Act, the Clean Water Act, and the Clean Air Act. Through case study analysis, field excursions, and moot court exercises participants will model regulatory and non-regulatory decision-making processes.

**Prerequisite(s):** EVST 100 or POLI 206 or POLI 207 and POLI 209. Course fee applies.

**EVST 312 Food, Nature, Power**

Fall (4)

Examines the ways production, trade, and consumption of food affects ecosystems, social systems, and people. Topics include environmental impacts of industrial agriculture and meat production, the political economy of food systems and food policy, and potential solutions such as agroecology. Not open to students who previously completed EVST-242.

**Prerequisite(s):** EVST 100 and EVST 201.

**EVST 313 Markets and Conservation Policies**

Spring (4)

Conservation policy increasingly relies on markets. Examples include nongovernmental certifications like organic as well as various payment for environmental services policies promoted by governments and international treaties. Concepts like equity, efficiency, the commodity chain, and the commodification of nature are mobilized to examine these policies.

**Prerequisite(s):** EVST 201 and EVST 290 or EVST 305.

*Offered as needed.*

**EVST 315 Environmental Nonfiction**

Spring (4)

This course prepares students to write nontechnical essays, reports, and articles on environmental topics and in various forms, including documentary, lyric, advocacy/public engagement, and experimental. Students read and discuss published nonfiction, write drafts and a final portfolio, and participate in group critiques.

**EVST 323 Great Environmental Disasters**

Fall (4), Spring (4)

This course examines great environmental disasters that have occurred throughout geologic time. From the

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impact that resulted in the extinction of dinosaurs to the volcanic eruptions at Pompeii to the aftermath of Hurricane Katrina, we develop an understanding of these events and their impacts from an earth science perspective.

**Prerequisite(s):** EVST 233 and EVST 201 or EVST 243

### EVST 325 Public Lands Policy

*Spring (4)*

Overview of the origins and history of public lands in the U.S. (National Parks, National Forests, Bureau of Land Management lands, and others). Exploration of policies governing public lands and historic and current management practices. Controversial issues on public lands will be examined and debated, as will compromises and solutions.

*Offered in alternate years.*

### EVST 333 Oceanography

*Fall (4), Spring (4)*

In this course, we will examine the oceans from four different perspectives: the geological, chemical, physical, and biological. Select course topics include California beach erosion, coral reefs and atolls, black smokers, thermohaline circulation, the El Niño Southern Oscillation, wave formation, and red tides.

Numeric grade only.

**Prerequisite(s):** EVST 233 and EVST 201 or EVST 243.

*Offered as needed.*

### EVST 334 Environmental Hydrology

*Spring (4)*

This course examines the ways that water has shaped our planet by exploring the following topics: hydrologic cycling, spatio-temporal patterns of water distribution and scarcity, water quality and pollution, groundwater and stream flow, and the challenges surrounding water resource allocation. Course includes a weekly lab/field component with off-campus field trips.

**Prerequisite(s):** EVST 233 and EVST 201 or EVST 243, or by permission.

### EVST 335 Environment and Development

*Fall (4), Spring (4)*

Identifies threats to biodiversity and culture and relates them to poverty, inequality, and overexploitation. Traces roots of current problems to colonization, international exploitation, and national development models. Examines sustainable development debates and initiatives.

### EVST 343 Biodiversity

*Fall (4)*

Examination of global and local biodiversity and the causes and implications of biodiversity decline. Emphasis on threatened and endangered species and human activities related to the decline of species. This course is field-trip and project intensive.

**Prerequisite(s):** EVST 243 and EVST 201 or EVST 233

### EVST 345 Sustainable Development and Migration in Mexico

*May Term (3)*

Through visits, this class examines the role of indigenous communities in conservation and development projects, such as ecotourism, forestry, and environmental service provision. It analyzes the role of local social institutions of self-governance in these projects, and the impacts of migration to the U.S. on institutions, conservation, and development possibilities.

**Prerequisite(s):** by permission.

### EVST 347 Innovation for Sustainability

*Fall (4), Spring (4)*

Participants join a team to develop sustainable products and services, conduct research with potential customers, build prototypes, and test them with target users. Each time the course is offered, students will be presented with a different design challenge, for example, a solar heated, solar powered, self-filtering shower using recycled water.

**Prerequisite(s):** EVST 340.

### EVST 348 Sustainable Business Development

*Fall (4)*

Examines sustainable business development from a functional perspective including marketing, supply chain management, operations management, and finance that determines performance through environmental, social and economic measures. Students use innovation, entrepreneurship, and strategic management to create business models and business plans.

**Prerequisite(s):** EVST 100 and EVST 248 (or EVST-340).

*Offered as Needed.*

### EVST 351 PanaMapping: Geodesign to Conserve the Rainforest.

### EVST 451 PanaMapping: Geodesign to Conserve the Rainforest

*May Term (3)*

Nicknamed 'GIS in the Jungle', students work in Panamanian rainforest preserve to gather original empirical evidence of forest growth, carbon content, watersheds, land cover, and land cover change. They produce maps and present their data and interpretations

to conservation area stakeholders. Conservation challenges in indigenous areas are also addressed.

**Prerequisite(s):** SPA 110 or similar GIS course.

**EVST 360 Advanced Topics in Environmental Studies**

Fall (1–4), 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 375 Tropical Rainforests: The Amazon, the Andes & the Inca**

May Term (3)

In this course we will travel to the tropical rainforests and the cloud forests of Peru to explore the climatology, ecology, and biodiversity of this region. We will explore the ancient culture of the Inca, their empire at Machu Picchu, and the modern Peruvian cultures that now thrive in this region.

**Prerequisite(s):** *Permission of instructor.*

**EVST 385, 485 Advanced Program Internship**

Fall (2–4), Spring (2–4)

*May be repeated for degree credit for a maximum of 8 credits with permission of the Chair. Credit/no credit only.*

**EVST 399 Research Methods & Design**

Spring (4)

A survey course of qualitative and quantitative research methods used by environmental scientists. We will learn techniques from both social and natural sciences. A research proposal that can double as the EVST capstone proposal will be an end-goal of the course. Students from outside EVST can apply to join.

**Prerequisite(s):** EVST 250. *Numeric grade only.*

**EVST 413 Responses to Climate Change**

Spring (4)

This upper-level seminar explores current theories, research, and policies related to climate change mitigation and adaptation. Particular emphasis will be placed on understanding how stakeholders at the

international, national, state, local, private, and non-governmental sector scales are taking action or planning to mitigate and manage existing and projected climate impacts.

**Prerequisite(s):** EVST 201, EVST 233, and EVST 243 or by instructor permission.

*Offered every year and as needed.*

**EVST 430 Advanced Geology Seminar**

Spring (4)

From the cliffs of Madagascar to the glacial crevasses of the Transantarctic Mountains to the selenite crystals of Mexico, the Earth is filled with formations that inspire wonder and awe. This course explores the geologic processes that create these amazing formations.

**Prerequisite(s):** EVST 323 or EVST 220 or EVST 233 or by instructor permission.

**EVST 433 Climate Science**

Fall (4), Spring (4)

This seminar provides an overview of the physical climate system and its variability across time and space, including the physical, chemical, biological, and geological processes that influence earth's climate. Land-atmosphere interactions and complex ocean-atmosphere feedbacks that create weather systems and climate on both short and long timescales will be presented.

**Prerequisite(s):** EVST 201, EVST 233, and EVST 243 or by instructor permission.

*Numeric and Evaluation Grade Options. Offered as needed.*

**EVST 448 Sustainable Business Capstone**

Spring (4)

Students complete a substantial sustainable business project either as part of a group or individually.

**Prerequisite(s):** EVST 340 OR EVST 248. *May be repeated for a maximum of 8 credits. Offered as needed.*

**EVST 475 Capstone Senior Project in Environmental Studies**

Fall (2–4), Spring (2–4)

Either individually or as part of a team, students design and carry out a research study over the course of a single semester.

*Numeric grade only.*

## French

**The Faculty**

Francis T. Bright

## The Major

### *Bachelor of Arts in French*

#### *Requirements (32 credits):*

- For the French major, students must complete 32 credits beyond FREN 102. Twelve credits must be taken in residence with department faculty. At least 8 of these credits in residence must be taken in courses numbered 400 or above.

A semester at IES, in either Paris or Nantes, is recommended in the junior year. In addition to its own diversified offerings, IES 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.

Learning outcomes for this program may be found at [www.redlands.edu/BA-FREN/learning-outcomes](http://www.redlands.edu/BA-FREN/learning-outcomes).

### *French Minor*

#### *Requirements (24credits):*

- A minor in French requires 24 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 128 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.

## Placement in French

Students with previous experience in French must take the French placement exam before enrolling in a French-language course.

## Course Sequencing

Courses must be taken in the correct sequence, i.e., FREN 101, FREN 102, FREN 201, FREN 202, FREN 301, FREN 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.

## Transfer and Third-Year Level Students

Students who begin at the third-year level are exempt from 8 credits of the major or minor program requirements. These exempted credits apply only to the major or minor and will not apply to the credits required for graduation.

## Advanced Placement in French

- French language: Students receiving a score of three on the Advanced Placement test receive 4 credits for FREN 201; those scoring four or five receive 8 credits for FREN 201 and FREN 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 with French program faculty during the course of their junior year 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.

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- 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 First-Year French**

#### **FREN 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 previous experience in French.

#### **FREN 201 Second-Year French**

#### **FREN 202 Second-Year French**

*Fall (4), Spring (4)*

Review of grammar, with emphasis on conversation, reading and writing.

**Prerequisite(s) for FREN 201:** FREN 102, placement exam, or by permission.

**Prerequisite(s) for FREN 202:** FREN 201 or by permission.

#### **FREN 301 Third-Year French**

#### **FREN 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(s) for FREN 301:** FREN 202, placement exam, or by permission.

**Prerequisite(s) for FREN 302:** FREN 301 or by permission.

#### **FREN 450 French Theater**

*Fall or Spring (4)*

Evolution of the theatre in France from the 17th century to the present. Reading, lectures, and discussions in French.

**Prerequisite(s):** FREN 302, placement exam, or by permission. Offered as needed.

#### **FREN 451 The Novel in France**

*Fall or Spring (4)*

Development of the novel in France from the 17th century to the present. Readings, lectures, discussions, and films in French.

**Prerequisite(s):** FREN 302, placement exam, or by permission. Offered as needed.

#### **FREN 452 French Lyrical Poetry**

*Fall or Spring (4)*

Development of lyrical poetry in France from the 14th century to the present. Lectures, readings, and discussions in French.

**Prerequisite(s):** FREN 302, placement exam, or by permission. Offered as needed.

#### **FREN 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(s):** FREN 302, placement exam, or by permission. Offered as needed.

#### **FREN 459 The Francophone World**

*Fall or Spring (4)*

Exploration of the social, cultural, and artistic development of countries in which French is the primary language. Readings, slide lectures, discussions, films, and exposés in French. May be repeated for degree credit given a different topic.

**Prerequisite(s):** FREN 302, placement exam, or by permission. Offered as needed.

#### **FREN 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. May be repeated for degree credit given a different topic.

**Prerequisite(s):** FREN 302, placement exam, or by permission. Offered as needed.

## Geographic Information Systems



**The Faculty**

Douglas M. Flewelling

Mark P. Kumler

Ruijin Ma

Fang Ren

*Master of Science in Geographic Information Systems (GIS)*

The Master of Science in Geographic Information Systems (GIS) degree is designed for professionals and recent university graduates seeking to enhance their knowledge of the analysis, management, and communication of geographic information. It combines the development of strong technical skills and in-depth understanding of geographic information science and theory.

Program Learning Outcomes may be found at [www.redlands.edu/ms-gis-learning-outcomes/](http://www.redlands.edu/ms-gis-learning-outcomes/).

**Entrance Requirements**

Minimum requirements for entrance include:

- A bachelor's degree or equivalent in any field.
- Two letters of recommendation confirming the applicant's potential for success in the program.
- Competence in speaking and writing English. Students for whom English is a second language must demonstrate competence by submitting a Test of English as a Foreign Language (TOEFL) score above 550 written (210 computer-based; Internet-based minimum of 80 with no section score lower than 18). Alternative internationally recognized tests such as International English Language Testing System (IELTS) overall score at band 6.5 or above may be considered equivalent.
- Analytical and technical aptitude demonstrated through appropriate coursework, professional experience, Graduate Record Examination (GRE) or similar test scores, or letters of recommendation.

**Program Structure**

The one-year program consists of 10 months of coursework and the undertaking of a Major Individual Project (MIP). Each of the three semesters is 14 weeks in length and the annual schedule allows for two three-week breaks. Student cohorts begin each year in September and January.

The two-year program consists of up to six fourteen-week semesters, with corresponding three-week breaks as in the one-year program.

Each of the first two fourteen-week terms includes both core courses and a variety of elective courses. Students not only learn the critical theoretical foundations and the cutting-edge technologies, but also explore broader issues related to effective and appropriate application of the technology. A menu of short workshops (GIS 660) is offered throughout the program to provide opportunities for students to selectively focus their attention on one of the many major themes in GIS, specific application areas, or advanced theory topics.

Each of the first two semesters includes one or more intensive multi-day, instructor-led course(s) from the current Esri software training curriculum that supplement the regular theory and technology courses. GIS colloquia are offered during the year. These colloquia give students exposure to cutting-edge research and developments in GIS and an opportunity to hear from some of the most well-known GIS scholars and managers.

All students are required to undertake a Major Individual Project (MIP) that applies GI Technology and/or Science to a problem of their choice. This is the professional equivalent of an academic master's thesis. The Project Course series (GIS 69X) is directed toward building students' skills in project design and implementation.

Opportunities for projects come from University of Redlands Faculty, organizations in the region, or from students' former, current, or future employers. Students begin developing their MIP topics during the beginning of the GIS 69X series and make gradual progress toward completing the MIP by the end of their program, be it one year or two. Before graduating, all

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students must successfully pass an oral defense of their project work before their Advisory Committee and submit an approved extended written report on the work completed. Students are also required to make an oral presentation and a poster presentation of their MIP before an audience of their peers and colleagues in the discipline of their project.

### *Master of Science Program Requirements*

The Master of Science degree requires 36 credits at the graduate level, which are comprised of 10 credits of core courses, 18 credits of elective courses, and 8 credits of Major Individual Project. Elective courses can be taken in the form of regularly offered electives, GIS workshops, topics courses that are offered from time to time by GIS-related faculty, University of Redlands School of Business GIS-focused electives, or by individualized study, the focus of which is determined by GIS faculty.

#### *Core Courses (10 credits):*

- GIS 611 Fundamentals of Geographic Information, Research, Techniques & Applications (4)
- GIS 691 Project Concept & Scope (2)
- GIS 692 Project Management (4)

#### *Electives (18 credits):*

- GIS 660 GIS Workshops (1-4)
- GIS 661 Topics Course(s) (1-6)
- GIS 662 Geographic Database Management Systems (4)
- GIS 663 Remote Sensing and Image Analysis (4)
- GIS 665 Geospatial Analysis (4)
- GIS 666 Projections and Coordinate Systems (2)
- GIS 667 Programming for GIS (2)
- GIS 668 Communicating Geographic Information (2)
- GIS 669 GIS for the Web (2)
- GIS 630 GIS Professional Practice (2)
- GIS 671, GIS 672, GIS 673 Individualized Study (1–2)
- GISB 691 Project Concept and Scope (2)

#### *Project Courses (8 credits):*

- GIS 695 Project Implementation (2)
- GIS 696 Project Completion (6)

The most current information about the curriculum, entrance requirements, and application procedures is available on the program's website at [www.redlands.edu/gis/](http://www.redlands.edu/gis/) or by contacting the program office at (909) 748-8128 or by e-mail at [gis@redlands.edu](mailto:gis@redlands.edu).

### *Master of Geographic Information Systems (MGIS)*

The Master of Geographic Information Systems (MGIS) degree is designed for professionals and recent university graduates seeking to enhance their knowledge of the analysis, management, and communication of geographic information. It combines the development of strong technical skills and in-depth understanding of geographic information science and theories.

Program Learning Outcomes maybe found at [www.redlands.edu/m-gis-learning-outcomes/](http://www.redlands.edu/m-gis-learning-outcomes/).

#### **Entrance Requirements**

Minimum requirements for entrance include:

- a bachelor's degree or equivalent in any field
- two letters of recommendation confirming the applicant's potential for success in the program
- competence in speaking and writing English. Students for whom English is a second language must demonstrate competence by submitting Test of English as a Foreign Language (TOEFL) scores above 550 written (210 computer-based; Internet-based minimum of 80 with no section score lower than 18). Alternative internationally recognized

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tests such as International English Language Testing System (IELTS) scores at band 6.5 or above may be considered equivalent

- analytical and technical aptitude demonstrated through appropriate coursework, professional experience, Graduate Record Examination (GRE) or similar test scores, or letters of recommendation

### Program Structure

The program consists of 8 months of coursework and the undertaking of an internship of 400 hours. Each of the two semesters is 14 weeks in length and the annual schedule allows for one three-week break. Student cohorts begin each year in September and January.

Each of the first two fourteen-week semesters includes both core courses and a variety of elective courses. Students not only learn the critical theoretical foundations and the cutting-edge technologies, but also explore broader issues related to effective and appropriate application of the technology. A menu of short workshops (GIS 660) is offered throughout the program to provide opportunities for students to selectively focus their attention on one of the many major themes in GIS, specific application areas, or advanced theory topics.

Each of the first two semesters includes one or more intensive multi-day, instructor-led courses from the current Esri software training curriculum that supplement the regular theory and technology courses. GIS colloquia are offered during the year. These colloquia give students exposure to cutting-edge research and developments in GIS and an opportunity to hear from some of the most well-known GIS scholars and managers.

All students are required to take a project course (GIS692), and a professional GIS internship that applies GI Technology and/or Science within a professional practice (GIS 697). The GIS Internship is directed toward enhancing students' skills in building GIS applications and solving geospatial problems.

### *Master of GIS Program Requirements*

The Master of GIS degree requires 36 credits at the graduate level which are comprised of 8 credits of core courses, 20 credits of elective courses, and 8 credits of GIS Internship. Elective courses can be taken in the form of regularly offered electives, GIS workshops, topics courses that are offered from time to time by GIS-related faculty, University of Redlands School of Business GIS-focused electives, or by individualized study, the focus of which is determined by GIS faculty.

#### *Core Courses (8 credits):*

- GIS 611 Fundamentals of Geographic Information, Research, Techniques & Applications (4)
- GIS 692 Project Management (4)

#### *Electives (20 credits):*

- GIS 660 GIS Workshops (1-4)
- GIS 661 Topics Courses(s) (1-6)
- GIS 662 Geographic Database Management Systems (4)
- GIS 663 Remote Sensing and Image Analysis (4)
- GIS 665 Geospatial Analysis (4)
- GIS 666 Projections and Coordinate Systems (2)
- GIS 667 Programming for GIS (2)
- GIS 668 Communicating Geographic Information (2)
- GIS 669 GIS for the Web (2)
- GIS 630 GIS Professional Practice (2)
- GIS 671, GIS 672, GIS 673 Individualized Study (1-2)
- GISB 691 Project Concept and Scope (2)

#### *GIS Internship (8 credits):*

- GIS 697 GIS Internship (3-8)

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The most current information about the curriculum, entrance requirements, and application procedures is available on the program's website at [www.redlands.edu/gis/](http://www.redlands.edu/gis/) or by contacting the program office at (909) 748-8128 or by e-mail at: [gis@redlands.edu](mailto:gis@redlands.edu).

### *Certificate in Geographic Information Systems*

This certificate program is designed to provide working professionals with a basic understanding of what a geographic information system is, and teach them how to create and organize data, how to present the data in a cartographically pleasing manner, how to use Python to extend their GIS, and how to develop a web GIS application.

The ideal candidate for this certificate is a professional that is not entirely familiar with the principals of GIS, while their industry has adopted the use of GIS in their daily work, or a professional that is interested in using GIS technology to collect and analyze data in a meaningful way for their field of expertise.

If a student completes this certificate and decides to continue their GIS education at Redlands, the credits earned from these courses may be applied to either the MGIS or MS GIS degree program.

The online GIS certificate program consists of one required course and three electives. For the students who are new to GIS, the electives are suggested to follow the required course.

#### *Required Course:*

- GIS 611 Fundamentals of GIS (3)

#### *Electives (choose three):*

- GIS 662 Geographic Database Management Systems (4)
- GIS 663 Remote Sensing and Image Analysis (4)
- GIS 665 Geospatial Analysis (4)
- GIS 666 Projections and Coordinate Systems (2)
- GIS 667 Programming for GIS (2)
- GIS 669 GIS for the Web (2)

### *Geographic Information Systems Course Descriptions*

#### **GIS 411 Fundamentals of Geographic Information, Research, and Application**

*Fall (4), Spring (4)*

This is an upper division GIS course for undergraduate students that focuses on the foundation of theoretical and applied skills in GI Science and technology. Students will gain a better understanding of GIS theory and technology concepts through a progression of tasks and assignments on GIS data collection, process, analysis, output, and presentation.

**Prerequisite(s):** SPA 210; Junior or Senior standing recommended.

#### **GIS 467 Introduction to Programming for GIS**

*Fall (2), Spring (2)*

Introduces the fundamentals of programming using Python and use these fundamentals to perform GIS operations with the ArcPy package. This class is primarily a skills class, and the students will learn how to address "real-world" GIS problems with Python scripts. Basic

understanding of programming and prior Python programming experience is highly recommended.

**Recommended:** Basic understanding of programming and prior Python programming experience.

#### **GIS 610 Fundamentals of Geographic Information, Techniques, and Applications**

*Offered as needed (3)*

Provides students with the foundation of theoretical and applied skills in GI Science and technology. The class focuses on GIS data collection, organization analysis, output, and presentation. Students work on various tasks and assignments to gain understanding of geographic principles and enhance their spatial problem-solving skills.

#### **GIS 611 Fundamentals of GIS**

*Fall (4), Spring (4)*

Provides students with the foundation of theoretical and applied skills in GIScience and technology. Students work on a progression of tasks and assignments focused on GIS

data collection, manipulation, analysis, output, and presentation. The assignments reinforce the GIS theory and technology concepts introduced through lectures and discussion.

**Prerequisite(s):** enrollment in MS GIS or MGIS program or by permission of the instructor. Numeric grade only.

### GIS 630 GIS Professional Practice

*Offered as needed (2)*

Provides student exposure to advanced research and innovative developments in geographic information science and systems and the opportunity to hear presentations from GIS researchers, analysts, developers, and managers who live in or visit the Redlands region. Participation in both annual Esri User Conference and GIS colloquia is required.

**Prerequisite(s):** enrollment in MS GIS or MGIS program or by permission of the instructor. Credit/no credit only.

### GIS 660 GIS Workshops

*Offered as needed (1–4)*

Topic-oriented workshops in various GIS applications will be offered for the students to choose “cafeteria style.” Approximately 10 workshops will be offered per calendar year and students are required to attend a minimum of four workshops during the term of their program.

**Prerequisite(s):** enrollment in MS GIS or MGIS program or by permission of the instructor. Credit/no credit only.

### GIS 661 Topics in GIS

*Offered as needed (1–6)*

Designed to reflect curriculum trends and emerging GIS technology.

May be repeated for degree credit, given different topics, for a maximum of 4 credits.

**Prerequisite(s):** enrollment in MS GIS or MGIS Program or by permission of the instructor.

### GIS 662 Geographic Database Management Systems

*Fall (4), Spring (4)*

The course offers a theoretical foundation for the representation of knowledge in geographic information systems. It presents and uses the Unified Modeling Language (UML) as well as the Structured Query Language (SQL). Key topics discussed are: methods for formalizing interactions of geographic objects; characteristics of various information models including relational and object-oriented; overview of database management systems and their suitability for spatial data; the transaction concept and other data reliability methods; and the design of database scheme for geographic applications. Concepts discussed during

lectures will be reinforced through a set of lab/design exercises.

**Prerequisite(s):** GIS 611 or by permission of the instructor. Numeric grade only.

### GIS 663 Remote Sensing and Image Analysis

*Fall (4), Spring (4)*

This course discusses the principles of remote sensing and image analysis. It introduces image data format, acquisition, and interpretation. Additionally, the course covers the subject of electromagnetic radiation principles, remote sensing sensor characteristics, image data classification, and photogrammetry.

**Prerequisite(s):** GIS 611 or by permission of the instructor. Numeric grade only.

### GIS 665 Geospatial Analysis

*Fall (4), Spring (4)*

This course surveys a wide range of analytical methods and techniques commonly applied to geospatial data. Both data-driven (exploratory data analysis) and model-driven (testing hypothesis) approaches are included. Major topics include point pattern analysis, spatial autocorrelation, spatial regression models, network analysis, and field analysis.

**Prerequisite(s):** GIS 611 or by permission of the instructor. Numeric grade only.

### GIS 666 Projections and Coordinate Systems

*Offered as needed (2)*

This course explores map projections and coordinate systems. We will study the principles and properties of several of the common map projection families, spherical/geographical coordinate systems, and SPC and UTM planar coordinate systems, all within the ArcGIS and GeoCart software environments.

*Numeric grade only.*

### GIS 667 Programming for GIS

*Fall (2), Spring (2)*

Introduction to programming concepts necessary for GIS: writing simple statements, organizing code, handling user interaction, and incorporating decision-making logic in code. Introduction to object-oriented programming concepts: methods, properties, and event-driven programming.

**Prerequisite(s):** GIS 611 or by permission of the instructor. Numeric grade only.

### GIS 668 Communicating Geographic Information

*Fall (2), Spring (2)*

Begins with basic theory of cartographic and graphic data as it applies to GIS data. Explores GIS data models to

support mapping and various advanced applications of cartographic methods, including multivariate mapping, multi-scale mapping, cartographic visualization including mixed virtual reality, animated and interactive mapping, and Web mapping.

**Prerequisite(s):** GIS 611 or by permission of the instructor. Numeric grade only.

### **GIS 669 GIS for the Web**

*Fall (2), Spring (2)*

Practices the skills needed to create GIS applications for the Web and other networks. Through hands-on projects, students will create their own Web GIS application; in-depth discussions of issues that affect Web GIS from network and security concerns to design for focused and effective Web applications.

**Prerequisite(s):** GIS 611 recommended or by permission of the instructor. Numeric grade only.

### **GIS 671, 672, 673 Individualized Study**

*Offered as needed (1–2)*

Individualized study courses of 1–2 credits offered for students to design their own course of study in a particular GIS topic.

**Prerequisite(s):** enrollment in MS GIS or MGIS Program and approval of the instructor. Credit/no credit only.

### **GIS 691 Project Concept and Scope**

*Fall (2), Spring (2)*

The objective of this course is to initiate the concept and scope of the student's Major Individual Project (MIP). Students will identify their project client and topic, conduct preliminary research on the topic and write a background paper outlining previous research and studies on their topic.

**Prerequisite(s):** enrollment in MS GIS program, or by permission of Department Chair. Numeric grade only.

### **GIS 692 GIS Project Management**

*Fall (4), Spring (4)*

Students will learn project management skills involved in a GIS project, including developing a project plan, conducting systems analysis and design, and executing a

GIS project through construction and deployment. The assignments include writing assignments corresponding to each phase of a GIS project.

**Prerequisite(s):** Enrollment in MS GIS or MGIS Program. Numeric grade only.

### **GIS 695 Project Implementation**

*Fall (2), Summer (2)*

Built on the previous work completed in GIS 691 and 692, students will focus on developing their Major Individual Project (MIP) in this class. The course takes a form of graduate seminars. The GIS faculty and the students will meet weekly to discuss the project progression, address technical issues, and ensure the quality of the project deliverables. Students will also work with their MIP advisor individually to solve project related questions. In addition, students will complete a project poster throughout several poster sessions. The students are expected to have a live demonstration of their MIP at the end of the class.

**Prerequisite(s):** GIS 692 and enrollment in MS GIS program. Credit/no credit only.

### **GIS 696 Project Completion**

*Fall (6), Summer (6)*

The final term of the program is spent completing the Major Individual Project (MIP). A defense, public presentation, and extended report are required.

**Prerequisite(s):** GIS 695 and enrollment in MS GIS Program. Numeric grade only.

### **GIS 697 GIS Internship**

*Offered as needed (3-8)*

This course is designed for students to enhance their knowledge of the analysis, management, and communication of geographic information through a professional GIS internship that applies GI technology and/or science within a professional practice. May span across semesters.

**Prerequisite(s):** GIS 692 and enrollment in MGIS program, or by permission of Program Director. Credit/no credit only.

## **Global Business**

### **The Faculty**

Heungjoo Cha  
Faisal Harahap  
Walter Hutchens

### **The Major**

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The Global Business Department offers a Bachelor of Science (B.S.) in Global Business. Though one of the University's youngest departments, we are among the most distinguished programs in terms of the career success of our graduates, support from alumni and donors, and recognition from on and off-campus entities, e.g. the J.W. Fulbright awards. Global Business graduates have been hired by a litany of major publicly traded firms, been accepted to many of the world's most prestigious graduate schools, and launched successful careers as business executives, entrepreneurs, public servants or professionals in non-governmental, not-for-profit organizations. Our Graduates have done these things working both solely within the United States and working abroad.

If you choose to major in Global Business, we want you to have a meaningful study abroad experience, master at least one language besides English (not just perfunctorily study another language for a few semesters, but really become proficient with it), and deeply study the history and current conditions of a country or region other than the United States. We also pride ourselves on being a rigorous program that attracts many talented, hardworking students.

Thus, among the key distinctive features of the Global Business program are that we do not merely suggest but actually require that our majors: 1) study abroad for at least a semester, 2) complete at least three years (six semesters) of university-level study of a foreign language (or demonstrate equivalent competence), and 3) take courses focused on places outside of the United States. We also have GPA requirements for entry into the program and degree completion that are higher than University norms.

Global Business students learn how differences in culture, political systems, economic systems, languages, levels of development, historical experiences, and the natural environment, among other factors, can affect business around the world, and learn how an organization can navigate and succeed amidst these diverse factors. The major in Global Business prepares students for careers in business, international business, public service, and not-for-profit sector leadership, as well as graduate study in a number of disciplines including law, finance, business, and government.

Any student seeking to declare a major in Global Business must have a cumulative GPA of at least 3.0 at the time they submit their Declaration of Major and must have a 3.0 grade or higher in each of the prerequisites to the major courses. (Those students interested in the Accounting, Business Administration, or Management majors should refer to the specific Accounting Department's section or Business Administration and Management Department's section of this Catalog.) Students who do not meet the cumulative GPA and/or the grade requirement for each of prerequisites to the major courses as noted above may petition the Global Business Department to declare the major. Petitions will be reviewed by the Global Business Department Chair and will be granted only in exceptionally compelling circumstances. Students are encouraged to develop a geographic area of emphasis or concentration through interdisciplinary study. The requirements that students become proficient in a second language and that they study abroad for at least one full semester are linked to the expectations that students will have a strong regional focus. Approval from the student's Global Business advisor or the Department Chair is required for all interdisciplinary and overseas-study aspects of the degree, and such approval is not automatic if a student's study abroad plans are not integrated with other academic work.

Learning outcomes for the BS may be found at [www.redlands.edu/bs-glbs/learning-outcomes/](http://www.redlands.edu/bs-glbs/learning-outcomes/).

### *Bachelor of Science in Global Business*

#### *Prerequisite Courses (4 courses/16 credits):*

The Global Business degree can be thought of as a "business plus" degree; students take courses in accounting, economics, marketing, and statistics typical of most all business programs, then add language study and study abroad experiences. We advise students to complete the majority of their prerequisite courses no later than the spring of their sophomore year. All prerequisite courses must be taken for a numerical grade and students must earn a minimum grade of 3.0 in each course. The following courses are prerequisites to the required major courses. Substitutions to these requirements can be made only with the written approval of the Department Chair. Some also satisfy Liberal Arts Foundation (LAI) requirements.

- GLB 100 Introduction to Business (4)  
-or- GLB 228 Globalization (4)
- ECON 101 Principles of Economics (4)

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- POLI 202 Statistical Analysis and Mapping of Social Science Data (4)  
-or- MATH 111 Elementary Statistics with Applications (4)  
-or- PSYCH 250 Statistical Methods (4)
- ACCT 210 Principles of Financial Accounting (4)

### *Foundation Courses (5 courses/20 credits):*

- ACCT 220 Principles of Managerial Accounting (4)
- BUS 136 Principles of Global Marketing (4)
- GLB 240 or BUS 240 U.S. Business Law (4)
- Advanced analytical courses – choose 2 (two) courses from the following:
  - ECON 350 Microeconomic Theory (4)
  - ECON 351 Macroeconomic Theory (4)
  - ECON 202 Game Theory (4)
  - ECON 221 Economic Development (4)
  - ECON 222 International Political Economy (4)
  - ECON 254 Economics of Public Sector (4)
  - BUS 351 GIS and Spatial Analysis for Organizations (4)
  - GLB 200 Communications for Global Business Majors (4)
  - GLB 250 U.S. Global Business Law (4)
  - GLB 421 Corporate Finance (4)
  - GLB 422 Investments (4)
  - Other approved 300/400-level Global Business Courses

### *Required Major Courses (5 courses/20 credits)*

- GLB 336 International Business (4)
- GLB 353 Financial Management (4)
- GLB 356 International Finance (4)
- GLB 457 Strategic Issues in Global Business (4)
- GLB 459 Business Policy and Strategy for BS majors (4)

### **Additional Requirements**

- Study Abroad:* Minimum of one semester abroad, with additional study abroad recommended and supported by the department. Students are expected to study abroad in a location relevant to the language(s) they have studied. We want you to develop a depth of expertise in a specific region, not just go abroad for a superficial experience.
- Language proficiency:* Testing placement at the entry point to the 400 level of a foreign language by graduation. This means the student will have completed the 302-level course with at least a grade of 3.0 in the final semester, or the equivalent. For languages not taught at the University of Redlands, students must provide appropriate documentation to the Department Chair.
- Foreign-language study:* All students must take at least 8 credits of a foreign language. Students who are already proficient may take the required 8 credits either at an advanced level in the language(s) in which they are proficient (by for example taking a literature class in that language or a class on translation) or another language.

### **Emphasis within the Major**

Global Business majors may elect to have a formal emphasis within the major. Currently, these are available for Europe, Latin America, and China.

For a **Global Business – China emphasis**, students must be approved by the Department, and:

1. Demonstrate Mandarin proficiency at the end-of-fourth-year level by passing CHNS 402 (or equivalent class, as approved by the Global Business Department) or by otherwise demonstrating equivalent language proficiency to the satisfaction of the Global Business Department;
2. Study abroad in a substantially Chinese-speaking location for at least a semester; and
3. Complete five classes about China that are approved by the Global Business Department.

The five China-focused classes may consist of:

- GLB 188 China: An Introduction (4)



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- GLB 451 Government and Business in China (4)
- GLB 458 China's Legal System (4)
- GLB 488 China's Financial System (4)
- GLB 460 Topics in Global Business (2-4)
- GLB May Term or other GLB study abroad program to Greater China
- Other relevant courses as approved by the Department Chair such as China-focused classes taken while abroad or at other accredited universities, or internships in China, subject to approval by the Global Business Department (which in most cases is readily granted; students typically complete some of the required international courses while abroad).

For a **Global Business – Europe** emphasis, students must be approved by the Department and:

1. Demonstrate proficiency in French, German, or Spanish to the 402-level (completing 402 or its equivalent), or any other accepted European language as approved by the Department;
2. Study abroad in a European nation for at least a semester; and
3. Complete five classes about European topics, approved by the Global Business Department.

The five European classes may consist of:

- GLB 450 The European Union (4)
- GLB 453 International Negotiations (4)
- GLB 360 Topics in Global Business (2-4) GLB 460 Topics in Global Business (2-4)
- POLI 346 Foreign Policies: Russia and the Former Soviet (4)
- Other relevant courses as approved by the Department Chair such as Europe-focused classes taken while abroad or at other accredited universities, or internships in a European nation, subject to approval by the Global Business Department (which in most cases is readily granted; students typically complete some of the required international courses while abroad).

For a **Global Business – Latin America** emphasis, students must be approved by the Department and:

1. Demonstrate proficiency in Spanish or Portuguese to the 402-level (completing 402 or its equivalent);
2. Study abroad in any Latin American country; and
3. Complete five classes about Latin American topics, approved by the Global Business Department.

The five Latin America classes may consist of:

- GLB 360 Topics in Global Business (2-4) GLB 460 Topics in Global Business (2-4)
- SPAN 425 Spanish American Civilization (4)
- SPAN 426 Survey of Spanish American Literature (4)
- SPAN 440 Spanish American Narrative (4)
- Other relevant courses as approved by the Department Chair such as Latin America-focused classes taken while abroad or at other accredited universities, or internships in a Latin American nation, subject to approval by the Global Business Department (which in most cases is readily granted; students typically complete some of the required international courses while abroad).

### Internships

The department encourages all Global Business 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 are encouraged to seek internship opportunities and are encouraged to discuss options with their faculty advisor. To receive academic credit for any business internship, students must complete an organizational and industry study as defined by the professor advising this activity or an equivalent activity within their domestic or overseas study programs.

### Study Abroad

Study abroad greatly enhances the undergraduate experience for all Global Business students. The department requires one semester, minimum, of study abroad as well as advance planning for doing so. Early consultation with your Global Business advisor will allow for meaningful integration of one's international and university studies.

### Travel Abroad

The faculty periodically offers May Term travel courses to Asia and Europe. These courses expose students to both cultural and business issues through interaction with government officials, industry leaders, and scholars. Cultural and industrial site visits are extensive.

### Departmental Honors

Students who have met the following criteria are eligible for Departmental Honors:

- A cumulative GPA of 3.7 or higher in the major, including prerequisites and electives counted towards the major;
- Completion of a 400-level course in a language other than English, or equivalent;
- Completion of an approved internship during the study abroad program, and ;
- Completion of the Global Business Capstone (GLB 459) with at least a 3.7.

### Global Business Course Descriptions

#### GLB 100 Introduction to Business

*Fall (4)*

Should you major in business? What business careers could you pursue? Is business boring and soul-crushing or creative and exhilarating? Does business harm or benefit society? How is business conducted globally? This introductory class explores these topics. Suitable for students contemplating business majors and those just wanting to better understand their world.

*Numeric only.*

#### GLB 160 Topics in Global Business

#### GLB 260 Topics in Global Business

#### GLB 360 Topics in Global Business

#### GLB 460 Topics in Global Business

*Fall (2-4), Spring (2-4)*

#### GLB 188 China: An Introduction

*Fall (4)*

China is among the most significant countries in the world, yet too few people know enough about it. Students in this course diminish that gap by learning about China's enormous successes, challenges, complexity, and global impact. Focus is on business and economic issues, richly contextualized with background on China's history, politics, geography, languages, and cultures.

#### GLB 228 Globalization

*Fall (4), Spring (4)*

Traces the evolution of capitalism in the United States, China, Japan, and Europe, reviewing varying cultural and political approaches which create varied economic models. Students will explore the issues of doing business in each of the above-named nations or groups through analysis of an assigned company.

#### GLB 240 U.S. Business Law

*Fall (4), Spring (4)*

An introduction to the American legal system, our constitutional framework, the role of judicial decisions, and statutory law. Special emphasis is placed on business torts and contract law, along with other concepts important in the business world.

**Prerequisite(s):** BUS 226 or GLB 228 or by permission.

*Evaluation and numeric grade options. Not open to students who have completed BUS 240.*

#### GLB 250 Global Business Law

*Fall (4), Spring (4)*

This course surveys the legal environment of global business. Which country's law governs a cross-border transaction? How do parties resolve disputes? How do W.T.O. and E.U. rules interact with national laws and private ordering? These and other issues in private and public international law will be explored.

*Numeric only.*

#### GLB 336 International Business

*Fall (4), Spring (4)*

This course provides a general overview of the international dimensions of business. It explores the practices of doing business in today's global environment and trains how to think critically about conducting international business. The course begins with an overview of the globalization phenomenon and the key economic, political, legal, and cultural differences that characterize the various countries of the globe, and analyses of trends affecting the global trade, investment, and financial environments. Finally, topics related to international business strategy, structure, and operations such as production, marketing, human resources management, accounting and finance will be discussed.

**Prerequisite(s):** ECON 101 with minimum grade of 3.0 or higher, or by permission.

**GLB 353 Financial Management**

*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.

**Prerequisite(s):** ACCT 220 and ECON 101, and one course from POLI 202, MATH 111, or PSYC 250. Not open to students who have received credit for BUS 353.

**GLB 356 International Finance**

*Spring (4)*

This course explores the characteristics of international financial markets and examines various aspects of international financial management. Topics include international flow of funds, foreign exchange risk management, international investment analysis, international financial markets, operation of multinational firms, and international trade finance.

**Prerequisite(s):** GLB 353 or by permission. Numeric grading only.

**GLB 387 China's Business Environment**

*May Term (3)*

A travel course to China. Students gain direct exposure to one of the world's most vibrant and consequential business environments. Participants visit foreign-invested enterprises, government offices, and prominent local firms. They encounter individuals on the front lines of China's development.

**GLB 421 Corporate Finance**

*Spring (4)*

This course studies financial management in the corporate setting at an advanced level. Topics include the firm's investment and financing decisions, capital budgeting analysis, investment analysis under uncertainty, the cost of capital, capital structure theory, dividend policy, and other current topics in finance.

**Prerequisite(s):** GLB 353 or ACCT 310 or by permission.

**GLB 422 Investments**

*Fall (4)*

The course examines investment analysis and portfolio management through the study of the nature and functioning of securities markets, alternative investment opportunities, valuation of stock, fixed income securities, derivative securities.

**Prerequisite(s):** GLB 353 or ACCT 310 or by permission.

**GLB 450 The European Union**

*Fall (4), Spring (4)*

Focuses on European institutions and the conduct of business within the Union, beginning with the 1991 Maastricht Treaty. The impact of anti-trust policy and trade relations with the United States is followed closely.

**Prerequisite(s):** junior standing or by permission.

**GLB 451 Government and Business in China**

*Spring (4)*

Examines the evolution of economic and political reforms beginning with the rise of Deng Xiaoping in 1976. Hong Kong's integration, relationship with Taiwan, rise of Shanghai, state-owned enterprises, and foreign direct investment are considered in the context of foreign corporations conducting business in China.

**Prerequisite(s):** Junior standing or by permission. Numeric grading only.

**GLB 452 Japanese Corporations and Global Business**

*Fall (4), Spring (4)*

Covers operating styles in the management of Japanese firms, the relationship of major Japanese corporations to the Government of Japan, and the direct investment of Japanese firms in both developed and developing nations.

**Prerequisite(s):** junior standing.

**GLB 453 International Negotiations**

*Fall (4), Spring (4), May Term (3)*

Intended to introduce students to the fundamentals of negotiation and to create awareness of critical cultural points in international negotiations. Lenses through which the process will be viewed include the individual entrepreneur, small companies, major corporations, and that of a customer.

**Prerequisite(s):** BUS 226 or GLB 228, or by permission.

**Recommended:** GLB 336.

**GLB 457 Strategic Issues in Global Business**

*Spring (4)*

Selected current topics and their impact on business operations are explored in depth. This course emphasizes the need for businesses to closely monitor and develop both an understanding and sensitivity to major social, cultural, environmental, and political issues.

**Prerequisite(s):** Senior standing, Global Business major, WF course, WR course, GLB 100, BUS 136, BUS 240 or GLB 240, ACCT 220, GLB 336, and one course from POLI 202, MATH 111, or PSYC 250, or by permission.

**GLB 458 China's Legal System**

*Spring (4)*

"Rule the country with law" is a common Chinese refrain, and vast amounts of law have recently been

promulgated. Yet China's legal system retains special characteristics compared to legal system elsewhere. This introductory course examines China's constitution and laws affecting foreign investment, human rights, and relations with Hong Kong.

*Offered as needed. Numeric grade only.*

#### **GLB 459 Global Business Capstone**

*Spring (4)*

This course is a required capstone course for Global Business majors. It calls for students to integrate their knowledge of accounting, finance, management, marketing, law and international business to analyze, formulate and implement business and corporate strategies in national and global contexts. Of particular interest are the ways in which organizations develop and execute effective business strategies, the criteria by which organizations are evaluated, and potential success

estimated. We will explore both major variables that are within the control of a corporation, and outside variables, over which a corporation may have some, little, or no control.

**Prerequisite(s):** GLB 353, GLB 457 or by permission.

#### **GLB 488 China's Financial System**

*Spring (4)*

As a major global economy, China's financial system affects China's vast population and has profound global ramifications. This introductory course examines China's currency, securities markets, banks, non-bank financial institutions, insurance sector, regulation of inbound and outbound foreign investment, and concerns about systemic weaknesses from non-performing loans.

*Offered as needed. Numeric grade only.*

## Health, Medicine, and Society

### **Director**

James Krueger, Philosophy

### **Advisory Committee**

Ben Aronson, Biology

Larry Gross, Race and Ethnic Studies

Jessie Hewitt, History

Caryl Forristall, Biology

Celine Ko, Psychology

Victoria Lewis, Theater *Emerita*

Jennifer Nelson, Women, Gender, and Sexuality Studies

Lisa Olson, Biology

Tim Seiber, Johnston

Samantha Sterba, Economics

### **The Program**

The Health, Medicine, and Society (HMS) program seeks to integrate coursework relevant to the field of medicine from across many disciplines. It is meant to serve students interested in a wide range of career paths, from medical provider (physician, nurse, physician assistant, midwife) to health care administrator, from public health to healthcare policy. The program is built upon the conviction that questions about health and healthcare can only be meaningfully addressed by integrating different disciplinary perspectives. Thus, it provides a framework for navigating a wide range of classes ensuring both breadth of exposure and depth of perspective. Students will devise a personal course of study within the structure laid out below. Due to the integrative and interdisciplinary nature of the program, all HMS students are encouraged to consider making HMS a second major, expanding and enhancing a primary field of study.

The program is structured around four broad areas. The first, Natural Science, covers basic biology and chemistry. Such disciplines provide an important foundation for our understanding of health, and our development of possible medical interventions and public health programs. The second, Policy and Management, recognizes the complex legal, political, and economic context that defines how we respond to health challenges. Courses in this area provide important skills for developing and analyzing health policy, and for managing complex healthcare organizations. The third, Person and Society, draws on the rich traditions of medical anthropology, sociology, and psychology. Such fields help us to understand the

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complex social and personal forces that shape health and disease, and our responses to them. Finally, the fourth, Health and Social Justice, draws from a range of disciplines to explore the legacies and current impacts of systems of power on health and health care. All HMS majors are expected to complete some coursework in this area addressing topics such as racism, sexism, ableism, and other forms of discrimination.

In addition to this interdisciplinary focus, the HMS program is committed to healthcare as a form of service. The completion of an HMS degree requires a practical internship or service project as the foundation of the major capstone.

The flexible, interdisciplinary nature of the program requires careful planning with an advisor. Students interested in the program are strongly encouraged to take the foundational seminar (HMS 100) in their first or second year of studies.

### The Major

Students declaring an HMS major will develop a course of study comprised of a minimum of 11 courses (a minimum of 38 credits). This will include an emphasis comprised of five courses (a minimum of 19 credits) addressing one of the four core areas defined by the program, and at least two courses in one elective area (a minimum of 7 units). To ensure depth of study, a maximum of 3 100-level courses can count towards a student's concentration and electives.

Given that the ability to communicate with diverse communities is essential to health care, all HMS majors are strongly encouraged to develop competency in a second language.

Learning outcomes for this program may be found at [www.redlands.edu/ba-hms/learning-outcomes/](http://www.redlands.edu/ba-hms/learning-outcomes/)

### *Bachelor of Arts in Health, Medicine, and Society*

#### **All HMS majors must complete the following requirements (minimum 38 credits):**

1. *Foundation Course (1 course/4 credits):*
  - HMS 100 Health, Medicine, and Society (4)
2. *Mathematical Methods (1 course/4 credits):*
  - MATH 111 Elementary Statistics with Applications (4)
  - or- POLI 202 Statistical Analysis and Mapping of Social Science Data (4)
  - or- PSYC 250 Statistical Methods (4)
3. *Concentration (5 courses/19-20 credits):*
  - Take five courses addressing one of the areas below.
4. *Health and Social Justice or Electives (2 courses/7-8 credits):*
  - All HMS majors must take at least two courses in the Health and Social Justice area. If your concentration is in that area, you can select two elective courses in any of the other areas as electives.
5. *Capstone (2 courses/4 credits):*
  - Complete the capstone sequence:
    - HMS 300 Integrative Seminar I (2)
    - HMS 400 Integrative Seminar II (2)

HMS 300 should be completed at the end of a student's junior year. HMS 400 should be completed at the end of a student's senior year. Students will design a service/internship plan in HMS 300, then reflect upon and integrate their service experience with their course of study in HMS 400 after that project is completed. The completion of a service/internship project is required to complete the capstone sequence. For more information, consult an advisor within the HMS program.

### Department Honors

Students may apply for departmental honors in the fall of their senior year. To complete the honors requirements, students must successfully defend an Honors Project in HMS. The defense committee shall be composed of at least two faculty members, one of whom shall be an advisory board member in the HMS program. Students interested in pursuing honors will apply to seek honors in the fall of their senior year. For more information, contact the program director.

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### *Area Courses*

The following courses have been identified as addressing the four possible areas of study within the HMS program. Note that courses listed may have prerequisites. Additional courses not listed here may count as addressing each area at the discretion of the program director. For more information, consult an advisor within the HMS program.

#### Natural Science

- BIOL 200 Principles of Biology: Unity & Diversity (4)
- BIOL 201 Principles of Biology II: Molecular/Cellular Biology and Genetics (4)
- BIOL 239 Molecular Genetics and Heredity (4)
- BIOL 317 Human Anatomy (4)
- BIOL 326 Neuroscience (4)
- BIOL 332 Nutrition (4)
- BIOL 338 Cell Biology (4)
- BIOL 343 Microbiology (4)
- BIOL 344 Human Physiology (4)
- BIOL 345 Immunology (4)
- CDIS 100 Introduction to Communication Sciences and Disorders (4)
- CHEM 102 Introduction to Chemistry of the Environment (4)
- CHEM 131 General Chemistry (4)
- CHEM 132 General Chemistry (4)
- CHEM 231 Organic Chemistry (4)
- CHEM 232 Organic Chemistry (4)
- CHEM 312 Advanced Environmental Chemistry (4)
- CHEM 320 Biochemistry (4)
- PE 320 Introduction to Exercise Physiology (4)
- PE 340 Introduction to Sports Medicine (3)

#### Policy and Management

- BUS 305 Organizational Communication (4)
- BUS 310 Principles of Management and Organizational Behavior (4)
- BUS 312 Leadership (4)
- BUS 410 Organizational Consulting (4)
- ECON 101 Principles of Economics (4)
- ECON 221 Economics of Development (4)
- ECON 240 Economics of Race, Class and Gender (4)
- ECON 245 Health Economics (4)
- ECON 254 Economics of the Public Sector (4)
- EVST 100 Introduction to Environmental Studies (4)
- EVST 235 Environmental Impact Assessment (4)
- PLCY 100 Intro to Public Policy Analysis (4)
- POLI 457 Health Care Policy (4)
- REST 335 Race, Gender and Public Policy (4)
- SPA 110 Introduction to Spatial Analysis and GIS (4)
- SPA 210 Advanced GIS (4)

#### Person and Society

- ARTH 323 Gender and Sex in Renaissance Art (4)
- HIST 318 Gender and Sexuality in Modern European History (4)
- HMS 240 Health Promotion and Education (4)
- PSYC 100 Introduction to Psychology (4)
- PSYC 220 Abnormal Child Psychology (4)
- PSYC 320 Psychology of Gender (4)

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- PSYC 335 Developmental Psychology (4)
- PSYC 344 Abnormal Psychology (4)
- PSYC 350 Evolutionary Psychology (4)
- PSYC 450 Health Psychology (4)
- REL 250 Compassion (4)
- SOAN 137 Contemporary Issues in Anthropology (4)
- SOAN 205 Social Issues (4)
- SOAN 230 Bodies and Society (4)
- SOAN 329 Anthropology of Mothering (4)
- SOAN 342 Gender and Sexuality (4)
- SOAN 418 Death and Dying (4)

### Health and Social Justice

- HIST 210 History of Medicine in the US: Historical Methods (4)
- HIST 215 History of Disability (4)
- HMS 150 Health & Medicine in Southern Africa (3)
- PHIL 215 Bioethics: Doctors and Patients (4)
- PHIL 216 Bioethics: Technology and Justice (4)
- PHIL 231 Philosophy, Science, and Medicine (4)
- PHIL 232 Biology, Health, and Disease (4)
- REST 220 Endign Oppression (4)
- REST 245 Race and Science (4)
- WGS 232 History of Sexuality in the United States (4)
- WGS 333 Pregnancy & Power: Reproductive Politics and Policies (4)

### *Health, Medicine, and Society Course Descriptions*

#### **HMS 100 Health, Medicine, and Society**

*Fall (4), Spring (4)*

An introduction to the wide range of disciplinary perspectives that are relevant to understanding health, medicine, and their relationship with broader society. Students will learn to identify broad questions related to these themes, and work to identify the disciplines, and courses, that will help provide the tools necessary to answer them.

**Prerequisite(s):** 1<sup>st</sup>- year or 2<sup>nd</sup>- standing, all others by permission.

#### **HMS 150 Health & Medicine in Southern Africa**

*May Term (3)*

An exploration of health and medicine in Southern Africa. Travel to Eswatini and South Africa to explore the culture and history of the region, and how these impact health and medicine. Undertake service projects in conjunction with the Eswatini Ministry of Health.

*Credit/no credit only.*

#### **HMS 240 Health Promotion and Education**

*Spring (4)*

This course provides students with foundational knowledge of Public Health and Health education,

including theoretical frameworks and models of health behavior. It also provides Certified Peer Educator Training that prepares students to be peer health educators. Includes an in-depth self-study of a health issue affecting college students and hands-on experience.

*Numeric grade only.*

#### **HMS 300 Integrative Seminar I**

*Spring (2)*

This is the first course in the HMS major capstone sequence. Students will report on their progress through the program, reflecting on lessons learned about health, medicine, and society. They will then develop and propose their service internship required to complete the program.

**Prerequisite(s):** HMS 100.

#### **HMS 301 Networking for Health Professions**

*Fall (1), Spring (1)*

This course allows for further practice of skills developed in HMS 300 to refine a range of communication skills important to your career development.

**Prerequisite(s):** HMS 300. *By permission only. Credit/No credit.*

**HMS 400 Integrative Seminar II**

*Spring (2)*

This is the final course in the HMS capstone sequence. Students will report on all aspects of their education,

including their service internship, and reflect on lessons learned. The final, written report completes the capstone for the program.

**Prerequisite(s):** HMS 300.

## History

**The Faculty**

Kathleen A. Feeley

John Glover

Jessie Hewitt

Kathy J. Ogren

Matthew T. Raffety

Kimberly Welch

Patrick Wing

The History Department offers a global perspective for an interconnected world. Our curriculum teaches students historical method, theory, and analysis, and develops critical research, writing, and communication skills. In answering the questions, "What is history?" and "Why study history?" students learn multiple approaches for understanding the past, develop finely tuned interpretive skills, and construct clear and effective written and oral arguments.

**The Major**

Students who major in history explore the voices and narratives of the past in classes where they are encouraged to engage in critical analysis of multiple perspectives. Majors take two foundation courses at the 100-level and at least six electives. In addition, ideally by the end of the second year, history majors complete HIST 290 Seminar in Historical Theories and Methods, an introduction to the tools historians use to interpret historical sources and move beyond just "what happened when." In this course, students read and analyze historical literature and actively engage in historiographic debates.

In addition, majors personalize their program by declaring a thematic focus, tying together coursework, and laying the foundation for a capstone project of original historical research completed in HIST 490. In an information-based economy, the BA in history provides an excellent foundation for a wide range of careers, including teaching, business, public service, law, journalism, advertising, public relations, publishing, historical preservation, and archival management.

Learning outcomes for this program may be found at [www.redlands.edu/BA-HIST/learning-outcomes](http://www.redlands.edu/BA-HIST/learning-outcomes).

*Bachelor of Arts in History Major*

Students who choose to major in history must complete the following minimum requirements, usually in the sequence outlined.

*Foundation Courses (To be completed by the end of the sophomore year; 2 courses):*

- HIST 101 World History to 1450 (4)
- HIST 102 World History since 1450 (4)
- HIST 111 Early Modern Europe (4)
- HIST 112 Modern Europe (4)
- HIST 121 American History to 1877 (4)
- HIST 122 American History since 1877 (4)
- HIST 131 Latin American Civilizations (4)
- HIST 141 Classical Asian Civilizations: China and Japan (4)
- HIST 142 Modern Asian Civilizations: China and Japan (4)
- HIST 151 The African Experience Before 1800 (4)
- HIST 152 The Emergence of Modern Africa (4)



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### *Theories and Methods (1 course):*

- HIST 290 Seminar in Historical Theories and Methods (4)

### *Electives (6 courses):*

- A minimum of six History courses. At least two of the six courses must be at the 300-level.

### *Capstone Experience (1 course):*

- HIST 490 Capstone Research Seminar (4)

### *History Minor*

Students who minor in history complete two 100-level foundation courses, as well as at least four elective courses. History minors also complete HIST 290 Seminar in Historical Theories and Methods. The critical thinking and research skills developed in the History minor complement any number of major programs in the humanities as well as the natural and social sciences and prepare students for a wide range of careers. Students minoring in history must complete the following requirements, usually in the sequence outlined.

### *Foundation Courses (Ideally to be completed by the end of the sophomore year; 2 courses):*

- HIST 101 World History to 1450 (4)
- HIST 102 World History since 1450 (4)
- HIST 111 Early Modern Europe (4)
- HIST 112 Modern Europe (4)
- HIST 121 American History to 1877 (4)
- HIST 122 American History since 1877 (4)
- HIST 131 Latin American Civilizations (4)
- HIST 141 Classical Asian Civilizations: China and Japan (4)
- HIST 142 Modern Asian Civilizations: China and Japan (4)
- HIST 151 The African Experience Before 1800 (4)
- HIST 152 The Emergence of Modern Africa (4)

### *Theories and Methods (1 course):*

- HIST 290 Seminar in Historical Theories and Methods (4)

### *Electives (4 courses):*

- A minimum of four History courses. At least one of the four courses must be at the 300-level.

### **Foundation Courses**

HIST 101 World History to 1450 (4)  
HIST 102 World History since 1450 (4)  
HIST 121 American History to 1877 (4)  
HIST 122 American History since 1877(4)  
HIST 111 Early Modern Europe (4)  
HIST 112 Modern Europe (4)  
HIST 131 Latin American Civilizations (4)  
HIST 141 Classical Asian Civilizations: China and Japan (4)  
HIST 142 Modern Asian Civilizations: China and Japan (4)  
HIST 151 The African Experience Before 1800 (4)  
HIST 152 The Emergence of Modern Africa (4)

### **Area Focus Courses**

HIST 200 History of Wine (3)  
HIST 215 History of Disability (4)  
HIST 216 Global Cinemas (3-4)  
HIST 222 U.S. Foreign Relations before 1920 (4)  
HIST 223 Anxiety Race and Empire: U.S. c. 1900 (4)  
HIST 224 History of Sports in America (4)  
HIST 225 Public History: Applications in American Life (4)

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HIST 226 Native American History (4)  
HIST 227 Mapping African American History (4)  
HIST 228 U.S. City and Suburb (4)  
HIST 229 U.S. History on Film (3-4)  
HIST 251 Mapping African History (4)  
HIST 260 Topics in History (3-4)  
HIST 265 Twentieth-Century Europe on Film (3)  
HIST 266 Europe since 1945 (4)  
HIST 281 History of the Islamic Middle East (600-1800) (4)  
HIST 282 History of the Modern Middle East (4)  
HIST 283 The Ottomans in Europe: Nationalism, Islam and Empire (4)  
HIST 284 The Middle East on Film (3)

### **Historical Theories and Methods**

HIST 290 Seminar in Historical Theories and Methods (4)

### **Advanced Seminars**

HIST 311 Europe: 1890–1945 (4)  
HIST 315 France and the World, 1750-present (4)  
HIST 318 Gender and Sexuality in Modern European History (4)  
HIST 320 U.S. Cultural History (4)  
HIST 321 U.S. Civil War and Reconstruction (4)  
HIST 323 California (4)  
HIST 324 Cold War America (4)  
HIST 326 Primary Witness in Women’s History (4)  
HIST 327 Modern African-American History (4)  
HIST 328 Gender, Media, and U.S. Culture (4)  
HIST 330 Rise of the Anglo-Atlantic World 1500–1815 (4)  
HIST 332 U.S. in the Era of Jefferson and Jackson (4)  
HIST 352 Africa and the Atlantic Slave Trade (4)  
HIST 354 Race and History in South Africa (4)  
HIST 360 Historical Problems (4)  
HIST 376 California Indian Seminar (4) HIST 381 Mongol World Empire (4)  
HIST 382 Religion and Politics in Iran (4)  
HIST 401 Advanced Reading Colloquium (2)  
HIST 490 Capstone Research Seminar (4)  
HIST 499 Honors Thesis in History (2-4)

### **Special Offerings**

HIST 185 Public History Internship (1–4)

If you are a CAS undergraduate student interested in a future career as a teacher, please visit the CAS Undergraduate Teacher Credential Program webpage for information regarding admission to the School of Education, coursework pathways, and requirements to earn a California Teaching Credential. Students planning to earn their multiple subject or single subject teaching credential should take HIST 121 American History to 1877, which fulfills the Constitution requirement for the credential. Students should discuss their plans with their CAS advisor and work closely with them to customize an academic plan.

### **Advanced Placement in History**

1. For AP scores of 1, 2, or 3 in U.S., European, or World History, no credit will be awarded by the department.
2. For AP scores of 4 or 5, the department awards four credits for each score presented.

In U.S. History, credit is given for HIST 122.

In European History, credit is given for HIST 112.

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In World History, credit is given for HIST 102.

### International Baccalaureate

1. For a score of 6 or higher in History higher level Route 1, credit is given for HIST 111.
2. For a score of 6 or higher in History higher level Route 2, credit is given for HIST 102.

### Internships

For exceptional students, particularly those with a focus on Public History, the department offers credit-bearing internships in partnership with local archives and historical facilities. In the past, students have held placements at the Watchorn Lincoln Shrine, Smiley Library, Kimberly Crest, University Archives, and others. Interested students should contact the Department Chair for details.

### Departmental Honors

A departmental honors program is available for exceptionally able and motivated students. Students with a cumulative GPA of 3.50 or better may initiate an application to undertake an honors project. Interested students must consult with the Department Chair for information about the application procedure and requirements. Application deadline is Monday of the fourth week of the first semester of the senior year. Ordinarily, students will take HIST 490 in the fall and HIST 499 in the spring semester of their senior year with their major research paper completed and thesis defended by the last day of spring semester classes.

### *History Course Descriptions*

#### **HIST 101 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.

#### **HIST 102 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 and change revolutionizing traditional world cultures and resulting in the interdependent, global system of today.

#### **HIST 111 Early Modern Europe**

*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 end of the 18th century. Topics include the Renaissance, the Reformation, the Enlightenment, the birth of modern science, and the English and French revolutions.

#### **HIST 112 Modern Europe**

*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.

#### **HIST 121 American History to 1877**

*Fall (4), Spring (4)*

This survey explores major themes in the development of American culture, economy, and politics from First Contact through Reconstruction. Topics include colonial encounters, the Revolutionary War, the rise of participatory democracy, slavery and the creation of race, the "Market Revolution," geographic expansion, and the Civil War and its aftermath.

#### **HIST 122 American History since 1877**

*Fall (4), Spring (4)*

This survey explores major themes in the development of American culture, economy, and politics from the Civil War and its aftermath to the present. Topics include the rise of American empire; industrialization; urbanization and suburbanization; war; political and social reform and activism; mass culture and mass media; and the study of class, race, gender, and sexuality.

#### **HIST 131 Latin American Civilizations**

*Fall (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.*

**HIST 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 as needed.*

**HIST 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 as needed.*

**HIST 151 The African Experience Before 1800**

*Fall (4)*

The history of sub-Saharan Africa before the era of European Imperialism. The diversity of African societies will be emphasized by exploring the relationships between geography, environment, and history across the continent. Topics include cultural ecology, ethnicity, Africa's place in the Islamic world, and the Atlantic slave trade.

*Offered as needed.*

**HIST 152 The Emergence of Modern Africa**

*Spring (4)*

The history of sub-Saharan Africa from the end of the Atlantic slave trade to the present. Agency and the development of new African identities underscore an interdisciplinary examination of how Africa negotiated European colonization and the subsequent challenges of independence and neo-imperialism.

*Offered as needed.*

**HIST 185 Public History Internship**

*Fall (1–4), Spring (1–4), May Term (1–3)*

Independent internship overseen by faculty member in partnership with a local historical institution. Duties, responsibilities, opportunities, and availability will vary. Students will work in concert with public history professionals in an archive, museum, or other public history setting.

*Repeatable for a maximum of 6 credits. Offered as needed. Credit/no credit only.*

**HIST 200 History of Wine**

*May Term (3)*

The study of the history of wine as it has evolved from its origins over 5,000 years ago in Russia to its contemporary development in California. Instructing how best to develop the necessary skills to communicate and appreciate the emergence of wine as a focus of culture and lifestyle; hence the prerequisites.

**Prerequisite(s):** *Must be minimum 21 years of age.*

*Course fee applies.*

**HIST 210 History of Medicine in the US: Historical Methods**

*Spring (4)*

Historians have looked to complex explanations to explore the relationship between the health care system and the rest of society. This course examines these relationships through the lens of gender, race, sexuality and class. It is concerned with exploring how gender, science, medicine, class and race constitute one another over time in the American context.

*Offered in alternate years. Numeric or Evaluation grade only.*

**HIST 215 History of Disability**

*Fall (4), Spring (4)*

This course examines the history of disability since 1500. Topics include the difference between early modern and modern understandings of sickness and health; the professionalization of medicine; disability and the nation-state; disability and modern warfare; eugenics in fascist and liberal societies; and the disability rights movement.

*Offered as needed. Numeric and Evaluation grade only.*

**HIST 216 Global Cinemas**

*Fall (4), Spring (4), May Term (3)*

This course will examine the global history of cinema, from the silent to sound to digital ears. Topics include: nation-building, transnational conflict and consensus, class conflict, racial/ethnic consciousness and conflict, gender relations and norms, industrial organization, and an emerging global mass culture.

*Offered as needed. Numeric and evaluation grade options.*

**HIST 222 US Foreign Relations before 1920**

*Fall (4), Spring (4)*

This course examines the twist and turns of US foreign policy from the Revolution through the end of World War I, examining how the United States went from a fledgling

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republic struggling for legitimacy to embracing a position of world leadership by the beginning of the twentieth century.

*Numeric grade only. Offered as needed.*

### **HIST 223 Anxiety, Race, and Empire: U.S. c. 1900**

*Fall (4), Spring (4)*

From 1876–1917, the U.S. experienced optimism and dismay over profound economic, demographic, cultural, and political changes. This course explores shifting conceptions of race and empire (both on the closing frontier and worldwide); mass media’s development; and questions of modernity, authenticity, and identity at the oft-bewildering dawn of the “American Century.”

*Offered as needed.*

### **HIST 224 History of Sports in America**

*Fall (4), Spring (4)*

Examines historical development and shifting meanings of American sports from the colonial era through the present. We focus on links between sports and national identity, industrialization, religion, and urbanization; and the issues of race, class, gender, and sexuality on and off the field. We may even get in a few games ourselves.

*Offered as needed.*

### **HIST 225 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.*

### **HIST 226 Native American History, 1600–Present**

*Fall (4)*

Survey of Native American history from the era of first contact with Europeans to contemporary controversies. Topics include the contesting of European colonization, the phenomenon of intercultural captivity, the “era of removal,” battles over cultural assimilation, personal and collective identities, American Indian law, gender issues, and tribal sovereignty.

*Offered in alternate years.*

### **HIST 227 Mapping African American History**

*Fall (4), Spring (4)*

This course seeks to promote a more comprehensive understanding of the historical geography of racism and segregation as well as the growth of Black businesses and communities and the freedom struggle across the entire

mid-twentieth century United States through mapping and spatially analyzing various historical topics.

*Numeric and Evaluation grades only. Offered as needed.*

### **HIST 228 U.S. City and Suburb**

*Fall (4)*

Where and how Americans have chosen or have been forced by circumstance to live, work, and play and how this has changed over the last century will be the central focus. Topics include immigration, industrialization, urbanization, suburbanization, social reform, and activism.

*Offered as needed.*

### **HIST 229 U.S. History on Film**

*Fall (4), Spring (4), May Term (3)*

Analyze history of U.S. film industry and society and explore the political, economic, social, and cultural meaning of film. Consider strengths and limits of film as a tool for understanding U.S. culture and history. Key themes: class; gender; and racial conflict and consciousness; and the rise of a mass consumer culture and American empire.

*Offered as needed.*

### **HIST 251 Mapping African History**

*Fall (4), Spring (4)*

A spatial approach to African history involving a critical examination of the relationships between space and history in Africa and the demonstration of those relationships through mapping. The use of GIS (geographic information systems) provides a wide range of tools to analyze a range of historical topics.

*Offered as needed.*

### **HIST 260 Topics in History**

*Fall (4), Spring (4), May Term (3)*

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, and modern Africa. *May be repeated for degree credit given a different topic.*

### **HIST 265 Twentieth-Century Europe on Film**

*Fall (4), Spring (4), May Term (3)*

This course examines twentieth-century European history through films and other primary sources. Key topics include World War I, the rise of fascism and communism, World War II, Cold War politics and cultures, and the fall of the Iron Curtain.

*Numeric grade only.*

**HIST 266 Europe since 1945**

*Fall (4), Spring (4)*

This course examines European history since 1945, including the legacy of the Second World War, decolonization, life on both sides of the Iron Curtain, the rise of the European Union, the sexual revolution, deindustrialization, the fall of the Berlin Wall, immigrant life, and the resurgence of nationalist politics.

*Numeric and Evaluation grade options. Offered as needed.*

**HIST 275 Mapping Metal: A Historical Geography**

*Fall (4)*

An examination of the historical geography of Metal as a global musical genre, complete with sub-genres, from its origins in the 1960s to the current day. Utilizing historical geomusicology as a research methodology, students will pursue original research projects. Course includes use of ArcOnline, Dashboards, and Story Maps.

*Offered as needed.*

**HIST 281 History of the Islamic Middle East (600-1800)**

*Fall (4), Spring (4)*

History of Islam between the Nile and Oxus rivers, from the time of the Prophet Muhammad until the end of the 18th century. Themes include the earliest Muslim community, the question of leadership and sectarian divisions, non-Muslim communities living within Islamic society, mysticism, and women and the harem.

*Offered as needed.*

**HIST 282 History of the Modern Middle East**

*Fall (4), Spring (4)*

This course is an introduction to the history of the Middle East from the early 19th century to the present. Topics include growing Western influence, changing interpretations of religion, origins and history of the Israel-Palestine conflict, and the role of the U.S. in the Middle East since World War I.

*Offered as needed.*

**HIST 283 The Ottomans in Europe: Nationalism, Islam, and Empire**

*Spring (4)*

History of Ottoman society in Europe, from the 14<sup>th</sup> century to World War I. Emphasis on Ottoman integration of a wide diversity of religious, ethnic, and linguistic populations, as well as the challenges faced by the rise of nationalism in the 19th century, and the gradual disintegration of Ottoman rule.

*Offered as needed.*

**HIST 284 The Middle East on Film**

*May Term (3)*

This course examines the depiction of the Middle East in popular Hollywood movies, as well as the history and culture of the region through the work of screenwriters and directors from countries such as Iran, Israel, Lebanon, and Turkey.

**HIST 290 Seminar in Historical Theories and Methods**

*Fall (4), Spring (4)*

Overview of the study of history as discipline and practice, and as an approach to understand moral, social, economic, and political questions. This course covers historical theory, methodology, writing, and interpretation. Students will read and analyze historical literature and debates, write historiographic essays, and develop an emphasis in the major/minor.

**HIST 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.

*Prerequisite(s): HIST 290. Offered as needed.*

**HIST 315 France and the World, 1750-present**

*Fall (4), Spring (4)*

This course examines the history of France and the French Empire since 1750. Topics include the French and Haitian Revolutions, the industrial revolution and nineteenth-century culture, the colonization and decolonization of Algeria, the First and Second World Wars, and contemporary debates over immigration, religion, and race.

**HIST 318 Gender and Sexuality in Modern European History**

*Fall (4), Spring (4)*

This course examines the history of gender and sexuality in Europe since 1750. Topics include the influence of the Enlightenment, the French Revolution, and the Industrial Revolution on the development of the new gender ideals, the "invention" of sexuality, the links between gender and empire, and the long sexual revolution.

**HIST 320 U.S. Cultural History**

*Fall (4)*

Explores the nature and purpose of the historian's craft and the historical method through the rise of cultural history in modern U.S. Topics include the rise of industrial capitalism and growth of urban mass consumer culture and its output, including film and television.

**HIST 321 U.S. Civil War and Reconstruction**

*Spring (4)*

This course analysis the cause, conduct, consequences, and memory of the U.S. Civil War and then the Reconstruction that followed. Topics include how various Americans understood, experienced, and documented the conflict and its aftermath and how the war shaped American culture, economy, and politics.

**HIST 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 agribusiness, industrialization, population growth, and the unique cultural and ethnic heritage of the state. Primarily for teaching credential students.

**HIST 324 Cold War America**

*Spring (4)*

Explore how the Cold War has shaped U.S. (and global) economy, culture, politics, gender roles, media, and history. Topics include McCarthyism, nuclear politics, civil rights activism and backlash and Cold War literature. *Offered as needed.*

**HIST 326 Primary Witness in Women's History**

*Fall (4)*

Examination of four major kinds of primary documents used to reclaim and analyze United States women's history: diaries, correspondence, oral narratives, and autobiographies. Focus on the problems posed by private and public evidence in historical scholarship. Students also apply these methods to their own writings and research.

*Prerequisite(s): HIST 290. Offered as needed.*

**HIST 327 Modern African-American History**

*Spring (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.

*Offered as needed.*

**HIST 328 Gender, Media, and U.S. Culture**

*Spring (4)*

Study of gender and media theory and history in modern United States. Major themes include the evolution of the

mass media, how this media both reflects and shapes gender roles and norms, and how gender norms and stereotypes have evolved and have also shaped U.S. media.

**HIST 330 Rise of the Anglo-Atlantic World 1500–1815**

*Fall (4), Spring (4)*

Research seminar examining the development of the Anglophone Atlantic from the 16th through the 19th centuries as a maritime empire that bound together people, goods, and ideas from four continents centered on the Atlantic, while exploring the promise and perils of the "Atlantic turn" in historiography.

*Offered as needed.*

**HIST 332 U.S. in the Era of Jefferson and Jackson**

*Fall (4), Spring (4)*

Examines the critical period in the early American republic, 1789–1850. Particular attention is given to the rise of popular democratic participation and the party politics, the development of race as a central line of division, and the economic and cultural processes by which the U.S. began to cohere as a nation.

*Offered as needed.*

**HIST 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 in alternate years.*

**HIST 354 Race and History in South Africa**

*Spring (4)*

An exploration of the major developments in South Africa that led to the creation of apartheid or racial separation. African perceptions of European colonization, industrialization, urbanization, and land alienation are stressed. The course concludes with a look at the work of African nationalist leaders such as Mandela and Biko.

*Offered in alternate years.*

**HIST 360 Historical Problems**

*Fall (4), Spring (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 and issues in Chicano history. May be repeated for degree credit given a different topic.

*Offered as needed.*

**HIST 376 California Indian Seminar**

*Spring (4)*

The result of combining ethnography and history into ethno-history presents the Native American side of Indian-White relations in California. Using GIS tools of analysis and plotting permits mapping Indian movement in the mission system, revealing their agency and growing power in coping with European and American directed social change.

**HIST 381 Mongol World Empire**

*Fall (4), Spring (4)*

Research seminar on the Mongol Empire, which stretched from Korea to Hungary in the 13th and 14th centuries. Topics include pastoral nomadic origins; the life and legacy of Chinggis Khan; Mongol encounters with Chinese, Islamic, and Latin Christian societies; and the Mongols as brokers of cross-cultural exchange.  
*Offered as needed.*

**HIST 382 Religion and Politics in Iran**

*Fall (4), Spring (4)*

This course examines the relationship between religious and political authority in Iran. Focus is on the modern period. Topics include traditional Persian kingship, Shi'i Islam, the Constitutional Revolution of 1905–1911, the CIA-led coup of 1953, the Iranian Revolution of 1978–1979, and life in the contemporary Islamic Republic.

*Offered as needed.*

**HIST 401 Advanced Reading Colloquium**

*Fall (2), Spring (2)*

Opportunity for students and instructor(s) to examine a historical problem or body of literature in a small, collaborative setting. Topic is open to interests of participants.

**Prerequisite(s):** *by permission.*

**HIST 490 Capstone Research Seminar**

*Fall (4)*

This course serves as the culmination of the major. Each student will plan, research, draft, revise, and complete an original research paper of 18 to 20 pages, reflecting advanced historiographical understanding and skill under the guidance and with the approval of department faculty. Content will be driven by student projects.

**Prerequisite(s):** *prior coursework in the major and senior standing or by instructor permission.*

**HIST 499 Honors Thesis in History**

*Spring (2–4)*

Students approved by the department continue the work done in HIST 490 to develop an extended, original Honors Thesis that seeks to break meaningful new ground in its research topic.

## Human-Animal Studies

**The Program Director**

Catherine Salmon, Psychology

**The Faculty Advisory Committee**

Kathie Jenni, Philosophy

Wendy McIntyre, Environmental Studies

Lei Lani Stelle, Biology

Dustin VanOverbeke, Biology

**The Field of Study**

Human-Animal Studies (HAST) is a rapidly growing interdisciplinary field devoted to examining and critically evaluating the relationships between humans and nonhuman animals: historical or contemporary, factual or fictional, real or symbolic, beneficial or detrimental. In exploring these relationships, we acquire a greater understanding of the ways in which animals figure in our lives and we in theirs. As our understanding of ecology and the fundamental inter-connectedness of all living beings continues to grow, the importance of studying human-animal interactions becomes ever more evident.

All students with an interest in the interactions between humans and animals are encouraged to consider a Human-Animal Studies major or minor. This program will have an especially practical use for students pursuing careers related to wild or



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domesticated animals in zoos, shelters, refuges, wildlife rehabilitation centers, laboratory science, veterinary medicine, conservation programs, or other settings.

### Advising

Students pursuing the major/minor must select an advisor as early as possible, and no later than when they declare, to help them plan a coherent and balanced course of study. Students should meet with their advisor at least once each semester to ensure a rich interdisciplinary experience. Since many of the courses have prerequisites, early planning is important.

### *Human-Animal Studies Major*

#### *Foundation: 4 courses (16 credits)*

- HAST 100: Introduction to Human-Animal Studies
- Choose one Animal / Environmental Ethics course
  - PHIL 110: Contemporary Moral Issues\*
  - PHIL 211: Environmental Ethics
  - PHIL 212: Humans & Other Animals
  - PHIL 213: Animal Ethics & Policy
  - REL 120: Religion & Ethics
  - REL 122: Religion & Ecology: Environmental Ethics
- Choose one Animal Behavior course:
  - BIOL 352: Animal Behavior
  - PSYC 350: Evolutionary Psychology
- Choose one Ecology Course:
  - BIOL 109: Contemporary Issues in Ecology
  - BIOL 111: Introduction to Marine Biology
  - BIOL 238: Ecology, Evolution and Behavior
  - BIOL 340: Conservation Biology
  - EVST 343: Biodiversity

#### *Area of Emphasis (4 Related Content Courses/16 credits):*

In consultation with a HAST Advisor, each student will select an Area of Emphasis (AOE) consisting of four courses chosen from the lists below. The Area of Emphasis must be approved by the program Director. Examples of Areas of Emphasis include (but are not limited to) domesticated animal care, industrial uses of animals, evolution of animal agriculture, animals in religion, animals as symbols in literature, or any other focused area of study in human-animal relationships.

#### *Science Courses: Any course listed below that is not taken for the Foundation\**

- BIOL 320: Marine Conservation (May Travel)
- BIOL 334: Comparative Animal Physiology
- BIOL 339: Zoology
- EVST 243: Ecology for Environmental Scientists
- EVST 281: The Palau Expedition (May Travel)
- EVST 283: Mapping Animals

\* Exception: BIOL 340: Conservation Biology and EVST 343: Biodiversity may not both count toward the HAST major.

#### *Courses in Humanities, Society, and Culture: Any course listed below that is not taken for the Foundation*

- ECON 205: Ecological Economics
- ENGL 256: Native American Literature
- EVST 201: Environment & Society
- EVST 213: Environmental Justice
- EVST 215: American Environmental Literature
- EVST 311: Environmental Law in Action
- EVST 325: Public Lands Policy
- EVST 335: Environment & Development

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- HIST 226: Native American History
- PHIL 260: Animals & Science
- PHIL 301: Chinese Buddhism
- POLI 207: Environmental Politics & Policy
- POLI 394: Boundaries of Political Community: Humans, Animals, Cyborgs
- REL 120: Religion and Ethics
- REL 122: Religion & Ecology: Environmental Ethics
- REL 250: Compassion
- REST 334: Native American Environmental Issues
- REST 346: Native American Religions & Worldviews

### *Practicum / Internship (1 course/2 credits, appropriate to the Area of Emphasis:*

- HAST 371 – Practicum
- or- HAST 380 Directed Study

### *Methods Course (1 course/4 credits, appropriate to the Area of Emphasis:*

- SPA 110: Intro to Spatial Analysis & GIS
- HIST 290: Seminar in Historical Theories and Methods
- POLI 202: Statistical Analysis and Mapping of Social Science Data
- PSYC 250: Statistical Methods
- PSYC 300: Research Methods

### *Capstone Experience (2 credits):*

- HAST 402: Capstone II (Fall only; 2 credits): Fieldwork, Career Preparation, Thesis Research

### **Additional Options and Restrictions:**

- Negotiable Courses: Other courses may count toward the HAST major electives provided that a major project in the course involves a HAST topic. Students should negotiate such arrangements with the instructor and obtain permission from the Advisory Committee before the beginning of the course.
- Up to two Directed Studies may count toward the major, with permission of the instructor and the program Director.
- To ensure depth of study, no more than three 100-level courses may count toward the major.
- To ensure breadth of study, the major must include coursework in no fewer than three disciplines.

### *Human-Animal Studies Minor*

The minor in HAST consists of six (3 or 4 credit) courses: two foundation courses, three electives, and a practicum. These should be selected from the same course lists as for the major (see above). In addition, for the minor (a) at least one course must be selected from the sciences and one from the humanities, (b) at least three disciplinary areas must be represented in the minor, and (c) no elective may duplicate a foundational course. One elective may be satisfied through a directed study in a HAST-related topic, subject to approval by the HAST Advisory Committee. No more than two courses in the minor may count toward the biology, environmental studies, or philosophy major.

Appropriate additional courses and directed studies from a variety of departments may be counted toward the HAST minor. To be eligible, a course must include significant attention to Human-Animal relationships and offer the opportunity to focus a research paper or project on related issues.

Students should discuss the potential of a course counting toward the minor with the instructor as early as possible (ideally, before the course has begun) and negotiate special assignments or projects in consultation with the instructor and the HAST Advisory Committee early in the semester. Negotiable courses must be approved by the Advisory Committee for credit toward the minor.

*Human-Animal Studies Course Descriptions*

**HAST 100 Introduction to Human-Animal Studies**

*Fall (4)*

Introductory study of relationships between humans and other animals: biological, ecological, psychological, ethical, and more. Topics include the social construction of animals, uses of animals in economies and cultures, attitudes and violence toward animals, and connections between human oppression and animal suffering. Readings, films, guest speakers, and class discussions. *Offered in alternate years. Numeric and Evaluation grade only.*

**HAST 371 HAST Practicum**

*Fall/Spring (2)*

The Human-Animal Studies Program at the University of Redlands offers a field practicum in HAST to provide students with the opportunity for experiential learning in the field. The practicum may take the form of any experiential project involving animals that is approved by the program director. Examples of relevant projects include: the Philosophy Animals in Service May term course, independent work with any Redlands faculty, Community Service Learning activities conjoined with HAST faculty oversight, Fieldwork via Environmental Study Abroad programs conjoined with HAST faculty oversight, an internship in a HAST-related organization with HAST faculty oversight. This practicum requires

students to apply their knowledge of HAST and its practical use in an applied setting via a critical written reflection on the activities and experience of the practicum integrating insights from at least three HAST disciplinary areas. The practicum is expected to be completed within one semester's time and can be completed in any semester.

*CR/NC only*

**HAST 401 HAST Capstone**

*Fall (2)*

The Capstone consists of HAST 401 (Fall, 2 units) and HAST 402 (Spring, 2 units). HAST 401 includes work with OCPD, guest speakers, and directed fieldwork OR thesis research.

**Prerequisite(s):** *Senior Status and HAST major. Offered as needed. Permission only. Numeric grade only.*

**HAST 402 HAST Capstone**

*Spring (2)*

The Capstone consists of HAST 401 (Fall, 2 units) and HAST 402 (Spring, 2 units). HAST 401 includes work with OCPD, guest speakers, and directed fieldwork OR thesis research.

**Prerequisite(s):** *Senior Status and HAST major. Offered as needed. Permission only. Numeric grade only.*

## International Relations

**The Program Director**

John Glover, History and Spatial Studies

**Advisory Committee**

Graeme Auton, Political Science

Francis Bright, French

Nate Cline, Economics

Eric McLaughlin, Political Science

Patrick Wing, History

The International Relations program emphasizes an interdisciplinary approach to understanding the complexity of factors that influence global interactions. It is increasingly difficult to understand local, regional, and national developments without a grasp of their global context. The program does not privilege a single approach, but rather is designed knowing that the interests of states, markets, transnational organizations, and cultural communities are inextricably linked, and thus must be systematically viewed together in order to address issues of security, diplomacy, sustainability, and development.

**The Major**

The International Relations major offers a conceptual vision and practical skills in written and spoken languages that will allow our graduates to find and create meaning in an interconnected world where people around the world are affected by

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a vast array of linkages that cross and perhaps reject geographic and political boundaries. Students take issue and theory-based foundation courses in global studies as well as economics, political science, cultural anthropology, and history; two courses emphasizing social science methodologies; and at least four electives in a concentration. Students are also required to acquire aptitude in a non-English language and are strongly encouraged and supported to engage in international/global internships, field experiences, or study abroad for one semester.

The major consists of a minimum of 48 credits selected in consultation with an advisor. A minimum of 28 credits for the major must be taken at the University of Redlands.

### Our Concentrations

#### *Global Political Economy and Economic Development (GPED)*

This concentration focuses on the economics and political economy of international trade, finance, and development. It examines applied and theoretical aspects of past and current approaches towards international political economy, with particular emphasis on the role of global institutions (such as the World Bank, International Monetary Fund, and specialized agencies of the United Nations system), various regional arrangements, and non-governmental entities (such as NGO's and transnational corporations) in driving and managing the increasing economic interdependence among countries. In this concentration students may also explore the relationship between domestic and international political economic interests, doctrines and practices that have characterized the field of economic development, and current efforts to foster economic development around the world.

#### *Global Environment, Health, and Natural Resources (GEHN)*

This concentration focuses on the environmental, health, and resource issues that manifest within the global commons as well as in less-developed or emerging economy countries. It explores environmental issues, as well as environmental and resource economics, the economic and environmental impact of globalization, and the role of the World Bank, United Nations Development Program and United Nations Environment Program, and the social, economic, and political dimensions of health and health services.

#### *Global Institutions and Society (GLIS)*

This concentration focuses on global civil society issues, including questions of race, development and humanitarian aid, ethno-national conflict, gender, social movements, and democratization. It examines the power and influence of non-state actors including supranational organizations, non-governmental organizations, international law, international corporations, as well as sub-national socio-political groups and interests.

#### *International Politics, Peace, and Security (IPPS)*

This concentration focuses on the analysis of conflict within and across national borders and efforts by state actors to reduce threats and promote a peaceful and safe world. Courses may interrogate the political and security relationships among sovereign states, global and regional balances of power, "traditional" and "non-traditional" security threats such as terrorism, regional security issues, foreign policy and national security policy making, and international security and arms control.

Learning outcomes for the program may be found at [www.redlands.edu/BA-IR/learning-outcomes](http://www.redlands.edu/BA-IR/learning-outcomes).

### *Bachelor of Arts in International Relations*

Students who choose to major in International Relations must complete the following minimum requirements (48 credits).

#### *Foundation (2 courses/8 credits):*

- IR 201 Introduction to International and Global Studies (4)
- IR 200 International Relations Theory (4)

#### *Interdisciplinary Core (3 courses/ 12 credits):*

- HIST 102 World History since 1450 (4)

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- SOAN 202 Principles of Cultural Anthropology (4)  
-or- REL 125 Introduction to World Religions (4)
- ECON 100 Economics & Society (4)  
-or- ECON 101 Principles of Economics (4)\*  
\*Students choosing the Global Political Economy and Economic Development concentration should take ECON 101.

*Methodologies (2 courses/7–8 credits). Two courses from different departments and programs. These should be classes that include the following:*

- ECON 202 Game Theory (4)
- ECON 255 Data Storytelling (4)
- ECON 352 Qualitative Methods in Economics (4)
- EVST 399 Research Methods & Design (4)
- HIST 290 Seminar in Historical Theories and Methods (4)
- IR 350 Translation and Interpretation Workshop (4)
- POLI 200 The Study of Politics (4)
- POLI 202 Statistical Analysis and Mapping of Social Science Data (4)
- POLI 203 Playing Politics (3)
- SOAN 300 Research Methods and Design (4)
- SOAN 301 Fieldwork and Ethnographic Methods (4)
- SOAN 303 World Ethnographies (4)
- SOAN 305 Mapping People, Mapping Place (4)
- SPA 110 Introduction to Spatial Analysis and GIS (4)
- or other courses approved by the advisor

*Concentration (4 courses/16 credits):*

Choose four courses to take within a concentration. No more than two may be a lower division course (100- or 200-level). Courses must be taken from at least two, and preferably three, different departments. Students negotiate the appropriate classes with their advisors; sample courses and pathways are shown in alpha order below.

- GLB 228, GLB 336
- ECON 205, ECON 221, ECON 222, ECON 240, ECON 424, ECON 455
- EVST 260 (with approval), EVST 334
- HIST 112, HIST 131, HIST 152, HIST 251, HIST 260, HIST 282, HIST 311, HIST 330, HIST 354, HIST 381, HIST 382
- POLI 207, POLI 220, POLI 226, POLI 230, POLI 244, POLI 250, POLI 322, POLI 325, POLI 332, POLI 337, POLI 345, POLI 346, POLI 354, POLI 362 (with approval), POLI 364, POLI 464
- SOAN 221, SOAN 222, SOAN 232, SOAN 256, SOAN 257, SOAN 259, SOAN 281, SOAN 325, SOAN 348, SOAN 405, SOAN 406
- REST 334

*Capstone (1 course/ 4 credits):*

- IR 400 International Relations Capstone (4)

### **Related Field Requirement:**

- Foreign Language: Pass at least one course at or above the 300-level in a non-English language.

### *International Relations Minor*

Students who minor in International Relations complete four foundation courses as well as at least two courses in a single concentration. International Relations minors meet non-English language requirements equivalent to passing a class at the 200-level. The critical thinking and research skills developed in the International Relations minor complements any number of major programs, giving students the tools to understand the processes underlying global interactions and their consequences.

*Foundation (2 courses/8 credits):*

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- IR 201 Introduction to International and Global Studies (4)
- IR 200 International Relations Theory (4)

### *Interdisciplinary Core (2 courses/8 credits):*

- HIST 102 World History since 1450 (4)
- SOAN 202 Principles of Cultural Anthropology (4)  
-or- REL 125 Introduction to World Religions (4)
- ECON 100 Economics & Society (4)  
-or- ECON 101 Principles of Economics (4)\*

\*Students choosing the *Global Political Economy and Economic Development* concentration should take ECON 101.

### *Concentration (2 courses/8 credits):*

- Select one concentration area and complete two courses within that concentration; no more than one may have lower division designations. Courses in the concentration must be taken from at least two departments.

### **Related Field Requirement:**

- Foreign Language: Pass at least one course at or above the 200-level in a non-English language.

### **Internships, Field Experiences, and/or Study Abroad**

The program encourages all International Relations majors to practice their skills in an applied setting, when at all possible, for at least one semester. This may take the form of study abroad where students gain cross-cultural experience living, working, and/or studying with residents and citizens of other countries. Similarly, internships and field experiences through May Term, summer research, or semester-long experiences are also encouraged.

### **Sigma Iota Rho**

SIR is the nation-wide Honor Society for International Relations, International Studies, and Global Studies. "The purpose of Sigma Iota Rho shall be to promote and reward scholarship and service among students and practitioners of international studies, international affairs, and global studies and to foster integrity and creative performance in the conduct of world affairs." Our chapter serves as a co-curricular community for IR students. See website for more information.

### **Departmental Honors**

Only students with a GPA of 3.5 or higher in the major are eligible for departmental honors. Eligible students may earn honors through the successful completion of an original Honors Thesis which breaks meaningful new ground in its research topic. Exceptional students are encouraged to initiate an application with the program chair.

### *Courses in the Concentrations*

Possible courses for each concentration within International Relations are listed; however, there will be other courses whose topics fall within the scope of the concentration. Students should discuss all concentration course choices in consultation with their advisor, as well as any topics courses not listed and relevant Study Abroad programs/courses.

#### *Global Political Economy and Economic Development (GPED)*

- ECON 222 International Political Economy
- SOAN 222 Development and Change in the Americas
- POLI 322 Political Change
- GLB 336 International Business
- ECON 424 International Economics

#### *Global Environment, Health, and Natural Resources (GEHN)*

- POLI 207 Environmental Politics and Policy
- PHIL 215 Bioethics: Doctors and Patients
- EVST 334 Environmental Hydrology
- REST 334 Native American Environmental Issues

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- ECON 455 Environmental Economics

### *Global Institutions and Society (GLIS)*

- ECON 221 Economics of Development
- SOAN 256 Middle Eastern Women
- HIST 330 Rise of the Anglo-Atlantic World 1500-1815
- HIST 354 Race and History in South Africa
- SOAN 326 Charity and Helping Others
- SOAN 405 Israeli-Palestinian Conflict

### *International Politics, Peace, and Security (IPPS)*

- HIST 152 The Emergence of Modern Africa
- ECON 221 Economics of Development
- POLI 226 Middle East and African Politics
- POLI 244 International Security
- POLI 346 Foreign Policies of Russia and the Former Soviet States

### *International Relations Course Descriptions*

#### **IR 200 International Relations Theory**

*Fall, (4), Spring (4)*

Exploration of international relations theory, focusing on ideas and concepts that have been invoked to explain forces at work in interstate politics and the global system. Topics include political realist, liberal, constructivist, and feminist approaches to international relations theory, foreign policy, and national security decision making.

*Required of all International Relations majors.*

#### **IR 201 Introduction to International and Global Studies**

*Fall (4)*

An interdisciplinary introduction to the contemporary world that focuses on the ideological, political, economic, and cultural dimensions of modernity. The class considers the principal actors, institutions, processes, and power relations that have shaped the challenges and opportunities associated with globalization and international relations.

*Required of all International Relations majors. Numeric and Evaluation grade only.*

#### **IR 350 Translation and Interpretation Workshop**

*Spring (4)*

Translation provides a bridge between diverse peoples in an increasingly globalized world, and allows people to access knowledge, services and resources that they desperately need. This course will unlock students' understanding of the structures, uses, and etymologies of foreign languages and English, and help them cross cultural, national, and ethnic boundaries.

**Prerequisite(s):** *One 300-level foreign language course or permission of instructor. Offered as needed.*

#### **IR 400 International Relations Capstone**

*Spring (4)*

An interdisciplinary research seminar for International Relations majors in which students examine common issues in international relations from their various areas of expertise and then produce a major research project.

*Required of all International Relations majors.*

**Prerequisite(s):** *IR 200 or by permission.*

## Latin American Studies

### **The Director**

Liesder Mayea, Spanish

### **The Advisory Committee**

Barbara Conboy, Communication Sciences & Disorders

Andrea Muilenburg, Director of College of Arts and Sciences Study Away

Alisa, Slaughter, Creative Writing

Jennifer Nelson, Women, Gender, and Sexuality Studies

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Kimberly Welch, Women, Gender, and Sexuality Studies  
Daniel Klooster, Environmental Studies

### *Latin American Studies Minor*

#### **Spanish-Language Requirement**

All students minoring in Latin American Studies must achieve communicative competence in Spanish or another language from Latin America. We require satisfactory completion of SPAN 202 or demonstrated proficiency in Spanish at this level. Demonstrated competence in a Latin American language other than English may be substituted for Spanish under exceptional circumstances.

#### **Required Experiential Learning (Immersion Experience): 0 credits**

All students minoring in Latin American Studies must complete one of the following:

- Semester of Study Abroad in Latin America
- University of Redlands Faculty-Led May Term Travel Course in Latin America
- Approved Community-Based Internship with Latin American Immigrant Communities in the U.S.A.
- Approved Community Service Activity with Latin American Immigrant Communities in the U.S.A

Students should consult their Latin American Studies advisor, the Director, and the College of Arts and Sciences Office of Study Away for program options.

The minor in Latin American Studies consists of six courses emphasizing breadth in Latin American Studies.

#### *Core Course (1 course/4 credits):*

- LAST 101 Introduction to Latin America (4)

#### *Content Area and Methods Courses (5 courses/18-20 credits):*

- Minors must take an additional five LAST, cross-listed, or study-abroad courses approved by the LAST advisor or director. At least two of the three LAST content areas (Environmental Studies, the Humanities, and the Social Sciences) must be represented by at least one course. Study abroad courses apply to specific content area at the discretion of the LAST advisor or director.

#### **Suggested Content Area Courses for the Major and Minor**

(Other courses, such as Study Abroad Courses and other electives, may be substituted with the LAST Program Director's approval).

#### *Environmental Studies Content Area*

- EVST 213 Environmental Justice (4)
- EVST 220 Physical Geography (with a focus on Latin America) (4)
- EVST 351 PanaMapping: Geodesign to Conserve the Rainforest (3)
- EVST 315 Environmental Nonfiction (4)

#### *Humanities Content Area*

- ENGL 239 Chicana/o Literature (4)
- HIST 131 Latin American Civilizations (4)
- SPAN 424 Introduction to Hispanic Literature (4)
- SPAN 425 Spanish-American Civilization & Culture (4)
- SPAN 426 Survey of Spanish-American Literature (4)
- SPAN 427 Survey of Spanish-American Literature (4)
- SPAN 440 Spanish-American Narrative (4)
- SPAN 441 Hispanic Women Novelists (4)
- SPAN 442 Latin American Literature of the 20<sup>th</sup> Century (4)



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- SPAN 450 Hispanic Poetry: Genres (4)
- SPAN 452 Hispanic Theater (4)

### *Social Science Content Area*

- CDIS 260 Travel/Service Learning in Latin America Focus on Language, Culture and Education (3)
- POLI 230 Latin American Politics and Development (4)
- POLI 323 Mexican Politics (4)
- POLI 495 Political Science Capstone (with focus on Latin America) (4)
- REST 260 Chican@/Latinx Identity, Community & Politics (4)
- REST 260 Self-Directed Indigenous Language (4)
- SOAN 257 Latin American Societies and Cultures (4)
- WGS 165 Latinas Remaking America (4)
- WGS 365 History of Women in Latin America (4)

### **Advising**

Students in the minor must have a faculty advisor in the LAST program. They can choose from the director or those on the Advisory Committee. Advisors will aid students in choosing a range of courses, fulfilling their respective requirements, and focusing on their concentrations. Students declaring either a major or minor will need to fill out a declaration form with the director.

### **Internships**

A semester-long internship or service-learning project can count toward the completion of the major or minor. Students should consult with their Latin American Studies advisor or the LAST director, who can aid them in finding and/or setting up their internship. Internships need to be focused on some aspect of Latin American society, language, or culture. If conducted in Spanish, the internship may count toward the language requirement.

### *Latin American Studies Course Descriptions*

#### **LAST 101 Introduction to Latin America**

*Fall (4), Spring (4)*

Explores the history, environment, and diversity of human cultures shaping Latin America. Untangles the interrelationships between Latin American regions and global systems, including conquest, colonialism, and globalization. Takes a geographical approach, synthesizing the influence of environment, culture, technology, history, and the influence of power at various scales.

#### **LAST 160 Special Topics**

Topics of current interest in Latin American Studies. May be repeated for degree credit, given a different topic, for a maximum of 8 credits.

*Offered as needed.*

#### **LAST 260 Topics in Latin American Studies**

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 12 credits.

*Offered as needed.*

#### **LAST 360 Advanced Topics in Latin American Studies**

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 as needed.*

#### **LAST 400 Capstone in Latin American Studies**

*Fall (4)*

This course integrates the interdisciplinary work of Latin American Studies majors and minors, including their on-campus classes and study abroad coursework. Students engage in the production and consumption of original research in Latin American Studies and begin to plan post-collegiate professional lives as Latin Americanists.

**Prerequisite(s):** LAST 101. *Offered as needed.*

## Liberal Studies for Education

### **The Program Director**

Deon Garcia, Mathematics

### **The Faculty Committee**

Janet Beery, Mathematics

Brian Charest, School of Education

John Glover, History

Heather King, English

Natalie O’Harra, School of Education

Bryce Ryan, Biology

Jennifer Tilton, Race and Ethnic Studies

### **The Major**

#### **The Major**

Liberal Studies for Education is an interdisciplinary program that prepares students to become effective teachers in the diverse classrooms of the 21st century. Students should major in Liberal studies if they want to teach in elementary classrooms or pre-K-12 in county school alternative classrooms. Students who want to teach high school or middle school should consider a LBST minor. Core major courses help students understand child development, the social and political forces shaping schools, effective teaching practices and educational research. Students develop their own teaching philosophy and gain experience working with students to make sure that teaching is the right career for them. Liberal Studies majors also take a range of courses to prepare them to teach multiple subjects at the elementary level. These required courses in science, math, humanities, and art satisfy most of the Liberal Arts Inquiry requirements for graduation at University of Redlands. When students graduate with a Liberal Studies major, the state of California recognizes that they have demonstrated knowledge in the subject areas required to pursue a multiple-subject teaching credential, so you do not have to take the CSET exams. Students who want to teach high school and pursue a single subject teaching credential can consider a LBST minor.

#### **Second Major Requirement**

Students are required to complete a second major to develop a deeper understanding of at least one subject area. Students are encouraged to select a subject area that could provide flexibility for a student to also earn a single subject area credential to teach at the high school level in addition to the multiple subject teaching credential or to open a pathway into a second profession or graduate study. Common second majors include Art, English, History, Math, Spanish, Communication Sciences and Disorders, Environmental Science, Music, Psychology, and Race and Ethnic Studies.

#### **Pathway to Teaching Credential**

Students can begin the pathway toward a teaching credential at the University’s School of Education as an undergraduate or after they receive their bachelor’s degree. . Whether you want to be an elementary or high school teacher, the Liberal Studies program can help you chart the most effective path to your teaching career. Most of the prerequisites for admission to the teaching credential program in the University’s School of Education are satisfied within the Liberal Studies major. Students who want to be teachers should seek early advising by Liberal Studies Program.

Learning outcomes for this program may be found at [www.redlands.edu/BA-LBST/learning-outcomes](http://www.redlands.edu/BA-LBST/learning-outcomes).

#### *Bachelor of Arts in Liberal Studies for Education*

**Requirements:** All Liberal Studies core courses and the subject matter courses must be at least 3 credits and must be completed with a grade of 2.0 or higher. Students with recommended placement in advanced courses in any discipline are

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encouraged to enroll accordingly. All course substitutions or equivalences for major courses must be approved by the Liberal Studies program director.

### *Liberal Studies Core Courses (4 courses/16 credits):*

- LBST 101 Introduction to Education (4)
- LBST 201 Studies in Education (4)
- LBST 301 Inquiry and Analysis in Education (4)
- LBST 401 Senior Research Seminar in Education (4)

### *Subject-Matter Courses (7 courses/26–27 credits):*

Students must take one course in each required subject area. The courses listed are the most appropriate choices for fulfilling the respective LAI relative to the state's teaching content standards for the multiple-subject credential (for teaching K-6 or in county schools)

#### Human Development

- EDUG 331 Child Development (3)

#### History & Social Sciences (choose one)

- HIST 122 American History Since 1877 (4)
- HIST 101 World History

#### ENGL 200 Level Course (choose any 200 level course, but recommended courses below)

- ENGL 207 Middle Grade Fiction
- ENGL 208 YA Fiction
- ENGL 209 Fairy Tale Adaptations

#### Visual & Performing Arts (choose one)

- MUS 118 Teaching Music in the Classroom (4)
- THA 140 Acting Fundamentals
- ART 140 2-D Design

#### Mathematics

- MATH 102 Explorations of Mathematics for Prospective Educators (4) (Prerequisite: MATH 101 Finite Mathematics)

#### Sciences

- BIOL 107 Concepts of Biology (3–4)

#### Physical Science (*Choose one of the following*)

- CHEM 102 Introduction to Chemistry of the Environment (4)
- EVST 100 Introduction to Environmental Studies

### **Additional Recommended Courses**

#### California's U.S. Constitution requirement (Choose one of the following)

- HIST 121 –American History to 1877 (4)
- POLI 111- Introduction to American Politics (4)

EDUG 401 –Foundations of Learning is required to apply to the University of Redlands' School of Education credentialing programs.

PE 310 Instructional Strategies for Physical Education (4)

### **Second Major**

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The course of study is subject to the guidelines set forth by the program in which the second major is taken. The second major must be declared before registration for the junior year.

### Departmental Honors

A departmental honors program in Liberal Studies is available for those students who wish to pursue advanced undergraduate research in education. Students must have a cumulative University of Redlands GPA of at least 3.6 to apply to the program. Successful completion of LBST 301 or its equivalent is also a prerequisite to apply to the program. University guidelines for Honors Projects apply to all projects. Applicants are encouraged to submit a thesis proposal to the program director by the end of the Spring semester of their junior year. The deadline to apply for the honors program is October 15 in the fall semester of the senior year. The final draft of the Senior Honors Project must be presented to the Honors committee by the end of February; award forms signed by the committee must be in the Registrar's Office no later than one month prior to graduation. The project includes an oral defense of the Honors Project in early March; final written project must be completed by mid-March.

