







# A Message from the University President

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

Our diverse community of students and professors is a welcoming one, exemplifying the joy of learning and service that daily



# An Overview of La Sierra University

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## History of La Sierra

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

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

## La Sierra University Today

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

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

Intellectual pursuits are facilitated by the University's library,

## Degrees Offered

Curricula are offered leading to the following degrees:

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

## Mission Statement

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

**to seek truth,**

enlarging human understanding through scholarship;

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

through reflection, instruction, and mentoring;

**to serve others,**

contributing to the good of our local and global communities.

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

## Aims of the University

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

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

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

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

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

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

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

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

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

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

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

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





**General Application:**

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

**Forms of Prohibited Behaviors:**

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

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

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

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

II.

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

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

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

## Family Educational Rights and Privacy

The La Sierra University Student Records Policy was developed in accordance with the Family Education Rights and Privacy Act (FERPA), commonly referred to as the Buckley Amendment.

This law was enacted to protect the privacy of students and to provide for the right to inspect and review educational records. Any questions concerning this amendment may be directed to the Records Office.

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

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

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

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

D. The right to own, or

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

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

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

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

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

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

## Copyright Infringement

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

## Student Consumer Complaints

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

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

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

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

# Academic Calendar: 2017 – 2018

## Summer Session 2017

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

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

## Pre-Fall Quarter Events 2017

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

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

## Fall Quarter 2017

*September 25– December 14*

*Total: 54 days*

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

**Winter Quarter 2018**

## 2018 – 2019 Academic Year

### Summer Session 2018

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

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



# Academic & Instructional Resources

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## Academic Services

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### English Language & American Culture

The ELAC program at La Sierra University is an English

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

Students continue with advising in a less structured manner

### **FUSION**

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

### **STEPS Program**

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

### **Career Services**

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

## **Pre-Health Professions**

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

## **Student Resources**

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

### **4U Mentoring:**

The 4U mentoring program is a collaborative program between advising, career services and student resources. All students can participate in the mentoring program. During personalized sessions students explore academic support

## Disability Services

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

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

## International Student Services

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

## La Sierra Testing Center

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

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# On-Campus Academic Opportunities

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## Research Opportunities

Students at La Sierra University have many opportunities to participate in the research experience since student research is an integral part of the University's prestigious Honors Program as well as an important part of the educational mission of most programs on campus. Because many of the faculty at La Sierra University are committed to involving undergraduate students in their research and scholarly activities at a variety of levels from introductory to cutting edge, some students become full, active participants in a faculty research program. Other students embark on investigations of their own design under the careful supervision of a faculty mentor.

On campus, students are encouraged to present the results of their research in a variety of forums, including departmental seminars and research conferences as well as the annual Research Week and Senior Honors Presentations each spring. Our students regularly make presentations at undergraduate and graduate research conferences and at regional and national professional conferences; many students also author and co-author papers in refereed and peer-reviewed professional journals.

## Enactus

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

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

## University Honors Program

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## Outreach: Give a Day

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

## Roots Ministry: Give a Day

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

## ST Missions: Give a Week

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

## Summer Camp: Give a Summer

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

## Missions: Give a Year

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

# Campus Resources

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## Alumni Association

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

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

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

## Campus Chaplains

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

## The Spiritual Life Office

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

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

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

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

## **Fitness Center**

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

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

## Residence Hall Network

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

## University Servers

The office of Information Technology (IT) operates a variety of servers, including Sun, Linux, Apple, and Microsoft servers.

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

## La Sierra Library

### Collections

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

### Special Collections

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

## Curriculum Resource Center

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

## Media Services

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

## Networking & Consortia

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

## Purpose

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

## Services

The Library's professional staff are able to assist faculty and students in locating needed information for study or research purposes. The Library has an integrated library system with

## **Recreation**

At La Sierra University, physical fitness is promoted by various recreational activities, such as intramural and varsity sports.

The location of La Sierra University is a real advantage to students interested in personal recreation as well as in the University's physical education classes. Not only are there campus activity areas such as lighted tennis courts, a track and field, three pools, and other facilities which can be used almost every day of the year, but nearby there are mountains (with hiking, camping, winter skiing, etc.); deserts (with rock





## **Stahl Center Museum**

The as-yet-unnamed Museum of Culture is a locus for such Stahl Center activities as seminars and lectures. The museum's one hundred family collections include the Stahl Collection

# Undergraduate Admission Information

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## **Admission Information**

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## Application Deadlines

Applications are considered on a rolling basis. However, it is highly recommended that the following preferred deadlines be observed:

### Fall Quarter

- February 1 (New freshman applications)
- July 15 (All other applications)

### Winter Quarter

- November 15

### Spring Quarter

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

### Summer Quarter

- May 1

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

## When Admission is Denied

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

## Admission Classifications

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### Regular Status

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

### Honors Eligibility

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

## Provisional Status

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

## English Language & American Culture Program Only

Students who enroll in the English Language and American Culture Program to study only English as a second language are eligible to enroll only in non-credit ELAC courses as non-degree students and earn no credit toward a degree. They must have current TOEFL or MTELP scores before advisement and registration.