### *Minor in Liberal Studies for Education*

The Liberal Studies for Education minor is designed for students who want to be teachers in middle school or high school and to prepare to earn a single subject credential in the School of Education. You should choose a major that most closely corresponds to the subject you want to teach in high school and consult with Liberal Studies or School of Education faculty to confirm the best choice of courses as you proceed through your major. Required courses in the minor help students understand child development, the social and political forces shaping schools, effective teaching practices and educational research. Minor requirements also include all the prerequisites to apply to the School of Education for a teaching credential. The minor is not required for the pathway to the School of Education.

**Requirements:** All Liberal Studies core courses and the subject matter courses must be at least 3 credits and must be completed with a grade of 2.0 or higher.

#### *Liberal Studies Core Courses (4 courses/16 credits):*

- LBST 101 Introduction to Education (4)
- LBST 201 Studies in Education (4)
- LBST 301 Inquiry and Analysis in Education (4)
- LBST 401 Senior Research Seminar in Education (4)

#### *Requirements for School of Education (2 courses/ 6 credits)*

- EDUG 331 Child Development (3)
- EDUG 401 Foundations of Education (3)

#### *Choose one of the following (for California's Constitution Requirement)*

- HIST 121 –American History to 1877 (4)
- POLI 111 – Introduction to American Politics (4)

### *Liberal Studies Course Descriptions*

#### **LBST 101 Introduction to Education**

*Fall (4), Spring (4)*

An introduction to the many aspects of the teaching profession, this course will prepare students to integrate the different subject matters of the Liberal Studies curriculum into a developing personal philosophy and practice of education. Includes an introduction to classroom observation and fieldwork. Numeric grade only.

#### **LBST 170 Directed Study**

#### **LBST 270 Directed Study**

*Fall (2–4), 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.  
*Credit/no credit grade only.*

#### **LBST 201 Studies in Education**

*Fall (4), Spring (4)*

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An introduction to research, educational philosophy and practice as it relates to specific subject-matter areas. This course allows students the opportunity to relate their own educational experiences and knowledge of disciplinary subject matter to their developing philosophy of education. Topics of focus may vary. Community service component included.

**Prerequisite(s):** *LBST 101 or by permission of department chair.*

### **LBST 301 Inquiry and Analysis in Education**

*Fall (4), Spring (4)*

Research enables educators to improve teaching, to measure teaching effectiveness, and to determine how schools are funded and administered. Students are introduced to research techniques and develop proposals for educational research. Topics of focus may vary.

**Prerequisite(s):** *LBST 201 or by permission.*

### **LBST 370 Advanced Directed Study**

### **LBST 470 Advanced Directed Study**

*Fall (2–4), 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.

*Credit/ no credit grade only.*

### **LBST 401 Senior Seminar in Education**

*Fall (4), Spring (4)*

Students conduct research in education under the guidance of experts in the discipline and complete their portfolios. Students will gain knowledge of the professional research process and put that knowledge into practice. Students will be encouraged to consult professionals in the field of their research, providing valuable career contacts.

**Prerequisite(s):** *LBST 301 or by permission.*

## Mathematics

### **The Faculty**

Janet L. Beery

James Bentley

Joanna Bieri

Richard N. Cornez

Elizabeth Doolittle

Deon Garcia

Deborah Huston

Alexander Koonce

Steven Morics

Tamara Veenstra

### **The Major**

The Bachelor of Science degree in mathematics offers both breadth and depth in mathematical preparation appropriate for graduate studies or careers 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 elective courses appropriate to their educational interests and goals.

Students declaring a mathematics major are required to have a 2.3 cumulative GPA in the sophomore core mathematics sequences (MATH 221, MATH 241, and one of MATH 201, MATH 204, or MATH 205). In order to maintain satisfactory progress toward graduation in four years, students should have successfully completed the sophomore core mathematics sequence by the end of their sophomore year. In order for transfer students to graduate in two years after matriculation to the University of Redlands, they need to have completed the Calculus sequence (I, II, and III) and Linear Algebra prior to transferring to Redlands; additionally, a course in discrete mathematics or introduction to proofs is highly recommended.

Learning outcomes for this program may be found at <http://www.redlands.edu/BS-MATH/learning-outcomes>.

*Bachelor of Science in Mathematics*

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### *Core Requirements (5 courses/19-20 credits):*

- MATH 122 Calculus II (4) (*except for those mathematics majors who begin the calculus sequence with MATH 221*)
- MATH 201 Discrete Mathematical Structures (4)
  - or- MATH 204 Conjecture and Proof in Discrete Mathematics (3)
  - or- MATH 205 Cryptography (3)
- MATH 221 Calculus III (4)
- MATH 241 Linear Algebra (4)
- MATH 459 Senior Research Seminar (4)

### *Mathematical Reasoning Requirements (2 courses/8 credits):*

At least two courses, with at least one numbered 321 or above, from:

- MATH 245 Number Theory/History of Mathematics (4)
- MATH 251 College Geometry (4)
- MATH 321 Real Analysis (4)
- MATH 341 Abstract Algebra (4)

### *Mathematical Applications Requirement (1 course/4 credits):*

At least one course from

- MATH 311 Probability (4)
- MATH 331 Numerical Analysis (4)
- MATH 338 Partial Differential Equations (4)

### *Elective Requirements (4 courses/14-16 credits):*

Four additional courses from

- MATH 201 Discrete Mathematical Structures (4) and above. Both MATH 201 and MATH 204 may be counted toward the major only with departmental approval. At most two of MATH 208, MATH 212, or MATH 231 may count toward the major. If taken as part of a second major, one of MATH 208, MATH 212, or MATH 231 can be replaced with ECON 202, ECON 400, ECON 401; PHYS 331, PHYS 332, PHYS 341, PHYS 344; CHEM 331, CHEM 332; any CS course at the CS 111 level and above (except CS 301); PHIL 151 (4 credits).

### *Upper Division Requirements (3 courses/12 credits):*

- Beyond the mathematical core requirements, at least 3 Mathematics (MATH) courses taken in the major must be numbered above MATH 300, not including MATH 458 or MATH 459.

### *Related Field Requirements (4 courses/16 credits):*

- CS 110 Introduction to Programming (4)
  - or- a course in a structured programming language
  - or- the student must demonstrate proficiency in a structured programming language.
- At least 12 additional credits in courses outside mathematics that involve quantitative or logical reasoning, or a minor or second major in any field. Courses from EDUG 401, EDUG 402, EDUG 404, EDUG 406 and EDUG 408 may be counted toward the related fields requirement.

## **Single-Subject Teaching Credential**

Students interested in obtaining the California Single-Subject Teaching Credential in mathematics should meet with advisors in the Mathematics Department and the School of Education for information regarding admissions to the School of Education, coursework pathways, and requirements to earn a California Teaching Credential. Students should also discuss their plans with their CAS advisor and work closely with them to customize an academic plan.

All teacher candidates in California must demonstrate competency in the subject matter they will be authorized to teach. Students interested in earning a credential to teach mathematics can be prepared to pass the California Subject Examination for Teachers (CSET) by completing a Bachelor's in Mathematics.

The following courses are recommended for students to prepare for the CSET exams:

1. CSET: Mathematics Subtest (Number and Quantity, Algebra)
  - a. MATH 241 Linear Algebra (Spring) and MATH 245 Number Theory (Fall) and MATH 341 Abstract Algebra (Spring)
2. CSET: Mathematics Subtest II (Geometry, Probability, and Statistics)

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- a. MATH 251 Geometry (Spring – alternate years) and MATH 311 Probability (Fall) and MATH 312 Statistics (Spring)
3. CSET: Mathematics Subtest III (Calculus)
  - a. MATH 221 Calculus III (Fall and Spring) and MATH 321 Real Analysis (Fall – alternate years)

The Department of Mathematics recommends that students seeking a California Single-Subject Teaching Credential in mathematics complete a minor in another academic area commonly taught in secondary schools.

### *Mathematics Minor*

A minor in mathematics consists of 6 courses/23–24 credits

- MATH 121 Calculus I (4)
- MATH 122 Calculus II (4)
- MATH 221 Calculus III (4)
- At least one course from
  - MATH 201 Discrete Mathematical Structures (4)
  - MATH 204 Conjecture and Proof in Discrete Mathematics (3)
  - MATH 205 Mathematical Cryptology (3)
  - MATH 241 Linear Algebra (4)
  - MATH 300 level and above
- Two additional courses from
  - MATH 201 and above, to include at most one of MATH 208, MATH 212, MATH 231. Both MATH 201 and MATH 204 may be counted toward the minor only with departmental approval.

### **Advanced Placement in Mathematics**

- Calculus AB or BC: Students who attain AP Calculus BC scores of four or AB scores or AB sub-scores of four or five automatically receive 4 credits for MATH 121. Students with a BC score of five receive 4 credits for MATH 121 and 4 credits for MATH 122.
- Statistics: Students who attain AP Statistics scores of four or five receive 4 credits for MATH 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 affirmative vote of the mathematics faculty. Honors students are required to take a minimum of 4 courses above MATH 300, not including MATH 459, and must maintain a cumulative GPA of 3.45 or higher in their mathematics courses and overall. Interested students should consult during their junior year with a mathematics faculty member for information about procedures and requirements.

### *Mathematics Course Descriptions*

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 is determined based on either SAT/ACT scores (for MATH 100 and MATH 101) or a placement exam (for MATH 118, MATH 119 or MATH 121) completed prior to the start of classes. Students with AP Calculus credit are placed into a mathematics class based on a faculty interview. Students who do not place into a University of Redlands mathematics course required for a general education (LAF or LAI as appropriate) or academic program requirement will be placed in a 1-credit preparatory mathematics laboratory course as follows:

- MATH 001L prepares students for MATH 100 or MATH 101.
- MATH 002L prepares students for the MATH 118–MATH 119 sequence.

Placement in a course with prerequisites does not constitute a course challenge to any of the prerequisite courses.

**MATH 100 Mathematics for the Real World**  
*Fall (4), Spring (4)*

Selections from both historical and current topics in mathematics are included in this general interest course. Topics may include the mathematics of voting and

power, fair division and apportionment, population growth, finance, management science and art. *MATH 100 is not a prerequisite to calculus.*

**Prerequisite(s):** MATH 001L or placement at the MATH 100/ MATH 101 level.

#### **MATH 101 Finite Math**

*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 calculus.*

**Prerequisite(s):** MATH 001L or placement at MATH 100/ MATH 101 level.

#### **MATH 102 Explorations in Mathematics for Prospective Educators**

*Spring (4)*

Topics include structure of mathematical systems, elementary number theory, operations in the real number system, and elementary problem solving. Review of arithmetic, algebraic, and geometric topics to reinforce existing knowledge. Introduction to methods and tools currently recommended for use by K–8 educators. An 80-minute lab experience is required weekly. Not recommended for first-year students.

**Prerequisite(s):** MATH 101 and LBST 101.

#### **MATH 107 Math of Origami**

*May Term (3)*

Introduction to mathematical analysis of paper folding. Topics include geometric analysis of designs, constructing and analyzing polygons and polyhedra, Euler's formula for polyhedra, three and four colorability criteria, Hamilton cycles, and theorems about when an origami crease pattern will fold flat.

**Prerequisite(s):** completion of Mathematics Placement Exam at MATH 100 or MATH 101 level or higher, or by permission.

**Prerequisite(s):** Mathematics placement at MATH 100/ MATH 101 level or by permission.

#### **MATH 111 Elementary Statistics with Applications**

*Fall (4), 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.

**Prerequisite(s):** Mathematics placement at MATH 100/ MATH 101 level or higher, or MATH 001L or by permission

#### **MATH 115 Mathematics Through Its History**

*Fall (3), Spring (3), May Term (3)*

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(s):** Mathematics placement at MATH 100/ MATH 101 level or by permission. Offered as needed.

#### **MATH 118 Integrated Calculus I**

*Fall (4)*

For students whose programs require calculus but who, based on their background and placement examination scores, are not prepared for MATH 121. Topics from precalculus include properties of linear, rational, exponential, logarithmic, and trigonometric functions; and compositions, transformations, and inverses of these functions. Calculus topics include successive approximation and limits of functions; local linearity and differentiation; applications of differentiation to graphing and optimization; and the definite integral, antiderivatives, and differential equations.

**Prerequisite(s):** MATH 002L or Math Placement at MATH 118 level or by permission.

#### **MATH 119 Integrated Calculus II**

*Spring (4)*

For students whose programs require calculus but who, based on their background and placement examination scores, are not prepared for MATH 121. Topics from precalculus include properties of linear, rational, exponential, logarithmic, and trigonometric functions; and compositions, transformations, and inverses of these functions. Calculus topics include successive approximation and limits of functions; local linearity and differentiation; applications of differentiation to graphing and optimization; and the definite integral, antiderivatives, and differential equations.

**Prerequisite(s):** MATH 118 or by permission.

#### **MATH 120 Brief Calculus**

*Spring (4)*

Intended for business, environmental science, or other related fields. The following topics are presented with applications in the business world and applied science: functions, graphs, limits, exponential and logarithmic functions, differentiation, integration, and relevant applications of integration and optimization. *This course is NOT a prerequisite for MATH 122.*



**Prerequisite(s):** MATH 002L or Math Placement at MATH 118 level or by permission. Offered every year. Numeric grading only.

**MATH 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; and the definite integral, antiderivatives, and differential equations.

**Prerequisite(s):** Mathematics Placement at MATH 121 Level or by Permission.

**MATH 122 Calculus II**

Fall (4), Spring (4)

Riemann sums and the definite integral; techniques of integration and application of integrals; introduction to differential equation; sequences and series.

**Prerequisite(s):** MATH 121 or MATH 119 or by permission.

**MATH 150 Techniques in Problem Solving**

Fall (1)

Practice in the mathematical area of problem solving in preparation for the Putnam Examination. Material and problems chosen from prior Putnam Exams, Mathematics Olympiads, and other sources; and from across mathematics, including basic strategies, combinatorics, geometry, induction, series, number theory, algebra, and calculus.

**Prerequisite(s):** permission of the instructor. Credit/no credit grade option.

**MATH 160 Introductory Topics in Mathematics**

Fall (4), Spring (4), May Term (3)

Introductory topics of current interest in mathematics not otherwise covered in the curriculum.

**Prerequisite(s):** completion of Mathematics Placement Exam at MATH 100 or MATH 101 level. Offered as needed.

**MATH 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(s):** MATH 221 – Must be completed prior to taking this course. Offered as needed.

**MATH 204 Conjecture and Proof in Discrete Mathematics**

May Term (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. *May be repeated for up to 6 degree credits with departmental permission.*

**Prerequisite(s):** A minimum grade of 2.7 or higher in MATH 221.

**MATH 205 Mathematical Cryptology**

May Term (3)

Mathematical techniques in cryptology with a focus on problem solving and forming conjectures. Monoalphabetic ciphers and frequency analysis, polyalphabetic ciphers, public key cryptography and block ciphers. Incorporates results from discrete mathematics, number theory, probability, and permutations. Repeating the course for grade replacement is allowed only once and requires permission.

**Prerequisite(s):** A minimum grade of 2.7 or higher in MATH 221. Numeric grade only.

**MATH 208 Game Theory**

May Term (3)

Games are used to model competition in economics, politics, and conflict. The mathematical techniques used to analyze these games are explored. Topics include zero-sum and nonzero-sum games, Nash equilibria, pure and mixed strategies, and cooperative games. Combinatorial games are also considered.

*Offered in alternate years with ECON 202.*

**MATH 212 Mathematical Consulting**

Fall (2–4), 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. May be repeated for degree credit, but 4 credits maximum may be applied toward the math major or minor.

Evaluation grade only.

**Prerequisite(s):** CDIS 208 or MATH 111 or POLI 202 or PSYC 250, or by permission. Offered as needed.

**MATH 221 Calculus III**

Fall (4), Spring (4)

Topics in multivariable calculus related to differentiation and integration. Sequences, series, and Taylor approximations.

**Prerequisite(s):** MATH 122 or by permission.

**MATH 222 Calculus IV, Vector Calculus**

May Term (3)

Investigation of vector calculus with an emphasis on applications in physics. Parametrized curves and surfaces; vector fields; line integrals and Green's Theorem; flux integrals; divergence and curl; the Divergence Theorem and Stokes's Theorem.

**Prerequisite(s):** MATH 221. Offered as needed.

**MATH 231 Introduction to Mathematical Modeling**

Fall (4), 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(s):** MATH 119 or MATH 120 or MATH 121 or MATH 122 or MATH 221 or by permission.

**MATH 233 Introduction to Machine Learning**

Fall (4)

Machine learning is the practice of programming computers to learn and improve through experience. This course provides an introduction to the mathematical underpinnings, algorithms, and practices that enable a computer to learn. Topics include supervised learning, unsupervised learning, and evaluation methodology. Students are required to program in Python.

*Programming Intensive.*

**Prerequisite(s):** A minimum grade of 1.7 in MATH 241 and CS 111, or a minimum grade of 1.7 in MATH 122 and CS 240, or a minimum grade of 1.7 in MATH 122 and GIS 167, or by permission.

**MATH 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(s):** MATH 221.

**MATH 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(s):** MATH 221.

**MATH 245 Number Theory/History of Mathematics**

Fall (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 primary and secondary historical sources.

**Prerequisite(s):** MATH 241 and one of MATH 201, MATH 204, or MATH 205. Offered in alternate years.

**MATH 251 College Geometry**

Spring (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(s):** An average GPA of 2.3 in MATH 241 and one of MATH 201, MATH 204, or MATH 205 or by permission.

Offered in alternate years.

**MATH 260 Topics in Mathematics**

**MATH 360 Topics in Mathematics**

**MATH 460 Topics in Mathematics**

Fall (4), Spring (4), May Term (3)

A group of students pursue topics in mathematics not otherwise covered in the curriculum.

**Prerequisite(s):** by permission. May be repeated for degree credit, but maximum of 8 credits allowed for the degree from MATH 260, MATH 360, and MATH 460. Offered as needed.

**MATH 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(s):** MATH 221

**MATH 312 Mathematical Statistics**

Spring (4)

Principles of statistical decision theory. Estimation and hypothesis testing, regression, and parametric and non-parametric tests. Mathematical theory and applications of above.

**Prerequisite(s):** MATH 311 or by permission.

### **MATH 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.

**Prerequisite(s):** *An average GPA of 2.3 in MATH 241, and at least one of MATH 201, MATH 204, or MATH 205.*

*Students must have junior standing or by permission. Offered in alternate years.*

### **MATH 325 Complex Analysis**

*Spring (4)*

Analytic functions and their properties, including contour integrals, residues, transforms, and conformal mappings.

**Prerequisite(s):** *MATH 321. Offered in alternate years.*

### **MATH 331 Numerical Analysis**

*Fall (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(s):** *MATH 235 or MATH 241. Offered in alternate years.*

### **MATH 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(s):** *MATH 235. Recommended: MATH 311. Offered as needed.*

### **MATH 338 Partial Differential Equations**

*Fall (4)*

Partial Differential Equations theory and applications. We will explore solution methods for parabolic, hyperbolic, and elliptic equations. Topics include separation of

variables, transforming nonhomogeneous equations, Eigenfunction expansions, Integral Sine and Cosine transformations, Fourier and Laplace Transforms, the Method of Characteristics, and an introduction to Green's Functions.

**Prerequisite(s):** *MATH 235. Offered in alternate years.*

### **MATH 341 Abstract Algebra**

*Fall (4), Spring (4)*

Study of significant algebraic structures and their properties, with particular attention given to groups, rings, and fields.

**Prerequisite(s):** *An average GPA of 2.3 in MATH 241 and at least one of MATH 201, MATH 204, or MATH 205.*

*Students must have junior standing or by permission.*

### **MATH 355 Point Set Topology**

*Spring (4)*

Metric spaces, topological spaces, continuous mappings and homeomorphisms, connectedness, and compactness.

**Prerequisite(s):** *MATH 321. Offered every third year.*

### **MATH 458 Honors Project Seminar**

*Fall (1)*

Students invited to pursue an honors project in mathematics will choose a topic and project adviser, begin research, learn mathematical research and typesetting skills, and produce the beginnings of their projects to be completed in the Spring.

**Prerequisite(s):** *Permission only.*

### **MATH 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(s):** *Senior standing and successful completion of a minimum of seven mathematics courses at the 200 level or higher that must include at least one from the Mathematical Reasoning Requirements. At least one of MATH 321 or MATH 341 is strongly recommended.*

## Media and Visual Culture Studies

### **The Director**

Piers Britton

### **The Advisory Board**

Nancy Carrick, English

Priya Jha, English

## 2023-2024 Academic Catalog

Hongwei Lu, Asian Studies  
Greg Thorson, Political Science

### Affiliated Faculty

Kelly Hankin, Johnston Center  
Tim Seiber, Johnston Center

Learning outcomes for this program may be found at: [www.redlands.edu/BA-MVC/learning-outcomes](http://www.redlands.edu/BA-MVC/learning-outcomes).

### The Major

Media and Visual Culture Studies (MVC) is an interdisciplinary program, offering core and other courses under the MVC alpha but also incorporating cross-listed courses from a range of departments. Students are trained in media literacy and visual competency through engagement with diverse methodologies and develop transferable skills that will position them to be effective and responsible producers as well as consumers of media in the network age. Those interested in pursuing careers in the media and entertainment business are strongly encouraged to seek out relevant internships throughout their university careers; academic credit in the major is available for these.

### *Bachelor of Arts in Media and Visual Culture Studies*

The major consists of 40 credits minimum, including the following required elements:

#### *I. Core (2 courses/8 credits)*

All majors complete

- MVC 101 Introduction to Media and Visual Culture Studies (4), *usually before the junior year*
- MVC 211 Screen Genres (4)  
-or- MVC 261 Critical Approaches to Media (Topics) (4), *usually before, and not later than, spring of the junior year*

#### *II. PRODUCTION (1 course/4 credits from the following list, or others approved by the director)*

Relevant courses include:

- MVC 202 Visual Storytelling (4)
- MVC 203 Screenwriting (4)
- ART 235 Introduction to Photography (4)
- ART 252 Introduction to Graphic Design (4)
- CS 103 Interactive Storytelling (4)

#### *III. ELECTIVES (5 courses/20 credits)*

- In addition to cross-listed courses offered regularly or semi-regularly (see below), a list of electives for each semester is posted on the MVC pages on the university website and is available on request from the program office or the director. Students must work with their advisors to draw from the lists of approved courses to ensure their experience in the major encompasses an appropriate breadth of content and methodology, ideally including courses that address: media forms; theoretical and historical approaches to visual communication and media cultures, and media/visual culture in global perspectives.

#### *IV. CAPSTONE EXPERIENCE (2 courses/8 credits)*

- The two-course capstone sequence begins in the junior year, and is completed in either spring or fall of the senior year.

All majors complete MVC 396 Praxis/Method, which serves as the capstone's threshold class and satisfies the first 4 credits, in spring of the junior year. *(This course may be attended asynchronously by students studying abroad, but assigned work must be complete by the end of the spring semester.)*

Based on the learning contract drawn up in MVC 396, there are a number of possibilities for the remaining 4 credits of the capstone experience during the senior year, as follows:

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1. **Options for single majors:** MVC majors who have no second major have three paths to fulfilling the capstone requirement:
  - a. complete MVC 495 Capstone (4) in the senior year, usually writing an undergraduate thesis  
-or-
  - b. complete a 4-unit, 300- or 400-level MVC, ARTH or cross-listed class (e.g. MVC 461, ARTH 365, ENGL 311), which, with approval of the instructor and MVC program director, forms the basis for the capstone  
-or-
  - c. complete an advanced internship, MVC 480, which builds on a prior internship/practicum experience, and write an accompanying critical reflection on that experience, showing mastery-level engagement with program learning outcomes.
2. **Options for double majors:** MVC majors who also major in another field may either:
  - a. complete two separate capstone experiences; one in Media and Visual Culture (as detailed above) **AND** one in the second major  
-or-
  - b. where appropriate and feasible, write a shared capstone that integrates the student's learning outcomes in both majors (with the director's approval and that of advisor and capstone instructor in the second major), with the Media & Visual Culture component reflected in the transcript either as MVC 495 or as the capstone in the second program (e.g. ENGL 420, BUS 458, HIST 490, POLI 495, REST 401 & 402, WGS 459), depending on the nature of the project.

Regardless of which of the foregoing options is selected, the capstone must focus substantively and centrally on media forms, representation, practices, organizations, ecologies, or theory and students must meet MVC program learning outcomes at mastery level. In most cases other than Option 1(a) above, this will entail supplementary or extension writing above and beyond what is required by the course nominated as the basis for the capstone.

### Program Honors

By faculty invitation only, a two-semester departmental honors program is available to exceptionally motivated students with unusually strong attainment. A GPA in the major of 3.5 is a minimum requirement for being invited to pursue honors. Honors students take MVC 499 in successive semesters (usually fall and spring of the senior year) in place of the capstone options listed above. Current details of the honors process are available from the director or the MVC program office (HOL 203).

### *Media and Visual Culture Studies Minor*

The minor consists of 4 courses/20 credits, including the following required elements:

- MVC 101 Introduction to Media and Visual Culture Studies (4)
- MVC 211 Screen Genres  
-or- MVC 261 Critical Approaches to Media (Topics) (4)
- Electives: Students may shape the minor to enhance their major program and can do so in consultation with the director.

### Cross-listed Courses

Descriptions of these courses can be found in Catalog listings for the relevant department. Check these also for prerequisites, if any. These courses concentrate entirely or significantly on issues pertaining to media and visual culture. They may be counted automatically toward the major or minor.

- ART 159 Digital Imaging (4)
- ART 235 Introduction to Photography (4)
- ART 252 Introduction to Graphic Design (4)
- ARTH 222 Renaissance Artists and their Clients (4)
- ARTH 226 Modernism and Modernity (4)
- ARTH 228 After the Modern (4)
- ARTH 323 Gender and Sexuality in Renaissance Art (4)
- ARTH 327 Modern Art and Politics (4)
- ARTH 329 The City in Modern Art and Film (4)

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- AST 211 Contemporary Chinese Film (4)
- AST 240 Japanese Popular Culture (4)
- CS 103 Interactive Storytelling (4)
- ENGL 114 War in Literature and Film (4)
- ENGL 250 Theories of Popular Culture (4)
- ENGL 311 Film and Literature (4)
- HIST 216 Global Cinemas (3-4)
- HIST 223 Anxiety/Race/Empire (4)
- HIST 229 U.S. History on Film (4)
- HIST 265 Europe on Film (3-4)
- HIST 324 Cold War America (4)
- HIST 328 Gender, Media, and U.S. Culture (4)
- REST 232 Representing Race and Ethnicity in Film (4)
- SOAN 206 Popular Culture (4)
- WGS 249 Women Filmmakers (4)
- WGS 340 Film Feminisms (4)
- WGS 341 Gender and Nation (4)

### *Media and Visual Culture Studies Course Descriptions*

#### **MVC 101 Introduction to Media and Visual Culture Studies**

Fall (4), Spring (4)

Introduces students to the critical study of visual culture and the spectrum of media. Provides basic grounding in the critical analysis of film, broadcast media, and new media, introducing techniques of formal, semiotic, and feminist analysis, etc. and approaches such as reception theory.

**Prerequisite(s):** Freshman or Sophomore standing, or with instructor consent.

#### **MVC 111 Introduction to the Art of Film**

Fall (4), Spring (4)

This course introduces students to the primary visual, aural, and narrative conventions used in the creation of film, including editing, mise-en-scène, sound, cinematography, and digital effects. By developing a core set of analytical skills around observation, students will learn some of the ways that films become meaningful for their audiences.

*Offered as needed.*

#### **MVC 202 Visual Storytelling**

Spring (4)

Explores the means of creating narrative through media with a central visual component, chiefly still photography and digital filmmaking. Students will analyze effective visual storytelling, and will devise, make, and edit a series of exploratory exercises, developing awareness of techniques proper to the medium.

#### **MVC 203 Screenwriting**

Fall (4)

This course serves as an introduction to screenwriting for feature films and television. Work includes critical examination of screenplays and finished films, and both critical and exploratory writing, including a group television assignment and a first draft of a first act of a feature screenplay.

#### **MVC 211 Screen Genres**

Fall (4), Spring (4), May Term (3)

Introduces the concept of genre and how it has been understood in film and media studies, exploring the basis for generic categorization, engaging with debates over contested categories (such as film noir, the women's film, and melodrama), and examining specific instances of one or more genres. *May be repeated for degree credit.*

*Offered as needed.*

#### **MVC 213 Sports, Media & Culture**

Fall (4), Spring (4)

Analyzes the relationship between sport and its coverage and representation in print, radio, film, television, and now the Internet, and how that convergence has influenced various cultural dynamics.

*Offered as needed.*

#### **MVC 261 Critical Approaches to Media (Topics)**

Fall (4), Spring (4)

This course is designed to help students to hone their ability to think and write critically about film, television

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and other media, develop research skills, and practice writing and revising a sustained research paper with a topic of their devising. Course topics vary. *May be repeated for degree credit.*

**Prerequisite(s):** MVC 101 or permission.

### **MVC 395 Media Theories**

*Fall (4), Spring (4)*

Addresses critical and theoretical concerns that define critical film, media and visual studies: specific focus will vary.

*Offered as needed.*

### **MVC 396 Praxis/Method**

*Spring (4)*

Students prepare for the capstone through deepening engagement with a media-related research topic or pre-professional experience, drawing on prior work in the major and in the wider liberal-arts context of the College.

**Prerequisite(s):** Junior standing.

### **MVC 461 Advanced Seminar in Media and Visual Culture (Topics)**

*Fall (4), Spring (4)*

An advanced and in-depth examination of media forms, history, organizations, etc., which requires the completion of a major writing assignment. Topics vary.

*May be repeated for degree credit.*

**Prerequisite(s):** MVC 211 or 261 and junior or senior standing.

### **MVC 495 Capstone**

*Spring (4)*

A research-based project, in which students integrate and extend skills and knowledge previously developed in the major. Preparatory reading and development of a project plan, breakdown and investigation of relevant literature culminate in drafting and subsequent revision of a thesis (or another project approved by the instructor).

**Prerequisite(s):** MVC 261, MVC 396 and senior standing.

## Music

### **School of Performing Arts: Conservatory of Music**

#### **Director**

Joseph Modica

#### **Mission Statement**

The Mission of the University of Redlands Conservatory of Music

- To provide our students with rigorous conservatory training allied with a broad liberal arts curriculum.
- To produce, create, and share musical knowledge and experiences through a commitment to excellence in performance, scholarship and creative work.
- To cultivate an inclusive, supportive and safe community that values diversity and fosters our collective musical and intellectual growth.
- To enrich our community through performances, youth programs, service projects and innovative outreach efforts.

#### **Diversity Statement**

The University of Redlands Conservatory of Music recognizes that the roles of arts and culture are fused. It seeks to reflect the inherent value of diversity in all aspects of its faculty, its students, its projects, and its mission, influence, and impact.

In order to achieve full diversity, we seek to reflect the views and values of our backgrounds and stories and respect the diversity of musical disciplines and aesthetic approaches.

The University of Redlands Conservatory of Music makes a concerted effort to mitigate the impact of systemic oppression in the arts by creating access to and inclusion opportunities in arts experience, arts education, and community engagement in the arts.

The University of Redlands Conservatory of Music is committed to Inclusive Excellence and gives thoughtful attention to issues surrounding diversity, inclusion, and equity in all aspects of its work, and to implement its diversity policy in a way that fosters meaning and reciprocity among and between communities.

**Director**

Joseph Modica

**Associate Director**

Anthony Suter

**The Faculty**

Nicholle Andrews

Katherine Baber

Samuel Fischer

Christopher Gabbitas

Katherine Hickey

Philip Hoch

Louanne Fuchs Long

Andre Myers

Co Nguyen

David Scott

Eddie R. Smith

Cindy Snyder

Melissa Tosh

Lara Urrutia

**The Undergraduate Program**

The University of Redlands Conservatory of Music is an accredited institutional member of the National Association of Schools of Music and its requirements for entrance and graduation comply with the standards of this accrediting organization.

Learning outcomes for Conservatory of Music programs may be found at [www.redlands.edu/BA-MUS/learning-outcomes](http://www.redlands.edu/BA-MUS/learning-outcomes).

*Bachelor of Music*

The Bachelor of Music degree is an intensive pre-professional program with majors in Performance, Composition, and Music Education. The degree is intended for students who seek a concentrated focus in music with the intention of pursuing a career in performance, composition, or teaching. 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/euphonium, 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 encouraged to audition in person; however, applicants may submit a video audition in lieu of a live audition. Whether executed in person or by recording, 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 two recent scores, and recordings when available, directly to the Conservatory of Music as part of the application process, in addition to an audition in a specialized performance area. For more information on audition requirements please see: [www.redlands.edu/music](http://www.redlands.edu/music).

**Entering Vocal Proficiency Levels**



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Vocalists who are applying for admission and applied lessons have generally had two or more years of private vocal study and previous solo experience. As a result of the entering vocal auditions, students will be placed in one of these levels: Introduction to Voice, Minor in Music: Vocal emphasis, BA in Music, or BM in Performance: Voice.

### Music Courses for Non-Music Majors

Any University student may participate in musical activities through enrollment by audition in the University Choir, Chapel Singers, Wind Ensemble, Studio Jazz Band, Orchestra, Symphonic Band, Opera Workshop, and a variety of chamber music ensembles. By audition, 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 231 Jazz History to the 1940s (4)
- MUS 232 Jazz History 1940s to Present (4)
- MUSI 111 University Choir (0-1)
- MUSI 112 Chapel Singers (0-1)
- MUSI 121 Class Piano I (1)
- MUSI 124 Introduction to Voice (1)
- MUSI 131 UR Symphony Orchestra (0-1)
- MUSI 136 Studio Jazz Band (0-1)
- MUSI 138 Wind Ensemble (0-1)
- MUSI 140 Symphonic Band (0-1)

Additional requirements and information are listed in the Conservatory of Music Student Handbook, which can be obtained from the Conservatory of Music website.

Students are invited to enroll in any other music courses of interest, provided they meet the prerequisites.

### Graduation Requirements for the Bachelor of Music

#### General Education Requirements for the Bachelor of Music

- Each student in the Bachelor of Music degree must complete 30 course credits outside the School of Music that will provide a broad education. Any course not listed as MUS, MUSI or MUAP will apply toward this requirement.

#### Liberal Arts Inquiry (LAI) Requirements

- First-Year Seminar – 4 credits
- Research and Communication – Writing Foundation (WF) course and courses that provide the Research and Information & Media Literacy (WR/IMLI), Writing in the Discipline (WD), Advanced Information and Media Literacy (IMLA), and Oral Communication (OC) embedded experiences.
- Community Engagement & Reflection – 3 credits

Each Bachelor of Music major must successfully complete courses in at least 4 of the Areas of Inquiry and Practices listed below, at least two of which must be in one of the three practices.

For detailed information about each category, see the Liberal Arts Inquiry descriptions in the Arts and Sciences Graduation Requirements section of this Catalog.

- Humanities Practices (H)
- Natural Scientific Practices (NS)
- Social Scientific Practices (SS)
- Analyzing Perspectives and Worldviews (APW)
- Evaluating Self in Society (ESS)
- Critiquing Power and Inequalities (CPI)
- Thinking Globally (TG)

A total of 30 credits outside of music is required; any course not labeled MUS, MUSI, or MUAP will count toward these 30 credits.

### Multiple Majors

Students in the Bachelor of Music degree have the flexibility to complete a second major or minor in another department in the College of Arts and Sciences. Students with multiple majors will designate a first/primary major and follow the requirements of that major's degree. Students with multiple majors who designate a first/primary as performance, music education or composition major follow the degree requirements for the Bachelor of Music. Students with two majors receive only one degree, in this case the Bachelor of Music degree. One or more additional majors may be selected, whether in the same degree or not. Specific requirements for each major(s) must be met. Because this is not a dual-degree program, it is normally completed in four years.

### *Double-Degree Program: Bachelor of Music and Bachelor of Arts or Bachelor of Science*

The double-degree program is a five-year course of study where students can pursue pre-professional studies in music as well as a liberal arts degree within the College of Arts and Sciences. Upon completing the program, students are awarded both the Bachelor of Music and a Bachelor of Arts or Bachelor of Science degree.

### Admission Requirements

Students must be accepted for study in the College of Arts and Sciences and in the Conservatory of Music's Bachelor of Music program. Students may not select the Bachelor of Arts in Music and Bachelor of Music as their double-degree program. The second degree must be in a different discipline.

### Coursework

- A minimum of 160 hours is required for graduation.
- Completion of all requirements for the major in each degree program.
- Fulfillment of all the requirements for the Liberal Arts Inquiry as specified for the Bachelors of Arts or the Bachelor of Science degree.

### Declaration of Double-Degree and Fifth-Year Eligibility

Students need to declare their double-degree majors before the end of the fifth semester. In order to be eligible for the fifth year, students must show the completion of sufficient coursework to justify timely completion of both degrees.

### Advising

Completing the double-degree program requires careful planning. Students are required to have advisors in each major field and to meet regularly with their advisors to maintain a five-year plan of study.

### Disclaimer on Financial Aid

Students should be aware of the financial aid implications of this course of study. External funding by federal sources may be subject to eligibility requirements, which may preclude support for a fifth year of study. Funding from the State of California is not available for the fifth year. Consult with Student Financial Services before pursuing the double-degree program.

### *Basic Music Courses for the Bachelor of Music*

The Bachelor of Music degree is an intensive pre-professional program with majors in Performance, Composition, and Music Education. The degree is intended for students who seek a concentrated focus in music with the intention of pursuing a career in performance, composition, or teaching. Studies in music comprise roughly two-thirds of the degree.

Students experiencing class conflicts necessitated by other courses taken to fulfill degree requirements are directed to the School of Music administration to receive advice regarding an alternate section to accommodate their needs.

### Required Courses:

- MUS 110 Recital Repertory Class (0)—each semester in residence
- MUSI 121 Class Piano I (1)
- MUSI 126 Class Piano II (1)

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- MUSI 221 Class Piano III (1)
- MUS 101A Integrated Musicianship I (4)
- MUS 102A Integrated Musicianship II (4)
- MUS 103A Integrated Musicianship III (4)
- MUS 104A Integrated Musicianship IV (4)
- MUS 300 Music History and Literature from Antiquity to 1750 (4)
- MUS 301 Music History and Literature from 1750 to the Present (4)
- MUS 335 Introduction to Conducting (2)

### Elective Courses

- Additional credits selected from MUS courses 200-level and above\*. MUAP and MUSI courses do not count toward this requirement.
  - BM Composition – 4 elective credits required
  - BM Performance – 10 elective credits required
  - BM Music Education – exempt from this requirement

\*One course must be outside the Western classical tradition. (\*MUS 307, MUS 231, or MUS 232)

### *The Performance Majors*

#### **The Major in Performance: Piano or Organ**

The following courses are required in addition to the Basic Music Courses:

- Private instruction on the Major instrument for a total of 24 credits
  - MUAP 302 Classical Piano (3)
  - or- MUAP 305 Organ (3)
- Complete 2 credits of private instruction from:
  - MUAP 304 Jazz Piano (1)
  - MUAP 305 Organ (1) (*for Piano Majors only*)
  - and/or- MUAP 306 Harpsichord (1)
- MUS 211 Accompanying (1)—for a total of 8 credits
- MUS 217 Piano Literature (2) (*Piano majors*)
- or MUS 157 Organ History and Literature (2) (*Organ majors*)
- MUS 228 Pedagogy (4)
- MUS 299 Upper-Division Qualifying Examination (0)
- MUS 399 Junior Recital (0) (*or production of a professional-level edited recording*)
- MUS 498A Full Senior Recital (0)
- Appropriate conducted ensemble—*complete a total of 4 credits*

\*Piano and Organ Majors are exempt from Class Piano MUSI 121, 126, and 221.

#### **The Major in Performance: Voice**

The following courses are required in addition to the Basic Music Courses:

- MUAP 308 Classical Voice (3) —*for a total of 24 credits*
- MUS 224 German, Italian, and French Vocal Literature and Diction (4)
- MUSI 110 Opera Workshop (0-3) — *for a total of 4 credits*
- MUS 228 Pedagogy (4)
- MUS 299 Upper-Division Qualifying Examination (0)
- MUS 347 History of Opera (4)
- MUS 399 Junior Recital (0) (*or production of a professional-level edited recording*)
- MUS 498A Full Senior Recital (0)
- Appropriate conducted ensemble— *complete a total of 8 credits*

#### **The Major in Performance: Violin, Viola, Cello, Double Bass, or Harp**

The following courses are required in addition to the Basic Music Courses:

- Private instruction on the Major instrument for a total of 24 credits

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- MUAP 309 Violin (3)
  - or- MUAP 310 Viola (3)
  - or- MUAP 311 Cello (3)
  - or- MUAP 312 Double Bass (3)
  - or- MUAP 326 Harp (3)

*Note: Violin majors must also complete 2 credits of private study in viola. Viola majors must also complete 2 credits of private study in violin.*

- MUS 228 Pedagogy (4)
- MUS 299 Upper-Division Qualifying Examination (0)
- MUS 399 Junior Recital (0) *(or production of a professional-level edited recording)*
- MUS 498A Full Senior Recital (0)
- Appropriate conducted ensemble—*complete a total of 8 credits*
- Chamber Ensemble—*complete a total of 4 credits*

### The Major in Performance: Guitar

The following courses are required in addition to the Basic Music Courses:

- Private instruction on the Major instrument for a total of 24 credits
  - MUAP 328 Classical Guitar (3)
  - or- MUAP 330 Jazz Guitar (3)

*Note: Additionally, students whose primary instrument is jazz guitar must also complete 2 credits of MUAP 328 Classical Guitar, and students whose primary instrument is classical guitar must also complete 2 credits of MUAP 330 Jazz Guitar.*

- MUS 228 Pedagogy (4)
- MUS 299 Upper-Division Qualifying Examination (0)
- MUS 399 Junior Recital (0) *(or production of a professional-level edited recording)*
- MUS 498A Full Senior Recital (0)
- Appropriate conducted ensemble—*4 credits*
- Guitar Ensemble—*complete a total of 8 credits*

### The Major in Performance: Wind Instrument or Percussion

The following courses are required in addition to the Basic Music Courses:

- MUAP 300–399 Private Instruction on the Major Instrument—*for a total of 24 credits*  
*Note: Percussion majors whose primary instrument is drum set must take a minimum of 2 credits of MUAP 322 Classical Percussion and students whose primary instrument is classical percussion must take a minimum of 2 credits of MUAP 324 Jazz Percussion.*
- MUS 228 Pedagogy (4)
- MUS 299 Upper-Division Qualifying Examination (0)
- MUS 399 Junior Recital (0) *(or production of a professional-level edited recording)*
- MUS 498A Full Senior Recital (0)
- Appropriate conducted ensemble—*complete a total of 8 credits*
- Chamber Ensemble—*4 credits*

### The Major in Composition

The following courses are required in addition to the Basic Music Courses:

- MUS 438 Composition Studio Class (0-4)—*for a total of 8 credits*
- MUAP 300–399 Private Instruction on the Primary Instrument—*complete a total of 8 credits*
- MUAP 325 Composition (1)—*for a total of 8 credits*
- MUS 208 Computer Music (4)
- MUS 299 Upper-Division Qualifying Examination (0)
- MUS 356 Orchestration (4)
- MUS 399 Junior Recital (0)
- MUS 406 Twentieth-Century Music Literature (4)
- MUS 498A Full Senior Recital (0)

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- Appropriate conducted ensemble—*complete a total of 8 credits*

The Junior Recital for composition majors is a performance recital on the student's primary instrument. Students must perform at least one work of their own creation.

The Senior Recital for composition majors consists of original works composed while in residence. With the approval of the composition faculty, a portfolio of recordings of original works composed while in residence may substitute for a live concert recital. Pre-recitals are waived for composition majors' composition recitals.

### The Major in Music Education

The following courses are required in addition to the Basic Music Courses:

- MUAP 300–399 Private Instruction in the Major Instrument or Voice—*for a total of 14 credits*
- MUS 151 String Instrument Techniques (2)
- MUS 131 Percussion Instrument Techniques (2)
- MUS 133 Woodwind Instrument Techniques (2)
- MUS 134 Brass Instrument Techniques (2)
- MUS 299 Upper-Division Qualifying Examination (0)
- MUS 307 World Music (4)
- MUS 339 Music in the Elementary School (3)
- MUS 356 Orchestration (2)
- MUS 323 Choral Music at the Pre-College Level (4)
- MUS 312 Instrumental Music at the Pre-College Level (4)
- MUS 399 Junior Recital (0)
- MUS 498B Half Senior Recital (0)
- Appropriate conducted ensemble—*complete a total of 7 credits*
- Chamber Ensemble—*2 credits*

Additional Courses for the Music Education Major (Vocal Track)

- MUS 436 Advanced Choral Conducting (4)

Additional Courses for the Music Education Major (Instrumental Track)

- MUS 141 Marching Band Techniques (2)
- MUS 211 Accompanying (1)—2 credits (keyboard majors only)
- MUS 437 Advanced Instrumental Conducting (4)
- MUSI 124 Introduction to Voice (1)

### Single Subject Teaching Credential

Students interested in teaching music at the elementary and/or secondary level need to complete a Single-Subject Preliminary Teacher Credential Program in addition to finishing their baccalaureate degree. The courses taken in the Music Education major satisfy the Single-Subject Content Competency requirement for the Preliminary Teacher Credential; students who have not taken the Music Education major must pass the PRAXIS, SSAT, or CSET standardized examination for music to demonstrate content competency.

Students should consult with the music education advisor about their major and degree requirements. Students also need to contact the School of Education's faculty advisor for undergraduate students to discuss information about undergraduate and post-baccalaureate teacher credential programs. Please refer to the School of Education section of this Catalog for further information about the Preliminary Single-Subject Teacher Credential.

### Bachelor of Arts in Music

This degree is intended for students who seek to include musical studies in the broad context of a liberal arts education. Studies in music comprise roughly one-third of the degree. Students enrolled in the Bachelor of Arts with a major in music must satisfy the Liberal Arts Inquiry requirements as listed in the College of Arts and Sciences Graduation Requirements section of this Catalog.

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*Requirements (46 credits in music required):*

- MUS 110 Recital Repertory Class (0) *(each semester in residence)*
- MUSI 121 Class Piano I (1)
- MUSI 126 Class Piano II (1)
- MUSI 221 Class Piano III (1)
- MUS 101A Integrated Musicianship I (4)
- MUS 102A Integrated Musicianship II (4)
- MUS 103A Integrated Musicianship III (4)
- MUS 300 Music History and Literature from Antiquity to 1750 (4)
- MUS 301 Music History and Literature from 1750 to the Present (4)
- MUAP 302–338 Private Instruction on a Single Instrument or in Voice—*for a total of 8 credits*
- Appropriate conducted ensemble—*a total of 6 credits*
- Chamber Ensemble—*2 credits*
- Music Electives—*4 credits (\*One course must be outside the Western classical tradition)*
- 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 Half Senior Recital for the senior project. This recital is subject to all the rules and regulations governing a required Senior Recital.

*Note: Students experiencing class conflicts necessitated by other courses taken to fulfill degree requirements are directed to the Conservatory of Music administration to receive advice regarding an alternate section to accommodate their needs.*

### *Music Minor*

The music minor is designed to encourage the development of competence in a specific area of music. It is intended for those students who are majoring in an area outside of music, but who may have been actively involved in musical activities in high school, have musical talent, enjoy listening to and/or performing music, or simply wish to continue their musical studies.

Prospective minors must complete the Declaration of Major/Minor form as soon as possible in order to avoid music fees, however you must declare a major first; an audition on your primary instrument and the approval of the Director of the Conservatory of Music is also required. Students are encouraged to seek out a music faculty member to serve as a minor advisor. Other than MUS 110 Recital Repertory Class, and MUSI 124 Introduction to Voice, no course for the minor may be taken for credit/no credit.

Students must declare their desire to minor in music prior to the beginning of their junior year. Contact the Director of Admissions for the School of Performing Arts for assistance at [music@redlands.edu](mailto:music@redlands.edu) or (909) 748-8014.

### **Requirements for the Minor Program**

#### **Minor in Instrumental or Vocal Music**

This minor is for students seeking to improve their facility on an instrument or voice. A performance audition is required of applicants to this program. Admission is primarily based on classical performance ability. To minor in an instrument or voice, a student must demonstrate a sufficient proficiency level. Two selections from the standard repertoire of their primary instrument or voice should be prepared for the audition. To schedule an audition or for further information, contact the Director of Admissions for the School of Performing Arts in the School of Music at [music@redlands.edu](mailto:music@redlands.edu) or (909) 748-8014.

*Required Courses (7 or more courses/22 credits):*

- MUS 116 Musicianship Skills (2)
- MUS 117 Musicianship Skills II (2)
- One course chosen from the following:
  - MUS 231 Jazz History to the 1940s (4)

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-or- MUS 232 Jazz History 1940s to the Present (4)

-or- MUS 347 History of Opera (4)

- Major Conducted Ensemble *complete 4 credits*
- Applied Music (MUAP 100-level) *complete 4-6 credits*
- Music Electives (4)\*\*
- MUS 110 Recital Repertory—4 semesters (0)

\*Students wishing to pursue the Minor in Vocal Music should enroll in a minimum of four semesters of MUSI 124 Introduction to Voice. This course may be repeated for additional credits. Singers may also audition for applied lessons, which will be offered if Vocal Proficiency Guidelines are met (see heading above) and if studio openings exist.

Note: MUS 101A may be substituted for MUS 116 and MUS 117

\*\*The Liberal Studies Major seeking a multiple-subject credential should take MUS 118 Music for the Classroom Teacher as an elective.

### Music Scholarship Awards

Music Scholarship Awards enable the Conservatory of Music to assist outstanding undergraduate applicants who demonstrate—through live or recorded audition, or by other evidence—excellence in preparation, as well as potential for unusual growth in music performance or other specialty areas. 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 criteria. Applications are available from the Director of Admissions for the School of Performing Arts.

In addition to meeting general University requirements for scholarship holders, recipients of talent awards and other Conservatory of Music scholarships are required to: participate in the appropriate conducted ensemble each semester, or accompany selected soloists and ensembles (if the major instrument is piano or organ); complete at least one credit of private instruction each semester on the major instrument or voice; maintain a cumulative grade point average of 3.0 or higher; and perform as soloists or ensemble musicians on special occasions as requested by the Director of the Conservatory of Music.

### 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 an appropriate conducted ensemble each semester in residence. The Conservatory of Music offers the major ensembles listed below. They are open to all University students by audition. These ensembles fulfill the “appropriate conducted ensemble” requirement as described in the catalog for music majors and minors. To receive credit towards this requirement, students must audition on their principal instrument (or voice, if a voice principal) and register for one credit in the ensemble to which they are assigned. Winds, Brass, and Percussion principals will be assigned to either Symphonic Band or Wind Ensemble, Voice principals will be assigned to either University Choir or Chapel Singers, and String principals will be assigned University Orchestra. Keyboard and Guitar principals should audition either for the choral ensembles or on a secondary instrument (if applicable). Wind and Percussion principals may be offered secondary placements in either University Orchestra or Symphonic Band. Secondary placements may be taken for 0 or 1 credit. Music Education majors are encouraged to participate in ensembles beyond their assigned “appropriate conducted ensemble” on a secondary instrument.

Note that students receiving a music scholarship must participate in a major ensemble as assigned on their principal instrument (or voice, if a voice principal) each semester to maintain the scholarship, regardless of major. The scholarship eligibility requirements for piano and organ principals may be met by accompanying selected soloists and/or ensembles. The pianist, bassist, drum set player, and guitarist in the rhythm section of the Studio Jazz Band (as selected by audition)

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may count MUSI-136/636 Studio Jazz Band as their appropriate conducted ensemble. Exceptional circumstances requiring any modification of the above policy will be reviewed by the Director of the Conservatory of Music.

Appropriate Ensembles Include:

- Wind or percussion: Wind Ensemble, Symphonic Band, and/or Orchestra
- Strings: Orchestra
- Singers: University Choir or Chapel Singers
- Harp, guitar and keyboard majors either play parts in 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 appropriate conducted ensembles when the Director of the Conservatory of Music for a specific concert or event requests their participation.

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. Students become eligible for membership during the junior year. The Conservatory 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.

### 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 Conservatory 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 Conservatory of Music, in a final one-hour oral examination. Students may choose an additional examiner from outside the Conservatory 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. Also see the Graduation with Honors section of the Awards and Honors chapter of this Catalog.

### Study Away

The University offers a variety of study away opportunities for music majors as part of the Salzburg Semester offerings. (See more detailed information in the Study Away section of this Catalog.) The IES Program in Vienna has also proved to be popular for those who are proficient in German. The decision to study away must be made early on in a student's course of study and with the assistance of the faculty advisor. Failure to carefully work out a course of study may result in the necessity of taking a ninth semester in order to graduate. In some cases, it might be impossible to construct an eight-semester program—particularly if the student is enrolled in the B.M. in Music Education. Indeed, the Conservatory of Music cannot guarantee an eight-semester course of study to anyone who elects to take part in a Study Away program.

### Music Course Descriptions

#### **MUS 100 Experiencing Music**

*Fall (4), Spring (4), May Term (3)*

Exploration of sound—its sources, effects, and organization—with emphasis on direct involvement through listening. Music of major styles and periods is introduced with emphasis on Western music. Students develop and become familiar with music technology.  
*Numeric and Credit/no credit grade only.*

#### **MUS 101 Theory I**

*Fall (2)*

The study of basic diatonic harmony in Western tonal music, including harmonic analysis, harmonic dictation, phrase and cadence structures, part writing, and the application of analysis to the performance of 18th century music.  
Numeric grade only.

#### **MUS 101A Integrated Musicianship I**

*Fall (4)*

This course is the starting point for a detailed study of tonal harmony and the development of basic musicianship skills. The class will deal with the



fundamental aspects of tonal music theory, centered on the core repertory of music written in the Western Classical Tradition.

**Corequisite:** MUSI 121. Numeric grade only.

### **MUS 102 Theory II**

*Spring (2)*

A continuation of the study of Western tonal music, including basic chromatic function, modulation, and small forms as they appear in 18th and early 19th century music.

**Prerequisite(s):** MUS 101. Usually taken concurrently with MUS 106. Numeric grade only.

### **MUS 102A Integrated Musicianship II**

*Spring (4)*

This course continues work in diatonic harmony and moves into the grammar and structure of basic chromatic harmony. Foundational concepts behind form in tonal music and skills to better understand, hear, identify, and perform basic chromatic music in the common practice tonal style.

**Corequisite:** MUSI 126. **Prerequisite(s):** MUS 101A. Numeric grade only.

### **MUS 103 Theory III**

*Fall (2)*

A study of advanced chromatic harmony in Western tonal music, including mode mixture, altered dominants, enharmonicism, and large forms, particularly focused on 19th century music.

**Prerequisite(s):** MUS 102. Usually taken concurrently with MUS 107. Numeric grade only.

### **MUS 103A Integrated Musicianship III**

*Fall (4)*

This course delves into the analysis of increasingly chromatic music and covers the rich harmonic innovations of the mid to late 19th century. Topics include mode mixture, altered dominants, and large-scale forms.

**Corequisite:** MUSI 221. **Prerequisite(s):** MUS 102A. Numeric grade only.

### **MUS 104 Theory IV**

*Spring (2)*

An introduction to various methodologies, structures, and techniques of post-tonal music in the Western concert music tradition, including linear chromaticism, free atonality, serialism, and ad hoc approaches to the analysis of contemporary music.

**Prerequisite(s):** MUS 103. Usually taken concurrently with MUS 108. Numeric grade only.

### **104A Integrated Musicianship IV**

*MUS Spring (4)*

This course begins near the end of the common practice ear. Work in this course will deal with issues in the analysis of post-tonal music, focusing on strategies for meaningful analysis in an era of a vast multiplicity of musical languages.

**Prerequisite(s):** MUS 103A. Numeric grade only.

### **MUS 105 Ear Training and Sight-Singing I**

*Fall (2)*

Introduction to rhythmic sight reading, melodic and rhythmic dictation, recognition of intervals, and triad quality. Usually taken concurrently with MUS 101.

*Numeric grade only.*

### **MUS 106 Ear Training and Sight-Singing II**

*Spring (2)*

Continuation of melodic and rhythmic sight reading, melodic dictation, and interval recognition. Chord quality recognition including seventh chords and inversions.

**Prerequisite(s):** MUS 101 and MUS 105 or equivalent. Usually taken concurrently with MUS 102. Numeric grade only.

### **MUS 107 Ear Training and Sight-Singing III**

*Fall (2)*

Sight-singing of melodies containing non-diatonic pitches, sight reading of more complex rhythms. One- and two-part melodic dictation including non-diatonic pitches. Continuation of interval and chord recognition.

**Prerequisite(s):** MUS 102 and MUS 106 or equivalent. Usually taken concurrently with MUS 103. Numeric grade only.

### **MUS 108 Ear Training and Sight-Singing IV**

*Spring (2)*

Advanced melodic and rhythmic sight reading. Continuation of interval and chord recognition, and of one- and two-part melodic dictation, including chromatic elements such as altered chords and modulation.

**Prerequisite(s):** MUS 103 and MUS 107 or equivalent. Usually taken concurrently with MUS 104. Numeric grade only.

### **MUS 110 Recital-Repertory Class**

*Fall (0), Spring (0)*

Required of all music majors; open to others. Credit/no credit grade only.

### **MUS 116 Musicianship Skills**

*Fall (2)*

Designed for students to develop an understanding of the basic structures of music and a functional level of music literacy and keyboard ability over two semesters. Course is intended for students seeking a music minor degree and students interested in gaining a basic level of music literacy. *Keyboard lab is required.*

**MUS 117 Musicianship Skills II**

*Spring (2)*

Designed for students to develop an understanding of the basic structures of music and a functional level of music literacy and keyboard ability over two semesters. Course is intended for students seeking a music minor degree and students interested in gaining a basic level of music literacy. *Keyboard lab is required.*

**MUS 118 Teaching Music in the Classroom**

*Fall (4)*

Introduction to teaching music in the pre-K to 6th grade classroom. Course emphasizes age-appropriate, quality music materials and teaching strategies. Students will further develop their own music literacy skills. Course is designed for music minors and Liberal Studies majors seeking a multiple subject credential.

*Numeric grade only.*

**MUS 120 Musicians in Their Own Words**

*Fall (4)*

This course introduces you to fundamental and integral virtues of compelling academic writing. Here, we are curious about the lives and work of musicians from our present and recent past, and we carefully read memoirs of musical artists. We consider insights these musicians share with us about the creative process and wonder at how those insights might inform our work as college writers. And we compose writing that demonstrates interest in how academic curiosity enables us to read and write with authority, agency, and compassion.

*Numerical grade only.*

**MUS 131 Percussion Instrument Techniques**

*Fall (2)*

Introduction to the instruments of the percussion family with emphasis on practical experience in group and/or individual performance.

**Prerequisite(s):** *ability to read music. Offered in alternate years.*

**MUS 133 Woodwind Instrument Techniques**

*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(s):** *ability to read music. Offered in alternate years.*

**MUS 134 Brass Instrument Techniques**

*Spring (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(s):** *ability to read music. Offered in alternate years.*

**MUS 140 Orchestra Performance Practicum**

*Spring (0–1)*

Practicum in orchestral performance from audition to performance. Students develop performance resumes, research excerpts lists, and perform mock auditions, study collective bargaining agreements, rehearsal protocol and complete field experiences in a professional orchestral setting.

**Prerequisite(s):** *permission of instructor and a confirmed field experience such as having qualified for the RSO student musician list. May repeat for credit, maximum 4 credits.*

**MUS 141 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.*

**MUS 151 String Instrument Techniques**

*Fall (2)*

Introduction to the violin, viola, cello, and double bass 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(s):** *ability to read music. Offered in alternate years.*

**MUS 157 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

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cultural and societal interdependence. Open to non-organists.

*Offered as needed.*

### **MUS 160 Special Studies**

*Fall (1–3), Spring (1–3), May Term (1–3)*

Special topics offered as needed. May be repeated for degree credit given a different topic.

### **MUS 208 Computer Music**

*Spring (4)*

Provides an introduction to electro-acoustic music through the study of electro-acoustic compositions, synthesis techniques, and current computer applications. On completion, students should have a strong sense of the development of electro-acoustic music, a working knowledge of the supporting details (terminology, techniques, genres, composers, etc.) and an aural sense of different styles.

**Prerequisite(s):** MUS 113 or by permission. Numeric grade only. *Offered as needed.*

### **MUS 211 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(s):** by permission. May be repeated for degree credit up to 8 credits.

### **MUS 212 Sound Recording**

*Spring (2)*

Introduction to sound recording techniques through theoretical studies and practical application. Topics included are acoustics, microphone characteristics and placement, multichannel mixing, and tape recording/editing methods. Students record soloists and small and major conducted ensemble performances in classical, jazz, and popular music idioms.

*Offered as needed.*

### **MUS 213 Jazz Improvisation I**

*Fall (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(s):** MUS 102, MUS 106, or by permission.

### **MUS 214 Jazz Improvisation II**

*Spring (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(s):** by permission. May be repeated for degree credit for up to 4 credits.

### **MUS 217 Piano Literature**

*Fall (2), Spring (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(s):** ability to read music. *Offered as needed.*

### **MUS 220 Musical Theatre Performance**

*Fall (2), Spring (2)*

The goal of this course is to provide students with a sound foundation in the craft of musical theatre performing. Course instruction will guide students to connect vocally, emotionally, and physically to their material. Song assignment will reflect various historical periods and styles of American (and British) musical theatre.

**Prerequisite(s):** THA 140. *Offered in alternate years. Evaluation grade only.*

### **MUS 224 German, Italian and French Diction**

*Fall (4)*

Exploration of literature for the voice in the German, Italian and French languages and correct diction for each language. Also includes learning and working with the International Phonetic Alphabet.

*Numeric grade only.*

### **MUS 225 Advanced Diction for Singers**

*Spring (2)*

Advanced study of literature for the voice in Spanish, Russian and other languages. Also includes learning and working with the International Phonetic Alphabet.

*Numeric grade only.*

### **MUS 228 Pedagogy**

*Spring (4)*

Principles and theories of pedagogy applied to the teaching of music.

**Prerequisite(s):** MUS 101A and MUS 105. *Open to music majors or minors only.*

### **MUS 231 Jazz History to the 1940s**

*Fall (4)*

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The roots of jazz, early styles, contributions of key innovators, and the “meanings” of jazz. Topics include the origins and development of blues, ragtime, early jazz, and swing, as well as how American society and jazz both influenced and reflected new ways of understanding culture, race, creativity, individuality, cooperation, and community.

*Offered as needed.*

### **MUS 232 Jazz History 1940s to the Present**

*Spring (4)*

Post-swing era jazz styles, the musicians, and the “meanings” of jazz. Focus on Bebop, Cool, Fusion, Latin, and Contemporary styles. Includes guided listening, key innovators, the relationship between mainstream America and jazz artists, and how technological innovations, as well as racial, economic, political, and social issues, shaped modern styles.

*Offered as needed.*

### **MUS 233 American Music**

*Spring (4)*

An introduction to American musical culture, including important composers, genres, and styles. Emphasis also on important conductors, performers, institutions, and technologies. Issues of identity, class, race, and ethnicity will be addressed in readings, discussions, and guided listening.

*Ability to read music preferred. For music majors and interested non-majors.*

### **MUS 299 Upper-division Qualifying Examination**

*Spring (0)*

*Credit/no credit grade option. Prerequisite(s): sophomore standing.*

### **MUS 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(s):** *ability to read music desirable.*

### **MUS 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 Sanmartini

through Adams. Artistic, social, and cultural elements of style also explored.

**Prerequisite(s):** *MUS 102A.*

### **MUS 307 World Music**

*Fall (4). Spring (4)*

Study of the basic elements of music outside the Western or European tradition, including melody, scales systems, rhythm, harmony, and form.

**Prerequisite(s):** *MUS 301. Numeric grade only.*

### **MUS 312 Instrumental Music at the Pre-College Level**

*Fall (4)*

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.

**Prerequisite(s):** *MUS 335.*

### **MUS 323 Choral Music at the Pre-College Level**

*Fall (4)*

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.

**Prerequisite(s):** *MUS 335. Offered in alternate years.*

### **MUS 335 Introduction to Conducting**

*Fall (2), Spring (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(s):** *MUS 102A.*

### **MUS 339 Music in the Elementary School**

*Spring (3)*

Music education pedagogy and materials for Pre–K to grade 6. Units include philosophical, historical and psychological foundations of music education, lesson planning and assessment of music learning. Approaches of Orff, Dalcroze, Kodaly, and Gordon are examined and practiced in peer-teaching activities.

**Prerequisite(s):** *MUS 335 or by permission. Offered in alternate years.*

### **MUS 347 History of Opera**

*Fall (4)*

This is a survey course examining the development of Lyric Theatre from its beginnings in the seventeenth century to the present day. Special focus will be on the aesthetic interplay and relationship between text and music and how it affected the composer’s and singer’s

art throughout the history of Lyric Theatre. *Ability to read music preferred.*

*Offered in alternate years.*

**MUS 356 Orchestration**

*Fall (2-4), 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.

**MUS 360 Special Studies**

*Fall (2-4), Spring (2-4)*

Special topics offered as needed. May be repeated for degree credit given a different topic.

**Prerequisite(s):** MUS 300 and MUS 301, or by permission. *Numeric grade only.*

**MUS 399 Junior Recital**

*Fall (0), Spring (0)*

A minimum of one credit of private instruction on the major instrument or voice must be taken concurrently. Recital must be 30 minutes in length.

*Credit/no credit grade option.*

**MUS 402 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(s):** MUS 300. *Offered in alternate years.*

**MUS 403 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(s):** MUS 300. *Offered in alternate years.*

**MUS 404 Classical Music Literature**

*May Term (3)*

Survey of music written between 1750 and 1800, with emphasis on the definition of style and how it is expressed by individual composers. Approaches include performance, analysis, and research methods.

**Prerequisite(s):** MUS 301. *Offered in alternate years.*

**MUS 405 Nineteenth-Century Music Literature**

*May Term (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(s):** MUS 301. *Offered in alternate years.*

**MUS 406 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(s):** MUS 301. *Offered in alternate years.*

**MUS 436 Advanced Choral Conducting**

*Spring (4)*

This course will enable students to improve basic conducting skills; understand the relationship between text and music and how one's gesture will be affected. Approaches include gesture, overcoming vocal and/or musical problems; techniques to encourage proper tone production; score analysis, and the recognition and improvement of problem areas in conducting.

**Prerequisites:** MUS 335 or equivalent. *Offered in alternate years.*

**MUS 437 Advanced Instrumental Conducting**

*Spring (4)*

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.

*Numeric grade only. Prerequisite(s):* MUS 335 or equivalent. *Offered in alternate years.*

**MUS 438 Composition Studio Class**

*Fall (0-4), Spring (0-4)*

Weekly seminar and private study to encourage further exploration and development of an individual compositional style. Coursework will include specific composing assignments, listening reports, and the completion of a performance-ready score, as well as individual composing projects. May be repeated for degree credit for a maximum of 16 credits.

*Numeric grade only. Prerequisite(s):* admission into the B.M. in Composition, or instructor's permission.

**MUS 498A Full Senior Recital**

*Fall (0), Spring (0)*

A minimum of 3 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

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works (or equivalent) in lieu of a single recital. The Full Senior Recital must be one hour in length.  
Credit/no credit grade option.

### **MUS 498B Half Senior Recital** *Fall (0), Spring (0)*

A minimum of 1 credit of private instruction on the major instrument or voice must be taken concurrently. The Half Senior Recital must be thirty minutes in length.  
*Credit/no credit grade option.*

### **MUS 498C Senior Project** *Fall (0–2), Spring (0–2)* *Credit/no credit grade option.*

## PERFORMANCE STUDIES

Private Lessons. Performance majors usually register for 3 credits each semester (one one-hour lesson per week) and Music Education majors usually register for 2 credits each semester (one 45-minute lesson per week). General University students usually register for 1 credit per semester (one 30-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. 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. Juries are not required for students who are taking the UDQE, performing a recital or major role in opera workshop.

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.

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.

### **MUS 299 Upper-Division Qualifying Jury Examination**

Bachelor of music majors in performance, composition, 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 15-minute intervals, and each student in the Bachelor of Music in Performance and the Bachelor of Music in Music Education will be expected to perform for at least 12 minutes. Each student in the Bachelor of music in composition program will undergo a 30-minute portfolio review with a faculty panel. Upper-division Qualifying Jury Examinations will normally be taken at the end of the Spring semester of the sophomore year. A student who fails the Upper-division Qualifying Jury Examination will be denied permission to continue in the current major. Music Education students must also show evidence of a 2.75 cumulative undergraduate GPA or approved petition by the end of their sophomore year in order to continue in the program.

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### *MUAP Applied Instruction Courses*

Students wishing to study privately in piano, guitar, organ, or voice must first complete the class instruction offered or demonstrate equivalent proficiency prior to registering for private lessons.

Fees may be required for MUAP courses. Please refer to the Tuition and Fees section of the catalog for more information.

Music instruction for non-music majors or music majors on a secondary instrument (MUAP 100s) is offered in the following areas. Consult the Schedule of Classes for current offerings.

**MUAP 102 Classical Piano**

**MUAP 104 Jazz Piano**

**MUAP 105 Organ**

**MUAP 106 Harpsichord**

**MUAP 108 Classical Voice**

**MUAP 109 Violin**

**MUAP 110 Viola**

**MUAP 111 Cello**

**MUAP 112 Double Bass**

**MUAP 113 Flute**

**MUAP 114 Oboe**

**MUAP 115 Clarinet**

**MUAP 116 Bassoon**

**MUAP 117 Saxophone**

**MUAP 118 Horn**

**MUAP 119 Trumpet**

**MUAP 120 Trombone**

**MUAP 121 Tuba**

**MUAP 122 Classical Percussion**

**MUAP 124 Jazz Percussion**

**MUAP 126 Harp**

**MUAP 128 Classical Guitar**

**MUAP 130 Jazz Guitar**

**MUAP 132 Pop Guitar**

**MUAP 134 Electric Bass**

**MUAP 135 Classical Other**

**MUAP 136 Jazz Other**

**MUAP 137 Other**

*Fall (1), Spring (1)*

Private Instruction for non-music majors

**MUAP 302 Classical Piano**

**MUAP 304 Jazz Piano**

### **Ensembles**

The Conservatory of Music offers the following major conducted ensembles. They are open to all University students, by audition.

- University Choir —MUSI 111/ MUSI 611
- Chapel Singers —MUSI 112/ MUSI 612
- Wind Ensemble—MUSI 138/ MUSI 638
- Symphonic Band — MUSI 140/ MUSI 640
- University of Redlands Symphony Orchestra— MUSI 131/ MUSI 631

**MUAP 305 Organ**

**MUAP 306 Harpsichord**

**MUAP 308 Classical Voice**

**MUAP 309 Violin**

**MUAP 310 Viola**

**MUAP 311 Cello**

**MUAP 312 Double Bass**

**MUAP 313 Flute**

**MUAP 314 Oboe**

**MUAP 315 Clarinet**

**MUAP 316 Bassoon**

**MUAP 317 Saxophone**

**MUAP 318 Horn**

**MUAP 319 Trumpet**

**MUAP 320 Trombone**

**MUAP 321 Tuba**

**MUAP 322 Classical Percussion**

**MUAP 324 Jazz Percussion**

**MUAP 326 Harp**

**MUAP 328 Classical Guitar**

**MUAP 330 Jazz Guitar**

**MUAP 331 Jazz Improvisation**

**MUAP 332 Pop Guitar**

**MUAP 334 Electric Bass**

**MUAP 335 Classical Other**

**MUAP 336 Jazz Other**

**MUAP 337 Other**

*Fall (1–3), Spring (1–3)*

Private Instruction for Music Majors

**MUAP 325 Composition**

*Fall (1), Spring (1)*

Individual instruction in music composition.

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Each of these ensembles meets from two to six hours weekly for rehearsals. Performances will vary from two per semester to as many as ten or more depending upon the organization. The meeting time for each ensemble is listed in the Schedule of Classes.

### Redlands Symphony Orchestra

Students who exhibit outstanding performing ability may be invited to audition for participation in the Redlands Symphony Orchestra. Auditions are held during MUS 110 Recital Repertory Class at the beginning of each term.

### Chamber Ensemble

Small ensemble (one-on-a-part) experiences are available each semester. Participation without registering is subject to the approval of the instructor. At least one of the meetings will be with an instructor-coach.

## Music Class Instruction Course Descriptions

### MUSI 121 Class Piano I

Fall (1), Spring (1)

This course is an introduction to basic practical keyboard skills and keyboard theory. The skills, exercise, and repertory included in this course reify and support the competencies and skills that are being developed in MUS 101 and MUS 105.

### MUSI 123A Class Classical Guitar I

Fall (1), Spring (1)

Credit/no credit grade option.

### MUSI 123B Class Classical Guitar II

Fall (1), Spring (1)

Credit/no credit grade option.

### MUSI 124 Introduction to Voice

Fall (1), Spring (1)

Credit/no credit grade option.

### MUSI 125A Class Popular Guitar I

Fall (1), Spring (1)

Credit/no credit grade option.

### MUSI 125B Class Popular Guitar II

Fall (1), Spring (1)

Credit/no credit grade option.

### MUSI 125C Class Popular Guitar III

Fall (1), Spring (1)

Credit/no credit grade option.

### MUSI 126 Class Piano II

Spring (1)

This course is a continuation of the class piano sequence, and builds on key skills and concepts from Class Piano I. This course includes more intermediate level repertoire

that tracks along with the increasingly chromatic repertoire studied in Music Theory II.

**Prerequisite(s):** MUSI 121. Credit/no credit only.

### Ensembles

#### MUSI 110 Opera Workshop

Fall (0–3), Spring (0–3)

Preparation and performance of scenes from opera or musical theatre.

Numeric grade only.

#### MUSI 111 University Choir

Fall (0–1), Spring (0–1)

**Prerequisite(s):** audition required. Numeric grade only.

#### MUSI 112 Chapel Singers

Fall (0–1), Spring (0–1)

**Prerequisite(s):** audition required. Numeric grade only.

#### MUSI 114 Bel Canto

Fall (0–1), Spring (0–1)

**Prerequisite(s):** audition required. Numeric grade only.

#### MUSI 131 University of Redlands Symphony Orchestra

Fall (0–1), Spring (0–1)

**Prerequisite(s):** audition required. Numeric grade only.

#### MUSI 133 Chamber Ensemble: Strings

Fall (0–1), Spring (0–1)

Numeric grade only.

#### MUSI 135 Jazz Improvisation Ensemble

Fall (0–1), Spring (0–1)

Performance of small jazz ensemble literature from various style periods with a focus on developing improvisation skills.

**Prerequisite(s):** audition required. Numeric grade only.



**MUSI 136 Studio Jazz Band**

Fall (0–1), Spring (0–1)  
Numeric grade only.

**MUSI 137 Chamber Ensemble: Winds and Percussion**

Fall (0–1), Spring (0–1)  
Numeric grade only.

**MUSI 138 Wind Ensemble**

Fall (0–1), Spring (0–1)  
Numeric grade only.

**MUSI 139 Special Ensemble**

Fall (0-1), Spring (0-1)  
Numeric grade only.

**MUSI 140 Symphonic Band**

Fall (0–1), Spring (0–1)  
Numeric grade only.

**MUSI 221 Class Piano III**

Fall (1)

This course is the culmination of the class piano sequence, and builds upon key skills and concepts introduced and developed in Class Piano I and Class Piano II. The course includes more advanced level repertoire that tracks along with the fully chromatic repertoire of the late 19th century studies in Music Theory III.

**Prerequisite(s):** MUSI 121 and MUSI 126. Credit/ no credit only.

*The Graduate Program*

**Admission**

Applications for graduate study are available from the School of Performing Arts Admissions Office, Conservatory of Music, P.O. Box 3080, University of Redlands, Redlands, CA 92373-0999; telephone (909) 748-8014. 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 or equivalent in music.

The deadline for submission of applications is four weeks prior to the beginning of each term, with the exception of the MM in Vocal Chamber Music which has a December 1 deadline. Applicants are encouraged to submit 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. A TOEFL score of 550 (or 213 for the computer-based test or 80 for the Internet-based test) or higher is required for international students whose primary language is not English;
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 by appointment at the University of Redlands (on special days set aside for admission auditions) or through submission of a high-quality recording. 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.

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Conducting applicants must meet all of the current requirements for admission to the graduate program and have significant conducting experience. Submit a thirty-minute video of rehearsal and performance, repertoire list and current curriculum vitae and have an interview (live interview preferred). (To schedule an audition, contact the Director of Music Admissions. Audition recordings also should be sent to the Director of Music Admissions.)

### Acceptance

The Director of the Conservatory of Music sends notification of acceptance into the master's program.

### Master of Music

The Master of Music degree is a post-baccalaureate program with majors in Performance, Composition, Conducting, Vocal Chamber Music, and Pedagogy. The degree is intended for advanced study beyond the undergraduate level.

### Program Requirements

All graduate students must enroll in MUS 600 during the first two semesters of study. Each major program requires 32 credits distributed as follows:

#### The Major in Composition

- MUS 600 Graduate Studies in Musicology (3)
  - MUS 601 Graduate Studies in Music Theory (3)
  - MUS 615 Graduate Seminar in Literature and Analysis (3)
  - MUAP 625 Composition (3) *for a total of 12 credits*
  - Music electives—7 credits
- Note: Students are encouraged to take at least one elective course outside the field of music.*
- MUS 698 Graduate Recital (0)  
*The graduate recital consists of original works composed while in residence.*

With the approval of the composition faculty, a portfolio of recordings of original works composed while in residence may substitute for a live concert recital. Pre-recitals are waived for composition majors' composition recitals.

#### The Major in Conducting

- MUS 600 Graduate Studies in Musicology (3)
- MUS 601 Graduate Studies in Music Theory (3)
- MUS 615 Graduate Seminar in Literature and Analysis (3)
- MUAP 638 Conducting (1-6) *for a total of 16 credits*
- MUS 645 Score Study and Analysis (2)
- MUS 646 Conducting Rehearsal Techniques (2)
- MUS 698 Graduate Recital (0)
- Students are required to perform one public recital each year (2 total)
- The final recital is recommended to include an instrumental ensemble (for choral conductors) and a choral ensemble (for instrumental conductors).
- Ensemble each term of residence (Students are required to perform in the ensemble they assist.)
- Electives—3 credits, other 600-level music courses or Applied Lesson (Ensembles cannot be counted toward the elective requirement.)

#### The Major in Performance

- MUS 600 Graduate Studies in Musicology (3)
- MUS 601 Graduate Studies in Music Theory (3)
- MUS 615 Graduate Seminar in Literature and Analysis (3)
- Applied studies—*for a total of 16 credits*
- Major Conducted Ensembles
  - or- MUSI 610 Opera Workshop for vocal majors
  - or- MUS 611 Accompanying for Keyboard majors. —4 credits
- Music electives—3 credits

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- MUS 698 Graduate Recital (0)

*Note: Students must perform two Graduate Recitals.*

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 Pedagogy

The M.M. in Pedagogy is a graduate degree program tailored for the 21st-century private studio teacher. Practical experience in teaching is integrated with pedagogy coursework. Faculty feedback in workshops and applied teaching sessions provide individualized mentoring for maximum professional growth.

This degree specifically focuses on the students' primary performance area and on studio (not classroom) teaching. The MM in Pedagogy is offered in piano, voice, and strings.

The MM in Pedagogy is designed to prepare students to be successful studio teachers, with the skills needed to develop, market, and maintain a private teaching studio of their own. Through the applied pedagogy courses, students will gain valuable teaching experience with clients from diverse backgrounds and ability levels.

- MUS 600 Graduate Studies in Musicology (3)
- MUS 601 Graduate Studies in Music Theory (3)
- MUS 658 Psychology of Music (3)
- MUS 659 Introduction to Methods (3)
- MUS 639 Applied Music Pedagogy (3)- *take 3 times for a total of 9 credits*
- MUAP Applied lessons on major instrument (6)
- MUS 695 Final Project (0)
- 600-level MUS electives (3)

### Transfer Credit

A maximum of 6 credits of graduate credit completed at another regionally 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 theory, aural musicianship, 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 must be strengthened through enrollment in MUS X06 (at the additional cost of one credit of tuition).

### 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 Master of Music Performance

Students in the MM in Performance must register for a minimum of 4 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 the following) are expected to earn 4 credits in an appropriate Conservatory 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 611 University Choir (vocal majors), MUSI 612 Chapel Singers, MUSI 638 Wind Ensemble (wind and percussion majors), MUSI 631 University of Redlands Symphony Orchestra (string majors), and MUSI 640 Symphonic Band. 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.

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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.

### The Major in Vocal Chamber Music

#### Admission

Students will be required to have completed a bachelor's degree in music, preferably with a choral performance focus, and must have experience of ensemble singing at a collegiate level. It is essential that they have excellent sight-reading ability, a firm grounding in music theory, and a proven ability to hold their own musical line within an ensemble. Students should also have knowledge of an interest in choral music throughout the ages. All students must pass an entrance audition, which will encompass both solo and ensemble singing and must be taken in person. Solo material should be taken from at least two historical periods and should demonstrate technical ability as well as general musicianship and interpretation skills.

#### Audition

This two-year master's program will enroll 8 singers per cohort. Pre-screening material is due December 1st of the year before beginning the program and can be uploaded online. The required repertoire for pre-screening is four contrasting pieces, in four different languages, representing both operatic and song repertoire. Successful pre-screened candidates will be invited to an audition day during the spring semester of the year in which they plan to begin studies. Candidates invited for a live audition will prepare the following:

30 minutes of memorized material from which the audition panel will select specific repertoire. It is encouraged that candidates prepare an aria with significant recitative. Pieces should include works in English, French, German and Italian. It is suggested that candidates prepare the following: 1 opera aria, 1 oratorio aria, 1 aria of choice, 2 mélodies, 2 lied, 1 song post-1960 and 1 song of choice. Solo pieces must be performed from memory. An accompanist will be provided for solo repertoire.

Three assigned choral works to be chosen by the faculty panel. During the audition, candidates will be assigned to quartets and octets where they will rehearse with other candidates in preparation for a chamber component of the audition. Ensemble pieces should NOT be memorized as this will inhibit the rehearsal aspect of the audition. Please bring score and pencils for this part of the audition.

An unseen sight-singing piece will be provided 10 minutes prior to the audition.

#### Requirements:

- MUS 616 Body Mapping Seminar
- MUS 618 Commercial Music-Making and Succeeding in the Music Industry (4)
- MUS 619 Choral Repertoire Seminar (4)
- MUS 620 Western Polyphonic Music through the Ages: 500 Years of Song (4)
- MUS 621 Choral Conducting and Rehearsal Techniques (4)
- Chamber Ensemble Lessons (4)
- MUSI 642 Large Choral Ensemble Intensive (2)
- MUS 622 Diction for Choral Musicians (4)
- MUSI 642 Large Choral Ensemble Intensive (2)

### Artist Diploma in Music Performance

The Artist Diploma is an intensive, post-graduate performance program intended for students to focus on their individual performance.

#### Admission

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
- Participation in a major conducted ensemble (or accompanying for organ and piano majors)—4 credits, 1 per semester
- Three formal recitals

### Graduate Music Course Descriptions

#### MUS X06 Graduate Tutorial in Music Theory

Fall (1), Spring (1)

Review of tonal theory, including advanced chromatic harmony and formal analysis. Includes preparation for graduate-level work in music theory. *Note: This course does not count towards degree completion.*

#### MUS 600 Graduate Studies in Musicology

Fall (3)

Exploration of varied methodologies in musicology, ethnomusicology, and related fields. Selected area(s) of topical emphasis to be determined by instructor. *Numeric grade only.*

#### MUS 601 Graduate Studies in Music Theory

Spring (3)

Exploration of varied analytical techniques useful in interpretation, performance, and composition of tonal and post-tonal music. Includes in-depth study of selected scores.

**Prerequisite(s):** Successful completion of music theory placement exam or MUS X06. *Numeric grade only.*

#### MUS 602 Graduate Seminar in Literature and Analysis

Spring (3)

Intensive study of a selected repertoire, historical topic, or analytical mode as determined by the instructor, culminating in an independent research or creative project.

**Prerequisite(s):** MUS 600 and MUS 601.

#### MUS 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.*

#### MUS 608 Computer Music

Spring (2)

Provides an introduction to electro-acoustic music through the study of electro-acoustic compositions, synthesis techniques, and current computer applications. On completion, students should have a strong sense of the development of electro-acoustic music, a working knowledge of the supporting details (terminology, techniques, genres, composers, etc.), and an aural sense of different styles.

#### MUS 610 Jazz Improvisation I

Fall (1)

Study of jazz melody, harmony, rhythm, improvisational resources and strategies used in jazz improvisation. Focus is on development of advanced aural musicianship skills through performance on the student's instrument and transcription/analysis of outstanding improvisations in various jazz styles.

**Prerequisite(s):** *by permission.*

#### MUS 611 Accompanying

Fall (1), Spring (1)

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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.*

### **MUS 614 Jazz Improvisation II**

*Spring (2)*

Study of advanced jazz improvisation with the goal of enabling students to develop styles of their own.

**Prerequisite(s):** *by permission.*

### **MUS 615 Graduate Seminar in Literature and Analysis**

*Spring (3)*

Intensive study of a selected repertoire, historical topic, or analytical mode as determined by the instructor, culminating in an independent research or creative process.

**Prerequisite(s):** *MUS 600 and MUS 601. Numeric grade only.*

### **MUS 616 Body Mapping Seminar**

*Spring (4)*

This course will study human anatomy and movement and teach participants to move well and avoid injury. Body Mapping, or Andover Education, founded by Alexander Technician Barbara Conable, provides conscience and tangible information regarding how a musician's body moves to create sound.

*Numeric grade only.*

### **MUS 618 Commercial Music-making and Succeeding in the Music Industry**

*Fall (4)*

This course focuses on the importance of understanding how to create, sustain and monetize a fine arts chamber organization. Discussion will include choice of vehicle and name of entity, understanding markets and communities, marketing events, composition/structure of entity, fund-raising and endowments, and the benefits of outreach and education.

*Numeric grade only.*

### **MUS 619 Choral Repertoire Seminar**

*Spring (4)*

With a focus on creating concert and recording programs, students will explore how to compare and link musical styles in order to produce balanced and inspiring repertoire and material.

*Numeric grade only.*

### **MUS 620 Western Polyphonic Music through the Ages: 500 Years of Song**

*Fall (4)*

Students will be immersed in the language and purpose of western polyphonic choral music from the Renaissance to the present day, within the context of society, politics, and geography.

*Numeric grade only.*

### **MUS 621 Choral Conducting and Rehearsal Techniques**

*Summer (4)*

This course will introduce students to a variety of rehearsal techniques through conductor observation/discussion, readings and podium time. Each student will be required to observe conductors on a weekly basis and discuss their findings to the class.

*Numeric grade only.*

### **MUS 622 Diction for Choral Musicians**

*Summer (4)*

This course focuses on an immersion into the International Phonetic Alphabet, focusing on the Ecclesiastical and Berman Latin pronunciation, German, French, Spanish, and Russian.

*Numeric grade only.*

### **MUS 624 German, Italian, and French Vocal Literature and Diction**

*Fall (2)*

Exploration of literature for the voice in the German, Italian and French languages and correct diction for each language. Also includes learning and working with the International Phonetic Alphabet.

### **MUS 625 Advanced Diction for Singers**

*Spring (2)*

Advanced study of literature for the voice in Spanish, Russian and other languages. Also includes learning and working with the International Phonetic Alphabet.

*Numeric grade only.*

### **MUS 628 Pedagogy**

*Fall (2)*

Principles and theories of pedagogy applied to the teaching of music.

### **MUS 629A Voice Pedagogy Practicum**

*Spring (2)*

### **MUS 629B Strings and Guitar Pedagogy Practicum**

*Spring (2)*

### **MUS 629C Keyboard Pedagogy Practicum**

*Spring (2)*

### **MUS 629D Wind, Bass, and Percussion Pedagogy**

*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(s):** MUS 628.

**MUS 636 Advanced Choral Conducting**

*Spring (4)*

This course will enable students to improve basic conducting skills; understand the relationship between text and music and how one's gesture will be affected; communicate expression and assist an ensemble to overcome vocal and/or musical problems through gesture; discover techniques to encourage proper tone production; analyze scores; recognize and improve problem areas in conducting; and learn to conduct the music, not the notes.

*Offered in alternate years.*

**MUS 637 Advanced Instrumental Conducting**

*Spring (4)*

Students develop analytical skills, knowledge of appropriate wind literature, effective nonverbal communication skills, and effective rehearsal techniques.

*Numeric grade only. Offered in alternate years.*

**MUS 638 Composition**

*Fall (1), Spring (1)*

The exploration and development of individual compositional styles through private lessons and class meetings. Projects and assignments are geared to each student's background and experience. *May be repeated for degree credit for a maximum of 16 credits.*

**Prerequisite(s):** ability to read and notate music, basic keyboard skills. *Numeric grade only.*

**MUS 639 Applied Music Pedagogy**

*Fall (3). Spring (3)*

The focus of this course is to develop skills and knowledge of instrument specific applied music instruction, materials, literature and techniques in a private lesson setting. Students will be assigned private students in the CSMA program for field experience, which will serve as the focus of the lessons.

*Numeric grade only.*

**MUS 640 Orchestra Performance Practicum**

*Spring (0-1)*

Practicum in orchestral performance from audition to performance. Students develop performance resumes, research excerpts lists, perform mock auditions, study

collective bargaining agreements and rehearsal protocol, and complete field experiences in a professional orchestral setting.

**Prerequisite(s):** permission of Instructor and a confirmed field experience such as having qualified for the RSO student musician list.

**MUS 645 Score Study and Analysis**

*Spring (2)*

This seminar is the study of musical coherence and formal structure as seen in orchestral and choral works written from the mid-eighteenth century to the late twentieth century. The structural investigation of each work will be based on harmonic and thematic design, motive elaboration, text selection and orchestration.

**Prerequisite(s):** by permission. *Numeric grade only. Offered as needed.*

**MUS 646 Conducting Rehearsal Techniques**

*Fall (2)*

This course will introduce students to a variety of rehearsal techniques through conductor observation/discussion, weekly readings and podium time. Each student will be required to observe conductors on a weekly basis and report their findings to the class.

**Prerequisite(s):** by permission. *Numeric grade only. Offered as needed.*

**MUS 656 Orchestration**

*Fall (2). 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.

**MUS 658 Psychology of Music**

*Spring (3)*

Examination of contemporary music learning theories with an emphasis on current research-based teaching methods.

*Offered in alternate years.*

**MUS 659 Introduction to Methods**

*Fall (4)*

A survey course of the major pedagogical approaches and methods for teaching applied music including Orff, Suzuki, Kodaly, Dalcroze, and Body-Mapping. Students will also attend workshops in Suzuki and Orff methods offered through the University of Redlands Community School of Music and Art and observe lessons and studio classes.

*Offered as needed. Numeric grade only.*

**MUS 697 Special Studies**

*Fall (3), Spring (3)*

**MUS 698 Graduate Recital**

*Fall (0), Spring (0)*

Once each year, composition majors may present well-rehearsed public presentations of three to four works (or equivalent) in lieu of a single recital.

**Applied Instruction Courses**

**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 624 Jazz Percussion**

**MUAP 626 Harp**

**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**

**MUAP 638 Conducting**

**MUAP 639 Applied Music Pedagogy**

*Fall (1–6), Spring (1–6)*

Private Instruction for Graduate Students.

**Graduate Ensembles**

**MUSI 611 University Choir**

**MUSI 612 Chapel Singers**

**MUSI 614 Bel Canto**

**MUSI 631 UR Symphony Orchestra**

**MUSI 633 Chamber Ensemble: Strings**

**MUSI 635 Jazz Improv Ensemble**

**MUSI 636 Studio Jazz Band**

**MUSI 637 Chamber Ensemble: Winds and Percussion**

**MUSI 638 Wind Ensemble**

**MUSI 639 Percussion Ensemble/Guitar Ensembles**

**MUSI 640 Symphonic Band**

*Fall (0–1), Spring (0–1)*

Participation in, and assistance with, a specific School of Music ensemble.

*Numeric grade only.*

**MUSI 610 Opera Workshop**

*Fall (0–3), Spring (0–3)*

Preparation and performance of scenes or a full production of opera or musical theatre.

*Numeric grade only.*

**MUSI 631 University of Redlands Symphony Orchestra**

*Fall (0–1), Spring (0–1)*

Prerequisite: audition required.

*Numeric grade only.*

**MUSI 641 Small Choral Ensemble Intensive**

*Summer (2)*

An intensive study, preparation, rehearsal, and performance of substantial choral works for small ensemble.

*Numeric grade only. Repeatable for degree credit with a total of 4.*

**MUSI 642 Large Choral Ensemble Intensive**

*Summer (2)*

An intensive study, preparation, rehearsal, and performance of substantial choral works for large ensemble.

*Numeric grade only.*



## Philosophy

### The Faculty

Kathie Jenni  
Xinyan Jiang  
James Krueger

### The Major

The Philosophy Department offers our majors a wide range of courses including the Western philosophical tradition (e.g., Greek Philosophy and 17th and 18th Century Philosophy), Chinese Philosophy (e.g., Confucianism, Daoism, and Chinese Buddhism), and a rich selection of Applied Philosophy courses (e.g., Contemporary Moral Issues; Environmental Ethics; Ethics and Law; Philosophy of Sex and Gender; Biology, Health, and Disease; Bioethics: Technology and Justice; Humans and Other Animals; and Animal Ethics and Policy). The major may not only serve as a pre-law program but will also help students prepare for working in corporations, the legal profession, teaching, government service and a variety of self-created opportunities.

Learning outcomes for this program may be found at: [www.redlands.edu/BA-PHIL/learning-outcomes](http://www.redlands.edu/BA-PHIL/learning-outcomes).

### *Bachelor of Arts in Philosophy*

#### Philosophy Major Requirements

The major in philosophy consists of eight courses in philosophy, or seven courses in philosophy and one (only) of the following courses: POLI 150 Foundations of Political Theory, POLI 212 Classical Political Thought, POLI 214 Modern Political Thought, POLI-461 Queer Phenomenologies, or EVST-277 Environmental Justice. Furthermore, students majoring in philosophy must include the following in their coursework:

#### *Required Courses (3 courses/11-12 credits):*

- PHIL 100 Introduction to Philosophy
- PHIL 102 Introduction to Chinese Philosophy
- PHIL 460 or PHIL 470 (as Capstone)\*
- One course in philosophy at 300 level.

#### Electives: 4 courses/ 15–16 credits

- Any 4 additional PHIL courses or 3 additional PHIL courses plus one of the following courses: POLI 150, POLI 212, POLI 214, POLI 461, or EVST 213.

#### **\*The Capstone Experience**

The capstone requirement is fulfilled by completing a major writing assignment in an Advanced Seminar (PHIL 460) during a student's senior year. During the fall semester all seniors should enroll in PHIL 460 (4 credits) or PHIL 470 (Directed Study 3-4 credits when PHIL 460 is not available). There are two options for completing the senior project through PHIL 470: (1) a portfolio (3-4 collected philosophy class papers and a reflective essay about the student's progress in Philosophy through the UG years), or (2) a thesis developed from a previously written paper for a philosophy class.

### *Philosophy Minor*

The minor in philosophy consists of five courses, meeting the following requirements:

#### *Required Courses (2 courses/7-8 credits)*

- PHIL 100 Introduction to Philosophy
- PHIL 102 Introduction to Chinese Philosophy

#### *Electives (3 courses/11-12 credits)*

- 3 additional PHIL courses, with at least 2 above the 100-level

### Departmental Honors

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Students with a GPA of 3.5 or above in philosophy are eligible to apply to seek honors during the fall semester of their senior year. The application includes a proposal for a thesis project. If the application is approved, a thesis committee will be formed and a writing schedule devised. The committee may revoke thesis approval at any time if adequate progress towards completion is not made. Students should consult with their advisor concerning application requirements and deadlines.

### 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 Study Abroad Office.

### *Philosophy 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.

#### **PHIL 102 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.

#### **PHIL 110 Contemporary Moral Issues**

*Fall (4), Spring (4)*

Examination of competing ethical and social political theories in the context of current ethical controversies.

#### **PHIL 111 Crime and Punishment**

*Fall (4)*

An introduction to philosophy via an examination of philosophical issues surrounding crime and punishment. Topics include the Free Will-Determinism problem, theories of ethics and justice, the justification of punishment, and the morality of capital punishment.

#### **PHIL 121 Animal Ethics and Service**

*PHIL May Term (3)*

An animal ethics course combined with hands-on work at local animal rescues. A course-fee of \$150 applies; instructor permission is required.  
*Credit and Evaluation grade only.*

#### **PHIL 160 Introductory Topics in Philosophy**

*Fall (4), Spring (4), May Term (3)*

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.*

#### **PHIL 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.

*Offered as needed.*

#### **PHIL 205 Seventeenth- and Eighteenth-Century Philosophy**

*Fall (4), 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.

*Offered as needed.*

#### **PHIL 211 Environmental Ethics**

*Fall (4), Spring (4)*

Examination of ethical issues about the environment: foundational 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.

*Offered in alternate years.*

#### **PHIL 212 Humans and Other Animals**

*Fall (4)*

Study of relations between humans and other animals, both empirical and ethical. Topics include the nature of

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animal minds, theories of animal ethics, animals as food, animal experimentation, hunting and fishing, zoos and aquariums. Films, guest speakers, and readings from classical and contemporary sources.

*Offered in alternate years.*

### **PHIL 213 Animal Ethics and Policy**

*Fall (4)*

Study of animal ethics and the evolution of animal welfare policy since the Animal Welfare Act of 1966. Examines in substantial depth competing moral arguments and related policy developments in the arenas of companion animal treatment, farmed animal welfare, animal research, and broader theories. Numeric and Evaluation grade only.

*Offered as needed.*

### **PHIL 215 Bioethics: Doctors and Patients**

*Fall (4)*

Examination of the ethical issues that arise within the relationship between doctors and patients. Topics include paternalism, autonomy, confidentiality, informed consent, and the conflicts that can arise in medical research.

Numeric and Evaluation grade only.

*Offered in alternate years.*

### **PHIL 216 Bioethics: Technology and Justice**

*Fall (4)*

Examination of the ethical issues that arise from the distribution of health resources and the nature of particular procedures and technologies. Topics include fairness in rationing health resources, genetic screening, abortion, and end of life care.

*Numeric and Evaluation grade only. Offered in alternate years.*

### **PHIL 221 Ethical Theory**

*Fall (4), Spring (4)*

Examination of the nature and status of ethical value through historical and contemporary writings. Addresses philosophical arguments defending the objectivity and rationality of ethical principles in light of the challenges presented by individual psychology and cultural difference.

### **PHIL 231 Philosophy, Science, and Medicine**

*Spring (4)*

Examination of basic issues in the philosophy of science as they apply to medicine. Topics include the nature of scientific evidence, explanation, causation, and causal inference. Examples will be drawn from epidemiology

and the claims made by advocates for Evidence Based Medicine (EBM).

*Numeric and Evaluation grade only. Offered in alternate years.*

### **PHIL 232 Biology, Health, and Disease**

*Spring (4)*

Examination of basic issues in the philosophy of biology through the lens of the concepts of health and disease. Addresses evolutionary theory and the nature of biological functions by examining evolutionary and functional accounts of health and disease. It also examines genetic explanations by exploring the nature of genetic disease.

*Numeric and Evaluation grade only. Offered in alternate years.*

### **PHIL 260 Topics in Philosophy**

*Fall (4), Spring (4)*

Study of selected topics, movements, authors, or works in philosophy, chosen to reflect student and instructor interest.

### **PHIL 301 Chinese Buddhism**

*Spring (4)*

Study of Chinese Buddhist philosophy. The main focus is on the school known as Chan (pronounced "Zen" in Japanese), but other Chinese Buddhist schools such as the Three Treatises, Consciousness-Only, Tiantai, Huayan, and Pure Land will be discussed as well.

*Offered every third year.*

### **PHIL 302 Daoism**

*Spring (4)*

Study of Daoist (Taoist) philosophy. Classical Daoist texts such as Daode Jing (Tao Te Ching) and Zhuangzi (Chuang Tzu), as well as Neo-Daoist commentaries and contemporary interpretations of Daoist classics.

*Offered every third year.*

### **PHIL 303 Confucianism**

*Spring (4)*

Study of classical Confucianism. Readings include Confucian classics such as Confucius' Analects, The Book of Mencius, and Xunzi (Hsün Tzu), as well as contemporary interpretations of classical Confucianism.

*Offered every third year.*

### **PHIL 310 Philosophy of Sex and Gender**

*Spring (4)*

Examination of conceptual and moral issues surrounding sexual equality: sexism and its relation to other forms of

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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(s):** one philosophy course or by permission. Offered as needed.

### PHIL 313 Moral Psychology

Fall (4), Spring (4)

Examination of selected issues in moral psychology, the philosophical study of the psychic capacities involved in moral life. Topics have included moral perception, moral imagination, the nature of emotions, the scope of empathy, and self-deception.

**Prerequisite(s):** One course in Philosophy. Offered in alternate years.

### PHIL 320 Ethics and Law

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(s):** one course in philosophy, POLI 212, POLI 214, or by permission. Offered in alternate years.

### PHIL 332 Philosophy of Science

Fall (4), Spring (4)

Examination of fundamental issues in the philosophy of science. Topics include the nature of scientific theories and theory change, scientific rationality, and realism/antirealism.

**Prerequisite(s):** PHIL 220, one 200-level science course, or by permission. Offered as needed.

### PHIL 341 Nineteenth-Century Philosophy

Fall (4), 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(s):** one course in philosophy or by permission. Offered as needed.

### PHIL 342 Twentieth-Century Continental Thought

Fall (4), 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(s):** one course in philosophy or by permission. Offered as needed.

### PHIL 350 Symbolic Logic

Fall (4), Spring (4)

Study of increasingly complex systems of deductive logic. Topics include sentential logic and predicate logic.

**Prerequisite(s):** either one course in philosophy, or by permission. Offered in alternate years.

### PHIL 360 Advanced Topics in Philosophy

Fall (4), Spring (4), May Term (3)

Advanced study of selected topics, movements, authors, or works in philosophy chosen to reflect student interest and instructor availability. May be repeated for degree credit, for a maximum of 12 credits, given a different topic.

**Prerequisite(s):** one philosophy course or by permission.

### PHIL 460 Advanced Seminar in Philosophy

Fall (4), Spring (4)

An advanced and in-depth examination of a particular topic, movement or figure in philosophy that requires the completion of a major writing assignment. Topics vary. May be repeated for degree credit.

**Prerequisite(s):** one course in Philosophy, junior or senior standing, or by permission.

## Physical Education

### The Director

Jeffrey P. Martinez

### The Faculty

James Ducey

Michael C. Maynard

Rich Murphy

Suzette A. Soboti

Thomas T. Whittemore

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### *Kinesiology Minor*

For students interested in a minor in physical education, the following required courses are designed to provide a foundation of study (6 courses/ 24 credits):

- PE 110 Foundations of Physical Education and Sport (4)
- PE 210 Social Sciences in Physical Education and Sport (4)
- PE 310 Instructional Strategies for Physical Education (4)
- PE 320 Scientific Concepts for Physical Education and Sport (4)
- 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, recreational sports, and intercollegiate athletics. 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 1 credit on a Credit/no credit basis.

### *Physical Education Credits*

Students may earn a maximum of 4 credits toward a degree. Physical Education activity credits are exempt from the excess credit fee.

#### **Fitness Activities (1 credit)**

Designed to improve cardiovascular fitness, body composition, muscular endurance, strength, and flexibility.

- PEAC OFA Water Aerobics
- PEAC OFD Dynamic Fitness Speed and Agility
- PEAC OFE Dynamic Fitness Strength and Power
- PEAC OFJ Jogging
- PEAC OFL Boot Camp Aerobics
- PEAC OFP Personalized Fitness
- PEAC OFS Life Saving
- PEAC OFW1 Weight Training—Beginning
- PEAC OFW2 Weight Training—Intermediate
- PEAC OFX Flexibility
- PEAC OFY Yogalates
- PEAC OFY1 Yoga—Beginning
- PEAC OFY2 Yoga—Intermediate
- PEAC OFZ Topics in Fitness

#### **Lifetime Sports (1 credit)**

Designed to improve the skill performance in the selected sport through instruction, drills, and competitive play.

- PEAC OLB Badminton
- PEAC OLC Soccer
- PEAC OLF Ultimate Frisbee
- PEAC OLG Golf
- PEAC OLH Cheerleading
- PEAC OLK Coed Basketball
- PEAC OLL Lacrosse
- PEAC OLN Sand Volleyball
- PEAC OLR Racquetball
- PEAC OLS Swimming

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- PEAC OLT1 Tennis—Beginning
- PEAC OLT2 Tennis—Intermediate
- PEAC OLT3 Tennis—Advanced
- PEAC OLV Volleyball
- PEAC OLW Wallyball
- PEAC OLZ Topics in Lifetime Sports

### Martial Arts (1 credit)

Designed to train both the mind and body. Some may require additional fees and/or equipment.

- PEAC OMA Aikido
- PEAC OMK1 Karate—Beginning
- PEAC OMK2 Karate—Intermediate
- PEAC OMS Self Protection
- PEAC OMZ Topics in Martial Arts

### Recreational Sports (1 credit)

Designed to provide instruction in recreational activities. Each of these classes requires an additional fee and/or equipment, and many are conducted on weekends.

- PEAC ORH High Adventure Ropes
- PEAC ORK Kayaking
- PEAC ORR Rock Climbing
- PEAC ORS Scuba
- PEAC ORW Windsurfing
- PEAC ORZ Topics in Recreational Sports

### *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 and diving, tennis, track and field, and water polo. Women's teams are sponsored in basketball, cross-country, golf, lacrosse, soccer, softball, swimming and 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). For information on eligibility to participate in Intercollegiate Athletics, please refer to "Athletic Eligibility" in the Academic Standards chapter of this Catalog.

### Intercollegiate Sports (1 credit)

Students who participate on an intercollegiate team may earn 1 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 GF–W Golf: Women
- 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

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- PEAC SW–W Swimming and Diving: Women
- PEAC TF–M Track and Field: Men
- PEAC TF–W Track and Field: Women
- PEAC TN–M Tennis: Men
- PEAC TN–W Tennis: Women
- PEAC VB–W Volleyball: Women
- PEAC WP–M Water Polo: Men
- PEAC WP–W Water Polo: Women

### *Physical Education 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.

#### **PE 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.

#### **PE 220 First Aid and CPR**

*Fall (3), Spring (3)*

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.

*Offered as needed.*

#### **PE 250 Methods of Teaching Team and Individual Sports**

*Fall (3)*

Designed to instruct students in the methods of teaching individual and team skills. This includes teaching progressions and drill development.