## Admission of Unspecified/Non-degree Students

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

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

# **Admission of New Freshmen**

## **Preparation for College**

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

La Sierra University uses three factors in determining

## **High School Completion**

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

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

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

## **Required Tests**

Test scores are required for all first-time freshman applicants

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

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

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

## Placement Tests

Placement tests are designed to identify entering students who may need additional support in acquiring basic English and mathematics skills necessary to succeed in baccalaureate-level courses. Undergraduate students who do not demonstrate College-level skills in English and mathematics will be placed in appropriate basic skills programs and activities.

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

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

## Placement into College English and Mathematics

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

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

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

## Basic Skills Courses

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

## Foundational Courses

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

## High School Equivalency

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

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

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

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

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

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

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### **Returning Students**

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

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

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

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

A student who has been academically disqualified a second time or discontinued permanently will not be readmitted to the University.

### **Transfer Students**

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

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

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

In addition to following all other admission procedures, and meeting all other admission requirements, an applicant to the Evening Adult Degree Program, EADP, offered through the Division of Continuing Studies, must be at least 22 years of age and have completed at least 44 transferable quarter units (30 semester units) with a minimum 2.0 grade point average. Currently, the EADP is not available to F-1 international students.

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

## **Admission of International Students**

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







**Audit Charge**

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

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

**Other Rate Information**

\$433	EADP tuition per unit	\$50	Waiver examination (for each numbered course)
\$3,624	English as a Second Language—12 to 18 units	\$250	Equivalency examination (for each numbered course)
\$302	English as a Second Language per unit	\$10-\$30	Placement tests
\$283	Student Missionary tuition per unit		<i>Tests include Mathematics, English, Michigan Language, TOEFL. (For more information, refer to the "Undergraduate Testing" and "Graduate Testing" sub-sections of the Learning Support and Testing Center portion of the Academic and Instructional Resources section of this bulletin.)</i>
\$302	ESL per unit during summer		
\$865	Tour tuition per unit, 2018 Tours		

**Deposits Required**

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

**Special Charges**

\$195	Applied music lesson charges for academic credit. (Not included in flat charge) for 9 one-half hour lessons per quarter
\$325	Applied music lesson charges for non-academic credit (not included in flat charge) for 9 one-half hour lessons per quarter <i>(payable in advance at the Bursar's office)</i>
\$2,000	Performer's Certificate charges per quarter <i>(Not for academic credit) (See the Department of Music section in this bulletin for information regarding this program.)</i>
\$35	Late La Sierra Application fee (non-refundable)
\$100	Adventist Colleges Abroad (ACA)/Study Abroad Processing fee (non-refundable)

Cost	Special physical education activities
Cost	Express mailing fee for I-20 to overseas address
Cost	International student health insurance charge
Cost	Books, supplies, music
Cost	Health charges: care other than that provided by campus Health Service
Cost	Non-routine psychological tests
Cost	Campus clubs and organizations
Cost	Meal charges other than those included in flat rate (Including those during holiday and inter-quarter recesses)

## Payment and Account Information

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### Audit Regulations

A student may audit a lecture course only. Courses requiring special instruction or laboratory sessions cannot be taken on an audit basis. Audited classes do not qualify for the SDA scholarships or for federal financial aid. (See other Audit restrictions under the Registration and Attendance section)

### Campus Employment

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

### Campus Payroll

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

### Payroll Deduction

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

### Cash Needs

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

### Checks

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

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

### Confirmation of Registration

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

### Financial Clearance

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

Fall Deadline: September 10, 2017

Winter Deadline: December 10, 2017

Spring Deadline: March 10, 2018



## **Meal Plan Reduction**

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

## **Past Due Accounts**

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

## **Debt Collection**

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

## **Finance Charge**

## **Residence Hall Study Load**

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

## **Room and Board**

La Sierra combines all housing and meal charges into a single Room and Board charge. The standard cost for room and board is a double occupancy room with 110 meals per quarter. If you wish to purchase additional meals per quarter please refer to Meal Plan increase. Students who withdraw from La Sierra





## **Budgeting for Financial Aid**

A student's "cost of attendance" is the total amount it will cost the student to attend La Sierra University during a specific period of enrollment, usually the academic year. Tuition and fees, as determined by Financial Administration, and estimated costs, as determined by the California Student Aid Commission and Student Financial Services, determine allowable budget amounts. The cost of attendance budget items includes tuition and fees, books and supplies, room and board, personal costs, transportation, and student loan fees. The student's "financial need" is the cost of attendance, minus the student's (and parents', if dependent) expected