**Prerequisite(s):** PE 310 recommended.

#### **PE 260 Topics in Athletics and Physical Education**

*Fall (4), Spring (4)*

Topics of current interest in athletics and physical education. Focus could be on history, evolution, philosophy, or any other appropriate area. Individual topics are chosen to reflect student interest and instructor availability.

#### **PE 310 Instructional Strategies for Physical Education**

*Spring (4)*

Teaching strategies, techniques, and evaluation procedures in the field of physical education. Discussion focuses on lesson planning, unit planning, and class organization. Students then implement planning skills in a physical education setting.

#### **PE 320 Introductory Exercise Physiology**

*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.

**Prerequisite(s):** BIOL 107 or by permission.

#### **PE 330 Enhancing Athletic Performance**

*Spring (3)*

Undergraduate-level, 3-credit course designed to provide a comprehensive overview of strength/ conditioning. Emphasizes exercise sciences (including anatomy, exercise physiology, and biomechanics) and nutrition, exercise technique, program design, organization, and administration, testing and evaluation. Prepares for CSCS and CPT certification examinations. By completing an additional internship, a 4<sup>th</sup> credit may be granted.

**Prerequisite(s):** PE 320.

#### **PE 340 Introduction to Sports Medicine**

*Fall (3)*

Designed to teach future healthcare providers, coaches, and educators the basics of prevention, recognition, and/or care of common athletic injuries. Topics include: roles of sports medicine team, protective techniques, and treatment options. Laboratory work with an athletic trainer is required.

**Recommended:** PE 320, BIOL 317. *Offered in alternate years.*

#### **PE 350 Theories of Coaching**

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### *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.

### **PE 381 Special Internship: Physical Education**

*Fall (1–3), Spring (1–3)*

**Prerequisite(s):** by permission. May be repeated for a maximum of 3 degree credits.

*Credit/no credit only.*

### **PE 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. May be repeated for a maximum of 4 degree credits.

*Credit/no credit only. Prerequisite(s): by permission.*

### **PE 383 Special Internship: Athletic Training**

*Fall (2–3), Spring (2–3)*

**Prerequisite(s):** by permission. Credit/no credit and Evaluation grade only.

## Physics

### **The Faculty**

Alan J. DeWeerd

S. Eric Hill

Martín Hoecker-Martínez

### **The Majors**

Physics investigates and models nature in the most precise and fundamental ways possible. It is a driving force in the continual scientific and technological revolutions that define the modern world. This program prepares students for work or graduate studies in physics, astronomy, engineering, and other technical fields. Major courses address theoretical and experimental aspects of Classical Mechanics, Quantum Mechanics, Electricity and Magnetism, and Statistical Mechanics and Thermodynamics. Additionally, advanced topics courses are offered such as Relativity, Physical Oceanography, and Condensed Matter. Students perform research in addition to coursework. There are opportunities to work with faculty in areas such as fluid dynamics, condensed matter, and optics.

The Physics department offers both Bachelor of Arts and Bachelor of Science degrees. Both majors offer training in the fundamentals of physics, from classical mechanics to quantum mechanics. We strongly recommend students begin either major with PHYS 231 General Physics I as early as possible (ideally, during the first year). Four years from the beginning of the General Physics sequence are required to complete the requirements for the Bachelor of Science degree, but the Bachelor of Arts degree can be completed in three years.

Students declaring a physics major are required to have a 2.5 cumulative GPA in the general physics and calculus sequences (PHYS 231, PHYS 232, PHYS 233, and MATH 121, MATH 122, MATH 221).

Learning outcomes for these programs may be found at: [www.redlands.edu/BA-PHYS/learning-outcomes](http://www.redlands.edu/BA-PHYS/learning-outcomes).

### *Bachelor of Arts in Physics*

This program provides students with a basic understanding of the fundamentals of physics and allows them to choose which subjects to study at the advanced level. Students are encouraged to meet with physics faculty early in their program in order to choose courses that will prepare them for their future goals.

### **Requirements**

*Physics† (28 credits):*

- PHYS 231 General Physics I (4)
- PHYS 232 General Physics II (4)
- PHYS 233 General Physics III (4)
- PHYS 391 Junior Seminar (3)



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- PHYS 491 Senior Seminar (3)
- AND at least 10 additional credits at the 300-level

### *Mathematics (16 credits):*

- MATH 121 Calculus I (4)
- MATH 122 Calculus II (4)
- MATH 221 Calculus III (4)
- MATH 235 Differential Equations (4)

### *Bachelor of Science in Physics*

This program offers advanced training in the fundamentals of physics. It is designed for well prepared and highly motivated students, particularly those interested in further study of physics at the graduate level. 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.

### **Requirements**

#### *Physics† (42-44 credits):*

- PHYS 231 General Physics I (4)
- PHYS 232 General Physics II (4)
- PHYS 233 General Physics III (4)
- PHYS 310 Electronics Applications (4)
- PHYS 331\* Classical Mechanics (4)
- PHYS 332\* Electricity and Magnetism (4)
- PHYS 341\* Quantum Mechanics (4)
- PHYS 344\* Thermal and Statistical Physics (4)
- PHYS 349 Advanced Experimental Physics (4)
- PHYS 391 Junior Seminar (3)
- PHYS 491 Senior Seminar (3)
- AND at least 2 credits of PHYS 378 or other department-approved research experience

#### *Related Field Requirements (32 credits):*

- MATH 121 Calculus I (4)
- MATH 122 Calculus II (4)
- MATH 221 Calculus III (4)
- MATH 235 Differential Equations (4)

Also choose four of the following, with at least one from each category:

#### *Category A*

- CHEM 131 General Chemistry (4)
- CHEM 132 General Chemistry (4)
- CHEM 331 Physical Chemistry I (4)
- CHEM 332 Physical Chemistry II (4)
- MATH 222 Vector Calculus (4)
- MATH 241 Linear Algebra (4)
- MATH 311 Probability (4)
- MATH 312 Mathematical Statistics (4)
- MATH 338 Partial Differential Equations (4)
- PHYS 360 Topics in Physics in Astronomy (2-4)
- Other courses approved by the department chair

#### *Category B*

- MATH 231 Introduction to Modeling (4)
- MATH 331 Numerical Analysis (4)
- MATH 335 Advanced Modeling Techniques (4)
- CS 110 Introduction to Programming (4)
- CS 111 Data, Files Structures, & OOP (4)

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- CS 211 Introduction to Data Science (4)
- CS 240 Theory of Algorithms Python (4)
- Other courses approved by the department chair

Explanation of course markings

† Math co- and pre-requisites for Physics courses are given in the individual course descriptions.

\* These courses are offered every other year. Students should plan their schedules accordingly.

### *Engineering*

Through the Engineering 3-2 Combined Degree program, the Physics B.A. can be paired with an Engineering B.S. from Columbia University in New York City, or Manhattan College School of Engineering, or Washington University at St. Louis. This program combines three years at Redlands with two years at Columbia's or Washington's School of Engineering. For more information, see "ENGINEERING 3-2 COMBINED DEGREE" in the Integrated Programs of Study section of this Catalog. Contact the program advisor listed for more information. Alternatively, a Physics bachelor's degree is good preparation for graduate study in various fields of Engineering.

### *Physics Minor*

A minor in physics can provide students with an understanding of the basic laws of the physical universe. When combined with a major in another science, students who minor in physics will be well prepared for graduate study in the sciences.

Requirements (32 credits):

*Introductory physics*<sup>†</sup> (8 credits):

Choose one of the following sequences:

- Sequence A
  - PHYS 231 General Physics I (4)
  - PHYS 232 General Physics II (4)
- or-
- Sequence B
  - PHYS 220 Fundamentals of Physics I (4)
  - PHYS 221 Fundamentals of Physics II (4)

*Additional physics courses* (12 credits):

- PHYS 233 General Physics III (4)
- 8 credits in 300-level courses (except PHYS 391)

*Mathematics* (12 credits):

- MATH 121 Calculus I (4)
- MATH 122 Calculus II (4)
- MATH 221 Calculus III (4)

### **Departmental Honors**

The Physics Department offers honors to recognize outstanding student achievement as reflected by a major GPA of at least 3.5 and an excellent research project culminating in a Senior Thesis (PHYS 491) and a presentation. Students should consult with the department chair for requirements.

### **Single-Subject Teaching Credential**

Students who wish to be certified to teach science should meet 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.

### **Advanced Placement in Physics**

Students who scored well on the Physics AP exams may receive credit and place out of introductory courses based on an interview with department faculty. There are two different exams in physics:

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- Physics 1: Students who earned a score of three receive 0 to 4 credits, depending on the results of an interview with department faculty. Scores of four or five earn 4 credits.
- Physics 2: Students who earned a score of three receive 0 to 4 credits, depending on the results of an interview with department faculty. Scores of four or five earn 4 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.

### Research

Research is an important component of a science student's experience at Redlands. Physics students can work with faculty during the school year for credit (PHYS 378) and during the summer when a number of research fellowship positions are available for students within the Stauffer Center for Science and Mathematics. They can also take advantage of summer programs offered by other institutions (such as Research Experiences for Undergraduates). Most students begin work in their sophomore or junior years that evolves into a senior thesis.

Students join faculty on research in areas such as Turbulence, Optics, and Surface Science. The fluid dynamics lab is a student designed facility for geophysical dynamics experiments as well as analysis of oceanic and atmospheric flow observations. Students have worked on a variety of laser and optical experiments, including light scattering, optical tweezers, and quantum optics. Recent surface science work has featured the development and construction of a Scanning Tunneling Microscope to investigate atomic-scale surface features and phenomena.

### Physics Course Descriptions

#### PHYS 102 Astronomy of Planets

*Fall (4), Spring (4)*

Introductory study of selected topics in planetary science. Basic information about the planets, moons, and other objects in our solar system will be covered. Additional possible topics include space exploration, planetary geology, search for life in the solar system, and planetary impact hazards. Includes lecture and laboratory components. Expects competency in high school algebra, geometry, and trigonometry.

*Offered as needed.*

#### PHYS 103 General Astronomy

*Fall (4), Spring (4)*

Introductory study of astronomy designed to acquaint the student with stars, black holes, galaxies, and the origin and present state of the universe. Students will learn about these concepts in the context of the scientific method. Laboratory is one day a week with occasional evening observing sessions. Includes lecture and laboratory components.

**Prerequisite(s):** Expects competency in high school algebra, geometry, and trigonometry. *Offered as needed.*

#### PHYS 106 Physics Comes to Light

*Fall (4), Spring (4)*

Introductory study of the physics of light. Students will learn about the production of light, the nature of color, everyday optical phenomena, vision, quantum

mechanics, and relativity. Includes lecture and laboratory components. Expects competency in high school algebra. *Offered as needed.*

#### PHYS 107 Sound Physics

*Fall (4), Spring (4)*

This is an introductory-level lab science course. Students will develop an understanding of the physical principles underlying the phenomena of musical acoustics: sound production, propagation, and perception. Includes lecture and laboratory components. Expects competency in high school algebra.

*Offered as needed.*

#### PHYS 160 Topics in Physics and Astronomy

*Fall (4), Spring (4), May Term (3)*

Topics in physics and astronomy of interest to non-majors that are not regularly offered.

*May be repeated for degree credit for a maximum of 12 credits, given different topics. Offered as needed.*

#### PHYS 220 Fundamentals of Physics I

*Spring (4)*

Introduction to Newtonian mechanics, fluids, and thermodynamics. Includes lecture and laboratory components. Expects competency in algebra, geometry, and trigonometry.

**Prerequisite(s):** MATH 111; or MATH 118; or Placement into MATH 121

#### PHYS 221 Fundamentals of Physics II

*Spring (4)*

Introduction to oscillations, waves, electricity, magnetism, optics, and modern physics. Includes lecture and laboratory components.

**Prerequisite(s):** PHYS 220.

**PHYS 231 General Physics I**

*Fall (4)*

Quantitative study of classical Newtonian mechanics. Includes lecture and laboratory components.

**Prerequisite(s):** MATH 119, MATH 121, MATH 122, or MATH 221.

**PHYS 232 General Physics II**

*Spring (4)*

Introduction to classical electricity and magnetism. Includes lecture and laboratory components.

**Prerequisite(s):** PHYS 231. **Pre- or corequisite:** MATH 122 or MATH 221.

**PHYS 233 General Physics III**

*Fall (4)*

Introduction to geometric optics, wave optics, quantum mechanics, thermodynamics, and statistical mechanics. Includes lecture and laboratory components.

**Prerequisite(s):** PHYS 231 and PHYS 232 or instructor's permission. **Pre- or corequisite:** MATH 221.

**PHYS 291 Physics Instructional Techniques**

**PHYS 292 Physics Instructional Techniques**

*Fall (2–4), Spring (2–4)*

Experience in classroom lecturing, experimental demonstration, construction and design of student laboratory experiments, tutoring, and individual instruction. This course may be associated with any 100- or 200-level physics course.

**Prerequisite(s):** instructor's permission. Available concurrently with associated Physics courses.

**PHYS 310 Electronics Applications**

*Spring (4)*

Instrumentation, transistor theory, integrated circuits, and fundamental analog and digital circuit design. Lecture and lab components.

**Prerequisite(s):** MATH 121

**PHYS 331 Classical Mechanics**

*Spring (4)*

Applications of Newtonian mechanics to various systems, and introduction of calculus of variations and Lagrangian mechanics. This course acquaints students with mathematical techniques used to solve more realistic and complex problems.

**Prerequisite(s):** PHYS 231. **Pre- or corequisite:** MATH 235. Offered alternate years.

**PHYS 332 Electricity and Magnetism**

*Fall (4)*

Development and application of Maxwell's equations describing electromagnetic fields. Topics include boundary value problems, and dielectric and magnetic materials.

**Prerequisite(s):** PHYS 232 and MATH 235. Offered in alternate years.

**PHYS 341 Quantum Mechanics**

*Fall (4)*

Fundamentals of quantum theory. Includes development of mathematical formalism, application to two- and three-dimensional models, and a detailed treatment of the one-electron atom.

**Prerequisite(s):** PHYS 233 and MATH 235. Offered in alternate years.

**PHYS 344 Thermal Physics**

*Spring (4)*

Fundamental principles of classical thermodynamics and kinetic theory. Classical and quantum statistical properties of matter and radiation.

**Prerequisite(s):** PHYS 233 and MATH 221. Offered in alternate years.

**PHYS 349 Advanced Experimental Physics**

*Fall (4)*

Laboratory course in solid state, molecular, atomic, optical, nuclear, and particle physics.

**Prerequisite(s):** PHYS 233 and PHYS 310.

**PHYS 360 Topics in Physics and Astronomy**

*Fall (2–4), Spring (2–4), May Term (3)*

Special topics in physics and astronomy not otherwise covered in the curriculum. Topics vary with semester and may include fluid mechanics, optics, computational physics, relativity, and solid-state physics. May be repeated for degree credit given a different topic.

**Prerequisite(s):** PHYS 231 and PHYS 233 or instructor's permission. Offered as needed.

**PHYS 378 Physics Research**

*Fall (1–4), Spring (1–4)*

Students can earn credits while gaining valuable research experience with faculty in the department. Contact individual faculty to discuss opportunities. *May be repeated for degree credit.*

**Prerequisite(s):** instructor's permission. Credit/no credit and Evaluation grade only.

**PHYS 391 Junior Seminar**

Spring (3)

Students develop the skills for communicating scientific articles, writing papers, and giving presentations.

**Prerequisite(s):** PHYS 233. Numeric and Evaluation grade only.

**PHYS 491 Senior Seminar**

Spring (3)

Development of written and oral communication skills. Preparation and presentation of a senior thesis.

**Prerequisite(s):** PHYS 391 Junior Seminar. Numeric and Evaluation grade only.

## Political Science

### The Faculty

Graeme Auton

Eric McLaughlin

Althea Sircar

Arthur G. Svenson

Greg Thorson

Renee Van Vechten

The Department of Political Science is committed to educating our majors to be effective analysts, practitioners and/or scholars. Our program of study builds on three elements: foundational understanding of how to conceive of and analyze political systems; curricular sequences determined by students' interests within the field of political science; and an emphasis on the skills students need to succeed in life (e.g. effective argumentation, problem-solving, analytic, writing, and public speaking skills). The Political Science program also supports students' initiatives to transfer the content and competencies they master in the curriculum into graduate studies in law, policy, and politics; into careers in advocacy, campaigns and elections, and foreign affairs; and into government and public service work.

### **The Major**

The major in political science encompasses courses taken for foundational knowledge, breadth, and specialization. Majors must complete a minimum of 40 credits or the equivalent of 9 courses plus a 4-credit senior capstone.

Learning outcomes for this program may be found at: [www.redlands.edu/BA-POLI/learning-outcomes](http://www.redlands.edu/BA-POLI/learning-outcomes).

### *Bachelor of Arts in Political Science*

The major in Political Science consists of 9 courses plus a 4-credit senior capstone for a minimum of 40 credits. Students must complete the following requirements:

#### *Foundation (3 courses/12 credits):*

- POLI 111 Introduction to American Politics (4)
- POLI 150 Foundations of Political Theory (4)  
-or- POLI 212 Classical Political Thought (4)  
-or- POLI 214 Political Theory (4)
- POLI 200 The Study of Politics (4)  
-or- POLI 202 Statistical Analysis and Mapping of Social Science Data (4)

#### *Electives (6 courses/24 credits):*

- Students may select 6 courses in an area of interest, at least one of which is a 400-level seminar. Suggested concentrations are listed below.

#### *Capstone (1 course/4 credits)*

- POLI 495 Political Science Capstone (4)

The senior capstone is offered as a 4-credit course to be taken in the fall of the senior year. Students must employ best practices in the discipline to complete an independent research project; a student who does not successfully complete this project will not graduate with a major in Political Science.

### Suggested Concentrations

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### Law and Politics Concentration

- POLI 306 Constitutional Law: National and State Powers (4)
- POLI 307 Constitutional Law: Liberty and Authority (4)
- POLI 318 American Political Thought and Practice (4)
- POLI 345 International Law and Organization (4)
- POLI 363 Special Topics in Public Law (4)
- POLI 463 Advanced Seminar in Public Law (4)

### Governance and Policy Concentration

- POLI 207 Environmental Politics and Policy (4)
- POLI 208 California Politics (4)
- POLI 250 American Foreign Policy (4)
- POLI 304 Congress (4)
- POLI 354 Immigration Politics and Policy (4)
- POLI 456 Education Policy (4)
- POLI 457 Health Care Policy (4)
- PLCY 100 Introduction to Public Policy Analysis (4)

### Parties, Campaigns, and Elections Concentration

- POLI 220 European Politics and Development (4)
- POLI 230 Latin American Politics and Development (4)
- POLI 304 Congress (4)
- POLI 308 U.S. Presidency (4)
- POLI 321 Democratic Theory (4)
- POLI 325 Comparative Parties and Elections (4)
- POLI 460 Advanced Seminar in American Politics (4)
- POLI 462 Advanced Seminar in Comparative Politics (4)

### World Politics Concentration

- POLI 220 European Politics and Development (4)
- POLI 226 Middle East and African Politics (4)
- POLI 230 Latin American Politics and Development (4)
- POLI 244 International Security (4)
- POLI 250 American Foreign Policy (4)
- POLI 322 Political Change (4)
- POLI 325 Comparative Parties and Elections (4)
- POLI 332 (4) Politics of Japan and Korea (4)
- POLI 337 Nations, Nationalism, and Conflict (4)
- POLI 345 International Law and Organization (4)
- POLI 346 Foreign Policies of Russia and the Former Soviet States (4)
- POLI 462 Advanced Seminar in Comparative Politics (4)
- POLI 464 Advanced Seminar in International Relations (4)
- IR 200 International Relations Theory (4)

### *Political Science Minor*

- A minor in Political Science consists of a minimum of 24 credits in the department. At least 12 credits must be taken at the University of Redlands.

### **Other courses**

With prior approval of their academic advisors and the Political Science Department chair, students may count three upper-division courses offered by other departments, off-campus coursework (such as through foreign study programs or a

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Washington Semester), internships, and individualized study courses for up to 12 credits of elective credit toward the major or minor.

### Advanced Placement in Political Science

Students receiving scores of four or above on an AP (Advanced Placement) United States Government and Politics Examination will be given credit for POLI 111.

### Departmental Honors

Only students with a GPA of 3.5 or higher in the major are eligible for honors. Eligible students may earn honors in one of two ways:

1. **Thesis:** Students who wish to write a thesis must submit a proposal to the department; upon approval, a committee will be assigned and a writing schedule prepared. If at any point the committee determines the student is not progressing adequately, thesis approval may be revoked. Honors are awarded at the discretion of the thesis committee.
2. **Portfolio:** Students may generate a portfolio including three significant research papers from previous classes, inclusive of revisions, and summative and reflective essays to demonstrate mastery of the department's learning outcomes. If the department determines a portfolio demonstrates outstanding merit, the student will be invited to submit to an oral examination of their mastery of the Political Science major. Excellent performance in this exam merits honors.

### Related Programs

Political Science students who are interested in the prelaw program or the International Relations or Public Policy major should consult the appropriate sections in this Catalog.

### Political Science Course Descriptions

#### **POLI 111 Introduction to American 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.

#### **POLI 150 Foundations of Political Theory**

*Fall (4), Spring (4)*

Answers to questions such as "What is justice? (Or freedom? or equality?)" "Who is a good citizen and why?" "What is a good state?", and "What should my obligations be?" are debated continually, even as they shape much of the world we live in and share with others. This course introduces students to these core questions as developed by political theorists from antiquity to today, and challenges students to generate working answers to those questions.

#### **POLI 200 The Study of Politics**

*Fall (4), Spring (4)*

Overview of approaches to the study of politics. Students develop skills necessary to read, assess, and produce works of social science. Coursework involves analytic reviews of monographs and articles, production of literature reviews, and the development of an independent research proposal.

**Prerequisite(s):** POLI 111

#### **POLI 202 Statistical Analysis and Mapping of Social Science Data**

*Fall, (4), Spring (4)*

Principles of hypothesis development and testing, strategies for making controlled comparisons, principles of statistical inference, and tests of statistical significance. Development and testing of important research questions using such prominent data sets as the General Social Survey and the National Election Series. Numeric and Evaluation grading only.

#### **POLI 203 Playing Politics**

*May Term (3)*

An experiential learning course in which students learn about the politics of social dilemmas, social choice theory, and elementary game theory through playing competitive games throughout May Term. Each game models a particular social problem found in real-world politics.

#### **POLI 207 Environmental Politics and Policy**

*Fall (4), Spring (4)*

Explores local, national and international contexts within which key decisions about the environment are made,

emphasizing the U.S. experience. Focuses on the tensions between science and politics, health/safety and national security, and action and values. Develops theoretical and analytical tools to evaluate policy responses to major environmental episodes and controversies.

**POLI 208 California Politics**

*Spring (4), May Term (3)*

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. *Offered every year. Recommended: POLI 111. Additional Fees.*

**POLI 211 Politics of Race and Ethnicity in America**

*Spring (4)*

An introduction to the study of identity politics in America, including race, ethnicity, gender, class, and the intersectionality among these factors. Topics include the history of Latino and Black civil rights movements, the legacy of colonialism, key judicial decisions and legislation, and contemporary political issues facing people of color.

**POLI 212 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.

**POLI 214 Modern Political Thought**

*Fall (4), Spring (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.

**POLI 220 European Politics and Development**

*Spring (4)*

The organization, functioning, political behavior, and contemporary problems of major European governments and European intergovernmental regimes and organizations.

**POLI 221 Austrian Social Policy**

*May Term (3)*

An examination of how culture, history, and politics interact to produce social policies within Austria, with special focus on the areas of immigration, education, health care, economic, and incarceration policies. Examination of how these policies vary both within Austria and between Austria and the rest of Europe. *Credit/ no credit only. Additional Fees.*

**POLI 226 Middle East and African Politics**

*Fall (4), Spring (4)*

A thematic introduction to the politics of the Middle East and Africa, in which students address themes and issues such as state formation, democracy and authoritarianism, political violence and terrorism, ethnicity and nationalism, gender and human rights, and the complex relationship between religion and politics. *Offered in alternate years.*

**POLI 244 International Security**

*Fall (4)*

A survey course on key issues of international security, including interstate and sub-state conflict, alliances, collective security, peacekeeping, preventive diplomacy, and both "traditional" and "non-traditional" threats. The course also focuses on regional security issues in Europe, the Middle East/Southwest Asia, and Northeast Asia. *This course is required for students majoring in the International Politics, Peace and Security (IPPS) track of the International Relations major.*

**POLI 250 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.

**POLI 257 Policy Making in Washington, DC**

*May Term (3)*

Students spend the term in Washington DC meeting with alumni active in national politics. Half the term is devoted to domestic policy and half to foreign policy. **Prerequisite(s):** *by permission of instructor. Credit/no credit only.*

**POLI 300 Advanced Quantitative Methods in the Social Sciences**

*Fall (4), Spring (4)*

Examination of the most commonly used advanced statistical techniques used in the social sciences. Topics may



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include Ordinary Least Squares (OLS) regression, Logit/Probit, and/ or other advanced methods.

**Prerequisite(s):** POLI 202 or MATH 111.

### **POLI 304 Congress**

*Fall (4), Spring (4)*

Role of Congress in the American political system, focuses on historical development; rules, procedures, structures; and legislative behavior. Questions how Congress works and why individual members of Congress function as they do.

**Prerequisite(s):** POLI 111 or any American politics course.

### **POLI 306 Constitutional Law: National and State Powers**

*Fall (4)*

Examination of governmental powers focusing primarily on 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(s):** sophomore standing.

### **POLI 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(s):** sophomore standing.

### **POLI 308 U.S. Presidency**

*Fall (4), 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(s):** Any American politics course.

### **POLI 317 Feminist Political Theory**

*Fall (4), 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.

*Offered in alternate years.*

### **POLI 318 American Political Thought and Practice**

*Fall (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, and interpretive approaches. Topics may include the Constitution, equality, individualism, pluralism, pragmatism, race and gender in American politics, and citizenship.

### **POLI 319 Contemporary Political Theory**

*Fall (4), 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. *May be repeated for degree credit.*

*Offered as needed.*

### **POLI 321 Democratic Theory**

*Fall (4), 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.

*Offered in alternate years.*

### **POLI 322 Political Change**

*Fall (4), Spring (4)*

The 20th century saw dramatic processes of political restructuring—including revolutions, democratic breakthroughs, and authoritarian reversals. This course introduces and employs contemporary theoretical approaches to examine and compare these macro-level processes of political and economic change (including case studies from Latin America, Eastern and Western Europe, and sub-Saharan Africa).

### **POLI 325 Comparative Parties and Elections**

*Fall (4), Spring (4)*

Examination of how parties are formed, their functions as central actors in democratic and democratizing settings, and how they compete with one another. Comparative assessment of parties and what the implications of parties and party systems are for democracy and elections.

### **POLI 332 Politics of Japan and Korea**

*Spring (4)*

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An introduction to the political systems of Japan, South Korea, and North Korea. Topics include political institutions, party systems, electoral politics of Japan and South Korea, social policy, political economy, foreign policy, and the broader role of all three countries in East Asian regionalism.

**Prerequisite(s):** *A Comparative Politics or International Relations course.*

### **POLI 337 Nations, Nationalism, and Conflict**

*Fall (4), 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(s):** *A Comparative Politics or International Relations course. Offered in alternate years.*

### **POLI 345 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(s):** *IR 200, or instructor permission.*

### **POLI 346 Foreign Policies of Russia and the Former Soviet States**

*Spring (4)*

The 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.

### **POLI 354 Immigration Politics and Policy**

*Fall (4), Spring (4)*

Explores the concept of citizenship and how it relates to immigration politics, human rights, public benefits, legal privileges, and civic duties; borders and security; statelessness and exclusion; and how wars, terrorism, globalization, climate change, and other phenomena affect immigration flows and policies in the U.S. and globally.

**Prerequisite(s):** *POLI 111 or instructor permission.*

### **POLI 360 Special Topics in American Politics and Policy**

*Fall (4), Spring (4)*

Selected intermediate topics in American government chosen to reflect student interest and instructor availability. May be repeated for degree credit for a maximum of 8 credits given a different topic.

**Prerequisite(s):** *An American Politics course. Offered as needed.*

### **POLI 361 Special Topics in Political Theory**

*Fall (4), Spring (4), May Term (3)*

Selected intermediate topics in political theory chosen to reflect student interest and instructor availability. May be repeated for degree credit for a maximum of 8 credits given a different topic.

*Offered as needed.*

### **POLI 362 Special Topics in Comparative Politics**

*Fall (4), Spring (4), May Term (3)*

Selected intermediate topics in comparative government chosen to reflect student interest and instructor availability. May be repeated for degree credit for a maximum of 8 credits given a different topic.

**Prerequisite(s):** *A Comparative Politics and International Relations course. Offered as needed.*

### **POLI 363 Special Topics in Public Law**

*Fall (4), Spring (4), May Term (3)*

Selected intermediate topics in public law chosen to reflect student interest and instructor availability. May be repeated for degree credit for a maximum of 8 credits given a different topic.

### **POLI 364 Special Topics in International Relations**

*Fall (4), Spring (4)*

Selected intermediate topics in international relations chosen to reflect student interest and instructor availability. May be repeated for degree credit for a maximum of 8 credits given a different topic.

**Prerequisite(s):** *A Comparative Politics and International Relations course. Offered as needed.*

### **POLI 365 Special Topics in Political Science**

*Fall (4), Spring (4), May (3)*

Selected intermediate topics in government that do not fit one of the established sub-field topic courses. May be repeated for credit for a maximum of 8 credits given a different topic.

### **POLI 456 Education Policy**

*Fall (4)*

Examination of the history and evolution of federal and state education policy. Review of research conducted by leading scholars, think tanks, and non-partisan

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government organizations on the effectiveness of education policy.

**Prerequisite(s):** *PLCY 100 or POI 111, and POLI 202.*  
*Offered in alternate years.*

### **POLI 457 Health Care Policy**

*Fall (4), Spring (4)*

Examination of the U.S. health care system, including the evolution and impact of Medicare, Medicaid, and the SCHIP programs. Comparison of effectiveness of the U.S. health care system with other systems around the world. Examination of recent attempts to reform the U.S. health care system and their likely impacts.

**Prerequisite(s):** *PLCY 100 or POLI 111, and POLI 202.*  
*Offered in alternate years.*

### **POLI 460 Advanced Seminar in American Politics**

*Fall (4), Spring (4)*

Topics are announced in the Schedule of Classes. May be repeated for degree credit, provided sections are in different topics.

**Prerequisite(s):** *An American politics course.*

### **POLI 461 Advanced Seminar in Political Theory**

*Fall (4), Spring (4)*

Topics are announced in the Schedule of Classes. May be repeated for degree credit, provided sections are in different topics.

**Prerequisite(s):** *any Political Theory or Constitutional Law course.*

### **POLI 462 Advanced Seminar in Comparative Politics**

*Fall (4), Spring (4)*

Topics are announced in the Schedule of Classes. May be repeated for degree credit, provided sections are in different topics.

**Prerequisite(s):** *any Comparative Politics or International Relations course.*

### **POLI 463 Advanced Seminar in Public Law**

*Fall (4), Spring (4)*

Topics are announced in the Schedule of Classes.

**Prerequisite(s):** *POLI 306 or 307.*

### **POLI 464 Advanced Seminar in International Relations**

*Fall (4), Spring (4)*

Topics are announced in the Schedule of Classes. May be repeated for degree credit, provided sections are in different topics.

**Prerequisite(s):** *Any Comparative Politics or International Relations course.*

### **POLI 485 Specialized Internship in Law**

*Fall (2–4), Spring (2–4)*

A work-related experience, usually with a local law firm, that serves to enrich understanding of the law.

### **POLI 495 Political Science Capstone**

*Fall (4), Spring (4)*

Four-credit guided research seminar for graduating seniors. Students will produce and present individual research projects with a common theme. Work must reflect best practices and mastery of the Department's learning outcomes required for major; students must pass to graduate.

## Public Policy

### **Co-Directors**

Wendy McIntyre, Environmental Studies

Renée Van Vechten, Political Science

### **The Advisory Committee**

Graeme Auton, Political Science

Lawrence Gross, Race and Ethnic Studies

Jill Jensen, Business Administration and Management

Steven Morics, Mathematics

Jennifer Nelson, Women, Gender and Sexuality Studies

Nicholas Reksten, Economics

Valerie Rountree, Environmental Studies

Jennifer Tilton, Race and Ethnic Studies

Greg Thorson, Political Science

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### The Major

The Public Policy major draws its theoretical foundations from a variety of disciplines in the social sciences. Majors are trained both in the ethics of public policy making as well as in the diverse methodologies used in the field. Because public policy is an applied field, majors take a variety of applied courses in such diverse areas as environmental studies, race and ethnic studies, gender studies, political science, economics, and sociology. Students develop a concentration that allows them to develop substantial expertise in an area of public policy analysis. The major consists of ten courses, including an internship of variable credits (37-credit minimum).

### *Bachelor of Arts in Public Policy*

Required courses: A minimum of 37 credits is required for completion of the major.

*Core Course in Public Policy Analysis (1 course/4 credits):*

- PLCY 100 Introduction to Public Policy Analysis (4)

*Foundations of Public Policy Analysis (2 courses/8 credits):*

- ECON 100 Economics of Society (4)
- or- ECON 101 Principles of Economics (4)
- POLI 111 Introduction to American Politics (4)

*Ethics (1 course/4 credits):*

- PHIL 110 Contemporary Moral Issues (4)
- PHIL 212 Humans and Other Animals (4)
- PHIL 213 Animal Ethics & Policy (4)
- PHIL 215 Bioethics: Doctors & Patients (4)
- PHIL 216 Bioethics: Technology & Justice (4)
- PHIL 221 Ethical Theory (4)
- PHIL 320 Ethics and Law (4)
- PHIL 332 Philosophy of Science (4)
- REL 120 Religion and Ethics (4)
- REL 122 Religion & Ecology: Environmental Ethics (4)
- BUS 434 Applied Business Ethics (4)

*Methods (1 course/4 credits):*

- POLI 200 The Study of Politics (4)
- POLI 202 Statistical Analysis and Mapping of Social Science Data (4)
- POLI 300 Advanced Quantitative Methods (4)
- ECON 400 Introduction to Econometrics (4)
- EVST 110 Introduction to Spatial Analysis & GIS (4)
- EVST 399 Research Methods for Environmental Scientists (4)
- MATH 111 Elementary Statistics with Applications (4)
- PSYCH 250 Statistical Methods (4)
- SOAN 300 Research Methods in the Social Sciences (4)
- SOAN 305 Mapping People, Mapping Places (4)
- CS 110 Introduction to Programming (4)
- SPA 100 Foundations of Spatial Thinking (4)
- SPA 110 Introduction to Spatial Analysis & GIS (4)

*Public Policy Concentration*

- 3 courses/12 credits

Majors shall develop a public policy concentration in consultation with the advisor. The concentration shall reflect substantial depth in a single area of public policy analysis. Concentrations must consist of a minimum of three courses at the 200 level or higher (no more than two courses at the 200 level). The courses in your concentration should be drawn across multiple departments and no more than 2 courses can be drawn from any single alpha (i.e., at least two programs of study or departments must be represented, and this includes transferred courses or study away courses). There are no limits on Study Away, transferred, or May Term courses that may count towards the major requirements.

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A program contract must be completed detailing the specific courses required for the completion of the public policy concentration. The program contract shall be signed by the student, the advisor, and the Program Director. Contracts will be kept on file in the Program Office and in the Registrar's Office. Samples of previously approved concentrations can be found in the Program Office.

Approved concentrations have been developed in the following areas:

- Business
- Comparative
- Education
- Environmental
- Economic
- Gender
- Health
- Law
- National Security
- Race and Immigration
- Research Methods
- Students may develop their own concentration in consultation with their advisor.

### *Internship Requirement*

- PLCY 381 Public Policy Internship (1–4)

*In order to meet the major requirements, the Public Policy Internship must have a University of Redlands faculty sponsor and be approved by your major advisor. One credit equals 40 hours of work, including approximately 35 hours on site plus coursework.*

### **Capstone Experience**

The Capstone Experience must be completed in the senior year.

### **Requirement Options for Single majors:**

Public Policy majors who do not major in any other field (i.e. single majors) may either:

- a) complete a capstone in their primary substantive field of study (e.g., POLI 495, ECON 465, EVST 475, REST 402, WGS 459, or other capstone approved by the Director).
- or-
- b) complete PLCY 495 Public Policy Capstone, POLI 456 Education Policy, or POLI 457 Health Care Policy

### **Requirement Options for Double majors:**

Public Policy majors who also major in another field (i.e., double majors) may either:

- a) complete two separate capstone experiences; one in Public Policy and one in the second major (e.g., POLI 495, ECON 465, EVST 475, REST 402, WGS 459, or other capstone experience approved by the Director)
- or-
- b) complete a shared capstone that integrates the student's learning outcomes in both majors with Director's approval.

Regardless of which option is selected, the capstone must focus on a public policy issue and address all of the Public Policy major learning outcomes.

Learning outcomes for this program may be found at [www.redlands.edu/ba-plcy/learning-outcomes/](http://www.redlands.edu/ba-plcy/learning-outcomes/).

### **Double Majors**

Consistent with general catalog requirements, if a student has more than one major then at least 28 credits must be unique to Public Policy (i.e., may not be shared).

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### Public Policy Minor

Completion of the minor in Public Policy requires a minimum of 24 credits in the following policy-related courses:

*Core Course in Public Policy Analysis (1 course/4 credits):*

- PLCY 100 Introduction to Public Policy Analysis (4)

*Foundations of Public Policy Analysis (2 courses/8 credits):*

- ECON 100 Economics of Society (4)  
-or- ECON 101 Principles of Economics (4)
- POLI 111 Introduction to American Politics (4)

*Methods (1 course/4 credits):*

- POLI 200 The Study of Politics (4)
- POLI 202 Statistical Analysis and Mapping of Social Science Data (4)
- POLI 300 Advanced Quantitative Methods (4)
- ECON 400 Introduction to Econometrics (4)
- EVST 110 Introduction to Spatial Analysis & GIS (4)
- EVST 399 Research Methods for Environmental Scientists (4)
- MATH 111 Elementary Statistics with Applications (4)
- PSYCH 250 Statistical Methods (4)
- SOAN 300 Research Methods in the Social Sciences (4)
- SOAN 305 Mapping People, Mapping Places (4)
- CS 110 Introduction to Programming (4)
- SPA 100 Foundations of Spatial Thinking (4)
- SPA 110 Introduction to Spatial Analysis & GIS (4)

*Public Policy Concentration (2 Courses/8 credits):*

- Two approved Public Policy courses at the 200-level or above.

### Advanced Placement

Students receiving scores of four or above on an Advanced Placement American Government exam will be given credit for POLI 111.

Students who receive a score of four or higher in macroeconomics and microeconomics exams receive 4 credits for ECON 101 Principles of Economics.

### Departmental Honors

Students may apply for departmental honors in the fall of the senior year. Students must have a minimum 3.5 GPA in the major to apply. To successfully complete the honors requirements, students must successfully defend an Honors Thesis in Public Policy. The defense committee shall be composed of at least two faculty members, one of whom shall be an advisory member in the Public Policy program.

### Public Policy Course Descriptions

#### **PLCY 100 Introduction to Public Policy Analysis**

*Fall (4), Spring (4)*

Introduction to both the theoretical foundations and processes of public policy making. Case studies of educational policy, health care policy, economic policy, and/or tax policies.

#### **PLCY 260 Special Topics in Public Policy, Introductory Level**

*Fall (3–4), Spring (3–4)*

Selected topics in Public Policy chosen to reflect student interest and instructor availability. May be repeated for

degree credit for a maximum of 8 credits given a different topic. *Offered as needed.*

#### **PLCY 360 Special Topics in Public Policy, Intermediate Level**

*Fall (3–4), Spring (3–4)*

Selected topics in Public Policy chosen to reflect student interest and instructor availability. May be repeated for degree credit for a maximum of 8 credits given a different topic.

**Prerequisite(s):** PLCY 100. *Offered as needed.*

#### **PLCY 381 Public Policy Internship**

*Fall (1–4), Spring (1–4)*

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Internship in Public Policy. At least 40 hours of internship experience, including related coursework.

### **PLCY 460 Special Topics in Public Policy, Advanced Level**

*Fall (3–4), Spring (3–4)*

Selected topics in Public Policy chosen to reflect student interest and instructor availability. May be repeated for

degree credit for a maximum of 8 credits given a different topic.

**Prerequisite(s):** Any 300-level course in *PLCY* or *POLI*.  
*Offered as needed.*

## Public Policy and Administration

### **The Faculty**

Peter Groff, Co-director

Greg Thorson, Co-director

Combining managerial skills with research analysis, the Master of Public Policy and Administration (MPPA) is designed to provide the essential leadership, decision-making, policy development, analysis, advocacy, and effective communication skills needed for contemporary policy leadership within government agencies, nonprofit organizations, and for-profit corporations that engage in government relations. Students will gain an in-depth understanding of policy writing, communication skills, data analysis, public sector management, grant writing, and other competencies from a mixture of full-time educators and career professionals who bridge the gap between academia and real-world application. Grounded in the liberal arts tradition, the curriculum is designed for both existing government and nonprofit employees as well as recent college graduates who want to pursue careers in public service.

This 56-unit master's program requires 15 months of study and is offered in an online HyFlex modality with an option for in-person attendance.

### *Master of Public Policy and Administration*

#### **Required Courses:**

##### *Fall I*

- MPPA 601 Public Policy Analysis (3)
- MPPA 602 Communicating in Public Policy (3)
- "First Mondays"
  - MPPA 650 Research to Practice (0.5)
  - or- MPPA 651 Networking in Public Policy (0.5)

##### *Fall II*

- MPPA 603 Public Leadership (3)
- MPPA 604 Management and Budgeting of Public Agencies (3)
- "First Mondays"
  - MPPA 650 Research to Practice (0.5)
  - or- MPPA 651 Networking in Public Policy (0.5)

##### *Spring I*

- MPPA 606 Advanced Regression Techniques (3)
- MPPA 615 Law and Policy (3)
- "First Mondays"
  - MPPA 650 Research to Practice (0.5)
  - or- MPPA 651 Networking in Public Policy (0.5)

##### *Spring II*

- MPPA 607 Causal Inference (3)
- MPPA 608 Decision Making During a Crisis (3)
- "First Mondays"
  - MPPA 650 Research to Practice (0.5)
  - or- MPPA 651 Networking in Public Policy (0.5)

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### Summer I

- MPPA 605 Forging Compromise in Local and Regional Policymaking (3)
- MPPA 609 Grant Writing for Government Agencies And Nonprofits (3)
- "First Mondays"
  - MPPA 650 Research to Practice (0.5)
  - or- MPPA 651 Networking in Public Policy (0.5)

### Summer II

- MPPA 611 Program Evaluation (3)
- MPPA 608 Lobbying, Advocacy and Public Policy (3)
- "First Mondays"
  - MPPA 650 Research to Practice (0.5)
  - or- MPPA 651 Networking in Public Policy (0.5)

### Additional courses

- 17 credits of MPPA courses

## Master of Public Policy and Administration Course Descriptions

### **MPPA 601 Public Policy Analysis**

*3 credits*

Foundational knowledge of the various theories of policy making, the policy process, the roles of various policy actors and institutions, and substantive policy background in such diverse areas as economic policy, welfare policy, health policy, education policy, and environmental policy.

### **MPPA 602 Communicating in Public Policy**

*3 credits*

Both written and verbal communication in political science and public policy is quite different than in many other fields. As a result, your ability to summarize and communicate research and concepts on a specific policy question is an invaluable skill. This course will sharpen these indispensable abilities.

### **MPPA 603 Public Leadership**

*3 credits*

We have too few leaders that exhibit the requisite skills needed to lead effectively, make bold decisions on critical issues and create transformative policy. This course will delve into the three areas a transformative public servant needs to master: leadership, decision-making, and policy creation.

### **MPPA 604 Management and Budgeting of Public Agencies**

*3 credits*

This course explores the importance of governmental budgeting and management of budgets. It also examines the budgeting process at the state and local levels and the role of the federal budget on state and local governments.

### **MPPA 605 Forging Compromise in Local and Regional Policymaking**

*3 credits*

Compromise has become a bad word in modern politics. Partisan politics has made the art of finding common ground to address critical issues political malpractice against one's party. This course, students will learn the declining "art of compromise" that will allow them to become better and more impactful leaders.

### **MPPA 606 Advanced Regression Techniques**

*3 credits*

Review of bivariate and multivariate regression techniques. The formidable problem of endogeneity. Using regression with dichotomous dependent variables. Non-linear regression models.

### **MPPA 607 Causal Inference**

*3 credits*

Advanced statistical techniques designed to make much stronger cases for causal inferences, including fixed effects models, difference-in-difference models, regression discontinuity analysis, propensity score analysis, and synthetic models.

### **MPPA 608 Decision Making During a Crisis**

*3 credits*

A critical skill for a person engaged in a decision-making position in the public square is the ability to make crucial judgments amid a crisis or emergency. Through historical simulations, Decision-Making in a Crisis will help you develop critical thinking, reasoning, messaging, evaluation, and problem-solving skills.



**MPPA 609 Grant Writing for Government Agencies and Nonprofits**

*3 credits*

It is important for leaders of non-profits and government agency directors to have the skill and knowledge to develop and evaluate grant proposals. This course will assist students in becoming effective grant writers and grant evaluators. The course will also teach students about how the grant process works.

**MPPA 611 Program Evaluation**

*3 credits*

Programs need to be evaluated to determine if they are having the intended design impact and if those impacts outweigh the program's costs. However, measuring effects can be challenging, and this course will concentrate on measuring the result of a program and what tools to use to make those measurements.

**MPPA 612 Lobbying, Advocacy and Public Policy**

*3 credits*

Organized advocacy and lobbying are an essential part of the public sector. Whether it is business, labor, public

interest groups, and other nonprofit organizations, nearly every segment of the public square has a professional voice sharing their concerns and ideas inside a legislative chamber.

**MPPA 615 Law and Policy**

*3 credits*

Law and Policy examines the impact of the judiciary as policy shaping and making institution, including its entanglement with legislative, regulatory and private entities.

**MPPA 650 Research to Practice**

*0.5 credits*

Discussion and critique of top public policy article published in the field (held monthly).

**MPPA 651 Networking in Public Policy**

*0.5 credits*

Monthly panels of public policy practitioners from local, state, regional, and federal government agencies and nonprofit organizations.

## Psychology

**The Faculty**

Susan B. Goldstein

Jessica Hehman

Celine Ko

Fredric E. Rabinowitz

Catherine Salmon

Francisco Silva

Kathleen Silva

**The Major**

*Bachelor of Arts in Psychology*

Majors must complete a minimum of ten courses in psychology, seven of which must be in residence, a senior capstone, and the psychology exit exam.

Students can declare the major after completion of PSYC 100 (with a minimum grade of 2.7), PSYC 250 (with a minimum grade of 2.0), and one additional psychology course with a combined 2.3 GPA across their Psychology courses. Transfer students are expected to meet the same prerequisites and GPA standards as students in residence.

Learning outcomes for this program may be found at: [www.redlands.edu/BA-PSYC/learning-outcomes](http://www.redlands.edu/BA-PSYC/learning-outcomes).

**Prerequisite Course Requirements**

We strongly advise students to complete all their prerequisite courses no later than their junior year. PSYC 100 should ideally be taken in the first year, followed by PSYC 250 and PSYC 300 by the end of year three.

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All prerequisite courses must be taken for a numerical grade. Students must earn a minimum grade of 2.7 in PSYC 100 for it to serve as a prerequisite for other PSYC courses. Students must also earn a minimum grade of 2.0 in PSYC 250 and PSYC 300 for these courses to serve as prerequisites for upper-level courses.

### Repeating Courses Policy

Students are allowed to repeat a PSYC course only once. Students who want to repeat a course a second time must obtain permission from the Psychology Department Chair. For additional information about repeating courses, see the section in the Catalog about "Repeating Courses."

#### Required Courses (4 courses/12 credits):

- PSYC 100 Introduction to Psychology (4)
- PSYC 250 Statistical Methods (4)
- PSYC 300 Research Methods (4)
- PSYC 490 Exit Exam (0)

#### Intermediate Courses (3 courses/12 credits):

- PSYC 210 Personality Theories (4)
- PSYC 220 Abnormal Child Psychology (4)
- PSYC 252 Culture and Human Behavior (4)
- PSYC 260 Topics in Psychology (4)
- PSYC 320 Psychology of Gender (4)
- PSYC 335 Developmental Psychology (4)
- PSYC 344 Abnormal Psychology (4)
- PSYC 349 Social Psychology (4)
- PSYC 350 Evolutionary Psychology (4)
- PSYC 352 Human Sexuality (4)
- PSYC 355 Psychology of Prejudice and Discrimination (4)
- PSYC 360 Advanced Topics in Psychology (4)

#### Advanced Courses (3 courses/12 credits):

These courses generally have an empirical component involving data collection, analysis, interpretation, and a written report.

- PSYC 435 Cross-Cultural Psychology (4)
- PSYC 439 History and Systems (4)
- PSYC 440 Counseling (4)
- PSYC 441 Learning (4)
- PSYC 450 Health Psychology (4)
- PSYC 452 Evolutionary Psychology Research (4)
- PSYC 460 Advanced Topics in Psychology (4)

*Recent topics have included: Behavior Modification, Child Psychopathology, Environmental Psychology, Origins of Human Relationships, and Psychology of the Sex Industry*

#### Elective (1 course/3-4 credits):

Students may select the tenth course from any 3- to 4-credit course in psychology. This may also include the cross-listed courses.

- BIOL 104 Introduction to Neuroscience (4)
- BIOL 326 Neuroscience (4)
- BUS 430 Human Resource Management (4)
- Psychology-oriented Johnston Seminars may also serve as a tenth elective course with approval from the Department.

*Please see the Biology and Business sections of this Catalog for course descriptions and prerequisite requirements.*

#### Capstone:

In addition to these ten courses, students must complete at least one semester of:

- PSYC 473 Senior Seminar (2)  
-or PSYC 475 Research Capstone (2)

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-or- PSYC 487 Senior Field Placement (2)

-or- honors

### Exit Exam:

- 490 Psychology Exit Exam (0)

Students must complete the psychology exit exam during the last semester before they graduate.

### Psychology Minor

The minor in psychology consists of a minimum of six courses, four of which must be in residence. It is recommended that students take PSYC 100 first, as it is a prerequisite for most psychology classes. PSYC 250 and PSYC 300 are not required for the minor, however, they are prerequisites for all 400-level courses.

### Study Abroad

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.

### Advanced Placement and International Baccalaureate in Psychology

Students who receive a score of four or five on the Advanced Placement Exam or a score of five or higher in the International Baccalaureate course 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, with sponsorship by the psychology faculty. Interested students should consult their advisors for information about application procedures and requirements.

### Psychology Course Descriptions

*Students who do not meet prerequisites must obtain permission from the instructor prior to enrolling.*

#### PSYC 100 Introduction to Psychology

*Fall (4), Spring (4)*

Survey of classic and contemporary theory and research in human and animal behavior. Topics include the biopsychological bases of behavior, learning, cognition, motivation, developmental and social processes, and psychological disorders and their treatment.

#### PSYC 171 Psychology Practicum

*Fall (0–1), Spring (0–1)*

Practical experience as a research or teaching assistant.

**Prerequisite(s):** PSYC 100 or by permission.

#### PSYC 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(s):** PSYC 100 or by permission.

#### PSYC 220 Abnormal Child Psychology

*Fall (4), Spring (4)*

Nature, determinants, and problems associated with Intellectual and Learning Disabilities, Conduct and Behavioral Disorders, Anxiety, and Mood Disorders, Autism Spectrum Disorder, and Physical Disorders in children.

**Prerequisite(s):** PSYC 100 or by permission.

#### PSYC 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.

**Prerequisite(s):** PSYC 100 or by permission.

#### PSYC 252 Culture and Human Behavior

*Spring (4)*

This course focuses on the role of culture in human behavior. Attention is given to (1) the conceptual, ethical, and methodological challenges involved in making cross-cultural comparisons, (2) understanding how psychological inquiry is informed by a cultural perspective, and (3) applying psychological principles in

order to understand and improve intercultural interaction.

**Prerequisite(s):** PSYC 100 or by permission. **Note:** Students who receive credit for this course may not receive credit for PSYC 435 Cross-Cultural Psychology.

### **PSYC 260 Topics in Psychology**

Fall (4), Spring (4), May Term (3)

Topics of current interest in psychology that fall outside the regular curriculum. Recent offerings have included Sports Psychology, Learning Research, and Industrial-Organizational Psychology.

**Prerequisite(s):** PSYC 100 or by permission.

### **PSYC 300 Research Methods**

Fall (4), Spring (4)

Study of scientific methods in psychology, including descriptive, correlational, and experimental approaches, with emphasis on artifacts, biases, and ethical issues in psychological research.

**Prerequisite(s):** PSYC 100, and PSYC 250, or by permission.

### **PSYC 320 Psychology of Gender**

Fall (4)

Survey of biological, psychological, and sociocultural 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(s):** PSYC 100 or by permission.

### **PSYC 335 Developmental Psychology**

Fall (4), Spring (4)

Survey of normal developmental patterns from infancy to old age and theories of development with emphasis on current literature.

**Prerequisite(s):** PSYC 100 or by permission.

### **PSYC 344 Abnormal Psychology**

Fall (4), Spring (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.

**Prerequisite(s):** PSYC 100 or by permission.

### **PSYC 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, interpersonal perception, social influence, (e.g., conformity and persuasion), and social relations (e.g., aggression, altruism, and interpersonal attraction).

**Prerequisite(s):** PSYC 100 or by permission.

### **PSYC 350 Evolutionary Psychology**

Fall (4)

The evolution of social behavior is the primary focus of this course. The first few weeks will be devoted to the study of evolutionary theory as it applies to behavior. We will cover parental care, parent-offspring conflict, sexual selection, sex differences, sexuality, altruism, and cooperation.

**Prerequisite(s):** PSYC 100 or by permission.

### **PSYC 352 Human Sexuality**

Spring (4)

This course consists of an overview of the field of human sexuality, including how we evaluate the claims of sexuality research. If psychology is the study of human behavior, a better understanding of our sexual psychology is important to understanding the factors that shape and motivate behavior.

**Prerequisite(s):** PSYC 100 or by permission.

### **PSYC 355 Psychology of Prejudice and Discrimination**

Spring (4)

This course focuses on psychological theory and research as a mechanism for understanding prejudice and discrimination. The class explores cases based on such dimensions as gender, race/ ethnicity, class, age, religion, sexual orientation, and physical ability in order to investigate the causes and consequences of, and interventions for, intergroup prejudice and discrimination.

**Prerequisite(s):** PSYC 100 or by permission.

### **PSYC 360 Advanced Topics in Psychology**

Fall (4), Spring (4), May Term (3)

In-depth examination of contemporary topics in the field of psychology. Recent offerings have included Psychology of Criminal Behavior, Current Issues in Personality, and Psychology of Aging.

**Prerequisite(s):** PSYC 100 or by permission.

### **PSYC 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.

**Prerequisite(s):** PSYC 100, and PSYC 250, and PSYC 300, or by permission. **Note:** Students who receive credit for this course may not receive credit for PSYC 252, Culture and Human Behavior.

#### **PSYC 439 History and Systems**

Fall (4)

A sampling of theoretical approaches throughout 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.

**Prerequisite(s):** PSYC 100, and PSYC 250, and PSYC 300, or by permission.

#### **PSYC 440 Counseling**

Fall (4), 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.

**Prerequisite(s):** PSYC 100, and PSYC 250, and PSYC 300, or by permission.

#### **PSYC 441 Learning**

Fall (4)

Presentation of leading psychological, behavioral, and cognitive theories of how animals and humans adapt to changes in their environment.

**Prerequisite(s):** PSYC 100, and PSYC 250, and PSYC 300, or by permission.

#### **PSYC 450 Health Psychology**

Spring (4)

Provides an overview of the field of health psychology. We will cover the history of health psychology, the major theories of the field, and the methods of applying health psychology knowledge to promoting health and preventing diseases. We will be focusing on individual, social, cultural, and economic factors in health.

**Prerequisite(s):** PSYC 100, and PSYC 250, and PSYC 300, or by permission.

#### **PSYC 452 Evolutionary Psychology Research**

Spring (4)

This course is designed to provide experience in conducting empirical research. This includes all the steps taken by graduate students/ researchers, including: successful IRB application, data collection and analysis, and a formal written and oral presentation of the results.

**Prerequisite(s):** PSYC 100, and PSYC 250, and PSYC 300, or by permission.

#### **PSYC 460 Advanced Topics in Psychology**

Fall (4), Spring (4)

In-depth examination of contemporary topics in the field of psychology. Recent offerings include Child Psychopathology, Psychology of the Sex Industry, Origins of Human Relationships, Behavior Modification, and Environmental Psychology.

**Prerequisite(s):** PSYC 100, and PSYC 250, and PSYC 300, or by permission.

#### **PSYC 473 Senior Seminar**

Fall (2), Spring (2)

In-depth examination of contemporary topics in the field of psychology.

**Prerequisite(s):** PSYC 100, and PSYC 250, and PSYC 300, and senior standing or by permission. Credit/no credit only.

#### **PSYC 475 Research Capstone**

Fall (2), Spring (2)

This capstone is designed to give students research experience in preparation for graduate school (including submitting an IRB application, designing/ conducting a research study, data collection/ analysis, and interpreting findings). At the end of the semester, students will create a poster of their research to present at the Senior Capstone Poster Session.

**Prerequisite(s):** PSYC 100, and PSYC 250, and PSYC 300, and senior standing or by permission. Credit/no credit only.

#### **PSYC 487 Senior Field Placement**

Fall (2), Spring (2)

Placement with a business, community service agency, or research institute. Faculty and on-site supervision. Students complete a detailed journal on the experience and a presentation to the department faculty. The Community Service requirement can be met through an unpaid field placement at a non-profit agency.

**Prerequisite(s):** PSYC 100, and PSYC 250, and PSYC 300, and senior standing or by permission. Credit/no credit only.

#### **PSYC 490 Psychology Exit Exam**

Spring (0)

This is a graduation requirement for psychology seniors. It is an end of senior year exam to assess knowledge/skills obtained over the degree.

**Prerequisite(s):** PSYC 100, and PSYC 250, and PSYC 300, and senior standing. Credit/no credit only.

## Race and Ethnic Studies

### The Director

Jennifer Tilton

### The Faculty

Lawrence W. Gross

Jennifer Tilton

Kathryn Tucker

### The Advisory Committee

Ben Aronson, Biology

Susan B. Goldstein, Psychology

Dorene Isenberg, Economics

Priya Jha, English

Jennifer Nelson, Women, Gender and Sexuality Studies

Nora Pulskamp, Native Student Programs

Gregory, Ramos, Theater

Elizabeth Shulterbrandt, Native Student Programs

Althea Sircar, Political Science

Denise Spencer, Program Coordinator, REST

Monique Stennis, Campus Diversity and Inclusion

Peter Tupou, Campus Diversity and Inclusion

### **The Major**

The major consists of 48 credits. Race and Ethnic Studies is an interdisciplinary and multi-disciplinary field of study. Requirements for the major are met through Race and Ethnic Studies (REST) courses, cross-listed, and negotiable courses in other departments and programs. The major includes a foundation of core courses, a flexible area of emphasis where students pursue depth and concentration of knowledge in an area of their choice, breadth courses, and a capstone experience to integrate their studies.

Learning outcomes for this program may be found at [www.redlands.edu/BA-REST/learning-outcomes](http://www.redlands.edu/BA-REST/learning-outcomes).

### *Bachelor of Arts in Race and Ethnic Studies*

**Core Foundations Modules:** Students take at least 1 course/4 credits in five different modules:

- 1) Introductory Foundations (1 course/4 credits) – these courses introduce students to key concepts and issues related to race and ethnic studies.
- 2) Theory and Social Justice (1 course/4 credits) – courses in this module are designed to build student's understanding of core theoretical concepts and how they can be applied to understand issues of racism, settler colonialism, power and intersectionality.
- 3) Institutional Power and Social Justice (1 course/4 credits) – courses in this module focus on how racism and settler colonialism have been embedded in social structures and institutions.
- 4) Practices of Social Change (1 course/4 credits) – Courses in this module examines how activism in a variety of forms can be used to create social change and social justice. This study may also include opportunities for students to learn through the active engagement and practice of social change activities.
- 5) Diversity and Shared Experiences of at least One Racialized Group (1 course/4 credits) – courses in this module seek to deepen student's understanding of the experiences of one racialized group.

**Area of Emphasis** (3 courses minimum/12 credits):

- Students, in consultation with their REST advisor will develop an Area Emphasis tailored to provide students with in-depth understanding of an issue or theme of their choice. Courses in the Area of Emphasis will help majors explore and develop their own learning goals. selected from REST and REST cross-listed courses in consultation

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with a majoring student's REST advisor. A REST major may use the Area of Emphasis to develop interests in a disciplinary approach to REST issues (e.g., Race and Literary analysis of Race and Psychology), to take an issue or institutional focus (e.g. School to Prison Pipeline, Race and Education), or to develop focused knowledge of an ethnic/racialized group. Majoring students will work closely with their advisors to develop an individualized plan reflective of their particular interdisciplinary interests.

### Capstone (1 course/4 credits):

- REST 459 Senior Seminar (4)

The following courses have been identified as addressing the five modules study in the REST program. Note that courses listed may have prerequisites. Additional courses not listed here may count as addressing each area. For more information, consult an advisor within the REST program.

### *Introductory Foundations*

- REST 120 Introduction to Race and Ethnic Studies (4)
- REST 130 Introduction to Native American Studies (4)
- REST 140 Introduction to Chicana/o Studies (4)
- REST 238 Women of Color: Literature in Gender and Ethnic Studies (4)

### *Theory and Social Justice Module*

- REST 303 Comparative Race and Ethnic Studies: Afro-Asia (4)
- REST 351 Race Theory (4)
- REST 360 Race, Rhetorics, and Writing (4)
- ENG 250 Theories of Popular Culture (4)
- POLI 211 Politics or Race (4)
- POLI 461 Disability & Intersectionality (4)
- WGS 341 Gender and Nation (4)
- WGS 359 Queer Theories (4)

### *Institutional Power and Social Justice*

- REST 230 Race and the Law (4)
- REST 236 Sex, Race, and Class in Popular Culture (4)
- REST 245 Race and Science (4)
- REST 255 Criminal Justice Policy (4)
- REST 315 Race and Education (4)
- REST 325 Race and Criminal Justice Policy (4)
- REST 335 Race, Gender and Public Policy (4)
- ECON 240 Econ of Race and Gender (4)
- EVST 213 Environmental Justice (4)
- HIST 321 Civil War and Reconstruction (4)
- PHIL 215 Doctors and Patients (4)
- PHIL 215 Bioethics: Technology and Justice
- POLI 208 California Politics (4)
- PSYC 252 - Culture and Human Behavior (4)
- WGS 252 History of Sexuality (4)
- WGS 256 Women and Witchcraft (4)
- WGS 337 Working Sex (4)

### *Practice of Social Change*

- REST 210 REACH (2)
- REST 225 Restorative Justice from the Inside Out (4)
- REST 280, 281, 282, 283 Internships (1-4)
- REST 330 Mapping Race in the IE (4)
- REST 335 Race, Gender, and Public Policy (4)

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- REST 342 Race and Social Protest (4)
- REST 347 Working with Native Communities
- BUS 410 Organizational Consulting (4)
- WGS 135 Activism Lab (1-4)
- WGS 230 Feminist Community Engagement (4)
- WGS 249 -Women Filmmakers (4)
- WGS 253 -21<sup>st</sup> Century Women's Movements (4)
- WGS 380, 480 Specialized Internships (2-4)

### *Diversity and Shared Experience of at least one Racialized Group*

- REST 130 Introduction to Native American Studies (4)
- REST 140 Introduction to Chicana/o Studies (4)
- REST 231 Native American Women and Gender (4)
- REST 240 Chicanx Identity and Culture (4)
- REST 242 Southern California Indian Relations with the Land
- REST 334 Native American Environmental Issues (4)
- REST 346 Native American Religions and Worldviews (4)
- ENGL 237 American Jewish Literature (4)
- ENGL 233 African American Literature (4)
- ENGL 239 Chicana/o Literature (4)
- ENGL 251 South Asian Literature (4)
- ENGL 256 Native American Literature (4)
- HIST 151 African Experience Before 1800 (4)
- HIST 251 Mapping African History (4)
- HIST 327 Modern African American History (4)
- HIST 352 Africa and the Atlantic Slave Trade (4)
- REL 252 African American Religions and Spirituality (4)
- SOAN 262 Native American Ceramics (3-4)
- WGS 155 Latinas Reimagining America
- WGS 264 Latinas in Transnational Popular Culture

### *Race and Ethnic Studies Minor*

#### *Minor Requirements (5 courses minimum/20 credits):*

- One course from the Introductory Foundations Module (4).
- To ensure an interdisciplinary focus, students must select courses from two or more departments.

### **Negotiable Courses**

Faculty members may be willing to negotiate special assignments or projects, which add race and ethnic emphases into a course. These negotiable courses can then count toward the REST major and minor. Students should negotiate special assignments or projects in consultation with the instructor and the Race and Ethnic Studies director. Such negotiations should take place early in a semester or May Term to ensure that the course will be counted toward the major or minor.

### **Program Honors**

Students with excellent records of academic achievement (GPA of 3.3 or higher in the major) may apply for program honors during the second semester of their junior year, and no later than the sixth full week of their first semester as a senior. Candidates must submit a proposal describing project goals, methods, time line for completion, and annotated bibliography. Proposals are reviewed and approved by REST faculty. Completion of approved honors projects is overseen and evaluated by a faculty committee. Honors candidates are expected to make a public presentation of their work. For details about application process and criteria, please see the program director.

### **Individualized and Specialized Study**



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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, Gender, and Sexuality Studies. In addition, specialized courses might be offered on a one-time or as-needed basis during May Term or through the Johnston Center.

### *Race and Ethnic Studies Course Descriptions*

#### **REST 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.

#### **REST 130 Introduction to Native American Studies**

*Fall (4) Spring (4)*

This course provides an understanding of the history, culture, and current concerns of Native Americans. Traditional aspects of Native American cultures such as art and religions are explored, as well as topics affecting Native Americans today. The course also examines the influence of Native Americans on current American society.

#### **REST 140. Intro to Chicana/o Studies**

*Fall (4) Spring (4)*

This class serves as a foundational course to address the interdisciplinary field of Chicana/o studies with an oral communication emphasis. We explore the multiplicity of Chicanx, Latinx and Indigena communities via monologues, debates, peer discussions and research presentations.

Offered as needed.

#### **REST 160 Topics in Race and Ethnic Studies**

#### **REST 260 Topics in Race and Ethnic Studies**

#### **REST 360 Topics in Race and Ethnic Studies**

*Fall (4), Spring (4)*

Topics of current interest in race and ethnic studies. May be repeated for degree credit given different topics.

*Offered as needed.*

#### **REST 210 Reach Juvenile Justice**

*Fall (2), Spring (2)*

This REACH class enables students to learn about the juvenile justice system as they volunteer to work with incarcerated youth as tutors and workshop facilitators. Students develop their own learning goals and write reflections to analyze their experience in juvenile hall to meet these goals. *May be repeated for degree credit.*

*Credit/ no credit only.*

#### **REST 225 Restorative Justice from the Inside Out**

*Spring (4)*

This course uses the juvenile justice system as a lens through which we can understand how race, class and gender shape coming of age in America. Students will learn about the juvenile justice system from the inside out in a shared classroom with young men who are incarcerated in San Bernardino. This course will bring together undergraduate students from University of Redlands with undergraduate students who are incarcerated at the California Rehabilitation Center in Norco to explore restorative justice in theory and practice using case studies of efforts to address harm in college, prison and racial reconciliation nationwide.

#### **REST 230 Race and the Law**

*Fall (4)*

Provides a survey of the role of race and ethnicity in the American legal system.

*Offered as needed.*

#### **REST 231 Native American Women and Gender Issues**

*Fall (4)*

This course examines the role of Native American women in traditional societies. It also investigates issues of concern in modern society for Native American women. The course further includes an exploration of gender issues in Native American Societies, including so-called two spirit, or other gendered people.

*Offered in alternate years.*

#### **REST 236 Sex, Race, and Class in Popular Culture**

*Fall (4), Spring (4)*

Examines the role of race, class, sex, and gender in dominant and alternative cultural practices, especially as they reveal, define, and negotiate identities in national and transnational contexts.

*Offered as needed. Not open to students who have completed WGS 236.*

#### **REST 238 Literary Approaches to Gender, Race, and Ethnicity**

*Fall (4), Spring (4)*

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This course analyses historical, social, and political roles that marginalized communities across race, gender, ethnicity, national identity, among others are played and reflected in their writings. Examines the diverse ways that resistance takes shape in different social, cultural, economic, and political contexts both nationally and internationally. Themes include neocolonialism and neoliberalism, globalization, and difference.

### **REST 240 Chican@ Latinx Identity, Culture and Politics**

*Fall (4), Spring (4)*

This course addresses Chican@ Latinx identity culture and politics in national and transnational context. Students will critically analyze research in social construction of race, education, immigration, gender, politics, citizenship, language, xenophobia, culture and representation.

*Offered as needed.*

### **REST 242 Southern California Indian Relationships with the Land**

*May Term (3)*

This course examines Southern California Indian relations with the land in three ways: traditional societies are examined; the historical period from contact up to the modern era is explored; and modern issues of concern are addressed. This course emphasizes field trips and hands-on experiences.

**Prerequisite(s):** *by permission of instructor.*

### **REST 245 Race and Science**

*Fall (4), Spring (4)*

This course examines the last 200 years of the scientific study of race in Western Europe and the United States. A historical approach is taken through studies of contemporary issues which will be examined with the unique perspective that the historical analysis allows.

### **REST 255 Criminal Justice Policy and Action**

*May Term (3)*

This class will engage students in research and action in collaboration with the Inland Empire Fair Chance Coalition which is working to reduce barriers people with criminal records face in the job market. Students will learn about the effects of criminal justice policies on our communities and explore diverse strategies advocates use to change criminal justice policies.

### **REST 281 Criminal Justice Internship**

*Fall (1-4), Spring (1-4)*

The Criminal Justice Internship offers students the opportunity to learn about the criminal justice system and its impact on the community through internships

with non-profits and governmental agencies. Students explore potential careers and build concrete skills that will help them transition successfully to graduate school and employment.

*Offered as needed. Credit/No credit only.*

### **REST 282 Diversity Intern in Higher Education**

*Fall (1-4), Spring (1-4)*

The REST Diversity Internship in Higher Education allows students to develop skills and knowledge needed to work on issues of diversity and inclusion in colleges and universities. Students explore potential careers and build concrete skills that will help them transition successfully to graduate school and employment.

*Offered as needed. Credit/No credit only.*

### **REST 283 Internship in Native Tribal Communities**

*Fall (1-4), Spring (1-4), May (1-3)*

The REST Internship in Native Tribal Communities allows students to develop skills and knowledge needed to work with Tribal Governments, Native cultural institutions and Native education through a range of internships

**Prerequisite(s):** REST 347.

### **REST 303 Comparative Race and Gender Studies: Afro-Asia**

*Fall (4), Spring (4)*

Different people across the globe have been suppressed and oppressed by the people of dominant groups in the name of caste, creed, religion, gender, colonization and race. Over the past several decades, we have witnessed how oppressed people have also raised a war against people of the dominant ideology and cultural hegemony through their arts and literature and often by forging bonds with cultures other than their own, thus eschewing nationalism in favor of transnational and transhistorical aesthetic forms. What are the transnational dimensions to these forms of resistance? How do we theorize the aesthetics of such work even as it wraps itself into a politics of resistance? In the interest of exploring one such example of this kind of cultural resistance, the aim of this course is two-fold: 1) to introduce you to the historical linkages between African-American and South Asians – both in India and the U.S. – since the 19th century; and, 2) to introduce and historicize the literary contributions of the untouchables, known as Dalits, in India and the links they have formed with African-American political and literary traditions, in particular slave narratives and the Harlem Renaissance.

### **REST 315 Race and Education**

*Fall (4), Spring (4)*

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Explores issues of race and racism in the public schools and examines strategies used to address educational inequalities.

*Offered as needed.*

### **REST 325 Race and Criminal Justice Policy**

*Spring (4)*

This class will examine how race and gender affect our criminal justice policies at different points in policymaking and implementation, including arrest, trial, sentencing as well as the broad effects our criminal justice policies have on our communities, families and ideas of race and citizenship.

*Offered as needed.*

### **REST 330 Mapping Race in the I.E.**

*Fall (4), Spring (4)*

This class examines how race and class have been built into the Inland Empire and enables students to use oral histories, maps & archives to explore the rich Black and Mexican histories of the Inland Empire. Student mapping and research will be used to develop Ethnic Studies curriculum for local schools.

*Offered as needed*

### **REST 334 Native American Environmental Issues**

*Spring (4)*

This course focuses on indigenous philosophies relating to creation and struggles for the land. It explores the situation in the Americas prior to contact, specific indigenous people, and current conflicts over land, resources, and environmental racism. Students will develop a holistic understanding of the Native ecological philosophies and environmental issues.

*Offered in alternate years.*

### **REST 335 Race, Gender and Public Policy**

*Fall (4), Spring (4)*

This class explores the connection between race, gender and public policy making in America, past and present. We will focus on specific case studies of welfare systems, foster care, housing or criminal justice systems, and explore race and gender inequalities.

*Offered as needed.*

### **REST 342 Race and Social Protest**

*Fall (4), Spring (4)*

Explores how people of color collectively mobilized and re-shaped social/political attitudes and forms of civic participation while challenging patterns of racism in search of social equality. Students study various ideological perspectives, leadership styles, and political events that influenced the civil, feminist, labor, and human rights movements.

*Offered as needed.*

### **REST 345 Whiteness and Anti-Racism**

*Fall (4), Spring (4)*

The course examines the social construction of whiteness and traces how whites are implicated in the formation and continued existence of racism. The course also explores how whites have and can be effective allies in anti-racist activities.

*Offered as needed.*

### **REST 346 Native American Religions and Worldviews**

*Spring (4)*

This course examines the varieties of Native American religions in their traditional setting and modern manifestations. For traditional Indian religions, the relationship between philosophy, land, and culture is explored. For modern-day practices, Indian Christian thought, the Native American church, and issues related to cultural survival are examined.

### **REST 351 Race Theory**

*Spring (4)*

Examination of theoretical perspectives on race and racism. Through close readings of texts and seminar discussion, students will develop comparative analytic skills needed to chart the theoretical contours of the field. Topics may include the social construction of race, globalization and race, and intersections of race, class, and gender.

*Offered as needed.*

### **REST 459 Senior Seminar**

*Fall (4)*

Students synthesize and reflect on their interdisciplinary Race and Ethnic Studies learning. All students design and develop a research survey linked to a paper written in a previous course. Those who are Race and Ethnic Studies majors do so in consultation with their advisor.

## Religious Studies

### **The Faculty**

Julius Bailey

## 2023-2024 Academic Catalog

Karen Derris  
Frances Grace  
William B. Huntley, *Professor Emeritus*  
Lillian Larsen  
John Walsh

### The Major

The study of religious traditions explores the religious beliefs, actions, and cultural practices of individuals and communities across the world and throughout history. In the course of their studies, our students gain an inter-cultural literacy and an appreciation for the world views of other peoples and communities, as well as their own. Religious Studies courses approach the study of religion from a variety of disciplinary perspectives. Students are invited to critically consider the spiritual, historical, literary, ethical, doctrinal, psychological, contemplative and social dimensions of religious people and practice. Through engaging the study of religions in an academic context, we seek to generate respect for the religious lives of all traditions. While many students find the study of religion is important for reflecting upon their own religious identity, no particular religious position is privileged or assumed in any of our courses.

Learning outcomes for this program may be found at: [www.redlands.edu/BA-REL/learning-outcomes](http://www.redlands.edu/BA-REL/learning-outcomes).

### *Bachelor of Arts in Religious Studies*

A major consists of seven courses and the senior capstone (8 courses in total). The seven courses are to be fulfilled from the categories listed below.

#### *One introductory course in Foundations of Religious Studies:*

The foundational course provides students with a framework for understanding religious traditions and introduce students to the methods and approaches used to study religion.

- REL 125 World Religions (4)

#### *Exploring Religious Traditions:*

Students should take TWO of the following courses. With the permission of the advisor, students may substitute one of the courses with another course in that same tradition.

- REL 145 Introduction to Islam
- REL 232 Hinduism(s)
- REL 233 Buddhisms
- REL 308 Christian Scriptures

#### *Four Electives:*

Four additional courses selected from the list below or from a semester abroad program chosen in consultation with an advisor in the Religious Studies Department. Johnston seminars or First-Year Seminars taught by Religious Studies Faculty might count toward that total with the approval of the Religious Studies faculty advisor. Students interested in graduate study are encouraged also to take REL 299: Research Methods.

- REL 120 Religion and Ethics (4)
- REL 122 Religion and Ecology: Environmental Ethics (4)
- REL 126 Asian Religions in Southern California (4)
- REL 131 American Religious History (4)
- REL 145 Introduction to Islam (4)
- REL 165 Islam in America (4)
- REL 189 Religion and Popular Culture (3-4)
- REL 199 Cults and Sects: The History of New Religious Movements in America (4)
- REL 202 History of Judaism (4)
- REL 206 The 'Other' Jesus (4)
- REL 208 Global Christianities (4)
- REL 225 Islam in the Media
- REL 232 Hinduism(s) (4)
- REL 233 Buddhisms (4)

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- REL 241 Ancient/Biblical Hebrew (*take 2 course sequence, 2 credits each*) (4)
- REL 242 Hellenistic Greek (*take 2 course sequence, 2 credits each*) (4)
- REL 245 LGBTQ Spiritual Journeys, Religious Controversies (4)
- REL 250 Compassion (4)
- REL 251 Women, Sexuality and Western Religion (4)
- REL 252 African-American Religion and Spirituality (4)
- REL 255 Gender in Islam (4)
- REL 265 The Prophet (4)
- REL 292 Sacred Life Stories in Asian Religious Traditions (4)
- REL 299 Research Methods (4)
- REL 307 Old Testament Literature: Hebrew Scriptures (4)
- REL 308 Christian Scriptures (4)
- REL 323 Mysticism (4)
- REL 325 Japanese Religion and Arts (4)
- REL 330 Buddhist Literary Imagination (4)
- REL 350 The History of Social Protest in America (4)
- REL 351 Women, Sexuality, and Buddhist Traditions (4)
- REL 358 Psychology and Religion (4)
- REST 231 Native American Women and Gender (4)
- REST 234 Race, Ethnicity and Religion (4)
- REST 346 Native American Religions and World Views (4)
- SOAN 354 Jewish Identity (4)
- OR a topics course approved by departmental advisor

### Capstone Requirement:

#### Two Senior Seminars:

- REL 490 Senior Seminar (2) (*taken Fall semester of senior year*)
- REL 495 Senior Seminar (2) (*taken Spring semester of senior year*)

Senior Religious Studies minors, Johnston seniors, and seniors from interdisciplinary programs may request permission to enroll in these seminars.

### Capstone Project

Three options and requirements:

- 1) Senior Paper
  - a. Twenty pages in length
  - b. Minimum fifteen source bibliography
  - c. One reader
- 2) Honors Thesis
  - a. 35 pages in length
  - b. Minimum of twenty-five sources
  - c. Two readers
  - d. GPA in Religious Studies courses of 3.45
  - e. Timeline for Honors proposal and drafts will be set by the Senior Seminar instructor,
- 3) Internship
  - a. Internship work begun prior to senior year
  - b. Internship must be 80 hours minimum
  - c. Students must have a proposal for internship approved by department advisor prior to beginning it
  - d. Paper of 15 pages reflecting upon the internship and how the experience interconnects with coursework in religious studies
  - e. One reader
  - f. Assessment letter from internship supervisor

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### *Religious Studies Minor*

- Students should take REL 125 and **four** electives of their choice from the list of courses above, in consultation with a departmental advisor.

### **Study Abroad**

Students majoring or minoring in Religious Studies will find it especially useful to complement the above courses by a semester of study abroad. Many institutions in Europe, Asia, and Australia have offerings in religious studies. Among the more valuable are the courses in Hebrew Scripture, Christian Scripture, and Islamic studies at the University of Edinburgh and the Oxford University. 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.

### **Departmental Honors**

Requirements:

- 3.45 cumulative GPA
- Highly motivated and accomplished Religious Studies major
- Submission of Honors Thesis Proposal
- Formation of a Faculty Committee (two members) for the Honors Thesis who will have the opportunity to give feedback at timely intervals of the project
- Submission of draft of Honors Thesis by early February, public presentation of the Honors Thesis and final evaluation for granting honors by faculty committee

*Religious Studies Course Descriptions*

**REL 120 Religion and Ethics**

*Fall (4)*

Exploration of religious ethics in relation to contemporary issues in politics, medicine, biology, and law.

**REL 122 Religion and Ecology: Environmental Ethics**

*Spring (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 that shape the various religious responses to ecological concerns.

**REL 125 Introduction to World Religions**

*Fall (4), Spring (4)*

By studying major religious traditions of the world, students will consider how religious traditions guide the way people live their lives in an ever increasingly diverse and religiously pluralistic world. Investigations will include both historical studies and the writings of religious traditions.

**REL 126 Asian Religions in Southern California**

*May Term (3)*

Exploration of the dynamic Asian religious landscape of Southern California. Focus upon the preservation and transformation of received traditions as religious communities develop in Southern California. Consideration of the religious lives and experiences of immigrant communities and converted practitioners of Buddhism, Hinduism, and Taoism.  
*Offered as needed.*

**REL 131 American Religious History**

*Fall (4), Spring (4)*

Exploration of religion in America from the pre-colonial era to the present. Emphases will vary, drawing from a variety of religious communities (including Puritan, Native American, Muslim, Buddhist, African American, Hindu, Evangelical, Catholic, and Neo-Pagan) and issues (such as civil rights, "cults," church/state, gender, race, and ethnicity).

**REL 145 Introduction to Islam**

*Fall (4), Spring (4)*

This course introduces the foundational religious tenets that guide Islamic teaching and practice. Its aim is to provide students with a deeper understanding of the

historical emergence and contemporary importance of Islamic thought, culture, legal systems, communal formation, and spiritual traditions.

*Offered as needed. Numeric and Evaluation grade only.*

**REL 160 Topics in Religion**

*Fall (1–4), Spring (1–4), May Term (3)*

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.*

**REL 165 Islam in America**

*Fall (4), Spring (4)*

This course will provide a thorough historical understanding of the roots of Islam in America and the situation of contemporary American Muslims in a post 9/11 world.

*Offered as needed.*

**REL 189 Religion and Popular Culture**

*Fall (4), Spring (4), May Term (3)*

This course analyzes the interconnectedness of religion and popular culture and what it can tell us about the nature of religion in America.

*Offered as needed. Numeric and evaluation grade options.*

**REL 190 Introduction to Africana Studies**

*Fall (4), Spring (4)*

This course offers an introduction to Africana Studies. The class examines multidisciplinary approaches and perspectives on the African and African American experience in varied historical moments.

*Offered as needed. Cross-listed with REST 190.*

**REL 199 Cults and Sects: The History of New Religious Movements in America**

*Fall (4), Spring (4)*

Offers an introduction to the variety of new religious movements. Examines the multiple ways these communities have been understood and what those constructions tell us about religion and identity.

*Offered as needed.*

**REL 202 History of Judaism**

*Fall (4)*

This course will use primary and secondary texts and stories to deepen students' understandings of the historical and cultural development of Judaism. Through

close, critical reading, course lectures, and in-class discussions and presentations, students will undertake intensive historical analysis of Jewish faith and practice in ancient, medieval, and modern manifestations.

*Offered as needed.*

**REL 206 The 'Other' Jesus**

*Fall (2-4)*

Study of biblical and extra-biblical recounting of the life and teachings of Jesus. Emphasis placed on reading ancient and contemporary life stories as critical resources for understanding emergent Christianity and the early Jewish/Christian world—in space and over time.

*Offered in alternate years.*

**REL 208 Global Christianities**

*Spring (4)*

Through studying key figures, movements, and themes, students will learn about the origins, historical development, major controversies, and emergent trends that shape the Christian teaching and praxis. Attention will be given to social, political, economic, global, and cultural analysis.

*Offered in alternate years.*

**REL 210 Introduction to Meditation**

*Fall (2), Spring (2)*

This course, which is primarily experiential, introduces students to a range of meditation methods and contemplative practices.

*May be repeated for credit, maximum 8 credits. Credit/no credit only.*

**REL 225 Islam and the Media**

*Fall (4), Spring (4)*

This course will analyze the ways in which Muslims and Islam are represented in social media, news, film, television, and YouTube. We will explore media outlets not only to understand representations of Islam, but the ways in which Americans gain or absorb religious knowledge.

*Offered as needed. Numeric, Evaluation, and Credit/No Credit grade options.*

**REL 226 Religions in Europe**

*May Term (3)*

Designed as a travel course for May Term, this course journeys to European cities and deals with several religions found there. A daily journal is required, discussing readings done in preparation, interviews with locals, and visits to religious sites, museums and marketplaces.

**REL 232 Hinduism(s)**

*Fall (4)*

Explores the many ways Hindu beliefs and practices shape and are shaped by the communities and individuals who live their lives, defined in infinitely variable ways, as adherents of Hindu traditions.

*Offered in alternate years.*

**REL 233 Buddhisms**

*Fall (4), Spring (4)*

Considers the variety of ways that Buddhists have engaged with the “three jewels” of Buddhism: the Buddha, the Dharma (the teaching), and the Sangha (the Buddhist community). Examination of doctrine, practice, and culture in different parts of the Buddhist world in a variety of historical periods.

*Offered in alternate years.*

**REL 241 Ancient/Biblical Hebrew**

*Fall (2), Spring (2)*

Elementary Hebrew grammar and composition with emphasis on Biblical vocabulary and syntax. In this course, we will read, in Hebrew, the entire book of Ruth. *This course will meet once a week for two consecutive semesters.*

**REL 242 Hellenistic Greek**

*Fall (2), Spring (2)*

Hellenistic Greek grammar and composition with emphasis on using ancient pedagogical strategies to explore Classical, Hellenistic, Jewish, and Early Christian sources.

*This course meets once each week during both fall and spring terms. Students may register for one or both semesters. Offered in alternate years.*

**REL 245 Queer Religiosities**

*Fall (4)*

Lesbian/gay issues have sparked major controversies in Christianity and Judaism. Debates are emerging in Islam and other religions. Topics include: religious acceptance versus demands to change, sacred text interpretations, ordination, marriage/civil unions, parenting, hate crimes, sexuality education, political rights. Focus is on lesbian/gay approaches and responses.

**REL 250 Compassion**

*Spring (4), May Term (3)*

Explores what it means to live a life of compassion through these lenses: 1) biographical models such as Gandhi, Nelson Mandela, The Dalai Lama, Mary Oliver, Viktor Frankl, and Mother Teresa; 2) the compassion teachings of the world’s religions; 3) the psychology of



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compassion ; 4) experiential investigation of compassion practices.

*Offered as needed. Numeric grade only.*

### **REL 251 Women, Sexuality, and Western Religion**

*Spring (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.

*Offered in alternate years.*

### **REL 252 African-American Religion and Spirituality**

*Fall (4), 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 Voudoun), and new spiritual visions.

*Offered in alternate years.*

### **REL 255 Gender in Islam**

*Fall (4)*

This course offers comprehensive analysis of the factors that shape perceptions of Islamic women.

To better understand the dynamic role of women in Islamic tradition, students will explore gendered space, the mystical dimensions of female Sufis, media portrayals of Muslim women, and engage debates about veiling, circumcision, education, and Islamophobia.

*Offered as needed. Numeric and Evaluation grade only.*

### **REL 257 Science and Religion**

*Spring (4)*

Exploration of differences as well as the intersections between the scientific and religious quests for ultimate truth. Emphasis will vary, including topics such as evolution and creationism, neuro-scientific experiments on religious experiences (e.g., love, forgiveness, altruism, healing, meditation), quantum mechanics, energy theories, Deep Ecology, human nature, and nature.

**Prerequisite(s):** one course in religious studies and one course in science, or by permission.

*Offered as needed.*

### **REL 260 Topics in Religion**

*Fall (1–4), Spring (1–4), May Term (3)*

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.*

### **REL 265 The Prophet**

*Fall (4), Spring (4)*

This course will provide a thorough and multifaceted examination of the Prophet of Islam, Muhammad. Students will examine the Prophet's historical life through multiple lenses from the classical period to modernity, and from the perspectives of communities that span the globe.

*Offered as needed. Credit/no credit only.*

### **REL 290 Meditation: Intermediate Practicum**

*Fall (4), Spring (4)*

Explore the effects of meditation through daily practice of specific techniques from various religious, spiritual, and secular frameworks. The techniques selected will vary according to instructor. Mindfulness, meditation and contemplative practices have been shown to foster wellbeing. This course is an opportunity to research the effects for yourself.

### **REL 292 Sacred Life-stories in Asian Religious Traditions**

*Spring (4)*

Sacred life-stories told in the form of biographies, hagiographies, or autobiographies offer their audiences—both historical and present-day readers—critical resources for understanding and interpreting religious worlds. Consists of a close reading of a broad range of life-stories from Buddhist, Hindu, and Chinese religious traditions.

*Offered in alternate years.*

### **REL 299 Research Methods**

*Fall (4), Spring (4)*

This course examines varied research methods in the study of religion.

*Offered as needed.*

### **REL 307 Old Testament Literature: Hebrew Scriptures**

*Fall (4)*

Close reading of selected books from Torah, prophets, and writings in English translation. The method is historical and literary with student compositions on a chapter in Genesis, a Biblical text about a woman, a psalm, and a book review of a modern feminist.

### **REL 308 Christian Scriptures**

*Spring (4)*

Through situating canonical and extracanonical texts within their Jewish and Greco-Roman frame, this course engages the complex social, cultural and historical fabrics of the writings included in Christian Scripture. Close reading, informed by critical debate, invites students to explore contemporary manifestations of ancient teaching and practice—in space and over time.

**REL 323 Quest of the Mystic: The Inner Path**

*Spring (4)*

Examines the intense inner quest and culminating spiritual realizations by mystics and sages found in every religion. The topic is explored through three lenses: 1) biographical study of representative mystics; 2) comparative analysis of the teachings about Self-Realization, Enlightenment, Divine Union, states of consciousness, and spiritual evolution; and 3) first-person investigation of contemplative methods recommended by the mystics under study.

*Offered as needed.*

**REL 325 Japanese Religion and Arts**

*May Term (3)*

This course will give students the opportunity to read about Japanese religions and art forms, then visit religious settings and museums. Meanwhile, we will be visiting Japanese schools and given the opportunity to teach Japanese children and university students by engaging in discussions.

**REL 330 Buddhist Literary Imaginations**

*Fall (4), Spring (4)*

Examines how Buddhism is imagined and constructed in literary texts within and outside of Buddhist traditions. Readings from both Buddhist literature and modern fiction from around the world about Buddhism are used in order to explore Buddhist social, ethical, and historical realities.

**Prerequisite(s):** *sophomore standing or by permission.*

*Offered in alternate years.*

**REL 350 The History of Social Protest in America**

*Spring (4)*

This course examines the influence of religion on the origins and development of the pan-ethnic civil rights movement in the U.S. from the 1950's to the 1970's by focusing on the African American, Mexican American/Chicano, and American Indian Movement (AIM) struggles.

*Offered as needed. Credit/no credit only.*

**REL 351 Women, Sexuality, and Buddhist Traditions**

*Fall (4)*

Exploration of the diverse roles and representations of women in multiple Buddhist traditions, past and present. Special attention is given to the historical agency of Buddhist women in shaping Buddhist traditions and in creating possibilities for various forms of participation in these institutions throughout the Buddhist world.

*Offered in alternate years.*

**REL 358 Psychology and Religion**

*Spring (4)*

Investigates the intersections of psychological theories, religious commitment and coping, differing views of human wholeness, cross-cultural approaches to healing and mental health, psyche / soma connection, spiritual process and addiction, peak experiences and the nature of consciousness. Explores the diversity of transpersonal psychologies found in the major world religions.

**REL 360 Topics in Advanced Hebrew**

*Spring (3)*

Advanced-level study of Hebrew language and literature organized around Hebrew reading materials in a wide range of genres and styles. Emphasis on individual discussion and grasp of advanced grammar and composition.

**Prerequisite(s):** *REL 241, or permission of instructor.*

*Offered as needed. Numeric and Evaluation grade only.*

*REL 411 Masterpieces of Asian Literature*

**Spring (4)**

Classics from Asian literature that 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.

*Offered as needed.*

**REL 450 Jameson Center Colloquia**

*Fall (2), Spring (2)*

Students 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 participation, including negotiation of a contract for each student's responses to the colloquia.

*May be repeated for degree credit for a maximum of 8 credits. Credit/no credit only.*

**REL 490 Senior Seminar**

*Fall (2)*

The Senior Seminar is designed to allow students to synthesize their training in Religious Studies and to complete their capstone project.

**Prerequisite(s):** *Religious Studies major or minor or by permission.*

**REL 495 Senior Seminar**

*Spring (2)*

The Senior Seminar is designed to allow students to synthesize their training in Religious Studies and to complete their capstone project.

**Prerequisite(s):** *Religious Studies major or minor or by permission.*

## Sociology and Anthropology

### The Faculty

Wesley Bernardini  
Kimberley Coles  
Sawa Kurotani  
Sharon Lang  
William Rocque  
Sara Schoonmaker

The Sociology and Anthropology Department offers a multi-faceted curriculum that explores the relationship between individual experience and broader cultural and historical contexts. We emphasize the possibility of change in human society, rooted in the understanding that social conditions are constructed through human action.

### The Major

Nine courses (a minimum of 34 credits) are required to complete the major. No more than three of the major courses may be taken at other schools. To transfer courses from other schools or study abroad programs, permission must be obtained from an academic advisor.

Learning outcomes for this program may be found at: [www.redlands.edu/ba-soan/learning-outcomes/](http://www.redlands.edu/ba-soan/learning-outcomes/).

### *Bachelor of Arts in Sociology and Anthropology*

All students majoring in Sociology and Anthropology must complete the following requirements (34 credits minimum):

#### **Sociocultural Inquiries (1 course)**

One course that provides the intellectual foundation for the SOAN major and minor.

The following is the current list of courses that satisfy this requirement:

- SOAN 200 Principles of Sociology (4)
- SOAN 201 Sociocultural Analysis (4)
- SOAN 202 Principles of Cultural Anthropology (4)
- SOAN 204 Principles of Archaeology (4)

#### **Spirit of Inquiry (2 courses)**

One course in Theory and one course in Practice. Together, these classes assess and apply key theories and methods in Sociology and Anthropology.

The following is the current list of courses that satisfy the Practice requirement:

- SOAN 300 Research Methods & Design (4)
- SOAN 301 Fieldwork and Ethnographic Methods (4)
- SOAN 303 World Ethnographies (4)
- SOAN 305 Mapping People, Mapping Place (4)
- SOAN 306 Research Methods: Interviewing (4)

The following is the current list of courses that satisfy the Theory requirement:

- SOAN 391 Contemporary Social Theory (4)
- SOAN 392 Anthropological Theories (4)

#### **Border Crossing (1 course)**

One course that explores the experience of being an “other” in a social setting:

- SOAN 205 Social Issues (4)
- SOAN 233 Jewish Culture (3)
- SOAN 256 Japan: Society and Culture in Transition (4)
- SOAN 259 The Middle East (4)
- SOAN 281 Middle Eastern Women Speak (4)
- SOAN 314 Dancing Around the World (4)
- SOAN 326 Charity and Helping Others (4)
- SOAN 329 Anthropology of Mothering (4)

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- SOAN 331 Consuming Paris (3)
- SOAN 340 Sustainable Alternatives to Capitalism (4)
- SOAN 342 Gender and Sexuality (4)
- SOAN 345 American Gun Culture (4)
- SOAN 349 Living in/with Democracy (4)
- SOAN 352 Who Owns the Past (4)
- SOAN 365 Refugees: History, Policy, Voices (3)
- SOAN 405 Israeli-Palestinian Conflict (4)

### Electives (4 courses)

- One elective at the 200-level, which will also fulfill the WR requirement
- Three electives at the 300- or 400-level. Students may substitute up to 4 credits of internship for one 300- or 400-level elective.

### Senior Capstone (1 course)

In their senior year, students will complete a culminating experience by taking a 400-level course OR pursuing departmental honors. Students must have attained senior standing to complete the capstone course. Prerequisites for 400-level capstone courses are SOAN 200 or SOAN 201 or SOAN 202 AND a Theory or Practice course, OR by instructor permission.

### *Honors Thesis (minimum 4 credits of SOAN 499)*

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 permanent faculty members during their junior year, including developing a research proposal in their Practice course. Honors proposals are reviewed by all department faculty. If approved, students will engage in independent research throughout the fall and spring of the senior year under the guidance of their faculty mentor. A major written report is followed by a public presentation and oral examination. A maximum of four credits of SOAN 499 may be counted toward the 34-credit minimum for the major.

### Suggested Sequence of Required Courses

First Year: Take a 100-level elective course.

Sophomore Year: Take SOAN 200 or SOAN 201 or SOAN 202 and a 200-level elective.

Junior Year: Take the Theory and Practice courses to prepare for upper division coursework. Take the Border Crossing course and begin upper-division electives. Students interested in pursuing honors in their senior year should begin planning their project this year, including developing a research proposal in consultation with a department faculty member.

Senior Year: Finish taking upper-division electives. Complete the capstone requirement.

### *Sociology and Anthropology Minor*

Five courses are required for a minor in sociology and anthropology:

- SOAN 200 or SOAN 201 or SOAN 202 or SOAN 204
- four electives, only one of which may be taken at the 100-level.

No more than two of these courses may be taken at other schools. Courses taken with departmental faculty through the Johnston Center may be counted toward these requirements with the permission of that faculty member or the department chair.

### Experiential Learning

The department strongly encourages students to participate in experiential learning opportunities including Study Away programs and May Term travel courses. The SOAN Department offers annual Border Crossing Scholarships to support experiential learning opportunities; contact the Department Coordinator or Chair for details.

### 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 on the cultures and history of the American Southwest. Assistantships are available.

### Internships

Students in both the major and minor programs are encouraged to take advantage of internship opportunities. Students can choose to work in a variety of public and private community-service agencies, grass roots organizations, museums, and other venues. A maximum of one internship, taken for three or more credits, may be used to fulfil the major or minor requirements.

### Cross-Cultural Learning Endowed Fund

The Cross-Cultural Learning Endowed Fund facilitates meaningful experiential learning opportunities for SOAN students, primarily in local communities, helping them to reflect on their own cultural perspectives and to better understand the lives of people from whom they may be separated by social and economic boundaries.

## *Sociology and Anthropology Course Descriptions*

### **SOAN 100 Introduction to Sociology**

(4)

Study of the structure and process of social life; the impact of cultural, structural, and sociohistorical forces on groups and society; and the interdependence of society and the individual.

### **SOAN 102 Introduction to Cultural Anthropology**

(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.

### **SOAN 104 Introduction to Archaeology**

(4)

An overview of human cultural evolution, from the earliest human ancestors through the diverse forms of social organization of recent human groups. Exploration of the causes of cultural change and lessons to be learned from the past about the nature of the human species and human society.

### **SOAN 105 Human Origins**

(4)

Who are we? Where do we come from? Why do we look and act the way we do? A review of human evolution from our earliest hominoid ancestors some 6 million years ago until the emergence of anatomically modern humans.

### **SOAN 126 Places of Home: Mobility and Belonging**

(4)

What is "home" anyway? This course examines the dynamics of belonging through practices, rhetorics, and ideologies of space and place, territory, and mobility. This course will examine contemporary, comparative, and historical social and cultural dynamics of individual and family homes, neighborhoods, and nation-states. *Offered in alternate years.*

### **SOAN 131 Anthropology through Fiction**

(4)

This course explores the common ground between humanistic anthropology and literature, through careful reading of culturally grounded works of fiction from around the world, written by anthropologists and novelists, cultural insiders and outside observers alike. Concept of culture, ethnography, cross-cultural communication, colonialism, and storytelling conventions are among topics of consideration.

### **SOAN 135 Story of My Life!: Autoethnographic Approach**

(4)

Autoethnography is an interdisciplinary genre of inquiry and writing that seeks to understand our self-identity in the broader social and cultural contexts. We will consider the intellectual merits of this approach and apply the insights we gained to analyze our own experiences and write an autoethnographic account of ourselves.

### **SOAN 137 Contemporary Issues in Anthropology**

(4)

This course features recent anthropological studies that shed light on contemporary issues of global reach and local significance. Through close reading of ethnographic studies, it will introduce students to the unique perspectives anthropologists employ to gain detailed and

nuanced understanding of the worldviews and experiences of different social/cultural groups.

**SOAN 146 Norms, Liberation and Danger**

(4)

Explores the dynamic relationship between individuals and society through theory and practice. Assignments include "desocialization experiments" to probe connections between society and self. Analysis of a range of theoretical perspectives highlights the prospects for danger, liberation and environmental sustainability involved with accomplishing and resisting social norms.

**SOAN 160, 260, 360, 460 Topics in Sociology**

(2-4)

Topics of current interest such as collective behavior, religion and social conflicts, sociology of medicine, sociology of disabilities, or sociology of sport.

**Prerequisite(s):** SOAN 200 or SOAN 201 or SOAN 202 and a Theory course, or instructor permission is required for the 400-level course. The 200-level and above may be repeated for degree credit given a different topic.

**SOAN 165, 265, 365, 465 Topics in Anthropology**

(3-4)

Topics of current interest such as gender and feminist studies, archaeological frauds, medical anthropology, death and dying, and regional and social issues pertaining to the U.S., Asia, and the Middle East.

**Prerequisite(s):** SOAN 200 or SOAN 201 or SOAN 202 and a Theory or Practice course, or instructor permission is required for the 400-level course. The 200-level and above may be repeated for degree credit given a different topic.

**SOAN 200 Principles of Sociology**

(4)

This course is intended to introduce majors and potential majors to the ideas, methods, and debates in the study of Sociology. The class will provide crucial information about the sociological perspective, how it is developed, and examined through various forms of research methods, and how the ideas can be applied to understand or intervene in the ongoing society.

**SOAN 201 Sociocultural Analysis**

(4)

This course is designed to help build a common intellectual foundation necessary for successful pursuit of the SOAN major/minor. We will focus on two foundational concepts of "society" and "culture," around which sociological and anthropological thoughts have evolved since the 19th century. In conjunction, we will

consider the application of "ethnography," an immersion-based qualitative research method to elicit a nuanced and grounded understanding of socially/culturally grounded perspectives, worldviews, and experiences.

**SOAN 202 Principles of Cultural Anthropology**

(4)

This course establishes an intellectual foundation for declared and intended SOAN majors and minors to successfully pursue upper-level studies in cultural anthropology. It introduces key conceptual and methodological tools, including "ethnography," an immersion-based qualitative research method to elicit a nuanced and grounded understanding of culturally specific perspectives, worldviews, and experiences.

**SOAN 204 Principles of Archaeology**

(4)

The course presents an introduction to the methods and major findings of the discipline of archaeology, the study of the human past. Topics covered will include methods for locating and recovering data from sites; how to make inferences about human behavior from material culture; why societies change; and the ethical issues in the study of the past.

**SOAN 205 Social Issues**

(4)

Examination of important contemporary social issues in the United States. Focus on the interrelationship of social structures, institutions, and individuals in the production and management of these issues, as well as their individual and social consequences.

**SOAN 206 Popular Culture**

(4)

Introduction to the analysis of popular culture; how the cultural products of post-industrial society shape and police the subjectivity of individuals; how people use, abuse, and subvert these cultural products to create their own meanings in efforts of self-determination.

**SOAN 210 Things That Matter: Anthropological Approaches to Material Culture**

(4)

Clothes, shoes, electronic gadgets, furniture, books, toiletries, beddings – why do we accumulate so much stuff and what can we learn about ourselves by studying it? This course takes an anthropological approach to examine the complex relationship between human beings and material objects they own.

**Prerequisite(s):** Any SOAN course.

**SOAN 221 Rethinking Politics**

(4)

Introduces political relations and the relationship between culture and power through the detailed examination of politicized forms of power and their manifestations at the global, national, state, local, and personal level. Central themes will be equality and inequality, practices of belonging and exclusion, strategies and forms of domination and resistance, and shifts in legal and bureaucratic effects and practices.

**SOAN 230 Bodies and Society**

(4)

This course is an introduction to sociological thought about human bodies and their relationships to culture and society. We will place bodies at the center of our analysis, exploring their crucial sociocultural dimensions and critically examining the notion that the only disciplines fit to study bodies are biology and medicine.

**SOAN 233 Jewish Culture, Cooking and Community**

(3)

This course delves into Jewish culture, community, and cuisine, highlighting diversity and essential underpinnings of this ethnic minority. Interaction with the Jewish community, complemented by readings, films, cooking, and field trips, teaches students fundamentals of history, beliefs, and cultural practice.

**SOAN 255 Peoples of the American Southwest**

(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.

**SOAN 256 Japan: Society and Culture in Transition**

(4)

Contemporary Japan is society in transition, where old norms and assumptions are challenged, unfamiliar social issues are emerging, and novel meanings and possibilities are created. Using an anthropological approach, this course will take an in-depth look at how these changes affect the lives of ordinary Japanese today.

**SOAN 259 The Middle East**

(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.

**SOAN 261 How We Know What We Know**

(4)

This course explores the difference between scientific and non-scientific ways of knowing about the world. We will explore how knowledge is produced and evaluated with a focus on paranormal and pseudoscience phenomena such as ghosts, psychics, and alternative medicine treatments.

**SOAN 262 Native American Ceramics**

(3-4)

This class combines hands-on training in Native American pottery techniques with an introduction to archeological ceramic analysis. In the course of replicating prehistoric Southwestern Native American pottery, students will learn traditional hand-building pottery skills while gaining insights into the social significance of pottery.

**SOAN 269, 369, 469 Travel/Study in Sociology and Anthropology**

(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(s): by permission. May be repeated for degree credit, for a maximum of 6 credits given a different destination.*

**SOAN 281 Middle East Women Speak: Perspectives through Film and Text**

(3-4)

Exploration of the lives of Middle East women through film and text. We will look at issues that they view as meaningful to their identity, culture, and shaping of their worlds. A variety of key questions will be raised in regards to gender, religion, family, politics, history, and social relations.

**SOAN 300 Research Methods and Design**

(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.

*Prerequisite(s): SOAN 200, SOAN 201, SOAN 202, or instructor permission.*



**SOAN 301 Fieldwork and Ethnographic Methods**

(4)

Examination of the nature of ethnography and the application of fieldwork methods for 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(s):** SOAN 200, SOAN 201, SOAN 202, or instructor permission.

**SOAN 303 World Ethnographies**

(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.

**Prerequisite(s):** SOAN 200, SOAN 201, SOAN 202, or instructor permission.

**SOAN 305 Mapping People Mapping Place**

(4)

The structure of the places we inhabit affects how we experience the world in profound ways: how we move around, how we interact with other people, even the way we conceptualize the world. We'll use geographic information systems (GIS) to explore the "science of space."

**SOAN 306 Research Methods: Interviewing**

(4)

Discussion of interviewing as a tool for social research. Students learn various interviewing practices and then engage the methods through collecting, analyzing and writing their research. Special attention to interviewing as an interaction, the way social diversity in communication influences outcomes, and ethics of interview protocols.

**Prerequisite(s):** SOAN 200, SOAN 201, SOAN 202, or instructor permission.

**SOAN 310 American Gun Culture**

(4)

This course explores gun culture and masculinity in the United States. It examines the social meaning of guns and how these meanings circulate, how guns have been linked to manhood and masculine identities, and how they facilitate the development of violent nationalisms.

**Prerequisite(s):** One SOAN class, or instructor permission.

**SOAN 314 Dancing Around the World**

(4)

In this course we will experience a variety of dance styles from different cultures and societies around the world. We will examine which, when, where, how, and why people dance in society. Topics explored include gender, politics, religion, class, race, and individual expression. Dance experience is not required.

**Prerequisite(s):** One SOAN class, or instructor permission. Credit/no credit only. \$150 course fee.

**SOAN 320 Self in Society**

(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(s):** One SOAN class, or instructor permission.

**SOAN 321 Gender and Emotion**

(4)

Explores how ideas of gender and ideas of emotions co-construct existing inequalities and stereotypes in society. Focus is on the social definitions, constraints, displays and uses of emotions and how these articulate gendered identities.

**Prerequisite(s):** One SOAN class, or instructor permission.

**SOAN 324 Hunger and Homelessness in America**

(4)

This course explores the social, economic, and political causes of homelessness and hunger in the United States, mainly as a consequence of severe poverty. It combines classroom study with field experiences and community service work in outside agencies dedicated to addressing this social problem.

**Prerequisite(s):** One SOAN class, or instructor permission.

**SOAN 325 Class and Inequality**

(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(s):** One SOAN class, or instructor permission.

**SOAN 326 Charity and Helping Others: Humanitarian Assistance**

(4)

Explores the history, animating ideals, and contemporary paradoxes of humanitarian action. Analyzes humanitarianism in the context of globalization, assessing its limits and possibilities with particular interest in its social and cultural relations: sovereignty, the ethics of giving care and bearing witness, the “aid business,” and the role of the media.

**Prerequisite(s):** One SOAN class, or instructor permission.

**SOAN 327 Food for Thought**

(4)

This course examines food and food-related practices through the conceptual lens of culture. Extensive body of scholarly work provides intellectual foundation for careful reflection on our own food-related habits and assumptions. We will use digital media throughout the semester to generate contents and develop and share our critical insights.

**Prerequisite(s):** One SOAN class, or instructor permission.

**SOAN 329 Anthropology of Mothering**

(4)

This course will examine concepts of motherhood and how practices of mothering are culturally created, upheld, and naturalized in various societies. Topics addressed include breast feeding, mothering and sexuality, single mothering, adoption, medical technologies, surrogate mothers, lesbian mothers, trans-racial mothers, teen mothers, and more.

**Prerequisite(s):** One SOAN class, or instructor permission.

**SOAN 331 Consuming Paris**

(3)

In this course, we engage in the ethnographic method of participant observation to explore urban life in Paris. We study consumption as integral to our engagement with public space; the health of our environment; and diverse forms of citizenship, social belonging, and social inequality.

**SOAN 336 Consumers and Consumption**

(4)

Explores consumption as a central dimension of social life that shapes and is shaped by the actions of consumers and has both constraining and enabling qualities. Examines links between consumption, social inequality, and environmental sustainability in the context of globalization.

**Prerequisite(s):** One SOAN class, or instructor permission.

**SOAN 337 Ethnicity, Nation & Identity**

(4)

Investigation of the social and political connections between modernization and the emerging politics of ethnicity on a worldwide 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(s):** One SOAN class, or instructor permission.

**SOAN 338 Children and Youth**

(4)

Examines childhood and youth as phases of social life actively constructed by young people and adults in context of structural inequalities of age, race, class, gender, and sexuality. Studies scholarly, popular cultural, and literary representations of the lives and experiences of children and youth.

**Prerequisite(s):** One SOAN class, or instructor permission.

**SOAN 340 Sustainable Alternatives to Capitalism**

(4)

How can we create a socially just, environmentally sustainable society? Study communities building alternatives to capitalism, including sustainable economies, free software, and net neutrality. Field trips explore local businesses, community supported agriculture, and more. Experiential exercises encourage reflection on implications of consumption practices, daily routines, and relationships for sustainability.

**Prerequisite(s):** One SOAN class, or instructor permission.

**SOAN 342 Gender and Sexuality**

(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.

**Prerequisite(s):** One SOAN class, or instructor permission.

**SOAN 344 Anthropology of Dance**

(4)

Based on anthropological texts, films, and performed live experiences, students take a look at who, when, where, how, and why people dance in order to gain an understanding of the meanings of dance within a society. Specific topics include revolutionary politics and dance, dance as embodied knowledge, and exotic dance.

*Prerequisite(s): One SOAN class, or instructor permission.*

**SOAN 345 Interrogating Masculinity**

(4)

Exploration of Western thought about masculinities. Examines the relationship between masculinities and femininities, power, class, race, disability, sexual orientation, and popular culture. Issues under consideration include the negotiation of gender and sexual identity, work/family conflicts, violence, and dating.

*Prerequisite(s): One SOAN class, or instructor permission.*

**SOAN 349 Living in/with Democracy**

(4)

Focuses on democracy as actually lived and experienced by members of society through the ethnographic examination of the cultural assumptions embedded in democracy, ranging from representation to freedom, analyzing it as a hegemonic ideology, a form of governance, a set of institutions, and a solution to peace and prosperity.

*Prerequisite(s): One SOAN class, or instructor permission.*

**SOAN 350 Archaeological Field School**

(4)

Intensive training in archaeological field methods through participation in ongoing field research. Includes archaeological survey and/or excavation, mapping, artifact recording, and analysis.

*Prerequisite(s): One SOAN class, or instructor permission.*

**SOAN 352 Who Owns the Past?**

(4)

Discussion of political issues involved in the practice of archaeology. Topics include the relationship between archaeologists and indigenous peoples, looting and the antiquities market, and museum ethics. Ideas under consideration are who owns the past and who has the right to write history.

*Prerequisite(s): One SOAN class, or instructor permission.*

**SOAN 354 Jewish Identity**

(4)

Topics raised will include: Jewish religious and communal life; Jewish immigration, patterns of acculturation and assimilation; forms of anti-Semitism; religion and homo/sexuality; biracial identities and questions of cultural survival. Also incorporated: Jewish history, anti-Semitism, perspectives on Israel, and the Holocaust in an ongoing articulation of American Jewish identities.

*Prerequisite(s): One SOAN class, or instructor permission.*

**SOAN 356 Writing Social Science for a Public Audience**

(4)

This course focuses on the writings by scholars in sociology, anthropology and related fields intended for the public audience. Students will consider the significance of communicating social-scientific thoughts in the language accessible to the educated public and engage in their own public writing projects.

*Prerequisite(s): One SOAN class, or instructor permission.*

**SOAN 391 Contemporary Social Theory**

(4)

Examination of important twentieth-century developments in social theory, including critical, neo-Marxist, Foucauldian, symbolic interactionist, ethno-methodological, queer, and black feminist theories.

*Prerequisite(s): One SOAN class, or instructor permission.*

**SOAN 392 Anthropological Theories**

(4)

An in-depth examination of selected classical and contemporary theories in anthropology with particular attention to the concept of culture.

*Prerequisite(s): One SOAN class, or instructor permission.*

**SOAN 405 The Israeli-Palestinian Conflict**

(4)

This course will study the Israeli-Palestinian conflict from its inception to its contemporary contexts. We will explore the background of the conflict, including the role of Western powers in creating the conditions of instability in the region after WWII, also connecting this history to current 21st century conditions.

*Prerequisite(s): SOAN 200 or SOAN 201 or SOAN 202 and a Theory or Practice course, or instructor permission.*

**SOAN 406 Why Societies Change**

(4)

Change is a persistent quality of human existence. But, what is social change, and how do we identify, explain, and interpret social change over time? We'll explore factors that encourage the expansion of human societies and contribute to their collapse, including the environment, religion, disease, and war.

*Prerequisite(s): SOAN 200 or SOAN 201 or SOAN 202 and a Theory or Practice course, or instructor permission.*

**SOAN 418 Death and Dying**

(4)

The objective of this course is to examine societal and personal issues regarding the process of dying and death. A major emphasis will be on increasing the depth and

dimensions of self-reflection in the face of conflicting ideas, sentiments, values, and "facts" of death.

**Prerequisite(s):** SOAN 200 or SOAN 201 or SOAN 202 and a Theory or Practice course, or instructor permission.

**SOAN 430 Power, Marginality, and Exclusion**

(4)

Study of the social process of identifying and attributing meaning to significant differences among individuals. Particular focus on: consequences of marginalization and exclusion, how social perceptions of differences change over time, individual and group responses to being labeled deviant, social isolation and potential creativity of being positioned on the social margin, and how power is distributed and exercised in these processes.

**Prerequisite(s):** SOAN 200 or SOAN 201 or SOAN 202 and a Theory or Practice course, or instructor permission.

**SOAN 451 Reading Sociology and Anthropology**

(4)

A cooperative seminar for senior SOAN majors, devoted to reading and discussing serious books on various aspects of sociology and anthropology.

**Prerequisite(s):** SOAN 200 or SOAN 201 or SOAN 202 and a Theory or Practice course, or instructor permission.

**SOAN 460 Topics in Sociology**

(3-4)

Exploration of an advanced topic in sociology through intensive reading and discussion. In all seminars, students will critically analyze the complex interplay between individual, culture, and social structure to reach a nuanced understanding of sociocultural processes and inequalities.

**Prerequisite(s):** SOAN 200 or SOAN 201 or SOAN 202 and a Theory or Practice course, or instructor permission.

**SOAN 465 Topics in Anthropology**

(4)

Exploration of an advanced topic in anthropology through intensive reading and discussion. In all seminars, students will critically analyze the complex interplay between individual, culture and social structure to reach

a nuanced understanding of sociocultural processes and inequalities. May repeat for credit, given a different topic.

**Prerequisite(s):** SOAN 200 or SOAN 201 or SOAN 202 and a Theory or Practice course, or instructor permission.

**SOAN 475 Independent Research**

(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(s):** SOAN 200 or SOAN 201 or SOAN 202 and a Theory or Practice course, or instructor permission.

**SOAN 485 Sociology and Anthropology Internship**

(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. May be repeated for degree credit.

**Prerequisite(s):** SOAN 200 or SOAN 201 or SOAN 202 and a Theory or Practice course, or instructor permission.  
*Credit/no credit only.*

**SOAN 499 Sociology and Anthropology Honors Independent Research**

(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. May be repeated for degree credit for a maximum of 8 credits or by permission.

**Prerequisite(s):** SOAN 200 or SOAN 201 or SOAN 202 and a Theory or Practice course, or instructor permission.

## Spanish

### **The Faculty**

Ivonne Gordon Vailakis  
Liesder Mayea  
Esther Domenech

### **The Major**

The major in Spanish consists of 40 credits beyond SPAN 201 and SPAN 202. Spanish majors may choose an emphasis in Latin American or Spanish literature, culture, and civilization. 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. Students must obtain at least a 2.3 GPA in the major to graduate.

Learning outcomes for this program may be found at: [www.redlands.edu/BA-SPAN/learning-outcomes](http://www.redlands.edu/BA-SPAN/learning-outcomes).

### *Bachelor of Arts in Spanish*

*10 courses/ 40 credits*

#### *Required courses:*

- SPAN 301 Third-Year Spanish (4)
- SPAN 302 Third-Year Spanish (4)  
*Students who place at the 400 level or take and pass a course at the 400-level are exempt from taking courses at the 300-level. Students beginning the major at the 300-level must obtain a minimum GPA of 2.0 in both SPAN 301, and SPAN 302 in order to continue with the major.*
- SPAN 424 Introduction to Hispanic Literature (4)
- SPAN 426 Survey of Spanish-American Literature (4) *and* SPAN 427 Survey of Spanish-American Literature (4)  
-or- SPAN 436 Survey of Spanish Literature (4) *and* SPAN 437 Survey of Spanish Literature (4)

#### *Additional courses:*

- SPAN 425 Spanish-American Civilization (4)  
-or- SPAN 435 Spanish Civilization and Culture (4)
- SPAN 458 Senior Seminar (4)
- Three additional 400-level Spanish courses (12)

Students who plan to major in Spanish should discuss their programs of study with faculty advisors as early as possible.

### *Spanish Minor*

The minor in Spanish consists of 24 credits beyond SPAN 202. At least 12 of these credits must be earned at the University of Redlands.

#### *Required courses:*

- SPAN 301 and SPAN 302 Third-Year Spanish (8) or equivalent, except for students who start at the fourth year level\*
- Four additional courses at the 400-level

*\*Students placed at 400-level must complete six courses at the 400-level.*

### **Placement in Spanish**

Students with previous experience in Spanish must take the Spanish placement exam before enrolling in a Spanish language course.

### **Course Sequencing**

Courses must be taken in the correct sequence, i.e., SPAN 101, SPAN 102, SPAN 201, SPAN 202, SPAN 301, SPAN 302. While a student might enter the sequence at a level beyond SPAN 101, no student subsequently can receive credit for a course lower in the sequence than the highest numbered course already completed.

### **Transfer and Fourth-Year Level Students**

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Students who begin at the fourth-year level are exempt from 8 credits of the **major** program requirements. These exempted credits apply only to the major and do not apply to the credits required for the minor or toward graduation. Students who place at the 400 level, or take a course at the 400 level, may subsequently take any course at the 400 level.

### Advanced Placement and International Baccalaureate

Spanish Language: Students receiving a score of three on the Advanced Placement Test or a score of five or six in an International Baccalaureate higher-level course (Lang-B) will receive 4 credits; those who score four or five on the Advanced Placement Test or seven in an International Baccalaureate higher-level course (Lang-B) will receive 8 credits toward the major or 8 credits for graduation.

Spanish Literature: Students with scores of four or five on the Advanced Placement test or seven in an International Baccalaureate higher-level course (Lang-B) will receive 8 credits toward the major or 8 credits for graduation.

### Study Abroad

May Term in Ecuador. Students will spend May Term in Ecuador. They will live with Ecuadorian families and experience the culture firsthand. They will travel to different geographical zones to experience and learn about the three distinct ecosystems, including the volcanic, the highlands of the Andes, and the cloud forest. The students will learn about the Ecuadorian culture, including urban Ecuadorian society, as well as indigenous groups. The May Term session may be counted toward the minor.

### Semester and Full-Year Programs Abroad

Students should consult with the Study Abroad office. Students must discuss their program of study with the Spanish faculty before departure and have courses approved or will not receive credit in Spanish.

### 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 First-Year Spanish

#### SPAN 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 listening. Periodic lectures on Hispanic culture. Four hours lecture.

**Prerequisite(s) for SPAN 101:** placement exam only if student has previous experience in language.

**Prerequisite(s) for SPAN 102:** SPAN 101 or by permission.

### SPAN 201 Second-Year Spanish

#### SPAN 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. Very little English spoken.

**Prerequisite(s) for SPAN 201:** SPAN 102, placement exam, or by permission.

**Prerequisite(s) for SPAN 202:** SPAN 201, or by permission.

### SPAN 301 Third-Year Spanish

#### SPAN 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. Taught completely in Spanish.

**Prerequisite(s) for SPAN 301:** SPAN 202, placement exam, or by permission.

**Prerequisite(s) for SPAN 302:** SPAN 301 or by permission.

### SPAN 410 Introduction to Spanish Linguistics

Fall (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(s):** Completion of SPAN 302 or higher, placement or by permission. Offered as needed.

**SPAN 412 Advanced Grammar and Writing**

Fall (4), Spring (4)

This course is designed to explore the structure of the Spanish language. It is designed to strengthen grammatical and writing competence. The course will provide practice in advanced stylistic devices, as well as compositional strategies.

**Prerequisite(s):** Completion of SPAN 302 or higher, placement or by permission. Offered as needed.

**SPAN 424 Introduction to Hispanic Literature**

Fall (4), Spring (4)

Reading and introduction to Hispanic literary texts to develop skills in literary analysis and critical writing using examples from Hispanic literature in the three genres. Students will read such authors as Márquez, Cortázar, Poniatowska, Garro and Fuentes. This course is intended to introduce students to in-depth understanding of literature and writing.

**Prerequisite(s):** Completion of SPAN 302 or higher, placement or by permission.

**SPAN 425 Spanish-American Civilization**

Fall (4), Spring (4)

Geography, history, art, literature, and society of Spanish-American lands. Class discussion and oral and written reports required.

**Prerequisite(s):** Completion of SPAN 302 or higher, placement or by permission. Offered as needed

**SPAN 426 Survey of Spanish-American Literature**

**SPAN 427 Survey of Spanish-American Literature**

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.

**Prerequisite(s):** Majors only. Completion of SPAN 302 or higher, placement or by permission. Offered in alternate years.

**SPAN 435 Spanish Civilization and Culture**

Fall (4), Spring (4)

Survey of the geography, history, art, literature, and society of Spain. History of Spanish language. Class discussion. Oral and written reports required.

**Prerequisite(s):** SPAN 302, placement exam, or by permission. Offered as needed.

**SPAN 436 Survey of Spanish Literature**

**SPAN 437 Survey of Spanish Literature**

Fall (4), Spring (4)

Spanish literature from its beginnings to the present day. Emphasis on relating literary works to historical events and cultural values.

**Prerequisite(s):** SPAN 302, placement exam, or by permission. Offered in alternate years.

**SPAN 440 Spanish-American Narrative**

Fall (4), Spring (4)

Contemporary novelists from early beginnings to present day. Addresses principal political and social Latin American problems.

**Prerequisite(s):** Completion of SPAN 302 or higher, placement or by permission. Offered as needed

**SPAN 441 Hispanic Women Novelists**

Fall (4), 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.

**Prerequisite(s):** Completion of SPAN 302 or higher, placement or by permission. Offered as needed.

**SPAN 442 Latin American Literature of the 20th**

Fall (4), Spring (4)

This upper division class, taught completely in Spanish, is an overview of Latin American literature of the 20th Century. In addition to reading works that have traditionally been considered canonical masterpieces, we will also analyze non-canonical works. In this course, we will analyze a series of topics and concepts from four different genres (short story, poetry, theater and novel) that are relevant for the understanding of Latin American literature.

**Prerequisite(s):** Completion of SPAN 302 or higher, placement or by permission. Offered as needed.

**SPAN 450 Hispanic Poetry: Genres**

Fall (4), Spring (4), May Term (3)

Examination of poetry through its varied expressions in Hispanic literature. Successive 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.

**Prerequisite(s):** Completion of SPAN 302 or higher, placement or by permission. Offered as needed.

**SPAN 452 Hispanic Theatre**

*Fall (4), 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.

**Prerequisite(s):** *Completion of SPAN 302 or higher, placement or by permission. Offered as needed.*

**SPAN 454 Spanish Golden Age Literature**

*Fall (4), 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(s):** *SPAN 302, placement exam, or by permission. Offered as needed.*

**SPAN 455 The Generation of '98**

*Fall (4), Spring (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.

**Prerequisite(s):** *SPAN 302, placement exam, or by permission. Offered as needed.*

**SPAN 456 Panorama of the Contemporary Spanish Novel**

*Fall (4), Spring (4)*

Major contemporary novelists. The main aspects of the Spanish Civil War and its influence in contemporary Spain are addressed in these novels.

**Prerequisite(s):** *SPAN 302, placement exam, or by permission. Offered as needed.*

**SPAN 458 Senior Seminar**

*Fall (4)*

Offers the student the opportunity to read extensively and closely texts from particular author(s), genre(s), work(s), or themes in Latin American literature or Peninsular literature. Students do extensive research and may write several drafts of their final thesis. A senior thesis that includes a comprehensive bibliography is expected. **Prerequisite(s):** *Spanish majors only, senior standing or by permission. Numeric grade only.*

## Spatial Studies

**The Advisory Committee**

Lisa Benvenuti, Center for Spatial Studies  
Wes Bernardini, Sociology and Anthropology  
Douglas Flewelling, Geographic Information Systems  
John Glover, History  
Eric Hill, Physics  
Dan Klooster, Environmental Studies  
Lillian Larsen, Religious Studies  
Steven Moore, Center for Spatial Studies  
Fang Ren, Geographical Information Systems  
Scott E. Randolph, Business Administration and Management  
David Smith, Center for Spatial Studies  
Nathan Strout, Center for Spatial Studies

**The Field of Study**

Spatial thinking is the use of two- and three-dimensional representations of information to structure problems, find answers, and express solutions. The ability to visualize and interpret location, distance, direction, relationships, movement and change through space is fundamental to content understanding and problem solving. Spatial literacy is a critical skill in the sciences, humanities, and social sciences; indeed, a spatial approach helps to reveal the interdisciplinary, interconnected nature of many problems. Learning to think spatially is a form of learning how to learn.



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### *Spatial Studies Minor*

Spatial Studies is an interdisciplinary program that includes courses from a wide array of departments. Requirements include two core spatial courses and four electives chosen from a diverse range of programs at the University of Redlands.

Students minoring in Spatial Studies must complete six courses totaling 22–24 credits, including the following requirements:

#### *I. Core courses:*

Take two from the following (ideally to be completed before the end of the sophomore year but can be taken at any point):

- SPA 100 Foundations of Spatial Thinking (4)
- SPA 110 Introduction to Spatial Analysis and GIS (4)
- SPA 210 Advanced Spatial Analysis and GIS (4)

#### *II. Elective Courses*

Take four at least two of the following categories. At least two of the electives must be taken at the 200-level or higher:

- Physical World
- Culture and Communities
- Methods and Representations

#### *Physical World Elective Courses*

- BIOL 111 Introduction to Marine Biology (4)
- CHEM 290 Mile High Chemistry: Field Experience in Environmental Chemistry (3)
- CHEM 312 Advanced Environmental Chemistry (4)
- CHEM 311 Environmental Chemistry Field Experience: Environmental Modeling (3)
- EVST 220 Physical Geography (4)
- EVST 233 Environmental Geology (4)
- EVST 343 Ecology for Environmental Scientists (4)
- EVST 250 Environmental Design Studio I (4)
- EVST 350 Environmental Design Studio II (4)
- EVST 283 Mapping Animals (3)
- EVST 323 Great Environmental Disasters (4)
- EVST 333 Oceanography (4)
- EVST 334 Environmental Hydrology (4)
- EVST 343 Biodiversity (4)
- EVST 351 PanaMapping: Geodesign to Conserve the Rainforest (3)
- EVST 451 PanaMapping: Geodesign to Conserve the Rainforest (3)
- EVST 430 Advanced Geology Seminar (4)
- PHYS 360 Topics in Physics (4)\*

#### *Culture and Communities Elective Courses*

- BUS 333 Labor in the Global Economy (4)
- ENGL 334 Representing the Holocaust (4)
- EVST 213 Environmental Justice (4)
- HIST 251 Mapping African History (4)
- HIST 227 Modern African American History (4)
- HIST 376 California Indian Seminar (4)
- MUS 347 History of Opera (4)
- POLI 202 Statistical Analysis and Mapping of Social Science Data (4)
- POLI 227 Political Geography (3)
- REL 125 Introduction to World Religions (4)\*
- REL 206 The 'Other' Jesus (4)
- REL 252 African-American Religion and Spirituality (4)
- REL 308 Christian Scriptures (4)
- REST 330 Black History of the Inland Empire (4)

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- SOAN 305 Mapping People, Mapping Place (4)

### *Methods and Representations Elective Courses*

- ART 132 2-D Design (4)
- ART 145 Introduction to Sculpture (4)
- ART 252 Introduction to Graphic Design (4)
- BUS 351 GIS & Spatial Analysis for Organizations (4)
- GIS 411 Fundamentals of Geographic Information, Research, and Applications (4)
- GIS 467 Introduction to Programming for GIS (2)
- MATH 111 Elementary Statistics with Applications (4)
- MATH 221 Calculus III (4)
- MATH 222 Vector Calculus (3)
- MATH 231 Introduction to Mathematical Modeling (4)\*
- MATH 241 Linear Algebra (4)
- MATH 251 College Geometry (4)
- PHYS 107 Sound Physics (4)
- PHYS 232 General Physics II (4)
- PHYS 332 Electricity and Magnetism (4)
- SPA 230 GIS Field Methods (3)
- SPA 260 Applied GIS (4)
- SPA 260 Topics in Spatial Thinking & GIS (4)
- SPA 360 Advanced Topics in Spatial Thinking & GIS (4)
- SPA 425 Remote Sensing Image Analysis (4)

\* Eligible if instructor includes spatial content

### **Negotiable Electives**

Appropriate additional courses from a variety of departments may be counted toward the SPA minor. To be eligible, a course must include significant attention to spatial studies in an explicit, rather than implicit, fashion. Students should discuss the potential of a course counting toward the minor with the instructor as early as possible (ideally, before the course has begun) and negotiate special assignments or projects in consultation with the instructor and the Spatial Studies Advisory Committee. Negotiable courses must be approved by the Advisory Committee for credit toward the minor.

### **Student Portfolios**

Although not required, a Senior Story Map Spatial Portfolio is highly recommended to showcase student work and to use as a resume piece. See your SPA minor advisor for details.

### *Spatial Studies Course Descriptions*

#### **SPA 100 Foundations of Spatial Thinking**

*Fall (4), Spring (4), May Term (3)*

Everything is related to everything else, but near things are more related than far things. How does this “First Law of Geography” affect you? In this class, we will study our world—from the global to the local—in spatial or geographic terms. We will become better spatial thinkers as we learn to recognize patterns and the processes that generate them.

#### **SPA 110 Introduction to Spatial Analysis and GIS**

*Fall (4), Spring (4)*

Introduction to concepts of spatial analysis and geographic information systems (GIS). Emphasis on spatial reasoning and analysis. Topics include the 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.

#### **SPA 210 Advanced Spatial Analysis and GIS**

*Fall (4), Spring (4)*

This course is directed at developing more advanced geospatial skills in students who have already been initiated in the basic concepts of geographical

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information systems. Students will use advanced GIS tools as well as be introduced to raster data processing in both ArcGIS Pro and ERDAS Imagine.

**Prerequisite(s):** SPA 110.

### **SPA 260 Applied GIS**

*Fall (4), Spring (4)*

Topics of current interest in Geographic Information Sciences, Spatial Thinking, and Applied Spatial Analysis. *May be repeated for degree credit. Offered as needed.*

### **SPA 360 Advanced Topics in Spatial Thinking and GIS**

*Fall (4), Spring (4)*

Advanced topics in Geographic Information Science, Spatial Thinking, and Applied Spatial Analysis. *May be repeated for degree credit. Offered as needed.*

### **SPA 425 Remote Sensing Image Analysis**

*Spring (4)*

This course discusses the theoretical foundation of remote sensing and applied skills in image understanding and image interpretation that students can apply in their respective disciplines. Utilizing image analysis software, students work on a progression of tasks and assignments focusing on image data format, image display, image data collection, and image analysis and classification.

## Theatre and Dance

### **SCHOOL OF PERFORMING ARTS**

Director: Joseph Modica

#### **Faculty**

Gregory Ramos, Chair

#### **Administration**

Trevor Norton, Director of Production

Keldon Sorvig, Technical Director

#### **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.

Learning outcomes for this program may be found at: [www.redlands.edu/BA-THA/Learning-Outcomes](http://www.redlands.edu/BA-THA/Learning-Outcomes).

### *Bachelor of Arts in Theatre Arts*

#### **Requirements (44 total credits)**

- THA 105, 205, 305 Prod Credits (4) (*4 experiences = 4 experiences, includes Actor's Lab*)
- THA 125 Stage Design Fundamentals (4)
- THA 130 Intro to Theatre Technology (4)
- THA 140 Acting Fundamentals (4)
- THA 210 Playwriting (4)
- THA 230 Stage Management Lab (4)
- THA 310 Directing (4)
- THA 424 Theatre Arts Fall Senior Seminar (1)
- THA 425 Theatre Arts Spring Senior Seminar (3)
- Additional History Related course - Choose from one of:
  - ENG 213 Drama (4)
  - ENGL 221 Shakespeare before 1600 (4)
  - ENGL 222 Shakespeare after 1600 (4)
- Plus 4 credits from:
  - THA 200 Voice and Movement

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- THA 220 Musical Theatre Dance (2 credits course)
- THA 228 Scenography
- THA 240 Acting Techniques
- THA 260 Special Topics
- THA 310 Directing
- THA 340 Advanced Acting

### Theatre Arts Capstone Requirement

THA 425 Senior Seminar (offered in spring semester) is the course through which Theatre Arts and Theatre Business majors realize their Capstone Projects as part of a Spring Play Festival. Theatre Arts and Theatre Business seniors will propose a project in their area of interest in the fall of their senior year. Proposals must be approved by faculty. Areas of focus may include - Acting, Design, Directing, Dramaturgy, Marketing, Playwriting, or Stage Management. All capstone projects must include a writing component that demonstrates critical capacity and a formal presentation appropriate to the student's target audience.

### Courses considered for cross-listing toward degree credit include:

Media and Visual Culture Studies, Studio Art, Dramatic Literature/Shakespeare, Vocal performance.

### *Bachelor of Arts in Theatre Business*

The Theatre Business major emphasizes theatre arts theory and practice as well as entrepreneurial skills from the department of business. Majors are trained in both theatre arts and business practices. A minimum of 48 credits is required for completion of the major. Classes listed as "or" are intended to be self-directed toward a specific area of study with guidance from their advisor.

Learning outcomes for this program may be found at: [www.redlands.edu/BA-THAB/learning-outcomes](http://www.redlands.edu/BA-THAB/learning-outcomes).

### Theatre Business Degree Requirements (A minimum of 48credits):

- THA 105, 205, 305 Prod Credits (4) (*4 Experiences*)
- THA 125 Stage Design Fundamentals (4)  
-or- THA 130 Intro to Theatre Tech (4)
- THA 140 Acting Fundamentals (4)
- THA 230 Stage Management (4)
- THA 210 Playwriting (4)  
-or- THA 310 Directing (4)
- THA 424 Theatre Arts Fall Senior Seminar (1)
- THA 425 Theatre Arts Spring Senior Seminar (3)
- Additional History Related Course (4) - *Choose from:*
  - ENGL 213 Drama
  - ENGL 221 Shakespeare before 1600
  - ENGL 222 Shakespeare after 1600
- ECON 101 Principles of Economics (4)
- BUS 136 Principles of Global Marketing (4)
- ACCT 210 Principle of Financial Accounting/Reporting (4)
- BUS 310 Principle of Management and Organizational Behavior (4)  
-or- BUS 430 Human Resource Management (4)
- BUS 304 Non-Profit Management (4)  
-or- BUS 369 (Topics course approved by Dept) (4)

### Theatre Business Capstone Requirement

THA 424 Fall Senior Seminar and THA 425 Spring Senior Seminar are courses through which Theatre Arts and Theatre Business majors realize their Capstone Projects as part of a Spring Play Festival. Theatre Arts and Theatre Business seniors

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will propose a project in their area of interest in the fall of their senior year. Proposals must be approved by faculty. Areas of focus may include - Acting, Design, Directing, Dramaturgy, Marketing, Playwriting, or Stage Management. All capstone projects must include a writing component that demonstrates critical capacity and a formal presentation appropriate to the student's target audience. Capstone requirement will include a specific business element based on the specifics of each student's capstone with at least one committee member from the theatre faculty and one from the business administration faculty.

### **Courses considered for cross-listing toward Theatre arts and theatre business degree credit include:**

Media and Visual Culture Studies, Studio Art, Dramatic Literature/Shakespeare, Vocal performance.

### *Theatre Arts Minor*

The minor in Theatre Arts 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.

#### **Theatre Arts Minor Requirements (30 credits):**

- THA 105/205/305 (2 sections) Production Credit (2)
- THA 125 Stage Design Fundamentals (4)
- THA 130 Intro to Theatre Technology (4)
- THA 140 Acting Fundamentals (4)
- THA 210 Playwriting (4)  
-or- THA 310 Directing (4)
- Plus 12 credits from:
  - THA 200 Voice and Movement
  - THA 210 Playwriting
  - THA 220 Musical Theatre Dance (2 credits course)
  - THA 228 Scenography
  - THA 230 Stage Management
  - THA 240 Acting Techniques
  - THA 340 Advanced Acting
  - THA 254 Performing Civil Right
  - THA 255 Diversity in American Theatre
  - THA 256 Latinx Theatre Lab: Contemporary Latinx Theatre
  - THA 260 Special Topics
  - THA 310 Directing

### *Musical Theatre Minor*

The minor in Musical Theatre is designed to engage students in the experience of musical theatre performance within the context of a well-rounded liberal arts education. Requirements are satisfied through classes in the areas of Theatre, Music, and Dance and are offered through the School of Music and the Department of Theatre Arts.

#### *Requirements (28-32 credits):*

- MUS 116 Musicianship Skills (2)
- MUS 117 Musicianship Skills II (2)
- MUAP 108 Classical Voice (1) – *complete 4-6 credits*
- MUS 220 Musical Theatre Performance (2)
- THA 105/205/305 Production Credit (2 sections – 2 experiences: acting, stage management, design assistant, crew; experiences cannot be in the same category)
- THA 140 Acting Fundamentals (4)
- THA 200 Voice & Movement for Performers (4)
- THA 220 Musical Theatre Dance (2)
- THA 240 Acting Techniques (4)  
-or- THA 340 Advanced Acting (4)
- Electives 2-4 credits from Music (MUS), Theatre (THA), and Dance (DNCE)

### Department Facilities

The University's Center for the Arts includes three fully equipped theatre spaces—the Glenn Wallichs Theatre, a 326-seat, low-fly proscenium stage; the Loewe Theatre, a flexible Black Box space with seating for up to 140; and Rabbit Hole, a 50-seat student performance space equipped with lighting and sound systems. In addition, the Theatre Department boasts specialized classroom spaces for performance and design, suitable for the wide range of course offerings and instruction in a theatre curriculum that integrates theory and practice at all levels, from classroom exercises to fully mounted productions. Theatre operates fully equipped costume and scenic shops, staffed by professionals and students.

### Department Activities

The department produces an average of four theatrical works annually, in a range of styles that includes classic plays, contemporary plays, musicals, and original student work. These productions are directed and designed by faculty and/or professional guest artists. Students are involved in all aspects of these productions. In addition, the Theatre Department hosts annual dance concerts, jazz concerts and special events. The Theatre Odyssey Program provides hands-on, in-depth encounters with artists and organizations that reflect the (1) cultural diversity, (2) theatrical innovation, and (3) professional expertise unique to Southern California and that contribute to the students' engagement with best practices in the field. Activities include play attendance, seminars, guest artists/lecturers, and workshops.

### Internships

In addition to participating in theatre productions and courses, many students choose to take advantage of internships with professional theatres available through the department. Recent internships have occurred with the Cornerstone Theater Company, and Florida Studio Theatre.

### Dance Course Descriptions

#### DNCE 122 Ballet

*Fall (3)*

Study and practice of the technique and discipline of ballet. Beginning to advanced levels. No previous formal training required. *May be repeated for degree credit for a maximum of 12 credits.*

#### DNCE 125 Modern Dance

*Spring (3)*

Introduction to the basic fundamentals of modern dance technique and style through the development of muscular strength, coordination, balance, body alignment, endurance, flexibility and rhythm.

### Theatre Course Descriptions

#### THA 105 Production Credit

*Fall (1–4), Spring (1–4), May Term (1–3)*

Introductory level participation in faculty supervised department productions. Possible assignments include all aspects of performance, design, technical theatre, and management as determined by departmental audition or interview. Instructor permission is required. *May be repeated for credit. Theatre majors: a total of four Production Credit experiences required.*

#### THA 130 Introduction to Theatre Technology

*Fall (4), Spring (4)*

Students learn techniques of stagecraft, production management, and production support. Elements of technical design and production involving scenic, lighting, and costume techniques are explored as tools for interpreting and supporting production designs. Includes lab component.

#### THA 125 Stage Design Fundamentals

*Fall (4), Spring (4)*

Overview of the function and responsibilities of scenic, lighting, and costume designers. Primary information about the tools and basic techniques used to bring the designer's concept to the stage is explored, as well as methods of creative problem solving and conceptual thinking specific to the theatrical design practice.

#### THA 140 Acting Fundamentals

*Fall (4), Spring (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 with department chair approval.*

**THA 200 Voice and Movement for Performers**

*Fall (4), Spring (4)*

Workshop format designed 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, and mind relationship. *May be repeated for degree credit with department chair approval.*

Offered as needed.

**THA 205 Intermediate Production Credit**

*Fall (1–4), Spring (1–4), May Term (1–3)*

Intermediate-level participation in faculty supervised department productions. Possible assignments include all aspects of performance, design, technical theatre, and management as determined by departmental audition or interview. *Instructor permission is required. May be repeated for credit. Theatre majors: a total of four Production Credit experiences required.*

**THA 210 Playwriting**

*Spring (4)*

Course provides a foundational concepts of contemporary playwriting. Focus placed on dramatic and thematic action through the use of plot, character, idea (theme), dialogue, structure, visual stage components, and style. Through class lectures, discussions, assigned readings, exercises, analysis of scenes and plays, play viewing, and writing assignments, students gain an understanding of the necessary components of effective stage drama. *Offered as needed.*

**THA 220 Musical Theatre Dance**

*Fall (2)*

Studio dance class. Musical Theatre Dance explored through physical expression, readings, viewings, discussion, and lecture. Includes dance conditioning, dance technique, dance vocabulary, choreography, and the study of styles of musical theatre dance 20th-21st century. Influences: ballet, jazz, modern, and contemporary dance styles. *Can be taken multiple times for degree credit.*

**Recommended:** DNCE 122 Ballet level recommended, but open to all. *Offered in alternate years.*

**THA 225 Set Design Techniques**

*Fall (4), Spring (4)*

Studio class focused on tools and strategies used to design scenery for the stage. Design techniques presented include approaches to text analysis, design research methods, creating a conceptual point of view, and visual communication skills of drawing, painting, and scale model making. Emphasis on collaborative aspects of theatre set design. *May be repeated for degree credit with department chair approval.*

**Prerequisite(s):** THA 125 or by permission of the instructor. *Offered as needed.*

**THA 226 Costume Design Techniques**

*Fall (4), Spring (4)*

Studio class in the art and practice of costume design for the stage. Design techniques presented include approaches to text analysis, development of a conceptual point of view, design research methods, and visual communication skills of drawing and painting. Emphasis placed on the collaborative aspects of theatre costume design. *Can be repeated with approval of instructor.*

**Prerequisite(s):** THA 125 or ART 131, or by permission of the instructor. *Offered as needed.*

**THA 227 Lighting Design Techniques**

*Fall (4), Spring (4)*

Studio class focused on tools and strategies used to design lighting for the entertainment industry. Design techniques presented include approaches to text analysis, design research methods, use of technical tools required to accomplish a lighting design, visual communication skills of sketching light, drafting, and using a light lab. Emphasis on collaborative aspects of design. *May be repeated for degree credit with department chair approval.*

**Prerequisite(s):** THA 125 or by permission of the instructor. *Offered as needed.*

**THA 228 Scenography**

*Spring (4)*

Studio class focused on tools and strategies used to design for the stage. Design techniques presented include approaches to text analysis, design research methods, creating a conceptual point of view, and visual communication skills of drawing, painting, scale model making, and computer aided design. Emphasis on collaborative aspects of theatre set design. *May be repeated for degree credit with department chair approval.*

**Prerequisite(s):** THA 124 and THA 130. *Additional fees for the course. May be repeated for degree credit. Numeric and Evaluation grade only.*

**THA 230 Stage Management**

*Spring (4)*

Practical introduction to the theories and applications of state management techniques for the theatre and other live performances. Hands on experience in all stages of auditions and rehearsals; the design, creation, and use of the prompt book; methods and practices of calling and maintaining performances.

**Prerequisite(s):** THA 130.

**THA 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. May be repeated for degree credit with department chair approval.

**Prerequisite(s):** THA 140 or by permission.

**THA 254 Performing Civil Rights-documentary-verbatim plays**

*Fall (4)*

This course explores social history through documentary-verbatim plays that emerged at crises in social justice struggles in the late 20<sup>th</sup> and early 21<sup>st</sup> centuries. The course will combine research and study of these civil right movements with reader's theatre in the form of an ensemble preparing and performing staged readings. *May be repeated up to 8 credits. Offered as needed, Numeric and evaluation grade only.*

**THA 255 Diversity on the American Stage: Plays and Players**

*Spring (4)*

Examines American plays from the 1930s till today – African American, Asian American, Latinx, Native American, LGBTQ theatre and plays by deaf and disabled playwrights with additional focus on producing conditions: casting, venue and financing. Includes the struggle for equity in US theatre practice by playwrights, actors, directors and designers. May be repeated for degree credit with department chair approval.

*Numeric and evaluation grade only.*

**THA 256 Latinx Theatre Lab: Contemporary Latinx Theatre**

*Fall (4)*

This course explores contemporary Latinx theatre as a tool for social, cultural and personal transformation and

expression. With a focus on American plays, we will read, analyze, discuss, and perform plays as a means of understanding the influences upon the creation of Latinx Theatre as well as the influence Latinx theatre has had on specific communities and the American Theatre.

**THA 260 Theatre Topics**

*Fall (1–4), Spring (1–4), May Term (1–3)*

In-depth study of selected topics from the various theatre disciplines. Topics may include Performance Project, Dance, Mask Making, Acting for the Camera, Latino Theatre Workshop, Images of Disability in Theatre, Theatre for Social Change, Women in Theatre. *May be repeated for degree credit with department chair approval.*

*Offered as needed.*

**THA 305 Advanced Production Credit**

*Fall (1–4), Spring (1–4), May Term (1–3)*

Advanced-level participation in faculty supervised department productions. Possible assignments include all aspects of performance, design, technical theatre, and management as determined by departmental audition or interview. May be repeated for credit. Theatre majors: a total of four Production Credit experiences required.

**Prerequisite(s):** Instructor permission is required.

**THA 310 Directing for the Stage**

*Fall (4), Spring (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:** *by permission.*

**THA 325 Advanced Design Workshop**

*Fall (4), Spring (4)*

An advanced studio class in which students complete individual design projects that challenge them to advance their conceptual and craft skills of scenic, costume, and/or lighting design techniques. Emphasis on solving complex design problems, expressing a variety of theatrical styles, and on the collaborative aspects of theatre process. May be repeated for degree credit with department chair approval.

**Prerequisite(s):** THA 225, or THA 226, or THA 227. *Offered as needed.*

**THA 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. May be repeated for degree credit with department chair approval.

**Prerequisite(s):** THA 140 and THA 240. Offered as needed.

**THA 360 Topics in Making Theatre**

*Fall (1–3), Spring (1–3)*

Practical application in focused areas of theatre making under guided faculty mentoring. Areas include, but are not limited to: Audition/Interview skills, Resume/Portfolio/Website development, Devising Theatre, Monologue writing, Generating Solo Work, Performance Art, Puppetry, Mask Making, Scene Painting, Drafting, CAD, Scene Construction, Costume Crafts, Advanced lighting programming, sound design.

**Prerequisite(s):** Instructor permission is required.

**THA 381 Theatre Internship**

*Fall (0–4), Spring (0–4)*

Internship in professional theatrical or other entertainment company. Students work with faculty or administrator to establish an appropriate internship. Students complete a report analyzing the experience.

**Prerequisite(s):** THA 230.

**THA 424 Theatre Arts Fall Senior Seminar**

*Fall (1)*

This course focuses on conceiving, developing, writing, and submitting the THA and THA BUS major's capstone project proposal.

**Prerequisite(s):** THA 105, THA 125 or THA 130, THA 140, THA 210, THA 230, THA 360

**THA 425 Theatre Arts Spring Senior Seminar**

*Spring (3)*

Under faculty supervision, students work on a culminating capstone project in one or more areas of concentration—performance, design, dramaturgy, technical production, marketing, producing, playwriting and/or directing. The seminar format provides guidance to the capstone projects, as well as furthering students' transition to professional or post graduate pursuits, and the practice of collaborative methods and peer critique.

**Prerequisite(s):** THA 105, THA 125 or THA 130, THA 140, and THA 251; or by permission.

*Numeric grade only.*

## Women, Gender, and Sexuality Studies

### **The Director**

Jennifer Nelson

### **The Faculty Committee**

Jessie Hewitt, History

Jill Jensen, Business Administration and Management

Priya Jha, English

Bill Rocque, Sociology/Anthropology

Althea Sircar, Political Science

Samantha Sterba, Economics

Kimberly Welch, History

### **Friends of Women, Gender, and Sexuality Studies**

There are also diverse faculty and administrators who work with Women, Gender, and Sexuality Studies by offering cross-listed courses, sponsoring internships or directed studies, and advising the program on projects.

### **The Program**

Women, Gender, and Sexuality Studies is an interdisciplinary program that brings together diverse sources of research, analysis, insight, and experience to examine women's concerns and gender issues related to gender and sexuality. The rapid pace of change in current societies includes major shifts in the power, social circumstances, ideas, needs, and desires of women, men, and children. Women, Gender, and Sexuality Studies is multiracial and multicultural. Our courses may explore specific or wide-ranging areas, as well as historical background and controversial topics.

A Women, Gender, and Sexuality Studies major or minor can equip students to better understand and actively participate in social changes. This course of study can lead to many different paths, including preparation for professional specialization in diverse fields (such as law, government, psychology, social work, education, medicine, the arts, religion, and business), public service work and activism, and a clearer comprehension of personal and global issues. Women, Gender, and Sexuality Studies is grounded in valuing knowledge from both analysis and experience. Our courses embody a commitment to shared approaches to learning.

Learning outcomes for this program may be found at: [www.redlands.edu/BA-WGS/learning-outcomes](http://www.redlands.edu/BA-WGS/learning-outcomes).

### **The Major**

Women, Gender, and Sexuality Studies is an interdisciplinary program offering courses carrying the WGS designation and cross-listed courses from many departments.

### *Bachelor of Arts in Women, Gender, and Sexuality Studies*

#### **Requirements for the Major (36 credits)**

##### *I. Foundation (1 course/4 credits). Introductory courses include:*

- WGS 145 Gender, Sexuality and Power (4)
- WGS 150 Introduction to Women, Gender, and Sexuality Studies (4)
- WGS 153 Queer Cultures and Identities in the Twentieth Century (4)
- WGS 155 Latinas Remaking America (4)
- PLCY 220 Comparative Feminisms (4)
- Select First Year Seminars taught by WGS faculty
- Other courses approved by the Director

##### *II. Theory & Activism (2 courses/8 credits). At least one theory course and one activism course required. Theory courses include:*

- WGS 337 Working Sex (4)

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- WGS 340 Film Feminisms (4)
- WGS 341 Gender and Nation (4)
- WGS 359 Queer Theories (4)
- ARTH 323 Gender & Sex: Renaissance Art (4)
- ECON 240 Economics of Race, Class, and Gender (4)
- ENGL 351 Postcolonial and Global Lit/Crit (4)
- ENGL 403 Contemporary Literary Criticism and Theory (4)
- POLI 317 Feminist Political Theory (4)
- PHIL 310 Philosophy of Sex and Gender (4)
- PSYC 320 Psychology of Gender (4)
- SOAN 320 Self in Society (4)
- SOAN 321 Gender and Emotion (4)
- SOAN 329 Anthropology of Mothering (4)
- SOAN 345 Interrogating Masculinity (4)
- Other courses approved by the director

### *Activism courses include:*

- WGS 135 Activism Lab (2-4)
- WGS 230 Feminist Community Engagement (4)
- WGS 240 Feminist and Social Justice Activism (4)
- WGS 180, WGS 280 Exploratory Internships (2-4)
- WGS 380, WGS 480 Specialized Internships (2-4)
- BUS 410 Organizational Consulting (4)
- Other courses approved by the director

### *III.*

#### *IV. Electives (20 credits):*

- Electives will be selected from WGS and WGS cross-listed courses in consultation with a majoring student's WGS advisor. Electives will help WGS majors explore their own learning goals and map out a course of study toward those goals. Majoring students will work closely with their advisors to develop an individualized plan reflective of their particular interdisciplinary interests.

#### *V. Capstone (4 credits):*

- WGS 459 Senior Seminar: All majors enroll in the fall of their senior year for 4 credits.

### *Women, Gender, and Sexuality Studies Minor*

The minor consists of 20 credits. Students are required to take a 100-level WGS course 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, Gender, and Sexuality Studies Program provides a current list of WGS and cross-listed courses for the coming term. Because the Women, Gender, and Sexuality 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 WGS course listings are available in Larsen Hall 207 and from the director and are distributed to every faculty advisor. They also are posted on the Women, Gender, and Sexuality Studies bulletin board next to Larsen 220.

### **Directed Study and Internships**

Students can design a course of directed study, WGS 170, WGS 270, WGS 370, and WGS 470, with the director or with other WGS faculty members in consultation with the director, whose signature is required on the Individualized Study form. Internships—both exploratory (WGS 180, WGS 280) and specialized (WGS 380, WGS 480)—offer the opportunity for learning more about particular employment and community service settings. Internships can also be student-initiated and negotiated with the director.

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The following internships are available each Fall and Spring semester and include:

- **WGS 180.01 San Bernardino Sexual Assault Services (4).** Training to become a volunteer advocate for SBSAS. Credit may also be earned for volunteer work as an advocate after training.
- **WGS 180.02 Domestic Violence Shelter (2–4).** Training to become a volunteer for Option House Shelter for battered women and their children.
- **WGS 180.03 Gender Justice Center (2–4).** Specific focus negotiated with student facilitators of the Gender Justice Center and the Director of the Center.
- **WGS 180.04 Pride Center (2–4).** Specific focus negotiated with student facilitators of the Pride Center and the Director of the Center.
- **WGS 180.05 Planned Parenthood (2-4).** Volunteer services will be negotiated with Planned Parenthood. Application to Planned Parenthood must be approved by the organization.
- **180.06 Open Door: Sexual Exploitation Survivor Support.** Volunteer services will be negotiated with Planned Parenthood. Application to Planned Parenthood must be approved by the organization.
- **180.07 Social Justice Conference Organizing.** Students work closely with the Director to organize the annual Social Justice Student conference.
- **WGS 180.08 Student proposed (2-4).**

### Cross-listed 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, Gender, and Sexuality Studies and may be counted automatically toward the major or the minor. These courses concentrate entirely or significantly on women's gender issues associated with sexuality and sexual identity:

- |  |   |
|--|---|
| <input type="checkbox"/> ECON 240 Economics of Race, Class, and Gender (4)       | <input type="checkbox"/> HIST 326 Primary Witness in Women's History (4)    |
| <input type="checkbox"/> ECON 310 Research Methods in Economics (2)              | <input type="checkbox"/> HIST 328 Gender, Media, and U.S. Culture (4)       |
| <input type="checkbox"/> ENGL 114 War in Literature and Film (4)                 | <input type="checkbox"/> PHIL 310 Philosophy of Sex and Gender (4)          |
| <input type="checkbox"/> ENGL 119 World Literature (4)                           | <input type="checkbox"/> PSYC 320 Psychology of Gender (4)                  |
| <input type="checkbox"/> ENGL 215 Children's Literature (3-4)                    | <input type="checkbox"/> PSYC 352 Human Sexuality (4)                       |
| <input type="checkbox"/> ENGL 217 Images of Women in Literature (4)              | <input type="checkbox"/> REL 131 Religions of America (4)                   |
| <input type="checkbox"/> ENGL 223 Shakespeare in Adaptation (4)                  | <input type="checkbox"/> REL 199 Cults and Sects: the History (4)           |
| <input type="checkbox"/> ENGL 239 Chicana/o Literature (4)                       | <input type="checkbox"/> REL 245 Queer Religiosities (4)                    |
| <input type="checkbox"/> ENGL 250 Theories of Popular Culture (4)                | <input type="checkbox"/> REL 251 Women, Sexuality, and Western Religion (4) |
| <input type="checkbox"/> ENGL 256 Native American Literature (4)                 | <input type="checkbox"/> REL 255 Gender in Islam (4)                        |
| <input type="checkbox"/> ENGL 317 Women's Literature (4)                         | <input type="checkbox"/> REL 265 The Prophet (4)                            |
| <input type="checkbox"/> ENGL 322 The Eighteenth Century (4)                     | <input type="checkbox"/> REL 308 Christian Scriptures                       |
| <input type="checkbox"/> ENGL 325 Modernism (4)                                  | <input type="checkbox"/> REL 351 Women and Buddhism (4)                     |
| <input type="checkbox"/> ENGL 333 Topics in African Diasporic Literature (4)     | <input type="checkbox"/> REST 225 Restorative Justice InsideOut             |
| <input type="checkbox"/> ENGL 351 Postcolonial and Global Lit/Crit (4)           | <input type="checkbox"/> REST 231 Native American Women and Gender (4)      |
| <input type="checkbox"/> ENGL 403 Contemporary Literary Criticism and Theory (4) | <input type="checkbox"/> REST 335 Race, Gender, and Public Policy (4)       |
| <input type="checkbox"/> ENGL 362 Single Author Seminar (4)                      | <input type="checkbox"/> REST 342 Race and Social Protest (4)               |
| <input type="checkbox"/> HIST 210 History of Medicine (4)                        | <input type="checkbox"/> SOAN 205 Social Issues (4)                         |
| <input type="checkbox"/> HIST 224 History of Sports in the U.S. (4)              | <input type="checkbox"/> SOAN 230 Bodies and Society (4)                    |
| <input type="checkbox"/> HIST 229 U.S. History on Film (4)                       | <input type="checkbox"/> SOAN 281 Middle Eastern Women Speak (3-4)          |
| <input type="checkbox"/> HIST 260 African American History (4)                   | <input type="checkbox"/> SOAN 310 American Gun Culture                      |
| <input type="checkbox"/> HIST 318 Gender in Modern Europe (4)                    | <input type="checkbox"/> SOAN 320 Self in Society (4)                       |
| <input type="checkbox"/> HIST 324 Cold War America (4)                           | <input type="checkbox"/> SOAN 321 Gender and Emotion (4)                    |
|  | <input type="checkbox"/> SOAN 345 Interrogating Masculinity (4)             |

### Negotiable Courses

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Occasionally, additional courses and individualized studies from other departments also may be counted as Women, Gender, and Sexuality Studies courses. Such a course would include significant attention to women's and/or gender issues and/or issues associated with sexuality or sexual identity and offer the opportunity for focusing a research paper or project on such issues.

In a negotiable course, students must clarify with the instructor (at the beginning of the semester) their plans to have their work credited toward the major or minor. Students also should discuss their intentions to focus research papers or projects on Women, Gender, and Sexuality Studies issues. Negotiable courses must be approved by the director of Women, Gender, and Sexuality Studies for credit toward the WGS major or minor.

### *Women, Gender, and Sexuality Studies Course Descriptions*

#### **WGS 145 Gender, Sexuality, and Power in Global Contexts**

*Spring (4)*

This course introduces students to the discipline of Women's and Gender Studies by providing an overview of prominent societal issues faced by women and others in marginalized identity groups. We will be primarily concerned with the complex interactions between gender and other social divisions such as race, class, ability, and sexual orientation.

#### **WGS 150 Introduction to Women, Gender, and Sexuality Studies**

*Fall (4), Spring (4)*

This course takes an interdisciplinary approach to introduce students to the interdisciplinary field of Women, Gender, and Sexuality Studies by providing an overview of prominent societal issues faced by women and others in marginalized identity groups. We will be primarily concerned with the complex interactions between gender and other social divisions such as race, class, ability, and sexual orientation.

#### **WGS 153 Queer Culture and Identity in the 20th Century**

*Fall (4)*

The course features several distinct units, each of which will focus on a different part of the 20th century gay experience. The course will address the historical development of the LGBTI identities as well as the future of distinctly queer sensibilities in an era typified by assimilation of LGBTI individuals into mainstream social structures such as marriage and parenthood.

#### **WGS 165, 265, 365 Special Topics in Women, Gender, and Sexuality Studies**

*Fall (2-4), Spring (2-4)*

Topics of current interest in Women, Gender, and Sexuality Studies.

*May be repeated for a maximum of 8 degree credits, given a different topic. Offered as needed.*

#### **WGS 230 Feminist Community Engagement**

*Spring (4)*

Explores the connections between theory and practice with academic readings on activism and community building and student experiences as interns or community activists with non-profit organizations. Possible topics for projects are sexual violence, battering, poverty among women, self-defense, women and the law, reproductive rights, or women's health issues. *Offered in alternate years.*

#### **WGS 232 History of Sexuality in the United States**

*Spring (4)*

Explores the understandings of sexuality from the colonial period to the present, charting both the development of sexuality as a concept and the explosion of discussion about it. Topics include prostitution, rape, birth control, abortion, courting rituals, sexual revolution, women's liberation, sexual identity, and campaigns for lesbian and gay rights. *Offered in alternate years.*

#### **WGS 234 History of Women in the United States: 19th Century**

*Fall (4)*

Explores important historical factors that shaped gender roles and women's particular experiences in America during the nineteenth century. By placing women at the center of historical interpretation, this course examines how class, ethnicity and race influenced American women's economic, social and cultural contributions in the making of 19th century America.

#### **WGS 235 History of Women in the United States: Twentieth Century**

*Spring (4)*

Examines recent research on the private and public lives of women from 1880 to the present with attention to the differences among women of varied regional, racial, ethnic, and economic backgrounds. Covers significant

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themes in women's history, including work inside and outside of the household, reform movements, immigration, sexuality, and feminism.

*Offered in alternate years.*

### **WGS 236 Sex, Race, and Class in Popular Culture**

*Spring (4)*

This class explores how films, music, and other forms of popular culture have represented gender, race, and class as they intersect with nationalism and sexualities, and how these representations consequently shape and influence our understanding of people in the real world.

*Not open to students who have completed REST 236.*

*Offered as needed.*

### **WGS 249 Women Filmmakers**

*Fall (4)*

Focuses on the rich tradition of women directors who have made their marks on film history and audiences. Students will focus on the films of a number of prominent female directors from a range of historical time periods, cinema traditions, and national film industries.

*Offered as needed.*

### **WGS 250 Student Conference Organizing**

*Spring (1-4)*

This course offers students the opportunity to organize the Annual Women, Gender, and Sexuality Studies Student Conference. Students will gain experience in event planning, budgeting, fundraising, advertising and promotion (both in the U of R and in the Redlands Communities), evaluating student submissions (including awarding awards for best paper and conference program art), organizing student panels and community tabling (AAUQ, Planned Parenthood, SBSAS, The Open Door, the U of R Title IX Office, the Center for Gender Justice, the Pride Center, the Multicultural Center, Native Student Programming, Race On Campus, etc.), communicating with faculty advisers, and coordinating both student and faculty participants.

*Evaluation and Credit/No Credit grade options.*

### **WGS 252 Sexuality and Politics in the Borderland**

*May Term (3)*

This travel course brings students to the United States/Mexico border to explore how sexuality and politics intersect to impact peoples' daily lives on both sides of the border and how immigrants, migrants and refugees' lives are impacted by sexual identity and decision making over reproduction. The course will begin in Redlands and travel to Mexicali, Tijuana, and San Diego.

**Recommended:** *Spanish Language skill recommended. Offered as needed.*

### **WGS 253 21st Century Women's Movements**

*Fall (4)*

Students will read broadly from the writings of the contemporary feminist movements, including "Third Wave Feminism," "Power Feminism," "Do-me Feminism," and "Third World/Transnational Feminism." They will also discuss the historical origins of these movements. Theoretical material, media (films and TV shows), and personal testimony of feminist action will be included.

*Offered as needed.*

### **WGS 255 Sex, Lies, and Urban Life**

*Spring (4)*

This course explores the historical and literary discourse associated with the cultural and socioeconomic aspects of urban migration and settlement for women to and within American cities. Examines how issues of sexuality, work, gender, inequality, domesticity, race and ethnicity shape the metropolitan experience of women in the United States.

*Offered as needed.*

### **WGS 256 Women and Witchcraft in America**

*Fall (4)*

Examines the significance of gender, class, sexuality, and ethnicity in the history of witchcraft in America, from the colonial period to the present. Studies how the constructions of gender and sexuality shape the history of witchcraft in America.

### **WGS 333 Pregnancy & Power: Reproductive Politics and Policies**

*Fall (4)*

Women's knowledge of their bodies, especially concerning sexuality and reproduction, is a primary issue for women's well-being. This course focuses on current controversies over sexuality education, birth control, abortion, and related issues.

### **WGS 337 Working Sex: Interdisciplinary Studies**

*Spring (4)*

We will examine feminist methodology and epistemology by closely examining one topic: sex work—the experiences of women with sex work and the political policies and cultural beliefs that shape those experiences. We will also look at the subject of sex work from multiple feminist methodological perspectives with a focus on how different authors utilize interdisciplinary methods to engage in feminist scholarship.

**Prerequisite(s):** *second-year status. Offered in alternate years.*

**WGS 340 Film Feminisms**

*Spring (4)*

Introduction to theoretical frameworks developed around women, gender, feminism, and film studies, using both canonical and non-canonical films and using these films to discuss pressing issues in feminist and gender theory. You will also interrogate the role of the spectator in the production of meaning in film.

*Offered in alternate years.*

**WGS 341 Gender and Nation**

*Fall (4), Spring (4)*

This course explores the ways gender informs our understanding of nationalism, and how nationalist discourses imagine and construct identities in specifically gendered, class, race, community, and caste terms in various locales. We will read a variety of different works by feminist scholars, political scientists, literary critics, and historians.

**WGS 343 History of Women in Latin America**

*Spring (4)*

This course is designed to introduce students to critical issues in colonial Latin American history and the theories and methods of gender history. We will explore pre-

contact conceptions of the roles of women and men and the continuities and changes those ideas underwent as a result of contact and conquest in the New World.

**WGS 359 Queer Theories**

*Fall (4), Spring (4)*

This course focuses on a range of queer theories with an emphasis on intersecting marginalizations. Theoretical approaches draw links between disability, performativity and subjectivity; queer temporalities; urban space and gentrification; native, queer settler colonial, and neocolonial epistemologies; and transnational labor and migration.

**WGS 459 Senior Seminar**

*Fall (2-4)*

Students synthesize and reflect on their interdisciplinary Women, Gender, and Sexuality Studies learning. All students design and develop a research survey linked to a paper written in a previous course. Those who are Women, Gender, and Sexuality Studies majors do so in consultation with their advisor.

**Prerequisite(s):** *WGS 145, WGS 150, WGS 153, WGS 155, PLCY 220 or a comparable foundation course approved by the director of WGS; two 200-level courses (WGS or Cross-listed); one 300- or 400-level course (WGS or Cross-listed); and senior standing; or by permission.*

**Additional Course Offerings**

**Arabic**

**ARAB 101 First-Year Arabic**

*Fall (4), Spring (4)*

Beginning level Modern Standard Arabic language for students with no previous background. Introduction to the alphabet, basic spoken communication, grammar, and culture of Arabic-speaking societies.

**ARAB 102 First-Year Arabic**

*Fall (4), Spring (4)*

Beginning level Modern Standard Arabic language for students with no previous background. Introduction to the alphabet, basic spoken communication, grammar, and culture of Arabic-speaking societies. Continues ARAB 101 Beginning Arabic I.

**Prerequisite(s):** *ARAB 101, placement exam or by permission.*

**ARAB 201 Second-Year Arabic**

*Fall (4), Spring (4)*

Review of grammar, with emphasis on conversation and Modern Standard Fos'ha speaking societies. Expansion of vocabulary and introduction of complex grammatical structures. Further development of oral, listening, reading and written skills in Modern Standard Arabic language.

**Prerequisite(s):** *ARAB 102, placement exam or by permission.*

**ARAB 202 Second-Year Arabic**

*Fall (4), Spring (4)*

Review of grammar, with emphasis on conversation and Modern Standard Fos'ha speaking societies. Expansion of vocabulary and introduction of complex grammatical structures. Further development of oral, listening, reading and written skills in Modern Standard Arabic language.

**Prerequisite(s):** *ARAB 102, placement exam or by permission.*

## American Sign Language

### ASL 101 First-Year American Sign Language

*Spring (4)*

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.

### ASL 102 First-Year American Sign Language

*Spring (4)*

This course continues building linguistic and cultural knowledge of American Sign Language (ASL) and Deaf Culture. Learning advanced elements of the language including grammar and conversational strategies will enable students to carry on casual conversations with classmates and members of the Deaf Community using expressive and receptive skills of ASL.

**Prerequisite(s):** ASL 101 or by permission.

### ASL 201 Second-Year American Sign Language

*Fall (4)*

This course in American Sign Language (ASL) is designed to enhance comprehension, grammar, syntax, and fingerspelling to ensure students can participate in various complex conversations including the exchange of personal information, describing places and objects, discussing abstract ideas, and discussing events in the past, present, and future tense.

**Prerequisite(s):** ASL 102. Offered as needed.

### Community Service Activity/Community Engagement and Reflection (CER)

All students are required to successfully complete an approved community engagement and reflection (CER) (see the Graduation Requirements section of this catalog for more information.) All Community Service Activities Courses (CSAC) meet the CER requirement.

The following CSAC course descriptions outline the general focus of each course. Students should visit the Community Service Learning (CSL) office in Hunsaker Center, second floor, to investigate all service possibilities including summer options. Students may also view the CSL website at [www.redlands.edu/student-affairs/community-service-learning/](http://www.redlands.edu/student-affairs/community-service-learning/).

*Grading option for all CSAC courses is Credit/No credit.*

### CSAC 300A Community Service Activity

*Fall (3), Spring (3), May Term (3)*

A 3-credit, 80-hour service activity with individual placement contracts where students independently select and contract their own narrative curriculum to serve a non-profit agency. Reflective components include journals, evaluations, time sheet, final paper, and group verbal reflection.

### CSAC 300B Community Service Activity

*Fall (0), Spring (0), May Term (0)*

Designed for service-oriented internships, previous service (including U of R courses not cross-listed), or public service outside the University. Formal documentation of hours and a final reflective paper are required. Zero credit options are offered to avoid overloading and to recognize past and/or paid service.

### CSAC 301A Service Learning: Tie-in Initiative

*Fall (1–2), Spring (1–2)*

In negotiation with CSL, students may earn 1 or 2 credits beyond the departmental course credits by tying service into the course experience (1 credit equals 30 hours of service and reflection; 2 credits double those number). Reflective components include journals, evaluations, time sheet, final paper, and group verbal reflection.

**Prerequisite(s):** Individual meeting with a CSL administrator prior to contract development and approval.

### CSAC 302B America Reads

*Fall (0), Spring (0)*

Work-study students placed as America Reads tutors in local schools and after school programs may enroll in this section to fulfill their graduation requirement. Students work in K through 5<sup>th</sup> grades and focus on developing and improving literacy skills.

### CSAC 303A Gardeners in Residence

*Fall (3), Spring (3)*

### CSAC 303B Gardeners in Residence

*Fall (0), Spring (0)*

Gardeners in Residence (GIRs) perform general tasks such as planting, pruning, irrigation, weeding, harvesting, and basic garden upkeep while planning and creating new garden areas and projects needed in the sustainable University of Redlands Farm and elsewhere. Reflective components include journals, evaluations, time sheet, final paper, and group verbal reflection.

### CSAC 304A Big Buddies Mentoring

*Fall (3), Spring (3)*

### CSAC 304B Big Buddies Mentoring

*Fall (0), Spring (0)*



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An on-campus, child-centered mentoring program that provides positive college role models for elementary and middle school students. The program meets one night weekly and is a year-long commitment with an application process to become a mentor. Reflective components include journals, evaluations, time sheet, final paper, and group reflection.

**Prerequisite(s):** must complete interview process and be accepted as a mentor as well as meet with a CSL administrator for approval and permission prior to enrollment.

### **CSAC 305A Totally Kids Outreach**

Fall (3), Spring (3)

### **CSAC 305B Totally Kids Outreach**

Fall (0), Spring (0)

TKO provides service to Totally Kids Rehabilitation Hospital. Students serve medically fragile children who are residents at the hospital, helping facilitate recreation and sensory activities. This is a semester commitment with an orientation process. Reflection components include journals, evaluations, time sheet, final paper, and group verbal reflection.

**Prerequisite(s):** Requires an individual meeting with a CSL administrator for contract development and approval.

### **CSAC 306A APO Service**

Fall (3), Spring (3)

### **CSAC 306B APO Service**

Fall (0), Spring (0)

Alpha Phi Omega (APO) is a national service organization. Local members must complete 40 hours of group projects and 40 hours of individual service at one agency for CASC requirement. Reflective components include journals, evaluations, time sheet, final paper, and group evaluation.

**Prerequisite(s):** Must be a member of the APO organization.

### **CSAC 307B Non-Profit Work-Study**

Fall (0), Spring (0)

The University of Redlands partners with nonprofit agencies and schools, allowing students to work as assistant case managers, volunteer coordinators, tutors, or program assistants for nonprofit agencies, schools, or hospitals where they may fulfill their CSAC requirement.

**Prerequisite(s):** students must be eligible to receive a work-study award through the University of Redlands.

### **CSAC 310A CHAMPS Mentoring**

Fall (3), Spring (3)

### **CSAC 310B CHAMPS Mentoring**

Fall (0), Spring (0)

College High School Alliance Program and Service (CHAMPS) provides high school students role models, helping them achieve goals prior to and after graduation. CHAMPS meets one night weekly with a year-long commitment with an application process. Reflective components include journals, evaluations, time sheet, final paper, and group reflection.

**Prerequisite(s):** Must complete interview process and be accepted as a mentor as well as meet with a CSL administrator for approval and permission prior to enrollment.

### **CSAC 313A University Humor Outreach Program (UHOP)**

Fall (3), Spring (3)

### **CSAC 313B University Humor Outreach Program (UHOP)**

Fall (0), Spring (0)

University Humor Outreach Program (UHOP) uses the art of improv to build community within children's groups. UHOP meets weekly throughout the year for practice and provides workshops at child-centered community sites. Reflective components include journals, evaluations, time sheet, final paper, and group verbal reflection.

**Prerequisite(s):** must complete interview process and be accepted as a mentor as well as meet with a CSL administrator for approval and permission prior to enrollment.

### **CSAC 314A Jasper's Corner Tutoring**

Fall (3), Spring (3)

### **CSAC 314B Jasper's Corner Tutoring**

Fall (0), Spring (0)

Jasper's Corner tutors provide K-12 students with free homework assistance and tutoring at on-and off-campus locations. Jasper's Corner operates Monday through Thursday from 3:00 p.m. to 7:00 p.m. Reflective components include journals, evaluations, time sheet, final paper, and group verbal reflection.

### **CSAC 315A ASUR Clubs and Organizations**

Fall (3), Spring (3)

### **CSAC 315B ASUR Clubs and Organizations**

Fall (0), Spring (0)

Members of an on-campus club or organization may fulfill CSAC with 40 hours completed with 10% of the organization participating at one agency. Additional 40 hours are completed independently with organizations of the student's choice. Reflective components include journals, evaluations, time sheet, final paper, and group verbal reflection.

### **CSAC 316A Roots and Shoots**

Fall (3), Spring (3)

### **CSAC 316B Roots and Shoots**

*Fall (0), Spring (0)*

A course that provides environmental programs for youth at local school buildings on the vision of Dr. Jane Goodall. The program meets weekly and requires a semester/yearlong commitment with a membership application. Student Directors provide transportation. Reflective components include journals, evaluations, timesheet, final paper, and group reflection.

**Prerequisite(s):** *must complete interview process and be accepted as a mentor as well as meeting with a CSL administrator for approval and permission prior to enrollment.*

**CSAC 360 Service Learning: Special Topics**

*Fall (3–4), Spring (3-4), May Term (3)*

Faculty-taught courses integrating service with the curriculum. The standard class involves 40+ hours of class instruction and 30+ hours of service outreach. Faculty establish their own take-home assignments, but generally preservice preparation, time sheet, journal, final paper, and group verbal reflection are required. *Various faculty—see Schedule of Classes.*

**CSAC 360A Into the Streets**

*May Term (3)*

Students serve a variety of non-profit agencies which may include service at shelters, animal rescue sanctuaries, trail clean-ups, schools, and food drives. The course schedule varies, depending on service needs. Groups may be participating evenings and weekends. Students must have a flexible schedule. *Requires a meeting with a CSL administrator for approval.*

**CSAC 361A Ropes Course Leadership**

*May Term (3)*

This course trains U of R students to facilitate trust and team building exercises through low ropes activities to groups visiting campus. Typically meets Monday-Friday from 9 a.m. to noon with some evenings and weekends.

**CSAC 362A Worthy Poor History of Service in America**

*May Term (3)*

This course will examine the history of community engagement and service in the United States by paying particular attention to the perpetual emphasis on what it means to be worthy of services. Race, religion, sexuality, gender, addiction and mental health will be among the major topics discussed in this course.

**Prerequisite(s):** *By permission only.*

**CSAC 363A Community and Urban Gardens**

*May Term (3)*

Students will explore the benefits and challenges of farming and landscaping in city environments. Duties will include planting, weeding, harvesting, composting, irrigation systems, vermiculture, and watering. All requisite training will be provided on-site, either by the garden coordinator or student employees. Students will also participate in off-campus outreach events.

**CSAC 364A Community Coaching Skills**

*May Term (3)*

Community Coaching Skills provides students with the opportunity to practice coaching techniques with local youth in the community, work in a fun and dynamic group setting, and begin to develop and mold individual coaching styles. Course typically meets Monday through Friday in the afternoons.

**CSAC 365B Spring Break Plunge**

*May Term (0)*

This in-country travel course takes place during spring break. It is a seven-day service outreach trip, typically focused in serving in a disaster zone or areas with a critical need. Pre- and post-trip meetings are required.

**Prerequisite(s):** *Meeting with a CSL administrator for approval and travel course paperwork.*

**CSAC 366B Bulldogs Football in Service**

*May Term (0)*

This course is for members of the football team who attend an intensive service outreach trip during May break.

**Prerequisite(s):** *Must be a member of the University of Redlands Bulldogs football team.*

**CSAC 367 Producing a Concert in a Virtual Setting**

*May Term (3)*

This course teaches music educators and performers how to reach populations of music students - particularly vulnerable populations, through virtual teaching, choral and instrumental methods while developing audio and editing skills for on-line performances. Music educators and performers may face challenges in the future due to pandemics and/or even socioeconomic issues of children wanting to be included in music education. This course specifically builds technical skills and speaks to the practical application of technology for music educators and performers "going virtual." The final product culminates with an end-of-the-class concert to be enjoyed by others.

*Offered as needed.*

**CSAC 380 Service Learning: Activity**

*(3)*

An 80-hour service activity with individual placement contracts, reflective components, journals, evaluations, time sheet, final paper, and group verbal reflection. Required group and individual meetings with the CSL administrator prior to contract development and approval.

**CSAC 382 Service Learning: Initiative**

(1–2)

In negotiation with the CSL director, students may earn 1 or 2 credits (1 credit equates to 30 hours of service and additional reflection; 2 credits double those numbers) beyond the departmental course credits. Students must have an approved placement contract, a reflective component, journal, evaluations, time sheets, final paper, and verbal reflection. This option may be appropriate for travel courses and study abroad programs. (Approval from CSL director and Study Abroad if travel course.)

**Prerequisite(s):** by permission.

**CSAC 383 Service Learning: Outreach**

(0)

Designed for service-oriented work study placements, previous service (including University of Redlands courses), or extensive service outside the University. Formal documentation of hours and a final reflective paper must accompany the CSL 383 Request. See *CSL about registration requirements*.

**Library**

**LIB 201 Information Studies for Social Justice**

Fall (4), Spring (4)

In this class, we will explore various media, technologies used to access information, and information artifacts surrounding social justice movements. Through writing assignments and class discussions we will discover how information is produced to inform, (mis)inform, persuade, agitate, and ultimately, is leveraged to effect change.

*Offered as needed. Numeric grading only.*

**LIB 301 Advanced Library Research Skills: Peer Tutor Training**

(1)

Library Reference Assistants (LRA) will participate in ongoing training in library resources and will provide peer reference/research assistance in the Library, as well as selected campus locations outside the Library. Training offers the opportunity to develop advanced information and interpersonal skills, as well as an opportunity to shape and provide training in future LRA programs.

**German**

**GRMN 101 First-Year German**

**GRMN 102 First-Year German**

Fall (4), Spring (4)

Practice in understanding and speaking German of appropriate 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.

**Prerequisite(s) for GRMN 102:** GRMN 101.

**GRMN 150 Keeping Up Your German**

**GRMN 250 Keeping Up Your German**

**GRMN 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. *May be repeated once for degree credit.*

**Prerequisite(s):** by permission. Offered as needed. Credit/no credit only.

**GRMN 201 Second-Year German**

**GRMN 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.

**Prerequisite(s) for GRMN 201:** GRMN 102, placement exam, or by permission.

**Prerequisite(s) for GRMN 202:** GRMN 201 or by permission.

**GRMN 301 Third-Year German**

**GRMN 302 Third-Year German**

Fall (4), Spring (4)

Emphasis on written and oral presentations and discussions. These courses encompass readings in literature, history, and culture; an introduction to translation skills; as well as a review of essential points of grammar.

**Prerequisite(s) for GRMN 301:** GRMN 202, placement exam, or by permission.

**Prerequisite(s) for GRMN 302:** Completion of GRMN 301 or by permission.

**School of Business and Society-CAS Courses**

**PCUG 410 Systems Sustainability and Social Justice**

Fall (4), Spring (4)

This course helps students understand the context within which business and government operate and what is unsustainable about our practices, policies, and mental models. The context includes understanding current events and trends in public policy, the myriad of complex social, environmental, and economic issues facing society.

*Numeric grade only*

**SBUG 400 MSBA Program Orientation**

*Fall (0), Spring (0)*

Introduces students to the MSBA curriculum and the approach to graduate academic engagement offered at the University of Redlands School of Business and Society and its unique learning community. Prerequisite for all other MSBA courses.

**SBUG 410 Data Ethics for Business**

*Fall (4), Spring (4)*

Evaluates the ethical, social, and legal ramifications of the choices we make at different stages of data analysis and information privacy, and the impact of those choices on managerial decision-making.

**Prerequisite(s):** 64 cumulative credits earned

**SBUG 415 Competing with Analytics**

*Fall (4), Spring (4)*

This course examines organizational contexts for business analytics. Focus is on creating competitive advantage across business functions such as marketing, operations, finance, human resources, R&D, and supply chain through strategic use of analytics.

**Prerequisite(s):** 64 cumulative credits earned

**SBUG 420 Data Ethics for Business**

*Fall (4), Spring (4)*

This course provides an in-depth understanding of data, data technologies, and techniques essential to effective analytics. The course also includes fundamental concepts and skills to effectively manage, clean, integrate, pre-process, and transform data for analytics using industry-standard tools such as Python or R.

**Prerequisite(s):** 64 cumulative credits earned

**SBUG 431 Data Driven Decision-Making**

*Fall (4), Spring (4)*

The course focuses on descriptive and predictive analytics for decision-making from a variety of business disciplinary perspectives. Important elements include identification of data driven decision-making contexts in business, ascertaining data needs, analyzing data, interpreting and communicating results, and ultimately the value proposition of analytics.

**Prerequisite(s):** 64 cumulative credits earned

**SBUG 432 Managerial Economics**

*Fall (4), Spring (4)*

Examination of economic concepts and application of economic framework essential for managerial decision-making. Focus on applying economic analysis to a wide array of business challenges.

**Prerequisite(s):** 64 cumulative credits earned

**SBUG 458 Accounting and Finance for Managers**

*Fall (4), Spring (4)*

Focuses on the role of accounting and finance in managerial decision-making. This course explores how managers access capital, invest in resources, budget operations and report economic events.

**Prerequisite(s):** 64 cumulative credits earned

**SBUG 467 Business, Ethics, and Society**

*Fall (4), Spring (4)*

This course evaluates the ethical, legal and social environment of business and its impact on managerial decision making.

**Prerequisite(s):** 64 cumulative credits earned

**SBUG 470 International Area Studies**

*Fall (3), Spring (3), May (3)*

Students intensively study a specific country or region in the world. They evaluate the characteristics of the analyzed area's socio-economic conditions, its policy environment, and its business activities. They then analyze how these factors jointly influence the international marketplace. Course combines lectures with overseas seminars, company/institutional visits, and cultural exposure.

*Course fee applies. Recommended: A course in Business, Economics, or Environmental Studies prior or concurrently.*

**Speech**

**The Faculty**

William Southworth

The College of Arts and Sciences offers service courses in public speaking. Speech courses have been designed for students pursuing careers in business (Business Speech) and for students who seek to develop their skills in public speaking and debate (Fundamentals of Speech and Contemporary Oral Argumentation). Most courses are offered without prerequisites and can be found on the

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list of recommended courses outside the major in many departments.

### **SPCH 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.

### **SPCH 111 Contemporary Oral Argumentation**

*Fall (4), Spring (4)*

Introduction to the study of argumentation, controversy, and debate through theory and practice. Focuses on theories of argumentation and debate and providing students with multiple opportunities to refine their argumentative voices. Students will be expected to participate on a regular basis, be creative, and think and speak on their feet.

### **SPCH 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.

### **SPCH 260 Topics in Speech**

*May Term (3)*

Seminar includes a rhetorical analysis of contemporary social issues and movements.

**Prerequisite(s):** *by permission.*

## **Student Services**

### **SSRV 100 College Success Skills**

*Fall (1)*

This course will provide an introduction to university life. Topics will include the challenges of balancing life and school, academic success strategies, dealing with financial aid, and diversity and inclusion. In addition, we will read and discuss some of the latest research on the experiences of first year college students.

### **SSRV 101 Residence Life 101**

*Fall (0-2), May Term (0-2)*

This course focuses on the tenets of community building and communication for the incoming Community Assistant. Students will develop an understanding of community building, programming, communication skills and policies, and emergency protocol. Through active discussion, creative projects, and guest speakers,

students will build an understanding of creating successful communities and supporting students.

**Prerequisite(s):** *by permission. Credit/No credit only.*

### **SSRV 112 D.U.D.E.S.: Understanding and Supporting College Men's Journey**

*Fall (1), Spring (1)*

This course will explore Edwards' Man Mask from a theoretical and practical lens. Historical and societal norms of masculinity will also be interrogated. Special topics such as healthy relationships, race sexual identity, drug/alcohol use, and gender roles will be discussed. A safe space to talk about issues will be provided.

*May be repeated, maximum 4 credits. Credit/No credit only.*

### **SSRV 113 D.U.D.E.S.: College Men Journey Put into Action**

*Fall (2), Spring (2)*

This course will create a space for students to discuss issues facing men in and beyond college, create programming around campus for awareness of issues related to Men and Masculinity and enhance leadership qualities through development of the curriculum for a D.U.D.E.S. retreat, discussions, workshops and recreational activities.

*May be repeated, maximum 4 credits. Credit/No credit only.*

### **SSRV 130 Tutor Training**

*Fall (0-1), Spring (0-1)*

This course is designed to help students learn to be effective peer tutors. Students will learn about the peer tutor model and how to utilize educational theories and learning strategies that have been the mainstays of peer tutoring. Each class session will combine discussion, activities, and self-assessment to measure learning outcomes. Tutors who complete all course training sessions, plus 25 hours of tutoring, will receive College Reading & Learning Association (CRLA) Level 1 Tutor Certification.

**Prerequisite(s):** *Must be hired as a peer tutor in the Academic Success Center or have instructor permission. Credit/No credit only.*

### **SSRV 140 Campus Activism**

*Spring (1)*

This class focuses on the practical aspects of "doing activism" on a university campus. In order to carry out this work, a thorough knowledge of activist movements, successes, and failures, is necessary. Each class will combine discussion of readings and projects that

students are working on currently or planning to undertake in the near future.

**SSRV 150 Real World 101: Life after College**

*May Term (3)*

Designed to prepare students for life after college while challenging them to develop a solid post-graduate plan. This is accomplished through self-assessment, exploration of career possibilities, graduate school and job search planning, and preparation and development of a variety of real-world survival skills.

**Prerequisite(s):** *juniors only.*

**SSRV 154 College Success Strategies**

*Fall (2), Spring (2)*

Provides an opportunity for students to adopt habits that promote academic success. Key elements include setting goals, enhancing study skills (time management, note-taking, memorization, etc.), and developing life skills. Students are expected to make an active commitment to self-assessment, experimentation with new techniques, and taking concrete action steps toward achievement.

**SSRV 156 STEP Peer Mentoring**

*Fall (0 or 2)*

Students Together Empowering Peers (STEP) will provide technical skills, introductions to campus resources, clubs, and experts that can help facilitate academic success and nurture a network of support to ease the transition to college. Through mentoring, STEP offers a comprehensive program that will enhance students' overall educational experience at the University.

**SSRV 157 Global Ambassadors Mentor Preparation**

*Spring (0 or 2)*

This course is designed for students who are interested in becoming Global Ambassadors for incoming international students. Students will investigate the theoretical construction of culture, design and present culturally-based programs, and learn to mentor international students as they transition to the United States and the University of Redlands.

**SSRV 201 Community Leadership**

*May Term (0-2)*

This course focuses on leadership in our residential communities. Students will develop an understanding of leadership, professionalism, community development, and management. The class will combine guided study activities and regular group meetings to build an understanding of their role in creating successful residence hall communities and developing student staff.

**Prerequisite(s):** *by permission. Credit/No credit only.*

**SSRV 256 STEP Peer Mentoring**

*Fall (0 or 2)*

This class allows mentees to move into the role of mentors within the Students Together Empowering Peers (STEP) Program. Students will design and present educational programs, develop mentoring skills to effectively engage their mentees in weekly meetings and ensure a readiness to live successfully beyond graduation.

**Prerequisite(s):** *SSRV 156.*

**SSRV 257 STEP Mentoring**

*Spring (0 or 2)*

This course serves as an introduction to first generation student mentoring. Over the course of the semester, students will read and discuss theories related to mentoring under-served populations. Students will develop their own understanding of mentoring while simultaneously using this knowledge to develop curriculum for Summer Bridge and the following semester's STEP program.

**SSRV 259 TRAIN Facilitation Leadership Course**

*Fall (0-2), Spring (0-2)*

To develop student's skills in designing and facilitating structured group experience, specifically for the TRAIN Leadership Retreat, from the conception to delivery and evaluation. To increase observational techniques, direction delivery, processing, coaching, positive role modeling, program development, interpersonal interaction, and teambuilding design.

**Prerequisite(s):** *By permission only.*

**SSRV 281 Career Exploration Internship**

*Fall, Spring, Summer (1-4)*

This course offers the opportunity to learn through internships with businesses, non-profits and governmental agencies, to explore potential careers and diverse workplaces, and to build concrete skills and hands-on experience for future success.

*Credit/No credit only. Course may be repeated twice with a maximum of 8 credits earned.*

**University Activity**

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 sponsors for enrollment information.

**UACT 125 Principles of Journalism**

*Fall (0-1), Spring (0-1)*

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Support and coaching for journalism experience through internships, community engagement, and paid or unpaid work for University of Redlands student media. Students paid for work on student media or internships enroll for

zero credit. Students working without a salary or taking unpaid internships/service enroll for one credit.

## Integrated Programs of Study

### *Pre-Law*

**Program Advisor:** Arthur G. Svenson, Political Science

#### **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: business, economics, global business, political science, history, English, philosophy, public policy, or sociology and anthropology.

#### **Recommended Central Courses**

We recommend that prelaw students select a minimum of eight courses from the following list:

- ACCT 210 Principles of Financial Accounting and Reporting (4)
- ACCT 220 Principles of Managerial Accounting (4)
- BUS 226 The Rise of American Capitalism 1860–1932 (4)
- GLB 228 Globalization (4)
- BUS 240 Business Law (4)
- BUS 310 Principles of Management and Organizational Behavior (4)
- BUS 353 Financial Management (4)
- ECON 101 Principles of Economics (4)
- ECON 350 Microeconomic Theory (4)
- ENGL 126 Literary Inquiries (4)
- ENGL 130 Literature of the Americas (4)
- ENGL 161 Studies in Literature (4)
- ENGL 230 American Jewish Literature (4)
- ENGL 233 African American Literature (4)
- ENGL 237 Immigrant Literature (4)
- ENGL 256 Native American Literature (4)
- ENGL 309 Writing in the Public Sphere (4)
- POLI 208 California Politics (4)
- POLI 111 Introduction to American Politics (4)
- POLI 212 Classical Political Thought (4)
- POLI 306 Constitutional Law: National and State Powers (4)
- POLI 307 Constitutional Law: Liberty and Authority (4)
- HIST 121 American History to 1877 (4)
- HIST 122 American History since 1877 (4)
- PHIL 110 Contemporary Moral Issues (4)
- PHIL 151 Reasoning and Logic (4)
- PHIL 320 Ethics and Law (4)
- SPCH 110 Fundamentals of Speech (4)
- SPCH 111 Contemporary Oral Argumentation (4)

#### **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 Inquiry or those from the major. (Specific courses are determined by students in consultation with their advisors.)

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- BUS 354 Investments (4)
- GLB 336 International Business (4)
- BUS 421 Corporate Finance (4)
- GLB 450 The European Union (4)
- ECON 452 Industrial Organization and Public Policy (4)
- ECON 254 Economics of the Public Sector (4)
- ECON 455 Environmental and Resource Economics (4)
- ENGL 210 Poetry (4)
- ENGL 216 Poetry East-West (4)
- ENGL 221 Shakespeare to 1600(4)
- ENGL 222 Shakespeare after 1600 (4)
- ENGL 233 African American Literature (4)
- ENGL 251 South Asian Literary Cultures (4)
- POLI 123 Introduction to World Politics (4)
- POLI 214 Modern Political Thought (4)
- POLI 220 European Politics and Development (4)
- POLI 244 International Security (4)
- POLI 304 Congress (4)
- POLI 308 U.S. Presidency (4)
- POLI 318 American Political Thought and Practice (4)
- HIST 111 Early Modern Europe (4)
- HIST 112 Modern Europe (4)
- PSYC 100 Introduction to Psychology (4)
- SOAN 100 Introduction to Sociology (4)
- SOAN 102 Introduction to Cultural Anthropology (4)
- SOAN 205 Social Issues (4)

### *Pre-Med/Pre-Health Professions*

**Program Advisors:** Please contact the Biology Department to be assigned a health professions advisor.

### **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. Students can pursue any major and take these minimum requirements. Many pre-health students major in Biology, but others pursue majors in fields ranging from Chemistry, Psychology, and Business to Religious Studies. The Health, Medicine, and Society major (see separate section in this catalog) is not required for someone to pursue a health care career but is an excellent complement to such a course of study by integrating coursework from the natural sciences, humanities, social sciences, and policy and management.

### **Central Courses**

Students generally take the following courses:

- BIOL 200 Principles of Biology: Unity and Diversity (4)
- BIOL 201 Principles of Biology: Molecular/Cellular Biology and Genetics (4)
- CHEM 131 General Chemistry (4)
- CHEM 132 General Chemistry (4)
- CHEM 231 Organic Chemistry (4)
- CHEM 232 Organic Chemistry (4)
- ENGL—6 to 8 credits, including composition\*
- PHYS 220 Fundamentals of Physics I (4)
- PHYS 221 Fundamentals of Physics II (4)
- PSYC 100 Introduction to Psychology (4)



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\* In most cases, fulfilling the WF, WR, and WD requirements for the LAI will suffice.

### Recommended Courses

A student's application to medical school is strengthened if several of the following courses are taken†:

- BIOL 239 Molecular Genetics and Heredity (4)
- BIOL 334 Comparative Physiology (4)  
-or- BIOL 344 Human Physiology (4)
- BIOL 341 Emergency Room Observation (4)
- CHEM 320 Biochemistry (4)
- MATH 121 Calculus I (4)  
-or- MATH 118 Integrated Calculus I (4) and MATH 119 Integrated Calculus II (4)  
-or- Statistics (4)
- PHIL 216 Bioethics: Technology and Justice (4)
- SOAN 100 Introduction to Sociology (4)

† To see the MCAT's official list of topics examined, go to <https://www.aamc.org/students/download/85566/data/bstopics.pdf>.

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:** Kathleen Feeley, History

#### Requirements

The Proudian Program is designed for up to 15 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 (Spring and May Term), 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/project 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 and Liberal Arts Inquiry requirements for graduation. These proposals must be approved by a faculty member who teaches in the relevant Foundation category, project and by the director. These changes also require, of course, successful completion of the full program, including senior thesis/project.

Admission to the program is competitive and based on highly selective criteria (transcripts, GPA, writing samples, faculty interviews, a scholar-led workshop). 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.

### Proudian Interdisciplinary Honors Program Course Descriptions

#### IDS 365 Sophomore Seminar I

Spring (2-4)

Introduces interdisciplinary theory and method, as well as seminar learning skills. Requires completion of several papers/projects and includes experiential learning. Culminates in an academic symposium where students present their work to a University-wide audience.

**Prerequisite(s):** admission to program.

#### IDS 366 Sophomore Seminar II

May Term (3)

Interdisciplinary seminar that requires completion of several papers/projects and includes group and experiential learning.

**Prerequisite(s):** admission to program. Offered every year.

#### IDS 380 Junior-Year Exploratory Internship

Fall (2-3), Spring (2-3)

**Prerequisite(s):** admission to program.

#### IDS 465 Senior Seminar

Fall (2-4)

Advanced interdisciplinary topics are addressed and selected by faculty, in consultation with students. This seminar includes discussion/development of senior projects/honors theses.

**Prerequisite(s):** admission to program.

#### IDS 495 Senior Thesis

Fall (1-4), Spring (1-4)

**Prerequisite(s):** admission to program.

### Engineering 3-2 Combined Degree

(see the course catalog and program site, [www.redlands.edu/engineering3-2](http://www.redlands.edu/engineering3-2) for details)

**The Program Advisor and Liaison:** Eric Hill, Physics

### Program Description

In partnership with Columbia University in New York City, and Washington University at St. Louis, the University of Redlands provides the opportunity to earn both a B.A. from Redlands and a B.S. from either Columbia University's Fu Foundation School of Engineering and Applied Science or Washington's School of Engineering and Applied Science. This program combines the strengths of a liberal arts education in a small college setting with professional preparation at highly regarded schools of engineering. It is preparation for a career in industry or graduate work in engineering, mathematics, or the physical sciences.

Through junior year, students study at the University of Redlands and complete the general education requirements appropriate for a B.S. student, their major, and pre-engineering requirements. Early second semester of their junior year, they apply for admission to either Washington University's or Columbia University's School of Engineering. For the next two years, students study at one of these schools of engineering. Upon successful completion of the program at the end of five years, students are awarded a double degree—one from Redlands and the other from either Columbia University's or Washington University's School of Engineering and Applied Science. Alternatively, students at Washington may transition into a graduate program during the fifth year and earn a Masters from Washington at the end of the sixth year. Students are free to pair any University of Redlands undergraduate major with any engineering or applied science major, however, the pre-engineering requirements are most compatible with the Physics B.A. or individualized Johnston emphases. See appropriate sections of this Catalog for more information on the Physics and Johnston programs.

Students interested in this program must work closely with the Program Advisor to develop a suitable plan of study. Regardless of whether a student participates in this Combined Degree program the pre-engineering courses, in combination with a science or math undergraduate degree, are good preparation for enrolling in an Engineering graduate program.

### Columbia University

#### Requirements for Admission to Columbia's Fu Foundation School of Engineering and Applied Science

1. Full-time enrollment at the University of Redlands or another affiliated school for at least the two years prior to applying.

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2. An overall and pre-engineering GPA of 3.3 or higher as calculated by Columbia. Additionally, the minimum grade for each pre-engineering science or math course must be a B (3.0) or greater on the first attempt.
3. Three favorable recommendations: one each from the Program liaison, a math professor, and a science professor.
4. Completion (before entering Columbia) of your Redlands major and general education requirements.
5. Completion (by the end of the semester in which you are applying) of the specific prerequisite courses for your intended major—see below and consult with the Program Advisor.

### Pre-Engineering Courses

#### I. Foundational

*The following pre-engineering courses are required for pursuing all engineering majors at Columbia:*

- MATH 121 Calculus I (4)  
-or- MATH 118 & MATH 119
- MATH 122 Calculus II (4)
- MATH 221 Calculus III (4)
- PHYS 231 General Physics I (4)
- PHYS 232 General Physics II (4)
- PHYS 233 General Physics III (4)
- CHEM 131 General Chemistry (4)
- CS 110 Introduction to Programming (4)
- ECON 101 Principles of Economics (4)

#### II. Major-specific

*In addition to the Foundational Pre-Engineering Courses, students must take courses specific to their engineering major of choice. Possible Columbia majors and numbers of courses required are listed below; consult with the Program Advisor for details.*

- Applied Math or Applied Physics (1 course)
- Biomedical Engineering (6 courses, Intro Sci. Python Programming replaces CS 110)
- Chemical Engineering (3 courses)
- Civil Engineering (3 courses)
- Computer Engineering (4 courses)
- Computer Science (2 courses)
- Earth and Environmental Engineering (4 to 5 courses)
- Electrical Engineering (3 courses)
- Engineering Management Systems (5 courses)
- Industrial Engineering / Operations Research (4 courses)
- Engineering Mechanics (2 courses)
- Material Science and Engineering (2 courses)
- Mechanical Engineering (5 courses)

### Washington University at St. Louis

#### Requirements for Application to Washington University's School of Engineering and Applied Science

1. An overall and pre-engineering GPA of 3.25 or higher.
2. Completion (before entering Washington) of your Redlands major and general education requirements.
3. Completion (by the end of the semester in which you are applying) of the specific prerequisite courses for your intended engineering major—see below and consult with the Program Advisor.

### Pre-Engineering Courses

#### I. Foundational

*The following pre-engineering courses are required for pursuing all engineering majors at Washington:*

- MATH 121 Calculus I (4)  
-or- MATH 118 & MATH 119
- MATH 122 Calculus II (4)
- MATH 221 Calculus III (4)
- MATH 235 Differential Equations (4)

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- PHYS 231 General Physics I (4)
- PHYS 232 General Physics II (4)
- PHYS 233 General Physics III (4)
- CS 110 Introduction to Programming (4)

### II. Major-specific

*In addition to the Foundational Pre-Engineering Courses, students must take courses specific to their engineering major of choice. Possible Washington majors and numbers of courses required are listed below; consult with the Program Advisor for details.*

- Biomedical Engineering (2 courses)
- Chemical Engineering (3-5 courses)
- Computer Science & Computer Engineering (1 course, also MATH 235 and CHEM 131 are not required)
- Electrical Engineering (0 additional courses)
- Mechanical Engineering (0 additional courses)
- Systems Science & Engineering (0 additional courses)

# School of Business & Society

## The Dean

Thomas A. Horan

## The Faculty

Bing Bai

Angelo Carlo Carrascoso

Hamid Falatoonzadeh

Allison Fraiberg

Kamala Gollakota

Neena Gopalan

Gerald M. GroshekDenise MacNeil

Michael MacQueen

Ketan Mhatre

Johannes Moenius

Monica L. Perry

James B. Pick

Hindupur V. Ramakrishna

Fang Ren

Avijit Sarkar

James C. Spee

Riaz Tejani

Satish Thosar

Joseph Vavrus

Xin Zhao

## Introduction

### **Mission Statement**

Empowering professionals to create opportunities that positively impact business and society.

The School of Business & Society designs programs for professionals that provide a high-quality education with real-world relevance. Our degree programs offer undergraduate and graduate study within the framework of a liberal arts institution. The School of Business & Society focuses its curricular and co-curricular offerings under the Seven Pillars of Business and Society: purposeful and inclusive management, ethical leadership, socially responsible practices, data-informed decision making, innovation and entrepreneurship, global and cross-cultural perspectives, and environmental sustainability. Some of the School of Business and Society distinctives include purposeful leadership, social and ethical responsibility, diversity and inclusive excellence, and geographic information systems (GIS) and society, with pathways for undergraduate majors through 4+1 programs to the MBA and M.S. in Business Analytics.

### **Informational Meetings**

The School of Business & Society regularly schedules informational meetings for individuals 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.

## School of Business & Society Admissions

### Undergraduate Admission

The School of Business & Society offers a Bachelor of Science in Business.

All applicants must complete a formal application and include:

- Official transcripts from every college or university attended (in any country) since high school must be submitted. Only transcripts sent to the Registrar's Office or to Undergraduate Admissions 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.
- Forty semester credits of accepted transfer and assessment credit are required for admission. Courses taken in the University of Redlands School of Business & Society core program cannot be applied to the 40-credit minimum.

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- A minimum grade point average of 2.00 (C) on a 4.0 scale is required in all college courses acceptable to the University of Redlands.

### Graduate Admission

The School of Business & Society offers master's degrees in business administration, organizational leadership, and business analytics.

The School of Business & Society perceives the educational process holistically, recognizing that individuals from a variety of backgrounds and experiences can benefit from a graduate business education. Students entering graduate study must demonstrate both the motivation and the capability to manage effectively.

A complete application will include:

- A completed application form, including an essay or writing sample.
- Official transcripts reflecting undergraduate degree from a regionally accredited institution. Only transcripts sent to the Registrar's Office, Graduate Enrollment, or Undergraduate Admissions from the registrar of each institution attended will be accepted as official.

Current resume

Other information may be supplied to support an application, such as GMAT or other test scores, life and work experiences, interviews, and letters of recommendation. Students who have recently completed an undergraduate degree in business or related field within the last seven (7) years with a 3.0 GPA may be permitted to be admitted into the MBA program and enrolled in either the twenty-four month or eighteen-month curricular track.

### International Applicants Supplemental Documentation

International applicants are required to submit all documentation and information necessary to adequately assess their eligibility to be admitted to School of Business & Society academic programs and the I-20 issuing process, including but not limited to:

- Official transcript reflecting an undergraduate degree from a regionally accredited institution. Only transcripts sent to the Registrar's Office, Graduate Enrollment, or Undergraduate Admissions from the registrar of each institution attended will be accepted. Applicants must have international coursework evaluated by International Research Foundation (IERF) or World Education Services (WES) and must request a "detailed report".
- Certificate of finances, which is required by the federal government to ensure international applicants have sufficient resources to pay for school expenses.
- Scan of passport
- International supplemental information requested on the online application.
- TOEFL requirement
  - Undergraduate international applicants whose primary language is not English must present a TOEFL score of 500 (or 173 for the computer-based test or 61 for the Internet-based test) or higher, or a DET (Duolingo English Test) score of 105 or higher.
- Graduate International students whose primary language is not English must present a TOEFL score of 550 (or 213 for the computer-based test or 80 for the Internet-based test) or higher, or a DET (Duolingo English Test) score of 105 or higher.

### Appeal Procedure to the Admissions Review Committee

The School of Business & Society 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 & Society 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 Graduate Enrollment or Undergraduate Admissions.

After reviewing each petition, the Admissions Review Committee will make one of three recommendations:

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- 1) The student will be admitted without further qualification;
- 2) The student will be admitted on provisional status for the first four courses (This status requires that the student earn a cumulative GPA of 3.00 or better in the first four courses. After this requirement is met, the student is transferred automatically to regular admission status.);
- 3) The student will be denied admission.

The decision of the Admissions Review Committee is final.

## School of Business & Society Academic Standards

Standards listed below provide additional information relevant to the School of Business & Society. For policies that apply University-wide, please see "University Academic Standards" section of this Catalog.

### Undergraduate Academic Standing

#### **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 below 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, because 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 is in question. A student is placed on academic probation when his/her cumulative or semester 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 and semester GPA are restored to 2.0 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 the following documentation:

- 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;
- a letter of support from the student's Assistant Director of Student Success or Program Director indicating a plan for restoration to satisfactory academic standing;

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- supporting documents from qualified professionals for students who have experienced medical difficulties or other unusual circumstances;
- 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 ARB. 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

Please see “Graduate Academic Standing” section of this catalog, for information pertaining to graduate standing in all graduate programs.

## Attendance

Students are expected to attend all scheduled meetings of the courses for which they are registered. 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 two consecutive class meetings may be administratively dropped from the course by the professor. Professors will notify the Office of Student Success of any students who miss the first two consecutive class meetings and have not communicated with their professor.

## 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 may be administratively withdrawn from the program. The amount of the student’s financial obligation for tuition and fees is determined using the last date the student attended class.

## Administrative Dismissal for Financial Obligation

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

## Examinations

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.

## Incomplete Grades (I)

See the Academic Standards section “Incomplete Grades (I)” section of this Catalog for more information regarding incomplete grades. For School of Business & Society students, the deadline is established by the instructor, but the instructor must submit a grade change to the Registrar by the end of the eighth week following completion of the course. School of Business & Society students cross-registered in the College of Arts and Sciences courses must meet the College of Arts and Sciences deadlines.

## Concurrent Coursework

A matriculated School of Business & Society student may take the regular course(s) in the student’s schedule concurrently with one elective. If this limit is to be exceeded, the student must obtain approval.



## Independent Study

In exceptional cases, independent study provides alternatives not available through regular course offerings or because of scheduling limitations. No more than 12 credits can be counted toward the degree.

Students desiring an independent study course must first consult with their Assistant Director of Student Success and complete a petition. Second, the Associate Dean must approve the independent study and assign the faculty member. Third, the student must work with the assigned faculty member to develop an independent study contract. 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 member. Fourth, the contract must be approved and signed by the Associate Dean prior to enrollment/registration or beginning any work. These four steps must occur in the specified order. An independent study fee must be paid upon petition approval and prior to issuance of a contract. (See “Tuition, Fees, and Expenses” section of this Catalog.)

## Transfer Credit

### Undergraduate

A maximum of 66 lower-division semester credits may be transferred from regionally accredited, two- and four-year colleges. Grades of 2.0 (C) or higher are required. Of the 66 lower-division credits, a maximum of 24 may come through the College Level Examination Program (CLEP), DANTES, DSST, or any combination thereof. For students who have upper-division coursework from four-year colleges, transfer credits are accepted up to the total credits required for the degree minus the number of credits earned in the major program. Course waivers from the major program are allowed, up to the residency requirement of 32 credits. Additional work may be required at the discretion of the department or programs.

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 (C) or higher. All registration at the other institutions must be approved in advance of enrollment. After completion of the major program, a student may take up to 24 credits from other colleges or universities. If a student requires more than 24 credits to complete degree requirements, the balance of those credits must be taken through the University of Redlands. Quality grade points (derived from number grading) are not awarded for transfer work, and credits for these courses are not calculated into the GPA. A student will not be granted credit for any prior transferable credit coursework that is not declared at admission or during the first term of attendance.

### Graduate

Graduate students may transfer a maximum of 8 credits, grade 3.0 (B) required, from regionally accredited institutions to waive program requirements. Transfer credit acceptability is usually 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.

## Withdrawal or Leave of Absence

A student who needs or desires to take a Withdrawal (WDL) or take a Leave of Absence (LOA) from the University of Redlands must schedule an appointment with their Assistant Director of Student Success and complete an exit interview. A WDL or LOA is considered official once the student submits a written request of their intent and the request has been completed and submitted to their Assistant Director of Student Success. The request will state the intentions of the student to discontinue the course(s) in which they are registered and the effective date the WDL or LOA will be implemented, which is then recorded by the Registrar’s Office.

In order for a student 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 request should include the last date of attendance. The withdrawal is effective the day after the last date of attendance. 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 selection of this Catalog. The student will receive a grade of “W” on their transcript.

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The University may administratively withdraw students from courses or programs for non-attendance, final non-payment, or academic actions. The student is responsible for obtaining refunds of tuition and/or charges, which are calculated in accordance with the tuition refund schedule located in the appropriate Tuition and Fees section of this Catalog. The student will receive a grade of “W” on their transcript. If a student is dropped from two courses in a sequence, or three courses within a twelve-month period of matriculation, they may be administratively withdrawn from the program.

During a student’s leave of absence, the University maintains all of their 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.

### *Approval to Complete Non-Core Credits Elsewhere (“ACE”; for Undergraduates only)*

It is highly recommended that students plan and complete their non-core credit requirements on or before the last date of their last required core course. Students who are unable complete their non-core (elective and/or general education) credit requirements prior to completing their required business core courses and wish to complete their remaining non-core credit requirements at another regionally accredited institution, must apply for Approval to Complete Non-Core Credits Elsewhere (ACE) with a detailed degree completion plan. Approval for ACE enables students to maintain their student status and prevent program withdrawal. The deadline for students on ACE status to complete non-core credits will be determined based on the number of non-core credits remaining and may not exceed one year from the time of last business core course completion.

## Readmission for Returning Students

Students who have withdrawn and seek readmission must contact their Assistant Director of Student Success and submit a Readmission Application. A student’s account must be current at the time of application or re-enrollment will be denied. Readmitted students must meet the graduation requirements in effect at the time of re-enrollment. 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. Students re-enrolling after withdrawal from the University will be charged the current tuition rates and fees based on the start date of new registration.

## Course 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

## Course Frequency

Major program courses are offered in sequence at times indicated in the schedule. A schedule is published for each student at the beginning of the program and 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.

## School of Business & Society Graduation Requirements

### *Undergraduate Programs*

#### **Catalog Requirement**

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Students must complete the graduation requirements as stated in this 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 permitted to select graduation requirements from more than one catalog.

### Prerequisite Courses

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

### Quantity and Quality of Work

To graduate, students must complete all of the requirements of their degree programs and earn at least 120 credits 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:

- Completion of 120 semester credits of study, of which at least 32 credits must be earned or certified at the University of Redlands.
- Completion of the major program to which the student was admitted. The specific requirements are outlined in this Catalog.
- Satisfaction of General Education requirements consisting of a minimum of 42 semester credits, as listed under general education requirements.
- A minimum cumulative GPA of 2.00 earned for all college-level work taken at the University of Redlands.
- Readmitted students must meet the graduation requirements in effect at the time of re-enrollment.

### *General Education Requirements*

While the School of Business & Society 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 a variety of theoretical concepts and the diversity of methodologies employed in the pursuit of knowledge.

The degree comprises 120 credits divided 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 Communication (WC). Among the four categories, each has its own required number of credits. 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. Students may apply a maximum of 4 Physical Education (PE) activity credits (not required) towards a School of Business undergraduate degree. No individual course can fulfill more than one category requirement.

Students, with the assistance of their Assistant Director of Student Success, 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.

<b>Arts and Humanities (AH)</b>	A minimum of 12 semester credits is required.
<b>Behavioral/Social Science (SS)</b>	A minimum of 9 semester credits is required.
<b>Mathematics/Science (MS)</b>	A minimum of 9 semester credits is required. Students are required to take: <ul style="list-style-type: none"><li>• at least one 3-credit college-level mathematics course;</li><li>• at least one (minimum 1-credit) natural science course (biology, chemistry, physics, geology, physical geography, astronomy, oceanography and physical anthropology) is required. Students may take one course in computer science or another science.</li></ul>

<b>Writing/Communication (WC)</b>	A minimum of 6 semester credits is required. Students must take at least one course in English composition.
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General Education requirements may be fulfilled by:

- transfer of appropriate and acceptable credit from other colleges or universities, including the University of Redlands College of Arts and Sciences and School of Continuing Studies; or
- successful completion of the appropriate Electives for Business courses; or
- successful evaluation of work through Registrar's Office Assessed Learning, including work certified through the American Council on Education, NSSRS or the University of Redlands; or
- successful completion of CLEP, DANTES, or DSST exams; or
- Advanced Placement.

### **Bachelor of Science in Business**

The following courses in the Bachelor of Science in Business schedule of instruction qualify as General Education courses and partially fulfill General Education graduation requirements.

#### **Writing/Communication (WC)**

- BUSB 301 Critical Analysis: Written and Oral Communication (4)

#### **Social Science (SS)**

- BUSB 230 Economics for Business (4)
- BUSB 300 Ethical and Legal Environment of Business (4)

#### **Mathematics/Science (MS)**

- BUSB 145 Mathematical Foundations for Business (4)
- BUSB 232 Data Driven Decision-Making (4)
- BUSB 260 Financial and Managerial Accounting (4)
- BUSB 333 Business Information Systems (4)

### **Bachelor of Science in Management**

The following courses in the Bachelor of Science in Management schedule of instruction qualify as General Education courses and partially fulfill General Education graduation requirements.

#### **Writing/Communication (WC)**

- BUSB 301 Critical Analysis: Written and Oral Communication (4)

#### **Social Science (SS)**

- BUSB 230 Economics for Business (4)
- BUSB 300 Ethical and Legal Environment of Business (4)

#### **Arts and Humanities (AH)**

- BAMG 401 Critical Perspectives for Management (4)

#### **Mathematics/Science (MS)**

- BUSB 145 Mathematical Foundations for Business (4)

## **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.

### **Graduation Requirements**

Students must fulfill three basic requirements before receiving a graduate degree:

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- Completion of the program to which the student was admitted. The specific requirements are outlined in this Catalog.
- A minimum grade of 2.0 in all graduate courses and a minimum cumulative GPA of 3.0 earned for all graduate-level coursework taken at the University of Redlands.
- Readmitted students must meet the graduation requirements in effect at the time of re-enrollment.

The following applies to both Undergraduate and Graduate Programs:

### *Minimum Credit and Curriculum Requirements*

The minimum number of credits required varies according to the program. See individual listings for this information. Curricula for School of Business & Society graduate degree programs may be subject to change each year.

## Commencement

The School of Business & Society enrolls students throughout the year and has students completing degree requirements at various points during the year. Students may commence in the academic year in which they complete their degree requirements if all degree requirements are completed by August 31 of the same year. An application to participate in commencement must be completed and postmarked by the current year's deadline.

Commencement is a voluntary ceremonious event for eligible students to recognize their academic accomplishments. Students may participate in commencement providing they meet the following eligibility requirements:

- Undergraduate students may commence in the calendar year in which they complete their degree requirements provided they meet the following eligibility requirements:
  - they are officially scheduled to complete all required core courses by August 31st of the same year (courses not scheduled must be planned in Self-Service (Student Planning) by application deadline.)
  - have eight (8) or fewer non-core credits remaining
  - have submitted a detailed plan to complete remaining non-core credits by August 31<sup>st</sup>
  - have a minimum cumulative GPA of 2.0
- Graduate students may commence in the calendar year in which they complete their degree program if the following criteria have been met:
  - officially scheduled to complete all required courses by August 31st of the same year (courses not scheduled must be planned in Self-Service (Student Planning) by application deadline.)
  - have a minimum cumulative GPA of 3.0

## School of Business & Society Awards and Honors

- **Gordon C. Atkins Memorial Scholarship Award:** This award recognizes School of Business & Society 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.
- **Walker Ethics Award:** Recipients are students who demonstrate an understanding of the importance of ethics within organizations by submitting a written essay, research paper, or case study addressing an ethical problem, issue, or accomplishment within a particular organization.
- **Banta Community Service Award:** Recipients are students who demonstrate a commitment to their communities through philanthropic, volunteer, and/or service activities.

Once a year in the spring, students may self-nominate for scholarships established by our generous alumni and donors.

- **Alice Mozley Endowed Business Scholarship Award:** This award recognizes an outstanding undergraduate or graduate student enrolled in the School of Business & Society.
- **Williamina Davidson, Evelyn Reamer Matich '51 and Catherine Matich '49 Endowed Scholarship Award:** This award recognizes an undergraduate or graduate student from Riverside or San Bernardino counties enrolled in the School of Business & Society.
- **Kathie J. Rawding Endowed Scholarship Award:** Recipients are female undergraduate or graduate students of color enrolled in the School of Business & Society who possess high potential for success, have demonstrated financial need, and are not receiving tuition remission from an employer.

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- **Rosanne O'Brien Endowed Business Study Abroad Scholarship Award:** This award recognizes an undergraduate or graduate student enrolled in the School of Business & Society, is in good academic standing, and is participating in a University-approved program.
- **Thomas and Virginia Swann Endowed Business Scholarship Award:** This award recognizes an undergraduate student enrolled in the School of Business & Society, is in good academic standing, and has a demonstrated financial need as determined by the University's prevailing practices and policies. Preference is for students over the age of 35 at the time of award.
- **Lee Steven Bertrand Military Recognition Award:** This award recognizes active-duty and veteran students (including Reservists and National Guard) who demonstrate the qualities that characterized Lee Bertrand's life and work: determination, resilience, ethical integrity, intellectual rigor, and responsibility to family and community. This award is open to all undergraduate and graduate students enrolled in the School of Business who are currently serving in, or have served in, any branch of the U.S. Armed Forces.
- **Whitehead Leadership Society:** The purpose of the Whitehead Leadership Society (WLS) is to encourage leadership and academic excellence within the School of Business & Society.

As facilitators of professional education and lifelong learning, individual members provide active service and support to the University community, foster an academic climate to enhance student achievement, focus on increasing productive student and faculty dialog, and honor the traditions of liberal education.

Students who have demonstrated leadership through service in the community, workplace, classroom, or through academic excellence may be nominated. All full-time and adjunct faculty are qualified to join the society.

### High Distinction

Undergraduate honors are identified as High Distinction on the transcripts and diplomas of students who have maintained a GPA of 3.96 or higher. 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.

### Delta Mu Delta

Delta Mu Delta is an international honor society that recognizes academic excellence in Baccalaureate, Master's, and Doctorate degree business programs at Accreditation Council for Business Schools and Programs-accredited schools. Outstanding School of Business undergraduate students in a baccalaureate degree program who have completed three quarters or more of the work required for the degree, with at least a cumulative grade point average of 3.5 and who are in the top 10 percent of their college class are considered for election to Delta Mu Delta. Outstanding graduate students in a master's degree program who have completed three quarters or more of the work required for the master's degree with at least a cumulative grade point average of 3.75 and who are in the top 10 percent of their college class are considered for election to Delta Mu Delta.

### Banta Research Fellowships

Twice each academic year, the Banta Center for Ethical and Purposeful Leadership appoints up to three School of Business students to assist the faculty with research projects related to business ethics and corporate responsibility. Recipients receive tuition remission.

### Banta Center for Ethical and Purposeful Leadership

The School of Business is home to the Banta Center for Ethical and Purposeful Leadership, originally endowed in 2006 by distinguished alumnus David Banta ('63). It promotes the examination and practice of ethical and purposeful leadership as the keynote of excellence in business and society through co-curricular lectures and seminars, as well as student awards and fellowships. Its faculty also oversee the development and evaluation of the School of Business' ethics curriculum, including the business ethics courses that are required in every degree program.

## School of Business & Society Undergraduate Programs of Study

The School of Business faculty works continuously to improve its undergraduate degree programs in response to feedback from students, stakeholders, and business leaders concerning the current subject needs for high-quality business education.

Curriculum can and does change over time in order to ensure business relevance and to offer innovative features that make the programs more valuable to students. Consult with admissions for the most up-to-date version of our programs.

### The Bachelor of Science in Business

The Bachelor of Science in Business is designed to enhance the knowledge and effectiveness of business professionals by linking their experiences with concepts from various business disciplines. Students learn how to apply business concepts in solving problems, synthesizing information as reflective practitioners, and integrating knowledge learned in real-world and classroom settings. The themes of ethics, communication, critical thinking, and organizing global knowledge from a cultural and geographic perspective are woven into the program and demonstrated in course projects. The program culminates in the development and presentation of a capstone paper. Assessments will be conducted at the onset and prior to completion of the program.

**Learning Outcomes:** Learning outcomes for this program may be found at: <http://www.redlands.edu/bs-bsb/>

#### *Requirements*

The major program consists of fifteen required core courses totaling 60 semester credits. Course descriptions are found in the section of this Catalog titled Course Descriptions.

#### *Core Courses (15 courses/60 credits):*

- BUSB 300 Ethical and Legal Environment of Business (4)
- BUSB 301 Critical Analysis: Written and Oral Communication (4)
- BUSB 145 Mathematical Foundations for Business (4)
- BUSB 330 Managing and Leading Organizations (4)
- BUSB 230 Economics for Business (4)
- BUSB 333 Business Information Systems (4)
- BUSB 232 Data Driven Decision-Making (4)
- BUSB 340 Principles of Marketing (4)
- BUSB 260 Financial and Managerial Accounting (4)
- BUSB 342 International Business (4)  
-or- INTB 470, International Area Studies (4)
- BUSB 361 Financial Management (4)
- BUSB 370 Managing Quality and Operations (4)
- BUSB 433 GIS for Business (4)
- BUSB 481 Strategic Management (4)
- BUSB 485 Capstone: Analysis and Integration in Business and Management (4)  
-or- BUAD 495 Business Consultancy Capstone (4)  
-or- INTB 495 Global Business Consultancy Capstone (4)  
-or- INTB 470, International Area Studies (4)

### The Bachelor of Science in Management

The Bachelor of Science in Management offers students a well-rounded educational experience that focuses on the development of management and leadership skills. The program is of particular interest to those who need to complete their baccalaureate education to move up the organizational hierarchy and want to supplement their current skills with specific business functions (such as finance, budgeting, operations, information systems, etc.) with specialized knowledge of leadership and organizational behavior. The core of the Management program provides students with a conceptual foundation on managing and leading people and organizations; it also emphasizes demonstrable communication skills that help students evolve as managers and leaders in the future. Students have the opportunity to relate the classroom experience to their current jobs and apply their new knowledge. Assessments will be conducted at the onset and prior to completion of the program.

**Learning Outcomes:** Learning outcomes for this program may be found at: [www.redlands.edu/study/schools-and-centers/business](http://www.redlands.edu/study/schools-and-centers/business).

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### Requirements

The major program consists of fifteen required core courses totaling 60 semester credits. Course descriptions are found in the section of this Catalog entitled Course Descriptions.

#### Core Courses (15 courses/60 credits):

- BUSB 300 Ethical and Legal Environment of Business (4)
- BUSB 230 Economics for Business (4)
- BUSB 301 Critical Analysis: Written and Oral Communication (4)
- BUSB 145 Mathematical Foundations for Business (4)
- BUSB 330 Managing and Leading Organizations (4)
- BUSB 232 Data Driven Decision-Making (4)
- BAMG 401 Critical Perspectives for Management (4)
- BAMG 356 Human Resources Management (4)
- BAMG 334 Understanding Informational Contexts (4)
- BAMG 365 Accounting and Finance for Managers (4)
- BAMG 430 Advanced Topics in Organizational Behavior and Human Resources Management (4)
- BUSB 342 International Business (4)  
-or- INTB 470, International Area Studies (4)
- BUSB 340 Principles of Marketing (4)
- BUSB 481 Strategic Management (4)
- BUSB 485 Capstone: Analysis and Integration in Business and Management (4)  
-or- BUAD 495 Business Consultancy Capstone (4)  
-or- INTB 495 Global Business Consultancy Capstone (4)  
-or- INTB 470, International Area Studies (4)

### Electives

The School of Business & Society and the School of Continuing Studies offer electives designed to assist undergraduate students in accomplishing their academic goals. This is done by providing elective courses in general education and business that enhance and complement the core program, offer academic depth and breadth in areas of interest, and enable students to earn academic credit toward degree completion. Weekend and evening courses are conveniently scheduled at regional campus locations throughout Southern California and on the main campus in Redlands. For further information please contact your Assistant Director of Student Success.

#### The Assessment of Prior and Experiential Learning

School of Business & Society undergraduate students have the opportunity to earn certified credit toward graduation requirements through assessed learning, which is the review of college-level learning acquired in some courses, as well as outside the environment of an academic institution.

Credits earned through the Registrar's Office Assessed Learning process may be used to meet General Education category requirements and general graduation requirements. A maximum of 30 credits may be certified through faculty assessment of prior and experiential learning, including assessed prior learning credits from other institutions. The services of the Registrar's Office Assessed Learning are available only to students in the School of Business & Society undergraduate programs. Assessed Learning credits will be published on a student's academic transcript. However, the transferability of those credits is dependent upon the institution receiving them.

#### Study Abroad Programs

Students may choose from a growing number of study abroad programs. INTB 470, International Area Studies, may include programs in Asia, Europe and other regions of the world. This course can replace BUSB 342 International Business, or BUSB 485 Capstone: Analysis and Integration in Business and Management or can serve as an elective course. These programs are tailored to the schedules of working adults, concentrating the travel portion of the course over two weeks.



## School of Business & Society Graduate Programs

The School of Business & Society faculty works continuously to improve its graduate degree programs in response to feedback from students, stakeholders, and business leaders concerning the current subject needs for high-quality business education. Curriculum can and does change over time in order to ensure business relevance and to offer innovative features that make the programs more valuable to students. Consult with admissions for the most up-to-date version of our graduate programs.

### The Master of Business Administration

The Master of Business Administration (MBA) provides a foundation in the core functions of business and the development of leadership and integrity, enhanced through a firm grounding in the University of Redlands' rich liberal arts tradition. Successful leaders need attributes drawn from a liberal education, especially the ability to think critically, communicate effectively, and work in teams. The Master of Business Administration program provides an academic balance through a combination of conceptual knowledge, critical thinking, and practical application in the fundamental disciplines of business and management.

The program begins with three foundational courses that fill the gaps in knowledge a student may have in the field of business. Students who have completed an undergraduate degree in business or related field from a regionally accredited university within the last seven (7) years may be admitted to the MBA program following a holistic appraisal of their academic and professional backgrounds. They begin with four graduate level core courses to enhance their broad knowledge and skills in business in either the eighteen (18) month or ten (10) month curricular track. Students will continue learning by selecting a specialized area of study with four in-depth knowledge concentration courses and conclude with a strategy capstone course. The capstone course allows students to apply and synthesize knowledge from prior coursework in an intensive "real life" consultancy project or a simulated setting that involves management of a business in a changing and competitive market. With such experiential learning, students perfect their problem-solving, critical thinking, and decision-making skills and refine business communication and cultural competencies. Assessments will be conducted at the onset and prior to completion of the program.

The MBA is offered online and in person. The 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. Concentration courses in the classroom environment are delivered in a web-enhanced format that combines in-class sessions with online activities.

**Learning Outcomes:** Learning outcomes for this program may be found at: [business.redlands.edu](https://business.redlands.edu).

#### *Requirements*

##### *Business Foundation Knowledge (3 courses/12 credits):*

- BUAD 658 Accounting and Finance for Managers (4)
- BUAD 631 Data Driven Decision-Making (4)
- BUAD 632 Introduction to Managerial Economics (4)

##### *General Business Knowledge (4 courses/16 credits):*

- MGMT 667 Business, Ethics, and Society (4)
- MGMT 631 Management and Organizational Behavior (4)
- BUAD 683 Information and Knowledge Management (4)
- MGMT 651 Analytics for Managerial Decision-Making (4)

##### *Specialized Area In-Depth Knowledge (4 courses/16 credits):*

Students choose a concentration, or complete the following:

##### *Non-concentration General MBA Specialized Area Course Sequence:*

- INTB 655 Global Environment for Business (4)
- BUAD 660 Managerial Finance (4)

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- MGMT 680 Marketing Management (4)
- MGMT 674 Human Resources Management (4)

*Interdisciplinary Integrating Capstone (1 course/4 credits):*

- BUAD 696 Strategy Capstone (4)

All MBA students are required to complete BUAD 696 Strategy Capstone (4). In addition, students may opt to choose BUAD 695 Business Consultancy Capstone (4), INTB 695 Global Business Consultancy Capstone (4) in lieu of BUAD 696 or INTB 670.

### *MBA Concentrations*

Students may choose optional concentration to their MBA degree. A concentration consists of four courses in a focused area. These specialized courses are substituted for selected core courses in the MBA program and do not add to the overall length of the program. Four areas of specialization are available: Marketing, Finance, Global Business, or Location Analytics.

#### **Finance Concentration**

Finance is a field with great potential for a rewarding career. The finance concentration curriculum provides training, knowledge, and tools in corporate finance and international financial management—skills essential to the success of nearly any organization.

A Finance Concentration allows a career-motivated MBA graduate to pursue a wide range of job opportunities in financial institutions and financial markets that demand in-depth financial knowledge. These career opportunities are available in commercial banks, investment banking firms, mutual fund companies, mortgage banking, life insurance companies, pension fund management, property and casualty insurance companies, credit rating agencies, and health insurance firms.

The School of Business MBA's Finance Concentration provides an alternative for students to substitute core MBA courses with offerings that focus on:

- theories, models, and practical applications on the efficient and effective management of corporate finance to accomplish the objectives of the firm
- planning, raising, controlling, and administering of funds for the business
- operating characteristics of financial institutions of financial markets
- financial analysis and analytical techniques in evaluation managerial decisions vs. economic value-added and market value-added for the firm
- investment analysis, asset allocation strategies, and security selection decisions that effectively and efficiently manage investment risk and/or transfer risk
- corporate approaches to global financial markets and multinational financial management

#### **Finance Concentration Course Sequence**

- FINC 661 Financial Markets and Institutions (4)
- BUAD 660 Managerial Finance (4)
- INTB 693 Global Finance (4)
- FINC 662 Investment Theory and Analysis (4)

#### **Global Business Concentration**

Trends in the international economy have made it essential for businesses—both multinational and domestic—to be responsive to challenges and opportunities originating abroad. The focus of the Global Business Concentration is to prepare the student to analyze the reasons behind the movement of goods, services, labor, capital, technology, information, and production among nations and the implications of government and business policies on these flows.

The School of Business & Society MBA's Global Business Concentration provides an alternative for students to add to their core MBA courses with offerings that focus on

- the global environment for businesses
- international operations
- global finance

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- cross-cultural marketing
- global strategic business

### Global Business Concentration Course Sequence

- INTB 655 Global Environment for Business (4)
- INTB 694 Global Marketing (4)
- INTB 693 Global Finance (4)
- INTB 690 Global Business Operations (4)

### Healthcare Administration Concentration

According to the Bureau of Labor Statistics, the demand for health care managers and administrators is growing at a rate faster than most other industries. Healthcare administration is a fast-growing management field that focuses on planning, directing, and coordinating the delivery of high-quality patient care services.

The SBS MBA Healthcare Administration Concentration (MBA HCA) program is unique because of our collaboration with Loma Linda University. Through a consortium agreement with the Loma Linda University School of Public Health, SBS students will enroll in classes offered by Loma Linda University (LLU), to complete the healthcare administration portion of the MBA HCA. This joint program partnership combines a university known for its MBA programs, with a renowned university known for healthcare education.

The MBA HCA consists of 48 units, 40 units from the SBS MBA core and 8 units from the Loma Linda Healthcare Certificate program (36 units as noted under the MBA program requirements, plus the addition of the INTB 695 Healthcare Consultancy Capstone). Students with a bachelor's degree in a business-related field will waive 12 units from the MBA core, resulting in a total of 36 units for the program.

### Healthcare Administration Concentration Course Sequence

#### *School of Business & Society Courses*

- BUAD 658 Accounting and Finance for Managers (4)
- BUAD 631 Data Driven Decision-Making (4)
- BUAD 632 Introduction to Managerial Economics (4)
- BUAD 660 Managerial Finance (4)
- MGMT 667 Business, Ethics, and Society (4)
- MGMT 631 Management and Organizational Behavior (4)
- BUAD 683 Information and Knowledge Management (4)
- MGMT 651 Analytics for Managerial Decision-Making (4)
- BUAD 696 Strategy Capstone (4)
- INTB 695 Consultancy Capstone: Healthcare (4)

#### *Loma Linda Courses*

- HADM 534 Health-Care Law (2)
- HADM 555 Health-Care Delivery Systems (2)
- HADM 601 Quantitative Methods in Health-Care Management (2)
- HADM 605 Health-Care Quality Management (2)

### Human Resource Management Concentration

According to the Bureau of Labor Statistics, employment of Human Resource (HR) managers is expected to grow almost 10% between 2014 and 2024. The projected job growth for HR managers is 6% from 2019 to 2029 faster than the average for all occupations. As the latest evidence of the growing recognition of HR as a business-critical function, HR roles are among the fastest growing in US, as five of the 25 fastest growing roles in the U.S. since 2018 belong to Human Resource positions.

This concentration is intended for students who want to have specialized knowledge in the realm of Human Resource Management. Students pursuing this concentration are interested in gaining credentials and knowledge to help with

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current challenges at work. Such a student is already managing people and wants to know how to deal with the challenges that they face. This concentration should also be of interest to students wishing to work as a manager in human resources.

### Human Resource Management Concentration Course Sequence

- MGMT 674 Human Resource Management (4)
- MGMT 675 Talent Acquisition and Management (4)
- MGMT 676 Strategic Compensation (4 credits)
- MGMT 677 Contemporary Topics in HRM: Diversity, Equity, and Inclusion (4)

### Leadership and Management Concentration

The concentration is intended for students who like to have specialized knowledge in the realm of leadership, over and beyond a general MBA.

### Leadership and Management Course Sequence

- MGMT 634: Leading Individuals and Teams (4)
- MGMT 637: Management of Change (4)
- MGMT 638: Purposeful Leadership (4)
- Electives (choose 1 from the following list)
  - MGMT 636: Leadership Communication
  - MGMT 674: Human Resource Management
  - MGMT 677 Contemporary Topics in HRM: Diversity, Equity, and Inclusion
  - INTB 670 International Area Studies

### Location Analytics Concentration

The Location Analytics Concentration focuses on producing management professionals who can analyze and resolve complex business problems utilizing spatial information and analytics. This field is rapidly growing and has a world class industry cluster centered in Redlands, California. Students have the flexibility to develop their capabilities with locational and geographic approaches to analysis of business activities.

The School of Business & Society MBA's Location Analytics Concentration provides students with the concepts and tools to manage and understand locational patterns and trends in order to:

- manage geographic information
- apply locational knowledge for business decision making
- apply market segmentation and target marketing using GIS as a decision-making tool
- assess mapping patterns and spatial trends for entering international markets and global sourcing
- analyze and evaluate GIS opportunities related to mobile technologies, big data, social media, and locational analytics
- develop and contribute to leadership of effective strategic planning and management using geographic information and GIS
- utilize leading GIS technology tools and apply them as part of a team in developing a strategic plan for a local firm or government office

### Location Analytics Course Sequence

- GISB 691 Introduction to Location Analytics and Marketing (4)
- GISB 692 Spatial Analysis of Global Business (4)
- GISB 694 Location Analytics and Decision Making (4)
- GISB 695 Managing and Leading the Contemporary Spatial Business (4)

### Marketing Concentration

Marketing has proven to be more and more a crucial functional area for businesses to succeed in today's competitive environment. The Marketing Concentration covers in-depth disciplinary knowledge, including concepts, theories, tools, and cases that are essential in pursuing career opportunities in marketing. Students approach the subject from both a theoretical as well as a practical perspective that will allow them to make strategic decisions.

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The School of Business MBA's Marketing Concentration provides an alternative for students to substitute core MBA courses with offerings that focus on:

- analyzing business problems from the marketing perspective
- exploring marketing concepts in the global marketplace
- applying marketing analytics to drive strategic decision making
- integrating marketing and other functional areas to provide orientation for organizations

### Marketing Concentration Course Sequence

- MGMT 680 Marketing Management (4)
- INTB 694 Global Marketing (4)
- MGMT 683 Marketing Analytics (4)
- MGMT 693 Marketing Strategy (4)

### Organizational Leadership Concentration

Today's organizations have multifaceted and immersive relationships with employees, customers, suppliers, and communities. With an MBA Organizational Leadership concentration degree from the Redlands School of Business & Society, you'll learn to navigate these complex relationships, make ethical decisions, and integrate the arc of personal, organizational, and societal influences to lay the foundation for success.

An Organizational Leadership Concentration is intended for students who want to have specialized knowledge in the realm of leadership. Students pursuing this concentration are interested in gaining credentials and knowledge to help with current challenges at work. Such a student is either already managing or leading people and wants to know how to deal with the challenges that they face. This concentration should also be of interest to students who are expecting to be promoted to a leadership or management position in the future.

### Organizational Leadership Concentration Course Sequence

- MGMT 634 Leading Individuals and Teams (4)
- MGMT 637 Strategic Leadership and the Management of Change (4)
- MGMT 638 Purposeful Leadership (4)
- Electives (choose 1 from the following)
  - MGMT 636 Leadership Communication (4)
  - MGMT 674 Human Resource Management (4)
  - INTB670 International Area Studies (4)

### *Study Abroad Programs for the MBA*

Students may choose from a growing number of study abroad programs. INTB 670 International Area Studies may include programs to Asia, Europe, and other regions of the world. These programs are tailored to the schedules of working adults, concentrating the travel portion of the course over a two-week period. INTB 670, International Area Studies, may substitute for BUAD 642, INTB 655, GISB 692, INTB 693, INTB 694, or BUAD 696.

## The Master of Science in Business Analytics

The Master of Science in Business Analytics empowers students to combine disciplinary knowledge of business with quantitative reasoning and analytical skills to make informed decisions. Students learn to make ethical use of data to derive information and meaningful insights leading to actions that benefit both business and society. Graduates are business intelligence (BI) analysts and leaders who can design an enterprise-wide analytics strategy to solve organizational problems. Graduates will be effective liaisons between technical experts and organizational users of business analytics, so the value of fact- and data-driven decisions can be fully realized by the organization.

The program begins with four foundational courses that orient students to the contexts for analytics in contemporary businesses, along with an emphasis on data and its ethical use for decision-making. These foundational courses are followed by four analytics courses that provide in-depth overview of descriptive, predictive, and prescriptive analytics. In

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this core part of the program, a variety of analytics use cases are showcased and students are exposed to industry-leading analytics software. An elective course provides an opportunity to students to build on their knowledge of analytics in specialized areas such as location analytics and marketing analytics or round out their knowledge of business. The program ends with an integrative Capstone that provides a culminating real-world analytics project experience in an organization.

The MSBA is offered in an online and in a classroom environment. The classroom 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.

**Learning Outcomes:** Learning outcomes for this program may be found at: [business.redlands.edu](https://business.redlands.edu).

### *Requirements*

The major program consists of ten courses totaling 36 semester credits. Course descriptions are found in the section of this Catalog titled Course Descriptions.

#### *Foundation Courses (4 courses/12 credits):*

- BUAN 600 MSBA Program Orientation (0)
- BUAN 610 Data Ethics for Business (4)
- BUAN 615 Competing with Analytics (4)
- BUAN 620 Data Science Foundations (4)

#### *Analytics Courses (4 courses/16 credits):*

- BUAN 630 Data Visualization and Storytelling (4)
- BUAN 631/BUAD 631 Data Driven Decision-Making (4)
- BUAN 651 Prescriptive Analytics for Managerial Decision-Making (4)
- BUAN 640 Data Mining for Predictive Analytics (4)

#### *Elective Courses (1 course/4 credits): (Select One)*

- BUAN 691/GISB 691 Introduction to Location Analytics & Marketing (4)
- BUAN 694/GISB 694 Location Analytics and Decision-Making (4)
- BUAN/MGMT 683 683 Marketing Analytics (4)
- BUAN 660/BUAD 660 Managerial Finance (4)
- BUAD 658 Accounting and Finance for Managers (4)
- MGMT 680 Marketing Management (4)
- INTB 655 Global Environment for Business (4)
- MGMT 631 Management and Organizational Behavior (4)

#### *Capstone (1 course/4 credits):*

- BUAN 695 Analytics Capstone (4)

## The Master of Science in Organizational Leadership

### *Developing 21st Century Purposeful Leaders*

The Master of Science in Organizational Leadership (MSOL) is designed to address the needs and challenges of 21st century organizational leaders. Today's organizations have multifaceted and immersive relationships with employees, customers, suppliers, and communities. Consequently, there is a need to develop leaders with critical 21st century business skills and with the ability to lead purposefully at the individual, group, organizational, and societal levels. Within this context, a successful leader must improve the bottom line, while responding to the needs and values of stakeholders.

The program advances leaders who will be able to:

- Integrate organizational behavior and leadership theory to effectively address issues related to talent management.
  - Example: Develop proficiency in building a culture of trust and managing performance of diverse groups.
- Utilize principles, theories, and methods of leadership and management to address issues related to organizational effectiveness.

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- Example: Learn the keys to successful change management and the use of data for better decision-making.
- Master written, oral, and analytical expression to communicate effectively.
  - Example: Learn to apply strategic and persuasive communication practices to solve organizational problems.
- Assess, practice, and apply managerial and leadership skills to positively impact an organization and society.
  - Example: Become a purposeful leader who has a sustained positive impact on the organization and society.
- Integrate ethical concepts, principles, and theories in management.
  - Example: Learn the role of ethical behavior as a cornerstone to leadership effectiveness and societal contribution.

The program begins with an immersive assessment of 21st Century Leadership Skills. This one-credit course (MGMT 633, Assessment of 21st Century Leadership Skills) is taken at the beginning of the program concurrently with another course and serves as an opportunity for students to be self-reflective regarding their current leadership skills in advance of the transformation ahead. Students then progress through leadership and management courses exploring the self, the team, the organization, and society. At the end of the program students complete a one-credit course (MGMT 639, Reflection on 21st Century Leadership Skills) to determine what skills they have developed or strengthened and in what areas they may need further development. They also create a plan to continue their growth as leaders after completion of the MSOL.

**Learning Outcomes:** Learning outcomes for this program may be found at: [business.redlands.edu](https://business.redlands.edu).

### *Requirements*

The major program consists of nine required courses totaling 30-semester credits. Course descriptions are found in the section of the Catalog titled Course Descriptions.

#### *Required Courses (9 courses/ 30 credits):*

- MGMT 633 Assessment of 21st Century Leadership Skills (1)
- MGMT 634 Leading Individuals and Teams (4)
- MGMT 635 Analytics for Managers (4)
- MGMT 636 Leadership Communication (4)
- MGMT 637 Strategic Leadership and Management of Change (4)
- MGMT 638 Purposeful Leadership (4)
- MGMT 667 Business Ethics & Society (4)
- MGMT 674 Human Resources Management (4)
- MGMT 639 Reflection on 21st Century Leadership Skills (1)

### **International Programs for the MSOL**

Students may choose from a growing number of international programs. INTB 670 International Area Studies may include programs to Asia, Europe, and other regions of the world. These programs are tailored to the schedules of working adults, concentrating the travel portion of the course over a two-week period. INTB 670, International Area Studies, may substitute for the MGMT 636 Leadership Communication course.

### **Consultancy Capstone**

Twice each year, during the winter and summer capstone periods, the School of Business & Society offers our graduate students two unique options for completing their capstone requirement: a global consultancy (INTB 695) with an international firm and a domestic consulting (BUAD 695) engagement with an organization in Southern California. This course may substitute for the MGMT 636 Leadership Communication course.

## Accelerated Master's Degree Programs

As an undergraduate student in the University of Redlands College of Arts and Sciences (CAS), students can earn their bachelor's degree and a Master of Business Administration (MBA) or Master of Science in Business Analytics (MSBA) in as few as five years through the Redlands School of Business & Society accelerated master's degree programs.

### *4 + 1 Accelerated MBA Program*

Earn a Redlands MBA while pursuing your undergraduate degree. You'll acquire valuable skills and experience in management and organizational behavior, accounting and finance, and marketing and communication, as well as a global perspective desired by businesses and organizations of every size.

#### **The "4" Element**

CAS students take three business foundation courses in their junior or senior year. Students can also choose to take one core MBA course during their senior spring semester. CAS business majors typically fulfill the foundation courses as part of their major/minor requirement. CAS non-business majors have the opportunity to take these classes as electives in their junior and senior year (or following graduation) at the Redlands School of Business & Society.

- 5 major courses OR 3 foundation courses
- 1 MBA core course at the School of Business & Society

#### **The "+1" Element**

Students then take the remaining eight MBA courses post-graduation in a sequence of 8-week semesters. Students can choose a concentration in Marketing, Global Business, Finance, or Location Analytics.

- 3 MBA core courses
- 4 MBA concentration courses
- 1 capstone course

Students can usually complete the MBA within 12 months of full-time study or 18 months part time.

### *4 + 1 Accelerated MSBA Program*

Earning the MSBA can help you harness the power of business analytics while pursuing your undergraduate degree, allowing you to develop meaningful insights, make effective decisions, and stand out from the competition in an increasingly data-driven world.

#### **The "4" Element**

CAS students can take up to two MSBA foundation courses during their senior spring semester. Students are also encouraged to take a course in statistics (or equivalent) as part of their undergraduate studies.

- 2 MSBA foundation courses

#### **The "+1" Element**

Students then take the remaining eight MSBA courses post-graduation in a sequence of 8-week semesters. Students can choose among several electives in Location Analytics and Decision-Making, Global Environment for Business, Marketing Analytics, Financial Management, and more.

- 2 MSBA foundation courses
- 4 MSBA core courses
- 1 MSBA elective course
- 1 capstone course

Students can usually complete the MSBA within 12 months of full-time study or 18 months of part-time study.

## Certificate Programs

### *Business Fundamentals Graduate Certificate*

Successful business leaders need to acquire the core business skills before they could delve into any specialized disciplines and make changes. This certificate program will bridge the gap for you in accounting, finance, marketing, and management. It covers the foundational courses needed to earn your MBA, but is also a valuable stand-alone certificate for those looking



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to pick up additional skills to advance their career. Students who have completed an undergraduate degree from a regionally accredited university may be admitted to the program. Upon completion of each of three courses with a grade of 3.0 or higher, students will receive a certificate credential to add to their resume. If they decide to pursue the MBA program within seven years, the credits they have earned in this certificate would be applied towards the completion of the MBA program.

This certificate program is offered totally online, in a hybrid format, and in a classroom environment. The 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.

**Learning Outcomes:** Learning outcomes for this program may be found at: [business.redlands.edu](https://business.redlands.edu).

### Requirements

*Business Foundation Knowledge (3 courses/12 credits):*

- BUAD 658 Accounting and Finance for Managers (4)
- MGMT 680 Marketing Management (4)
- MGMT 631 Management & Organizational Behavior (4)

### *Human Resource Management Graduate Certificate*

The HRM certificate at SBS will be offered online and in-person and includes three courses. Human Resource Management is a required course plus two courses from the following three options: Talent Acquisition and Management, Strategic Compensation, and Contemporary Topics in HRM: Diversity, Equity, and Inclusion. This program will engage students in the in-depth analysis of all the major HR functions and address the application of critical decision-making process to various case studies as well as current issues.

This certificate program is offered totally online, in a hybrid format, and in a classroom environment. The 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.

**Learning Outcomes:** Learning outcomes for this program may be found at: [business.redlands.edu](https://business.redlands.edu).

### Requirements (3 courses/12 credits)

- MGMT 674 Human Resource Management (4 credits)
- Choose two from the following three:
  - MGMT 675 Talent Acquisition and Management (4 credits)
  - MGMT 676 Strategic Compensation (4 credits)
  - MGMT 677 Contemporary Topics in HRM: Diversity, Equity, and Inclusion (4 credits)

### *Leadership and Management Graduate Certificate*

This certificate program is offered online and in a classroom environment. The 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.

**Learning Outcomes:** Learning outcomes for this program may be found at: [business.redlands.edu](https://business.redlands.edu).

### Requirements (3 courses/12 credits)

- MGMT 634: Leading Individuals and Teams
- MGMT 637: Management of Change
- MGMT 638: Purposeful Leadership
- Electives (choose 1 from the following list)
  - MGMT 636: Leadership Communication

- MGMT 674: Human Resource Management
- MGMT 677 Contemporary Topics in HRM: Diversity, Equity, and Inclusion
- INTB 670 International Area Studies

## School of Business & Society Course Descriptions

### Management

#### **BAMG 334 Understanding Informational Contexts**

*4 credits*

Introduction to using information systems to create contexts for effective business environments. Examines how to effectively use and produce information to build dynamic organizational cultures that support creative individuals and teams.

#### **BAMG 356 Human Resources Management**

*4 credits*

Study of the theory and practice of the human resource/personnel function in organizations, including labor relations. Current issues in Human Resources Management will be addressed.

#### **BAMG 365 Accounting and Finance for Managers**

*4 credits*

Focuses on the role of financial and accounting information in managerial decision-making. This course explores how managers access capital, manage resources, budget operations, and report economic events.

#### **BAMG 401 Critical Perspectives for Management**

*4 credits*

Develops advanced critical analysis skills in writing, reading, and oral presentation through considering aspects of leadership in management in its various dimensions and within diverse theoretical and disciplinary frameworks.

**Prerequisite(s):** BUSB 301.

#### **BAMG 430 Advanced Topics in Organizational Behavior and Human Resources Management**

*4 credits*

In-depth study of advanced topics in human resources management and organizational behavior that includes a review of the literature, a deeper understanding of theoretical foundations, and applications to real organizational issues.

**Prerequisite(s):** BUSB 330, BAMG 356, and BAMG 401.

### Business Administration

#### **BUAD 301 Small Business Management**

*3 credits*

Considerations for those involved in small business. Analysis of location, legal problems, staffing, financing, marketing, and other topics.

#### **BUAD 348 Electronic Commerce and Internet Marketing**

*3 credits*

Discussion of electronic commerce, including its components, structure, and technology, as well as the application of marketing concepts to e-commerce.

#### **BUAD 393 Principles of Personal and Family Finance**

*2–3 credits*

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.

#### **BUAD 475 Practical Training and Internship**

*0–4 credits*

Helps students learn skills and knowledge that will have positive impact on their careers. It provides students with valuable opportunities, including the opportunity to observe and apply concepts learned in the classroom as well as the chance to “test drive” companies, industries, functions, or careers that interest them.

*Credit/no credit only. Course may be repeated for degree credit, up to 24 credits maximum.*

#### **BUAD 495 Business Consultancy Capstone**

*4 credits*

Integrating prior coursework within the context of strategy formulation and implementation, student teams conduct a “live” consulting engagement with a domestic organization. Students develop the parameters of the engagement and apply appropriate theoretical knowledge in a practical setting to prepare and present a project report. May substitute for BUSB 485.

**Prerequisite(s):** BUSB 481.

#### **BUAD 631 Data Driven Decision-Making**

*4 credits*

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The course focuses on descriptive and predictive analytics for decision-making from a variety of business disciplinary perspectives. Important elements include identification of data driven decision-making contexts in business, ascertaining data needs, analyzing data, interpreting and communicating results, and ultimately the value proposition of analytics.

*Not open to students who earned a 3.0 or higher GPA for BUAD 648.*

### **BUAD 632 Introduction to Managerial Economics**

*4 credits*

Examination of economic concepts essential for managerial decision-making. Focus on applying macroeconomic fundamentals and microeconomics analysis to a wide array of business problems.

*Not open to students who earned a 2.0 or higher GPA for BUAD 644.*

### **BUAD 658 Accounting and Finance for Managers**

*4 credits*

Focuses on the role of accounting and finance in managerial decision-making. This course explores how managers access capital, invest in resources, budget operations, and report economics events.

*Not open to students who have completed BUAD 660.*

### **BUAD 660 Managerial Finance**

*4 credits*

An overview of financial management tools used in analyzing and developing strategies for making business decisions. Topics include: time value of money, bond and stock valuation, risk and return, capital budgeting, capital structure and dividend policy, working capital management, options, and their applications in corporate finance.

### **BUAD 675 Advanced Practical Training and Internship**

*0–4 credits*

Helps students learn skills and knowledge that will have positive impact on their careers. It provides students with valuable opportunities, including the opportunity to observe and apply concepts learned in the classroom as well as the chance to “test drive” companies, industries, functions, or careers that interest them.

*Credit/no credit only. Course may be repeated for degree credit, up to 24 credits maximum.*

### **BUAD 683 Information and Knowledge Management**

*4 credits*

Survey of information systems principles emphasizing the strategic role of information systems in business, and global and interactive aspects of information systems.

*Not open to students who have received credit for MGMT 691.*

### **BUAD 694 Entrepreneurship Capstone**

*4 credits*

This capstone course takes students through all 8 steps on the SLAM diagram which all aim to evolve theoretical ‘product-market’ fit and how a startup intends to focus and grow with a pre-identified target customer group and also de-risk the startup implementation journey once positive validation has been established.

### **BUAD 695 Business Consultancy Capstone**

*4 credits*

Integrating prior coursework within the context of strategy formulation and implementation, student teams conduct a “live” consulting engagement with a domestic organization. Students develop the parameters of the engagement and apply appropriate theoretical knowledge in a practical setting to prepare and present a project report.

*May substitute for MGMT 697, FINC 664, INTB 692W, ISYS 683W, GISB 693W, MGMT 694W, MGMT 695, or BUAD 696.*

### **BUAD 696 Strategy Capstone**

*4 credits*

Integrating knowledge and skills from prior coursework to analyze and solve business problems from strategic and functional perspectives. Students work in an experimental and adaptive learning environment of dynamic simulation to experience the complexity of business decision-making. The simulative decision-making focuses on teamwork and critical thinking in collaborative development and execution of strategic plans.

*Prerequisite(s): This course may be substituted by the study-abroad programs in INTB 670.*

## **Business Analytics**

### **BUAN 600 MSBA Program Orientation**

*0 credits*

Introduces students to the MSBA curriculum and the approach to graduate academic engagement offered at the University of Redlands School of Business and its unique learning community.

*Prerequisite for all other MSBA courses. Credit/no credit only.*

### **BUAN 610 Data Ethics for Business**

*4 credits*

Evaluates the ethical, social, and legal ramifications of the choices we make at different stages of data analysis and information privacy, and the impact of those choices on managerial decision-making.

**Prerequisite(s):** BUAN 600.

**BUAN 615 Competing with Analytics**

4 credits

This course examines organizational contexts for business analytics. Focus is on creating competitive advantage across business functions such as marketing, operations, finance, human resources, R&D, and supply chain through strategic use of analytics.

**Prerequisite(s):** BUAN 600.

**BUAN 620 Data Science Foundations**

4 credits

This course provides an in-depth understanding of data, data technologies, and techniques essential to effective and ethical data analytics. The course also includes fundamental concepts and skills to effectively manage, clean, integrate, pre-process, and transform data for analytics using industry-standard tools such as Python or R.

**Prerequisite(s):** BUAN 600 and BUAN 615.

**BUAN 630 Data Visualization & Storytelling**

4 credits

Evaluates the role of descriptive analytics, both statistical measures and visualization, in delivering organizational value to decision-making contexts. Includes use of spatio-temporal data for “story-telling” and the effective communication of results to organizational decision-makers.

**Prerequisite(s):** BUAN 615 and BUAN 620.

**BUAN 631 Data-Driven Decision-Making**

4 credits

Course focuses on descriptive and predictive analytics for decision-making from a variety of business disciplinary perspectives. Important elements include identification of data-driven decision-making contexts in business, ascertaining data needs, analyzing data, interpreting and communicating results, and ultimately the value proposition of analytics.

**Prerequisite(s):** BUAN 615 and BUAN 620.

**BUAN 640 Data Mining for Predictive Analytics**

4 credits

Provides an overview of data mining concepts, process, and popular methods in the context of business. Supervised and unsupervised methods are covered using large, real-life business datasets, with statistical modeling

and machine learning support provided by programming. Spatial data mining, privacy issues and pitfalls of data mining are also discussed.

**Prerequisite(s):** BUAN 615, BUAN 620, and BUAN 631 or BUAD 631.

**BUAN 651 Prescriptive Analytics for Managerial Decision-Making**

4 credits

Provides an understanding of the role analytics plays in decision-making process. Topics include quantitative methods of managerial decision-making, including linear programming, network models, transportation, assignment, transshipment, project management (PERT/CPM), inventory management, simulation, decision theory, forecasting, and supply chain management.

**Prerequisite(s):** BUAN 615.

**BUAN 660 Managerial Finance**

4 credits

An overview of financial management tools used in analyzing and developing strategies for making business decisions. Topics include time value of money, bond and stock valuation, risk and return, capital budgeting, capital structure and dividend policy, working capital management, options, and their applications in corporate finance.

**Prerequisite(s):** BUAN 631 or BUAD 631.

**BUAN 683 Marketing Analytics**

4 credits

Examination of the strategic planning process, with emphasis on resource allocation decision driven by marketing analytics. Focus on the use of quantitative and data analysis tools to define optimal marketing mix, perform effective analysis of customers and digital marketing campaigns, as well as integrate spatial thinking in decision making.

**Prerequisite(s):** BUAN 631 or BUAD 631.

**BUAN 691 Introduction to Location Analytics and Marketing**

4 credits

Introduction to the fundamentals of location analytics including location value and spatial maturity growth across business functions. Moving from fundamentals, the course focuses on marketing applications of GIS and location analytics to enhance customer value by understanding, examining, and predicting the needs and preferences of modern customers.

**Prerequisite(s):** BUAN 631 or BUAD 631.

**BUAN 694 Location Analytics and Decision Making**

4 credits

Focus on decision-making spanning various stages of location value chain in businesses employing GIS and location analytics. Emphasis on illustrations of location analytics project planning, development, and implementation in businesses. Topics include spatial decision support, location analytics to examine big data, social media, mobile technologies, and their spatial components.

**Prerequisite(s):** BUAN 631 or BUAD 631.

**BUAN 695 Analytics Capstone**

4 credits

Culmination of the MSBA program with focus on an applied analytics project. Using knowledge gained throughout the program, students work on a real-world project that requires strategic deployment of analytics. Emphasis on improving decision-making and communicating the value generated by analytics.

**Prerequisite(s):** BUAN 600, BUAN 615, BUAN 620, BUAN 630, BUAN 631 or BUAD 631, BUAN 640, and BUAN 695.

**Business**

**BUSB 095 Mathematical Fundamentals for Business**

0 credits

The course includes the study of the basic laws of numbers, fractions, exponents, graphing, and radicals, as well as gaining an understanding of a variety of expressions and equations, including equalities, inequalities, polynomials, and quadratics. The development of solving of word problems will be studied extensively.

*Credit/no credit only.*

**BUSB 145 Mathematical Foundations for Business**

4 credits

Introduction of mathematical foundations with applications for decision-making in business, economics, finance, business statistics, and operations management. Focus is on mathematical concepts, including functions and their graphs, systems of equations and inequalities, linear programming, mathematics of finance, and basic probability and statistics.

**Prerequisite(s):** successful completion of the Math Readiness Evaluation or ALEKS PPL (Placement, Preparation, and Learning Assessment).

**BUSB 230 Economics for Business**

4 credits

Introductory study of macroeconomics and microeconomics. Microeconomics studies decision-

making by individual firms and consumers in regard to the allocation of scarce resources, supply and demand basics, and optimum output determination.

Macroeconomics includes coverage of the national and global economy, the impact of economic aggregates, and government action.

**BUSB 232 Data Driven Decision-Making**

4 credits

Introduction to basic statistical concepts, including measures of central tendency and dispersion, frequency distributions, probability distributions, sampling distributions, and estimation. Also, application in statistical inference, one- and two-sample hypothesis testing, chi-square, analysis of variance, and multiple regression models.

**Co-requisite:** BUSB 145 or equivalent.

**BUSB 260 Financial and Managerial Accounting**

4 credits

Examines accounting information as an economic decision-making tool. This course presents the concepts, policies, and procedures that govern accounting information systems. Students use that understanding to improve resource allocation by managers, owners, and creditors of an organization.

**Prerequisite(s):** BUSB 145 or equivalent.

**BUSB 300 Ethical and Legal Environment of Business**

4 credits

Examination of moral and legal business issues in domestic and international contexts with emphasis on contemporary problems.

**BUSB 301 Critical Analysis: Written and Oral Communication**

4 credits

Deepens students' analytical skills in written and oral communication. Focus on purpose, depth, organization, research, style, and effectiveness. Special attention is paid to contemporary business contexts, as well as historical perspectives.

**BUSB 330 Managing and Leading Organizations**

4 credits

Overview of organizational behavior and theory. Focus is on the behavior of individuals and groups within organizations. The study of organizational decision-making, organizational design, culture, leadership, power and politics, and management of change. Ethics, diversity, and globalization are integrated throughout the course.

**Prerequisite(s):** BUSB 301 or equivalent.

**BUSB 333 Business Information Systems**

4 credits

Introductory organizational and managerial overview of information systems. Assessing and constructing data and information for decision-making, designing interactive and spatial information systems, and assessing their ethical implications. Communicating effectively in a systems development environment.

**BUSB 340 Principles of Marketing**

4 credits

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.

**Prerequisite(s):** BUSB 301 or equivalent.

**BUSB 342 International Business**

4 credits

Examination of developments within international markets and the effects of the activities of business enterprises. Students study the effects of increasing international linkages on the role and conduct of domestic and international business functions. *This course may be substituted by the study-abroad programs in INTB 470.*

**Prerequisite(s):** BUSB 301 or equivalent.

**BUSB 361 Financial Management**

4 credits

Principles of financial planning, control, and analysis of the firm and the role of the financial manager within the firm.

**Prerequisite(s):** BUSB 145 or equivalent. **Co-requisite:** BUSB 260 or equivalent.

**BUSB 370 Managing Quality and Operations**

4 credits

Operations management issues and techniques to analyze problems for organizations that provide services and manufacturing products. Strategic issues and practical applications include productivity, competitiveness, supply chain management, decision-making, quality management, process selection, linear programming, transportation models, forecasting, inventory management, enterprise resource planning, project management, and simulation.

**Prerequisite(s):** BUSB 145 and BUSB 232 or equivalent.

**BUSB 433 GIS for Business**

4 credits

Overview of GIS and spatial analysis applied to organizations. Focus is on geographic information, location-based decision-making, spatial data, investment in and value of GIS, ethical aspects, and GIS strategies. Students learn through case studies and lab practice with spatial data.

**Prerequisite(s):** BUSB 333 or equivalent.

**BUSB 481 Strategic Management**

4 credits

Develops analytical tools critical to assessing environments, opportunities, and threats needed to build and sustain long-term competitive advantage. Addresses knowledge, skills, and approaches necessary to generate, evaluate, and implement strategic alternatives. Emphasizes interrelationships of various organizational functions.

**Prerequisite(s) in the BS Management program:** BUSB 330, BAMG 334, BUSB 340, and BAMG 365 or their equivalents. **Prerequisite(s) in the BS Business program:** BUSB 330, BUSB 333, BUSB 340, and BUSB 361, or their equivalents.

**Co-requisite:** BUSB 342 or equivalent.

**BUSB 484 BSB Entrepreneurship Capstone**

4 credits

This capstone course takes students through the Startup Launch Assistance Map diagram to evolve theoretical 'product-market' fit and determine how their proposed startup will focus and grow with a pre-identified target customer group. The process will de-risk the startup implementation journey once the student positively validates their idea.

**Prerequisite(s):** BUSB 340 or equivalent and BUSB 342 or equivalent. **Co-requisite:** BUSB 481 or equivalent.

**BUSB 485 Capstone: Analysis and Integration in Business and Management**

4 credits

Focuses on integrating knowledge and skills acquired during the program and applying them to an organizational analysis. Students develop and present a capstone paper that utilizes artifacts created in earlier courses, synthesizes principles and theories from a broad arena of learning, and demonstrates effective skills of critical inquiry. *This course may be substituted by the study-abroad programs in INTB 470.*

**Prerequisite(s):** BUSB 340 or equivalent and BUSB 342 or equivalent. **Co-requisite:** BUSB 481 or equivalent.

English

**ENGB 102 Composition II: Critical Analysis**

3 credits

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. *Not open to students who have received credit for ENGW 201.*

**ENGB 125 Business and Professional Speaking**

3 credits

Theory and practice relevant to a variety of business and professional speaking situations. Topics include listening, audience analysis, research, organization, style, and delivery.

**ENGB 323 Reading Film**

3 credits

Study of the dynamics, theory, and structures of film, exploration of film genres, and analysis of films from various genres, historical periods, and cultures. Prior completion of BUSB 301 is recommended.

**ENGB 326 Contemporary Literary Contexts**

3 credits

Study of theories and techniques of critical literary analysis with application to texts from various genres, historical periods, and cultures. *Prior completion of BUSB 301 is recommended.*

**ENGB 351 Writing and Work**

3 credits

Advanced course focusing on diverse forms of writing in the workplace, including but not limited to reports, proposals, evaluations, and persuasive documents. Special attention paid to collaborative writing settings, presentation strategies, and web design principles.

**ENGB 360 Topics in Literature and Film**

1–3 credits

Selected intermediate topics in literature and/ or film chosen to reflect student interest and instructor availability. May be repeated for degree credit for a maximum of 6 credits, given a different topic.

**ENGB 447 Business, Literature, and Film**

3 credits

Examination of representations of business, commerce, and related themes in literature and film from various genres, periods, and cultures.

**ENGB 449 Literature, Globalism, and Enterprise**

3 credits

Study of literature from various genres, periods, and cultures through the twin lenses of globalism and enterprise. Themes may include cultural and economic hegemony; multinational business; post-colonialism; evolving representations of markets, exchange, and power; regionalism; authority and voice; etc.

**Finance**

**FINC 661 Financial Markets and Institutions**

4 credits

Analysis of the role of money/capital markets and financial institutions in the allocation of capital in the economy. Depository and non-depository financial institutions are examined with special attention to the evolution and regulation of such institutions.

**FINC 662 Investment Theory and Analysis**

4 credits

Examination of theoretical framework for investments and portfolio analysis. Focuses on development of investment objectives and evaluation of risk-return trade-off leading up to optimal portfolio selection and management.

**Geographic Information Systems**

**GISB 410 The Urban Community: A Spatial Approach**

3 credits

Study of the urban community, including the topics of city dynamics, metropolitan concepts, neighborhoods, migration, race, ethnicity, gender, poverty, industrial location, edge cities, environment, and urban planning. Spatial analysis is introduced to better understand the city. Several GIS labs on urban processes are included. **Prerequisite(s):** BUSB 333 or introductory-level course in Information Systems.

**GISB 691 Introduction to Location Analytics and Marketing**

4 credits

Introduction to the fundamentals of location analytics including location value and spatial maturity growth across business functions. Moving from fundamentals, the course focuses on marketing applications of GIS and location analytics to enhance customer value by understanding, examining, and predicting the needs and preferences of modern customers.

**GISB 692 Spatial Analysis of Global Business**

4 credits

Analysis of location aspects of global business and value chains in the context of a complex, international

environment. Emphasis is on employing GIS for spatial analysis of country characteristics to gain important insights to global production and sales decisions, as businesses increasingly focus on international markets.

**GISB 694 Location Analytics and Decision Making**

*4 credits*

Focus on decision-making spanning various stages of location value chain in businesses employing GIS and location analytics. Emphasis on illustrations of location analytics project planning, development, and implementation in businesses. Topics include spatial decision support, location analytics to examine big data, social media, mobile technologies, and their spatial components.

**GISB 695 Managing and Leading the Contemporary Spatial Business**

*4 credits*

Culmination of Location Analytics concentration with focus on management and leadership aspects of contemporary spatial business enterprise. Emphasis on application of management principles for spatial transformation, development, prototyping of spatial strategies for competitive advantage spanning the organizational value chain. Topics include GIS strategy, cost-benefit analysis, and ROI of spatial investments.

**Healthcare Administration**

**HADM 534 Health-Care Law**

*2 credits*

Examines the legal and judicial processes as they relate to health care. Considers criminal and civil law. Emphasizes principles of contract law. We will examine health care as a highly regulated industry, providing students with an understanding of the vast range of legal issues facing health care practitioners and administrators. Particular attention will be given to topics in regulatory compliance, medical malpractice, health care contracting, and employment law.

**HADM 555 Health-Care Delivery Systems**

*2 credits*

This course reviews current trends in health care financing; integrated delivery systems; managed care, as well as some focus on health care operations, including: billing, coding, pricing, utilization review, case management, and systems. Reviews and discusses current events and research relating to the health care system structure throughout the world and relative to U.S. health care policy.

**HADM 601 Quantitative Methods in Health-Care Management**

*2 credits*

This course uses quantitative methods to analyze and improve business processes within an organization. Regression analysis, simulation, decision analysis, capacity planning, inventory models, linear programming, scheduling, and benefit cost analysis.

**HADM 605 Health-Care Quality Management**

*2 credits*

Focuses on quality systems that include developing clear mission or vision, setting measurable strategic quality goals, deploying goals for action by identifying specific activities to be done, and controlling results. Analysis of quality process in health care historically, with emphasis on key strategies for success.

**Health Science**

**HLSC 116 The Stress of Living**

*3 credits*

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.

**HLSC 396 Special Studies in Health Science**

*1–6 credits*

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 is to be reported and evaluated.

**Humanities**

**HUMB 309 Theories of Human Nature**

*3 credits*

Analysis and comparison of a number of major theories of human nature. *Not open to students who have received credit for MGTW 310.*

**HUMB 396 Special Studies: Arts and Humanities**

*1–6 credits*

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. *May repeat for a maximum of 6 credits, given different content.*

**Information Systems**



**ISYS 364 Geographical Information Systems: Managing Environmental Problems**

3 credits

Students, managers, and business professionals are introduced to the use and practical importance of Geographical Information Systems (GIS). Covers the design and functioning of GIS, applications to business and environmental problems, and management of GIS. Includes hands-on experience. *Not open to students who have completed ISYS 365.*

**International Business**

**INTB 470 International Area Studies**

4 credits

Students intensively study a specific country or region in the world. They evaluate the characteristics of the analyzed area's socioeconomic conditions, its policy environment, and its business activities. They then analyze how these factors jointly influence the international marketplace. Course combines lectures with overseas seminars, company/institutional visits, and cultural exposure.

*May substitute for BUSB 342 or BUSB 485.*

**Prerequisite(s):** BUSB 301 or by permission. *May be repeated for credit given different country or region.*

**INTB 495 Global Business Consultancy Capstone**

4 credits

Integrating prior coursework within the context of strategy formulation and implementation, student teams conduct a "live" consulting engagement with an organization in a foreign country. Students develop the parameters of the engagement and apply appropriate theoretical knowledge in a practical setting to prepare and present a project report. *With Undergraduate Program Director approval, may substitute for BUSB 485.*

**Prerequisite(s):** BUSB 481.

**INTB 655 Global Environment for Business**

4 credits

Exploration of the theoretical and practical concepts of geopolitical and economic relations to evaluate the effects of globalization on business. Focus is on evaluating and formulating strategic responses to diverse political, economic, and social factors regarding the risks they present for international trade and investment, resource allocation decisions, and organizational structures. *This course can be substituted with INTB 670 International Area Studies.*

**Prerequisite(s):** *Not open to students who have received credit for INTB 693, FINC 662, GISB 692, or INTB 670.*

**INTB 670 International Area Studies**

4 credits

Students intensively study a specific country or region in the world. They evaluate the characteristics of the analyzed area's socioeconomic conditions, its policy environment, and its business activities. They then analyze how these factors jointly influence the international marketplace. Course combines lectures with overseas seminars, company/institutional visits, and cultural exposure. *Note: Students cannot repeat the same course destination from their undergraduate program. May substitute for BUAD 642, INFT 630, INTB 655, INTB 693, INTB 694, ISYS 680, GISB 692, or MGMT 690, INTB 690, BUAD 696, OR MGMT 636.*

**INTB 690 Global Business Operations**

4 credits

Advanced analysis of the causes that motivate businesses to establish operations on a global scale, the application of effective techniques to manage these activities and their financial consequences, and the integration of global operations decisions across business functions. *This course can be substituted with INTB 670 International Area Studies.*

**INTB 693 Global Finance**

4 credits

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. *This course can be substituted with INTB 670 International Area Studies.*

**INTB 694 Global Marketing**

4 credits

Exploration 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. *This course can be substituted with INTB 670 International Area Studies.*

**INTB 695 Global Business Consultancy Capstone**

4 credits

Integrating prior coursework within the context of strategy formulation and implementation, student teams conduct a "live" consulting engagement with an organization in a foreign country. Students develop the parameters of the engagement and apply appropriate theoretical knowledge in a practical setting to prepare and present a project report. *May substitute for MGMT*

697/697W, INTB 692W, FINC 664W, GISB 693W, ISYS 683W, MGMT 694W, MGMT 695, OR BUAD 696.

## Management

### **MGMT 296 Special Studies: Military Science**

1–6 credits

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.

### **MGMT 334 Management Simulation**

1–6 credits

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.

### **MGMT 347 Supervision**

3 credits

Study of the worker with emphasis on motivating, communicating, counseling, training, managing time, and evaluating performance. Emphasis is on small groups and individuals rather than the organization and its environment.

### **MGMT 387 Humor and Creative Management**

3 credits

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. Also construct models and plans for intervention to enhance humor and creative intelligence in organizations. *Not open to students who have received credit for MGMT 386.*

### **MGMT 396 Special Studies: Management**

0–6 credits

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.

### **MGMT 397A Special Studies: Leadership and Motivation**

1–3 credits

Leadership and motivation theory with personal application and development for understanding leadership in today's diverse work environments. Topics include merging leadership and motivational concepts such as transformational leadership, emotional

intelligence, the triarchic theory of intelligence, followership, job satisfaction, power and influence, change and creativity.

### **MGMT 397B Special Studies: Management of Human Capital**

1–3 credits

Study and critical analysis of both theory and practice of human capital management in modern complex organizations.

### **MGMT 397C Special Studies: Money and Banking**

1–3 credits

Development of electronic money and banking into the traditional subjects of money, banking, and financial markets. The course provides an integrated coverage of domestic and international financial markets and the global economy.

### **MGMT 398 Special Studies: Public Service Administration**

1–6 credits

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.

### **MGMT 604 Managerial Assessment and Development**

4 credits

Students assess and develop their personal skills, interpersonal skills, group skills, and specific communication skills through self-assessment, study of theory, analysis, practice, and application. Students assess their career preferences and develop personal action plans.

### **MGMT 610 Contexts for Contemporary Management**

4 credits

Critical analysis course providing students with research methods, written and oral communication strategies, and leadership skills necessary for graduate-level work. Focus on diverse historical and cultural contexts in management thought, with special attention paid to shifting perspectives on organizational life.

### **MGMT 631 Management and Organizational Behavior**

4 credits

Topics include managing individual performance, team and intergroup dynamics, leadership, human resource management, organizational design, decision making and management of change.

**MGMT 633 Assessment of 21st Century Leadership Skills**

1 credit

Orientation to and assessment of 21st Century Skills including improving performance with systemic thinking, supporting change, and adding value. Includes 360-degree assessment and personal assessment of management skills, management knowledge through a standardized test, and knowledge of business mathematics.

*Numeric grade only.*

**MGMT 634 Leading Individuals and Teams**

4 credits

Leading Individuals and Teams provides the foundations for understanding the behavior of individuals and teams in organizations. The course takes an application-oriented perspective on understanding individuals and groups and managing their performance.

*Numeric grade only.*

**MGMT 635 Analytics for Managers**

4 credits

This course provides a managerial overview of business analytics in the contemporary organization. Current/aspiring managers and consumers of analytics will learn about analytical approaches to managerial decision-making. Stages of analytical maturity and elements of analytical competitiveness will be examined to prescribe a roadmap for successfully deploying analytics in the organization.

*Numeric grade only.*

**MGMT 636 Leadership Communication**

4 credits

Course provides advanced analytical approaches for strategic written, presentation, and interpersonal communication in organizational contexts. Focus on practical methods that advance leaders' abilities to inform, engage, persuade, and influence professional audiences, Special attention paid to changing forms, formats, and culture in contemporary professional communication.

*Numeric grade only.*

**MGMT 637 Strategic Leadership and Management of Change**

4 credits

Strategic leadership and management of change provides a macro view of organizations. The course takes a big picture view of organizations and walks a student through strategic thinking about their own organization. The course takes an application-oriented perspective on

organizational change, decision making, organizational design, organizational culture and power and politics.  
*Numeric grade only.*

**MGMT 638 Purposeful Leadership**

4 credits

Purposeful Leadership provides an integrative perspective of organizational and societal responsibilities of leaders. The course covers four interwoven dimensions of purposeful leadership: personal, relational, strategic and societal. Drawing upon a wide range of concepts and applications, the primary theme of the course is an examination of the critical role leaders play an ensuing that organizations perform in an effective, meaningful, ethical and socially redeeming manner.

*Numeric grade only.*

**MGMT 639 Reflection on 21st Century Leadership Skills**

1 credit

Assessment of and reflection on 21st century skills including improving performance with systemic thinking, supporting change, and adding value. Includes 360-degree assessment and personal assessment of management skills, management knowledge through a standardized test, and knowledge of business mathematics.

*Numeric grade only.*

**MGMT 651 Analytics for Managerial Decision Making**

4 credits

Provides students with an understanding of the role analytics plays in the decision-making process. Topics include quantitative methods of managerial decision-making including linear programming (LP), network models, transportation, assignment, transshipment, project management (PERT/CPM), inventory management, simulation, decision theory, forecasting, and supply chain management.

**MGMT 661 Introduction to Analytics and Decision Making**

4 credits

This course provides an introduction to business analytics and applied decision-making using simple quantitative techniques. Topics include cost-revenue models, competitiveness, productivity, forecasting, project management, and linear programming as they relate to business decisions in a dynamic environment.

**MGMT 667 Business, Ethics, and Society**

4 credits

Examination of the ethical, legal, and social environment of business and its impact on managerial decision-making.

**MGMT 674 Human Resources Management**

*4 credits*

Study and critical analysis of theory and practice of the human resource/personnel function in modern, complex organizations. Topics such as personnel policies, workforce diversity, HR practices, employee discipline, health and safety, and collective bargaining. Addresses goals of equity, efficiency, and effectiveness in a diverse environment.

**MGMT 675 Talent Acquisition and Management**

*4 credits*

To engage students in the critical analysis of talent acquisition and management by exploring various staffing models and strategies concerned with talent acquisition, deployment, and retention of the organization's workforce. To address the application of critical decision-making process to various case studies as well as current issues.

**MGMT 676 Strategic Compensation**

*4 credits*

To explore the art and science of compensation practice and its role in promoting company's competitive advantage. To address compensation as a strategic business partner and engage students in the critical analysis of strategic compensation and the application of decision-making process to various case studies as well as current issues.

**MGMT 677 Contemporary Topics in HRM: Diversity, Equity, and Inclusion**

*4 credits*

To provide insight into the employment law for human resource practice. To address the understanding of the various legal issues and DEI perspectives for each stage of the employment process, as well as the application of critical decision-making process to the most current cases and real-world situations.

**MGMT 680 Marketing Management**

*4 credits*

Exploration of crucial 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.

**MGMT 683 Marketing Analytics**

*4 credits*

Examination of the strategic planning process with emphasis on marketing resource allocation decision driven by marketing analytics. Focus on the use of quantitative and data analysis tools to define optimal marketing mix, perform effective analysis of customers and digital marketing campaigns as well as integrate spatial thinking in decision making.

**MGMT 684 Digital Marketing**

*4 credits*

This course is designed to give students a theoretical understanding of the digital marketplace in order to adapt to the increasing shift of marketing effort from traditional media to digital media such as search engines, social media, and mobile. It also equips students with the strategies, tools and tactics that digital marketers employ and develop the specific skills necessary for carrying out digital marketing plans and effectively evaluating the plans of others.

**MGMT 686 Organization Theory**

*4 credits*

Students develop social skills and apply theories of organizational structure and design, decision-making, power, politics, culture, innovation and change to real-world case studies in order to make convincing recommendations to management.

**MGMT 690 Strategy**

*4 credits*

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 697W.*

**MGMT 693 Marketing Strategy**

*4 credits*

Marketing strategy integrates marketing and other functional areas within a firm. It provides orientation to organizations on how to use resources and capabilities to maximize long-run customer value, as well as generate the greatest financial return.

**MGMT 695 Management Consulting Capstone**

*4 credits*

This course integrates prior coursework within the program with student teams developing the relevant parameters for a consulting engagement and applying appropriate theoretical knowledge in that setting to prepare and present a project report.

**Prerequisite(s):** All other MAM courses.

## Science

### **SCIB 150 Current Issues in Science and Technology**

*3 credits*

Examination of some of the most important technological developments of this century and their impact upon human lives. Examination of the complex relationship among humans, the environment, and technology. *Not open to students who have received credit for LSNS 150.*

### **SCIB 201 Natural Sciences Through Living Laboratories**

*3 credits*

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. *Not open to students who have received credit for LSNS 201.*

### **SCIB 460 Topics in Environmental Science**

*3 credits*

Greater understanding of the science that underlies such environmental problems as ozone depletion and the loss of genetic diversity through explorations 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. *Not open to students who have received credit for EVSW 460.*

## Social Science

### **SOCB 302 The Personal and Social Impact of Marital Dissolution**

*2–3 credits*

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. *Not open to students who have received credit for ISSS 302.*

### **SOCB 304 Death and Bereavement**

*2–3 credits*

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 ISSS 304.*

### **SOCB 307 Gender and Work**

*3 credits*

Examination of social-psychological, political, and historical realities affecting men and women in the workplace. Incorporates personal experience as students; examines issues such as power tokenism, support, networking, socialization, and change. Special interplay to the exchange between gender and other social factors such as race, class, and sexual orientation.

### **SOCB 309 The American Family**

*3 credits*

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. *Not open to students who have received credit for SOC 309.*

# School of Education

## **The Deans**

Nicol R. Howard  
Brian Charest

## **The Faculty**

Yang Ai  
Mikela Bjork  
Ann Blankenship-Knox  
Janee Both Gragg  
Brian Charest  
Mousumi De  
Brian Furgione  
Rod Goodyear, Emeritus

Nicol R. Howard  
Jose Lalas  
Kimiya Sohrab Maghzi  
Rocio Mendoza  
Conroy Reynolds  
Pauline Reynolds  
Adriana Ruiz Alvarado  
Alayne Sullivan

## Introduction

Founded in 1924, the graduate and professional School of Education endeavors to transform students into innovative scholar-practitioners, guided by the ideals of equity and access, who serve their communities as leaders in Pre-K-12, and higher education. Through personalized, inclusive, globally engaged teaching and scholarship, we aim to shape and enrich educational practices that advance a more just society and impact the lives of individuals in our community and beyond.

For nearly 100 years, the University of Redlands School of Education has upheld a commitment to develop and mentor compassionate, influential educators and counselors who are driven to contribute to something greater than themselves.

We welcome those who are called to create change. Those who are unafraid to challenge traditional thought. Those who fight endlessly for equity in education. We embrace those who have the courage to be uncomfortable, and the foresight to solve problems before they arise. Those who choose progress over complacency, no matter what.

### **Vision**

Inspire more justice-related dialogue and action.

### **Mission**

Strengthen social and educational justice through student, staff, and faculty engagement.

### **Social Justice Principles**

- 1) Advocate practices that emphasize equity and democracy for all.
- 2) Promote diversity of people, thought, experience, and expression.
- 3) Lead systemic change.

### **Educational Justice Principles**

- 1) Champion educational accessibility for all.
- 2) Encourage inclusive education through diverse learning, teaching, and scholarship.
- 3) Model self-awareness as a foundation for growth and change.

### **Regional Campuses**

Regional Campuses Some of our courses and programs are offered at convenient locations throughout Southern California. For more programmatic regional campus information, refer to the University of Redlands School of Education website <https://www.redlands.edu/study/schools-and-centers/school-of-education>.

## School of Education 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) 748-8064 or visit web site at [www.redlands.edu](http://www.redlands.edu) for School of Education admissions information. Prospective applicants receive information describing the school's degree and credential programs, course curriculum, admissions requirements, cost, and financial aid. Potential students will work with an enrollment counselor to identify a program that is best suited for his/her educational needs. University of Redlands School of Education has an appeals policy and procedure for admission decision. For more details, contact your admission counselor.

### Admission Status

Official admission status must be attained before continuing into the second course or term. Students may be permitted provisional admission (with approval from the Departmental Admissions Committee).

### Provisional Admission

Applicants who do not meet the 2.75/3.0 GPA requirement may petition to be provisionally admitted with the approval of the Departmental Admissions Committee. If approved the student is considered fully admitted but with provisions. Provisionally admitted students are eligible for financial aid. These students attend the first semester of the program and academic progress is monitored carefully. If the student earns at least a 3.0 in each of his or her courses during the first semester, the provisions are lifted. Students who do not meet the academic requirements during the first term will be academically dismissed from the program.

### Matriculation

Students will be matriculated when the Registration and Tuition agreement has been signed.

### Appeal Decision

Students seeking to appeal an admission decision can contact the Office of Graduate and Professional Enrollment. Additional documentation in support of the appeal must be provided.

## Preliminary Teacher Credential

The School of Education offers the Multiple Subject, Single Subject, Mild to Moderate Support Needs Special Education Teacher Credential Programs. The programs are accredited by the California Commission on Teacher Credentialing. The teacher credential programs are designed for individuals who have earned their baccalaureate degrees. For undergraduate credential programs, see the Education segment in the College of Arts and Sciences section of this Catalog.

Credential courses are offered during evening hours to accommodate working adults. The Preliminary Teacher Credential program's early fieldwork experience will require a minimum 5 to 50 hours per course. The Multiple Subject and Single Subject program's early fieldwork experience hours will consist of 40 hours. The Mild to Moderate Support Needs Special Education program's early fieldwork experience hours will consist of 200 hours. Credential candidates will also complete either student teaching, a teaching internship, or a teacher residency. Student teaching is a 14-week, full time work commitment that occurs at the end of the program. Teaching Internships are a full-time work commitment where candidates are overseen for 14-weeks by the program faculty, advisor, and/or supervisor. A teacher residency is a full-time work commitment for a full academic school year.

### For Preliminary Administrative Services Credential Applicants only:

- California teaching or basic services credential required for Preliminary Administrative Services Credential (PASC) program.
- If credential applicant has pursued post-baccalaureate study:
  - Official transcripts from regionally-accredited institutions reflecting all post-baccalaureate study in education (e.g., teaching credential, services credential, master's degree in an education field, etc.)
  - Evidence of a 3.0 or higher GPA from most recently completed post-baccalaureate program of study
- Certificate of Clearance

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- Meet the Basic Skills Requirement
- Proof of administrative position for Intern (Preliminary Administrative Internship)

In addition to the admissions requirements for School of Education master's and credential programs, applicants to the Educational Administration program must possess a clear/life teaching or student services credential and have completed at least three years of full-time teaching or professional service (related to their credential) before beginning the program.

## CAS Undergraduate Students

Students from the College of Arts and Sciences (CAS) interested in earning a teaching credential must apply and be admitted to the School of Education. CAS undergraduate students can enroll in both Child Development (EDUG 331) and Foundations of Learning (EDUG 401) before the School of Education admission process. To be eligible to enroll in courses other than EDUG 331 and 401, CAS students must be formally admitted to the School of Education Teacher Pathway program. Students are encouraged to contact an enrollment advisor (or a CAS Faculty Advisor) to discuss the best credential program pathway.

### Admission Requirements for Preliminary Teacher Credential

- Completed application
- Meet basic skills requirement.
- Official transcript with evidence of an undergraduate degree from a regionally-accredited institution with a 2.75 or higher GPA sent directly to the School of Education
  - Students who do not have the minimum GPA must submit a GPA petition to the School of Education along with 2 additional letters of reference from different academicians/professionals.
- Completion of Child Development course or equivalent
- Experience working with children in a public school setting or equivalent is recommended, but not required.
- Proof of Certificate of Clearance (livescan)
- Evidence of progress towards meeting subject matter
- Two letters of recommendation from academicians or professionals who know the applicant's capacity for academic work
- Evidence of negative TB test results, skin test within the last two years, or chest x-ray within the last five years
- Admission decisions are made by the Departmental Admissions Committee

### Subject Matter Competency

All teacher credential candidates must demonstrate competency in their specific subject matter area. According to the California Commission on Teacher Credentialing (CCTC), teacher candidates must demonstrate Subject Matter Competency in their respective subject areas. Subject matter competency must be met prior to applying for student teaching or internship eligibility, as well as prior to receiving a recommendation for an Intern Teaching credential or a Preliminary Teaching credential. Please refer to the Subject Matter Competency webpage for detailed information on how to meet this requirement based upon the State of California requirements.

## Master of Arts Degrees Admissions Requirements

The following is required of all applicants to School of Education master's degree programs. Specific programs may have additional requirements.

- Completed application
- Official transcript with evidence of an undergraduate degree from a regionally-accredited institution with a 3.0 or higher GPA sent directly to the School of Education (requirement is 2.75 GPA for the Master of Arts in Education: Learning and Teaching and 2.3 for the Master of Arts in Counseling and Psychotherapy.)\*
  - Students who do not have the minimum GPA must submit a GPA petition to the School of Education along with 2 additional letters of reference from different academicians/professionals.
- Personal statement of 500 words describing personal experience and interests in relationship to the degree program (requirement is an EQUITY statement for the MA in Education: Learning and Teaching)



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- Two recommendations from professionals who know the applicant's capacity for academic work (this is not a requirement for the Master of Arts in Counseling and Psychotherapy)
- GRE scores (optional)
- Certification of Clearance required for candidates in California credential programs and Clinical Mental Health Counseling
- MA in Counseling and Psychotherapy applicants:
  - Curriculum Vitae
  - Admissions to the Hubei Oriental Mental Health Institute "College π " certificate program

\* Admission decisions are made by the Departmental Admissions Committee. Students who do not have the minimum GPA must submit a GPA petition to the School of Education along with 2 additional letters of reference from different academicians/professionals.

### For Bachelor of Arts in Education Studies Applicants:

- Completed application
- Official transcript with evidence of 60-units of undergraduate coursework from a regionally-accredited institution with a 2.75 or higher GPA sent directly to the School of Education
- Verification of passing CBEST or satisfying the basic skills requirements
- Certification of Clearance
- Experience working with children in a public school setting or equivalent is recommended, but not required.
- Two recommendations from professionals who know the applicant's capacity for academic work Personal statement of 500 words describing personal experience and interests in relationship to the degree program (requirement is an EQUITY statement)

### Doctorate in Leadership for Educational Justice (Ed.D.)

Admission requirements:

- Completed application
- Official transcript with evidence of a master's degree from a regionally accredited institution with a 3.0 or higher GPA sent directly to the School of Education
  - Students who do not have the minimum GPA must submit a GPA petition to the School of Education along with 2 additional letters of reference from different professionals.
- A personal statement addressing the following:
  - How does your experience and education prepare you for doctoral work in educational justice?
  - How do you plan to use the knowledge, skills, and dispositions obtained from your doctoral studies to address leadership issues related to educational justice?
- Two (2) letters of recommendation from professionals who know the applicant's capacity for academic work
- Interview with program faculty

The admission decision will be based on a holistic review of evidence of the quality of graduate-level work, the essay of 1,000 words addressing the writing prompts listed previously, and the two letters of recommendation from professionals who know the applicant's work. A panel of School of Education faculty will review the materials submitted by the applicant. Following an interview, the committee will render an admission decision.

#### Ed.D. with Preliminary Administrative Services Credential (PASC) additional requirements:

- Certificate of Clearance
- Meet the Basic Skills Requirement
- Clear or Life Credential: To be eligible for admission to the EdD with Administrative Services Credential program, students must possess a clear or life credential and have completed at least three years of full-time teaching or professional service (related to their credential) before beginning the program.
  - A valid clear or life California credential
  - Teacher Credential with English Learner Authorization
  - Pupil Personnel Services Credential

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- Teacher Librarian Services Credential
- Speech-Language Pathology Services Credential
- Clinical or Rehabilitative Services Credential
- School Nurse Services Credential
- Evidence of at least three years of full-time teaching or professional service. Full-time service means service for a minimum of four hours per day for at least three-fourths of the total days in the school year. Substitute or part-time service does not apply.

### International Applicants (all programs)

**Requirements:** Anyone who is not a citizen of the U.S. or who does not have a U.S. Permanent Resident Visa must apply using the established application process for international students. This process typically includes the regular application process, as well as some additional documents.

- Applicants whose primary language is not English are required to show proof of language proficiency by providing a score on one of the following three tests that meets or exceeds the indicated required minimum on that test for the particular program to which applicant is being made:
  - Test of English as a Foreign Language (TOEFL):
    - Applicants to the Ed.D., Masters of Education, Masters of Clinical Mental Health Counseling and all credential programs: A TOEFL score of 550 (or 213 for the computer-based test or 80 for the Internet-based test) or higher;
    - Applicants to the Masters in Counseling and Psychotherapy program: A TOEFL score of 550 (or 213 for the computer-based test or 80 for the Internet-based test) or higher;
  - International English Language Testing System (IELTS):
    - Applicants to the Ed.D., Masters of Education, Masters of Clinical Mental Health Counseling and all credential programs: IELTS scores of 6.5 or higher;
    - Applicants to the Masters in Counseling and Psychotherapy program: IELTS scores of 6.5 or higher;
  - Duolingo English Test:
    - Applicants to the Ed.D., Masters of Education, Masters of Clinical Mental Health Counseling and all credential programs: DuoLingo English Test scores of 105 or higher;
    - Applicants to the Masters in Counseling and Psychotherapy program: DuoLingo English Test scores of 95 or higher;
- Applicants who have completed an undergraduate degree(s) abroad are required to submit transcripts to one of the evaluation services listed below for official evaluation.
  - International Education Research Foundation (IERF) [detailed report]
  - World Education Services: International Credential Evaluation (WES) [must include course-by-course evaluation]
- Applicants are also required to submit additional documentation and information to assist us in the I-20 issuing process:
  - Certificate of finances, which is required by the federal government to ensure international applicants have sufficient resources to pay for school expenses (MA in Counseling and Psychotherapy candidates will submit their certificate of finances later in their program, prior to campus arrival).
  - Scan of valid passport
  - International supplemental information asked on the online application

### School of Education Academic Standards

Standards listed below provide additional information relevant to the School of Education. For policies that apply University-wide, please see “University Academic Standards”.

#### Academic Standing

Credit for a course graded below 2.0 (under the numerical grade option) cannot be applied toward a School of Education

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degree or credential program. However, the course may be retaken with the second grade determining acceptability toward both the program requirement 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 Academic Standing**

Graduate students are in good standing at the conclusion of any matriculated term in which they have a cumulative total GPA of 3.00 and have met program requirements. A student whose cumulative GPA falls below 3.00 at the end of any term will be placed on probation and allowed one term 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 period will be academically disqualified. Academic disqualification also occurs if a student receives one grade of 0.0 or two grades of 1.0. Any student who has been academically dismissed may reapply to the program after a one-year waiting period.

### **Undergraduate Academic Standing**

#### *Satisfactory Academic Standing*

An undergraduate 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 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, and related fields, is necessary to graduate.

### **Prerequisite Courses**

For admission to a course that requires a prerequisite, a student must have satisfactorily completed a prerequisite course with a grade of 2.0 or higher unless otherwise indicated.

### **Minimum Credit and Curriculum Requirements**

The minimum number of credits required varies according to the program. See individual program listings for requirements. Curricula for School of Education degree and credential programs may be subject to change each year.

### **Graduate Program Requirements**

Requirements vary among graduate programs. Students should consult the appropriate departmental listing in this Catalog for specific requirements.

The following regulations pertain to graduate students in all programs at the University of Redlands:

### **Credit Obsolescence and Degree Completion**

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. No course that has been completed more than six years before the time of matriculation in the program shall be counted toward a University of Redlands doctoral degree. Students who do not complete their degrees within the six-year completion limit may apply for a degree extension (subject to fees), up to a maximum of two years (total of eight years from the original matriculation date in the degree program). Students in programs that have been eliminated or drastically changed may be required to complete the degree requirements in place at the time of an approved degree extension. If the extension is approved, the Associate Dean will determine if the student must complete the program in place at the time of the approved extension. Additionally, an approved degree completion extension will extend the Credit Obsolescence the same amount of time. If the extension is approved, a Degree Completion Extension Fee is assessed and must be paid before any registration can take place and/or credit applied to the student's record.

### **Transfer Credit**

Transfer credit acceptability is determined after admission by School of Education faculty. Program requirements may be waived only when the course content equates to 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 University of Redlands programs. No course that has been completed more than six years before the time of matriculation in the program shall be counted toward a University of Redlands doctoral degree.

### *Undergraduate*

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College of Arts and Sciences students who enroll in the Master of Arts in Education: Learning and Teaching (MALT) program may transfer a maximum of 18 credits of coursework spanning the EDUG 401–411 sequence. Only courses with a grade of 2.0 or higher will transfer and the student’s cumulative GPA must meet the minimum requirement of 2.75 at the time of application to the BA in Education Studies or MALT program.

### *Undergraduate Transfer*

School of Education undergraduate students may transfer a maximum of 60 semester credits from an accredited institution. Approved coursework should include a minimum of the following:

- English: at least 1 course,
- Math: at least 1 course,
- Science: at least 1 course
- Social Sciences: at least 1 course
- Arts: at least 1 course

Subject to approval by the Registrar, courses (but not grades) completed at other regionally accredited institutions with a grade of 2.0 (C) or higher will be accepted for credit.

Undergraduate transfer students should refer to the Academic Standards section of this catalog for additional information.

### *Graduate*

School of Education graduate students may transfer a maximum of 6 credits, grade 3.0 or higher required, from regionally accredited institutions to waive program requirements. Transfer Credit must abide by the Credit Obsolescence and Degree Completion policy.

### *Doctoral*

Students can satisfy up to 6 elective credits with master’s or higher-level coursework in their area of study from advanced graduate work at the University of Redlands or transferred from another accredited institution. Coursework must have been completed within 6 years before the time of matriculation in the program.

### **Attendance**

Students are expected to attend all scheduled meetings of the courses for which they are registered. Students who miss two consecutive class meetings or who do not abide by the attendance policy outlined in the course syllabus without notifying their instructor may be administratively dropped from the course and remain financially obligated. Other consequences may arise as a result of enforcement of the requirements of financial aid programs.

### **Course Adds/Drops**

Students in the School of Education who wish to add/drop a course must do so before the add/drop date of the corresponding term. Please see the academic calendar for more information. Additionally, students should discuss their schedule changes with their academic advisor.

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 their transcript.

Should a student miss the first 2 sessions of a course without notifying his or her instructor, he or she 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 be administratively withdrawn from the program. To return to the program, the student will need to apply for readmission.

### **Independent Study**

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In exceptional cases, independent study projects provide alternatives not available through regular course offerings or because of scheduling limitations. Credit for a single independent study project ranges from 1 to 4 credits; no more than 12 independent study credits can be counted toward a degree. Independent Study is subject to an additional fee except for doctoral students fulfilling electives.

Independent Study is arranged only under the following circumstances:

- to investigate topics not offered in the catalog;
- for catalog courses not currently offered;
- 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 student develops an independent study contract with the faculty who agrees to oversee the project. The completed contract, which specifies course requirements (e.g., the number of meetings, readings, fieldwork, papers, and examinations, and evaluation) must be signed by the student and the faculty overseeing the study. Third, the contract must be reviewed and signed by the appropriate Department Chair prior to course registration or beginning any work. Fourth, the contract is signed by the Dean or Associate Dean. These four steps must occur in the specified order.

### **Incomplete Grades**

See the Academic Standards chapter of this Catalog for more information regarding incomplete grades. It is incumbent upon the student to work with their instructor to complete any outstanding assignments. The deadline to make up an incomplete grade is eight weeks from the end date of the course. School of Education students cross-registered in the College of Arts and Sciences courses must meet the College of Arts and Sciences deadline.

### **Official Withdrawal or Leave of Absence**

A student who needs or desires to take a Withdrawal (WDPR) or take a Leave of Absence (LOA) from the University of Redlands must schedule an appointment with their Academic Advisor and complete an exit interview. A WDPR or LOA is considered official once the student gives notification of their intent and the Request Form has been submitted by the student. The Request Form will state the intentions of the student to discontinue the course(s) in which they are registered and the effective date the WDPR or LOA will be implemented, which is then recorded by the Registrar's Office. During a student's leave of absence, the University maintains all of the student's 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 and must comply with the current Catalog requirements.

### **Fieldwork Practicum Readmission**

Students seeking re-entry to fieldwork, practicum, internship, or residency must meet fieldwork application deadlines. In addition to admission deadlines.

### **Administrative Dismissal for Financial Obligation**

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

### **Readmission**

Students seeking readmission to the University after an absence of more than one year must meet the admission and program requirements at the time of readmission.

Students must apply for readmission and be approved by the Departmental Admissions Committee. Application and deadlines for readmission can be found at <https://www.redlands.edu/admissions-and-aid/graduate-and-continuing->

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[education/school-of-education/enrollment-calendar/](#). Readmitted students will be charged the tuition rate currently in effect. A student's account must be current at the time of readmission.

### Registration

Students register for classes using Student Planning. Students plan their program in consultation with their advisors during the orientation periods that precede registration day and the start of classes. Recommended pathways are available on the School of Education website. Changes in registration may be made at the beginning of each term, before the add/drop deadline. Relevant dates are listed in the academic calendar.

### Advising

Upon admission students will be assigned an academic advisor. During the advising period students will work with an advisor to determine course selection that meet both State and University requirements and are tailored to the student's interests. For specific programmatic requirements, students should refer to this catalog or [www.Redlands.edu/schoolofeducation](http://www.Redlands.edu/schoolofeducation).

### Orientation

Orientation will provide students with essential information regarding coursework, fieldwork, financial aid, and the overall functions of the university. Orientation will be held for incoming students prior to the start of classes. Refer to the academic calendar for orientation dates. Students are strongly encouraged to attend.

### 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.

### Numbering System

300–499	Undergraduate level
500–599	Post-baccalaureate credential courses not otherwise offered at undergraduate or graduate level
600–699	Graduate level
700–799	Post-graduate credential courses not otherwise offered as graduate courses
800–899	Doctoral courses
500X–599X	Continuing education courses not applicable to a degree

## School of Education Graduation Requirements

### Application for Graduation

Students who have completed all program requirements will either request a degree sign off or they will be automatically signed off by the Registrar's Office upon completion of the program requirements. Students should consult with an academic advisor to confirm degree sign off requirements and procedures for their specific program.

### Commencement

School of Education students complete program requirements at various points throughout the year. Students may apply to commence in the academic year in which they complete their program requirements as long as they do so by August 31. An application must include a reasonable plan for completing the remaining credits by August 31 and should be submitted to the student's advisor by January 31. Doctoral candidates must successfully defend their dissertation by the last day of the eleventh week of Spring Term in order to be eligible for participation in commencement.

## School of Education Awards and Honors

Outstanding student awards from every program are presented to candidates who excel in the academic requirements of the program, emerge as a leader in their cohort group, and are deeply committed.

- **Dorothy D. Arthur Endowed Scholarship:** Established by Mildred Naslund '45 in honor of her dear friend Dorothy (Dottie) '43, this award is presented to a Preliminary Teacher Credential candidate with a strong commitment to education as a profession and the potential to become an outstanding classroom teacher. Miss Arthur had a 42-year career as an elementary teacher in her hometown of Redlands. She is thrilled to know that future generations of aspiring teachers will be supported in their educational endeavors through this award.
- **Gordon C. Atkins Award:** Presented to the master's candidate judged by graduate faculty to have demonstrated the most outstanding academic and professional development at the completion of his or her program.
- **Nelson W. Burdett Endowed Graduate Scholarship:** Presented annually to an undergraduate OR post-baccalaureate preliminary or secondary teacher credential candidate who demonstrates a strong commitment to education and the potential to become an outstanding educator.
- **Stanley Combs Secondary Teaching Award:** Presented annually to an undergraduate or post-baccalaureate candidate in a single subject teacher credential program who best exemplifies the moral and spiritual qualities, poise, humility, and professional attitude characteristic of a good teacher.
- **Dorothy Inghram Endowed Education Scholarship:** Presented annually to a graduate student who shares Miss Inghram's passion for educational justice.
- **Lois Fair Wilson Endowed Education Scholarship:** Established by Mildred Naslund '45 in honor of her dear friend Lois '45, this award is presented to a Preliminary Teacher Credential candidate with a strong commitment to education as a profession and the potential to become an outstanding classroom teacher. Mrs. Wilson had a long career as a teacher and administrator. She received a doctorate in education in 1972 and has served on the education faculty of several institutions, including the University of Redlands and Stanford University. This award serves as a tribute to Mrs. Wilson's mission of service and dedication to lifelong learning.
- **Alpha Delta Kappa, Outstanding Student Awards:** Presented annually to undergraduate and graduate female students who demonstrate a strong commitment to education, exhibit exceptional work in the educational environment, set a high standard of academic excellence, and demonstrate the potential to become an outstanding educator. Alpha Delta Kappa is an international honorary organization of women educators dedicated to educational excellence, altruism, and world understanding.
- **Valorie J. McLaughlin Endowed Scholarship:** Presented annually to student teachers who demonstrate a passion for teaching. Established by Valorie McLaughlin '75 to support future teachers in the region – specifically during the time they are serving as student teachers. Valorie herself was a teacher who enjoyed a 31-year career teaching in Redlands and Riverside. She earned her Master's in Education at the U of R School of Education during a break in her career to tend to her young family. After retiring as a teacher, she came back to the University to share her expertise as a supervisor in the Student Teaching program from 2005 to 2019.
- **Cahill Family Endowed Scholarship:** Presented annually to a full-time College of Arts and Sciences student of senior standing pursuing a BA degree in Liberal Studies that has been accepted into the School of Education for the Masters in Learning & Teaching program. A subsequent award is presented to a student of junior standing. Cahill Family Endowed Scholarship is awarded to students that best exemplify an aptitude to succeed in an education career.
- **Alliance for Community Transformation and Wellness Social Justice and Advocacy Award:** Presented to a student in the counseling and human services program serving as an example to others with a demonstrated commitment during their academic training to issues of diversity, social justice, and mental health advocacy in their work with students, clients, and patients and service to the campus and Inland Empire community beyond the scope of their student responsibilities.
- **Outstanding Student Awards:** Awarded annually to students who excel in each degree program.
- **Adjunct Faculty Excellence in Teaching Award** (*Department of Teaching & Learning, Department of Counseling and Human Services, and Department of Leadership and Higher Education*): This award is given annually to an adjunct faculty member in each department who has significantly contributed to the School of Education as both a highly effective teacher and a collaborative colleague.
- **Outstanding Faculty Awards:** These awards are given annually to full time faculty who have significantly contributed to the School of Education, university, or larger community through their teaching, service, or research/creative activity.

## School of Education Programs of Study

### Accreditation and Certification

Each teacher and service credential are accredited by the California Commission on Teacher Credentialing (CCTC). The teacher credentials are aligned with California SB 2042 standards. The pupil personnel services and the administrative services credentials also meet current state mandates. Master's programs and the doctoral program are accredited through the Western Association of Schools and Colleges (WASC).

### Master of Arts in Education Degrees and Service Credentials

The School of Education offers the following areas of study for a Master of Arts in Education degree: School Counseling, School and District Leadership, Higher Education and Student Affairs, Analytics and Learning Design, and Learning and Teaching. The requirements for specific California teaching or services credentials may be incorporated into some degree programs. In addition, master's degrees may be earned without credentials, as in School Counseling. For those already holding master's degrees, a pupil personnel services credential may be earned in a credential-only program. Some programs have multiple starts each year. Classes are scheduled in the evening to accommodate working adults and courses are taught by full-time faculty and adjunct practitioners. Students also have Internet access to course content, classmates and faculty through a Learning Management System (LMS), a software program that facilitates online discussions and information exchange.

The master's programs, with the exception of the Master of Arts in Education Learning and Teaching, are based on a foundation of graduate courses. These "core courses" provide the basic knowledge and skills to perform graduate level research, assessment, evaluation, writing, and personal and professional reflection, as well as multicultural perspectives. In addition to these core courses, each program has requirements specific to its discipline and tailored to meet student needs and interests.

Students in these master's programs complete an exit process tailored to their individual program (see program information for more details).

### Credential Programs

- Teacher Credential Programs (SB 2042)
  - Preliminary Multiple Subject
  - Preliminary Single Subject
  - Preliminary Mild to Moderate Support Needs Special Education
  - Preliminary Mild to Moderate Support Needs Special Education and Multiple Subject
  - Preliminary Mild to Moderate Support Needs Special Education and Single Subject
- Pupil Personnel Services Credential
  - School Counseling
- Preliminary Administrative Services Credential

### Department of Teaching and Learning

#### Programs

- Bachelor of Arts: Education Studies
  - Multiple Subject Credential
- Preliminary Teacher Credential for College of Arts and Sciences undergraduate students
  - Preliminary Multiple Subject
  - Preliminary Single Subject
- Preliminary Teacher Credential for School of Education undergraduate students
  - Preliminary Multiple Subject
- Preliminary Teaching Credential
  - Preliminary Multiple Subject



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- Preliminary Single Subject
- Preliminary Mild to Moderate Support Needs
- Master of Arts in Education: Learning and Teaching
  - Preliminary Multiple Subject
  - Preliminary Single Subject
  - Preliminary Mild to Moderate Support Needs
  - Preliminary Dual Credential, Mild to Moderate Support Needs and Multiple Subject
  - Preliminary Dual Credential, Mild to Moderate Support Needs and Single Subject
- Master of Arts in Education: Analytics and Learning Design

## Bachelor of Arts: Education Studies

The coursework and field experience segments of the Bachelor of Arts in Education Studies are delivered in a 60-63 credit-hour, hybrid sequence. Candidates will attend class in person once a week, and attend virtually for their second class meeting weekly. Coursework and clinical fieldwork are presented in four segments (a) pre-requisite courses, (b) required core courses, (c) certificate courses, and (d) culminating fieldwork: student teaching or internship. When candidates demonstrate the required program competencies, including all prerequisites/core/certificate courses and a 3.0 or higher cumulative grade point average in content and pedagogy coursework, they may begin their student teaching placements or internship. Credential candidates must pass two cycles of the Teacher Performance Assessment (CalTPA), a state-mandated examination required for recommendation for a credential. Educational technology and literacy content are incorporated in all courses. Field experiences and CalTPA cycles are also integrated into courses, as are theory and skills needed to effectively teach English learners and diverse student populations enrolled in today's classroom. Candidates may complete some of the 60-units of pre-requisite coursework for entry to this program through the School of Continuing Studies. This program is designed for candidates who have worked in schools and who wish to complete studies toward a multiple subject credential, and/or for transfer students who have completed 60 units of coursework at an accredited institution.

**Learning Outcomes:** Learning outcomes for this program may be found at: <https://www.redlands.edu/study/schools-and-centers/school-of-education/academics/departments-of-teaching-and-learning/ba-education-studies/>

### Additional Requirements for Credentials

To be eligible to be recommended for the Preliminary Teaching Credential or the Preliminary Education Specialist Credential, candidates must meet the U.S. Constitution credential requirement. For details on meeting this requirement, contact the School of Education. Introduction to American Politics (POLI 111) or American History to 1877 (HIST 121) in the College of Arts and Sciences, or their equivalents, satisfy the requirement. Multiple Subject and Mild to Moderate Support Needs Special Education Credential candidates must also complete the Reading Instruction Competence Assessment® (RICA®).

### Subject Matter Competency

All teacher credential candidates must demonstrate competency in their specific subject matter area prior to student teaching or internship and the teaching seminar (unless otherwise stated by the California Commission on Teacher Credentialing or by Executive Order).

Prior to being recommended for the Preliminary Credential, students must complete the following (unless otherwise stated by the California Commission on Teacher Credentialing or by Executive Order):

Multiple Subject: CPR requirement, Individual Development Plan, subject matter competency met, and CalTPA instructional cycles I and II passed, and RICA exam passed.

### Bachelor of Arts in Education: Multiple Subject Credential Required Courses:

- 60 to 63-units of pre-requisite course work to include:
  - EDUT 331 Child Development (3)
  - EDUT 332 Schools in Modern Society (3)

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- EDUT 333 Instructional Approaches in Children’s Literature (3)
- EDUT 334 Instructional Approaches in Mathematics and Science (3)
- EDUT 335 Instructional Approaches in Social Studies (3)
- EDUT 336 Digital Literacy and Technology (3)
- EDUT 337 Education Studies Seminar (3)
- EDUT 338 Critical Analysis: Written and Oral Communication (3)
- EDUT 401 Foundations of Learning (4)
- EDUT 403 Multiple Subject Methods I: STEM Methods (4)
- EDUT 405 Multiple Subject Methods II: English Language Arts (4)
- EDUT 407 Multiple Subject Methods III: Multicultural Social Studies (4)
- EDUT 409 Multiple Subject Methods IV: Literacy Instruction and Assessment (4)
- EDUT 411 Foundations of Literacies (4)
- Choose 1 of these options:
  - Student Teaching Option
    - EDUT 455 Student-Teaching Seminar (2)
    - EDUT 453A Student Teaching I (5)
    - EDUT 453B Student Teaching II (5)
  - Residency Option\*
    - EDUT 457 Foundations of Teaching: Residency Seminar (2)
    - EDUC 458A Residency I (7)
    - EDUT 458B Residency II (6)

\*Speak to an advisor regarding teaching residency requirements. Undergraduate students are not eligible for internships.

## Program Requirements: Preliminary Teacher Credential Programs

### Single and Multiple Subject Teaching Credentials

The coursework and the field experience segments of the Preliminary Teacher Credential program are delivered in a 36-39 credit hour sequence accompanied by early fieldwork experience. Each semester, students take an educational foundations course and methods courses. When candidates demonstrate the required program competencies, including all prerequisites and a 3.0 or higher cumulative grade point average in content and pedagogy coursework, they may begin their student teaching placements, internship, or residency. Credential candidates must pass two cycles of the Teacher Performance Assessment (CalTPA), a state-mandated examination required for recommendation for a credential. Educational technology and literacy content are incorporated in all courses. Field experiences and CalTPA cycles are also integrated into courses, as are theory and skills needed to effectively teach English learners and diverse student populations enrolled in today’s classroom. A Preliminary Multiple Subject credential authorizes the holder to teach all subjects in a self-contained classroom, such as the classrooms in most elementary schools, in grades preschool, K–12, or in classes organized primarily for adults. A Preliminary Single Subject credential authorizes the holder to teach the specific subject(s) named on the credential in departmentalized classes, such as those in most middle schools and high schools, in grades preschool, K–12, or in classes organized primarily for adults.

### Learning Outcomes

Learning outcomes for the Preliminary Teacher Credential programs are found at:

Multiple Subject— [www.redlands.edu/CTC-PMS/learning-outcomes](http://www.redlands.edu/CTC-PMS/learning-outcomes) and

Single Subject— [www.redlands.edu/CTC-PSS/learning-outcomes](http://www.redlands.edu/CTC-PSS/learning-outcomes).

### Undergraduate Students

Students from the College of Arts and Sciences, or other institutions, interested in earning a teaching credential must apply to the School of Education. College of Arts and Sciences undergraduate students can enroll in Child Development (EDUG 331) and Foundations of Learning (EDUG 401) before the School of Education admission process. School of Education undergraduate students can enroll in Child Development (EDUT 331) and Schools in Modern Society (EDUT 332) before the School of Education admission process. Students from the College of Arts and Sciences or students transferring from another institution need to contact an enrollment counselor to discuss the best credential program pathway.

### Additional Requirements for Credentials

To be eligible to be recommended for the Preliminary Teaching Credential or the Preliminary Education Specialist Credential, candidates must meet the following additional requirements (unless otherwise stated by the California Commission on Teacher Credentialing or by Executive Order):

- U.S. Constitution credential requirement. This requirement can be met through coursework or examination. Introduction to American Politics (POLI 111) or American History to 1877 (HIST 121) in the College of Arts and Sciences, or their equivalents, satisfy the requirement.
- CPR certificate requirement. Candidates must have a current CPR certificate that covers infants, children, and adults.
- Complete an Individualized Development Plan during fieldwork.
- Pass CalTPA instructional cycles I and II
- Multiple Subject and Mild to Moderate Support Needs Special Education Credential candidates must also pass the Reading Instruction Competence Assessment® (RICA®).
- Subject Matter Competency met.

For additional information on meeting credential requirements, candidates should contact their academic advisor.

### Subject Matter Competency

All teacher credentials candidates must demonstrate competency in their specific subject matter area prior to student teaching, internship, or residency (unless otherwise stated by the California Commission on Teacher Credentialing or by Executive Order).

### College of Arts and Sciences Undergraduate Multiple Subject Teacher Credential Required Courses:

- EDUG 401 Foundations of Learning (3)  
-or- EDUG 401E Foundations of Learning: Inside Out (3)
- EDUG 403 Multiple Subject Methods I: STEM Methods (3)
- EDUG 405 Multiple Subject Methods II: English Language Arts (3)
- EDUG 411 Foundations of Literacies (3)
- EDUG 407 Multiple Subject Methods III: Multicultural Social Studies (3)
- EDUG 409 Multiple Subject Methods IV: Literacy and Assessment (3)
- EDUG 455 Foundations of Teaching: Student-Teaching Seminar (2)
- EDUG 453A Student Teaching I (5)
- EDUG 453B Student Teaching II (5)

College of Arts and Sciences undergraduate students are not eligible for internships or residency.

### Multiple Subject Teacher Credential Required Courses

- EDUC 501 Foundations of Learning (3)  
or- EDUC 501E Foundations of Learning: Inside Out (3)
- EDUC 503 Multiple Subject Methods I: STEM Methods (3)
- EDUC 505 Multiple Subject Methods II: English Language Arts (3)
- EDUC 511 Foundations of Literacies (3)
- EDUC 507 Multiple Subject Methods III: Multicultural Social Studies (3)
- EDUC 509 Multiple Subject Methods IV: Literacy and Assessment (3)
- Choose 1 of these options*
  - Student Teaching Option
    - EDUC 555 Foundations of Teaching: Student-Teaching Seminar (2)
    - EDUC 553A Student Teaching I (5)
    - EDUC 553B Student Teaching II (5)
  - Residency Option\*
    - EDUC 557 Foundations of Teaching: Residency Seminar (2)
    - EDUC 558A Residency I (7)

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- EDUC 558B Residency II (6)
- Internship Option
  - EDUC 556 Foundations of Teaching: Internship Seminar (2)
  - EDUC 554 Internship (13)\*

\* Speak to an advisor regarding resident and internship option requirements.

### College of Arts and Sciences Undergraduate Single Subject Teacher Credential Required Courses:

- EDUC 401 Foundations of Learning (3)  
-or- EDUC 401E Foundations of Learning: Inside Out (3)
- EDUC 402 Single Subject Methods I: Critical Pedagogy and Instructional Design (3)
- EDUC 404 Single Subject Methods II: Literacies for Diverse Learners (3)
- EDUC 411 Foundations of Literacies (3)
- EDUC 406 Single Subject Methods III: Content Area Teaching (3)
- EDUC 408 Single Subject Methods IV: Content Area Literacy and Assessment (3)
- EDUC 455 Foundations of teaching: Student-Teaching Seminar (2)
- EDUC 453A Student Teaching I (5)
- EDUC 453B Student Teaching II (5)

College of Arts and Sciences undergraduate students are not eligible for internships or residency.

### Single Subject Teacher Credential Required Courses:

- EDUC 501 Foundations of Learning (3)  
-or- EDUC 501E Foundations of Learning: Inside Out (3)
- EDUC 502 Single Subject Methods I: Critical Pedagogy and Instructional Design (3)
- EDUC 504 Single Subject Methods II: Literacies for Diverse Learners (3)
- EDUC 511 Foundations of Literacies (3)
- EDUC 506 Single Subject Methods III: Content Area Teaching (3)
- EDUC 508 Single Subject Methods IV: Content Area Literacy and Assessment (3)
- Choose 1 of these options*
  - Student Teaching Option
    - EDUC 555 Foundations of Teaching: Student-Teaching Seminar (2)
    - EDUC 553A Student Teaching I (5)
    - EDUC 553B Student Teaching II (5)
  - Residency Option\*
    - EDUC 557 Foundations of Teaching: Residency Seminar (2)
    - EDUC 558A Residency I (7)
    - EDUC 558B Residency II (6)
  - Internship Option
    - EDUC 556 Foundations of Teaching: Internship Seminar (2)
    - EDUC 554 Internship (13)\*

\* Speak to an advisor regarding residency and internship option requirements.

## Preliminary Mild to Moderate Support Needs Special Education Credential

The Mild to Moderate Support Needs Special Education program prepares individuals to teach students with mild to moderate disabilities and students with autism spectrum disorders; emotional disturbance; intellectual disability; multiple disabilities; orthopedic impairment; other health impairment; specific learning disability; traumatic brain injury; and authorizes service in grades K–12, transitional kindergarten, and in classes organized primarily for adults through age 22. Candidates take coursework and engage in field experiences concurrently from the very beginning of the program. The course content prepares candidates to know and understand various types of disabilities and their causes; design, adapt and differentiate instruction for students with a wide range of abilities and disabilities; design and implement positive behavior support plans for students' behavioral challenges; and administer and interpret a wide variety of assessment instruments for referral and progress monitoring of struggling students and students with mild to moderate disabilities. The

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combined coursework and fieldwork experiences require candidates to think critically and reflectively about the theory to practice continuum. The capstone experience in this program consists of an intensive clinical experience in a special education classroom or setting, plus the presentation of a summative portfolio of assignments and case studies to address the Teacher Performance Expectations (TPE) required by the California Commission on Teacher Credentialing (CCTC). Completion of these requirements, along with successful completion of all coursework with a GPA of 3.0 or higher, is required for recommendation for the credential.

**Learning Outcomes:** Learning outcomes for the Preliminary Education Specialist Instruction credential are found at: [www.redlands.edu/CTC-PSE/learning-outcomes](http://www.redlands.edu/CTC-PSE/learning-outcomes).

### Additional Requirements for Credentials

To be eligible to be recommended for the the Preliminary Mild to Moderate Support Needs Special Education, candidates must meet the following additional requirements (unless otherwise stated by the California Commission on Teacher Credentialing or by Executive Order):

- U.S. Constitution credential requirement. Introduction to American Politics (POLI 111) or American History to 1877 (HIST 121) in the College of Arts and Sciences or their equivalents, satisfy the requirement.
- CPR certificate requirement. Candidates must have a current CPR certificate that covers infants, children, and adults.
- Complete an Individualized Development Plan during fieldwork.
- Pass CalTPA instructional cycles I and II
- Multiple Subject and Mild to Moderate Support Needs Special Education must pass the Reading Instruction Competence Assessment® (RICA®).
- Complete a Health Education Competency workshop or equivalency and Augmentative and Assistive Communication (AAC) Competency workshop or equivalent.
- Pass the Teacher Performance Expectations (TPE) portfolio
- Subject Matter Competency met.

### Subject Matter Competency

All teacher credentials candidates must demonstrate competency in their specific subject matter area prior to student teaching or internship, or residency and the teaching seminar .

### Preliminary Mild to Moderate Support Needs Special Education Credential Required Courses:

- EDUC 501 Foundations of Learning (3)\*  
-or- EDUG 501E Foundations of Learning: Inside Out (3)
- EDSP 510 Foundations of (Dis)ability and Special Education (3)
- EDUC 503 Multiple Subject Methods I: STEM Methods (3)\*\*
- EDUC 505 Multiple Subject Methods II: English Language Arts (3)\*\*
- EDSP 516 Inclusion, (Dis)ability, and the Classroom Community (3)
- EDSP 525 Diagnostic Reading and Specialized Interventions (3)
- EDSP 552A Education Specialist Teaching Seminar (1)
- EDSP 552B Education Specialist Teaching Seminar (1)  
-or- EDSP 557 Residency Seminar (2)
- Choose 1 of these options*
  - Student Teaching Option:
    - EDSP 555A Education Specialist Student Teaching I (5)
    - EDSP 555B Education Specialist Student Teaching II (5)
  - Internship Option:
    - EDSP 553 Education Specialist Internship (13)
  - Residency Option
    - EDSP 558A Residency I (7)
    - EDSP 558B Residency II (6)

\*EDUC 501 waived for students holding a multiple or single subject credential.

\*\*EDUC 503 and 505 waived for students holding a multiple subject credential.

## Preliminary Dual Credential Program

The Preliminary Dual Credential program prepares individuals to teach students with mild to moderate disabilities and students with autism spectrum disorders in grades K–12 and in classes organized primarily for adults through age 22, as well as classrooms serving general education in PreK-8 or grades 6-12. Candidates take coursework and engage in field experiences concurrently from the very beginning of the program. The combined coursework and fieldwork experiences require candidates to think critically and reflectively about the theory to practice continuum. The capstone experience in this program consists of an intensive clinical experiences in special education and general education classrooms or settings, plus the presentation of a summative portfolio of assignments and case studies to address the Teacher Performance Expectations (TPE) required by the California Commission on Teacher Credentialing (CCTC). Completion of these requirements, along with successful completion of all coursework with a GPA of 3.0 or higher, is required for recommendation for the credential.

**Learning Outcomes:** Learning outcomes for the Preliminary dual credentials are found at: [www.redlands.edu/CTC-PSE/learning-outcomes](http://www.redlands.edu/CTC-PSE/learning-outcomes).

### Additional Requirements for Credentials

To be eligible to be recommended for the Preliminary Teaching Credential, the Preliminary Mild to Moderate Support Needs Special Education, or a Preliminary Dual Credential candidates must meet the following additional requirements (unless otherwise stated by the California Commission on teacher Credentialing or by Executive Order):

- U.S. Constitution credential requirement. For details on meeting this requirement, contact the School of Education. Introduction to American Politics (POLI 111) or American History to 1877 (HIST 121) in the College of Arts and Sciences or their equivalents, satisfy the requirement.
- CPR certificate requirement. Candidates must have a current CPR certificate that covers infants, children, and adults.
- Complete an Individualized Development Plan during fieldwork.
- Pass CalTPA instructional cycles I and II
- Multiple Subject, Dual, Mild to Moderate Support Needs Special Education Credential candidates must pass the Reading Instruction Competence Assessment® (RICA®)
- Pass the Teacher Performance Expectations (TPE) portfolio.
- Subject Matter Competency met.

For additional information on meeting credential requirements, candidates should contact their academic advisor.

### Subject Matter Competency

All teacher credentials candidates must demonstrate competency in their specific subject matter area prior to student teaching or internship and the teaching seminar (unless otherwise stated by the California Commission on Teacher Credentialing or by Executive Order).

#### Preliminary Mild to Moderate Support Needs Special Education with Multiple Subject Required Courses:

- EDUC 501 Foundations of Learning (3)\*  
-or- EDUG 501E Foundations of Learning: Inside Out (3)
- EDSP 510 Foundations of (Dis)ability and Special Education (3)
- EDUC 503 Multiple Subject Methods I: STEM Methods (3)
- EDUC 507 Multiple Subject Methods III: Multicultural Social Studies (3)
- EDSP 516 Inclusion, (Dis)ability, and the Classroom Community (3)
- EDSP 525 Diagnostic Reading and Specialized Interventions (3)
- EDSP 552A Education Specialist Teaching Seminar (1)
- EDSP 552B Education Specialist Teaching Seminar (1)  
-or- EDSP 557 Residency Seminar (2)
- Choose 1 of these options*

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- Student Teaching Option:
  - EDSP 555A Education Specialist Student Teaching I (5)
  - EDSP 555B Education Specialist Student Teaching II (5)
- Internship Option
  - EDSP 553 Education Specialist Internship (13)
- Residency Option
  - EDSP 558A Residency I (7)
  - EDSP 558B Residency II (6)

\*EDUC 501 may be waived for students holding a single subject credential.

### Preliminary Mild to Moderate Support Needs Special Education with Single Subject Required Courses:

- EDUC 501 Foundations of Learning (3)\*
  - or- EDUG 501E Foundations of Learning: Inside Out (3)
- EDSP 510 Foundations of (Dis)ability and Special Education (3)
- EDUC 502 Single Subject Methods I: Critical Pedagogy and Instructional Design (3)
- EDUC 506 Single Subject Methods III: Content Area Teaching (3)
- EDSP 516 Inclusion, (Dis)ability, and the Classroom Community (3)
- EDSP 525 Diagnostic Reading and Specialized Interventions (3)
- EDSP 552A Education Specialist Teaching Seminar (1)
- EDSP 552B Education Specialist Teaching Seminar (1)
  - or- EDSP 557 Residency Seminar (2)
- Choose 1 of these options*
  - Student Teaching Option:
    - EDSP 555A Education Specialist Student Teaching I (5)
    - EDSP 555B Education Specialist Student Teaching II (5)
  - Internship Option
    - EDSP 553 Education Specialist Internship (13)
  - Residency Option
    - EDSP 558A Residency I (7)
    - EDSP 558B Residency II (6)

\*EDUC 501 may be waived for students holding a multiple subject credential.

## Master of Arts in Education Learning and Teaching

The Master of Arts in Education Learning and Teaching (MALT) is an innovative program of study which integrates research and practice. The program is designed for aspiring PreK-12 teachers who wish to concurrently earn their master's degree while meeting the State of California-approved requirements for the Preliminary Teaching Credential in either single or multiple subjects or Mild to Moderate Support Needs Special Education Preliminary Credential.

The MALT program is delivered in a 36-39 credit hour sequence accompanied by early fieldwork experiences. Educational technology is incorporated in all courses, field experiences, and CalTPA cycles, as are theory and skills needed to effectively teach English learners and diverse student populations enrolled in today's classrooms.

**Learning Outcomes:** Learning outcomes for this program may be found at: [www.redlands.edu/MALT/learning-outcomes](http://www.redlands.edu/MALT/learning-outcomes).

### Additional Requirements for Credentials

To be eligible to be recommended for the Preliminary Teaching Credential or the Preliminary Education Specialist Instruction Credential, candidates must meet the following additional requirements (unless otherwise stated by the California Commission on Teacher Credentialing or by Executive Order):

- U.S. Constitution requirement. Introduction to American Politics (POLI 111) or American History to 1877 (HIST 121), in the College of Arts and Sciences, or their equivalents, satisfy the requirement.

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- CPR certificate requirement. Candidates must have a current CPR certificate that covers infants, children, and adults.
- Complete an Individualized Development Plan during fieldwork.
- Pass CalTPA instructional cycles I and II.
- Multiple Subject and Mild to Moderate Support Needs Special Education candidates must pass the Reading Instruction Competence Assessment® (RICA®).
- Subject Matter Competency met.

For additional information on meeting credential requirements, candidates should contact their academic advisor

### Subject Matter Competency

All teacher credential candidates must demonstrate competency in their specific subject matter area prior to student teaching or internship or residency and the teaching seminar.

### Required Courses for Multiple Subject Track

- MALT 601 Foundations of Learning (3)  
-or- MALT 601E Foundations of Learning: Inside Out (3)
- MALT 603 Multiple Subject Methods I: STEM Methods (3)
- MALT 605 Multiple Subject Methods II: English Language Arts (3)
- MALT 611 Foundations of Literacies (3)
- MALT 607 Multiple Subject Methods III: Multicultural Social Studies (3)
- MALT 609 Multiple Subject Methods IV: Literacy and Assessment (3)
- MALT 610 Research in Practice (6)
- Choose 1 of these options*
  - Student Teaching Option:
    - MALT 655 Foundations of Teaching: Student-Teaching Seminar (2)
    - MALT 653A Student Teaching I (5)
    - MALT 653B Student Teaching II (5)
  - Residency Option
    - MALT 657 Foundations of Teaching: Residency Seminar (2)
    - MALT 658A Residency I (7)
    - MALT 658B Residency II (6)
  - Internship Option:
    - MALT 656 Foundations of Teaching: Internship Seminar (2)
    - MALT 654 Internship (13)

### Required Courses for Single Subject Track

- MALT 601 Foundations of Learning (3)  
-or- MALT 601E Foundations of Learning: Inside Out (3)
- MALT 602 Single Subject Methods I: Critical Pedagogy and Instructional Design (3)
- MALT 604 Single Subject Methods II: Literacies for Diverse Learners (3)
- MALT 611 Foundations of Literacies (3)
- MALT 606 Single Subject Methods III: Content Area Teaching (3)
- MALT 608 Single Subject Methods IV: Content Area Literacy and Assessment (3)
- MALT 610 Research in Practice (6)
- Choose 1 of these options*
  - Student Teaching Option:
    - MALT 655 Foundations of Teaching: Student-Teaching Seminar (2)
    - MALT 653A Student Teaching I (5)
    - MALT 653B Student Teaching II (5)
  - Residency Option
    - MALT 657 Foundations of Teaching: Residency Seminar (2)



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- MALT 658A Residency I (7)
- MALT 658B Residency II (6)
- Internship Option:
  - MALT 656 Foundations of Teaching: Internship Seminar (2)
  - MALT 654 Internship (13)

### Equivalent Courses:

Students may take the following equivalent foundational courses based on consultation with their academic advisor:

- EDUC 836 Race, Equity, and Schools (3)
- EDUC 837 Literacy and Democracy (3)
- EDUC 601E Foundations of Learning: Inside Out

## Master of Arts in Education Learning and Teaching: Mild to Moderate Support Needs Special Education

The Mild to Moderate Support Needs Special Education program prepares individuals to teach students with mild to moderate disabilities and students with autism spectrum disorders in grades K–12 settings and in classes organized primarily for adults through age 22. The Dual Credential program prepares individuals to teach students with mild to moderate disabilities and students with autism spectrum disorders in grades K–12, as well as classrooms serving general education in PreK-8 or grades 6-12. Candidates take coursework and engage in field experiences concurrently from the very beginning of the program. The course content prepares candidates to know and understand various types of disabilities and their causes; design, adapt and differentiate instruction for students with a wide range of abilities and disabilities; design and implement positive behavior support plans for students' behavioral challenges; and administer and interpret a wide variety of assessment instruments for referral and progress monitoring of struggling students and students with mild to moderate disabilities. The combined coursework and fieldwork experiences require candidates to think critically and reflectively about the theory to practice continuum. The capstone experience in this program consists of an intensive student teaching experience in a special education classroom or setting, plus the presentation of a summative portfolio of assignments and case studies to address the Teacher Performance Expectations (TPE) required by the California Commission on Teacher Credentialing (CCTC). Completion of these requirements, along with successful completion of all coursework with a GPA of 3.0 or higher, is required for recommendation for the credential.

- Prior to the teaching seminar (EDSP 652A and EDSP 652B) students must meet subject matter competency.

**Learning Outcomes:** Learning outcomes for this program may be found at: [www.redlands.edu/MALT/learning-outcomes](http://www.redlands.edu/MALT/learning-outcomes).

### Additional Requirements for Credentials

Prior to completion of the credential program, students must complete the following additional requirements (unless otherwise stated by the California Commission on Teacher Credentialing or by Executive Order):

- U.S. Constitution requirement. Introduction to American Politics (POLI 111) or American History to 1877 (HIST 121), in the College of Arts and Sciences, or their equivalents, satisfy the requirement.
- CPR certificate requirement. Candidates must have a current CPR certificate that covers infants, children, and adults.
- Complete an Individualized Development Plan during fieldwork.
- Pass CalTPA instructional cycles I and II.
- Multiple Subject and Mild to Moderate Support Needs Special Education candidates must pass the Reading Instruction Competence Assessment® (RICA®).
- Pass the Teacher Performance Expectations (TPE) portfolio
- Subject Matter Competency met.

### Required Courses for Mild to Moderate Support Needs Special Education

- MALT 601 Foundation of Learning (3)\*
- EDSP 610 Foundations of (Dis)ability and Special Education (3)
- MALT 603 Multiple Subject Methods I: STEM Methods (3)\*\*

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- EDSP 616 Inclusion, (Dis)ability, and the Classroom Community (3)
- MALT 605 Multiple Subject Methods II: English Language Arts (3)\*\*
- EDSP 625 Diagnostic Reading and Specialized Interventions (3)
- EDSP 652A Education Specialist Teaching Seminar (1)
- EDSP 652B Education Specialist Teaching Seminar (1)
- Choose 1 of these options*
  - Student Teaching:
    - EDSP 655A Education Specialist Student Teaching (5)
    - EDSP 655B Education Specialist Student Teaching (5)
  - Internship:
    - EDSP 653 Education Specialist Internship (13)
  - Residency Option:
    - EDSP 658A Residency I (7)
    - EDSP 658B Residency II (6)
- MALT 610 Research in Practice (6)

\*MALT 601 may be waived for students holding a multiple or single subject credential.

\*\*MALT 603 and MALT 605 may be waived for students holding a multiple subject credential.

### Required Courses for Mild to Moderate Support Needs Special Education with Multiple Subject:

- MALT 601 Foundations of Learning (3)
- EDSP 610 Foundations of (Dis)ability and Special Education (3)
- MALT 603 Multiple Subject Methods I: STEM Methods (3)
- MALT 607 Multiple Subject Methods III: Multicultural Social Studies (3)
- EDSP 616 Inclusion, (Dis)ability, and the Classroom Community (3)
- EDSP 625 Diagnostic Reading and Specialized Interventions (3)
- EDSP 652A Education Specialist Teaching Seminar (1)
- EDSP 652B Education Specialist Teaching Seminar (1)
  - Or, EDSP 657 Residency Seminar (2)
- Choose 1 of these options*
  - Student Teaching Option:
    - EDSP 655A Education Specialist Student Teaching I (5)
    - EDSP 655B Education Specialist Student Teaching II (5)
  - Internship Option:
    - EDSP 653 Education Specialist Internship (13)
  - Residency Option:
    - EDSP 658A Residency I (7)
    - EDSP 658B Residency II (6)
- MALT 610 Research in Practice (6)

### Required Course for Mild to Moderate Support Needs Special Education with Single Subject:

- MALT 601 Foundations of Learning (3)
- EDSP 610 Foundations of (Dis)ability and Special Education (3)
- MALT 602 Single Subject Methods I: Critical Pedagogy and Instructional Design (3)
- MALT 606 Single Subject Methods III: Content Area Teaching (3)
- EDSP 616 Inclusion, (Dis)ability, and the Classroom Community (3)
- EDSP 625 Diagnostic Reading and Specialized Interventions (3)
- EDSP 652A Education Specialist Teaching Seminar (1)
- EDSP 652B Education Specialist Teaching Seminar (1)
  - Or, EDSP 657 Residency Seminar (2)
- Choose 1 of these options*
  - Student Teaching Option:
    - EDSP 655A Education Specialist Student Teaching I (5)

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- EDSP 655B Education Specialist Student Teaching II (5)
- Internship Option:
  - EDSP 653 Education Specialist Internship (13)
- Residency Option:
  - EDSP 658A Residency I (7)
  - EDSP 658B Residency II (6)
- MALT 610 Research in Practice (6)

## Online Master of Arts in Education in Learning and Teaching: Mild to Moderate Support Needs Special Education

The Online Master of Arts in Education in Learning and Teaching Mild to Moderate Support Needs Special Education program is delivered in two stages: the first is composed of six (6) 7-week foundations and methods courses. Upon successful completion of the first stage of the program, candidates advance to the second stage of Master's research, student teaching internship, or residency experience, and classroom instruction. Students may start the first stage of the program at several times during the year. Please contact Graduate and Professional Enrollment for details.

### Required Courses (to be taken in sequence):

- MALT 601 Foundation of Learning (3)\*
- EDSP 610 Foundations of (Dis)ability and Special Education (3)
- MALT 603 Multiple Subject Methods I: STEM Methods (3)\*\*
- MALT 605 Multiple Subject Methods II: English Language Arts (3)\*\*
- EDSP 616 Inclusion, (Dis)ability, and the Classroom Community (3)
- EDSP 625 Diagnostic Reading and Specialized Interventions (3)
- *Master Research and Student Teaching or Internship*
  - MALT 610A Foundations of Inquiry: Research, Assessment, and Evaluation in Schools (3)
  - MALT 610B Foundations of Inquiry: From Inquiry to Action (3)
  - EDSP 652A Education Specialist Teaching Seminar (1)
  - EDSP 652B Education Specialist Teaching Seminar (1)
- *Choose 1 of these options*
  - Student Teaching Option:
    - EDSP 655A Education Specialist Student Teaching (5)
    - EDSP 655B Education Specialist Student Teaching (5)
  - Internship Option:
    - MALT 610A Foundations of Inquiry: Research, Assessment, and Evaluation in Schools (3)
    - MALT 610B Foundations of Inquiry: From Inquiry to Action (3)
    - EDSP 653 Education Specialist Internship (13)
  - Residency Option:
    - EDSP 658A Residency I (7)
    - EDSP 658B Residency II (6)
    -

\*MALT 601 may be waived for students holding a multiple or single subject credential

\*\*MALT 603 and MALT 605 may be waived for students holding a multiple subject credential.

## Culminating Experiences and Graduating Requirements

When candidates demonstrate the required program competencies, including all coursework with a 3.0 or higher cumulative grade point average, they may begin their student teaching or internship courses. During this portion of the program sequence, the two instructional cycles of the CalTPA are completed and evaluated. No candidate can be recommended for a teaching credential until both CalTPAs have been successfully completed. Multiple Subject and Education Specialist Credential candidates must also complete the Reading Instruction Competence Assessment® (RICA®).

## Online Master of Arts in Education: Analytics and Learning Design

The online Master of Arts in Education, Analytics and Learning Design degree is intended to offer preparation for the purpose of working professionally in education and related fields where educational knowledge in learning and development theory, leadership, communication, justice, data use for decision making and understanding of educational issues are key skills. Implemented through a sequential curriculum design, all learners begin with courses that focus on human development, learning theory, leadership, and utilizing data for decision making. Courses are intended to build a foundation of understanding of professional thinking and practice. Coursework throughout the program will provide a well-rounded academic experience (courtesy of our liberal arts foundation), which emphasizes the need to think critically about the most pressing issues in our world. All coursework is delivered online with live synchronous meetings. This 33-36 unit program provides the skills necessary to conduct graduate-level research, assessment, evaluation, writing, and personal and professional reflection.

### Learning Outcomes

Learning outcomes for this program may be found at: <http://www.redlands.edu/CTC-PMS/learning-outcomes>

### Required Courses

- MAED 601 Human Development Across the Life Span (3)
- MAED 602 Learning, Curriculum, and Program Development (3)
- MAED 603 Social Justice Leadership (3)
- MAED 605 Introduction to Social Science Research (3)
- MAED 612 Big Data in Education (3)
- MAED 616 Data Analytics for Justice (3)
- MAED 617 Data-Informed Instructional Design (3)
- MAED 618 Teaching Diverse Learners (3)
- MAED 620 Ethics and Digital Equity (3)
- MAED 606A Designing Action Research (3)
- MAED 606B Capstone (3)
- Optional Electives:
  - MAED 604 Entrepreneurial Leadership and Management Across Settings
  - DM 6165 Research Methods 2 (3)
  - DM 6045 Research Ethics: Politics of Research (3)
  - SP 4152 Collective Trauma: Systemic Issues of Trauma (3)

## Department of Counseling and Human Services

### The Programs

- Pupil Personnel Service Credential, School Counseling, Pre-K-12 (credential only)
- Master of Arts in Education: School Counseling
  - Pre-K-12 School Counseling Emphasis with PPS Credential
  - College Counseling Emphasis
  - Pre-K-12 School Counseling with PPS & College Counseling Emphases
- Master of Arts in Clinical Mental Health Counseling
  - with optional PPS School Counseling credential
- Master of Arts in Counseling and Psychotherapy

### Pupil Personnel Services Credential (PPS): School Counseling

The Pupil Personnel Services Credential in school counseling meets current state mandates and is accredited through the Western Association of Schools and College (WASC) and the California Commission on Teaching Credentialing (CCTC).

## Pupil Personnel Services Credential (PPS)

Applicants who already have earned a master's degree at a regionally-accredited college or university in a counseling-related field and who wish to receive a PPS Credential must complete the following CCTC approved courses. In cases in which the degree was earned within the past five years, the student may request that their transcript be reviewed for:

1. Courses that are substantively equivalent to University of Redlands counseling courses required for the PPS credential and that have been completed within the past six years.
2. Waiver of those courses that meet the above criteria, up to a maximum total of 27 credits/hours of credit.

Regardless of the number of courses waived, a student will need to complete a minimum of 15 credits of the required coursework at the University of Redlands in order to earn the PPS credential.

### Required Courses:

- EDUC 601 The Counseling Process (3)
- EDUC 653 Theories of Counseling and Psychotherapy (3)
- EDUC 654 Counseling for Career Choice and Development (3)
- EDUC 655 Counseling Systems (3)
- EDUC 675 Curriculum and Program Development (3)
- EDUC 680 Human Development Across the Lifespan (3)
- EDUC 685 Foundations of School Counseling (3)
- CMHC 610 Sociocultural Counseling and Intervention (3)
- CMHC 615 Group Psychotherapy and Counseling (3)
- CMHC 613 Counseling Law and Ethics (3)
- CMHC 620 Counseling and Educational Assessment (3)
- CMHC 692 Crisis Intervention Counseling (3)
- EDUC 677A Supervised Fieldwork in Counseling (2)
- EDUC 677B Supervised Fieldwork in Counseling (2)
- EDUC 677C Supervised Fieldwork in Counseling (2)

### School Counseling Pre-K-12 Emphasis Fieldwork Requirement:

Students in the School Counseling program with Pre-K-12 emphasis must complete 600 of their required 800 hours in two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours within in those levels (which is the state requirement for the PPS Credential). Students who are unable, for any reason, to complete the required fieldwork hours during the EDUC 677A, EDUC 677B, EDUC 677C will need to enroll in additional fieldwork support courses until their hours are complete. Students are required to pass the Counselor Preparation Comprehensive Examination (CPCE) prior to graduation from the program.

### Master of Arts in Education School Counseling

The Master of Arts in Education School Counseling program consists of 48 credits and 600-800 documented fieldwork hours and involves training in counseling, consultation, and helping relationships. The program provides general counseling preparation for public and private school service. Coursework meets all standards required for a California Pupil Personnel Services (PPS) Credential.

In the School Counseling program, students may combine the degree and credential, earn a master's degree only, or obtain a Pupil Personnel Services Credential, provided they already have a master's degree. The master's degree consists of 48 credits plus 600-800 documented fieldwork hours beyond the classroom. Six of the 48 credits are the core graduate courses and the remaining 42 credits are counseling-based and required for the PPS Credential. Those with master's degrees who are earning only the PPS Credential usually have a credit requirement which ranges from 15 to 27, depending on the type of master's degree the student has already earned. The fieldwork hours are required for each option, and credential candidates must ensure at least 600 of their fieldwork hours are completed in Pre-K-12 school settings. Candidates are required to complete 100 pre-fieldwork hours to qualify for the fieldwork experience. Practica hours are expected to be completed before advancing the fieldwork. The completion of practica hours is required for graduation.

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Although a California teacher credential is not required for the PPS Credential, evidence of meeting the Basic Skills requirement is a prerequisite to enter the program. Also, candidates for the PPS program must apply for a Certificate of Clearance and need evidence of a negative TB test dated within the past two years when they initially enroll in the program. Additionally, students must pass a comprehensive Counselor Preparation Comprehensive examination (CPCE) prior to graduating from the program.

Please refer to the program handbook for additional information and requirements.

**Learning Outcomes:** Learning outcomes for these programs can be found at [www.redlands.edu/ma-edsc/](http://www.redlands.edu/ma-edsc/).

### Master of Arts in Education School Counseling with Pupil Personnel Services Credential

To obtain the master's degree along with the Pupil Personnel Services (PPS) Credential, candidates must take the two research sequence graduate courses and all courses listed for the PPS Credential.

#### Research sequence:

- EDUC 637 Master's Seminar (3)
- EDUC 644 Introduction to Educational Research (3)

#### Core Courses:

- EDUC 601 The Counseling Process (3)
- EDUC 653 Theories of Counseling and Psychotherapy (3)
- EDUC 654 Counseling for Career Choice and Development (3)
- EDUC 655 Counseling Systems (3)
- EDUC 675 Curriculum and Program Development (3)
- EDUC 680 Human Development Across the Lifespan (3)
- EDUC 685 Foundations of School Counseling (3)
- CMHC 610 Sociocultural Counseling and Intervention (3)
- CMHC 615 Group Psychotherapy and Counseling (3)
- CMHC 613 Counseling Law and Ethics (3)
- CMHC 620 Counseling and Educational Assessment (3)
- CMHC 692 Crisis Intervention Counseling (3)
- EDUC 677A Supervised Fieldwork in Counseling (2)
- EDUC 677B Supervised Fieldwork in Counseling (2)
- EDUC 677C Supervised Fieldwork in Counseling (2)

#### *School Counseling Pre-K-12 Emphasis Fieldwork Requirement:*

Students in the School Counseling program with Pre-K-12 emphasis must complete 600 of their required 800 fieldwork hours in two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours within in those levels (which is the state requirement for the PPS Credential). Students who are unable, for any reason, to complete the required fieldwork hours during the EDUC 677A, EDUC 677B, EDUC 677C will need to enroll in additional fieldwork support courses until their hours are complete. Students are required to pass the Counselor Preparation Comprehensive Examination (CPCE) prior to graduation from the program.

#### *College Emphasis*

The College Counseling emphasis allows students to prepare for work in a college or university context rather than in Pre-K-12 settings. Students pursuing this emphasis will complete the courses listed above for the School Counseling with Pupil Personnel Services Credential with the following exceptions: they will not take EDUC 675 or EDUC 680 and instead will take the following two courses:

- EDUC 624 Introduction to College Student Development Theory (3), plus
- One of the following courses: EDUC 605 Community College Today (3)  
-or- EDUC 607 Higher Education in the United States: Contexts and Populations (3).

*College Counseling Emphasis Fieldwork Requirement:*

Students who choose to take the College Counseling emphasis will conduct a minimum of 600 hours of fieldwork hours in a college or university. It is recommended students earn 200 hours in a high school or high school-to-college transition setting. Students who are unable, for any reason, to complete the required fieldwork hours during the EDUC 677A, EDUC 677B, EDUC 677C courses will need to enroll in additional fieldwork support courses until their required hours are complete. Students are required to pass the Counselor Preparation Comprehensive Examination (CPCE) prior to graduating from the program.

*Combination K–12 and College Emphasis*

The combination Pre-K–12 and College Counseling emphasis allows students to focus on both the Pre-K–12 and college or university arena. Students in this emphasis will complete the courses listed for the School Counseling with Pupil Personnel Services Credential as well as:

- EDUC 624 Introduction to College Student Development Theory (3)
- An additional three credits from:
  - o EDUC 607 Higher Education in the United States: Contexts and Populations (3)
  - o EDUC 605 Community College Today (3)

*Combination K–12 and College Fieldwork Requirement:*

Students who choose both the Pre-K–12 and the College Counseling emphasis must participate in 800 hours of fieldwork; 600 hours must be completed in two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours within those levels (which is the requirement for the PPS credential) and up to 200 hours may be completed in college or university settings. Students who are unable, for any reason, to complete the required fieldwork hours during the EDUC 677A, EDUC 677B, EDUC 677C courses will need to enroll in additional fieldwork support courses until their required hours are complete. Students are required to pass the Counselor Preparation Comprehensive Examination (CPCE) prior to graduating from the program.

## Master of Arts Clinical Mental Health Counseling

The 60 unit Master of Arts in Clinical Mental Health Counseling (CMHC) prepares students for licensure as Professional Clinical Counselors (LPCC) in the state of California to work in community, education, private practice, non-profit, medical, psychiatric and other multidisciplinary settings.

Please refer to the program handbook for additional information and requirements.

**Learning Outcomes:** Learning outcomes for this program may be found at: [www.redlands.edu/MA-CMHC/](http://www.redlands.edu/MA-CMHC/).

### Practicum Training

Students earning the MA in Clinical Mental Health Counseling are required to complete a minimum of (300) face to face hours of supervised practicum at a preapproved site in conjunction with the CMHC 699 A, B, and C courses. Students earning the MFT Specialization are required to complete (200) additional face to face hours working with couples and families. Hours acquired for the MA with MFT Specialization will count toward the 3,000 hours required for MFT licensure in California. Students unable to complete the required practicum hours for any reason will need to enroll in CMHC 699 D until their required hours are complete. Students are required to successfully complete both the academic and clinical practice components of their practicum prior to successfully completing the program.

*University of Redlands Counseling and Support Services at Riverside Free Clinic*

As part of the CMHC clinical training experience and in keeping with the program's social justice and advocacy focus, students are encouraged to participate 10 to 12 hours per month at the University of Redlands Counseling and Support Services (CSS) at the Riverside Free Clinic (RFC). Students with a minimum of 18 units of coursework and approval do so, may begin carrying a client caseload at the clinic and counting hours toward the required practicum hours. Training with Counseling Faculty at the RFC is an especially valuable option for students who will be working and training in K-12, college and other clinical settings that may not have year-round counseling practicum availability.

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### CMHC Cumulative Capstone Experience

Personal counseling (10 hours group or individual)

Pass the Counselor Preparation Comprehensive Examination (CPCE)

Comprehensive Case Conceptualization

### Required courses:

- EDUC 601 The Counseling Process (3)
- CMHC 610 Sociocultural Counseling and Intervention (3)
- CMHC 613 Counseling Law and Ethics (3)
- EDUC 680 Human Development Across the Lifespan (3)
- EDUC 653 Theories of Counseling and Psychotherapy (3)
- EDUC 655 Counseling Systems (3)
- CMHC 692 Crisis Intervention Counseling (3)
- CMHC 695 Introduction to Substance Abuse Counseling (3)
- CMHC 693 Advanced Counseling: Psychopathology and Diagnostic Procedures (3)
- CMHC 615 Group Psychotherapy and Counseling (3)
- CMHC 620 Counseling and Educational Assessment (3)
- CMHC 616 Introduction to Social Justice and Advocacy (3)
- CMHC 640 Research and Evaluation (3)
- CMHC 699A Practicum I: Clinical Mental Health Counseling (2)
- EDUC 654 Counseling for Career Choice and Development (3)
- CMHC 699B Practicum II: Clinical Mental Health Counseling (2)
- CMHC 621 Counseling in a Global Context (3)
- CMHC 699C Practicum III: Clinical Mental Health Counseling (2)
- CMHC 694 Psychopharmacology (3)

### Elective Courses

- CMHC 630 Theory and Practice in Family Counseling (3)
- CMHC 631 Couples and Relationship Counseling Theories and Techniques (3)

### MA in Clinical Mental Health Counseling with Marriage and Family Therapy (MFT) Specialization

The Clinical Mental Health Counseling (CMHC) program offers 12 units of specialized training in therapeutic intervention applicable to a broad range of relational systems. The specialization prepares graduates for California state licensure as a Marriage and Family Therapist (LMFT). Course work includes 6 units taken as part of the 60-unit MA and 6 additional units offered in an online format for a total of 66 Units to earn the MA CMHC with MFT Specialization.

- CMHC 630: Family Therapy (3 units)
- CMHC 631: Couples and Relationship Counseling (3 units)
- CMHC 632 Advanced Child and Adolescent Development and Intervention (3 units)
- Thinking Systemically Seminar Series (3 units from the series of 1-unit courses)

### Child and Adolescent Intervention Specialization

The Child and Adolescent Intervention Specialization is designed to provide students across counseling programs with 12 units of advanced coursework focused on common behavioral health conditions in childhood and adolescence and preparation for early identification, collaboration, advocacy, and evidence-based intervention across settings.

- EDUC 655 Counseling Systems (3)
- EDUC 680 Human Development Across the Lifespan (3)
- CMHC 632 Advanced Child and Adolescent Development and Intervention (3)
- Thinking Systemically Seminar Series (3 units from the series of 1-unit courses)

### Thinking Systemically Seminar Series



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One-unit courses for the Thinking Systemically Seminar Series, will be offered online annually and open to a range of transdisciplinary graduate and undergraduate programs.

\*Conflict Resolution

\*Families and Violence

\*Courses offered online

### *MA in Clinical Mental Health Counseling (CMHC) with PPS School Counseling Credential*

Students pursuing the CMHC program who wish to add on the PPS School Counseling credential must obtain permission from the department, and satisfy all the requirements above for the master's and be admitted to the PPS credential portion before commencing the following courses and fieldwork requirements:

- EDUC 675 Curriculum and Program Development (3)
- EDUC 685 Foundations of School Counseling (3)
- EDUC 677A Supervised Fieldwork in Counseling (2)
- EDUC 677B Supervised Fieldwork in Counseling (2)

Students adding the PPS Credential to their CMHC program will need to complete 600 additional hours of fieldwork in two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours within those levels.

Students in School Counseling programs that also want to be state licensed as a Professional Clinical Counselor (LPCC), are encouraged to complete the MA in Clinical Mental Health Counseling and add the desired school counseling emphasis or PPS requirements to ensure alignment with Board of Behavioral Sciences state licensing requirements. Students who do not meet practicum requirements for licensure within the context of their MA cannot return to make-up academic deficiencies associated with the practicum experience.

## Masters of Arts in Counseling and Psychotherapy

The Master of Arts in Counseling and Psychotherapy (MCPT) is designed to prepare a next generation of Chinese counselors and psychotherapists. It takes advantage of a unique collaboration between the Hubei Oriental Insight Mental Health Institute and the University of Redlands to offer a rigorous program that is rooted in Chinese culture, informed by best training practices, and taught by a world-class faculty.

Most of the program (27 credit hours) is completed on-line and in-person in China. Students will come to the main University of Redlands campus for a 14-week summer term to complete a residency in which they will complete the final 13 credit hours. During that term, students will have opportunities to interact with mental health professionals in Southern California as well as students and faculty in the Clinical Mental Health and School Counseling programs. Students in the MCPT program are also required to complete 180 hours of practicum and must be concurrently enrolled in practicum courses and under supervision. Students are eligible to advance to practicum in year two.

Graduates are eligible, once they obtain additional experience, to apply for certification by the Clinical and Counseling Psychology Registration System of the Chinese Psychological Society.

The MCPT program is designed specifically for students who live in China and speak Mandarin. Other students who are interested in preparing for a mental health career are encouraged to consider the School's Clinical Mental Health Counseling Program.

### **Required Courses:**

- EDUC 601 The Counseling Process (3)
- CMHC 611 Psychopathology and Counseling (3)
- EDUC 653 Theories of Counseling and Psychotherapy (3)
- CMHC 620 Counseling and Educational Assessment (3)
- EDUC 680 Human Development Across the Lifespan (3)

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- CMHC 636 Legal and Ethical Issues for Chinese Psychotherapists (3)
- CMHC 615 Group Psychotherapy and Counseling (3)
- CMHC 651 Practicum I: Counseling and Psychotherapy (1)
- CMHC 652 Practicum II: Counseling and Psychotherapy (1)
- CMHC 640 Research and Evaluation (3)
- CMHC 653 Practicum III: Counseling and Psychotherapy (1)
- CMHC 674 Advanced Seminar in Counseling and Psychotherapy (1)
- CMHC 649 Fundamentals of Clinical Supervision (3)
- CMHC 630 Theory & Practice in Family Counseling (3)
- CMHC 610 Sociocultural Counseling and Intervention (3)
- CMHC 692 Crisis Intervention Counseling (3)

Please refer to program handbook for additional information and requirements. Learning outcomes for this program may be found at: <https://www.redlands.edu/mcpt>

## Department of Leadership and Higher Education

### The Programs

- Master of Arts in Education: School District Leadership (with Preliminary Services Credential)
- Master of Arts in Education: Higher Education and Student Affairs
- Doctorate in Education: Leadership for Educational Justice

### Master of Arts in Education: School District Leadership

The School and District Leadership program consists of 36 credits and is designed to prepare scholar practitioners--visionary leaders committed to positively impacting all students in their charge. The program includes an embedded Preliminary Administrative Services Credential (PASC). The combined coursework and fieldwork experiences require candidates to think critically and reflectively about the theory to practice continuum. To this end, the program will introduce complex theories of education, leadership, social justice, and organizational change and challenge students to apply these theories in real world contexts. Learning objectives for this program may be found at [www.redlands.edu/MA-EDAD/](http://www.redlands.edu/MA-EDAD/). While the majority of courses are offered face-to-face, some courses may be offered in a hybrid delivery format (some class sessions face-to-face and some meeting synchronously online).

### Required courses for the Master of Arts in Education: School District Leadership

#### Fall 1

- EDUC 671 Ethical and Reflective Leadership (3)
- EDUC 674 Education Law and Policy (3)

#### Spring 1

- EDUC 670 Program Evaluation and Assessment (3)
- EDUC 641 Leadership for Change (3)
- EDUC 634A Leadership Lab A (1) or EDUC 679A: Education Administration Internship A (1)
- EDUC 635A CalAPA Cycle 1 (0)

#### Summer 1

- EDUC 673 Resource Management (3)
- EDUC 644 Introduction to Educational Research (3)

#### Fall 2

- EDUC 675 Curriculum and Program Development (3)
- EDUC 602 Leadership for Diverse Populations (3)
- EDUC 634B Leadership Lab B (1) or EDUC 679B: Education Administration Internship B (1)
- EDUC 635B CalAPA Cycle 2 (0)

#### Spring 2

- EDUC 676 School Personnel Management (3)

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- EDUC 643 Coaching and Teacher Development (3)
- EDUC 634C Leadership Lab C (1) or EDUC 679C: Education Administration Internship C (1)
- EDUC 635C CalAPA Cycle 3 (0)

### Summer 2

- EDUC 636 Master's Program Seminar (Education Administration) (3)
- EDUC 632 Education Administration Exit Examination (0)

### Internship

Students who have been recommended for an administrative appointment in a district prior to the completion of the program may be eligible for an administrative internship with the permission of the Program Coordinator or their designee in lieu of one or more Leadership Lab credits. In such circumstances, students would register for the relevant section(s) of EDUC 679: Education Administration Internship in place of EDUC 634: Leadership Lab.

### Program Completion Requirements:

The School District Leadership master's program coursework is designed to meet all of the California Administrator Performance and Content Expectations (CAPE and CACE) and meets the requirements for the Preliminary Services Credential (PASC). To complete the program and be eligible for recommendation for credential, all students must successfully complete all courses listed above with a cumulative GPA of 3.0 or higher. Students must also successfully complete an electronic portfolio assignment, comprehensive exit exam, exit interview, and pass all three cycles of the California Administrator Performance Assessment (CalAPA). Students are responsible for CalAPA registration costs.

For additional information on the CalAPA requirements, go to [www.redlands.edu/CalAPA/](http://www.redlands.edu/CalAPA/).

Please see our Pathway to Credentialing webpage for additional information on all program requirements: [www.redlands.edu/pathway-credentialing/](http://www.redlands.edu/pathway-credentialing/).

## Clear Administrative Services Credential

This credential program is designed to advance school leaders' understanding of California's pluralistic society and the intersections among racial and cultural diversity, gender, sexual orientation, disability and other educational justice issues that arise in today's society. This program will prepare reflective leaders that understand educational equity through systematic innovation.

### Required Courses, 10 credits (taken in sequence):

- EDUC 770 Clear Administrative Services Credential Induction (1)
- EDUC 771 Clear Administrative Services Credential Personal Learning Plan (1)
- EDUC 772 Clear Administrative Services Credential– CPSEL #1 (1)
- EDUC 773 Clear Administrative Services Credential– CPSEL #2 (1)
- EDUC 774 Clear Administrative Services Credential– CPSEL #3 (1)
- EDUC 775 Clear Administrative Services Credential– CPSEL #4 (1)
- EDUC 776 Clear Administrative Services Credential– CPSEL #5 (1)
- EDUC 777 Clear Administrative Services Credential– CPSEL #6 (1)
- EDUC 778 Clear Administrative Services Credential– Individual Learning Plan Completion (1)
- EDUC 779 Clear Administrative Services Credential– Individual Induction Plan Completion (1)

## 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 required by the California Commission on Teacher Credentialing (CCTC). The following courses are approved by the CCTC to attain a Preliminary Administrative Services Credential.

### Required Courses (27 credits):

- EDUC 602 Leadership for Diverse Populations (3)
- EDUC 643 Coaching and Teacher Development (3)

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- EDUC 670 Program Administration and Evaluation (3)
- EDUC 671 Ethical and Reflective Leadership (3)
- EDUC 673 School Resource Management (3)
- EDUC 674 Education Law and Policy (3)
- EDUC 675 Curriculum and Program Development (3)
- EDUC 676 School Personnel Management (3)
- EDUC 634A: Leadership Lab A (1)
- EDUC 635A: CalAPA Cycle 1 (0)
- EDUC 634B: Leadership Lab B (1)
- EDUC 635B: CalAPA Cycle 2 (0)
- EDUC 634C: Leadership Lab C (1)
- EDUC 635C: CalAPA Cycle 3 (0)

Candidates employed as administrative interns may be waived from EDUC 634A, B, and C but must enroll in EDUC 679, Preliminary Administrative Internship Practicum, EDUC 679 A, B, and C during the internship for a minimum total of 3 credits.

Additionally, in order to be recommended for a credential when coursework is completed, a candidate must have worked under the authority of a teaching or services credential for five years at the time of program completion and successfully completed the three cycles of the CalAPA.

Applicants who already have earned a master's degree at a regionally- accredited college or university in an education field and who wish to receive a PASC must complete the CCTC approved courses listed above. In those cases in which the degree was earned within the past four years, the student may request that their transcript be reviewed for:

- 1) Courses that are substantively equivalent to University of Redlands educational administration courses required for the PASC and that have been completed within the past five years.
- 2) Waiver of those courses that meet the above criteria, up to a maximum total of 12 credits.

Regardless of the number of courses waived, a student must complete a minimum of 15 credits of the required coursework at the University of Redlands in order to be recommended for the PASC.

## Master of Arts in Education, Higher Education and Student Affairs

The Higher Education and Student Affairs master's degree program is designed for people pursuing careers in colleges and universities. The program focuses on organization, leadership, assessment, and examines campus cultures, support services, and student development theories. This program prepares students to work in postsecondary institutions through exposure to the social, cultural, and organizational contexts of higher education. Students also develop the skills to practice informed decision-making from a social justice perspective in their roles as higher education or student affairs professionals. Students in this program are required to complete a 120-hour internship.

Learning outcomes for the Master of Arts in Higher Education and Student Affairs may be found at [www.redlands.edu/MA-EDHE/](http://www.redlands.edu/MA-EDHE/)

### Required Courses:

- EDUC 607 Introduction to Higher Education and Student Affairs (3)
- EDUC 644 Introduction to Educational Inquiry (3)
- EDUC 669 Diversity and Social Justice in Higher Education (3)
- EDUC 633 Working with College Students (3)
- EDUC 631 Law, Policy and Finance in Higher Education (3)
- EDUC 612 Media and Digital Technologies for Leadership in Higher Education (3)
- EDUC 608 Evaluation and Assessment: Enhancing Program Effectiveness and Student Learning (3)
- EDUC 624 Introduction to College Student Development Theory (3)

- EDUC 637 Master's Seminar (3)

**Fieldwork Requirement:**

- EDUC 666 Fieldwork Practicum in Higher Education (3)

**Elective Courses:** Students must take an additional 6 credits of coursework based on consultation with their academic advisor. They can choose from the following:

- EDUC 601 The Counseling Process (3)
- EDUC 605 Community College Today
- EDUC 606 Topics in Higher Education (0–3)
- EDUC 614 Organization Theory and Leadership in Higher Education (3)
- EDUC 654 Counseling for Career Choice and Development (3)

## Doctorate in Education in Leadership for Educational Justice

The Doctorate in Education (Ed.D.) in Leadership for Educational Justice is a nationally unique program that engages students in rigorous study, debate, research, and practice. Our driving mission is to produce scholarly practitioners who are sought for leadership roles in schools, districts, colleges, universities, agencies and public service.

Learning outcomes for the Doctorate in Leadership for Educational Justice (Ed.D.) are found online at [www.redlands.edu/EDD-LDREJ/learning-outcomes](http://www.redlands.edu/EDD-LDREJ/learning-outcomes).

### Program Requirements

The entire program comprises 60 semester credits of advanced graduate work taken over three or four years. While most of the courses in the program are offered in-person, some courses may be offered in a hybrid delivery format (some in-persons class sessions and some class sessions meeting synchronously online). The requirements include 21 credits of core content coursework, 15 credits of concentration coursework, 9 credits of methods coursework, and 15 credits of dissertation work. Each student will declare a concentration from the following: higher education and student affairs, school and district leadership (with Preliminary Administrative Services credential), school and district leadership (without credential), community-engaged leadership in schools and society, or general concentration. With faculty approval, students may transfer in up to 6 credits of master's or higher-level coursework if it is relevant to and aligns with program curriculum. Coursework must comply with the doctoral credit obsolescence policy. Please refer to the Ed.D. Handbook for additional information and requirements.

### Concentration Descriptions:

#### **Higher Education and Student Affairs (15 credits):**

The concentration in Higher Education and Student Affairs exposes students to the social, cultural, and organizational contexts of higher education, theories of leadership and student development, and discussion of current issues. Students in this concentration will select five content courses from the Higher Education and Student Affairs program.

**School and District Leadership (with Preliminary Administrative Services Credential) (15 credits):** The concentration in School and District Leadership with an embedded preliminary administrative services credential (PASC) provides candidates with the opportunity to expand on their leadership skills in a deep and meaningful way, meet the state standards for educational leadership, engage in meaningful fieldwork in education administration, and complete the state performance assessment for education leaders (California Administrator Performance Assessment—CalAPA). In this five-course series, students engage in a deep dive into program evaluation and assessment; education law, finance, and personnel management; coaching and teacher development; and, applied leadership skills in leadership labs.

#### **School and District Leadership (without credential) (15 credits):**

The concentration in School and District Leadership (with no credential) provides candidates, particularly those who already possess an administrative credential, with the opportunity to expand on their leadership skills in a deep and meaningful way. Students in this concentration will select five content courses from the School and District Leadership Program.

#### **Community Engaged Leadership in Schools and Society (15 credits):**

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The concentration in Community Engaged Leadership in Schools and Society provides candidates with opportunities to explore the power and promise of community-embedded approaches to social change. Students in this concentration will take five courses examining the role of educational leaders in promoting democratic participation in K-12 schools and communities.

### General Concentration (15 credits):

The general concentration provides a lot of choice and is intended to allow students to take a range of graduate courses, as per their interests. Students should discuss possible choices with their advisor or dissertation chair.

### Required Program Courses

Courses are listed numerically, not sequentially. Please see program website for course sequence and/or pathway.

#### Core Courses (21 credits)

- EDUC 829 Historical Foundations in Education and Social Justice (3)
- EDUC 830 Social Justice Theory and Practice (3)
- EDUC 831 Education Law, Policy, and Justice (3)
- EDUC 833 Education Finance (3)
- EDUC 827 Leadership and Practice in Education (3)
- EDUC 822A Organizational Change and Education A (1)
- EDUC 822B Organizational Change and Education B (1)
- EDUC 822C Organizational Change and Education C (1)
- EDUC 871 Special Topics Doctoral Seminar (3)

#### Methods Courses (9 credits)

- EDUC 841 Quantitative Methods (3)
- EDUC 842 Qualitative Methods (3)
- EDUC 846 Advanced Quantitative Methods (3)
- or- EDUC 847 Advanced Qualitative Methods (3)

#### Dissertation Work (15 credits)

- EDUC 820A Writing a Literature Review A (1)
- EDUC 820B Writing a Literature Review B (1)
- EDUC 820C Writing a Literature Review C (1)
- EDUC 860A Dissertation Development and Proposal Writing (1)
- EDUC 860B Dissertation Development and Proposal Writing (1)
- EDUC 860C Dissertation Development and Proposal Writing (1)
- EDUC 861 Dissertation Writing (1–9) must be taken for a total of 9 credits. Normally, candidates enroll in EDUC 861 for three terms for 3 credits each term. If the dissertation process extends longer than 9 credits, candidates enroll in EDUC 862 each term for 0 academic credits until finished.

A fee equivalent to one credit of tuition is assessed each term of EDUC 862 in order to remain an active student.

#### Additional Program Courses

- EDUC 890 EdD Milestone Paper (0)
- EDUC 889 Student Success Seminar (0)

## Concentrations

Students will select a concentration at the start of the program from among the following options.

### Higher Education and Student Affairs Concentration 15 credits

Students will take one (1) required course:

- EDUC 607 Introduction to Higher Education and Student Affairs (3)

And will also choose four (4) courses from the following options:

- EDUC 605 Community College Today (3)
- EDUC 606 Topics in Higher Education (3)

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- EDUC 608 Evaluation and Assessment (3)
- EDUC 612 Media and Digital Technologies for Leadership in Higher Education (3)
- EDUC 624 College Student Development Theory (3)
- EDUC 631 Law, Policy, and Ethics in Higher Education (3)
- EDUC 633 Working with College Students (3)
- EDUC 669 Diversity and Social Justice in Higher Education (3)

### *School District Leadership Concentration (with Preliminary Administrative Services Credential) 15 credits*

Students will take the following courses:

- EDUC 828 School Law, Finance, and Personnel Management (3)
- EDUC 643 Coaching and Teacher Development (3)
- EDUC 670 Program Evaluation and Assessment (3)
- EDUC 675 Curriculum and Program Development (3)
- EDUC 634A Leadership Lab A (1)
- EDUC 634B Leadership Lab B (1)
- EDUC 634C Leadership Lab C (1)

### *School District Leadership Concentration (without credential) 15 credits*

Students will take five (5) courses from the following course offerings:

- EDUC 602 Leadership for Diverse Populations (3)
- EDUC 641 Leadership for Change (3)
- EDUC 643 Coaching and Teacher Development (3)
- EDUC 670 Program Evaluation and Assessment (3)
- EDUC 671 Ethical and Reflective Leadership (3)
- EDUC 673 School Resource Management (3)
- EDUC 674 Education Law and Policy (3)
- EDUC 675 Curriculum and Program Development (3)
- EDUC 676 School Personnel Management (3)
- EDUC 828 School Law, Finance, and Personnel Management (3)

### *Community Engaged Leadership in Schools and Society 15 credits*

Students are required to take the following courses

- EDUC 836 Race, Equity and Schools (3)
- EDUC 837 Literacy and Democracy (3)
- EDUC 686 Special Topics in Community Engaged Leadership: Education and Organizing (3)
- EDUC 501/MALT601 Foundations of Learning (3) (Inside-Out)
- EDUC 871 Special Topics in Community Engaged Leadership (3)
  - Course equivalency:
    - PS 2057 Organizational Systems: Organizational Structures, Groups Processes, Family Dynamics

General Concentration (15 credits): students may select 5 graduate courses for a personalized concentration.

- Required:
  - EDUC 871 Special Topics Doctoral Seminar (3) (an additional course to the one taken as part of the core content)
- Options:
  - 12 credits of graduate course credit except for: MA inquiry courses such as EDUC 644, fieldwork /practicum courses such as EDUC 666, culminating seminar courses such as EDUC 636/637

## School of Education Course Descriptions

The courses listed here are bachelor-level, credential, graduate-level, and doctoral courses offered in the School of Education, with the exception of CAS undergraduate courses (EDUG). CAS undergraduate education courses are listed in the Education chapter, "Course Descriptions (EDUG)" section of this Catalog.

### Clinical Mental Health Counseling

#### **CMHC 610 Sociocultural Counseling and Intervention**

*3 credits*

Exploration of similarities and differences that occur within and across cultures, and the conceptual intersection of cultural and social identities. Students explore their own cultural and personal attitudes, beliefs, and biases, which may influence cross-cultural interactions that impact the counseling relationship while developing their own theoretical approach as professional counselors.

#### **CMHC 613 Counseling Law and Ethics**

*3 credits*

This course is an in-depth exploration and examination of legal, ethical, and professional issues facing today's counseling profession. Students will review the legal and ethical issues they will encounter in practice and identify their role and responsibility in addressing and managing these issues.

#### **CMHC 615 Group Psychotherapy and Counseling**

*3 credits*

This course allows students to practice the application of psychotherapeutic and counseling techniques and interventions in a group setting. Using a developmental perspective to contextualize treatment approaches, students will be prepared to lead and facilitate a variety of different types of groups with diverse populations within various settings.

**Prerequisite(s):** EDUC 601 with at least a grade of 3.0.

#### **CMHC 616 Introduction to Social Justice and Advocacy**

*3 credits*

This course will develop students' excellence in advocacy and social justice knowledge, skills, awareness, and action. Students will be provided opportunities to gain a heightened sense of critical consciousness and foster a social justice orientation that can be used to inform their roles as counselors, educators, community leaders, and advocates.

#### **CMHC 620 Counseling and Educational Assessment**

*3 credits*

Students develop skills in the selection, administration, and interpretation of standardized tests and other tools used to assess various cognitive, behavioral, and affective modalities.

#### **CMHC 621 Counseling in a Global Context**

*3 credits*

This course examines counseling and other mental health treatments across the globe, focusing particularly on the roles played by both culture and national policies. Through a field component of the course, students will gain direct experience with counseling practices of at least one culture.

**Prerequisite(s):** CMHC 610 or permission of instructor.  
*Cross-listed with EDUC 820 and EDUC 821*

#### **CMHC 630 Theory and Practice in Family Counseling**

*3 credits*

This course is designed for students to advance their theoretical integration and skills in family therapy. The purpose of this advanced practice seminar is to assist students in applying clinical family theories and techniques. Emphasis will be placed on students' critical assessment of different applications of selected theories and techniques.

**Prerequisite(s):** EDUC 653

#### **CMHC 631 Couples and Relationship Counseling Theory and Techniques**

*3 credits*

This course will explore theories and associated techniques of couples and marriage counseling. It will do so in the context of specific developmental issues and social and political factors affecting couples. A range of therapeutic modalities will be surveyed.

**Prerequisite(s):** EDUC 653, EDUC 655, and EDUC 601.  
*(EDUC 601 must be completed with a minimum grade of at least 3.0 or higher.)*

#### **CMHC 632 Advanced Child and Adolescent Development and Intervention**

*3 credits*

Psychodynamics involved in child and adolescent problems with respect to the family relationship. Discusses development from infancy through late adolescents and various domains (physical, cognitive, emotional, and relational). Demonstrates a variety of counseling approaches to the treatment of children and



adolescents, with emphasis on diverse settings (e.g., education, hospital, schools, and agency).

**Prerequisite(s):** EDUC 601, EDUC 655, and EDUC 680

**CMHC 640 Research and Evaluation**

3 credits

This course provides a basic review of descriptive and inferential statistics and how these techniques are used with research methods appropriate for counseling. Students will become proficient in computer analysis of data sets, designing and evaluating research techniques, and having the skills to understand primary research in counseling literature.

**Counseling and Psychotherapy**

**CMHC 611 Psychopathology and Counseling**

3 credits

This course provides an introduction to the genesis, course, conceptualization, diagnosis and treatment of major psychological mental disorders. Students will learn to recognize abnormal behavior and describe the psychological dysfunction, distress, and cultural and family influences. *Numeric grade only. May be offered online.*

**CMHC 636 Legal and Ethical Issues for Chinese Psychotherapists**

3 credits

This course addresses legal, ethical, and professional issues facing counselors and psychologists in China. Students develop skills in assessing the ethical implications of their work and in resolving ethical conflicts, learn the implications of key laws, and learn how to resolve conflicts between the law and ethics when they arise.

**CMHC 649 Fundamentals of Clinical Supervision**

3 credits

This course addresses the fundamentals of clinical supervision. It draws from theory, research, and accepted best practices to focus on supervisory relationships, multicultural issues, supervisee assessment, feedback, gatekeeping, the use of technology in supervision, and legal and ethical practices.

**CMHC 651 Practicum I: Counseling and Psychotherapy**

1 credit

Students develop counseling competence as they work under supervision to provide direct service to clients in a program-approved field setting. Particular emphasis will be given to developing students' skills in assessment and case conceptualization, technical and relational skills, professional comportment, and ethical decision making.

**Prerequisite(s):** EDUC 653, CMHC 636, and CMHC 693

**CMHC 652 Practicum II: Counseling and Psychotherapy**

1 credit

Students develop counseling competence as they work under supervision to provide direct service to clients in a program-approved field setting. Particular emphasis will be given to developing students' skills in assessment and case conceptualization, technical and relational skills, professional comportment, and ethical decision making.

**Prerequisite(s):** CMHC 651

**CMHC 653 Practicum III: Counseling and Psychotherapy**

1 credit

Students develop counseling competence as they work under supervision to provide direct service to clients in a program-approved field setting. Particular emphasis will be given to developing students' skills in assessment and case conceptualization, technical and relational skills, professional comportment, and ethical decision making.

**Prerequisite(s):** CMHC 652

**CMHC 654 Counseling and Psychotherapy Practicum Continued**

1 credit

Students develop counseling competence as they work under supervision to provide direct service to clients in a program-approved field setting. Particular emphasis will be given to developing students' skills in assessment and case conceptualization, technical and relational skills, professional comportment, and ethical decision making.

**Prerequisite(s):** CMHC 653

**CMHC 674 Advanced Seminar in Counseling and Psychotherapy**

1 Credit

This course employs a seminar format and a competency framework to facilitate students' review and integration of what they have learned in their program. They demonstrate their competencies in an experiential project that demonstrates essential competencies in response to a real-life problem.

**Prerequisite(s):** CMHC 653

**CMHC 674 Advanced Seminar in Counseling and Psychotherapy**

1 Credit

This course employs a seminar format and a competency framework to facilitate students' review and integration of what they have learned in their program. They demonstrate their competencies in an experiential project that demonstrates essential competencies in response to a real-life problem.

**Prerequisite(s):** CMHC 653

**CMHC 692 Crisis Intervention Counseling**

3 credits

This course focuses on expanding the development of counseling skills, with particular emphasis on the knowledge, skills, and awareness needed to work effectively with clients who are in crisis. This course will also place a high priority on each student's ability to develop a greater sense of self-awareness and introspection.

**Prerequisite(s):** EDUC 601 with a minimum grade of at least 3.0 or higher.

**CMHC 694 Psychopharmacology**

3 credits

This course is designed to acquaint counseling students with the fundamentals of psychotropic drugs. Basics of pharmacology, adverse effects, indications, and drug interactions will be discussed. The overall aim of the course is to provide information, allowing mental health providers to be informed members of the mental health care team.

**CMHC 695 Introduction to Substance Abuse Counseling**

3 credits

This course provides counselors and human service workers with an overview of the addictive process and acquaints students with concepts of chemical dependence and co-occurring disorders that impact the individual, family system, and the community. Course content will include theories and etiology of substance addiction, including prevention, intervention, and treatment.

**CMHC 696 Advanced Addictions Counseling**

3 credits

Introduces the student to issues related to the etiology and treatment of various addictions. Counseling skills and approaches that can be utilized to match interventions for disorders of addiction to individual client needs will be addressed. Versatility and flexibility are emphasized, as well as the use of research-supported prevention and intervention strategies.

**Prerequisite(s):** CMHC 695.

**CMHC 699A Practicum I: Clinical Mental Health Counseling**

2 credits

Students develop counseling competence as they work under supervision to provide direct service to clients in an approved field setting. Particular emphasis will be given to developing students' skills in assessment and

case conceptualization, delivering counseling interventions, professional comportment, and ethical decision making.

**Prerequisite(s):** Instructor consent, and EDUC 601 with a minimum grade of 3.0 or higher, EDUC 653, EDUC 655, EDUC 680, CMHC 610, CMCH 613, and CMHC 615.

**CMHC 699B Practicum II Clinical Mental Health Counseling**

2 credits

Students develop counseling competence as they work under supervision to provide direct service to clients in an approved field setting. Particular emphasis will be given to developing students' skills in assessment and case conceptualization, delivering counseling interventions, professional comportment and ethical decision making.

**Prerequisite(s):** Instructor consent and CMHC 699A.

**CMHC 699C Practicum III: Clinical Mental Health Counseling**

2 credits

Students develop counseling competence as they work under supervision to provide direct service to clients in an approved field setting. Particular emphasis will be given to developing students' skills in assessment and case conceptualization, delivering counseling interventions, professional comportment and ethical decision making.

**Prerequisite(s):** Instructor consent and CMHC 699B.

**MFTS 700 Conflict Resolution**

1 credit

This online course will prepare students in managing relational conflict and to engage successfully in the process of negotiation across a range of settings and circumstances. Grounded in an understanding of the variables that often lead to conflict, its persistence, and escalation, conflict and its resolution will be approached from a systemic perspective. Experiential approaches to navigating conflict will provide collaborative opportunities to learn and apply de-escalation strategies, negotiation skills, mediation techniques and alternative remediation approaches.

**MFTS 701 Families and Violence**

1 credit

Introduces family violence as a virulent form of oppression; students examine the contextual perspective of violent behavior are prepared to detect, assess, and intervene in all displays of abuse and violence in families.

**Education**

**ESDL 601 Equity-Based Leadership Approaches and Practices**

3 credits

Students will explore ethical and reflective leadership approaches and styles and how to lead innovation and change, with a community focused lens. Emphasis on equity-based leadership tools, applied ethics, reflective practice, and leadership frame shifting.

**ESDL 602 Family and Community Engagement for School and District Leaders**

3 credits

Focuses on engaging diverse families with schools and of developing inclusive partnerships with the community. Academic, social emotional, and safety outcomes are discussed in light of how engagement can improve outcomes. Explores practices that facilitate and policies that support engagement. Students develop an action plan for school or district leaders.

**ESDL 603 Organizations and Change**

3 credits

Emphasis on organizational theories, schools as organizations, and the process of organizational change. Introduction of relationship between organizational culture, policy, and change efforts. Students will connect previous learning, theories, and reform efforts to practical applications in educational settings.

**ESDL 604 Action Research for School and District Leaders**

6 credits

This course equips school and district leaders to study and address localized equity problems. Students critique literature, learn diverse methods, and design action research that impacts school improvement. The required output is an action research plan, including a letter of support from a school or district leader.

**EDSL 628 School Law, Finance, and Personnel Management**

3 credits

Introduction to and application of: 1) federal and state laws and legal opinions as they relate to educational policies and procedures; 2) California school finance and; 3) California personnel law, practices, and procedures. Topics covered include constitutional law, administrative law, federal and state regulations, district policies, school governance and politics in relation to positive school climate and improvement.

*Cross-listed with EDUC 828*

**ESDL 698 Capstone Project for School and District Leaders**

6 credits

Students will implement the action research plan approved in ED-ActionR. Students will engage in theory-driven action, data collection, data analysis, and turn findings into specific recommendations for educators. Students will communicate findings and action plans to a professional community using a final paper and a presentation.

**Prerequisite(s):** EDSL 604.

**EDUC 501 Foundations in Learning**

3 credits

Introduction to the field of education—its history, philosophy, sociocultural context, diversity, pedagogy, educational psychology, legal issues, and educational reform. Integrates traditional educational thinking with culturally relevant perspectives and current research practices.

**Prerequisite(s):** permission to enroll in Teacher Credential courses from the School of Education. Equivalent to EDUG 401/401N.

**EDUC 501E Foundations of Learning: Inside Out**

3 credits

This course provides an introduction to critical perspectives on education and justice, while learning inside the CA justice system. Topics include theoretical frameworks for understanding the work of teachers, the purpose of public education in a democratic society, the intersection of race, class, gender, and discipline in schools. *\*Class meets off campus in the Norco Prison.*

**EDUC 502 Single Subject Methods I: Critical Pedagogy and Instructional Design**

3 credits

Engages candidates in the creation of culturally responsive curricula with an understanding that diversity differences affect learning. Teacher candidates investigate effective and meaningful instruction and assessments based on subject matter knowledge, content standards, and use of technology through the theoretical lens of social justice and critical theory. *May be offered in hybrid format.*

**Prerequisite(s):** EDUC 501. Equivalent to EDUG 402/402N.

**EDUC 503 Multiple Subject Methods I: STEM Methods**

3 credits

Focuses on pedagogical content knowledge and instructional methods in Science, Technology, Engineering, and Mathematics (STEM), and related

content. Models project and problem-based learning incorporating digital resources with an emphasis on promoting research-based strategies. *May be offered in hybrid format.*

**Prerequisite(s):** EDUC 501. Equivalent to EDUG 403/403N.

**EDUC 504 Single Subject Methods II: Literacies for Diverse Learners**

3 credits

This course examines factors related to classroom-based work with at-risk learners, including ELL's, special needs students and others whose profiles require care. Topics include language development, assessment, curriculum development, leadership, and research based on the needs of such learners. A critical theory lens is adopted in viewing relevant critical issues. *May be offered in hybrid format.*

**Prerequisite(s):** EDUC 501 and EDUC 502. Equivalent to EDUG 404/404N.

**EDUC 505 Multiple Subject Methods II: English Language Arts**

3 credits

Examines the relationship between language, power, and signifying practices from the perspective that literacies are multiple, distinctive, situated social practices. Considers the role of oral language, critical literacy, and situated literacy in a linguistically and culturally diverse society. *May be offered in hybrid format.*

**Prerequisite(s):** EDUC 501 and EDUC 503. Course equivalent to EDUC 405 and MALT 605. Cross-listed with EDUC 820 and EDUC 821

**EDUC 506 Single Subject Methods III: Content Area Teaching**

3 credits

Development of methodology and strategies related to advanced curriculum and instructional methods, assessment and diagnostic strategies pertaining to the content areas in secondary schools. Focus includes inclusive teaching, content area literacy and assessment methodology through the theoretical orientation of critical theory. *Field experience required.*

**Prerequisite(s):** EDUC 501, EDUC 502, and EDUC 504. Equivalent to EDUG 406/406N. Cross-listed with EDUC 820 and EDUC 821

**EDUC 507 Multiple Subject Methods III: Multicultural Social Studies**

3 credits

Evidence-based strategies for planning, implementing, and assessing K-8 history-social science curriculum.

Emphasis on developing analytic thinking skills while providing insights into historical periods and cultures. Focuses on critical educational perspectives, comprehension, and creation of complex relevant texts, and integration of diverse media and technology in classrooms.

**Prerequisite(s):** EDUC 501, EDUC 503, and EDUC 505. Equivalent to EDUG 407/407N.

**EDUC 508 Single Subject Methods IV: Content Area Literacy and Assessment**

3 credits

Explores principles, and practices related to curriculum design, assessment and methods applicable to candidates' content areas. Candidates apply curricular and assessment design principles, investigate specific content-area literacy strategies, and apply micro-teaching approaches. Formative and summative assessments explored relative to subject area. A critical theory lens embraces course content.

**Prerequisite(s):** EDUC 501, EDUC 502, EDUC 504, and EDUC 506. Equivalent to EDUG 408/408N.

**EDUC 509 Multiple Subject Methods IV: Literacy and Assessment**

3 credits

K-8 curriculum development, assessment strategies and literacy instruction. Emphasis on the study and design of research-based assessment and instruction to support the needs of all learners.

**Prerequisite(s):** EDUC 501, EDUC 503, EDUC 505, and EDUC 507. Equivalent to EDUG 409/409N

**EDUC 511 Foundations of Literacies**

3 credits

Examines the relationship between language, power, and signifying practices from the perspective that literacies are multiple, distinctive, situated social practices. Considers the role of oral language, critical literacy, and situated literacy in a linguistically and culturally diverse society.

**Prerequisite(s) for Single Subject:** EDUC 501 and EDUC 502

**Prerequisite(s) for Multiple Subject:** EDUC 501 and EDUC 503

Equivalent to EDUG 411/411N and EDUC 537. Cross-listed with EDUC 820 and EDUC 821

**EDUC 520 Culture and Globalization on Contemporary Educational Issues**

2 credits

Explore, examine, and understand current issues related to culture and globalization utilizing socially-situated

theoretical perspectives in framing approaches to curriculum, instruction, and assessment. Study major developments and implications associated with internationalization and culture that are shaping education.

**Prerequisite(s):** Instructor approval.

**EDUC 521 Culture and Globalization on Contemporary Educational Issues**

1 credit

Exposure to international themes in the study of culture, globalization, and education. The course will culminate in a reflective, personal journal-type conceptual paper or in a comprehensive research paper that covers international themes related to culture, globalization, and educational justice.

**Prerequisite(s):** Instructor approval.

**EDUC 553A Student Teaching I**

5 credits

Supervised classroom experiences in Pre–K through grade 12. Full-day student teaching required for seven weeks, constituting a fulltime job. Student teaching placements are arranged prior to student teaching by the Office of Student Success. *Equivalent to EDUG 453A.*

**Prerequisite(s) for Single Subject:** EDUC 501, EDUC 502, EDUC 504, EDUC 506, EDUC 508, EDUC 511, and subject matter competency met.

**Prerequisite(s) for Multiple Subject:** EDUC 501, EDUC 503, EDUC 505, EDUC 507, EDUC 509, EDUC 511, and subject matter competency met.

**Co-requisite:** EDUC 555.

**EDUC 553B Student Teaching II**

5 credits

Supervised classroom experiences in Pre–K through grade 12. Full-day student teaching required for seven weeks, constituting a full-time job. Credit for both EDUC 553A and 553B precedes recommendation for a multiple or single subject credential. Student teaching placements are arranged prior to student teaching by the Office of Student Success. *Equivalent to EDUG 453B.*

**Prerequisite(s) for Single Subject:** EDUC 501, EDUC 502, EDUC 504, EDUC 506, EDUC 508, EDUC 511, EDUC 553A, and subject matter competency met.

**Prerequisite(s) for Multiple Subject:** EDUC 501, EDUC 503, EDUC 505, EDUC 507, EDUC 509, EDUC 511, EDUC 553A, and subject matter competency met.

**Co-requisite:** EDUC 555 .

**EDUC 554 Internship**

13 credits

The Internship Program is a semester long full-time teaching position, supervised weekly in a public school classroom. Open for application to those who have earned a bachelor’s degree and have met subject matter competency. Separate internship application required.

**Prerequisite(s) for Single Subject:** EDUC 501, EDUC 502, EDUC 504, EDUC 506, EDUC 508, EDUC 511, and subject matter competency met.

**Prerequisite(s) for Multiple Subject:** EDUC 501, EDUC 503, EDUC 505, EDUC 507, EDUC 509, EDUC 511, and subject matter competency met.

**Co-requisite:** EDUC 556.

**EDUC 555 Foundations of Teaching: Student-Teaching Seminar**

2 credits

Culmination of the Teacher Credential Program for Student-Teachers. Consists of a series of topics designed to further develop candidates’ professional preparation. Provides time for candidates to link theory to daily practice and prepares them for seeking a position in a school district. *Equivalent to EDUG 455.*

**Prerequisite(s) for Single Subject:** EDUC 501, EDUC 502, EDUC 504, EDUC 506, EDUC 508, EDUC 511, and subject matter competency met..

**Prerequisite(s) for Multiple Subject:** EDUC 501, EDUC 503, EDUC 505, EDUC 507, EDUC 509, EDUC 511, and subject matter competency met. .

**Co-requisite:** EDUC 553A and EDUC 553B.

*Numeric grading only.*

**EDUC 556 Foundations of Teaching: Internship Seminar**

2 credits

Culmination of the Teacher Credential Program for Interns. Consists of a series of topics designed to further develop candidates’ professional preparation. Provides time for candidates to link theory to daily practice and prepares them for seeking a position in a school district.

**Prerequisite(s) for Single Subject:** EDUC 501, EDUC 502, EDUC 504, EDUC 506, EDUC 508, EDUC 511, and subject matter competency met.

**Prerequisite(s) for Multiple Subject:** EDUC 501, EDUC 503, EDUC 505, EDUC 507, EDUC 509, EDUC 511, and subject matter competency met.

**Corequisite:** EDUC 554.

*Numeric grading only.*

**EDUC 557 Residency Seminar**

2 credits

Residency Practicum of the Teacher Credential Program. Consists of a series of topics designed to further develop candidates’ professional preparation. Serves also as a summary of course and field experience. Provides time

for candidates to link theory to daily practice and prepares them for teaching their own PreK-12 class in a school district.

**Prerequisite:** *Admissions into the Residency program.*

**EDUC 558A Residency I**

*7 credits*

The Residency Program is a placement, supervised weekly in a K-12 classroom. Open for application to those who have earned a bachelor's degree. Residency application required.

**Prerequisite:** *Admissions into the Residency program.*

**EDUC 558B Residency II**

*6 credits*

The Residency Program is a placement, supervised weekly in a K-12 classroom. Open for application to those who have earned a bachelor's degree. Residency application required.

**Prerequisite:** *Admission into the Residency program.*

**EDUC 588X Integrating Technology and Learning in K-12 Classrooms**

*3 credits*

Designed for current K-12 teachers to enhance their technology integration skills when designing curriculum and instruction and to increase productivity, communication, research, and learning in response to the differing needs of their diverse student population. Meets the CCTC Level II requirements for Professional Clear Credential and Teacher Induction Standards.

**Prerequisite(s):** *EDUC 589 or equivalent.*

**EDUC 590X Education Topics**

*1-4 credits*

A workshop course for educators to continue their professional growth. Topics will vary for each offering. Students will submit a paper describing how they have implemented the skills developed through the workshop.

**EDUC 600 Independent Study**

*1-4 credits*

In exceptional cases, independent study project provides alternative not available through regular course offerings or because of scheduling limitations. *No more than 12 independent study credits can be counted toward a degree. No additional fee for doctoral students fulfilling elective credits. May repeat for a maximum of 12 credits of independent study.*

**EDUC 601 The Counseling Process**

*3 credits*

Students will develop a conceptual understanding of the helping process and learn basic counseling and interviewing skills. Practice in applying skills will take place through role playing and videotape review.

**EDUC 602 Leadership for Diverse Populations**

*3 credits*

Examination of how leaders adapt communication, leadership style, social, emotional, and academic services to support the success of all students. Emphasis on the relationship of race, ethnicity, gender, class, and culture on student success in classrooms, schools, and educational systems.

**EDUC 605 Community College Today**

*3 credits*

Introduction to contemporary issues concerning community colleges today. Emphasis will be on the academic areas, as well as those facing student support services. Faculty and professional staff issues will also be addressed.

**EDUC 606 Topics in Higher Education**

*3 credits*

Topics courses address questions, theories, and practice related to a special topic or area in higher education.

**Prerequisite(s):** *EDUC 607 or by permission of instructor. Cross-listed with EDUC 820 and EDUC 821*

**EDUC 607 Introduction to Higher Education and Student Affairs**

*3 credits*

Examines six themes in American higher education: (a) history of higher education and student affairs, (b) philosophy and ethics of the profession, (c) educational access and equity, (d) student populations, (e) roles of educators, and (f) current context.

**EDUC 608 Evaluation and Assessment: Enhancing Program Effectiveness and Student Learning**

*3 credits*

Emphasis on the evaluation of program efficiency, effectiveness, and impact, as well as the assessment of learning in and out of classroom settings in higher education. Intends to build the skills of planning, development, implementation, analysis, and communication of findings in projects related to evaluation and assessment.

**Prerequisite(s):** *EDUC 607 or by permission of instructor.*

**EDUC 612 Media and Digital Technologies for Leadership in Higher Education**

*3 credits*

This class explores the representation of higher education in media and how it applies to leadership in higher education. Students examine different digital technologies and consider their application as leaders in the field.

**Prerequisite(s):** EDUC 607.

**EDUC 614 Organization Theory and Leadership in Higher Education**

3 credits

Emphasis on theoretical perspectives of organization theory and management with a focus on colleges and universities. Introduction to organization theory, organizational structure, governance, and cultures of higher education.

**EDUC 620 Culture and Globalization on Contemporary Educational Issues**

2 credits

Explore, examine, and understand current issues related to culture and globalization, utilizing socially-situated theoretical perspectives in framing approaches to curriculum, instruction, and assessment. Study major developments and implications associated with internationalization and culture that are shaping education.

**Prerequisite(s):** Instructor approval.

**EDUC 621 Culture and Globalization on Contemporary Educational Issues**

1 credit

Exposure to international themes in the study of culture, globalization, and education. The course will culminate in a reflective, personal journal-type conceptual paper or in a comprehensive research paper that covers international themes related to culture, globalization, and educational justice.

**Prerequisite(s):** Instructor approval.

**EDUC 624 College Student Development**

3 credits

Explores holistic, psychosocial, cognitive, and social identity theories related to college student development. Students will consider what these theories mean for their work in institutions of higher education.

**EDUC 629 Independent Study in Higher Education**

3 credits

Independently designed learning experience focuses on a particular question or topic in higher education.

*May be repeated for degree credit for a maximum of 6 credits.*

**EDUC 631 Law, Policy, and Ethics in Higher Education**

3 credits

Students in this course explore law, policy, and ethical issues in higher education at institutional, state, and national levels. The course helps students develop an integrated view of law, policy, and ethics that assists with professional practice.

**Prerequisite(s):** EDUC 607.

**EDUC 632 Education Administration Exit Exam**

0 credits

Taken during the Summer 2 semester, students will complete an assessment of knowledge and skills required of educational leaders.

*May not be repeated for degree credit. Co-requisite: EDUC 636. Credit/no credit only.*

**EDUC 633 Working with College Students**

3 credits

This course examines the role, function, and practice of student affairs professionals' work with college students focusing on contemporary issues in student services. Topics include supervision, conflict, and crisis.

**Prerequisite(s):** EDUC 607.

**EDUC 634A Leadership Lab A**

1 credit

In this one-hour field experience, students are introduced to the expectations of the Educational Administration program, professional standards, state licensure requirements, and the CalAPA; practice the skills needed to successfully complete CalAPA Cycle 1: Analyzing Data to Inform School Improvement and Promote Equality.

*May not be repeated for degree credit. Co-requisite: EDUC 635A. Numeric grading only.*

**EDUC 634B Leadership Lab B**

1 credit

In this one-hour field of experience, students practice the skills needed to successfully complete CalAPA Cycle 2: Facilitating Communities of Practice and reflect on their applications of theory to practice. Students will work on professional growth and identify practice-based opportunities for applied leadership.

*May not be repeated for degree credit. Co-requisite: EDUC 635B. Numeric grading only.*

**EDUC 634C Leadership Lab C**

1 credit

In this one-hour field experience, students practice the skills needed to successfully complete CalAPA Cycle 3: Supporting Teacher Growth and reflect on their

application of theory to practice. Students will work on short- and long-term professional growth and identify practice-based opportunities for applied leadership. *May not be repeated for degree credit. Co-requisite: EDUC 635C. Numeric grading only.*

**EDUC 635A CalAPA Cycle 1**

*0 credits*

Required of all School District Leadership students seeking credential. Students must complete CalAPA Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity with a passing score before program completion. The student will not receive course credit until they receive a passing score on CalAPA cycle 1. *May not be repeated for degree credit. Co-requisite: EDUC 634A or EDUC 679A. Credit/no credit only.*

**EDUC 635B CalAPA Cycle 2**

*0 credits*

Required of all School District Leadership students seeking credential. Students must complete CalAPA Cycle 2: Facilitating Communities of Practice with a passing score before program completion. The student will not receive course credit until they receive a passing score on CalAPA Cycle 2. *May not be repeated for degree credit. Co-requisite: EDUC 634B or EDUC 679B. Credit/no credit only.*

**EDUC 635C CalAPA Cycle 3**

*0 credits*

Required of all School District Leadership students seeking credential. Students must complete CalAPA Cycle 3: Supporting Teacher Growth with a passing score before program completion. The student will not receive course credit until they receive a passing score on CalAPA Cycle 3. *May not be repeated for degree credit. Co-requisite: EDUC 634C or EDUC 679C. Credit/no credit only.*

**EDUC 636 Master's Program Seminar (School and District Leadership)**

*3 credits*

Culminating experience of the program. Students will have the opportunity to identify, explore, and research an area of education administration in depth and then communicate findings to the professional community. This course may be offered in hybrid format. **Co-requisite: EDUC 632.**

**EDUC 637 Master's Seminar**

*3 credits*

Culminating experience of the program. Students will have the opportunity to identify, explore, and research

an area in depth and then communicate findings to the professional community.

**Prerequisite(s):** completion of all course requirements. *Students may be concurrently enrolled in other required courses to fulfill program requirements.*

**EDUC 641 Leadership for Change**

*3 credits*

Introduction to theories and strategies of personal and organizational change. Emphasis on personal and organizational reflective practice, the dynamics of nested educational communities, and the purpose and process of implementing change to improve student learning and school culture. *Numeric grading only.*

**EDUC 643 Coaching and Teacher Development**

*3 credits*

Introduction to the foundational theories of curriculum design and implementation, adult learning, and professional development. Students will apply theory to create professional development strategies in support of teacher performance. *Numeric grade only.*

**EDUC 644 Introduction to Educational Inquiry**

*3 credits*

Introduces the major orientations informing educational research, as well as a range of qualitative and quantitative methodologies. Develops an understanding of study design, data collection, and analysis to evaluate existing studies and plan new ones that are relevant to professional practice in education. *Numeric grading only.*

**EDUC 645 Introduction to Linguistics for Educators**

*3 credits*

Provides a profound examination into how languages are patterned and structured. Various theories and research on language structure and related factors in first and second language acquisition are studied. In addition, the course will examine effective teaching and assessment strategies that provide all students access to the core curriculum.

**EDUC 646 Diversity and Inclusion**

*3 credits*

Explores both historic and contemporary perspectives in cross-cultural education. Opportunities, achievement and career gaps, and socioeconomic outcomes will be examined. Utilizing a cultural and systemic perspective, interactions of education institutions and socio-historic contexts leading to differentiated outcomes are



examined. Culturally relevant and socially exemplary programs are also studied.

**EDUC 647 Perspectives in Second Language Acquisition**

*3 credits*

Provides a theoretical understanding of how first and second languages are learned. Introduces language acquisition theories, factors in first and second language development, and pedagogically effective language teaching and learning strategies. Candidates' theoretical and practical language acquisition framework will enable them to effectively evaluate language activities in the classroom.

**EDUC 649 Teaching English Learners**

*3 credits*

An advanced study of teaching English learners. Deepens and broadens the second language development knowledge, skills, and abilities acquired during the professional teacher preparation program. Candidates acquire specialized skills designed to meet the instructional needs of English learners. *Meets the Professional Clear Credential Requirement.*

**EDUC 653 Theories of Counseling and Psychotherapy**

*3 credits*

Introduces a variety of counseling theories used to conceptualize cases in both community and educational counseling environments, including K–12, community college, and university settings, with specific focus on utilizing individual and systemic theory-based techniques for diverse populations across the lifespan.

**Prerequisite(s):** EDUC 601 with a minimum grade of at least 3.0 or higher.

**EDUC 654 Counseling for Career Choice and Development**

*3 credits*

Students will become familiar with career development theories, sources of occupational information, the career counseling process, assessment in career counseling, and curricular approaches to fostering career development. They also will become familiar with the impact of diversity and individual differences on career development and choices. *May be offered face-to-face or hybrid.*

**Prerequisite(s):** EDUC 601 with a minimum grade of at least 3.0 or higher; and, for non-counseling majors, by permission.

**EDUC 655 Counseling Systems**

*3 credits*

This course introduces systems thinking for the helping professional. The systems approach distinguishes itself from the more traditional analytic approach by emphasizing the interactions and connectedness of the different components of a system. Students will learn the basics of thinking systemically.

**Prerequisite(s):** EDUC 601 with at least a grade of 3.0.

**EDUC 657 Literacy and Democracy**

*3 credits*

This course examines the intersection of literacy and democracy. Students consider broad theoretical issues and philosophical questions related to preparing citizens for a democracy, as well as the historical and contemporary role of schools, teachers, and communities in this project.

*Cross-listed with EDUC 837 and MALT 611.*

**EDUC 662 Educator's Workshop**

*1–4 credits*

Designed to reflect curriculum trends and issues in education, while current and topical.

**EDUC 666 Fieldwork Practicum in Higher Education**

*1–3 credits*

Independently designed learning experience focuses on a particular area of expertise in higher education. Students will be assigned a mentor to direct fieldwork experiences.

*Credit/no credit only.*

**EDUC 669 Diversity and Social Justice in Higher Education**

*3 credits*

Introduces students to theory, research, and practice related to diversity and social justice in American higher education. Students learn about crucial topics such as those related to oppression and privilege and develop a critical understanding of what these issues mean for advancing justice at institutions and their own professional practice.

**Prerequisite(s):** EDUC 607 or by permission of instructor.

**EDUC 670 Program Administration and Evaluation**

*3 credits*

Introduction to the foundational theories of curriculum design and implementation, adult learning, and professional development. Students will apply theory to create professional development strategies in support of teacher performance. This course may be offered in hybrid format.

**EDUC 671 Ethical and Reflective Leadership**

3 credits

Introduction to leadership theory, problem framing, individual leadership assessment, and administrative styles. Emphasis on organizational management, ethical decision making, problem-solving, and reflective practice. This course may be offered in hybrid format.

**EDUC 673 School Resource Management**

3 credits

Introduction to sound fiscal procedures and budgeting, including an examination of federal, state, and local educational financing. Topics include equitable resource management, setting budgetary priorities at the school site, facilities management, and school modernization. This course may be offered in hybrid format.

**EDUC 674 Education Law & Policy**

3 credits

Introduction to and application of federal and state laws and legal opinions as they relate to educational policies and procedures. Topics covered include constitutional law, administrative law, district policies, and school governance and politics in relation to positive school climate and improvement.

*Numeric grading only. May not be repeated for degree credit.*

**EDUC 675 Curriculum and Program Development**

3 credits

Consideration of the philosophical, historical, and contemporary elements of curriculum. Attention given to team-based planning, development, implementation, and evaluation of curricular programs. Additional topics include best practices pertaining to social and emotional learning, special needs programs, and communities of practice. This course may be offered in hybrid format.

**EDUC 676 School Personnel Management**

3 credits

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. Topics include employee relations, motivation, and negotiations.

**EDUC 677A Supervised Fieldwork in Counseling**

2 credits

This course focuses on the work students are engaged during program-approved field placements in schools and other counseling settings. Students will participate in supervision with the course instructor in addition to

group supervision with their peers. This course is for students in their first term of fieldwork.

**Prerequisite(s):** EDUC 601, EDUC 685, and CMHC 610.

**Corequisites:** EDUC 653, and EDUC 680 or EDUC 624.

*Credit/No Credit only.*

**EDUC 677B Supervised Fieldwork in Counseling**

2 credits

This course focuses on the work students are engaged during program-approved field placements in schools and other counseling settings. Students will participate in supervision with the course instructor in addition to group supervision with their peers. This course is for students in their second term of fieldwork.

**Prerequisite(s):** EDUC 677A. *Credit/No Credit only.*

**EDUC 677C Supervised Fieldwork in Counseling**

2 credits

This course focuses on the work students are engaged during program-approved field placements in schools and other counseling settings. Students will participate in supervision with the course instructor in addition to group supervision with their peers. This course is for students in their third term of fieldwork.

**Prerequisite(s):** EDUC 677B. *Credit/No Credit only.*

**EDUC 677D Supervised Fieldwork in Counseling**

2 credits

This course focuses on the work students are engaged during program-approved field placements in schools and other counseling settings. Students will participate in supervision with the course instructor in addition to group supervision with their peers. This course is for students in their fourth term of fieldwork and beyond.

**Prerequisite(s):** EDUC 677C. *Credit/No Credit only.*

**EDUC 678A Educational Administration Program Induction**

1 credit

Designed to introduce students to the expectations of the Educational Administration program and make a commitment to educational justice. Consists of a semester's work to develop a program completion plan and set up a portfolio demonstrating the achievement of competencies based on CCTC Standards.

**EDUC 678B Practicum: Fieldwork in Education**

2 credits

Taken in the final semester, 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. Degree and credential candidates develop a portfolio of

evidences demonstrating the achievement of competencies based on CCTC Standards.

**Prerequisite(s):** EDUC 678A.

**EDUC 679 Preliminary Administrative Internship Practicum**

1–3 credits

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.*

*Credit/no credit only.*

**EDUC 679A Education Administration Internship A**

1 credit

Intern candidates will complete the CalAPA Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity, receive individual leadership coaching, and reflect on consequential, job-related leadership experiences.

*Intern candidates must enroll in 679A in lieu of 634A.*

*May not be repeated for degree credit. **Co-requisite:***

*EDUC 635A. Numeric grading only.*

**EDUC 679B Education Administration Internship B**

1 credit

Intern candidates will complete the CalAPA Cycle 2: Facilitating Communities of Practice, receive individual leadership coaching, and reflect on consequential, job-related leadership experiences.

*Intern candidates must enroll in 679B in lieu of 634B.*

*May not be repeated for degree credit. **Co-requisite:***

*EDUC 635B. Numeric grading only.*

**EDUC 679C Education Administration Internship C**

1 credit

Intern candidates will complete the CalAPA Cycle 3: Supporting Teacher Growth, receive individual leadership coaching, and reflect on consequential, job-related leadership experiences.

*Intern candidates must enroll in 679C in lieu of 634C. May*

*not be repeated for degree credit. **Co-requisite:** EDUC*

*635C. Numeric grading only.*

**EDUC 680 Human Development Across the Life Span**

3 credits

This course is designed to explore historical and contemporary perspectives in typical and atypical human growth, development, and learning styles. Utilizing a systemic perspective, the course examines physical, emotional, mental, cultural, sexual, and moral development throughout the lifespan.

**Prerequisite(s):** *current enrollment in the School or Clinical Mental Health Counseling Program.*

**EDUC 685 Foundations of School Counseling**

3 credits

This course explores various responsibilities that are required to be an effective counselor in today's school environment. Additionally, an overview of the identity of the professional school counselor's role will be addressed to facilitate the knowledge necessary to navigate the current functions of PPS counseling at the various K–12 levels.

**EDUC 686 Special Topics in Community Engaged Leadership**

3 credits

This course will examine special topics in community-engaged leadership in schools and society.

*Numeric grading only. Equivalent to PS 2057. May be offered in hybrid format.*

**EDUC 699 Clinical Counselor Preparation Examination**

0 credits

The Counselor Preparation Comprehensive Exam (CPCE) is an exit examination required of all Department of Counseling and Human Services students in the Clinical Mental Health Counseling and School Counseling programs at the University of Redlands. The exam assesses the student's knowledge of counseling to ensure minimum competence in the field.

*May be repeated for 3 attempts. Offered online only.*

*Credit/no credit only.*

**EDUC 700 Independent Study**

1–4 credits

In exceptional cases, independent study project provides alternatives not available through regular course offerings or because of scheduling limitations.

*May repeat for a maximum of 12 credits of independent study. Independent study is subject to an additional fee.*

**EDUC 720 Professional Administrative Services Credential Assessment: Plan Development and Mentoring**

2 credits

Required of all Professional Administrative Services Credential 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.

*Credit/no credit only.*

**EDUC 722 Learning and Leadership**

*3 credits*

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.

*Credit/no credit only.*

**EDUC 723 Communication in an Environment of Diversity**

*3 credits*

Topics include effective interpersonal communication skills, effective oral and written presentation, cultural values and language diversity, demographics of the local community, the politics of language, restructuring, and coalition building.

*Credit/no credit only.*

**EDUC 724 Organizational Systems in Education**

*3 credits*

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.

*Credit/no credit only.*

**EDUC 725 Resource Management in Schools**

*3 credits*

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.

*Credit/no credit only.*

**EDUC 726 Professional Administrative Services  
Credential Assessment: Exit**

*2 credits*

Required of all Professional Administrative Services Credential 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.

*Credit/no credit only.*

**EDUC 780 Special Studies**

*2 credits*

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.

*Credit/no credit only.*

**EDUC 800 Independent Study**

*1–4 credits*

In exceptional cases, independent study project provides alternatives not available through regular course offerings or because of scheduling limitations. *May repeat for a maximum of 12 credits of independent study. No additional fee for doctoral students fulfilling elective credits.*

**EDUC 801 Foundations of Learning**

*3 credits*

Introduction to the field of education; its history, major philosophies, socio-cultural context, diversity, pedagogy, educational psychology, legal issues, and educational reform. Integrates traditional educational thinking with culturally relevant perspectives based on current research on practice.

*Cross-listed with MALT 601m*

**EDUC 820 Culture and Globalization on Contemporary Educational Issues**

*2 credits*

Explore, examine, and understand current issues related to culture and globalization utilizing socially-situated theoretical perspectives in framing approaches to curriculum, instruction, and assessment. Study major developments and implications associated with globalization and culture that are shaping education.

*Cross-listed with CMHC 621.*

**EDUC 820A Writing a Literature Review A**

*1 credit*

Systematically develops knowledge, skills, and abilities necessary to produce a literature review that demonstrates mastery of a topic with emphasis on each student producing their dissertation literature review. Students will conduct library research, topic refinement, bibliography development, and literature analysis.

**Prerequisite(s):** Admission to Ed.D. Program. *Numeric grading only.*

**EDUC 820B Writing a Literature Review B**

*1 credit*

Systematically develops knowledge, skills, and abilities necessary to produce a literature review that demonstrates mastery of a topic with emphasis on each student producing their dissertation literature review. Continues with literature analysis, synthesis, critique, and outlining a first draft. Deepens conceptual understand of research methods used in the literature reviewed.

**Prerequisite(s):** Admission to Ed.D. Program. Numeric grading only.

**EDUC 820C Writing a Literature Review C**

1 credit

Systematically develops knowledge, skills, and abilities necessary to produce a literature review that demonstrates mastery of a topic with emphasis on each student producing their dissertation literature review. Culminates with writing a final draft, including compliance with all technical standards for manuscript preparation.

**Prerequisite(s):** Admission to Ed.D. Program. Numeric grading only.

**EDUC 821 Culture and Globalization on Contemporary Educational Issues: Academic Field Trip**

1 credit

Exposure to international themes in the study of culture, globalization, and education. The course will culminate in a reflective, personal journal-type conceptual paper or in a comprehensive research paper that covers international themes related to culture, globalization, and educational justice.

*Cross-listed with CMHC 621.*

**EDUC 822A Organizational Change and Education A  
EDUC 822B Organizational Change and Education B  
EDUC 822C Organizational Change and Education C**

1 credit

Explores organization theory, attending to administration and policy associated with education organization for social justice leaders. Students create a conceptual understanding of education organization and governance so that participants can apply multiple theoretic constructions to critically examine educational organization functioning. Students develop competency as critical examiners of educational organizational functioning. May be offered face-to-face or hybrid.

**Prerequisite(s):** Admission to Ed.D. Program. Numeric grading only.

**EDUC 827 Leadership and Practice in Education**

3 credits

Deeply examines leadership perspectives in organizations. Utilizing a historical and organizational perspective, critically examines leadership and management, including leadership theories, models, and application for emerging social justice scholarship and practice.

**Prerequisite(s):** Admission to Ed.D. Program. Numeric grading only.

**EDUC 828 School Law, Finance, and Personnel Management**

3 credits

Introduction to and application of: 1) education federal and state laws and legal opinions; 2) California school finance and; 3) California personnel law, practices, and procedures. Topics covered include constitutional law, administrative law, federal, state, and district, and school policies that contribute to positive school climate and improvement.

**Prerequisite(s):** Admission to Ed.D. Program. Numeric grading only.

**EDUC 829 Historical Foundations in Education and Social Justice**

3 credits

Examines the historical foundations of US education (PK-12 and higher education) through a social justice lens. Explores how gender, race, class, religion, sexuality, and ableism interact with changing purposes, systems, and institution-building of education considering access to, leadership within, and provision of education. May be offered face-to-face or hybrid.

**Prerequisite(s):** Admission to Ed.D. Program. Numeric grading only.

**EDUC 830 Social Justice Theory and Practice**

3 credits

Examines social justice theories and their implications for educational practice and leadership. Identifies the social, cultural, political, and economic factors that influence schooling in a diverse society. From an educational leadership perspective, applies multiple perspectives to problems affecting various stakeholders across educational systems (PK-12 and higher education).

**Prerequisite(s):** Admission to Ed.D. Program.

**EDUC 831 Education Law, Policy, and Justice**

3 credits

Explores federal, state, and local education law for PK-12 and higher education systems in the context of the current policy environment. Includes the evolution of state and federal education policy, Constitutional rights for students and educators, and educational practice

from a lens of educational justice. May be offered face-to-face or hybrid.

**Prerequisite(s):** Admission to Ed.D. Program.

**EDUC 832 Educational Policy: A Multiple Perspectives Approach**

3 credits

This course explores federal, state, and local policy development, implementation, and analysis for social justice educational leaders.

**Prerequisite(s):** Admission to Ed.D. Program.

**EDUC 833 Education Finance**

3 credits

Explores how revenues are generated, negotiated, distributed, and budgeted to achieve desired educational outcomes in PK-12 and higher education systems. Course topics include funding equity, strategic budgeting, and making financial decisions from a lens of educational justice to create change and support student needs.

**Prerequisite(s):** Admission to Ed.D. Program.

**EDUC 835 Critical Theory and Educational Leadership**

3 credits

This course specifically examines critical theory, its origins, and related theories such as critical race theory, LatCrit, DisCrit, critical feminist, and Queer theory. As part of the course, students apply a critical lens to educational leadership and examine intersectionality.

**Prerequisite(s):** Admission to Ed.D. Program.

**EDUC 836 Race, Equity, and Schools**

This course provides an introduction and overview of the Black Freedom Movement and explores questions of racial equity in schools and society, as well as how educational leaders can address these issues. Other topics include racial capitalism, systemic racism, neoliberalism, abolitionist teaching, decolonization, and antiracism. *May be offered face-to-face or hybrid.*

*Numeric grading only. Cross-listed with EDUC 820 and EDUC 821. Course equivalent to EDUC 536 and MALT 636*

**EDUC 837 Literacy and Democracy**

3 credits

Examines the intersection of literacy and democracy. Students consider broad theoretical issues and philosophical questions related to preparing citizens for a democracy, as well as the historical and contemporary role of schools, teachers, and communities in this project. May be offered face-to-face or hybrid.

*Numeric grading only. Cross-listed with EDUC 820 and EDUC 821*

**EDUC 841 Quantitative Research Methods**

3 credits

Introduces students to the purpose and use of quantitative methods in educational decision making. Through applied projects, this course acquaints students with survey design, sampling, forms of data collection, the preparation of data for statistical analysis, and descriptive statistical procedures. Provides conceptual overview of quantitative research designs and inferential statistics. May be offered face-to-face or hybrid.

**Prerequisite(s):** Admission to Ed.D. Program.

**EDUC 842 Qualitative Research Methods**

3 credits

This course examines literature about and how to do basic qualitative research. Students will devise and conduct a small study to learn about qualitative research in practice.

**Prerequisite(s):** Admission to Ed.D. Program.

**EDUC 843 Evidence and Educational Practice**

3 credits

This course focuses on the use of evidence by educational leaders to improve student and organizational outcomes.

**Prerequisite(s):** EDUC 840, EDUC 841, and EDUC 842.

**EDUC 844 Social Justice Leadership for Changing Organizational Systems**

3 credits

This course focuses on organizational change in educational institutions. Also examines how the characteristics, responsibilities, and contextual elements of social justice leadership contribute to changing educational organizations.

**Prerequisite(s):** Admission to Ed.D. Program.

**EDUC 845A Quantitative Research Methods II A**

1 credit

Extends understanding of categorical data, statistical and graphical analysis for reporting educational research, and evaluation results. Includes techniques for studies of causation and association for both cross-sectional and longitudinal designs. Meets professional and doctoral development needs (e.g., compliance standards as well as research enhancement).

**EDUC 846 Advanced Quantitative Methods**

3 credits

Extends understanding of quantitative research designs and the statistical analyses most appropriate for answering research questions under each for the purpose of educational improvement. Introduces

statistical procedures used to make inferences. Supports satisfying the early research project requirement of the program. May be offered face-to-face or hybrid.

**Prerequisite(s):** EDUC 841 and EDUC 842. *Numeric grading only.*

**EDUC 847 Advanced Qualitative Methods**

*3 credits*

Extends understanding and skills involved in qualitative research. Explores advanced qualitative design approaches to qualitative data gathering, analysis, and interpretation. Students produce an original piece of qualitative research as part of this course. Supports satisfying the early research project requirement of the program. May be offered face-to-face or hybrid.

**Prerequisite(s):** EDUC 841 and EDUC 842. *Numeric grading only.*

**EDUC 852 Research to Practice: Innovations in Leadership and Professional Development**

*3 credits*

As a culminating experience in “practice,” candidates will design and implement a syllabus for a course they may teach, develop a professional development workshop, or design a community project to promote educational justice. This opportunity will provide a laboratory for deepening skills in the application of critical pedagogy focused on educational justice.

**Prerequisite(s):** Admission to Ed.D. Program or by permission. *Credit/no credit only.*

**EDUC 860A Dissertation Development and Proposal Writing**

*1 credit*

Students use this course to start work on their dissertation research proposal. With guidance of the course faculty member students will devise a dissertation topic, recruit a chair, hone in on a research question(s), and produce a piece of work that establishes the importance of the topic and the scope of the problem. May be offered face-to-face or hybrid.

**Prerequisite(s):** Admission to Ed.D. Program.

**EDUC 860B Dissertation Development and Proposal Writing**

*1 credit*

Students update and refine their literature review based on the development of the research questions in 860A. Further develops context, purpose, and scope of their dissertation study. May be offered face-to-face or hybrid.

**Prerequisite(s):** Admission to Ed.D. Program.

**EDUC 860C Dissertation Development and Proposal Writing**

*1 credit*

Students submit a dissertation research proposal that includes methodological content congruent with the purpose and scope of the study. May be offered face-to-face or hybrid.

**Prerequisite(s):** Admission to Ed.D. Program.

**EDUC 861 Dissertation Writing**

*1–9 credits*

Dissertation writing is completed under the supervision of the candidate's faculty research chair and the dissertation committee. Normally, candidates enroll in EDUC 861 for three terms for 3 credits each term. If the dissertation process extends longer than 9 credits, candidates enroll in EDUC 862 for 0 credits until finished.

**Prerequisite(s):** EDUC 890. *Credit/no credit only.*

**EDUC 862 Dissertation Writing Extension**

*0 credits*

If the dissertation is not complete and accepted after the awarding of 9 credits, candidates will need to enroll in this course until the dissertation is completed and accepted. There is a seven-year deadline from last term of enrollment in EDUC 861 to complete the dissertation.

**Prerequisite(s):** permission from program director. *Credit/no credit only.*

**EDUC 870 Special Topics**

*0–3 credits*

Designed to facilitate doctoral candidates’ guided study relative to a cognate emphasis. Entails content-specific, research and theory based exploration of a topic related to candidate’s discipline-specific focus in the area of educational justice. Guided by a contractual outline of projects to be successfully completed (1–3 credits, can be repeated).

**EDUC 871 Special Topics Doctoral Seminar**

*3 credits*

A special topics seminar examining social justice and education leadership across Pk-12 and higher education. Topics alternate according to instructor and year of offering. May be offered face-to-face or hybrid. *May be repeated up to 6 credits.*

**Prerequisite(s):** Admission to the Ed.D. Program. *Numeric grading only. Cross-listed with EDUC 820 and EDUC 821*

**EDUC 889 Student Success Seminar**

*0 credits*

Designed to facilitate doctoral student's guided study and preparation for repeated attempt at milestone paper

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submission. Entails content-specific, research and theory-based exploration of personal emphasis topics grounded in common program coursework. Enhances students' program mastery in leadership for educational justice. *Credit/no credit only.*

### **EDUC 890 Ed.D. Milestone Paper**

*0 credits*

Students register for the Ed.D. Milestone Paper in August or December. Successful completion demonstrates that students have both the content expertise and writing skills to be able to progress to the dissertation stage and continue independent work. Students whose milestone paper demonstrates need for additional writing support will take Education 889 and then repeat the milestone course.

*Credit/no credit only.*

### **Education (CAS)**

#### **EDUC 310 Introduction: 2nd Lang Acquisition**

May (3)

For teachers and prospective teachers seeking a teaching credential. 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 teaching strategies that empower teachers while teaching second language learners.

#### **EDUG 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.

#### **EDUG 401: Foundations of Learning**

*Fall (3), Spring (3), May (3)*

Investigates the legal, political, and socio-cultural philosophical paradigms of education encompassing differing interpretations of the purpose of education, role of the teacher, role of the student, learning theories, and pedagogy, curriculum, assessment, and restorative justice through the theoretical lens of critical theory. *Fieldwork experience required.*

#### **EDUG 401E: Inside-Out: Education and Inequality**

*Fall (3), Spring (3)*

This course provides an introduction to critical perspectives on education and justice, while learning inside the CA justice system. Topics include theoretical frameworks for understanding the work of teachers, the

purpose of public education in a democratic society, the intersection of race, class, gender, and discipline in schools.

#### **EDUG 402 Single Subject Methods I**

*Fall (3), May (3)*

Engages candidates in the creation of culturally responsive curricula with an understanding that diversity differences affect learning. Teacher candidates investigate effective and meaningful instruction and assessments based on subject matter knowledge, content standards, and use of technology through the theoretical lens of social justice and critical theory.

**Prerequisite(s):** *EDUG 401 and admission to the School of Education*

#### **EDUG 403 Multiple Subject Methods I**

*Fall (3), May (3)*

Focuses on pedagogical content knowledge and instructional methods in Science, Technology, Engineering, and Mathematics (STEM), and related content. Models project and problem-based learning incorporating digital resources with an emphasis on promoting research-based strategies.

**Prerequisite(s):** *EDUG 401 and admission to the School of Education*

#### **EDUG 404 Single Subject Methods II**

*Spring (3)*

This course examines factors related to classroom-based work with at-risk learners, including ELL's, special needs students and others whose profiles require care. Topics include language development, assessment, curriculum development, leadership, and research based on the needs of such learners. A critical theory lens is adopted in viewing relevant critical issues.

**Prerequisite(s):** *EDUG 401 and admission to the School of Education*

#### **EDUG 405 Multiple Subject Methods II**

*Spring (3), May (3)*

Examines the relationship between language, power, and signifying practices from the perspective that literacies are multiple, distinctive, situated social practices. Considers the role of oral language, critical literacy, and situated literacy in a linguistically and culturally diverse society.

**Prerequisite(s):** *EDUG 401 and admission to the School of Education. Course equivalent to EDUC 505 and MALT 605. Cross-listed with EDUC 820 and EDUC 821.*

#### **EDUG 406 Single Subject Methods III**

*Fall (3), May (3)*



Development of methodology and strategies related to advanced curriculum and instructional methods, assessment and diagnostic strategies pertaining to the content areas in secondary schools. Focus includes inclusive teaching, content area literacy and assessment methodology through the theoretical orientation of critical theory. *Field experience required.*

**Prerequisite(s):** EDUG 401 and admission to the School of Education

**EDUG 407 Multiple Subject Methods III**

*Fall (3)*

Evidence-based strategies for planning, implementing, and assessing K-8 history-social science curriculum. Emphasis on developing analytic thinking skills while providing insights into historical periods and cultures. Focuses on critical educational perspectives, comprehension, and creation of complex relevant texts, and integration of diverse media and technology in classrooms.

**Prerequisite(s):** EDUG 401 and admission to the School of Education

**EDUG 408 Single Subject Methods IV**

*Spring (3)*

Explores principles, and practices related to curriculum design, assessment, and methods applicable to candidates' content areas. Candidates apply curricular and assessment design principles, investigate specific content-area literacy strategies, and apply micro-teaching approaches. Formative and summative assessments explored relative to subject area. A critical theory lens embraces course content.

**Prerequisite(s):** EDUG 401 and admission to the School of Education

**EDUG 409 Multiple Subject Methods IV**

*Spring (3)*

K-8 curriculum development, assessment strategies and literacy instruction. Emphasis on the study and design of research-based assessment and instruction to support the needs of all learners.

**Prerequisite(s):** EDUG 401 and admission to the School of Education

**EDUG 411 Foundations of Literacies (3 Credits)**

*Fall (3), Spring (3), May (3)*

Examines the relationship between language, power, and signifying practices from the perspective that literacies are multiple, distinctive, situated social practices.

Considers the role of oral language, critical literacy, and situated literacy in a linguistically and culturally diverse society.

**Prerequisite(s):** EDUG 401 and admission to the School of Education

**EDUG 420 Globalization Education Issue**

*Fall (2), Spring (2), May (2), Summer (2)*

Explore, examine and understand current issues related to culture and globalization utilizing socially-situated theoretical perspectives in framing approaches to curriculum instruction and assessment. Study major developments and implications associated with globalization and culture that are shaping education.

**Prerequisite(s):** Instructor permission; Not regularly offered.

**EDUG 421 Globalization Education Trip**

*Fall (2), Spring (2), May (2), Summer (2)*

Exposure to international themes in the study of culture, globalization and education. The course will culminate in a reflective, personal journal- type conceptual paper or in a comprehensive research paper that covers international themes related to culture, globalization and educational justice.

**Prerequisite(s):** Instructor permission; Not regularly offered.

**EDUG 453A: Student Teaching I**

*Fall (5), Spring (5)*

Supervised classroom experiences in Pre-K through grade 12. Full-day student teaching required for one semester, constituting a full-time job. Student teaching placements are arranged prior to student teaching by the Director of Fieldwork Experiences.

**Prerequisite(s):** EDUG 401 and admission to the School of Education; **Co-Requisite:** EDUG 455; Not open to students who have received credit for EDUC-553A.

**EDUG 453B Student Teaching II**

*Fall (5), Spring (5)*

Supervised classroom experiences in Pre-K through grade 12. Full-day student teaching required for one semester, constituting a full-time job. Credit for both 453A and 453B precedes recommendation for a multiple or single subject credential. Student teaching placements are arranged prior to student teaching by the Director of Fieldwork Experiences.

**Prerequisite(s):** EDUG 401 and admission to the School of Education; **Co-Requisite:** EDUG 455; Not open to students who have received credit for EDUC-553B.

**EDUG 455 Student-Teaching Seminar**

*Fall (2), Spring (2)*

Culmination of the Teacher Credential Program for Student-Teachers. Consists of a series of topics designed

to further develop candidates' professional preparation. Provides time for candidates to link theory to daily practice and prepares them for seeking a position in a school district.

**Prerequisite(s):** EDUG 401 and admission to the School of Education; **Co-Requisite:** EDUG 453A and EDUG 453B.

### **Bachelors of Arts in Education Studies**

#### **EDUT 331 Child Development**

*3 credits*

Cognitive, social, and language development of children from birth through adolescence; various learning theories and their implications for the timing of instruction; and developmental implications for teaching the whole child. Offered in hybrid format. *Offered in hybrid format.*

#### **EDUT 332 Schools in Modern Society**

*3 credits*

This course examines the role of schools in modern American society. Students consider the impact of social, political, and economic issues on teaching and learning, as well as questions related to the unfulfilled promise of public education for many students in the U.S. Other topics include the historical and contemporary role of schools, teachers, and communities in the development of an engaged citizenry. *Offered in hybrid format.*

#### **EDUT 333 Instructional Approaches in Children's Literature**

*3 credits*

Explores literary reading from the perspectives of teachers and K-8 students. Focuses on overarching elements of aesthetic engagement and critical appreciation of literature. Introduces topics such as read-alouds, teaching reading through literature, choosing books for multicultural readers, arts-based response strategies, and numerous literature engagement activities for diverse young readers. *Offered in hybrid format.*

#### **EDUT 334 Instructional Approaches in Mathematics and Science**

*3 credits*

This course provides an overview of equity-centered instructional approaches in mathematics and science. An exploration of the histories, methods, and theories will prepare students for identifying and facilitating appropriate teaching methods in mathematics and science. *Offered in hybrid format.*

#### **EDUT 335 Instructional Approaches in Social Studies**

*3 credits*

Explore various conceptualizations of the "social studies" and topics which encompass the subjects within a K-12 classroom context (history, civics, economics, political science, etc). Emphasis on historical thinking, multiple perspectives, and social justice will be highlighted throughout the term. *Offered in hybrid format.*

**Prerequisite(s):** EDUT 331, EDUT 332, EDUT 333, EDUT 334.

#### **EDUT 336 Digital Literacy and Technology**

*3 credits*

This course prepares students to envision and develop ethical technology-rich instruction and includes an overview of a range of digital literacies. An exploration of ethical concerns related to the adoption of technologies will inform decisions on whether to employ, abandon, or reimagine the use of tools in various learning environments. *Offer in hybrid format.*

**Prerequisite(s):** EDUT 331, EDUT 332, EDUT 333, EDUT 334.

#### **EDUT 337 Education Studies Seminar**

*3 credits*

This seminar introduces the processes and skills to read and critically examine educational research. Discussions and responses to philosophical readings create a backdrop for exploring a research topic. Formative and summative assignments for the course include oral presentations, a review of literature, a 4-day internship, and a video presentation. *Offered in hybrid format.*

**Prerequisite(s):** EDUT 331, EDUT 332, EDUT 333, EDUT 334.

#### **EDUT 338 Critical Analysis: Written and Oral Communications**

*3 credits*

Introduces the acts of reading and writing as emancipatory pedagogy. Presents classroom-based strategies underlying critical reading/writing practices. Explores resources supportive of equity-based teaching. Focuses on community-based curriculum and engaging students in an examination of literature, history and their own political identities. Identifies the power of language in shaping self-concept. *Offered in hybrid format.*

**Prerequisite(s):** EDUT 331, EDUT 332, EDUT 333, EDUT 334.

#### **EDUT 401 Foundations of Learning**

*4 credits*

Investigates the legal, political, and socio-cultural philosophical paradigms of education encompassing differing interpretations of the purpose of education,

role of the teacher, role of the student, learning theories, and pedagogy, curriculum, assessment, and restorative justice through the theoretical lens of critical theory.

Fieldwork experience required. *Offered in hybrid format.*

**Prerequisite(s):** EDUT 331, EDUT 332, EDUT 333, EDUT 334, EDUT 335, EDUT 336, EDUT 337, EDUT 338.

#### **EDUT 403 Multiple Subjects Methods I: STEM Methods**

*4 credits*

Focuses on equity-centered and integrated K-8 pedagogical content knowledge and instructional methods in Science, Technology, Engineering, Mathematics (STEM), and related content. Models project-based learning incorporating digital resources, with an emphasis on ELD, Special Needs strategies, and research-based strategies. Fieldwork experience required. *Offered in hybrid format.*

**Prerequisite(s):** EDUT 331, EDUT 332, EDUT 333, EDUT 334, EDUT 335, EDUT 336, EDUT 337, EDUT 338.

#### **EDUT 405 Multiple Subjects Methods II: English Language Arts**

*4 credits*

Examines English Language Arts content and methods for developing literacy instruction in K-8 classrooms. Investigates theory, research, and instructional strategies relevant to language and literacy learning, and methods for addressing equity concerns when working with a diverse population of learners. Fieldwork experience required. *Offered in hybrid format.*

**Prerequisite(s):** EDUT 331, EDUT 332, EDUT 333, EDUT 334, EDUT 335, EDUT 336, EDUT 337, EDUT 338.

#### **EDUT 407 Multiple Subject Methods III: Multicultural Social Studies**

*4 credits*

Evidence-based strategies for planning, implementing, and assessing K-8 history-social science curriculum. Emphasis on developing analytic thinking skills while providing insights into historical periods and cultures. Focuses on educational perspectives, comprehension, creation of complex relevant texts, diverse media and technology. Fieldwork experience required. *Offered in hybrid format.*

**Prerequisite(s):** EDUT 331, EDUT 332, EDUT 333, EDUT 334, EDUT 335, EDUT 336, EDUT 337, EDUT 338, EDUT 401, EDUT 403, EDUT 405.

#### **EDUT 409 Multiple Subject Methods IV: Literacy Instruction and Assessment**

*4 credits*

K-8 curriculum development, assessment strategies and literacy instruction. Emphasis on the study and design of

research-based assessment and instruction to support the needs of all learners. Fieldwork experience required. *Offered in hybrid format.*

**Prerequisite(s):** EDUT 331, EDUT 332, EDUT 333, EDUT 334, EDUT 335, EDUT 336, EDUT 337, EDUT 338, EDUT 401, EDUT 403, EDUT 405.

#### **EDUT 411 Foundations of Literacies**

*4 credits*

Examines the relationship between language, power, and signifying practices from the perspective that literacies are multiple, distinctive, situated social practices. Considers the role of oral language, critical literacy, and situated literacy in a linguistically and culturally diverse society. *Offered in hybrid format.*

**Prerequisite(s):** EDUT 331, EDUT 332, EDUT 333, EDUT 334, EDUT 335, EDUT 336, EDUT 337, EDUT 338, EDUT 401, EDUT 403, EDUT 405.

#### **EDUT 452 Foundations of Teaching: Teaching Seminar**

*2 credits*

Culmination of the Teacher Credential Program. Consists of a series of topics designed to further develop candidates' professional preparation. Serves also as a summary of course and field experience. Provides time for candidates to link theory to daily practice and prepares them for seeking a position in a school district. *Offered in hybrid format.*

**Prerequisite(s):** EDUT 331, EDUT 332, EDUT 333, EDUT 334, EDUT 335, EDUT 336, EDUT 337, EDUT 338, EDUT 401, EDUT 403, EDUT 405, EDUT 407, EDUT 409, EDUT 411.

#### **EDUT 453A Student Teaching I**

*5 credits*

Supervised classroom experiences in Pre-K through grade 12. Full-day student teaching required for 70-days, constituting a full-time job. Student teaching placements are arranged prior to student teaching by the Office of Student Success. *Offered in hybrid format.*

**Prerequisite(s):** EDUT 331, EDUT 332, EDUT 333, EDUT 334, EDUT 335, EDUT 336, EDUT 337, EDUT 338, EDUT 401, EDUT 403, EDUT 405, EDUT 407, EDUT 409, EDUT 411.

#### **EDUT 453B Student Teaching II**

*5 credits*

Supervised classroom experiences in Pre-K through grade 12. Full-day student teaching required for 70-days, constituting a full-time job. Student teaching placements are arranged prior to student teaching by the Office of Student Success. *Offered in hybrid format.*

**Prerequisite(s):** EDUT 331, EDUT 332, EDUT 333, EDUT

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334, EDUT 335, EDUT 336, EDUT 337, EDUT 338, EDUT 401, EDUT 403, EDUT 405, EDUT 407, EDUT 409, EDUT 411.

### **EDUT 458A Residency I**

3 credits

**Prerequisite(s):** Admission into the Residency pathway.

### **EDUT 458B Residency II**

8 credits

**Prerequisite(s):** Admission into the Residency pathway, EDUT 458A.

### **EDUT 457 Residency Seminar**

2 credits

**Prerequisite(s):** Admission into the Residency pathway.

### **Mild to Moderate Support Needs Special Education**

#### **EDSP 510 Foundations of (Dis)ability and Special Education**

3 credits

Critically examines the (dis)ability studies movement as it relates to our past, present and future political climate both in and outside of school. Explores the impact of othering. Develops awareness of tensions between (dis)ability studies and special education while practicing self-reflexivity and advocating for students with (dis)abilities.

#### **EDSP 516 Inclusion, (Dis)ability and Classroom Community**

3 credits

Students will explore the ways in which they make sense of student behavior and will learn evidence-based instruction practices that are grounded in person-centered values. Students will become familiar with the application of Response to Intervention (RtI), Behavior Support Plans (BSP), Positive Behavior Interventions (PBI) and IEP goal-writing.

#### **EDSP 525 Diagnostic Reading and Specialized Interventions**

3 credits

This course addresses the design and implementation of reading, literacy, and communication assessments and interventions to meet the needs of a full range of learners. Candidates will learn how to use these assessments and interventions in the context of Response-to-Intervention and other pre-referral intervention models.

#### **EDSP 552A Education Specialist Teaching Seminar I**

#### **EDSP 552B Education Specialist Teaching Seminar II**

1 credit

Culmination of the Education Specialist Teaching Credential Program. Consists of a series of topics designed to develop and further candidates' professional preparation.

**Prerequisite(s) for EDSP 552A and EDSP 552B:** EDUC 501 and EDUC 503 and EDUC 505 and EDSP 510, and subject matter competency met.

#### **EDSP 553 Education Specialist Internship**

13 credits

The Internship Program is a full time teaching position with university supervision in a public-school classroom in a Mild/Moderate delivery model and setting K–12 through age 22. Open for application to those who have earned a bachelor's degree, have met subject matter competency, and have met program pre-service requirements.

**Prerequisite(s):** EDUC 501, EDUC 503, EDUC 505, EDSP 510, EDSP 516, EDSP 525. and subject matter competency met. **Co-requisites:** EDSP 555A and EDSP 555B.

#### **EDSP 555A Education Specialist Student Teaching I**

#### **EDSP 555B Education Specialist Student Teaching II**

5 credits

Supervised public school classroom experiences in Mild/Moderate delivery models and settings K–12 through age 22. Full-day student teaching is required for seven weeks, constituting a full-time job. Student teaching placements are arranged prior to student teaching by the Office of Student Success.

**Prerequisite(s) for EDSP 555A and EDSP 555B:** EDUC 501 and EDUC 503 and EDUC 505 and EDSP 510, and subject matter competency met. **Co-requisite:** EDSP 552A and EDSP 552B.

#### **EDSP 557 Residency Seminar/Internship Seminar**

2 credits

Residency Practicum of the Teacher Credential Program. Consists of a series of topics designed to further develop candidates' professional preparation. Serves also as a summary of course and field experience. Provides time for candidates to link theory to daily practice and prepares them for teaching their own K-12 class in a school district.

**Prerequisite(s):** Admissions into the Residency program. Cross-listed with EDSP 657

#### **EDSP 558A EDSP Residency I/Internship I**

7 credits

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The Residency Program is a special education placement, supervised weekly in a K-12 classroom. Open for application to those who have earned a bachelor's degree. Residency application required.

**Prerequisite(s):** *Admissions into the Residency program.*  
*Cross-listed with EDSP 658A*

### **EDSP 558B EDSP Residency II/Internship II**

*6 credits*

The Residency Program is a placement, supervised weekly in a K-12 special education classroom. Open for application to those who have earned a bachelor's degree. Residency application required.

**Prerequisite(s):** *Admissions into the Residency program.*  
*Cross-listed with MALT 658A*

### **EDSP 610 Foundations of (Dis)ability and Special Education**

*3 credits*

Critically examines the (dis)ability studies movement as it relates to our past, present and future political climate both in and outside of school. Explores the impact of othering. Develops awareness of tensions between (dis)ability studies and special education while practicing self-reflexivity and advocating for students with (dis)abilities. *Equivalent to EDSP 510.*

### **EDSP 616 Inclusion, (Dis)ability and Classroom Community**

*3 credits*

Students will explore the ways in which they make sense of student behavior and will learn evidence-based instructional practices that are grounded in person-centered values. Students will become familiar with the application of Response to Intervention (RtI), Behavior Support Plans (BSP), Positive Behavior Interventions (PBI) and IEP goal-writing. *Equivalent to EDSP 516.*

### **EDSP 625 Diagnostic Reading and Specialized Interventions**

*3 credits*

This course addresses the design and implementation of reading, literacy, and communication assessments and interventions to meet the needs of a full range of learners. Candidates will learn how to use these assessments and interventions in the context of Response-to-Intervention and other pre-referral intervention models. *Equivalent to EDSP 525. Cross-listed with EDUC 820 and EDUC 821*

### **EDSP 652A Education Specialist Teaching Seminar I EDSP 652A Education Specialist Teaching Seminar I EDSP 652B Education Specialist Teaching Seminar II**

*1 credit*

Culmination of the Education Specialist Teaching Credential Program. Consists of a series of topics designed to develop and further candidates' professional preparation. **Prerequisite(s):** *MALT 601, MALT 603, MALT 605, EDSP 610, EDSP 616, EDSP 625. Equivalent to EDSP 552A and EDSP 552B.*

### **EDSP 653 Education Specialist Internship**

*13 credits*

The internship program is a full time teaching position with university supervision in a public-school classroom in mild/moderate delivery model and setting, K-12 through age 22. Open for application to those who earned a bachelor's degree, have met subject matter competency, and have met program pre-service requirements. **Prerequisite(s):** *MALT 601, MALT 603, MALT 605, EDSP 610, EDSP 616, EDSP 625. Co-requisites: EDSP 652A and EDSP 652B. Equivalent to EDSP 553.*

### **EDSP 655A Education Specialist Student Teaching I**

### **EDSP 655B Education Specialist Student Teaching II**

*5 credits*

Supervised public school classroom experiences in mild/moderate delivery models and settings, K-12 through age 22. Full-day student teaching required for seven weeks, constituting a full-time job. Student teaching placements are arranged prior to student teaching by the Office of Student Success.

**Prerequisite(s):** *MALT 601, MALT 603, MALT 605, EDSP 610, EDSP 616, EDSP 625. Co-requisites: EDSP 652A and EDSP 652B. Equivalent to EDSP 555A and EDSP 555B.*

### **EDSP 657 Residency Seminar/Internship Seminar**

*2 credits*

Residency Practicum of the Teacher Credential Program. Consists of a series of topics designed to further develop candidates' professional preparation. Serves also as a summary of course and field experience. Provides time for candidates to link theory to daily practice and prepares them for teaching their own K-12 class in a school district.

**Prerequisite(s):** *Admissions into Residency program.*  
*Cross-listed with EDSP 557*

### **EDSP 658A EDSP Residency I/Internship I**

*7 credits*

The Residency Program is a special education placement, supervised weekly in a K-12 classroom. Open for application to those who have earned a bachelor's degree. Residency application required.

**Prerequisite(s):** *Admissions into Residency program.*  
*Cross-listed with EDSP 558A.*

**EDSP 658B EDSP Residency II/Internship II**

6 credits

The Residency Program is a placement, supervised weekly in a K-12 special education classroom. Open for application to those who have earned a bachelor's degree. Residency application required.

**Prerequisite(s):** *Admissions into Residency program. Cross-listed with EDSP 558B.*

**Education Online** (Offered online only)

**MAED 601 Human Development Across the Lifespan**

3 credits

This course is designed for service professionals to explore historical and contemporary perspectives in typical and atypical human growth, development and learning styles. Utilizing a systemic perspective, the course examines physical, emotional, mental, cultural, sexual and moral issues shaping development through the life span.

*Course equivalent to SP 4152 Collective Trauma: Systemic Issues of Trauma*

**MAED 602 Learning Theory, Curriculum and Program Development**

3 credits

This course addresses learning theories and their implications for curriculum and program development. Students will examine human learning, including the cognitive, affective, and biological basis of behavior. Students will study what is meant by human development exceptionality; theories of developmental difference, cultural perspectives of differences and how we judge behaviors.

**MAED 603 Social Justice Leadership**

3 credits

Examines social justice theories, themes, or issues and their implications in leadership development and practice. Identifies the social, cultural, political, and economic factors that influence communities in a diverse society. Provides leadership knowledge, skills, and abilities for dealing with societal and institutional barriers to individuals' success and personal growth.

**MAED 604 Entrepreneurial Leadership and Management Across Settings**

3 credits

This course is designed for service professionals to explore leadership perspectives in education and human service organizations. Utilizing an organizational perspective, the course examines leadership and

management, including leadership theories, models, and application of leadership ideas to practice.

**MAED 605 Introduction to Social Science Research Methods**

3 credits

This course introduces students to basic concepts and techniques used in social science research. The course covers: a) basic social scientific inquiry and research design; b) quantitative data gathering and analysis; c) qualitative data gathering and analysis; d) mixed methods and action research approaches.

*Course equivalent to DM 6165 Research Methods 2*

**MAED 606A Designing Action Research**

3 credits

Designed to engage students in: a) the foundational components of different types of action research; b) discussing, critiquing and using action research methodology; c) exploring the literature on a topical area of interest related to one's organization; and; d) writing an action research proposal supporting the final action research project.

**MAED 606B Capstone**

3 credits

Designed to engage students in: a) the foundational components of different types of action research; b) discussing, critiquing and using action research methodology; c) exploring the literature on a topical area of interest related to one's organization; and; d) writing an action research proposal supporting the final action research project.

**MAED 613 Big Data in Education**

3 credits

This course will address how the use of online learning tools has led to an increase in data that can now be utilized to support improving educational effectiveness. Students will explore methods for educational data mining to answer questions that inform justice-driven instructional planning and delivery.

**MAED 616 Data Analytics for Justice**

3 credits

This course explores how to use various data analytics tools to record and analyze publicly available datasets. Students will learn how to leverage data analytics to predict success and track educational trends. Students will learn how to conduct justice-driven research in schools and community-based settings.

**MAED 617 Data-Informed Learning Design**

3 credits

Analyzes data to inform the design of successful implementation plans that address issues of equity and access to support the sustainability of learner-centered environments.

**MAED 618 Teaching Diverse Learners**

3 credits

Explores factors related to classroom-based work with diverse learners, including ELL's, special needs students, LGBTQIA+ and others whose profiles demand attention. Topics include language development, assessment, curriculum development, leadership, and research based on the needs of such learners. A critical theory lens is adopted in viewing relevant issues.

**MAED 620 Ethics and Digital Equity**

3 credits

This course will prepare students to envision and develop ethical technology-rich instructional materials. An exploration of the ethical concerns related to the adoption of technologies will inform decisions on whether to employ, abandon, or reimagine the use of such tools in face-to-face, hybrid, or online learning environments.

**Learning and Teaching**

**MALT 601 Foundations of Learning**

3 credits

Introduction to the field of education; its history, major philosophies, socio-cultural context, diversity, pedagogy, educational psychology, legal issues, and educational reform. Integrates traditional educational thinking with culturally relevant perspectives based on current research on practice. *May be offered in hybrid format. Cross-listed with EDUC 820 and EDUC 821*

**MALT 601E Foundations of Learning: Inside Out**

3 credits

This course provides an introduction to critical perspectives on education and justice, while learning inside the CA justice system. Topics include theoretical frameworks for understanding the work of teachers, the purpose of public education in a democratic society, the intersection of race, class, gender, and discipline in schools. *\*Class meets off campus in the Norco Prison.*

**MALT 602 Single Subject Methods I: Critical Pedagogy and Instructional Design**

3 credits

Engages candidates in the creation of culturally responsive curricula with an understanding that diversity differences affect learning. Teacher candidates investigate effective and meaningful instruction and assessments based on subject matter knowledge, content standards, and use of technology through the theoretical lens of social justice and critical theory. *May be offered in hybrid format.*

**Prerequisite(s):** MALT 601.

**MALT 603 Multiple Subject Methods I: STEM Methods**

3 credits

Focuses on pedagogical content knowledge and instructional methods in Science, Technology, Engineering, and Mathematics (STEM), and related content. Models project and problem-based learning incorporating digital resources with an emphasis on promoting research-based strategies. *May be offered in hybrid format.*

**Prerequisite(s):** MALT 601.

**MALT 604 Single Subject Methods II: Literacies for Diverse Learners**

3 credits

This course examines factors related to classroom-based work with at-risk learners, including ELL's, special needs students and others whose profiles require care. Topics include language development, assessment, curriculum development, leadership, and research based on the needs of such learners. A critical theory lens is adopted in viewing relevant critical issues. *May be offered in hybrid format.*

**Prerequisite(s):** MALT 601 and MALT 602.

**MALT 605 Multiple Subject Methods II: English Language Arts**

3 credits

Examines the relationship between language, power, and signifying practices from the perspective that literacies are multiple, distinctive, situated social practices. Considers the role of oral language, critical literacy, and situated literacy in a linguistically and culturally diverse society. *May be offered in hybrid format.*

**Prerequisite(s):** MALT 601 and MALT 603. *Course equivalent to EDUC 505 and EDUG 405. Cross-listed with EDUC 820 and EDUC 821.*

**MALT 606 Single Subject Methods III: Content Area Teaching**

3 credits

Development of methodology and strategies related to curriculum and instructional methods, assessment and diagnostic strategies pertaining to the content areas in

secondary schools. Focus includes inclusive teaching, content area literacy and assessment methodology through the theoretical orientation of critical theory. Field experience required.

**Prerequisite(s):** MALT 601, MALT 602, and MALT 604.

**MALT 607 Multiple Subject Methods III: Multicultural Social Studies**

3 credits

Evidence-based strategies for planning, implementing, and assessing K-8 history-social science curriculum. Emphasis on developing analytic thinking skills while providing insights into historical periods and cultures. Focuses on critical educational perspectives, comprehension, and creation of complex relevant texts, and integration of diverse media and technology in classrooms.

**Prerequisite(s):** MALT 601, MALT 603, and MALT 605.

**MALT 608 Single Subject Methods IV: Content Area Literacy and Assessment**

3 credits

Explores principles, and practices related to curriculum design, assessment and methods applicable to candidates' content areas. Candidates apply curricular and assessment design principles, investigate specific content-area literacy strategies, and apply micro-teaching approaches. Formative and summative assessments explored relative to subject area. A critical theory lens embraces course content.

**Prerequisite(s):** MALT 601, MALT 602, MALT 604, and MALT 606.

**MALT 609 Multiple Subject Methods IV: Literacy and Assessment**

3 credits

K-8 curriculum development, assessment strategies and literacy instruction. Emphasis on the study and design of research-based assessment and instruction to support the needs of all learners.

**Prerequisite(s):** MALT 601, MALT 603, MALT 605, and MALT 607.

**MALT 610 Research in Practice**

6 credits

This course focuses on the basic concepts and techniques of research in practice, formulating meaningful research questions, designing a study, collecting, analyzing, and evaluating data, and implicating issues for classroom and online-based instruction. The objectives are research applied to educational settings involving subject-specific classroom practices. *May be offered in hybrid format.*

**Prerequisite(s) for Single Subject:** MALT 601, MALT 602,

MALT 604, MALT 606, MALT 608, MALT 611, and teaching seminar (MALT 655, MALT 656, or MALT 657).

**Prerequisite(s) for Multiple Subject:** MALT 601, MALT 603, MALT 605, MALT 607, MALT 609, MALT 611, and teaching seminar (MALT 655, MALT 656, or MALT 657).

**Prerequisite(s) for Mild to Moderate Support Needs**

**Special Education:** MALT 601, MALT 603, MALT 605, EDSP 610, EDSP 616, EDSP 625, teaching seminar (EDSP 652A/B or EDSP 657), and clinical placement (EDSP 653, EDSP 655A/B, or EDSP 658 A/B)

**Prerequisite(s) for Mild to Moderate Support Needs**

**Special Education with Multiple Subject:** MALT 601, MALT 603, MALT 607, EDSP 610, EDSP 616, EDSP 625, teaching seminar (EDSP 652A/B or EDSP 657), and clinical placement (EDSP 653, EDSP 655A/B, or EDSP 658 A/B)

**Prerequisite(s) for Mild to Moderate Support Needs**

**Special Education with Single Subject:** MALT 601, MALT 602, MALT 606, EDSP 610, EDSP 616, EDSP 625, teaching seminar (EDSP 652A/B or EDSP 657), and clinical placement (EDSP 653, EDSP 655A/B, or EDSP 658 A/B)

**MALT 610A Foundations of Inquiry: Research, Assessment, and Evaluation in Schools**

3 credits

Equips beginning researchers with the tools to conduct meaningful teacher research to inform classroom practice. Educational research is evaluated to understand the relationship between theory and practice when conducting inquiry. *This is one of two courses for the MALT Mild to Moderate Support Needs Special Education online program capstone experience.*

**Prerequisite(s):** Admissions into the online EDSP program, MALT 601, MALT 603, MALT 605, EDSP 610, EDSP 616, EDSP 625, teaching seminar (EDSP 652A/B or EDSP 657), and clinical placement (EDSP 653, EDSP 655A/B, or EDSP 658 A/B).

**MALT 610B Foundations of Inquiry: From Inquiry to Action**

3 credits

Completion of an inquiry-based project from MALT 610A that includes a research proposal, questions, research design, plan, and appropriate form of publication. Research agendas connect coursework to relevant community issues while emphasizing an exploration of a teacher-researcher identity. This is the second of two courses for the MALT Mild to Moderate Support Needs Special Education online program capstone experience.

**Prerequisite(s):** Admissions into the online EDSP program and MALT 610A.

**MALT 611 Foundations of Literacies**

3 credits



Examines the relationship between language, power, and signifying practices from the perspective that literacies are multiple, distinctive, situated social practices. Considers the role of oral language, critical literacy, and situated literacy in a linguistically and culturally diverse society.

**Prerequisite(s) for Single Subject:** MALT 601 and MALT 602

**Prerequisite(s) for Multiple Subject:** MALT 601 and MALT 603.

*Cross-listed with EDUC 820 and EDUC 821*

### **MALT 636 Race, Equity, and Schools**

This course provides an introduction and overview of the Black Freedom Movement and explores questions of racial equity in schools and society, as well as how educational leaders can address these issues. Other topics include racial capitalism, systemic racism, neoliberalism, abolitionist teaching, decolonization, and antiracism. *May be offered face-to-face or hybrid.*

*Numeric grading only. Cross-listed with EDUC 820 and EDUC 821. Course equivalent to EDUC 836*

### **MALT 653A Student Teaching I**

#### **MALT 653B Student Teaching II**

*5 credits*

Supervised classroom experiences in Pre–K through grade 12. Full-day student teaching required for seven weeks, constituting a full-time job. Student teaching placements are arranged prior to student teaching by the Office of Student Success.

**Prerequisite(s) for Single Subject:** MALT 601, MALT 602, MALT 604, MALT 606, MALT 608, MALT 611, and subject matter competency met.

**Prerequisite(s) for Multiple Subject:** MALT 601, MALT 603, MALT 605, MALT 607, MALT 609, MALT 611, and subject matter competency met.

**Co-requisite:** MALT 655.

### **MALT 654 Internship**

*13 credits*

The Internship Program is a full-time teaching position with university supervision in a public-school classroom. Open for application to those who have earned a bachelor's degree and have met subject matter competency. Separate internship application required.

**Prerequisite(s) for Single Subject:** MALT 601, MALT 602, MALT 604, MALT 606, MALT 608, MALT 611, and subject matter competency met.

**Prerequisite(s) for Multiple Subject:** MALT 601, MALT 603, MALT 605, MALT 607, MALT 609, MALT 611, and subject matter competency met.

**Co-requisite:** MALT 656.

### **MALT 655 Foundations of Teaching: Student-Teaching Seminar**

*2 credits*

Culmination of the Teacher Credential Program for Student-Teachers. Consists of a series of topics designed to further develop candidates' professional preparation. Provides time for candidates to link theory to daily practice and prepares them for seeking a position in a school district.

**Prerequisite(s) for Single Subject:** MALT 601, MALT 602, MALT 604, MALT 606, MALT 608, MALT 611, and subject matter competency met.

**Prerequisite(s) for Multiple Subject:** MALT 601, MALT 603, MALT 605, MALT 607, MALT 609, MALT 611, and subject matter competency met.

**Co-requisite:** MALT 653A and MALT 653B.

*Numeric grading only.*

### **MALT 656 Foundations of Teaching: Internship Seminar**

*2 credits*

Culmination of the Teacher Credential Program for Interns. Consists of a series of topics designed to further develop candidates' professional preparation. Provides time for candidates to link theory to daily practice and prepares them for seeking a position in a school district.

**Prerequisite(s) for Single Subject:** MALT 601, MALT 602, MALT 604, MALT 606, MALT 608, MALT 611, and subject matter competency met.

**Prerequisite(s) for Multiple Subject:** MALT 601, MALT 603, MALT 605, MALT 607, MALT 609, MALT 611, and subject matter competency met. **Corequisite:** MALT 654.

### **MALT 657 Residency Seminar**

*2 credits*

Residency Practicum of the Teacher Credential Program. Consists of a series of topics designed to further develop candidates' professional preparation. Serves also as a summary of course and field experience. Provides time for candidates to link theory to daily practice and prepares them for teaching their own PreK-12 class in a school district.

**Prerequisite:** *Admissions into the Residency program.*

### **MALT 658A Residency I**

*7 credits*

The Residency Program is a placement, supervised weekly in a K-12 classroom. Open for application to those who have earned a bachelor's degree. Residency application required.

**Prerequisite:** *Admissions into the Residency program.*

### **MALT 658B Residency II**

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*6 credits*

The Residency Program is a placement, supervised weekly in a K-12 classroom. Open for application to those

who have earned a bachelor's degree--Residency application required.

***Prerequisite:*** Admission into the Residency program.

## School of Continuing Studies

The School of Continuing Studies offers courses that may be taken individually or as a group, leading toward a certificate.

### Introduction

The School of Continuing Studies provides individuals with a variety of pathways to earn credits toward a degree, pursue a personal or professional interest, or participate in ongoing training. Numerous courses and programs are offered throughout Southern California at regional centers in Burbank, Rancho Cucamonga, Redlands, Riverside, San Diego, Santa Ana, and Temecula. Programs are offered in convenient evening, intensive daytime, and online formats.

### Admission

Courses are open enrollment, meaning no formal admission or application is required.

### Registration

Registration must occur prior to the beginning of the course and payment is due at the time of registration.

### Cross-registration with the School of Business & Society, School of Education, and College of Arts and Sciences

Full-time, upper-division Arts and Sciences students may cross-register for School of Continuing Studies courses with the permission of their academic advisor and the Registrar. School of Business & Society students may cross-register for School of Continuing Studies courses with the permission of their Student Services Manager. School of Education students may cross-register for School of Continuing Studies courses with permission of their Program Chair.

### Minimum Grade for Certificate Programs

Students must earn a minimum grade of 2.0 or higher for any course to be applied to a certificate program.

### Auditing for No Credit

A student may audit a course with the approval of the School and the instructor. Standard tuition fees apply. The instructor will not administer or grade any exams or papers of an auditing student. Audited courses are billed at the current per-credit rate for the course.

### Attendance

Students are expected to attend all of the scheduled meetings of the course(s) for which they register. Failure to attend may result in a poor or failing grade or administrative withdrawal from the course(s).

### Withdrawal

Students who find it necessary to withdraw from a course or program must do so in writing. Written requests should be submitted to the School. There may be financial ramifications. In order to withdraw from a course prior to the first meeting, the School must be notified before the course begins. No record of the course will appear on the student's transcript. If a student withdraws from a course after the course has begun but prior to the last meeting, refunds will be calculated based on the last course meeting date prior to submittal of the request. Refunds are calculated based on the University refund policy. The student will receive a grade of "W" on his/her transcript. Students not attending the first two sessions of a course may be administratively withdrawn.

### Examinations

The instructor 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.

### Transfer Credit for Certificate Programs

Credits (grade of 2.0 or higher) may be transferred from regionally-accredited colleges and applied to a certificate program. No more than 50 percent of the certificate program may be fulfilled with transfer credit. All transfer requests must be approved by the School. Additional work may be required at the discretion of the School.

## 2023-2024 Academic Catalog

### Tuition

Refer to the Redlands website for current tuition rates at [www.redlands.edu/ContinuingStudies](http://www.redlands.edu/ContinuingStudies).

### Textbooks

Students purchase textbooks through the University of Redlands campus bookstore. Textbooks and materials are not included in tuition.

### Methods of Payment

Tuition is due at the time of registration and may be paid by check, credit or debit card.

### Policy on Refunds

Refund policies at the University of Redlands are established in compliance with the 2008 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, please contact the Student Accounts office. Refunds are based on the date of official withdrawal.

Students receiving federal Title IV financial aid funding may be eligible for a refund according to the federal refund guidelines. Federal regulations stipulate the allocation of refunds representing federal aid, as well as the repayment requirements for students receiving cash disbursements of federal aid. A separate publication outlining examples of refund policy requirements and calculations is available from the Student Accounts office.

### 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. Students dismissed for any reason must stop attending class as they are no longer registered.

## Programs of Study

### Accounting Certificate

*26 Credits*

- ACCTCS 210 Principles of Financial Accounting and Reporting (4)
- ACCTCS 220 Principles of Managerial Accounting (4)
- ACCTCS 310 Intermediate Accounting I (4)
- ACCTCS 320 Intermediate Accounting II (4)
- ACCTCS 410 Auditing (4)
- ACCTCS 415 Tax Accounting (4)
- ACCTCS 421 Governmental and Not-For-Profit Accounting (2)

### Business Location Analytics Certificate

*10 credits*

- BUSCS 610 Business Location Analytics: Foundations and Value Creation (3)
- BUSCS 611 Business Location Analytics: Problems, Insights, and Solutions (4)
- BUSCS 612 Business Location Analytics: Competitive Spatial Strategies (3)

### Cybersecurity: Management & Analysis of Organizational Culture Certificate

*10 credits*

- CYBCS 325 Threat Landscape & Cyber Management (3)
- CYBCS 326 Risk Exposure and Defense Improvements with Systems and Technology (4)
- CYBCS 327 Strategic Cybersecurity Management (3)

## Entrepreneurship Certificate

12 credits

- BUSCS 361 The Entrepreneurial Mindset (3)
- BUSCS 362 Validating Ideas for Startups (3)
- BUSCS 363 Executing the Startup Plan (3)
- BUSCS 364 Pitching the Startup for Funding (3)

## Healthcare Administration Certificate

16 credits

- HADCS 302 Healthcare Leadership Principles and Practice (3)
- HADCS 303 Healthcare Quality and Performance Management (2)
- HADCS 304 Healthcare Information Systems and Informatics (2)
- HADCS 305 Healthcare Human Resources Management and Labor Relations (3)
- HADCS 306 Healthcare Finance (4)
- HADCS 307 Healthcare Strategy and Marketing Development (2)

## Human Resources Management Certificate

18 credits

- HRCS 310 Human Resources Management (4)
- HRCS 311 Legal Aspects of Human Resources Management (3)
- HRCS 312 Employee Recruitment and Selection (3)
- HRCS 313 Compensation and Benefits Administration (3)
- HRCS 314 Performance Management (3)
- Complete 2 of the following 3 courses:
  - HRCS 316 Ethics in Human Resources Management (1)
  - HRCS 317 Risk Management and Workers' Compensation Administration (1)
  - HRCS 318 Training and Development (1)

## Instructional Design

16 credits

- EDUCCS 300 Introduction to Instructional Design (4)
- EDUCCS 301 Emerging Technologies and Instructional Design Tools (4)
- EDUCCS 302 Learning Theories (4)
- EDUCCS 303 E-Learning Instructional Design Concepts & Implementation (4)

## LGBTQ Leadership Certificate

8 credits

- LEADWI 400 Intersectional Diversity: Facing Racism, Sexism, & Homophobia (0-1)
- LEADWI 401 Trans-affirming: Gender Identity & Expression (0-1)
- LEADWI 402 Creating Safe Spaces (0-1)
- LEADWI 408 Internship (0-1)
- Complete 3 of the following courses:
  - LEADWI 403 Community Based Activism & Social Change (0-1)
  - LEADWI 404 Fundraising & Nonprofit Development (0-1)
  - LEADWI 405 Structures of Acceptance: Family & Community (0-1)
  - LEADWI 406 Building Bridges: Religion & Spirituality (0-1)
  - LEADWI 407 Human Rights & Global Advocacy (0-1)

*NOTE: a Strategic Impact Project will also need to be completed. Strategic Impact Projects are proposed by the participants and are iterated in purpose, scope, and operation throughout the certificate.*

## Marketing Certificate

19 Credits

- BUSCS 340 Principles of Marketing (4)
- BUSCS 341 Marketing Research (3)
- BUSCS 342 Customer Experience Management (3)
- BUSCS 343 Internet and Social Media Marketing (3)
- BUSCS 344 Integrated Marketing Communication (3)
- BUSCS 345 Marketing Analytics (3)

## Mental Health and Spirituality

Credit/No Credit

- URAWI 501X Spirituality in Mental Health (0-2)
- URAWI 502X Paradigms of Healing and Wholeness (0-2)
- URAWI 503X Integrating Spirituality in Clinical Practice (0-2)
- Complete 2 of the following 3 courses:
  - o URAWI 504X Bi-Polar Faith (0-2)
  - o URAWI 505X Spirituality in Bereavement (0-2)
  - o URAWI 506X Spiritual Journeys in Chronic Illness (0)

## Organizational Leadership Certificate

12 Credits

- BUSCS 320 Managing Individual Performance (3)
- BUSCS 322 Leading and Managing Teams (3)
- BUSCS 323 Managing and Resolving Conflict (2)
- BUSCS 324 Organizational Change Management (2)
- BUSCS 325 Organizational Leadership Principles and Practice (2)

## Practice Development for Mental Health Professionals

Credit/No Credit

- EDUCCS 500 Fundamentals of Competency-Based Supervision (0)
- EDUCCS 610 Entrepreneurship and Niche Practices for Mental Health Professionals (0)
- EDUCCS 611 Practice Finances for Mental Health Professionals (0)
- EDUCCS 612 Practice Management for Mental Health Professionals (0)
- EDUCCS 613 Ethical Marketing for Mental Health Professionals in Private Practice (0)
- EDUCCS 614 Ethics and Risk Management in the Business of Private Practice (0)

## Professional Financial Planning Certificate

21 Credits

- BUSCS 350 Financial Planning, Principles, and Practice (3)
- BUSCS 351 Insurance Planning and Risk Management (3)
- BUSCS 352 Investment Planning (3)
- BUSCS 353 Income Tax Planning (3)
- BUSCS 354 Employee Benefits and Retirement Planning (3)
- BUSCS 355 Estate Planning (3)
- BUSCS 356 Financial Plan Development (3)

## Project Management Certificate

15 Credits

- PMCS 301 Project Management Principles and Practices (3)
- PMCS 302 Project Leadership, Teambuilding, and Communications (3)

## 2023-2024 Academic Catalog

- PMCS 303 Project Quality and Risk Management (3)
- PMCS 304 Project Planning, Procurement, and Cost Management (3)
- PMCS 305 Project Management Practicum (3)

## Purchasing, Logistics, and Supply Chain Management Certificate

### 12 Credits

- BUSCS 310 Supply Chain Management Principles and Practices (3)
- BUSCS 311 Supply Chain Management Logistics (3)
- BUSCS 312 Supply Chain Management Procurement (3)
- BUSCS 313 Supply Chain Management Practicum (3)

## Racial Justice – Black Justice Certificate

### 12 Credits

- RJCS 300 Anti-Racism: Introduction to Racism and White Supremacy (3)
- RJCS 301 How Black People & the Church Shaped United States History (3)
- RJCS 302 Racism, a Public Health Crisis (3)
- Choose one from:
  - RJCS 303 Anti-Racism in a Developmental Context (3)
  - RJCS 304 Black Queer Histories: Pride, Power, and Love (3)
  - RJCS 305 The Importance of a Black Dollar (3)
  - RJCS 306 Listening to Black Voice in the Public Sphere (3)
  - RJCS 307 What is Whiteness? (3)

## Spiritual Entrepreneurship Certificate

### 12 Credits

- GSTCS 610 Practices and Pilgrimages: Event Design and Pedagogy for Spiritual Entrepreneurs (3)
- GSTCS 611 Spiritual Entrepreneurship Individualized Study (3)
- 2 School of Business & Society Entrepreneurship courses

## School of Continuing Studies Course Descriptions

### Accounting

#### **ACCTCS 210 Principles of Financial Accounting and Reporting**

##### 4 credits

Explore financial accounting and reporting concepts and procedures used in daily business operations. Examine the use of economic resources, as well as the obligations and activities of financial entities. Learn how financial information is used to analyze the financial health and performance of an enterprise.

#### **ACCTCS 220 Principles of Managerial Accounting**

##### 4 credits

Analysis of financial and relevant non-financial information used in planning, directing, motivating and evaluating economic behavior. Concepts, terms, and techniques from financial accounting, economics, and behavioral sciences are applied to operational situations.

#### **ACCTCS 301 Accounting Ethics**

##### 3 credits

Learn ethical obligations of an accounting professional. Examine the codes of conduct in business and accounting, with focus on the AICPA, PCAOB and IRC. Includes exposure to the Triple Bottom Line approach.

#### **ACCTCS 310 Intermediate Accounting I**

##### 4 credits

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 a business enterprise.

**Prerequisite(s):** ACCTCS 210.

#### **ACCTCS 320 Intermediate Accounting II**

##### 4 credits

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 enterprise.

**Prerequisite(s):** ACCTCS 310.

**ACCTCS 410 Auditing**

*4 credits*

Examine 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, and audit standards.

**Prerequisite(s):** ACCTCS 310.

**ACCTCS 415 Tax Accounting**

*4 credits*

Determine federal and state income tax liability for individuals, corporations, and partnerships. Topics: calculating taxes, filing returns, paying taxes, refunds, and legislative and judicial development of tax law.

**Prerequisite(s):** ACCTCS 210.

**ACCTCS 421 Governmental and Not-For-Profit Accounting**

*2 credits*

Learn accounting principles and practices related to state and local government agencies and not-for-profit entities, including hospitals, colleges, religious groups, and social service organizations. Topics: fund accounting and basic financial analysis.

**Prerequisite(s):** ACCTCS 210.

**ACCTCS 601 CPA Exam Review: Financial Accounting and Reporting**

*0-2 credits*

In preparation for the Uniform CPA examination, review and reinforcement of key concepts related to financial accounting and reporting. Provided in partnership with Becker Professional Education.

**ACCTCS 602 CPA Review: Business Environment and Concepts**

*0-2 credits*

In preparation for the Uniform CPA examination, review and reinforcement of key concepts related to corporate governance, economics, finance information systems, strategic planning, and operations management. Provided in partnership with Becker Professional Education.

**ACCTCS 603 CPA Exam Review: Auditing and Attestation**

*0-2 credits*

In preparation for the Uniform CPA examination, review and reinforcement of key concepts related to auditing and attestation services. Provided in partnership with Becker Professional Education.

**ACCTCS 604 CPA Exam Review: Regulation**

*0-2 credits*

In preparation for the Uniform CPA examination, review, and reinforcement of key concepts related to taxation, ethics, professional responsibility, and business law. Provided in partnership with Becker Professional Education.

**Art**

**ARTCS 105 Introduction to Media Design**

*4 credits*

Overview of what goes into the visual inception, creation, and design of a brand's identity, with the primary objective being a comprehension of fundamental graphic design. By understanding distinctions of graphic design, a rational creative process can be derived to make sound visual decisions for a brand's identity solution.

**ARTCS 131 Drawing**

*4 credits*

This is an introductory studio course that focuses on traditional techniques, materials and processes of drawing. Through the basic observation of still life, landscape, and portraiture, the student will learn how the elements and principles of design can be developed in their own drawings to promote personal expression and understanding. Emphasis is placed on composition, mark making, and interpretative drawing.

**ARTCS 155 Introduction to Printmaking**

*4 credits*

This course is an introduction to the basic strategies and techniques of lithographic, intaglio, serigraphic, and relief processes. Emphasis is on development of imagery and introduction to understanding command of print processes.

**ARTCS 233 Painting**

*4 credits*

Introduction to the materials and techniques of painting. Emphasis is placed on color, mixing and modifying paints, surface, composition, and the history of the medium.

**ARTCS 265 Creative Photography**

*4 credits*

Introduction to the technical and conceptual practice of photography and photographic image making for artistic



purposes. Using a smart phone camera, students will produce original work in response to a series of lectures, online discussions, readings, and assignments.

**ARTCS 267 Introduction to Digital Media**

4 credits

Studio art course that uses the computer as a tool to create visual images and implement design solutions based in the fundamentals of 2D design and principles of color theory. Topics include composition, color typography, illustration, concept and context, and critical thinking for artistic and commercial applications.

**Biology**

**BIOCS 260 Topics in Biology – Lab Skills**

1 credit

This course is designed to help students who may have missed hands-on lab skills during distance learning in 2020-2021. The skills taught will be those typically included in BIOL 200, 201, and 239, focusing on molecular/cellular biology, microscopy, and genetics.

**BIOCS 317 Human Anatomy**

4 credits

This course and lab sequence is an introduction to human anatomy and physiology from an integrative perspective. Students learn the structure and function of the tissues, the skeletal system, the nervous system, the endocrine system, and muscle function from the level of the cell to the level of the organism.

*Numeric grade only. May be offered online.*

**Business**

**BUSCS 100 College Algebra**

4 credits

Introduction to graphic, numeric, and analytical approaches of college algebra. Application of theories, methods, and technology to model, analyze, interpret data, and solve real world problems. Covers real number system; algebraic, exponential, and logarithmic functions and their inverses; graphing for polynomial and rational functions, sequences, and series; and systems and equations.

**BUSCS 125 Business and Public Speaking**

3 credits

Theory and practice relevant to a variety of business and public speaking situations. Develop informational, authoritative, and persuasive presentations. Topics include active listening, audience analysis, research, style, and delivery of public presentations.

**BUSCS 130 Business Writing**

3 credits

Develop approaches to effectively plan, write, and edit common business communications, including letters, reports, memos, and e-mails. Identify proper tone, grammar, style and format to meet audience needs. Create planning strategies and approaches that ensure accuracy and timeliness. Learn the use and misuse of electronic communication in a business setting.

**BUSCS 135 Business Reporting Using Excel**

3 credits

Learn common business computing tasks, including the application of basic college algebra and statistical methods using Excel. Examine navigation techniques, spreadsheet and workbook formats, formulas, build-in functions, chart design, common tips and tricks, special features to simplify tasks, data filters, the Tip Function, and Chart Wizards.

**BUSCS 136 Excel Essentials I**

2 credits

Learn common Microsoft Excel tasks. Topics: spreadsheet navigation and design, common functions and formulas, data interpretation and organization, application of basic business statistical methods, and tools, menus, and automated techniques.

**BUSCS 137 Financial Literacy Essentials**

2 credits

Explore key financial literacy topics including consumerism, budgeting, debt, risk management, and savings strategies.  
*Numeric grade only.*

**BUSCS 138 Visual Persuasion**

2-4 credits

Introduction to the concepts of commercial graphic design in the context of visual presentations. Students will develop an understanding of the four basic principles of design (contrast, repetition, alignment, proximity) applied to visual presentations that are planned, created, and executed by individuals in any degree program, industry, or profession.  
*Numeric grade only.*

**BUSCS 140 Data Analytics Essentials**

2 credits

This introductory course in data analytics is designed for those with little or no prior experience in the analysis of data. Vital topics to today's quantitative environment will include, but not be limited to: basic finance, probability,

graphing, sampling, predictive analytics, artificial intelligence, data collection ethics, and descriptive statistics.

*Numeric grade only.*

**BUSCS 145 Mathematical Foundations for Business**

*4 credits*

Introduction of mathematical foundations with applications for decision making in business, economics, finance, business statistics, and operations management. Focus is on mathematical concepts, including functions and their graphs and systems of equations.

**BUSCS 150 From Beer to Eternity**

*0-1 credits*

Exploration of the history of beer and the burgeoning craft beer movement. Study of beer including its history, chemistry, biology, and physics, ingredients, brewing styles, industry, brewery operations, and job opportunities in the craft brewery industry.

**BUSCS 230 Economics for Business**

*4 credits*

Introductory study of macro- and micro-economics. Macro-economics includes coverage of the national and global economies. Microeconomics studies decision making by individual firms and consumers in regard to the allocation of scarce resources.

**BUSCS 232 Business Statistics**

*4 credits*

Basic statistical concepts, including measuring of central tendency and dispersion, frequency distributions, probability distributions, sampling distributions, and estimations. Also covered are statistical inference, and one- and two sample hypothesis testing.

**BUSCS 310 Supply Chain Management Principles and Practices**

*3 credits*

Survey of supply chain management, including defining the scope of service, procurement, and purchasing and material management. Business concepts include return on investment, value chain principles, contracts, legal issues, and operations management.

**BUSCS 311 Supply Chain Management Logistics**

*3 credits*

Examine transportation and distribution concerns, including production scheduling, third-party logistics, calculating costs of services, warehousing, materiel management, analyzing value of services, staffing and supervision, and technology.

**BUSCS 312 Supply Chain Management Procurement**

*3 credits*

Explore procurement management and contract administration, including procurement policies and procedures, supplier selection, cost analysis, contract negotiation, strategic sourcing, bidding and requests for proposals, and overall project management.

**BUSCS 313 Supply Chain Management Practicum**

*3 credits*

Capstone experience focusing on the application of industry best practices. Topics include aligning supply chain management operations with business practices. **Prerequisite(s):** two of the following courses: BUSCS 310, BUSCS 311 or BUSCS 312.

**BUSCS 320 Managing Individual Performance**

*3 credits*

Explore the roles and responsibilities of supervisors and managers in developing, monitoring, and managing performance standards. Topics include motivation, goal setting, supervisory excellence, communication skills, reward systems, vision, and values.

**BUSCS 321 Coaching and Mentoring**

*1 credit*

Survey the role coaching and mentoring play to improve performance, employee morale and customer service. Topics include identifying what makes a great coach or mentor, understanding the role and establishing ongoing mentoring and coaching relationships.

**BUSCS 322 Leading and Managing Teams**

*3 credits*

Examine how effective teams are led and managed even when you may not have direct authority over team members. Understand hierarchies, team dynamics, managing expectations, aligning teams with organizational goals, and communication.

**BUSCS 323 Managing and Resolving Conflict**

*2 credits*

Develop effective conflict management skills. Learn how and when conflicts arise, and identify approaches to manage conflicts with subordinates, peers, and supervisors. Know how to engender goodwill and develop win-win conflict management tactics.

**BUSCS 324 Organizational Change Management**

*2 credits* Identify when, how and why organizational change occurs. Create approaches to manage change by using intervention strategies, creating buy-in,

communicating in a productive and positive manner, identifying the sequence of change, and managing resistance.

**BUSCS 325 Organizational Leadership Principles and Practice**

*2 credits* Explore organizational leadership roles: visionary, manager, director, change agent, supervisor, coach and mentor. Identify how leadership styles influence the direction of the organization. Develop an appreciation for how leaders affect daily operations.

**BUSCS 340 Principles of Marketing**

*4 credits*  
Introduction to the concept of marketing and marketing principles, with a focus on how marketing creates value for the customer. Survey the marketing mix (product, price, promotion, and place/distribution), and its application to products and services in profit and not-for-profit enterprises in a local, national, and international environment.

**BUSCS 341 Marketing Research**

*3 credits*  
Learn how to make effective marketing decisions using marketing research. Explore market research sources, data collection, analysis, surveys, research theories, and strategies. Evaluate quantitative and qualitative research with an emphasis on the value and limitations of various sources. Identify how to blend and manage marketing research sources.

**BUSCS 342 Customer Experience Management**

*3 credits*  
Develop an appreciation for the various ways customers experience products and services from brand awareness to product and service fulfillment to loyalty programs. Examine the customer and brand experience. Identify how to create a customer experience management system. Learn to deliver exceptional customer service.

**BUSCS 343 Internet and Social Media Marketing**

*3 credits*  
Explore Internet marketing, including its components, structure, and technology, as well as the application of marketing concepts to social media. Learn the strategies, tools, and tactics related to Internet marketing with special attention given to the development of messaging techniques designed for specific social media tools.

**BUSCS 344 Integrated Marketing Communication**

*3 credits*

Survey the integration of advertising, sales promotion, public relations, direct marketing, and the marketing mix to support marketing strategy. Learn the linkages of segmentation, targeting, positioning, buyer behavior, and branding. Explore planning, budgeting, and the execution of a comprehensive, integrated marketing communication program from message development through media selection and evaluation.

**BUSCS 345 Marketing Analytics**

*3 credits*  
Learn how marketing measurement relates to business return on investment using analytics. Review top-view campaign performance, tactical management, and real-time campaign monitoring. Explore how to integrate results from multiple media and channels, including retail, sales, direct marketing, and online media. Covers use of analytics tools.

**BUSCS 346 Search Engine Optimization**

*3 credits*  
Learn how to optimize website content for the best possible search engine ranking. Examine the theory behind a Google search and other popular search engine algorithms. Demonstrate skills that can be applied to a career as a Search Engine Optimization specialist, digital marketing professional or online content developer.  
*Numeric grade only. May be offered online.*

**BUSCS 349 Personal Branding**

*2-4 credits*  
Examine the strategies, tools, and tactics of personal branding. Topics include: brand evaluation, brand creation, social media integration, online and offline brand management.

**BUSCS 350 Financial Planning, Principles, and Practice**

*3 credits*  
Learn how financial plans are developed. Topics include: establishing a client-planner relationship, gathering client data and determining client financial needs for investment, insurance, estate planning, and retirement benefits. Understand the roles and responsibilities of the financial planner, including professional ethics.

**BUSCS 351 Insurance Planning and Risk Management**

*3 credits*  
Develop life, health, casualty, and liability insurance planning strategies as part of a comprehensive financial plan. Topics include: assessing and managing risk, evaluating insurance products for tax and estate planning consequences, and understanding the role of insurance in retirement and businesses.

**BUSCS 352 Investment Planning**

*3 credits*

Survey various investment vehicles available to meet financial planning goals. Topics include: evaluating risk tolerance, asset allocation strategies, security analysis, bond and security valuations, modern portfolio theory, market analysis, alternative investment instruments, and special topics.

**BUSCS 353 Income Tax Planning**

*3 credits*

Develop an understanding of income tax planning opportunities, issues, and challenges. Topics include income tax law, compliance, calculations, accounting, tax of business entities, trust and estate tax, tax basis, depreciation, like-kind exchange consequences, property tax, alternative minimum tax (AMT), tax reduction techniques, passive activity rules, special circumstances, and deductions.

**BUSCS 354 Employee Benefits and Retirement Planning**

*3 credits*

Learn how employee benefit plans and comprehensive retirement planning help clients meet their financial goals. Topics include: retirement needs analysis, Social Security, types of retirement plans, qualified plan rules, investment considerations, distribution rules and consequences, and employee benefit plans and options.

**BUSCS 355 Estate Planning**

*3 credits*

Survey estate planning principles as they relate to the development of a comprehensive financial plan. Topics include: property titles and transfers, documents, including wills and trusts, gifting strategies, tax consequences and compliance, liquidating estates, charitable giving, life insurance, business transfers, fiduciaries, and special topics.

**BUSCS 356 Financial Plan Development**

*3 credits*

Develop professional financial planning strategies, approaches, and techniques. Upon completing the course, each participant will have developed and presented a comprehensive financial plan based on various client concerns, life stages, and risk tolerances.

**BUSCS 357 Equity Trading and Fund Risk Management**

*3 credits*

Provides a thorough study of the investment process and strategies. The focus is on hands on practice in carrying out investment plans through real-time simulation.

Participants practice controlling impulsive and emotional equity trading behavior and establishing good investment habits and attitudes.

**BUSCS 358 Options Trading and Hedging Strategies**

*3 credits*

Provides real-time simulation in practicing various options trading and hedging strategies. Directional and non-directional trading concepts, applications, and options portfolio strategies are examined. Participants study various approaches in forming hedge funds with options or embedded options.

**BUSCS 550X Certified Associate in Project Management (CAPM®) / Project Management Professional (PMP®) Examination Review. (2.8).**

*BUSCS 550X (2.8 Continuing Education Units – CEUs)*

Four-day exam preparation workshop for Certified Associated in Project Management (CAPM®) and Project Management Professional (PMP®) Certifications. In-depth topic reviews of the Project Management Body of Knowledge (PMBOK®), state-of-the-art courseware, and practice assessments.

**BUSCS 600 Situational Leadership & Strategic Thinking**

*1 credit*

Explore situational leadership dynamics and your role as a visionary, manager, director, change agent, supervisor, coach and mentor. Examine strategies to become more effective in your daily work by improving your approach to operational, tactical, strategic and managerial decision-making.

**BUSCS 610 Business Location Analytics: Foundations and Value Creation**

*3 credits*

Overview of value creation using GIS and location intelligence in various private sector industries. Using a location value chain approach, myriad roles of GIS and location analytics in sales, marketing, operations, supply chain management, risk mitigation, and R&D are discussed, with emphasis on industry trends and applications.

*Numeric grades only.*

**BUSCS 611 Business Location Analytics: Problems, Insights, and Solutions**

*4 credits*

This course introduces students to hands-on applications of GIS and location analytics, using Esri's industry-leading web-GIS platform ArcGIS Online. Focus is on location analytics and decision-making for understanding customers, expanding the business, and managing risk

(such as how GIS has played a visible and strategic role in addressing business disruption due to the 2020 pandemic).

*Numeric grades only.*

**BUSCS 612 Business Location Analytics: Competitive Spatial Strategies**

*3 credits*

This course focuses on GIS as a driver of differentiated business strategy that informs decisions and actions from the C-suite on to managers and analysts in a coherent and consistent fashion. Spatial storytelling is a distinguishing aspect of this course.

*Numeric grades only.*

**BUSCS 620 Leading Individuals and Teams**

*4 credits*

Leading Individuals and Teams provides the foundations for understanding the behavior of individuals and teams in organizations. The course takes an application-oriented perspective on understanding individuals and groups and managing their performance.

*Numeric grades only.*

**BUSCS 621 Leading Innovation for Entrepreneurship and Intrapreneurship**

*4 credits*

Leading Innovation for Entrepreneurship and Intrapreneurship explores the theoretical, practical, and contextual aspects of cultivating innovation in teams and organizations. Through a case-based, application-oriented learning approach, students will get an overview of how to design successful innovation strategies, build a supportive and collaborative culture of innovation, and think creatively to get results in both entrepreneurial and intrapreneurial contexts.

*Numeric grades only.*

**BUSCS 622 Leading Purposefully in a Changing World**

*4 credits*

Leading Purposefully in a Changing World explores the role of purposeful leadership through four interwoven dimensions: personal, relational, strategic, and societal. Through the application of a purposeful approach, students will learn to address current organizational challenges in private, public, and nonprofit sectors. Particular attention will be given strengthening leadership skills for managing change and solving problems in ever changing local and global contexts.

*Numeric grades only.*

**Communicative Disorders**

**CDISCS 100 Clinical and Research Processes in Communicative Disorders**

*4 credits*

The normal processes of communication and a survey of the disorders that affect communication. The basics of evaluation and treatment, and research methods using case study methods.

**CDISCS 204 Speech and Hearing Science**

*4 credits*

Review of the acoustics of sound and the perceptual characteristics of speech. Research and laboratory techniques used in speech and hearing science.

**CDISCS 206 Functional Anatomy/Physiology of Communication**

*4 credits*

Functional anatomy and physiology of speech, swallow and language mechanisms. Emphasis on how an understanding of head and neck physiology/anatomy impacts clinical diagnosis and management of communication/ swallowing disorders.

**Communications**

**COMMCS 105 Interpersonal Communication**

*3-4 credits*

An introduction to the field, principles, and concepts of interpersonal communication. Applies communication theory to interpersonal relationship development, maintenance, and termination in friendships, romantic partnerships, families, and workplace relationships. Explores theories and practice in verbal and nonverbal communication with a focus on interpersonal relationships. This course emphasizes improving interpersonal skills and increasing communication competence in everyday social exchanges.

**Computer Science**

**CSCS 101 Introduction to Computers**

*4 credits*

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.

**CSCS 102 Internet Business Associate**

*1 credit*

Learn about the tasks involved in various information technology (IT) job roles and explore career

opportunities in the IT industry. Explore Internet connection methods, Internet protocols, the Domain Name System (DNS), cloud computing, and mobile devices.

**CSCS 103 Network Technology Associate**

*1 credit*

The Network Technology Associate course teaches essential networking technologies and skills, including TCP/IP, stable network creation, wireless networking, mobile devices, and network troubleshooting. Students learn to use various network components, and protocols that enable users to share data quickly and easily.

**CSCS 104 Site Development Associate**

*1 credit*

Learn to develop websites using Hypertext Markup Language version 5 (HTML 5) and Cascading Style Sheets (CSS), including writing code manually, as well as using graphical user interface (GUI) authoring tools. Also learn how to insert images, create hyperlinks, and add tables, forms, video, and audio to web pages.

**CSCS 300 Fundamentals of Full Stack Web Development Boot Camp**

*0 or 8 credits*

Learn the fundamentals of front-end and back-end web development, including the foundations of computer programming, using some of the latest web technologies in a fast-paced format. Topics include: HTML 5, CSS, Javascript, JQuery, Bootstrap, Command Line, JSON, MySQL, and Node.js.

**CSCS 325 Threat Landscape and Cyber Management**

*3 credits*

Overview of threat landscape: risks, impacts, vulnerabilities, threats, qualitative vs quantitative calculations, technical and operational controls. Identify how a cybersecurity threat landscape and management influence organizational security policy and strategy. Develop an appreciation for cybersecurity and how it can impact and affect the daily functioning of business operations in any organization.

**CSCS 326 Risk Exposure, Defense Improvements with Systems, & Technology**

*3 credits*

Introduction to hands-on applications of CyberSecurity systems and technology. Given the major trends taking shape outside and inside organizations, information security professionals and key stakeholders may need to begin planning now for specific technology solutions and practices as well as deployment to better position

themselves for success and sustainable future. Topics include: cloud vendor management, endpoint detection and response, multi-factor authentication, and preserving data integrity.

**CSCS 327 Building Culture & Exploring Ethics**

*3 credits*

Focuses on differentiated business strategies that inform decisions and actions centered around assessing the nature and extent of the impact of key technologies and practices. By asking key questions similar to “How useful will it be in addressing issues of equity and inclusion?” Participants will be identifying an impactful strategy as well as anticipating what that impact might be.

**Cybersecurity**

**CYBCS 325 Threat Landscape & Cyber Management**

*3 credits*

Overview of threat landscape: risks, impacts, vulnerabilities, threats, qualitative vs quantitative calculations, technical and operational controls. Identify how a cybersecurity threat landscape and management influence organizational security policy and strategy. Develop an appreciation for cybersecurity and how it can impact and affect the daily functioning of business operations in any organization.

**CYBCS 326 Risk Exposure and Defense Improvements with Systems and Technology**

*4 credits*

Introduces students to hands-on applications of Cybersecurity systems and technology. Students will identify appropriate technologies for protecting systems, networks, and data. Given the major trends taking shape outside and inside organizations, information security professionals and key stakeholders may need to begin planning now for specific technology solutions and practices as well as deployment to be better positioned for success and a sustainable future. Topics include cloud vendor management, endpoint detection and response, multi factor authentication, and preserving data integrity.

**CYBCS 327 Strategic Cybersecurity Management**

*3 credits*

Focuses on differentiated business strategies that informs decisions and actions centered around assessing the nature and extent of the impact of key technologies and practices. Participants will identify impactful risk strategies and use identified strategies to anticipate the impact of risk on organizational structure. Students will further develop and apply the identified risk strategy to

their organization and explore the role of leadership in managing organizations' cyber risk.

### Economics

#### **ECONCS 250 Principles of Microeconomics**

*4 credits*

Introduction to the economics theory of market, consumer, and firm behavior. Economic models are developed and applied to topics such as market performance, taxation, externalities, and public goods.

### Education

#### **EDUCCS 115 Teaching Economics in the K–8 Classroom**

*4 credits*

Introduction to concepts of economics for teachers in the K–8 classroom. Emphasizes the Economics Strand of the California History/ Social Science standards and specific pedagogies and strategies for instruction in the classroom, including creation of specific lesson plans of economic concepts.

#### **EDUCCS 300 Introduction to Instructional Design**

*4 credits*

Introduction to the core components of instructional design. Learn effective methodologies and principles suitable for the online, face-to-face, and hybrid instruction.

#### **EDUCCS 301 Emerging Technologies and Instructional Design Tools**

*4 credits*

This course will prepare students to explore, understand, and implement contemporary technology tools used to design and develop instructional materials. This course will cover techniques and effective pedagogical principles followed when using instructional technology tools in the development of training and course materials for face-to-face, hybrid, or online delivery.

*Numeric grade only.*

#### **EDUCCS 302 Learning Theories**

*4 credits*

In order to create engaging learning experiences, instructional designers must understand theories of learning, and how these theories intermix with ubiquitous digital content and social networks. In this course students will both explore and apply learning theories from traditional behavior-based understanding to emerging theories of social engagement.

*Numeric grade only.*

#### **EDUCCS 303 E-Learning Instructional Design Concepts & Implementation**

*4 credits*

This course will provide students the technical and pedagogical knowhow to design instructional materials for both face-to-face- and e-learning environments. Students will learn to evaluate, assess, and utilize instructional design software applications. The course will include discussions on various instructional design concepts, including evaluation and employment of specific software.

*Numeric grade only. May be offered online.*

#### **EDUCCS 304 Literacy for Aspiring Teachers: Reading**

*3 credits*

Engages students in the reading of literary and informational texts to understand power, authority, and oppression. Students will evaluate and apply a variety of instructional strategies for reading to make sense of their own values and beliefs, to evidence proficiencies through reading and writing meaningful content, access and critique knowledge and learn to think deeply.

*Numeric grade only. May be offered online.*

#### **EDUCCS 305 Literacy for Aspiring Teachers: Writing**

*3 credits*

Engages students in the writing of academic texts according to APA manual, 7th edition. Students acquire “academic moves” related to summarizing, quoting, responding, acquiring voice, and synthesizing artfully. Emphasis on reading-writing interrelationships. Students engage in a range of professional-class conversations around topics centered on refined texts.

*Numeric grade only. May be offered online.*

#### **EDUCCS 331 Child Development**

*0 credits*

Cognitive, cultural, emotional, physical, social, and language development of children from birth through adolescence; various learning theories and their implications for the timing of instruction and developmental implications for teaching the whole child.

*Credit/No Credit Only.*

#### **EDUCCS 500 Fundamentals of Competency-Based Supervision**

*0 credits*

This course prepares mental health professionals in the practice of competency-based clinical supervision. They will learn to use a competency framework to enhance their professional supervision practice to foster supervisees' development. Topics include supervision best practices, relationships, multicultural issues,

assessment, feedback, gatekeeping, and legal and ethical practices.

*Credit/No Credit Only. Course may be offered online.*

**EDUCCS 610 Entrepreneurship and Niche Practices for Mental Health Professionals**

*0 credits*

Learn concepts and strategies of entrepreneurship in creating, developing, and enhancing a private practice in a mental health setting. Topics include identifying and capitalizing on opportunities in developing niche practices, developing business models, ethical and legal issues in establishing a practice, and setting up operations.

**EDUCCS 611 Ethics and Risk Management in The Business of Private Practice**

*0 credits*

This course introduces ethical and regulatory compliance issues that are especially salient for mental health professionals in private practice, especially those that arise in starting a practice, in practice policies, in practice administration, in billing and financial management, and in staff training and marketing. Emphasis will be on practical applications.

*Credit/No Credit only. May be offered online.*

**EDUCCS 612 Practice Finances for Mental Health Professionals**

*0 credits*

Learn concepts and strategies necessary for managing finances independent practices. Topics include key terminology, exercising fiduciary responsibility, attitudes toward money and the effects on those attitudes, financial metrics, using practice dashboards, compensation systems, fee setting, and creating a financial action plan.

*Credit/No Credit only. May be offered online.*

**EDUCCS 613 Practice Management for Mental Health Professionals**

*0 credits*

Learn concepts and strategies of managing a private practice as a business entity in a mental health setting. Topics include understanding a practice as a system with subsystems, identifying and acting on core values, roles of a practice owner, data-driven decision making, strategic planning, and writing a business plan.

*Credit/No Credit only. May be offered online.*

**EDUCCS 614 Ethical Marketing for Mental Health Professionals in Private Practice**

*0 credits*

Learn concepts and strategies of ethical marketing for mental health professional in private practice. Topics include understanding of what constitutes ethical marketing for private practice, how to connect with referral partners and ideal clients, and marketing via person-to-person contact, print, websites, blogs and social media.

*Credit/No Credit only.*

**EDUCCS 672 Educational Administrative Development**

*1-2 credits*

Individualized exploration of educational administration designed to reflect administrative trends and issues in education while current and topical.

**Environmental Studies**

**EVSTCS 100 Introduction to Environmental Studies**

*4 credits*

Overview of the major causes and consequences of pollution, natural resource depletion, and loss of biological diversity. The primary objective is to develop an interdisciplinary understanding of our natural environment, the human impacts that degrade it, and the measures we can take to protect and to restore environmental quality.

**EVSTCS 340 Green Business**

*4 credits*

Examines various aspects of sustainability and options available to businesses to establish green practices. Explores opportunities that businesses create, the challenges encountered, and the contributions toward protecting the environment while simultaneously sustaining a profit. The role of environmental policy, leadership, technology, and public opinion also is investigated.

**Government**

**GOVTCS 100 American Government for Teachers**

*3 credits*

This course will cover an introduction to the institutions and processes of American government with an emphasis on meeting CCTC Teacher Preparation Standards. Topics include the U.S. Constitution, federalism, political participation, civil rights and liberties, Congress, the presidency, and important Supreme Court cases.

***Prerequisite(s):*** *Permission from School of Education. Numeric grade. May be offered online.*



**GOVTCS 111 American National Government and Politics**

*4 credits*

Introduction to the dynamics of government and politics in the United States and analysis of major contemporary public policy problems.

**GOVTCS 306 Constitutional Law: National and State Powers**

*4 credits*

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.

**GOVTCS 380/480 Government Internship**

*1 – 4 credits*

Gain work experience in a career field at the explanatory or advanced level. For advanced credit, 300-level and above, you must have previous experience in the field.

**Graduate Theology**

**GSTCS 600 Introduction to the Old Testament**

*0 credits*

This course offers a critical introduction to the Old Testament/Hebrew Bible. Students will learn about the ancient Near Eastern context of the OT/HB, the history of ancient Israel, the different parts and books within the OT/HB, the processes from oral original to canonical books, different streams of tradition (theologies) within the OT/HB, etc. Evaluation method: classroom participation, several short exams, three short papers.

**GSTCS 601 New Testament Introduction: Gospel & Acts**

*0 credits*

This course is an introduction to the life, work, and theology of Paul as they are reflected in his seven undisputed epistles in the New Testament and in other related documents within and outside the NT. The course will discuss Paul's life/work and survey his letters in their chronological order. Special attention will be paid to the particular historical circumstances and theological concerns of each letter. The primary mode of inquiry in this course is historical-critical, but hermeneutical questions will also be raised with regard to the application of Pauline theology to current theological issues.

**GSTCS 602 New Testament Introduction: Pauline Epistles**

*0 credits*

This course is an introduction to the life, work, and theology of Paul as they are reflected in his seven undisputed epistles in the New Testament and in other related documents within and outside the NT. The course will discuss Paul's life/work and survey his letters in their chronological order. Special attention will be paid to the particular historical circumstances and theological concerns of each letter. The primary mode of inquiry in this course is historical-critical, but hermeneutical questions will also be raised with regard to the application of Pauline theology to current theological issues.

**GSTCS 600 Systemic Theology I**

*0 credits*

This course is the first semester of a two-semester introduction to Christian theology. Beginning with the meaning of religious faith, we move into the "method" question of the relation between divine revelation and the authority of scripture, human reason and experience. From there, we investigate the meaning of "God" using ancient and contemporary Trinitarian theology; feminist theologies; African-American theology; and Asian theologies. We conclude with differing understandings of creation, and God's relationship to human suffering. Three exams (with option of substituting papers for exams).

**GSTCS 604 Christian History I**

*0 credits*

This course is an introduction to the history of Christianity and historical theology from the second to the seventeenth centuries. The course introduces the continuities and varieties of Christian experience and belief in different times and places across the globe, and the complexity of Christianity's social, cultural, and political entanglements in all these places.

**GSTCS 605 Christian History II**

*0 credits*

This course is an introduction to the history of Christianity from the Sixteenth century to the present. Topics will include the roles of Christian churches in European colonialism, the impact of expanding cultural networks across the globe on religious knowledge, cultural hybridization; Christianity and the rise of nation-states; the conflict of religion and science; the role of Christianity in slavery and in anti-slavery, suffrage, fascist, and labor movements; the rise and fall of

American denominations; and the competition of orthodox and pluralistic theologies.

**GSTCS 606 Systematic Theology II**

*0 credits*

This course is the second semester of a two-semester introduction to Christian theology. Beginning with the doctrine of humanity, we look at our original goodness, and our fall into relational forms of sin as pride, despair, and self-deception. We flesh those theories out with literature, movies, and contemporary psychology. Next, we look at the person and work of Jesus Christ, including angles from African American, African feminist, and Asian perspectives. We look deeply at the meaning of our being “saved by grace through faith alone,” and the roles of the divine Spirit and human spirit in bringing about our healing. We flesh those ideas out again with movies, psychology, and a look at Christian education practices. We conclude with the nature of the Christian spiritual life, including sanctification and vocation, the church and its mission in the world, and sacraments.

**GSTCS 607 History of Christian Spirituality**

*0 credits*

This course will explore classics of Christian spirituality from medieval mysticism to the civil rights movement. Emphasis will be placed on careful reading of primary texts. In addition to shorter papers on specific texts, a term paper will be due at the end of the course.

**GSTCS 610 Practices and Pilgrimages: Event Design and Pedagogy for Spiritual Entrepreneurs**

*3 credits*

This course explores the role of events in the entrepreneurial businesses of those serving the spiritual needs of persons and communities. Special attention is paid to design and facilitation in the communication of a theme and message as well as skills and business acumen to carry that out successfully.

**GSTCS 611 GSTCS 610 Practices and Pilgrimages: Event Design and Pedagogy for Spiritual Entrepreneurs**

*3 credits*

This directed study option provides individuals with opportunities to design their own courses alongside faculty from the Graduate School of Theology at the University of Redlands on a one-on-one basis. The directed study may be disciplinary, interdisciplinary, or from areas outside the current liberal studies curriculum. A professor will work directly with students to connect them with appropriate instructors that will work with subject that will relate to the students’ academic goal.

**Healthcare Administration**

**HADCS 301 The U.S. Healthcare System**

*1 credit*

Review structure and function of the U.S. healthcare system including issues and forces shaping its future. Topics include need and access to care, insurance programs, managed care, costs/expenditures, availability of resources, and assessment/improvement.

**HADCS 302 Healthcare Leadership Principles and Practice**

*3 credits*

Explore the principles of leadership, supervision, and management within the healthcare system.

**HADCS 303 Healthcare Quality and Performance Management**

*2 credits*

Learn to improve organizational quality, effectiveness, and performance in the areas of patient care, safety, risk management, healthcare operations, staff supervision, regulatory reporting and compliance, customer satisfaction, and business results.

**HADCS 304 Healthcare Information Systems and Informatics**

*2 credits*

Explore the managerial perspective on effective use of data and information technology to improve performance in healthcare organizations.

**HADCS 305 Healthcare Human Resources Management and Labor Relations**

*3 credits*

Review of HR management practices in healthcare organizations.

**HADCS 306 Healthcare Finance**

*4 credits*

Examine financial management principles and practice in healthcare services, with an emphasis on accounting, financial statements, finance and payment systems, cash flow analysis, risk management, budgeting, and capital finance.

**HADCS 307 Healthcare Strategy and Marketing Development**

*2 credits*

Learn the role, function, and application of strategic planning and market development in healthcare organizations. Emphasis is placed on strategic planning, product/service development, and implementation.

## History

### **HISTCS 102 World History Since 1450**

*4 credits*

Introduction to the 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 and change revolutionizing traditional world cultures and resulting in the interdependent, global system of today.

## Humanities

### **HUMCS 300 Theories of Human Nature**

*3 credits*

Analysis and comparison of a number of major theories of human nature.

*Not open to students who have received credit for MGTW 310. Numeric grade only.*

## Human Resources

### **HRCS 310 Human Resources Management**

*4 credits*

Study the theory and practice of the human resource personnel function in organizations, including labor relations. Current issues in human resources management will be addressed.

### **HRCS 311 Legal Aspects of Human Resources Management**

*3 credits*

Review state and federal regulations governing human resources management including labor law, discrimination, sexual harassment, occupational safety and health (OSHA), unions, and labor relations.

### **HRCS 312 Employee Recruitment and Selection**

*3 credits*

Explore recruitment and staffing processes, including analyzing position requirements, preparing job descriptions, recruiting candidates, selecting finalists, and orienting new employees.

### **HRCS 313 Compensation and Benefits Administration**

*3 credits*

Explore the design, development and administration of common employee compensation and benefit programs, including pay strategies, administration of health care and retirement plans, and reward systems.

### **HRCS 314 Performance Management**

*3 credits*

Review of best practices in measuring, analyzing and monitoring job performance.

### **HRCS 316 Ethics in Human Resources Management**

*1 credit*

Review ethical issues and dilemmas human resources professionals face in the workplace. Explore organizational culture, the role of the human resources manager, laws and legal constraints, and rights and responsibilities of employees and employers.

### **HRCS 317 Risk Management and Workers' Compensation Administration**

*1 credit*

Explore the identification and management of risk from a human resources perspective, including workers compensation liabilities, workplace health and safety concerns, adequate or appropriate insurance coverage, and hostile work environments.

### **HRCS 318 Training and Development**

*1 credit*

Examine current trends and issues in workplace training and development with special attention to the design, development, and application of training programs to improve productivity, safety, and quality.

## International Business

### **INTBCS 470 International Area Studies**

*3-4 credits*

## Music

### **MUSCS 100 Experiencing Music**

*4 credits*

Exploration of sound—its sources, effects and organization—with emphasis on direct involvement through listening. Music of major styles and periods is introduced with emphasis on Western music. Students develop and become familiar with music technology.

### **MUSCS 120 Digital Audio Production**

*3 credits*

This course provides students with experience in digital editing using computers and software.

### **MUSCS 121 Intermediate Digital Audio Production Using Pro Tools**

*3 credits*

This serves as the second course in the training curriculum targeting User Certification. The 100-level

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coursework prepares students to operate a Pro Tools system in an independent production environment. Following completion of the User Certification coursework and certification exam, students can proceed to the 200-level courses to pursue Operator Certification.

### **MUSCS 130 Introduction to Jazz History**

*4 credits*

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.

### **MUSCS 132 American Popular Music**

*4 credits*

Exploration of popular music originating in and developed in the United States since 1900 - with an emphasis on direct involvement through listening. Major commercial music genres and styles are introduced. Students develop and become familiar with music technology.

## **Nonprofit Operations**

### **NPCS 201 Nonprofit Operations and Personnel Management**

*4 credits*

Build effective operational and personnel management approaches to improve organizational effectiveness and ensure regulatory compliance. Topics include operational excellence, personnel management, supervision, coaching, and performance management, policies and procedures, and legal aspects of nonprofit management. Case studies are discussed.

### **NPCS 300 Nonprofit Fundraising and Development Principles**

*3 credits*

This course will examine the principles of fundraising and development for the Nonprofit organization. Funds are vital to accomplishing the mission of the organization, "no money, no mission" as the saying goes, and staff, volunteers and Board Members who are skilled in the art of development are highly valued.

### **NPCS 301 NPM Leading and Management Organizations**

*3 credits*

This course will explore key understandings, skills, practices, and disciplines involved in leading a non-profit organization. Healthy and effective organizations start with healthy and focused leaders. The course will

emphasize remaining grounded, mission/impact focused, and inclusive both as a leader and an organization and applying the covered material to real-life situations so that students can create life-giving cultures and teams that accomplish an organization's purpose.

### **NPCS 302 Board Governance and Volunteer Management**

*3 credits*

This course will examine the foundations of volunteer engagement in the Nonprofit Sector, including service in daily operations, special events, and on the Board of Directors. Boards and volunteers are a vital part of the Nonprofit organization, critical to the success of the mission and the accomplishments and experience of the staff. Students will learn how to be effective in the recruitment, retention, and stewardship of volunteers and Board Members to advance the mission and grow and sustain the Nonprofit organization.

### **NPCS 303 Nonprofit Financial Management**

*3 credits*

Successful nonprofit financial management enables mission attainment. This course will provide a firm grounding of nonprofit financial planning, budgeting, accounting, financial governance, financial analysis and management through assigned readings, projects/assignments, lectures, and interactive class time. The course will prepare students for both compensated and volunteer nonprofit leadership roles.

### **NPCS 304 Nonprofit Communications and Marketing**

*3 credits*

This course examines how effective communications techniques empower nonprofit professionals to achieve organizational success. Students will learn best practices of interpersonal communication with key stakeholders, how to develop and execute messaging in the nonprofit environment; and how to leverage digital and traditional marketing pathways to create campaigns that convert.

### **NPCS 305 Public Policy, Ethics, and Advancing Social Change**

*3 credits*

This course suits the learner who wishes to develop insight regarding public policy and societal change and appreciates how human interactions and relationships can advance and transform cultural and social constructs over time, profoundly impacting society.

### **NPCS 306 Advanced Fundraising**

*3 credits*

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This course will build upon the concepts studied in the Nonprofit Development and Fundraising Principles Course. Students will learn about various sources of revenue, the strategic choices and issues associated with those sources, and best practices and methods used to secure funding for the organization's mission.

### **NPCS 307 Organizational Capacity Building and Equitable Systems Change**

*3 credits*

This course will focus on strategies and tools to build organizational capacity and systems evaluation. Capacity building and systems evaluation improve the efficacy of an organization's ability to deliver on its mission and to create equitable systemic change in communities.

### **Outdoor Leadership**

#### **OLCS 100 Outdoor Leadership**

*3 credits*

Outdoor Leadership is a three-week experiential learning course offered to any student seeking to improve their leadership and interpersonal skills in the unique and challenging environment of the outdoors. Students will have the opportunity to become confident, competent, and passionate outdoor leaders by learning technical skills pertinent to wilderness leadership programs and practicing interpersonal skills necessary to become outdoor leaders.

### **Project Management**

#### **PMCS 301 Project Management Principles and Practices**

*3 credits*

Overview of project management processes and principles used in planning and monitoring project activities from inception through closure.

#### **PMCS 302 Project Leadership, Teambuilding, and Communications**

*3 credits*

Learn essential qualitative areas necessary for effective project management, including leadership, personnel and team management, communication, and strategic planning.

#### **PMCS 303 Project Quality and Risk Management**

*3 credits*

Examine the principles and practices associated with project quality assurance and risk management including quality assurance and risk management strategies, executing an effective quality assurance plan, and monitoring and controlling quality and risks. Project

management best practices and standards are explored using the Project Management Body of Knowledge (PMBOK).

#### **PMCS 304 Project Planning, Procurement, and Cost Management**

*3 credits*

Learn the essential project management tools and techniques involved in planning and scheduling projects, procuring supplies and services, and managing project costs. Topics include collecting project requirements; developing scope of work procedures and documentation using work breakdown structures; conducting source selections; estimating and controlling costs; and closing out project activities.

#### **PMCS 305 Project Management Practicum**

*3 credits*

Capstone experience to the project management certificate. A practical and applied approach for review and reinforcement of previously learned project management skills, strategies, and techniques.

#### **PMCS 600 Project Management & Process Improvement**

*1 credit*

Develop a systems-based approach to project management and process improvement. Understand how PM tools may be utilized to plan, schedule, budget and deliver excellent projects. Identify how to improve processes within the areas you manage and supervise. Topics include project management principles and continuous process improvement.

### **Psychology**

#### **PSYCCS 100 Introduction to Psychology**

*4 credits*

Survey of classic and contemporary theory and research in human and animal behavior. Topics include the biopsychological bases of behavior, learning, cognition, motivation, developmental and social processes, and psychological disorders and their treatment.

### **Religion**

#### **RELCS 100 Introduction to Religious Studies**

*4 credits*

This class examines what religion is, the many ways scholars have sought to understand and study it, and the various methodological approaches they have chosen.

#### **RELCS 125 Introduction to World Religions**

*4 credits*

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By studying major religious traditions of the world, students will consider how religious traditions guide the way people live their lives in an ever-increasingly diverse and religiously pluralistic world. Investigations will include both historical studies and the writings of religious traditions.

### **RELCS 131 Religion in America**

*4 credits*

Exploration of religion in America from the pre-colonial era to the present. Emphases will vary, drawing from a variety of religious communities (including Puritan, Native American, Muslim, Buddhist, African American, Hindu, Evangelical, Catholic, and Neo-Pagan) and issues (such as civil rights, "cults", church/state, gender, race, and ethnicity).

### **RELCS 189 Religion and Popular Culture**

*4 credits*

This course analyzes the inter-connectedness of religion and popular culture and what it can tell us about the nature of religion in America.

## Science

### **SCIBCS 150 Current Issues in Science & Technology**

*3 credits*

Examination of some of the most important technological developments of this century and their impact upon human lives. Examination of the complex relationship among humans, the environment, and technology.

*Not open to students who have received credit for LSNS 150.*

### **SCIBCS 201 Natural Sciences Through Living Laboratories**

*3 credits*

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.

*Not open to students who have received credit for LSNS-201.*

## Sociology

### **SOCS 100 Introduction to Sociology**

*4 credits*

Explore the patterns and processes of social life by examining individual actors, informal groups, formal organizations, social inequalities, and social institutions.

Become familiar with how social scientists approach research topics, analyze specific research pieces, and think critically about the world around them.  
*Numeric grade only. May be offered online.*

## Spanish

### **SPANCS 101 First-Year Spanish**

*4 credits*

Pronunciation, conversation, essentials of grammar and composition, and reading of elementary texts. Practice and drills focus on four basic skills: reading, writing, speaking, and listening. Periodic lectures on Hispanic culture.

## Writing

### **WRITCS 90 College Reading and Writing**

*4 credits*

Instruction and practice in critical reading and response. Students distinguish between constructing meaning and collecting information; analyze claims, perspectives, and inferences; and compose shorter arguments based on textual evidence. Composing, revising, and editing strategies provided with basic methods of reference.

### **WRITCS 100 Introduction to Academic Writing**

*4 credits*

Instruction and practice in composing analytical, source-based arguments. Critical reading and discussion are modeled after scholarly inquiry. Students develop several multi-draft, documented writing projects. Structural and stylistic revision strategies supplement attention to genre to build rhetorical awareness and adaptive strategies for writing.

*Applied Wisdom Institute*

## Racial Justice

### **RJWI 300 Anti-Racism: Introduction to Racism and White Supremacy**

*0-2 credits*

This course will give students the opportunity to develop and strengthen skills in learning and discussing the history of racism in America, how it presents in America today, and practical steps towards decriminalizing Blackness, and becoming an Antiracist country. Learners can use this course to devise methods to critically understand racism, effectively attack it, and undermine violence and complacency within racist structures.

**RJCS 301 How Black People & the Church Shaped United States History**

3 credits

Students will examine the social, economic, political, and cultural history of African Americans/Black people in the United States beginning with the Civil War. Key political, social, and cultural developments of the post-war period will be explored focusing on various social movements.

*Numeric grade. May be offered online.*

**RJCS 302 Racism: A Public Health Crisis**

3 credits

Racism has long been recognized by Public Health professionals as a determinant of health. The purpose of this course is to review the effects of racism as a social determinant of health while identifying ways of eliminating its effects on the health of those directly affected.

*Numeric grade. May be offered online.*

**RJCS 303 Anti-Racism in Children's Literature**

3 credits

Students will understand how to select, evaluate, and analyze depictions of Black culture and social justice in children's and young adult literature. Learners will develop an informed awareness of complex perspectives and will consider topics such as power, empowerment, racism, diversity, violence, perspective, authorship, illustrations, and ideology.

*Numeric grade. May be offered online.*

**RJCS 304 Black Queer Histories: Pride, Power, and Love**

3 credits

Develop and strengthen skills in learning and discussing the historical development of Black LGBTQ+ identities. Learners can use this course to devise methods to critically understand the assimilation of Black LGBTQ individuals into mainstream social structures, effectively address systemic inequities, and overcome violence and complacency within white-supremacist heteronormative structures.

*Numeric grade. May be offered online.*

**RJCS 305 The Importance of The Black Dollar**

3 credits

Identify and examine the development of Black consumer markets in the United States. Students will learn historical context of the development of African American buying power from past to present. With this historical framing, students will comprehend the significance and effects of marketing to marginalized communities.

*Numeric grade. May be offered online.*

**RJCS 306 Black Voices in the Public Sphere**

3 credits

Opening up space to hear Black voices that are in the public sphere. While these voices are often portrayed as representing a margin, they have always been present -- if less dominant. This course centers Black voices in the contexts of education, health, the economy, race issues, and artistic expression.

*Numeric grade. May be offered online.*

**RJCS 307 What is Whiteness?**

3 credits

What is whiteness? White supremacy shapes government policies, institutional practices, interpersonal relationships, and our own perception of worth, time, and money. In this course, we will explore the cultural context of white supremacy, the relationship between whiteness and wealth hoarding, and cultivate our capacity for collaboration and community care.

*Numeric grade. May be offered online.*

**LGBTQ Leadership**

**LEADWI 300 Anti-Racism: Introduction to Racism and White Supremacy**

0-2 credits

This course will give students the opportunity to develop and strengthen skills in learning and discussing the history of racism in America, how it presents in America today, and practical steps towards decriminalizing Blackness, and becoming an Antiracist country. Learners can use this course to devise methods to critically understand racism, effectively attack it, and undermine violence and complacency within racist structures.

*Numeric, Credit/No Credit. May be offered online.*

**LEADWI 400 Intersectional Diversity: Facing Racism, Sexism, & Homophobia**

0-1 credit

This seminar addresses the individual's experience- their socio-cultural contexts, biases, and causes/effects of discrimination and oppression. The case is made for action-oriented, ethical and inclusive leadership for diverse communities that uncovers common roots and builds from and works with instead of solving for.

**LEADWI 401 Trans-affirming: Gender Identity & Expression**

0-1 credit

This seminar explores the historic influence of patriarchy, the contributions of science and medicine to the understanding of gender, and the targeting of

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transgender people with policies and laws. Participants will analyze social organizing forces in gender and sexuality, repercussions of historical and contemporary action, to develop trans-affirming leadership competencies.

### **LEADWI 402 Creating Safe Spaces**

*0-1 credit*

Participants will gain insights and competencies to effectively manage the first task of any LGBTQ/LGBTQ-allied organization- the creation of safe space. Safe spaces include physical, social, emotional, spiritual and legal. Seminar topics address language; community-based boundary creation; respect of beliefs, values, and spiritual backgrounds; and legal parameters.

### **LEADWI 403 Community Based Activism & Social Change**

*0-1 credit*

Participants gain an integrated perspective on the process of community-based activism and leading change specific to LGBTQ matters. Emphasis is placed on engaging stakeholders, increasing buy-in, accelerating collaboration, organizing and mobilizing resources, and networking for global change. Competencies for bottom-up leadership for grassroots, social-change, and/or community-based activism organizations will be acquired.

### **LEADWI 404 Fundraising & Nonprofit Development**

*0-1 credit*

This seminar emphasizes how participants can strengthen and contribute to the mission of an organization by critical analysis of the ties between organizational growth and health to fundraising, communications, and the relationships between internal stakeholders. Participants will gain competencies in the fundamentals of communications, fundraising, programming, and growth management.

### **LEADWI 405 Structures of Acceptance: Family & Community**

*0-1 credit*

Focus will be on developing comprehensive understanding of the impact of family acceptance and family rejection upon LGBTQ youth and adults; this includes analysis of the impact on physical and mental health. Participants will gain competencies in developing best practice strategies to strengthen organizations that support LGBTQ persons and families.

### **LEADWI 406 Building Bridges: Religion & Spirituality**

*0-1 credit*

Examine spirituality and religion as the sense of connection to something larger; as resources to enable activists to maintain perspective, to combat fatigue and sustain hope in the midst of work; and recognize their roles and their impact as a bridge and/or barrier when doing equality work.

### **LEADWI 407 Human Rights & Global Advocacy**

*0-1 credit*

Focus on the global perspective of LGBTQ rights as human rights and as a foundation for equality. Topics include the UN's work in 70+ countries where being LGBTQ+ is illegal; doing advocacy that recognizes the effects of growing global migration; and leading with frameworks that are rooted locally, reaching globally.

### **LEADWI 408 Internship**

*0-1 credit*

Internships are completed with a partner organization or one approved by the course coordinator. Internships are 4 - 6 weeks in length, for a minimum of 30 total hours.

## **Mental Health and Spirituality**

### **URAWI 501X Spirituality in Mental Health**

*0-2 credits*

Learn concepts and strategies for understanding and integrating spirituality in mental health services for mental health professionals, clinical chaplains, community leaders, and others. Topics include understanding of cultural frameworks, multi-faith and interfaith frameworks, implicit biases, and working with instead of solving for diverse communities.

### **URAWI 502X Paradigms of Healing and Wholeness**

*0-2 credits*

Explores a range of paradigms for human healing and wholeness, inspired by diverse spiritual traditions (e.g., Christian, Hindu, Jewish, Buddhist, Native American, Sufi) and clinical frameworks (e.g., meaning based therapy, Jungian depth psychology, inner cultivation of compassion and mindfulness). Emphasis is on experiential application of concepts and practice.

### **URAWI 503X Integrating Spirituality in Clinical Practice**

*0-2 credits*

Students learn to utilize spirituality informed strategies and techniques to assess spiritual distress, guide treatment planning, implement appropriate evidenced based interventions and evaluate therapeutic outcomes. Course is Practitioner focused and designed to develop clinical skills integrating spiritual issues in therapy.



**URAWI 504X Bi-Polar Faith**

*0-2 credits*

Learn concepts and strategies for providing spiritual care, mental health guidance, and culturally sensitive training for groups that seek to provide access to care. Topics include intertwining of familial, social, and spiritual issues; living with Bi-Polar disorder; finding, providing, and/or receiving resources; collaboration, and community; and forgiveness vs. reconciliation post-trauma.

**URAWI 505X Spirituality in Bereavement**

*0-2 credits*

Gain academic training to supplement the practical experience of providing clinical, palliative, and hospice

care to those who are dying and those who survive the dying, shifting from best intention to best practices. Topics include types of grief, possible psychological and spiritual complications in grieving, and rituals in grieving.

**URAWI 506X Spiritual Journeys in Chronic Illness**

*0 credits*

Learn, practice, and develop best practices for palliative caregivers, medical practitioners, interfaith chaplains, and more in dealing with issues of chronic illness, spirituality, and survival. Topics include understanding how age, degrees of function, and grief interplay in well-being.

## San Francisco Theological Seminary at the Graduate School of Theology

### **Dean**

Laurie Garrett-Cobbina

### **The Faculty**

Julius Bailey\*

Jon Berquist

Wendy Farley

Laurie Garrett-Cobbina

Fran Grace\*

Lillian Larsen\*

Gregory Love

Christopher Ocker

Eugene Eung-Chun Park

\*Faculty in the College of Arts and Sciences also affiliated with the San Francisco Theological Seminary

### **Introduction**

San Francisco Theological Seminary (SFTS), with the Shaw Chaplaincy Institute (SCI), comprise the Graduate School of Theology (GST) of the University of Redlands. The SFTS was created when SFTS merged with the University of Redlands in 2019.

### **San Francisco Theological Seminary**

Founded in 1871 and rooted in the Presbyterian Church (U.S.A.), SFTS values dialogue and engagement with other religions and faith traditions. Our grounding in the Reformed tradition fosters faith-filled engagement in public life and service to others. Located on the Pacific Rim and inspired by the diverse global expressions of Christian faith, we partner with educational institutions throughout the world to enrich our program and expand our understanding of God's redemptive work in human history.

### **Mission**

Moved by God's love in Jesus Christ, San Francisco Theological Seminary prepares persons for transformational ministries of justice, peace and healing, which advance the Church's hopeful, loving engagement with the world.

As an ecumenical Christian graduate school, we offer a rigorous education, focused on critical theological reflection that equips graduates from all walks of life to meet the urgent needs of our times through both time-honored and innovative ministries.

SFTS is a founding member of the [Graduate Theological Union \(GTU\) in Berkeley](#), which is the largest consortium of interfaith and interreligious theological schools in North America. SFTS students may take classes at all the GTU Protestant and Catholic seminaries as well as the GTU's centers and affiliates for the study of Judaism, Buddhism, Islam and other world religions.

## Admissions

SFTS offers Master's and Doctoral degrees, along with diplomas and certificates. Admissions requirements differ by program.

### *Master's Degrees*

#### **Master of Divinity (M.Div.)**

Admissions requirements for the M.Div. include submitting a completed application and payment of the non-refundable

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application fee, five personal statements of approximately 300 to 500 words each, two academic or professional references, one pastoral reference to whom the applicant is not related (pastor, elder, deacon), one reference of your choosing who is familiar with your professional practice or religious life, official transcripts of all post-secondary schoolwork (an in-process transcript showing work to date is acceptable for students without undergraduate degrees), a criminal background check through [castlebranch.com](http://castlebranch.com), and a Self-Disclosure Form. For applicants whose first language is not English, a minimum TOEFL score of 550 on the paper test (or 213 on computer-based test, or 80 on the internet-based test) is required. For IELTS, a minimum score of 6.5 is required.

### **Special M.Div. Track**

Candidates for ordination who already hold a master's degree in religious education or theological studies and who also have a minimum of three years' experience in church work may earn the M.Div. degree in a special 24-semester-credit program. Such students should have completed the equivalent of the first two years of the M.Div. program in their MA course work: that is, at least 48 semester credits, of which 15 should be in biblical studies, 15 in historical and systematic disciplines, and 18 in social and behavioral disciplines and ministry.

The remainder of the degree requirements can be completed in two summer terms in the Advanced Pastoral Studies program on the SFTS campus, plus study undertaken in the intervening year in conjunction with the student's work in ministry. Alternatively, the degree can be completed in one academic year of full-time study in residence in San Anselmo or in a combination of APS summer term and regular M.Div. courses. Candidates on the special M.Div. track are not eligible for institutional tuition grants.

Eligibility for the special M.Div. program is determined on the basis of evaluation of the MA transcripts. Applicants are encouraged to submit their transcripts for evaluation before undertaking the application process, which is the same as for the regular M.Div..

### **Master of Arts in Theological Studies (M.A.T.S.)**

Admissions requirements for the M.A.T.S. include submitting a completed application and payment of the non-refundable application fee, five personal statements of approximately 300 to 500 words each, two academic references and one reference of your choosing who is familiar with your professional practice or religious life, official transcripts of all post-secondary schoolwork (an in-process transcript showing work to date is acceptable for students without undergraduate degrees), a criminal background check through [castlebranch.com](http://castlebranch.com), and a Self-Disclosure Form. For applicants whose first language is not English, the M.Div. requirement noted above applies.

For the M.Div. and M.A.T.S., the priority deadline for applications is March 1, otherwise the general deadline for Fall admission is May 1. Applications received after May 1 will be considered at the admission's committee's discretion on a space-available basis. The Priority Deadline for Spring admission to the M.A.T.S. program is October 15, and the general deadline is December 1. For additional information regarding admissions and applications, please refer to the M.Div./M.A.T.S. Student Handbook.

### **CAS-SFTS Pathway to the M.A.T.S. or M.Div.**

Undergraduates complete a SFTS Pathway Intention Form by the fifth semester of study (fall of junior year) and file it with the Chair of the Religious Students Department and the SFTS Dean. Upon completion of the form, a SFTS-Pathway advisor is appointed, a SFTS student mentor is assigned, the undergraduate is made a member of the SFTS student assembly, and the undergraduate may begin to take courses for advanced standing credit in SFTS Master's degrees. The undergraduate will be invited to participate in a Preview Day on the SFTS campus. The undergraduate may apply for full admission to SFTS Masters degrees at any time after completing the Intention Form.

## *Doctoral Degree*

### **Doctor of Ministry (D.Min.)**

The Doctor of Ministry degree at SFTS emphasizes a core of personal qualities and skills for ministry and a highly contextualized approach to analysis and problem solving, in a personalized program of study. It requires a total of six

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seminars (3 units each). Additionally, all students are required to take the Dissertation/ Project (D/P) Orientation Seminar, D/P Proposal seminar, and DMin Supervision I and II, and they are required to complete a Dissertation/Project.

Several prerequisites are required for admission into the D.Min. program. These include holding a Master of Divinity degree or equivalent, being ordained or its equivalent, and three years' professional experience in ministry, a complete application, payment of the non-refundable application fee, two personal statements of approximately 250-300 words each, and scholarly writing sample. In addition, one academic reference, one clergy/representative of your religious tradition, and one professional reference is required. English as a Second Language applicants must have a TOEFL score of at least 550 (paper test) or 80 (internet-based test). For IELTS, a minimum score of 6.5 is required.

Application deadlines vary by term. For further information about application deadlines, admissions requirements or application status, please refer to [www.redlands.edu/admissions-and-aid/graduate-and-continuing-education/graduate-school-of-theology/requirements-and-deadlines/](http://www.redlands.edu/admissions-and-aid/graduate-and-continuing-education/graduate-school-of-theology/requirements-and-deadlines/).

Further information about the Office of Admissions, including deadlines, can be found at <https://www.redlands.edu/SFTS-admissions/>. Prospective students will receive information about program offerings, curriculum, admissions requirements, cost, and financial aid where applicable. Admissions counselors are available for assistance during the admissions process.

### *International Students*

San Francisco Theological Seminary is proud to welcome students from around the world into our various programs. If you are applying to SFTS from outside the United States, our admissions office and student services team are prepared to help you have a successful and enriching educational experience at SFTS. Transcripts from outside the US will need to be evaluated by foreign credentials evaluation service organizations, IERF or WES, to determine educational equivalency.

### **TOEFL Exam**

If you wish to apply to one of our master's or doctoral programs and your undergraduate education was not in English, we require that you take the TOEFL and send your score to SFTS. Our institutional code number is 4685. To be considered for admission, you must earn a minimum score of 550 on paper-based test (213 on the computer-based, or 80 internet-based) on the TOEFL.

If you graduated from an institution of collegiate standing outside the United States in which a bachelor's degree is not granted, you may be admitted if you present satisfactory evidence of having completed work comparable to that required for a bachelor's degree in American colleges and universities.

### *Transfer of Credit*

SFTS welcomes transfer students. Generally, two full academic years in residence are required for completing the M.Div. degree at SFTS, or one year for the M.A.T.S.. Thus, a maximum of 24 semester credits normally may be transferred for credit from an incomplete M.Div. or theological studies program at another accredited institution. Under special circumstances and with approval of the Dean, more credit may be transferred if SFTS distribution requirements for the M.Div. have been met through equivalent courses elsewhere. A maximum of six credits may be transferred from other master's level programs, provided the subject matter of the courses is relevant to the M.Div. degree and the credits have not been applied to fulfill the requirements for another degree. Credits earned more than 10 years before matriculation or re-entry into the M.Div. program are generally not accepted.

Any newly admitted student wishing to transfer coursework completed at another institution prior to enrolling at SFTS must present an official transcript to the Office of Admissions prior to matriculating at SFTS. Otherwise, such courses may not be applied toward a SFTS degree. The courses to be transferred must be academic courses in theology or closely related fields. The student must supply documentation about course requirements (e.g., course descriptions and/or syllabi). Academic courses should have a substantial reading list, and substantial written assignments and/or examinations. An evaluation by the Dean determines whether coursework at another institution corresponds with the requirements of an equivalent SFTS

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course, and whether the coursework fulfills the specific requirements of the curriculum. The Dean may request additional information (syllabus or written work) to verify eligibility for transfer.

Current SFTS students who wish to take one or more courses at another institution and transfer the course credits toward their SFTS degree must seek permission from the Dean in writing prior to taking the course(s). An evaluation of previous academic work by the Dean's Office determines advanced placement and exemption from core and distribution requirements. For veterans and persons eligible for VA benefits, the Dean is responsible for conducting this evaluation in order to grant appropriate credit and shorten the duration of the degree program proportionately. The Dean will notify the student and the Registrar accordingly.

Special conditions regarding transfer of credit from or to certificate programs may be indicated among program requirements below.

### Graduate School of Theology 2023-2024 Academic Calendar

#### Theology Fall 2023

August 21 to September 1	General Registration Period for Fall
August 28 to September 1	Orientation Week
September 1	Deadline to Register and/or Receive Approval of Leave of Absence, Program Extension, or Part-Time Status for Fall semester
September 4-15	Late Registration Fall Semester
September 4	Labor Day: Administrative holiday/ Library closed
September 5	Instruction begins for Fall Semester/ GTU begins
September 15	Deadline for Late Registration
September 15	Deadline for Registered Students to Make Changes in Enrollment
September 15	Deadline to Submit Special Reading Course Form
October 2 to October 13	Registration opens for D.Min. and D.A.S.D. January Intersession
October 16 to October 27	Late Registration D.Min. and D.A.S.D. January Intersession
October 16	Intersession starts (D.Min. and D.A.S.D.) (Hybrid Component)
October 23-27	Reading Week
November 6-17	Early Registration for Intersession & Spring Semesters (GTU Master's Programs)
November 23/24	Thanksgiving: GTU Academic and Administrative holiday
December 15	Fall Semester ends at GTU
December 15	Deadline to Submit Petition for Incomplete for Fall Semester Courses
December 25 to January 1	GTU & Redlands Winter Break: Academic, Library, and Administrative Offices Closed.

#### Theology Intersession 2024

January 1	New Year's: Administrative holiday/Library closed
January 2 to January 26	GTU Intersession 2024 (1/8-1/19 D.Min./D.A.S.D. Intensives)
January 5	Deadline to Make up an Incomplete from Fall Semester
January 5	Deadline to Submit Course Grades for Fall Semester
January 15	Martin Luther King, Jr. Day: GTU Academic and Administrative holiday/ GTU Library closed Redlands Armacost Library open as are Redlands administrative offices.
January 16-26	General Registration for Spring Semester
January 26	Deadline to Submit Grades for Removal of Incompletes from Fall Semester
January 26	Final day to Register and/or Receive Approval of Leave of Absence, Program Extension, or Part-Time Status for Spring semester
January 26	Intersession 2024 Ends/Last Day to Submit Petition for an Incomplete

#### Theology Spring 2024

January 29 to February 9	Late Registration for Spring Semester
January 29	Instruction begins for Spring Semester/ GTU begins
February 9	Deadline for Spring 2024 Late Registration

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February 9	Deadline to Submit Special Reading Course Forms
February 9	Deadline for Registered Students to Make Changes in Enrollment
February 16	Deadline to Make up an Incomplete from Intersession 2024
February 16	Deadline to Submit Grades for Intersession 2024 Courses
February 19	Presidents' Day: GTU only - Academic and Administrative holiday SFTS Library closed
March 11	Deadline to Submit Grades for Removal of Incompletes from Intersession 2024 Courses
March 25-29	GTU/UCB Spring Break (library open from 8:30 a.m. to 5 p.m. M-F)
March 29	Good Friday: SFTS Library Closed
March 31	Easter: SFTS Library Closed
April 1 to April 12	Registration for Summer 2024 (for D.Min only)
April 5-15	Early Registration for Fall 2024
April 17 to April 30	Late Registration Summer 2024 (for D.Min only)
May 17	Deadline to Submit Petition for Incomplete from Spring 2024 Courses
May 17	Spring Semester 2024 Ends at GTU
May 18	SFTS Commencement
May 27	Memorial Day: GTU & Redlands Administrative holiday / Libraries closed

### Theology Summer 2024

June 10	Deadline to Make up an Incomplete for Spring 2024 Courses
June 10	Deadline to Submit Grades for Spring 2024
June 19	Juneteenth: GTU Academic and Administrative Offices / Library closed
June 12-July 1	Summer Intensive Class begins (D.Min.)
June 28	Deadline to Submit Grades for removal of Incompletes from Spring 2024
July 1	Summer Intensive Class ends (D.Min.)
July 4	Independence Day Observed: GTU & Redlands Administrative holiday / Libraries closed
July 29	Deadline to Submit Grades for Summer 2024 courses

## San Francisco Theological Seminary Policies

### Official Withdrawal or Leave of Absence

A student who needs or desires to take a Withdrawal (WDL) or take a Leave of Absence (LOA) from the University of Redlands must schedule an appointment with the Dean's Office and complete an exit interview. A WDL or LOA is considered official once the student submits a written request of their intent and the request has been completed and submitted to their Student Services Manager. The request will state the intentions of the student to discontinue the course(s) in which they are registered and the effective date the WDL or LOA will be implemented, which is then recorded by the Registrar's Office.

In order for a student 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 request should include the last date of attendance. The withdrawal is effective the day after the last date of attendance. 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 selection of this Catalog. The student will receive a grade of "W" on their transcript.

The University may administratively withdraw students from courses or programs for non-attendance, final non-payment, or academic actions. The student is responsible for obtaining refunds of tuition and/or charges, which are calculated in accordance with the tuition refund schedule located in the appropriate Tuition and Fees section of this Catalog. The student will receive a grade of "W" on their transcript. If a student is dropped from two courses in a sequence, or three courses within a twelve-month period of matriculation, they may be administratively withdrawn from the program.

During a student's leave of absence, the University maintains all of their 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.

### **Graduation Requirements**

#### **Master's Degrees**

All candidates for degrees to be awarded at commencement in May must declare their intent to graduate by March 15 of the year of graduation. M.Div. and M.A.T.S. candidates do not receive their diplomas until after grades for the final semester have been posted, that is, several weeks after graduation. In order to participate in the commencement exercises, they must have completed or be registered to complete all degree requirements before the end of the final semester, and their accounts with the Seminary must be clear. Graduating seniors may not request extensions of the deadline to complete course requirements beyond the normal grading period. The Graduation Fees for M.Div./M.A.T.S., Diplomas, and Certificates is \$75. For additional information, please refer to the M.Div./M.A.T.S. Student Handbook.

#### **Doctor of Ministry**

All candidates for degrees to be awarded at commencement must complete all degree requirements listed in the D.Min. Student Handbook. Please note that the Advanced Pastoral Studies committee will not evaluate Dissertation/Project manuscripts for May graduation received later than the March committee meeting or revised D/P manuscripts received later than the April committee meeting each year. Official diplomas will not be released until the APS office has received two copies of the final D/P manuscript in accordance with the instructions in the D/P Guide. For additional information, please refer to the D.Min. Student Handbook.

*San Francisco Theological Seminary (SFTS)*

## **Programs of Study**

### **Overview of Master's Degrees**

#### **Master of Divinity (M.Div.)**

A Master of Divinity degree prepares students for Church ordination or to pursue other professional ministries where knowledge of theology and advanced leadership skills are essential. Those ministries include congregational pastor, healthcare and military chaplaincy, campus ministry, spiritual direction, pastoral counseling, not-for-profit work, and other community-based ministries. Unlike some master's programs, the M.Div. combines academic disciplines: Bible studies, theology, history, homiletics, liturgics, counseling, Christian spirituality, and field education. The program fulfills the education requirements of most major denominations. Core M.Div. courses are taught in San Anselmo, but many elective and upper-level courses are offered in Berkeley at other GTU schools.

#### **Master of Arts in Theological Studies (M.A.T.S.)**

The Master of Arts in Theological Studies (M.A.T.S.) fosters development of theological understanding as part of intellectual, professional, and spiritual growth. The M.A.T.S. is a general academic degree, providing balanced exposure to the range theological disciplines while allowing for focus on an area of interest.

#### **Pathway Program from the Bachelor of Arts (B.A.) to Master of Arts in Theological Studies (M.A.T.S.) or Master of Divinity (M.Div.) Degrees**

CAS undergraduates may enroll in the CAS to SFTS Pathway program as a junior to reduce time to completion of the Master of Arts in Theological Studies or the Master of Divinity degrees by one year.

#### **Certificate in Theological Studies (C.T.S.)**

The Certificate in Theological Studies (C.T.S.) fosters development of theological understanding as part of intellectual, professional, and spiritual growth. This certificate program of four Master's level courses provides a balanced exposure to the disciplines of history, scripture, and theology. It is ideal for those looking to enrich personal or professional development through theological education.

## Overview of Program in Christian Spirituality

### Diploma in the Art of Spiritual Direction (D.A.S.D.)

The Diploma in the Art of Spiritual Direction is a unique combination of academic rigor and spiritual formation. Each session combines study, spiritual practice, quiet, and community. The D.A.S.D. has a strong emphasis on supervised practicums and contributes to high quality skill sets. Graduates of the program have provided national and international leadership as spiritual directors and supervisors of spiritual direction. Applicants typically have a Bachelor's or higher academic degree and some background in spiritual or theological studies.

### Certificate in Spiritual Direction and Formation (C.A.S.D.F.)

The Certificate in Spiritual Direction and Formation also focuses on training in spiritual direction and emphasizes the importance of supervised practice. It, too, is based in the art of contemplative listening and is open to people with a wide range of interests. The C.S.D.F. may also attract people interested in a focus on spiritual formation rather than direction. Both the Certificate and Diploma include spiritual practice and hospitality to difference as foundational to spiritual direction. Study, reading, and practice in community provide a rhythm which encourages rootedness in spiritual discipline, even as one trains in the arts of listening, discernment, and basic knowledge of spiritual direction.

## Overview of Advanced Pastoral Studies (APS)

### DOCTORAL DEGREE

#### Doctor of Ministry (D.Min.)

The Doctor of Ministry is a graduate professional theological degree, usually undertaken after the completion of a Master of Divinity (M.Div.), or equivalent, and at least three years in professional ministry. It gives religious professionals the opportunity to sharpen their pastoral skills and to do specialized work in an area that will strengthen their ministry. In contrast to a Ph.D., the D.Min. is a practical rather than an academic research degree. The curriculum focuses on contextual, interdisciplinary study, research and innovation in the practice of ministry. The heart of each student's research is their project—designed and implemented in their own context of ministry.

### Overview of The Shaw Chaplaincy Institute (SCI)

The Shaw Chaplaincy Institute offers innovative academic programs that advance spiritual care knowledge and skill while engaged in caring activity with persons, families, community, organizations and society. SCI has set out to improve the quality of spiritual care provided through all aspects of trans-professional service, where transformative education supports the development of chaplains, compassionate leaders, and caring activists. SCI students develop competencies in interdisciplinary, interfaith, and cross-cultural spiritual care through education and collaboration, who in turn will enable organizations to achieve missions that encompass physical, emotional, ecological, intellectual, and social wellbeing for persons and communities.

### Clinical Pastoral Education (CPE)

This program is offered for pastors, religious professionals, theology students, and qualified laypersons who seek further development of their pastoral skills. In this exciting type of graduate-level education, students learn how to integrate knowledge from theological, psychological, and social science disciplines into the practice of pastoral ministry.

### Certificate in Trauma and Spiritual Care (C.T.S.C.)

The Certificate in Trauma and Spiritual Care provides working professionals in both clinical and pastoral settings with the skills needed to adequately care for and help people during life's most difficult situations. Focusing on the spiritual understandings of trauma and healing, this intensive program combines crisis intervention training and trauma counseling education to give caregivers a comprehensive set of skills to help trauma survivors recover from their experiences. The certificate is entirely online.



## Program Requirements and Courses

### *Master of Divinity (M.Div.) Requirements*

The M.Div. degree program consists of six semesters of course work or the equivalent and field education. The normal full-time course load is four, 3-unit courses or 12 units per semester. Up to eight courses may be taken online for credit toward the degree. A total of 72 semester units of credit and competence in one biblical language are required for the degree. An approved internship or field education experience and a senior sermon are also required. The required units of core courses and electives are distributed among various disciplines.

### **Biblical Language**

Reading knowledge of one biblical language, Greek or Hebrew, is required for the SFTS M.Div. degree. The Presbyterian Church (U.S.A.) requires competence in both languages for ordination.

### **Courses**

#### *BIBLICAL STUDIES*

- *INTRODUCTION TO OT, OT-1070 OR OT-8107 (3 CREDITS)*
- *OLD TESTAMENT II, OT-2142 OR ANY 3-CREDIT COURSE DESIGNATED OT-2000 OR HIGHER AND NOT OTHERWISE REQUIRED IN SECTION A.*
- *NEW TESTAMENT INTRODUCTION: PAUL, NT-1001 OR NT-8105 (3 CREDITS)*
- *NT INTRODUCTION: GOSPELS, NT-1014 OR NT-8114 (3 CREDITS)*
- *EXEGESIS REQUIREMENT: M.DIV STUDENTS MUST TAKE ONE, HEBREW EXEGESIS AND/OR NEW TESTAMENT EXEGESIS, OT-2270 &/OR NT-2000 (3 CREDITS). Note that some denominations (e.g., the PCUSA) may require a second biblical language and a second exegesis course, beyond the one required by the curriculum*
- *LANGUAGE REQUIREMENT: M.DIV STUDENTS MUST 6 CREDITS OF ONE LANGUAGE, ELEMENTARY BIBLICAL HEBREW I and II (BS-1127, BS-1128) OR NT GREEK I & II (BS 1020, BS 1021). (6 CREDITS)*

#### *HISTORY AND THEOLOGY*

- *HISTORY I, HS-1080 OR HS-8010 (3 CREDITS)*
- *HISTORY II OR AFRICAN-AMERICAN RELIGIOUS HISTORY, HS-1081 OR HS-8181 OR HS-8130 (3 CREDITS)*
- *SYSTEMATIC THEOLOGY I, ST-1084 OR ST-8108 (3 CREDITS)*
- *SYSTEMATIC THEOLOGY II, ST-1085 OR ST-8109 (3 CREDITS)*
- *A 3-CREDIT COURSE IN ETHICS OR PUBLIC RELIGION (I.E. A COURSE WITH A CE DESIGNATION, SUCH AS CE-2011, CE-2501, CE-2505, CE-8130) (3 CREDITS)*

#### *MINISTRY AND SPIRITUALITY*

- *ORIENTATION TO THEOLOGICAL EDUCATION, SP-1500 OR SP-8150 (1.5 Credits)*
- *SPIRITUAL FORMATION FOR MINISTRY I, SP-4900 OR SP-8190*
- *SENIOR SPIRITUALITY CAPSTONE, SP-4050 (1.5 Credits)*
- *SPIRITUAL FORMATION FOR MINISTRY II, SP-4901 (1.5 Credits)*
- *REFORMED WORSHIP OR VITAL WORSHIP, LSFT-2525 OR FT-2172 (3 Credits)*
- *INTRODUCTION TO PREACHING, HM-1001 OR HM-8101 (3 Credits)*
- *INTRODUCTION TO PASTORAL CARE, PS-1014 (3 Credits)*

#### *INTERDISCIPLINARY STUDIES*

- *A COMBINATION OF TWO OR THREE COURSES FOR 4.5 CREDITS INTEGRATING PERSPECTIVES FROM NATURAL AND SOCIAL SCIENCES, CULTURAL AND RELIGIOUS COMPLEXITY, OR SPIRITUAL PLURALISM .*

#### *FIELD EDUCATION*

- *PLAN A: CLINICAL PASTORAL EDUCATION, PS-2061*
- *PLAN B: INTERNSHIP IN A CONGREGATION, NONPROFIT, OR OTHER APPROVED INTERNSHIP SETTING, FE-4011*

#### *SENIOR SERMON*

#### *ELECTIVES*

- *The remainder of credits will consist of electives*

### Field Education

As an M.Div. student, Field Education will be an important component of your M.Div. degree program. You must complete one internship or one unit of Clinical Pastoral Education to meet your minimum field education requirement. However, you may wish to pursue a more robust field education plan, combining multiple field education experiences.

Please refer to the M.Div Field education webpage for up to date information regarding [Designing your field education plan](#). SFTS's unique field education program is one of many ways the Seminary supports well-rounded preparation for ministry. All M.Div. candidates, regardless of their previous experience or their status in an ordination process or prior ministry experience, are required to participate in some form of supervised practice of ministry as part of their degree program. Through their field education, students engage in service learning in various ministry settings to fit their denominational requirements and vocational objectives. The purpose of field education is to foster growth in the understanding and practice of ministry.

To achieve this growth, students, in consultation with the SFTS staff and their ordaining body, may craft their field education program by choosing between two field education plans. Prior to beginning a search for any field education site, whether that site be in a Clinical Pastoral Education program, a congregation, or another ministry setting, students must seek authorization from the Director of Field Education who will determine if a student may begin one's field education. Students must complete at least one year (24 credits) of M.Div. coursework before beginning their field education, and in some cases, students may be required to do additional coursework or meet other requirements before seeking placement.

#### Field Education Plan A: Clinical Pastoral Education

Please refer to the M.Div Field Education webpage for up to date information regarding [Designing your field education plan](#). Students may meet their minimum SFTS field education requirement by successfully completing one credit of Clinical Pastoral Education (CPE) at a Center accredited by the Association for Clinical Pastoral Education (ACPE). One unit of CPE requires 400 hours of training: approximately 300 hours of fieldwork and 100 hours of critical reflection through writing assignments, individual supervision, and peer group work.

Students completing a unit of CPE through San Francisco Theological Seminary's Clinical Pastoral Education program may apply this completed unit to their field education requirement, as long as this unit is not being applied to a Pastoral Care/Chaplaincy Concentration. This community-based program allows students to fulfill their clinical hours in a hospital, hospice, congregation, street ministry, or other nontraditional CPE setting. It requires a weekly time commitment of approximately 23 hours of fieldwork and several hours of supervised critical reflection over four months. Any student wishing to complete one's CPE unit in the SFTS program must apply and be admitted to the program according to the program's standard policies and processes. Placement is not guaranteed based on the student's status in the M.Div. program.

A student may also complete one unit of CPE through another accredited CPE site. Many CPE sites offer a three-month, full-time CPE internship, and a few sites offer part-time extended units that could run concurrently with seminary coursework. A complete list of accredited programs may be found at <https://www.acpe.edu>.

#### Field Education Plan B: Internship

Rather than completing a unit of CPE, students may meet their minimum SFTS field education requirement by successfully completing an internship in a congregation, nonprofit, or other approved internship setting. In addition to their fieldwork, SFTS interns will be required to engage in critical theological reflection throughout their internship. Specific terms and learning goals for any internship placement must be negotiated with the internship site and approved by SFTS field education staff before an internship may begin.

Students may complete a nine-month, part-time internship that runs concurrently with seminary coursework. Students must spend a minimum of 10 hours a week at their internship site and work under the guidance of an approved internship supervisor.

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Alternatively, students may complete a three-month, full-time internship (40 hours a week) that does not overlap with coursework. Such an internship would likely be completed during a summer, but a student consolidating coursework into fewer than six semesters may complete a full-time internship at another time in the year. Full-time interns who do not have access to a peer group during the summer will work with SFTS field education staff to design a plan for supervised critical reflection.

Note that in many cases, the minimum requirement to complete the M.Div. will not satisfy the field education expectations of ordaining bodies, and therefore students are advised to consult with their ordaining body prior to beginning their search for a field education site.

Students who wish to focus on full-time internship may extend the program to three-and-a-half or four years. Full-time internships do not have any tuition charges. Part-time students may arrange to take time off from study for full-time internship.

Before embarking on an internship, students must also meet the following conditions:

- Completion of at least 24 credits of core courses
- If seeking ordination, acceptance under care of presbytery (as an inquirer or candidate) or the equivalent ordaining body in the student's denomination

After obtaining approval to seek an internship, students may proceed with:

- Consultation with the Field Education department staff and the appropriate denominational body (e.g., Committee on Preparation for Ministry (CPM))
- Acceptance by an approved field placement site.

Information, policies, guidelines, and forms pertaining to the fulfillment of this requirement are found on the SFTS [website](#).

### Concentrations

Students may choose their electives to focus their M.Div. studies on a particular area of theology or ministry. Such concentrations may be created by students individually with the approval of the faculty advisor, or they may follow one of several patterns designed by the faculty.

The regularly constituted concentrations described below also bring students and faculty together for special lectures, discussions, and other activities beyond the required course work in the area.

### Chaplaincy/Pastoral Care Concentration

The Master of Divinity with a Chaplaincy/Pastoral Care Concentration prepares students for work in formal chaplaincy settings and congregational settings. This concentration allows students to focus attention on developing competencies in the provision of pastoral care. Students must work with their denominational ordination or endorsement process during matriculation to be sure that the M.Div. with a Chaplaincy/Pastoral Care Concentration also meets denominational ordination or endorsement requirements.

Over six semesters, students concentrating in Chaplaincy/Pastoral Care participate in the continuing development of:

- Critical theological reflection in relationship to care-giving encounters.
- Self-awareness as pastor, person, and administrator/manager.
- Theoretical understanding of organizational structures, group process, and family dynamics.
- The application of concepts related to the behavioral and social sciences to "living human documents."
- Service-focused social engagement.

In the process of fulfilling the SFTS unit total and distribution requirements for the M.Div. degree, students in the C/PC Concentration are asked to include a total of twelve (12) semester credits of the following, which also count as electives:

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- GTU or SFTS (preferred) Advanced Pastoral Counseling course, that is, a course with a course designation of PS 4000 (online PS 8400) or higher (3)
- GTU (preferred) or UCB Advanced Sociology or Cultural Anthropology course, that is, a GTU course with a designation of RS 4000 (online RS 8400) or higher, or a UCB course with a designation of SOCIOL 200 or ANTHRO 200 or higher (approved by advisor with consent of CPE Chair) (3)
- SP 2527 Spiritual Life and Leadership (1.5 credits)
  - SP 3502 Contemplative Listening 1.5 credits (preferred)  
**OR**
  - SP-2685 Discernment: Systems  
**OR**
  - SP-2499 The Art of Discernment
- C/PC Concentration Requirements (1 unit each for a total of 5 credits):
  - o ACPE CPE Application and Interview Preparation
  - o Critical Theological Reflection
  - o Engaging Organizational Structures, Group Processes and Family Dynamics
  - o Critical Self-Reflection
  - o Pastoral Care Service Project
  - o Pastor as Administrator & Manager (elective)
  - o Association of Professional Chaplains Application Preparation (elective)
- In addition, at least 2 Units of ACPE- accredited CPE (4 units preferred). Note that CPE credits do not count toward the 72 academic credits required for the M.Div. degree.

Students should be aware that acceptance into a CPE program is based on that center's application and interview process. SFTS cannot guarantee acceptance into a CPE program. The C/PC Concentration at SFTS offers a class to help students prepare for the CPE application and interview process.

### Spirituality Concentration

M.Div. students interested in a concentration in spirituality will explore some of the depth and breadth of the Christian and world spiritual traditions: medieval mystics, contemplative theologians, Native American novelists, civil rights mothers and fathers, interfaith studies. They will take academic courses as well as practice courses. They will study classical texts as well as music, poetry, nature. By learning more about how rich and diverse Christian spirituality is, students develop tools not only to critique their experience but more importantly to find a home in Christianity as they come to learn how sustaining and expansive Christian faith has been in times and places all over the world. This concentration allows students to deepen their understanding of the links between spiritual practice and social justice, as well as to encounter spiritual friends in other religious traditions. It models ways to combine spiritual practice with academic study. Through this concentration, students will deepen their faith through academic study and focused practice.

#### Concentration Requirements

- A minimum of 3 semesters of SP 2527. These 1.5 credit hour classes emphasize practice and rotate through several topics such as contemplative listening, *lectio divina*, comparative contemplative practices, spirituality and social justice, and discernment.
- 9 credit hours of spirituality courses at SFTS or any GTU school, that is, any courses with a course number beginning SP.
- A self-designed capstone project combining service, formation, and/or leadership.

Students are invited (but not required) to participate in the retreats, certificate, or diploma offered through the Spirituality Program.

The Program in Christian Spirituality offers two pathways for completion of courses in spirituality: a Diploma in the Art of Spiritual Direction (D.A.S.D.) and a Certificate in Spiritual Direction and Formation (C.S.D.F.). The D.A.S.D. and C.S.D.F. programs, which are offered in the January intersession, bring pastors and lay people to campus to be trained as spiritual

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directors and to deepen their understanding of spirituality and spiritual practices. M.Div. and other master's students may pursue this qualification concurrently with their degree studies.

### **Biblical Studies Concentration**

Concentrators must have elementary knowledge of both biblical languages and do intermediate work in at least one. They take nine credits (three courses) in biblical studies with a course number of BS 3000 or higher or BS 8300 or higher, in addition to the core biblical studies requirements and write a final capstone essay of grade A quality, which may be built on a course paper or on a topic in biblical studies and/or biblical hermeneutics approved by the student's advisor.

### **History / Theology Concentration**

A concentration in history or theology allows students to focus attention on some area or problem within these fields—for example, contemporary Reformed theology, the history of the Reformed tradition, Christian social ethics, theology and natural science, ecumenical theology, third world theologies, Christianity in the African Diaspora—or to do course work in these areas of study. Concentrators take nine credits (three courses) in either history or theology beyond the core requirements (that is, courses with a course number of HS 3000 or higher or HS 8300 or higher) and write a final capstone essay, which may be built on a course paper or on a topic in history, theology, or ethics approved by the student's advisor. The centers and programs of the GTU, the largest and most diverse partnership of seminaries and graduate schools in the United States, offer other possibilities for concentrations: for example, in Black Church/Africana Religious Studies; Asian Theologies, Religions, and Cultures; or Women's Studies in Religion.

### *Joint MA/M.Div.*

The Graduate Theological Union, of which SFTS is a founding member, offers a Master of Arts degree in various disciplines supported by the member schools' faculties. Both the academic MA and the professional M.Div. may be pursued concurrently at SFTS through a joint degree program. SFTS administers the M.Div. program, while the MA is governed by the policies of the GTU Common MA program. The Joint M.Div./GTU MA programs involve application to and matriculation through two (2) separate programs, and successful completion results in two (2) separate degrees.

M.Div. students wishing to enroll in the joint program must apply to the MA Program through the GTU Admissions Office. The student may apply at any time but will only be converted into an active MA student once they have completed the requirements of the M.Div. (including internship) and graduate from that program. A new student may apply to both programs at the same time, then defer the MA Program for up to two years while working on the M.Div.

Matriculation in the Joint MA/M.Div. program can only be done sequentially (first the M.Div. and then the MA). **However, a student must apply and be admitted to the second program the year before completing the requirements of the first.** All coursework specific to the M.Div. must be completed prior to the final year, which should be dedicated exclusively to the MA.

To make sure that the requirements of both programs are completed, the student is encouraged to talk to their advisor and the GTU Associate Dean of Students as soon as possible to plan the coursework from the M.Div. that is pertinent to the MA as well as plan the coursework and thesis writing for the final year.

### *Master of Arts in Theological Studies (M.A.T.S.) Requirements*

The M.A.T.S. requires a total of 48 credits, usually taken in 16 courses. 27 credits are to be distributed evenly among the three major theological disciplines of the SFTS M.Div. curriculum (Biblical studies, History/Theology, Ministry/Spirituality) and the remaining 21 credits will be used to provide more depth in an area of particular interest.

M.A.T.S. students also write a substantial paper under the guidance of a faculty advisor—either for an upper-level course or as an independent project—as the culminating experience of the program.

### *BIBLICAL STUDIES: 9 credits from these courses*

- INTRODUCTION TO OT, OT-1070 OR OT-8107 (3 CREDITS)

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- OLD TESTAMENT II, OT-2142 OR ANY 3-CREDIT COURSE DESIGNATED OT-2000 OR HIGHER AND NOT OTHERWISE REQUIRED IN SECTION A.
- NEW TESTAMENT INTRODUCTION: PAUL, NT-1001 OR NT-8105 (3 CREDITS)
- NT INTRODUCTION: GOSPELS, NT-1014 OR NT-8114 (3 CREDITS)

HISTORY AND THEOLOGY: 9 credits from these courses

- HISTORY I, HS-1080 OR HS-8010 (3 CREDITS)
- HISTORY II OR AFRICAN-AMERICAN RELIGIOUS HISTORY, HS-1081 OR HS-8181 OR HS-8130 (3 CREDITS)
- SYSTEMATIC THEOLOGY I, ST-1084 OR ST-8108 (3 CREDITS)
- SYSTEMATIC THEOLOGY II, ST-1085 OR ST-8109 (3 CREDITS)
- A 3-CREDIT COURSE IN ETHICS OR PUBLIC RELIGION (I.E. A COURSE WITH A CE DESIGNATION, SUCH AS CE-2011, CE-2501, CE-2505, CE-8130) (3 CREDITS)

MINISTRY AND SPIRITUALITY: 9 credits from these courses

- ORIENTATION TO THEOLOGICAL EDUCATION, SP-1500 OR SP-8150 (1.5 Credits)
- SPIRITUAL FORMATION FOR MINISTRY I, SP-4900 OR SP-8190
- SENIOR SPIRITUALITY CAPSTONE, SP-4050 (1.5 Credits)
- SPIRITUAL FORMATION FOR MINISTRY II, SP-4901 (1.5 Credits)
- REFORMED WORSHIP OR VITAL WORSHIP, LSFT-2525 OR FT-2172 (3 Credits)
- INTRODUCTION TO PREACHING, HM-1001 OR HM-8101 (3 Credits)
- INTRODUCTION TO PASTORAL CARE, PS-1014 (3 Credits)

CONCLUDING EXERCISE

- MA-4090: M.A.T.S. THESIS WORK This course is used to reflect work in progress for the M.A.T.S. paper requirement for graduation. See the registrar to be enrolled in this course. [Faculty Consent required]
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- MA-5000: IN THESIS

*Pathway from B.A. to M.A.T.S. or M.Div. Requirements*

### **Pathway Program from the Bachelor of Arts (BA) to Master of Arts in Theological Studies (M.A.T.S.) or Master of Divinity (M.Div.) Degrees**

To be eligible for a one-year M.A.T.S. degree, the student must complete the equivalent 32 units of CAS credits (24 units of SFTS graduate credit), from the courses designated below, distributed in any way between the categories of Biblical Studies; History, Theology, and Ethics; and Ministry and Spirituality.

To be eligible for one year of advanced standing in the M.Div. degree, the student must complete the equivalent of 32 units of CAS credits (24 units of SFTS graduate credit), choosing from the courses designated below. The student should consult with the SFTS faculty advisor (see below) or SFTS Dean's office to be sure chosen courses fulfill requirements for the M.Div. degree. After graduating CAS with the BA, the student enters the SFTS.

**Pathway Admission.** Undergraduates complete a SFTS Pathway Intention Form by the fifth semester of study or fall of junior year and file it with the Chair of the Religious Students Department and the SFTS Dean's Office. Upon completion of the form, a SFTS-Pathway advisor is appointed, a SFTS student mentor is assigned, the undergraduate is made a member of the SFTS student assembly, and the undergraduate may begin to take courses for advanced standing credit in SFTS Masters degrees. The undergraduate will be invited to participate in a Preview Day on the SFTS campus. The undergraduate may apply for full admission to SFTS Masters degrees at any time after completing the Intention Form. The undergraduate may take up to the equivalent of 32 units of undergraduate credit or 24 units of SFTS graduate credit from the courses noted below. The pathway student will have full access to SFTS scholarships and financial aid.

**Advising.** A SFTS faculty member will serve as advisor to Pathway undergraduates in collaboration with the student's Religious Studies faculty advisor. Undergraduates should consult frequently with the SFTS faculty advisor or the SFTS assistant dean to assure that courses chosen fulfill stated requirements.

Pathway Course Requirements

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32 credits from these graduate sections of courses in the College of Arts and Sciences at Redlands [number in brackets refers to the course number of the undergraduate section]

### *Biblical Studies*

- OTBS- 1100 [REL 307] Old Testament/Hebrew Literature
- NT-1613 [REL 206] The Other Jesus<sup>1</sup>
- NT-1310 [REL 308] Christian Scriptures [title already used by another GTU school, best to change, when the course is actually scheduled]
- BS 1137 and BS 1138 [REL 241] Ancient/Biblical Hebrew (take 2 course sequence, 2 credits each)
- BS 1016 and BS 1017 [REL 242] Hellenistic Greek (take 2 course sequence, 2 credits each)

### *History, Theology, and Ethics*

- RS-1560 [REL 208] Global Christianities
- HS-1900 [REL 131] American Religious History
- HS-8130 [REL 252] African-American Religion and Spirituality
- RSCE-3200 [REL 120] Religion and Ethics
- RSCE-3210 [REL 122] Religion and Ecology: Environmental Ethics
- HR-1641 [REL 126] Asian Religions in Southern California
- HR-1902 [REL 145] Introduction to Islam
- HR-1940 [REL 165] Islam in America
- RS-4173 [REL 189] Religion and Popular Culture
- PSRS-4499 [REL 199] Cults and Sects: The History of New Religious Movements in America
- RS-4203 [REL 255] Gender in Islam
- HR-1646 [REL 232] Hinduism(s)
- HR-1636 [REL 233] Buddhisms
- HS-4081 [REL 251] Women, Sexuality and Western Religion

### *Ministry and Spirituality*

- PS-4012 [REL 250] Compassion
- SPRS-2410 [REL 245] LGBTQ Spiritual Journeys, Religious Controversies
- SP-4480 [REL 323] Mysticism
- PS-1155 [REL 358] Psychology and Religion
- HS-2541 [REST 242] Southern California Indian Relations with the Land

OR 24 credits from any of these Graduate School of Theology courses

### *Biblical Studies*

- OT-1070 or OT-8107 Introduction to the OT
- NT-1014 or NT-8114 NT Introduction: Gospels
- NT-2000 New Testament Exegesis
- BS-1120 Basic Hebrew I
- BS-1002 Basic Greek I
- BS-1121 Basic Hebrew II
- BS-1003 Basic Greek II

### *History, Theology, and Ethics*

- HS-1080 or HS-8010 History 1
- HS-1081 or HS-8181 History 2
- ST-1084 or ST-8108 Theology 1
- ST-1085 or ST-8109 Theology 2

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<sup>1</sup> Pathway students who use this course are required to take an upper-level elective in any aspect of Pauline studies at SFTS or the GTU.

*Ministry and Spirituality*

SP-1500 Orientation to Theo Ed  
SP-4900 Spiritual Formation for Ministry 1  
PS-1014 Intro to Pastoral Care

*M.Div. and M.A.T.S. Course Descriptions*

(required courses only; electives are noted in the course catalogue of the Graduate Theological Union)

**OT 1070 Introduction to the Old Testament**

This course offers a critical introduction to the Old Testament/Hebrew Bible wherein students will learn about the various contexts in which the literature, histories and ideologies of Scripture evolved. The processes from original, oral transmission of prose and poetry to the formation of canonical books will be investigated. Different streams of tradition (theologies) within the text will be interrogated. Students will be challenged to read aspects of the Hebrew Bible through a variety of hermeneutical lenses.

**NT 1014 New Testament Introduction: Gospels**

This course is a general introduction to the canonical and apocryphal Gospels and Acts in early Christian literature. Major methodological issues in contemporary Gospel scholarship will be introduced first. Then, each text of the Gospels and Acts will be interpreted in terms of its literary characteristics, socio-historical background and theological ideas. Contemporary issues of reading the gospels in the 21st century postmodern global world will also be discussed.

**NT 1001 Introduction to New Testament: Paul**

This course is an examination of Paul's life, letters, and theology, as well as of the deutero-Pauline letters and theology. Debated today, e.g., are Paul's relationship to Jesus, more broadly his relationship to contemporary Judaism(s), whether justification by faith is the center of his theology, his attitude to women's leadership in the congregations, what Paul meant by advising slaves to remain in their "call," his relationship to Roman imperialism, and how the deutero-Pauline epistles (re)interpret Paul's theology and ecclesiology. This introduction to Pauline letters will also include practicing exegesis, as well as increasing awareness of Judeo/Greco/Roman culture, religion, and society, e.g., of the houses in which Pauline congregations lived and worshipped. The course is partly taught as a "flipped classroom." A flipped classroom is a form of blended learning in which students learn content online by

watching video lectures, and in tutorials with teacher-student discussion.

**OT 2270 Old Testament Exegesis**

This course reads and interprets texts from the Hebrew Bible, using the Hebrew text (and relevant grammars, lexical aids, etc.) and applying contemporary critical methods suitable to the interpretation of these texts in academic and professional contexts. The course requires the prerequisite equivalent of a year of biblical Hebrew instruction.

**NT 2000 New Testament Exegesis**

This is an introduction to major hermeneutical theories from Romanticism to postmodernity and the standard exegetical methods currently practiced in New Testament interpretation. Theoretical discussion will be followed by interpretation of selected passages from various parts of the New Testament. Due attention will be given to the ordination exam of the PCUSA, while the course aims at wider applicability. Lecture and discussion. Final exegesis paper. Elementary Greek.

**HS 1080 History I**

CHRISTIANITY FROM JEWISH SECT TO COLONIAL CHURCHES This course is an introduction to the history of Christianity and historical theology from the second to the seventeenth centuries. During this time, Christianity developed the main features of what is today the world's largest religion. Along the way, Christianity was transformed again and again as it adapted to vastly different, changing cultural and social environments.

**HS 1081 History II**

CHRISTIANITY FROM COLONIAL CHURCHES TO GLOBAL RELIGION This course is an introduction to the history of Christianity from the Sixteenth century to the present. During this time, Christianity became the largest religion in the world. Along the way, it was transformed again and again as it adapted to vastly different, changing cultural, social, and political environments. Topics will include the roles of Christian churches in European colonialism, the impact of expanding cultural networks across the globe on religious knowledge, cultural



hybridization; Christianity and the rise of nation-states; the conflict of religion and science; the role of Christianity in slavery and in anti-slavery, suffrage, fascist, and labor movements; the rise and fall of American denominations; and the competition of orthodox and pluralistic theologies. Lectures, readings in primary sources, discussions. Midterm and final examinations (term papers may be substituted).

#### **ST 1084 Systematic Theology I**

The first semester of a two-semester introduction to Christian theology. Beginning with the meaning of religious faith, we move into the method question of the relation between divine revelation and the authority of scripture, human reason and experience. From there, we investigate the meaning of God using ancient and contemporary Trinitarian theology, Reformed theologian John Calvin, feminist theologian Elizabeth Johnson, and Latin American theologian Gustavo Gutierrez. We conclude with differing understandings of creation, and God's relationship to human suffering. Three exams (with option of substituting papers for exams). This course is the prerequisite for ST 1085, Systematic Theology II. Auditors with Faculty permission.

#### **ST 1085 Systematic Theology II**

This course is the second semester of a two-semester introduction to Christian theology. The purpose is to help the student gain a basic knowledge of the principal topics of the theology of the universal Church, especially as these topics are understood in the Reformed tradition and in conversation with feminist and other contemporary theologies. Beginning with the doctrine of humanity, we look at our original goodness and our fall into relational forms of sin as pride, despair and denial. Next, we look at the person and work of Jesus Christ, from a variety of perspectives. We look deeply at the meaning of our being "saved by grace through faith alone," and the roles of the divine Spirit and human spirit in bringing about our healing. We conclude with the nature of the Christian spiritual life, including sanctification and vocation, the Church and its mission in the world and sacraments.

#### **CE 2011 Contemporary Theory in Ethics**

A foundational course in Christian social ethics from the perspective of several twentieth century moral theologians. The focus of the reading is ethical method, so this course fulfills the SFTS requirement for ethics. We will pay attention to recurrent themes and issues, love, forgiveness and justice, non-violence, coercion, and violence, universal validity of principles and cultural relativism. The second half of the semester will

investigate the value of human rights theory (an instance of universal moral norms) through the lens of Native American history, theology and ethics. Auditors with faculty permission.

#### **SP 1500 Orientation to Theological Education**

This course is required of entering M.Div. students. It will be conducted in seminar style, encouraging active discussion. We will explore disciplines of theological education as well as spiritual practices students might encounter. We will practice reading and writing strategies for different academic genres, discuss study skills, and explore religious writings from non-dominant perspectives.

#### **SP 4900 Spiritual Formation for Ministry I**

This class is a required course to be taken in conjunction with SP 1500. It will introduce students to the concept of spiritual formation and why personal spiritual practice is an important component of ministry. Students will learn the theory and practice of several exemplary spiritual disciplines such as centering prayer, chant and yoga. In addition to short response papers, participation, and prompt arrival to class, student will complete a final paper and project at the end of the course.

#### **SP 4050 Senior Capstone Seminar**

This class is required of graduating M.Div. students and will provide an opportunity for students to work on a culminating paper to reflect on their learning at SFTS and their hopes for ministry. The class will also provide an opportunity for students to consider spiritual practices that may be important as they enter active ministry whatever form that takes. The class will be seminar style. Evaluation: preparation for and attendance in each class; 10-15 page term paper

#### **SP 4901 Spiritual Formation for Ministry II**

This class is a required course to be taken in conjunction with SP 4050. It will deepen students' exploration of personal spiritual practice as an important component of ministry. Students will learn the theory and practice of several approaches to spiritual practice such as meditation with nature and scripture and praying with the body. In addition to short response papers, participation, and prompt arrival to class, students will complete a final paper and project at the end of the course.

#### **HM 1001 Introduction to Preaching**

Introduction to the composition and delivery of sermons with attention given to hermeneutical and theological issues. Examination of selected homiletical models.

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Practice preaching. Instructor and class critique. Sermon recording option. SFTS core course.

### **PS 1014 Introduction to Pastoral Care**

This introductory course is designed to introduce students to the basic concepts, theories, dynamics, issues and skills necessary for effective pastoral care and counseling. It will examine the primary modes of pastoral care, including visitation, counseling, rituals, spiritual guidance. This class will explore how pastoral care is distinguished from and yet interfaces with the ministries of preaching, education, evangelism, text, music, and social justice. This course will teach both theory and the skills of pastoral care.

### **LSFT 2525 Reformed Worship**

This course is designed to introduce students to the nature and practice of worship and the sacraments in the Reformed Tradition. Worship and the sacraments of Baptism and the Lord's Supper are studied biblically, historically, and theologically, as well as in contemporary settings. Worship and pastoral issues attendant to the celebration of weddings and funerals are examined. Skills

**Additional courses are noted in the course catalogue of the [Graduate Theological Union](#)**

necessary to leading worship effectively are rehearsed. Preparation for the PC (USA) Ordination Exams included in lectures and discussion materials.

### **FT 2172 Vital Worship in the 21<sup>st</sup> Century**

Worship is the portal through which visitors find a spiritual home, members grow to greater discipleship and the whole congregation is inspired to "go and do likewise" in the world. The need is great for vital worship at the epicenter of congregational life. This course will explore the theology, history and ritual study of worship, excellence of practice in sensory-rich communication and intentional preparation needed by leaders of the 21st century church for worship that revitalizes congregations.

### **Interdisciplinary Studies**

Each semester students may choose from one or more elective courses which offer an interdisciplinary approach. A total of three such courses are required.

### *Certificate in Theological Studies (C.T.S.)*

The Certificate in Theological Studies (C.T.S.) fosters development of theological understanding as part of educational, professional, and spiritual growth. This four-course certificate program provides a balanced exposure to the disciplines of church history, biblical studies, and systematic theology. It is ideal for those looking to enrich personal or professional development through theological education.

Students choose four (4) courses (3 credits each/12 credits total) from church history, biblical studies, and systematic theology. Depending on the semester, students choose four (4) courses from the following eight (8) courses:

#### *Church History options:*

HS-1080 History I (3)  
HS-1081 History II (3)

#### *Biblical Studies options:*

NT-1001 NT Introduction: Paul (3)  
NT-1014 NT Introduction: Gospels (3)  
OT 1070 Introduction to the OT (3)  
OT Elective

#### *Systematic Theology options:*

ST-1084 Systematic Theology I (3)

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ST-1085 Systematic Theology II (3)

### *Transfer of Credits*

Credits from CTS courses can be applied as credit toward the M.A.T.S. or M.Div. degrees, upon successful admission into the degree program.

### *No-Credit Alternative*

Through the School of Continuing Studies (SCS) the SFTS will provide a non-credit bearing version of the program for students with limited budgets. Courses will be \$425/credit or \$1,275 per course.

### *Program in Christian Spirituality*

The program in Christian Spirituality is designed for ministers, pastors, and others seeking professional development, continuing education, and spiritual growth, built upon values of spirituality and social justice. Certificate programs include the Diploma in the Art of Spiritual Direction (D.A.S.D.) and the Certificate in Spiritual Direction and Formation (C.S.D.F.).

### *Diploma in the Art of Spiritual Direction (D.A.S.D.) and Certificate in Spiritual Direction and Formation (C.S.D.F.)*

People interested in training in spiritual direction can choose to obtain either a diploma or a Certificate in Spiritual Direction and Formation. The coursework is identical, but diploma students will do additional academic work for each course. They will also take a required fifth course. All students must also complete two years of the practicum, remain in spiritual direction, and do some additional reading between the January sessions. Students MUST have been in traditional spiritual direction for at least one year before entering the program.

### **Required Courses**

Certificate:

SP 3502 Contemplative Listening

SP 2680 Fundamentals of Spiritual Direction

SP 2499 The Art of Discernment

SP 2473 Spiritual Practices for Spiritual Direction

Diploma Students will take these four courses and also

SP 8275 Group Supervision for Spiritual Directors

Certificate students register for 0 credit hours.

Diploma students register for 1.5 credit hours.

M.Div. Students who are also in the diploma program register for these for 1.5 credit hours.

D.Min. students who need D.Min. credit register for 3 credit hours in the following D.Min.-level equivalent courses:

DMSP 6502 Contemplative Listening

DM 6062 Discernment in Systems

DMSP Spiritual Formation and Practice.

### **Practicum**

After completing Contemplative Listening and Fundamentals of Spiritual Direction, Certificate and Diploma students will participate in hands-on learning. Students will complete two full cycles (approximately two years). Each student will locate 2 directees with whom they will meet 10 times over the course of each year. They will be assigned a supervisor from the program with whom they will meet 8 times during each year. Supervisors will mentor, support, and advise students and assess their development as spiritual directors.

### **Course Descriptions**

#### **SP 3502/DMSP 6502 Contemplative Listening (Diploma/Certificate)**

Contemplative Listening is a meditative discipline that

helps us listen closely to what is said and not said. It is listening from the heart to the heart of another. In larger and smaller groups, we will engage a variety of listening

and other contemplative practices that help us drop into an open space where another can be listened into speech. This session is offered as the pre-requisite for further work in the Certificate in Spiritual Direction as well as for the Diploma in the Art of Spiritual Direction. This session has the option of 1.5 credit hours additional academic study for those who are working toward a diploma.

**SP 2680 Fundamentals of Spiritual Direction  
(Foundation course for all Spiritual Direction students)  
(Diploma/Certificate)**

This session is the continuation of the Contemplative Listening course and is required of new Certificate and Diploma students. It provides basic theory and practice for the work of spiritual direction. In addition to daily supervised practice sessions each afternoon, there will be a panel on multi-cultural and multi-racial issues in spiritual direction. Participation in this session is a prerequisite before spiritual direction students can begin to practice spiritual direction.

Please see department for course alpha, number, and description for Multiculturalism and Spiritual Direction.

**SP 2499/DM 6062 Discernment (Diploma/Certificate)**

This course treats the theory and practice of personal discernment. It is designed to acquaint the learner with skills for their own discernment, but also assists in/accompany the discernment of others. It will serve those in preparation for a variety of spiritual care ministries, and is required for the Diploma in the Art of Spiritual Direction. Participants will discern an area of their own choosing in their personal lives, participate in contemplative listening dyads, serve as spiritual companions involved in each other's discernment and function as members of a discerning group during the week-long intensive. Prior to arrival, participants are expected to read at least three of the required books and to prepare a draft paper of about 6 pages in length

covering the theoretical aspects raised in the readings. They will demonstrate learning during the intensive by revising the draft paper and also by preparing an additional paper of about 6 pages demonstrating the accompaniment of another person who could be a directee (preferred for D.A.S.D.), parishioner, colleague, friend. Limited to SFTS students only.

**SP 2473 Spiritual Formation for Spiritual Direction.  
(Diploma/Certificate)**

The ancient practice of spiritual direction is rooted not only in what one learns in a classroom but in on-going commitment to spiritual practice and formation. This class will provide opportunities to encounter several classical and contemporary models of spiritual practice while also engaging in different forms of meditation, art, chant, and body prayers. By deepening our personal practice we will learn to "guard the heart," inspire the spirit, welcome diversity, and remain more vibrantly present to others. So you will be prepared at the beginning of the course, readings will be sent out in advance.

**SP-8275 Group Supervision for Spiritual Directors  
(Diploma Students Only)**

In this course, students (spiritual directors) will increase their own self-awareness and freedom, which will allow them to create a safer space and to be more fully present with their directees. Through presenting their spiritual direction cases in a peer group, they will notice their initial reactions after a spiritual session, explore and uncover their deeper feelings, and embrace the reasons underneath those feelings with other group members. Students will also learn how to read classic Christian books with an inner attentiveness to the movement of God's Spirit in their outer and inner lives and as spiritual directors.

For additional program information on both the D.A.S.D. and the C.S.D.F., please visit the Christian Spirituality program page [www.redlands.edu/DASD](http://www.redlands.edu/DASD)

## Advanced Pastoral Studies (APS)

### *Doctor of Ministry(D.Min.)*

#### **Requirements and Program Options**

The Doctor of Ministry degree at SFTS emphasizes a core of personal qualities and skills for ministry and a highly contextualized approach to analysis and problem solving, in a highly personalized program of study. It requires a total of six seminars (3 units each). Additionally, all students are required to take the Dissertation/ Project (D/P) Orientation Seminar,

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D/P Proposal seminar, and D.Min. Supervision I and II, and they are required to complete a Dissertation/Project. (Note the words “course” and “seminar” are used interchangeably.)

Required seminars are offered during the Summer June term and January Intersession in a hybrid format that includes an intensive, 1 week in-person class, a pre-intensive period where students work independently to prepare for the intensive week, and post-intensive final assignment. In the Orientation Seminar students prepare a Topic Proposal for their Dissertation/Project and a personal study plan of four elective courses that provide breadth and depth in their Topic. The four courses may be chosen from 3-unit SFTS Master’s classes in person or online to which a D.Min. section is added, from D.Min. June and January term hybrid courses, or from Special Reading Courses with SFTS faculty.

The SFTS D.Min. degree is designed for students to complete the degree requirements, including the Dissertation/Project, in a 5-year period.

### Requirements

The two foundational courses

- DM-6017: Pastor as Person
- DM-6039: Theology, Culture & Mission

AND

- DM-6014: Dissertation/Project Orientation Seminar
- DM-6001: Dissertation/Project Proposal Seminar
- Four elective three-credit (tuition bearing) seminars
- D.Min. Supervision I and II (post-coursework)

D.Min.D.Min.D.Min.

*Dissertation/Project (D/P)*

The Dissertation/Project is the culminating requirement of the D Min degree. The D/P is an original project that effectively analyzes a practical problem of ministry, formulates solutions, and evaluates the effectiveness of those solutions. As the name suggests, the D/P combines a research dissertation and a practical project relevant to the student’s particular ministry. During this period, students are enrolled in D.Min. Supervision.

D.Min.D.Min.

The sequence for development of the D/P is (typically) as follows:

- Problem/Opportunity Statement
- Topic Proposal, appointment of advisor and Candidacy Interview
- Design Proposal, including full bibliography
- Manuscript and project writing/implementation
- For the final manuscript, the student completes and sends in a “Notice of Intent to Submit” form with Advisor approval at least 60 days prior to submission

Comprehensive details of this process are available in a separate document called the “D/P Guide.” Note that an Advisor must be identified and approved by the APS Committee before a design proposal can be submitted.

SFTS

### D.Min. Supervision

D.Min. supervision is required for students who have completed coursework and are working on their topic or design proposals, or completion of the Dissertation/Project. Students at this stage are registered with either of the two following course numbers, each Fall and Spring term, until they are approved for graduation.

DM 6010 D.Min. Supervision I: Proposal

DM 6013 D.Min. Supervision II: Dissertation/Project

### *Doctor of Ministry Degree Timeline*

The standard timeline for completion of the D.Min. degree is 5 years. Students move through three stages: coursework, candidacy, and the Dissertation/Project stage. Students have some flexibility in the length of time they spend in each stage,

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particularly in the initial coursework phase. The program is designed for students to start in the Summer session. Students may opt to take classes only in the Summer Session, but it may take longer to complete their coursework. Students who start in January or Fall should consult with the Dean's office to develop a course plan that ensures they will get the courses they need for both general degree requirements and their concentration.

See D.Min. Handbook for additional information for course planning.

### Final Review Timeline for May Graduation

The final D/P manuscript may be submitted at any time. Students seeking to graduate in a given academic year should plan to submit the final manuscript in the Fall semester of that academic year. The following timeline identifies the critical steps in the process.

#### September 1

-- Submit completed manuscript to advisor for review and approval for submission.

#### October 1

- Send Notice of Intent to Submit D/P to the APS Office.
- If needed, submit Updated Bibliography to APS Office.
- Edit D/P as directed by your advisor.

#### December 1

- Submit completed manuscript to APS Office, including signature page with Advisor's signature, or other confirmation from your advisor.
- Request your advisor to send their comments to the APS Office.
- Your manuscript is sent to 2 anonymous readers for review. They are given your approved Design Proposal and a copy of the Program Learning Objectives to guide their assessment.

#### February

- APS Committee, using advisor and readers' comments, makes decision which may:
  - Approve (with no changes)
  - Approve, Minor changes
  - Approve, Specified changes
  - Return for major changes
- Manuscripts requiring minor or specified changes are returned to the Director for final review and do not require a second vote by the APS Committee.
- Manuscripts requiring major changes go to a third reader for review and then to the APS Committee for approval. (These changes may delay graduation.)

#### March/April

- Complete any final editing and/or revisions, resubmit for final approval;
- Submit 2 copies of your manuscript (with Advisor signature) printed on archival paper. These copies are bound and placed in the library.

#### May Commencement

- Commencement for all SFTS degrees is held in San Anselmo.

For additional program information, including concentration requirements, please see the D.Min. Student Handbook, D/P Guide, and visit the D.Min. program page [www.redlands.edu/dmin](http://www.redlands.edu/dmin).

*D.Min. Course Descriptions*

*Foundational Seminars*

**DM 6017 Pastor as Person**

This foundational seminar engages students' experiences as spiritual leaders in their ministry settings—their unique personal traits, relationships, talents and limitations—as they confront the expectations, tensions, and other complex realities that accompany the practice of ministry. Serving as an opportunity to share personal and professional issues with ministry peers, the course focuses on the themes of calling, spiritual leadership, and awareness of self in the intersections of multiple contexts. Recognizing the wisdom, limitations, and possibilities each carries into ministry, students will enter the conversation about spiritual leadership from her/his unique location.

**DM 6039 Theology, Culture and Mission**

As the second of two foundational seminars in the Doctor of Ministry program, this course engages students in exploring a contextual approach to theological reflection and ministry by examining the interface between culture and mission, the issues and challenges of understanding their own social location, and the possibilities and limits of understanding their ministry setting in terms of its structural dynamics. Students will explore the emergence of contextual theologies as a way of examining how theology is shaped by socio-historical context and human experience. Students will explore the pastoral/praxis circle as a method of pastoral planning, examine various methods of social analysis, and engage both in social analysis and theological reflection on their ministry setting or a subset of it. *(Students who entered the program prior to January 2019 may be exempt from this requirement if they have taken DM-6018 Theology of Ministry and DM-6019 Cultural Milieu and Church Mission.)*

*Pastoral Care & Counseling*

**DMPS 6040 How People Change: Theology and Theories of Pastoral Care and Counseling**

This course examines contemporary theoretical models of pastoral care and counseling. Two questions will guide us. One, how do people change and grow, and how do we understand change both psychologically and theologically. Psychotherapy and religion both claim to be systems that help people change. Secondly, what is pastoral counseling today? Through this course, each student will be able to build their personal theory of pastoral counseling, including a theory of change. Our eye will be toward building an integrative theory of

pastoral care and counseling that fits the context of today's pastoral counselor and the needs of today's parishioner. The class will provide opportunities for students to both learn the theory and practice skills in each respective theory.

**DMPS 6041 Trauma, Loss and Grief**

This course consists of an in-depth practical-theological exploration of spiritual care ministry in trauma situations. It includes principles (dependable guides to practice) and tools (special resources for practice) for prevention, early intervention and recovery, in light of a vision of spiritual wisdom and of faith communities as ecologies of care, healing and wholeness. Those whose service or ministry focuses on the spiritual nature and care of God's people in a variety of settings, including church, para-church, community organizations, and health centers, will find the course useful in terms of their ongoing personal-spiritual, academic, and professional-ministerial formation.

**DMPS-6052 Interfaith/ Intercultural Care and Counseling**

This course focuses on cultural and spiritual factors and the dynamics of difference in caring and counseling processes. It offers students a way to sensitively and flexibly understand and care for and with people in light of their cultural context. Context is viewed as including gender, age, class, ethnicity, race, sexual orientation, and religious/spiritual tradition. By identifying and working with those factors operative in the caregiving relationship, students will be better equipped to serve in multicultural and multifaith settings. They will be introduced to a psycho-spiritual, wisdom-focused model, and guided to develop competency in three interrelated dimensions: personal-spiritual, academic-interdisciplinary, and clinical-ministerial. Thus the emphasis of the course will be on methodology rather than on comprehensive cultural knowledge.

**DMST 6070 God and Human Suffering**

If God loves us like a mother or father loves their child, why do horrific things happen to us or to those we love? Where is God when these horrific things happen? This course looks at four Christian views of God's relation to human suffering and allows students to develop their own understandings of God and human pain.

*Executive Leadership*

**DM 6051 Culturally Attentive Conflict Ministry**

The purpose of this seminar is to encourage and enable the continued cultivation of wisdom and agility in the conflict management practices of ministry. Participants

will explore approaches to the detection of conflict, the diagnosis of conflict situations, the discernment, and development of ways to address conflict with the goal of providing leadership that is innovative in attending to the ethnic and organizational culture of their ministry contexts and alert to dangers of iatrogenesis in ministry practices through an examination of the following postures: "environmental" (conflict ministry as management of environment), "ecological" (conflict ministry as maintenance of relationships in a cultural system), and "evocational" (conflict ministry as mobilizing for discernment of organizational call).

**DM 6023 Leading Adaptive Action in Communities of Faith**

What does adaptive action look like in communities of faith? Identifying the differences between technical and adaptive challenges only goes so far. This course will support the framing of effective community adaptive action, nourish students' personal resources for navigating systemic change, and draw on the deep theological resources of specific congregations. Students will work with case studies, explore various "art of hosting" techniques for open source change, and engage in a variety of contemplative practices to sustain their faith in the midst of dynamic change.

**DM 6055 Gospel and Global Media Cultures**

This course explores the emerging discussion at the intersection of biblical studies, cultural studies, public theology and digital media environments. Students explore how Christian faith informs the narrative identities and practices of missional congregations as they engage their communities and the world. Students use at least two digital tools to create their own interpretation and confession of Christian witness.

**DM 6026 Jazz, Traditions, Leadership: Complex Systems and Open Histories**

What are the critical, theoretical foundations of effective spiritual leadership? How does a spiritual leader know oneself as a participant in a dynamic system? How do theological, sacramental, mystical, and ethical traditions relate to dynamic systems? And how is leadership like jazz, whose dynamic method of improvisation arises out of a particular African-American historical context? This seminar examines religions and religious communities as complex systems and will introduce students to the rise of the science of complex systems in the twentieth century; the impact of this field on economics, political science, sociology, and theology; and its implications for organizational leadership today.

*Pastor as Spiritual Leader*

**DMSP-6502 Contemplative Listening**

Contemplative Listening is a meditative discipline that helps us listen closely to what is said and not said. It is listening from the heart to the heart of another. In larger and smaller groups, we will engage a variety of listening and other contemplative practices that help us drop into an open space where another can be listened into speech. This is a core course for D.Min. students in the PSL concentration.

**DM-6047 Spiritual Formation and Practice**

The ancient practice of spiritual direction is rooted not only in what one learns in a classroom but in on-going commitment to spiritual practice and formation. This class will provide opportunities to encounter several classical and contemporary models of spiritual practice while also engaging in different forms of meditation, art, chant, and body prayers. By deepening our personal practice we will learn to "guard the heart," inspire the spirit, welcome diversity, and remain more vibrantly present to others. So you will be prepared at the beginning of the course, readings will be sent out in advance. This is an elective option for D.Min. students in the PSL concentration.

**DM-6044 Embodying a Spirituality for Beloved Community**

The course focuses on beloved community as God's dream for our service with and experience of one another. Our enacting and sustaining beloved community relies upon spiritual practices that shape our character, commitment, and skills. Contributing to the creative impulses of beloved community (i.e., hospitality, courage, truth-telling, love) involves more than what we do, it entails who we are becoming. Understanding how these spiritual practices of personal formation and community transformation are embodied will occur through readings, lectures, in-class exercises and student presentations.

**DM 6065 Prayer and Discernment in Ministry**

This course concentrates on the biblical and theological foundations for spirituality in one's personal formation, congregational leadership, and other expressions of ministry. The significance of prayer and discernment in the practice of ministry and leadership is a major focus. Students will explore how various contexts, including the congregation and community, are the loci for spiritual formation, prayer, and discernment.

**DMSP 6046 Leading with Courage and Equity**

Without being aware of who we are and why we are



here, we can't become who we are meant to be or use all of our God-given gifts. This course will explore enablers, obstacles, and resources to lead and serve with courage and equity in a diverse world. We will draw on diverse contemplative practices to become more aware of who we are, why we are here, and the importance of learning in an intentional community. This process of becoming ourselves will help spiritual directors, formation facilitators, and pastors to be more present to others and create a space in which the Holy Spirit can transform us. This session is also open to the wider community as a Spiritual Retreat, or as an elective for D.Min..

**DM 6062 Discernment in Systems and Structures**

This course extends discernment to systems of all kinds, including congregations, chaplaincies, communities, schools, civic groups, etc., utilizing the "Social Discernment Cycle," a process of prayerful reflection and small group sharing that helps individuals become clearer about how God is at work in systems and structures and might be calling the discerners to respond individually or collectively. It examines our understanding of the theological basis for the Social Discernment Cycle, the linkages between our experiences in systems/structures/institutions and our spirituality. Students will develop awareness, vocabulary and strategies to assist other persons and groups in this important arena—i.e. to think, imagine, pray and discern systemically.

*Chaplaincy/Spiritual Care Research Literacy*

**DM 6164 Research Methods 1: Action Research and Evidenced-Based Research Methods**

This course will provide an opportunity for participants to establish or advance their understanding of research through critical exploration of research language, ethics, and approaches. The course introduces the language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. Participants will use these theoretical underpinnings to begin to critically review literature relevant to their field or interests and determine how research findings are useful in informing their understanding of their environment (religious tradition, work, social, local, global). After reading about and discussing different approaches to research and examining research studies, we will engage a research project.

**DM 6165 Research Methods 2: Quantitative vs Qualitative Research Methods**

The second of three core courses in the Chaplaincy/Spiritual Care Research Literacy

concentration, this course provides a framework for evaluating existing research, understanding methods of data collection, quality, and usage that might be used within various chaplaincy contexts.

**Prerequisite(s):** *Research Methods 1 (DM 6164)*

**DM 6045 The Politics of Research: Ethical, Epistemological, and Ontological Issues**

The third of three core courses in the Chaplaincy/Spiritual Care Research Literacy concentration, this course provides a framework for evaluating and working with evidence-based research in various chaplaincy contexts through theological reflection on the history and politics of research.

**Prerequisites:** *Research Methods 1 (DM 6164)*

*Electives*

**DM 6072 Making Ritual Rich**

Enhancing and Creating Rituals for a Variety of Religious-or-Not Settings.

This course will focus on the underlying principles of ritual that can inform the creation and practice of meaningful, memorable and supportive moments in the lives of people from diverse religious backgrounds or no religious tradition. Whether you seek to create something fresh in a church or other ministry setting (chaplaincy, advocacy work, education, etc.), this exploration of the field of ritual studies will equip you with invaluable theories and practices.

**DM 6054 Womanist Practical Theology and Preaching**

This course employs concepts of womanist practical theology to undergird and inspire inclusive-holistic ministry and contextualized preaching. Developing and analyzing case studies, students will interpret and assess the contexts and situations that occasion their sermons. Students will integrate diverse disciplines to create and perform literate, thoughtful, liberating Scripture-based sermons that are pastorally inclusive and theologically relevant to the identified context. In addition, students will identify the implications of their analysis for church practice.

**DM 6073 Bible, Gender & Sexuality**

In this course we will study the ways in which gender and sexuality are understood within the biblical world and how these ancient understandings shape and intersect with contemporary perspectives. Key texts from both the Old Testament and the New Testament that have influenced attitudes and practices today will be examined within their original contexts and ancient conceptions of gender and sexuality. Discussions will also turn to useful methods for determining the relationships

between biblical practices and conceptions of gender and sexuality and the dynamic state of contemporary conceptions. We will attend to ethical debates in the public square and in our religious institutions, with a sensitivity to the variety of perspectives that are held in society and in the Church. The aim of this course will be to develop sensitive and constructive leaders in an area of Church life that has become particularly divisive.

**DMRS 6051 Self, Other, and Community**

Educational philosopher, Maxine Greene, speaks of the "incomplete self" to challenge modernity's notion of the autonomous self. The incomplete self exists within ongoing experience and within a vital matrix of interrelatedness with the world. Challenging individual introspection with a communal vision of transformation, the course contends for the inextricable link between self and social consciousness and considers how the "incomplete" self transforms through mutuality with others and practice of compassion. A generative focus of the seminar will be the necessary work by the Church to articulate theologies of community and to live into—thereby, teach—ministries of reconciliation. Please see department for course alpha and number.

**DM 6162 Biblical Images for Reimagining Church**

Biblical history provides multiple examples of how the faith communities of ancient Israel and early Christianity (the temple, the synagogue, the church, and more) organized themselves for mission in their particular historical and social context. In each case, a careful reading of Biblical texts can teach us the benefits and challenges of different forms of organization. With this understanding, we can see how faith leadership responds effectively to new and changing social situations.

**DM 6060 Black Theology: Church, Society, & Academy**

This course examines what is Black Theology of Liberation and how it relates to the Church, the society, and the academy. The black church proclaims the Gospel and cares for the holistic life of the community. Black theology asks the Church has it been faithful to what the Gospel calls the black church to believe, think, say, and do.

**DM 6037 Luke-Acts and the Life of the Church Today**

The course is a study of methods in historical, theological, social, cultural, and political interpretations of Luke-Acts and an attempt to correlate this study with the life of the modern church. The study will give special attention to literary, intertextual, canonical, and social analyses.

**DM 6057 Paul in Contexts**

Reading Pauline Epistles from the perspective of their first century socio-historical contexts as well as from the viewpoints of our twenty-first century existential contexts. As a "thinker in action" Paul will be studied first in terms of the interface between his life and work, and then his theology as "work in progress" will be discussed to see if it is possible to trace a meaningful trajectory of the evolution of his thoughts, especially in the scope of soteriology. This trajectory then would further shed light on some of the contemporary issues of Christian identity in the pluralistic and multi-religious global society.

**DM 6071 Teaching as Leadership**

Teaching is an intentional art of inviting communities toward a more connected way of seeing and being in the world. This course explores the inner landscape of those who practice this art in myriad forms and integrated teaching as a vital expression of leadership. Converging on themes of authenticity, clarity and humility, students will deepen their capacity for visionary leadership and gain renewed teaching practices for leading faith communities of action and reflection.

**DM 6077 Issues and Methods in Contextual Theology: Dismantling Racism**

This course will draw on a variety of sources to engage participants in a process of critical reflection on the theologies of our traditions and foster a collaborative conversation on the construction of their own theology for dismantling racism. The theological conversation will be contextualized with an examination of the social construction of race in systems and structures, its impact on our own identity and spiritual formation and the life of the faith communities we are a part of, leading towards the development of our own theology for dismantling racism. While examination of the social construction of race will focus on the US experience, participants will have opportunity to supplement the primary sources with material relating to their particular history, culture and social location. Participants will also be introduced to resources for equipping faith communities for engagement in practices for dismantling racism.

**DM-6079 Joy**

Jesus promises us "abundant life," a life that is full to overflowing, in John 10:10. He later says that the joy that is in him will also be in the disciples, and "their joy will be full" (John 15:11; 16:24). Similarly, Paul says that God promises to not only meet our dreams, but to exceed them, for we shall be "filled to the measure of all the fullness of God" (Eph. 3:19-20). What is the "joy" that is

complete and full and overflowing? Is it the same as happiness, or different form it? This course looks at joy from four angles: The Jewish and Christian scriptures and traditions; the wisdom of the world's religions; philosophy; and contemporary neuro-psychology and its recent studies of happiness. Through these four approaches, we look at how five human traits create joy: Gratitude, humility, desire, forgiveness, and service. Through this study, we will be able to discern not only the difference between unhappiness and happiness, but also between happiness and the joy that is actually promised to us by Jesus.

**DM-6111 A Good Death**

All the world's religions have traditions about how to die well, versus a poor death. In medieval Europe, a poor death, one that was frightening and unwanted, was a quick, surprising death. Such a death left no time or space to say goodbye to loved ones and this world, and to prepare, mentally and spiritually, for what would come beyond death. Many in modern Western culture seek the reverse: Either the indefinite extension of life, or a quick death in one's sleep. The Western medical system often supports these values. This course looks at what it means to die, at what a poor death looks like, and how to have a good death. Using recent works from medical doctors as well as memoirs, it describes how we die in the West, how it can be painful and alienating. Its focus, however, is on religious understandings of how to die well.

**DM-6310 Afterlives of Biblical Hatred**

An inescapable part of Biblical tradition is the presence of hatred, expressed through statements against the other, exclusion, patterns of persecution and oppression, genocide, and condemnation. This course will examine the difficult biblical texts that describe such evils, and work toward ethical understandings of the passages in context. Most of the course will focus on the historical afterlives of these biblical problems over millennium, from religious exclusion, classism, anti-Semitism, genocide, slavery, holocaust, incarceration, marginalization, and more, even into the present. We will find religious, ethical, and moral ways to resist these evils, in defiance and correction of our own traditions, for the healing of the world.  
Please see department for course credit offering and range.

The Shaw Chaplaincy Institute  
*Clinical Pastoral Education (CPE)*

**Program Structure**

*Dissertation/ Project Seminars*

**DM 6014 D/P Orientation Seminar**

The Dissertation/Project (D/P) is the signature assignment in one's Doctor of Ministry studies. The D/P Orientation Seminar introduces students to the requirements of the D/P and the proposal process, and guides students through the development of a draft Topic and/or Design Proposal. This course is required for all students. New students should plan to take it in their first session. There is no tuition for this course. DM 6014 is open to SFTS D.Min. students only.

**DM 6001 D/P Proposal Seminar**

The D/P Proposal Seminar is designed for students who have completed the DM-6014 D/P Orientation Seminar and their required course work, and are ready to prepare their Topic Proposal. In this course we will review the requirements for Candidacy and the elements of that process--from proposal to selecting an advisor, completing the D/P and the final review of the D/P manuscript. Students will prepare a draft proposal for presentation and receive feedback from their peers. The final course objective is completion of a Topic Proposal for submission to the APS Committee. *There is no tuition for this course. Prerequisite(s): DM 6014, a minimum of 5 D.Min. resource seminars, permission of instructor.*

**DM 6010 D.Min. Supervision I: Proposal**

Students at the D/P proposal-writing stage (working on new or revised D/P Topic and/or D/P Design proposals) are registered in DM-6010. Even though this course does not involve scheduled class meetings per se, a Moodle site for this course is planned so that students can seek/share ideas and feedback from one another as well as access suggested resources.

**DM 6013 D.Min. Supervision II: Dissertation/Project**

Students who have received APS Committee approval of their topic and design proposals and are now at the research/project and writing stage are registered in DM-6013. As with DM-6010, a Moodle site for this course is planned so that students can seek/share ideas and feedback from one another as well as access suggested resources.

## 2023-2024 Academic Catalog

CPE ACPE accredits two types of CPE programs, CPECPE Level I/Level II and Certified Educator CPE. CPECPE Programs have Objectives and CPECPE students have outcomes. Objectives define the scope of the CPECPE program curricula. Outcomes define the competencies to be developed by students as a result of participating in CPECPE programs. One unit of CPECPE is a minimum of 400 hours, of which 100 hours must be structured learning and 300 hours must be direct contact with population you are serving. CPECPE is conducted with peer group learning and interaction. A CPE peer group must have at least 3 students.

- The SFTS CPE program is fully accredited to offer Level I, Level II and Supervisory CPE by The Association for Clinical Pastoral Education (ACPE)
- The CPE program at SFTS offers three sessions of CPE on a calendar that coincides with the SFTS academic year
- SFTS offers a Supervisory Education Fellowship to one student preparing to become a certified ACPE supervisor

### Internship Extended Units (Level I & II)

These internship units are offered in the fall, spring, and summer terms. During the fall and spring unit (17 weeks total), interns complete 11 hours of structured education per week, and 22 hours of direct pastoral care per week. When offered, summer CPE classes run over the course of 14 weeks, and require 12 hours of structured education per week, and 30 hours of direct pastoral care per week.

### Supervisory Education

SFTS offers the Shaw Supervisory Education Fellowship to one student to train to become a certified ACPE supervisor.

Please see department for course listings.

### *Certificate in Trauma and Spiritual Care (C.T.S.C.)*

The certificate is comprised of four 1-credit courses: Dynamics of Trauma, Trauma Care Resiliency, God & Human Suffering, and Collective Trauma. There are four courses in the curriculum held during a period of two years. Each course meets once a month for four months, usually Friday evening for 3 hours and all day Saturday. Courses can be taken in any order and cannot be duplicated. If a summer course is scheduled, it's offered as a week-long intensive.

### Transfer Credits

If upon entering the certificate program students do not have a(n) M.Div., MA, or M.A.T.S., and later choose to enroll in one of these degree programs at SFTS, the completed certificate courses cannot be transferred into the degree program.

### Courses

#### **ST 2100 C.T.S.C. God and Human Suffering**

This is the third course in the Certificate in Trauma and Spiritual Care. If God is good and loves us as a mother and father deeply loves her or his child, then why do we - or those we love -sometimes go through experiences of utter hell? Where is God? We will investigate several Christian responses to the relation between God and human suffering. Class discussion of the texts, various arguments, and our own positions, and one final presentation.

#### **SP 2151 C.T.S.C. Collective Trauma, Collective Memory: Systemic Issues of Trauma**

COLLECTIVE TRAUMA, COLLECTIVE MEMORY: SYSTEMIC ISSUES OF TRAUMA This is the second of four courses in the Certificate in Trauma and Spiritual Care. In this course, students will explore the dynamics of trauma as a

set of social patterns and relationships constructed through conditions that legitimate hostile imaginations, feelings, and actions. Trauma as a social condition affects not only those who are directly exposed to it, but also those around them. It takes tremendous energy to keep functioning while carrying the memory and shame of terror. Trauma survivors are more likely to experience distress in their social relationships, and have fewer relational resources available to them when dealing with this distress. Therefore, the goal for trauma care is not only to lessen the distress in a survivor's life, but also to create secure human resources that promote active and optimal adaptation to a world that contains distress. Using race as the central category for systemic issues that exacerbate collective trauma and collective memories of trauma, we will explore socially traumatic events, and social constructs that lead to collective

memories of collective traumas. From the pastoral care, spiritual, and psychological fields we will identify the epidemiology of collective trauma. We will uncover roots of racial, gender, and class social injustices, such that social realities that create and reinforce collective trauma may be identified and eliminated, as social connections with others are essential for the survival and stability of the collective created. We will use arts, spirituality, theology, history, and philosophy to reflect on our own healing from and participation in racism, its interlocking social constructions, and its traumatizing social effects.

**SP 2055 C.T.S.C. Dynamics of Trauma**

Students explore the basic dynamics of trauma from a variety of perspectives, sociological, psychological, psychiatric, neuroscience, relational, theological and spiritual. We will begin by exploring the great variety of trauma events, the demographics of trauma, related studies from the emerging field of traumatology. From the psychological and psychiatric fields we will identify trauma symptoms, and the concept of PTSD and Traumatic Loss. Finally, we will explore the theological,

spiritual and moral dimensions to trauma and the traumatized person, including the emerging concept of "moral injury." We will discuss how spiritual care professionals can assist in the healing of persons and communities through the perspective of and the use of various spiritual methods. We welcome to this class all who minister to and with traumatized persons.

**SPPS 4460 C.T.S.C. Trauma Care Resiliency: Developing Transformative Emotional Intelligence (EQ)**

Applies the principles of transformative learning to foster EQ growth. This approach requires sufficient time for implicit learning to occur, space for self-reflection and questioning one's own assumptions, and an environment which supports, confronts and clarifies. In this class, students will learn critical care competencies for trauma care-giving including self-awareness, self-management and impulse control, empathy and the ability to attune to others, flexibility, creativity, decision-making and problem-solving, and the ability to engage and inspire others.

For admissions and application information regarding the Shaw Chaplaincy Institute, please visit <https://www.redlands.edu/study/schools-and-centers/gst/academics/sci/cpe/>

For additional information regarding the CPE, please visit [Clinical Pastoral Education | University of Redlands.](#)

For additional information regarding the C.T.S.C., please visit [www.redlands.edu/C.T.S.C.](http://www.redlands.edu/C.T.S.C.)

## Faculty

(Dates indicate first year of full-time service.)

### Yang Ai

*Assistant Professor of Education (2020)*

B.A. Hubei University of Education; M.A., Wuhan University; M.Ed., University of Missouri., Ph.D., Wuhan University; Ph.D., University of Missouri

### Adriana Ruiz Alvarado

*Associate Professor of Education (2016)*

B.A., University of California, Berkeley; Ph.D., M.A., M.Ed., University of California, Los Angeles

### Nicholle Andrews

*Professor of Music (2006)*

B.M., Memorial University of Newfoundland; M.M., D.M., McGill University

### Benjamin Aronson

*The Virginia Hunsaker Chair in Distinguished Teaching, Professor of Biology (1998)*

B.A., Williams College; Ph.D., Purdue University

### Graeme Auton

*Professor of Political Science (1987)*

B.A., M.A., Ph.D., University of California, Santa Barbara

### Katherine Baber

*The Alice Mozley Endowed Director's Chair for Salzburg Program, Professor, School of Music (2012)*

B.M., Ph.D., Jacobs School of Music, Indiana University

### Bing Ba

*Professor of Business (2008)*

B.A., M.A., Renmin University of China; M.H.R.I.R., Ph.D., University of Illinois

### Julius Bailey

*Professor of Religious Studies (2001)*

B.A., Occidental College; M.A., Ph.D., University of North Carolina at Chapel Hill

### Chris Beach

*Professor of Theatre Arts (1993)*

B.F.A., Virginia Commonwealth University; M.F.A., University of California, Los Angeles

### Janet L. Beery

*Professor of Mathematics (1989)*

B.S., University of Puget Sound; M.A., Ph.D., Dartmouth College

### James Bentley

*Professor of Mathematics (2001)*

B.A., Pomona College; M.S., University of Washington; Ph.D., University of California, Riverside

### Wesley Bernardini

*The Farquhar Professor of the American Southwest, Professor of Anthropology (2003)*

B.A., University of Virginia; M.A., Ph.D., University of Arizona

### Joanna Bieri

*Professor of Mathematics (2009)*

B.S., Northern Arizona University; M.S., Ph.D., Northwestern University

### Greg Bills

*Professor of Creative Writing (1998)*

B.A., University of Utah; M.F.A., University of California, Irvine

### Mikela Bjork

*Assistant Professor of Education (2017)*

B.A., Smith College; M.Ed., Long Island University; Ph.D., M.A., Columbia University, New York

### James R. Blauth

*Professor of Biology (1999)*

B.A., Dartmouth College; Ph.D., Cornell University

### Susan L. Blauth

*Professor of Biology (1999)*

B.S., Ph.D., Cornell University

### Janée Both Gragg

*Professor of Education (2008)*

B.A., Southern Adventist University; M.S., Ph.D., Loma Linda University

### Piers Britton

*Professor of Media and Visual Culture Studies (2002)*

B.A., Ph.D., University of Manchester

### Leslie Brody

*Professor of Creative Writing (1998)*

B.A., San Francisco State University; M.A., Ph.D., University of Connecticut

### Tommi Cahill

*Professor of Art (2009)*

## 2023-2024 Academic Catalog

B.F.A., California Institute of the Arts; M.F.A., Yale University School of Art

### **Angelo Carlo Carrascoso**

*Professor of Business (2009)*

B.S., Ateneo de Manila University; M.B.A., Ph.D., University of Virginia

### **Nancy E. Carrick**

*Professor of English (1980)*

B.A., M.A., Ph.D., University of Arizona

### **Anne Cavender**

*Professor of English (2000)*

B.A., Middlebury College; M.A., Ph.D., University of Washington

### **Heung-Joo Cha**

*Associate Professor of Business Administration (2008)*

B.B.A., Chonnam National University; M.S., University of Wisconsin; Ph.D., University of Houston

### **Pani Chakrapani**

*Professor of Computer Science (1985)*

B.S., M.S., University of Madras, India

### **Brian Charest**

*Assistant Professor of Education (2017)*

B.A., University of California, Santa Cruz; M.A., San Francisco State University; M.A., Roosevelt University; Ph.D., University of Illinois at Chicago

### **Teresa Chavez Saucedo**

*Assistant Professor of Ministry (2019)*

B.A., Lewis and Clark College; M.Div., Austin Presbyterian Theological Seminary; Ph.D., Graduate Theological Union

### **Jana Childers**

*Professor of Homiletics and Speech Communication (2019)*

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### **Nathaniel Cline**

*Associate Professor of Economics (2012)*

B.A., Earlham College, Ph.D., University of Utah

### **Kimberley Coles**

*Professor of Anthropology (2006)*

B.A., University of California, San Diego; M.A., The American University; Ph.D., University of California, Irvine

### **Barbara Conboy**

*Professor of Communicative Disorders (2009)*

B.A., Smith College; M.A., Temple University; Ph.D., University of California, San Diego and San Diego State

### **Solaman Cooperson**

*Associate Professor of Communicative Disorders (2014)*

B.A., University of Pennsylvania, M.S., Pennsylvania State University, Ph.D., University of Texas at Austin

### **Patricia K. Cornez**

*Senior 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

### **Mousumi De**

*Assistant Professor in Education (2019)*

B.A. Delhi University; M.A., Coventry University; M.Phil., Coventry University; Ph.D., Indiana University

### **Karen Derris**

*The Hunsaker Distinguished Teaching Chair and Professor of Religious Studies (2003)*

A.B., Brown University; M.T.S., Harvard Divinity School; Ph.D., Harvard University

### **Alan DeWeerd**

*Professor of Physics (1998)*

B.S., University of California, Irvine; M.S., Ph.D., University of Wisconsin, Madison

### **Esther Domenech**

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M.S., California State University, San Bernardino

### **Elizabeth Doolittle**

*Senior Lecturer in Mathematics (2001)*

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### **Hamid Falatoonzadeh**

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B.A., National Iranian Oil Company College; M.B.A., California State Polytechnic University, Pomona; Ph.D., Texas A & M University

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## 2023-2024 Academic Catalog

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### **Kathleen Feeley**

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### **Michael J. Ferracane**

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### **Samuel Fischer**

*Artist Professor of Music (2017)*

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### **Douglas Flewelling**

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B.A., Syracuse University; M.A., Oregon State University;  
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### **Caryl A. Forristall**

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### **Allison Fraiberg**

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### **Munro Galloway**

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### **Frances Grace**

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*Professor of Business (2002)*

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**Michael MacQueen**

*Professor of Business (2009)*

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**Kimiya Maghzi**

*Assistant Professor, School of Education (2018)*

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**Paige Mann**

*Associate Librarian (2017)*

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**Liesder Mayea**

*Associate Professor of Spanish (2009)*

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**Penny McElroy**

*Professor of Art (1986)*

B.A., Alma College; M.F.A., University of Wisconsin, Madison

**Blodwyn McIntyre**

*The Hedco Chair in Environmental Studies, Professor of Environmental Studies (2001)*

B.A., Colorado College; M.F., Duke University; Ph.D., University of Virginia

**Eric McLaughlin**

*Associate Professor in Political Science (2014)*

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**Ketan Mhatre**

## 2023-2024 Academic Catalog

*Assistant Professor of Organizational Studies and Marketing, School of Business (2020)*

B.Sc., University of Mumbai; MMS, University of Mumbai; Ph.D. University of Nebraska, Lincoln

### **Kerri Mitchell**

*Senior Clinical Professor of Communication Sciences and Disorders (2021)*

B.A., University of Redlands; M.S., MGH Institute of Health Professions, Boston

### **Joseph Modica**

*Associate Professor of Music (2013)*

B.M., Chapman University; M.M., California State University, Long Beach; Ph.D., Ball State University

### **Johannes Moenius**

*The William R. and S. Johnson Endowed Chair of Spatial Economic Analysis and Regional Planning, Professor of Business (2005)*

M.A., Bamberg University; M.A., Queen's University; Ph.D., University of California, San Diego

### **Steven Morics**

*Professor of Mathematics (1995)*

B.A., St. Olaf College; M.S., Ph.D., University of Virginia

### **Maria Muñoz**

*Professor of Communication Science (2016)*

B.A., University of California Santa Barbara; M.A., Ph.D., University of Texas

### **Rich Murphy**

*Professor of Physical Education and Head Women's Basketball Coach (2007)*

B.A., M.S., Humboldt State University

### **Andre Myers**

*Assistant Professor in Music (2020)*

B.M., Eastman School of Music; M.M., D.M., University of Michigan

### **Jennifer A. Nelson**

*Professor of Women, Gender, and Sexuality Studies (2004)*

B.A., Ph.D., Brown University

### **Co Boi Nguyen**

*Professor of Music (2006)*

B.M., The Hanoi National Conservatory; M.M., The Mannes College of Music; Diploma in Orchestral Conducting, The Curtis Institute of Music; Graduate Diploma in Orchestral Conducting, Julliard School

### **Christopher Ocker**

*Professor of History (2019)*

B.A., Northeastern Bible College; M.Div., Fuller Theological Seminary; Ph.D., Princeton Theological Seminary

### **Kathy J. Ogren**

*Professor of History (1985)*

B.A., Scripps College; M.A., Ph.D., The Johns Hopkins University

### **Lisa Olson**

*Professor of Biology (2003)*

B.S., Baylor University; Ph.D., The Johns Hopkins University School of Medicine

### **Lori Osborn**

*Professor of Communicative Disorders (2006)*

B.A., Mary Washington College; M.S., Ph.D., University of Texas at Dallas

### **Sharon Oster**

*Professor of English (2005)*

B.A., University of Michigan; M.A., Ph.D., University of California, Los Angeles

### **Eugene Eung-Chun Park**

*Dana and David Dornsife Professor of New Testament (2019)*

B.A., Seoul National University; M.Div., Presbyterian Theological Seminary, Seoul; S.T.M., Yale University Divinity School; Ph.D., University of Chicago;

### **Monica Perry**

*Professor of Business (2003)*

B.S., College of William & Mary; M.B.A., The Pennsylvania State University, University Park; Ph.D., University of Maryland, College Park

### **James B. Pick**

*Professor of Business (1991)*

B.A., Northwestern University; M.S.Ed., Northern Illinois University; Ph.D., University of California, Irvine

### **Fredric E. Rabinowitz**

*Professor of Psychology (1984)*

B.A., Ithaca College; M.A., Loyola College; Ph.D., University of Missouri, Columbia

### **Matthew T. Raffety**

*Professor of History (2008)*

## 2023-2024 Academic Catalog

B.A., Williams College; M.A., M.Phil, Ph.D., Columbia University

### **Hindupur Ramakrishna**

*Professor of Business (2003)*

B.E., Bangalore University; Ph.D., Georgia State University

### **Gregory Ramos**

*Professor of Theatre Arts (2020)*

B.A., University of California, Los Angeles; M.F.A., University of California, Los Angeles

### **Scott Randolph**

*Associate Professor of Business Administration (2011)*

B.A., Rutgers University; M.A., University of Akron; Ph.D., Purdue University

### **Nicolas Reksten**

*Assistant Professor of Economics (2016)*

B.A., Ph.D., American University, Washington DC

### **Fang Ren**

*Professor of Geographic Information Systems (2007)*

B.S., M.S., Tianjin University; M.S., Ph.D., Ohio State University

### **Ning Ren**

*Assistant Professor of Accounting (2019)*

B.S., Xidian University, China; M.S., Rochester Institute of Technology; Ph.D., Rensselaer Polytechnic Institute

### **Conroy Reynolds**

*Senior Clinical Professor in Education*

M.A., Andrew University; M.S., Capella University; Ph.D., Loma Linda University

### **Pauline J. Reynolds**

*Professor of Education (2008)*

B.M., Royal College of Music; M.M., Ph.D., Indiana University

### **Jill Robinson**

*Professor of Business Administration (2004)*

B.S., Texas A&M University; M.B.A., California State University, San Bernardino; M.A., Ph.D., Claremont Graduate University

### **William Rocque**

*Associate Professor of Sociology (2007)*

B.A., State University of New York, Albany; Ph.D., University of Colorado, Boulder

### **Valerie Rountree**

*Assistant Professor of Environmental Studies (2018)*

B.S., University of Puget Sound; M.S., Ph.D., University of Arizona

### **Bryce C. Ryan**

*The John Stauffer Director for the Center for Science & Mathematics Professor of Biology (2008)*

B.A., Claremont McKenna College; Ph.D., North Carolina State University

### **Catherine Salmon**

*Professor of Psychology (2003)*

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*Lecturer, School of Music (2009)*

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Ph.D., M.A., University of Colorado

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*Professor of Mathematics (2001)*

B.S., University of North Carolina, Chapel Hill; A.M.,  
Ph.D., Dartmouth College

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*Associate Professor of Women, Gender, and Sexuality  
Studies*

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*Professor of Physical Education and Aquatics Coach  
(1989)*

B.A., Claremont-McKenna College; M.A., Claremont  
Graduate University

**Cynthia Wineinger**

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**Patrick Wing**

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Chicago

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Antonio; Ph.D., Texas A&M University

**Xin Zhao**

*Professor of Business (2009)*

B.E., Renmin University of China; M.S., Ph.D., University  
of North Carolina, Greensboro

## Faculty Emeriti

(Dates indicate years of service.)

### Raul Acero

*Professor Emeritus of Art Studio*

1992-2020

### Henry Acquaye

*Professor Emeritus of Chemistry*

1992-2021

### Rasool Azari

*Professor Emeritus of Business*

1997-2019

### A. Keith Barnes

*Emeritus Hunsaker Professor of Management*

1984-1997

### Michael J. Bloxham

*Professor Emeritus of Mathematics*

1982-2009

### Wayne R. Bohrnstedt

*Professor Emeritus of Music*

1953-1993

### David Bragg

*Professor Emeritus of Mathematics*

1967-2001

### John Brownfield

*Professor Emeritus of Art*

1965-2004

### Elaine S. Brubacher

*Professor Emerita of Biology*

1980-2008

### Les Canterbury

*Librarian Emeritus*

1999-2020

### Richard F. Carlson

*Professor Emeritus of Physics*

1967-2001

### Kimberly Cass

*Professor Emerita of Business*

2001-2020

### Aaron J. Cox

*Professor Emeritus of Physics*

1970-2008

### Emily Culpepper

*Professor Emerita of Women's and Gender Studies and Religious Studies*

1989-2011

### H. Ben Dillow

*Professor Emeritus of Speech*

1969-2004

### Bob Eng

*Professor Emeritus of History*

1980-2019

### Lawry Finsen

*Professor Emeritus of Philosophy*

1983-2020

### Rodney Goodyear

*Professor Emeritus of Education*

2009-2020

### Michael Groher

*Professor Emeritus of Communicative Disorders*

2004-2016

### Marcia L. Halvorsen

*Professor Emerita of Economics*

1975-1996

### Lawrence Harvill

*Professor Emeritus of Engineering and Applied Mathematics*

1964-1998

### Fred Hearth

*Librarian Emeritus*

1983-1994

### James D. Hester

*Emeritus Will C. and Effie M. Crawford Professor of Religion*

1967-1998

### J. Leland Hollenberg

*Professor Emeritus of Chemistry*

1959-2001

### Robert Hudspeth

*Professor Emeritus of English*

1987-2002

### William Huntley

*Professor Emeritus of Religious Studies*

1974-2021

### Claudia Ingram

*Professor Emerita of English*

1997-2020

### Robert J. Jackson

*Professor Emeritus of American Politics*

1997-2016

### Yukiko Kawahara

*Associate Professor Emerita of Asian Studies*

1999-2016

### James H. Keays

*Professor Emeritus of Music*

1972-2009

### Daniel Kiefer

*Professor Emeritus of English*

1991-2020

### Victoria Lewis

*Professor Emerita of Theatre*

2000-2020

### Louanne Fuchs Long

*Professor Emerita of Music*

1962-2012

### Diane Macunovich

*Professor Emerita of Economics*

2003-2014

### James Malcolm

*Professor Emeritus of Biology*

1983-2020

### William E. McDonald

*Professor Emeritus of English and Virginia C. Hunsaker Distinguished Teaching Chair*

1969-2005

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*Professor Emerita of French*  
1969–1993

**Barbara Murray**

*Professor Emerita of Chemistry and  
Director of Center of Science and  
Mathematics*  
1993-2020

**Anna Marie Napoli**

*Associate Professor Emerita of  
Psychology*  
1969–2008

**Christopher J. Niggle**

*Professor Emeritus of Economics*  
1983–2010

**Kevin O’Neill**

*Professor Emeritus of Philosophy*  
1969–2011

**Jack Osborn**

*Professor Emeritus of Global  
Business*  
2001-2021

**Yasuyuki Owada**

*Professor Emeritus of Anthropology  
and Director of Johnston Center for  
Integrative Studies*  
1969–1999

**Barbara Pflanz**

*Professor Emerita of German*  
1964–2004

**Alexandra Pierce**

*Professor Emerita of Music*  
1968–2001

**Phillip R. Rehfeldt**

*Professor Emeritus of Music*

1969–2004

**Cheryl Rickabaugh**

*Professor Emerita of Psychology*  
1988-2018

**Jeffrey H. Rickard**

*Professor Emeritus of Music*  
1970–2008

**Larry Rider**

*Professor Emeritus of  
Communicative Disorders*  
1973–2004

**James Sandos**

*Farquhar Emeritus Professor of the  
American Southwest*  
1981-2017

**Mary E. Scherer**

*Professor Emerita of Mathematics*  
1985–2001

**Daniele Slusser**

*Professor Emerita of French*  
1983-2020

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*Professor Emeritus of Physical  
Education*  
1971–2006

**Dr. Lowell Kent Smith**

*Professor Emeritus of Biology*  
1966-2017

**James Spickard**

*Professor Emeritus of Sociology  
and Anthropology*  
1989-2020

**Jean Swanson**

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1987–2007

**Robert Lee Stuart**

*Professor Emeritus of English*  
1969–2004

**David Tharp**

*Associate Professor Emeritus of  
History*  
1982–2008

**Debra Van Engelen**

*Professor Emerita of Chemistry*  
2003-2020

**Dora Van Vranken**

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1965–1999

**Daniel Wacks**

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1991-2020

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1978–2011

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1983-2020

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1973–1997

**Stephen I. Welborn**

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1982–2011

**Donald F. Winter**

*Professor Emeritus of Physics*  
1986–1997



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### Career and Professional Development

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Joseph Modica, Associate Dean and Director of the School of Music; B.M. Chapman University; M.M. Cal State University Long Beach; D.M.A. University of Southern California

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### School of Business & Society

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## 2023-2024 Academic Catalog

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### **School of Education**

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Paige Mann, Co-Director of the Armacost Library and Learning Commons, STEM Librarian, Scholarly Communications Librarian

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## 2023-2024 Academic Catalog

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Kelsey Gormley '07  
Senior Project Manager at Grid Integration | *President of  
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Retired Senior Planning & Development Manager,  
Commercial Real Estate Division, Kamehameha Schools

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Asst. Superintendent, HR, Redlands Unified School  
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Financial Crimes Risk Management, Charles Schwab

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President, Rose & Tuck LLC

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Retired Managing Partner, Mesa Energy Associates, LLC

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Disorders  
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