## **Other Programs**

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

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

Each year enrolled students are considered for various scholarships and awards, granted on the basis of one or more of the following criteria: academic excellence, citizenship, contribution to campus life, and financial need. See application c03wnts-35(:ac)5(ci)Tnachytsndal

# Office of Student Life

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## Student Responsibility

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

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

## From University to Student

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

## General Information

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### Counseling Center

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

## Student Health Services

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

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

## Identification Number

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

## Property Protection

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

## **Safety and Security**

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

## **Student's Official Name**

The official name for a student is the name the student submits on the original application for admission to the University. The Records Office will monitor any corrections and obtain names for initials submitted at registration. The official name of a student may be changed during attendance at La Sierra University by submitting a "Change of Data" form to the Records Office and an official document. Documentation may be required. A maiden name (where applicable) may be incorporated as a part of a student's official name. The official name will be used for all University records such as registration forms, grade reports, transcripts, graduation programs, and diplomas/certificates of completions.

## **Transportation**

The student is responsible for transportation arrangements and costs to on-campus assignments. The student who brings

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

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

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

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

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

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

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

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

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

## **International Student Health Insurance**

La Sierra University requires all international students to carry health insurance while on a valid La Sierra I-20 or DS-2019 form. The Student Health Services Office will register international students with a comprehensive insurance plan. This insurance plan will be purchased for the student at the time of initial registration and will be automatically renewed



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

The OISS assists the international student in complying with regulations and documentation requirements of the US Citizenship and Immigration Service and the US Department of State, including information on regulations that govern on- and off-campus employment. On a continuing basis, OISS

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# Academic Policies and Procedures

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

## Academic Authority

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

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

## Academic Integrity and Honesty

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

## Academic Integrity Statement

All members of the community of scholars (students and faculty) at the University must agree to the following Academic Integrity Statement: I will act with integrity and responsibility in my activities as a La Sierra University student or faculty member. I will not participate in violations of academic integrity, including plagiarism, cheating, or fabricating information. I will not stand by when others do these things. I will follow the academic integrity policy.

## Academic Integrity Committee

The Academic Integrity Committee (AIC), composed of students and faculty, has the responsibility of promoting academic integrity on campus, investigating and adjudicating appeals and violations, and issuing reports of its decisions to the appropriate campus administrators.

## Violations of Academic Integrity

Violations of academic integrity include behaviors such as the following:

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

## Levels of academic dishonesty & Consequences

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

The following classifications are used as rules of practice for faculty, administration, and the AIC in balancing these goals.

The general descriptions of the levels apply to violations of academic integrity for students. Consequences for violations of academic integrity will be proportionate to the level of violation, with Level Four violations generally resulting in dismissal.

**Level One:**

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

**Level Two:**

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

**Level Three:**

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

**Level Four:**

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

## Responsibility of Students

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

## Responsibility of Faculty

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

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

## Transcript Notation

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

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



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

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

I. **Step One:** The student shall first discuss the grievance decision with the dean in an informal conference immediately

## **Class Schedule**

## Regular

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

## Course Load

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### Course Sequence and Credit for Prerequisites

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

### Non-credit Course

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

### Student Status

#### Full-time Status:

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

#### Part-time Status:

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

#### Non-Degree Unspecified Status:

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

## Unit of Credit

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

## Academic Year

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

## Student Teacher

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

## Special Coursework

### Directed Study Courses

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

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

### English as a Second Language Courses

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

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

Students who attain a TOEFL score of 550 or above (MTELP 90 percentile average and at least 80 percentile average in Language Proficiency) and attain a score of 4 or above on the La Sierra University College Writing Test will no longer be required to enroll in ESLC courses, and are required to enroll in ENGL 111, 112, 113 in sequence each successive quarter until the three courses are completed, with a minimum grade of C (2.00).

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

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

## **University Studies Foundational Requirements**

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

## **Basic Skills Courses**

Basic Skills course units at La Sierra University (courses numbered 000-099) do not contribute toward graduation in any major or program at the University and are not usually transferable to another institution. Grades for Basic Skills courses will be issued, computed in the grade point average, and will be used to help decide a student’s suitability for continuance at the University. (The S/U option may not be chosen.)

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

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





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

## Waiver of a Requirement

A student may request the waiver of a requirement if a prior course or experience fulfills the requirement but does not qualify for transfer of credit. An examination may be required.

1. A request to waive a requirement is made to the Dean of the school and/or program director offering the course, and if applicable, to the Dean of the student's school of enrollment. The request must be petitioned and the examination, if any, taken before the final quarter of residence.
2. The maximum amount of coursework that may be waived is determined by the University Undergraduate Academic Council.
3. A waiver does not reduce the credit hour or residency requirements.
4. Waiver examinations are not given for courses assigned Basic Skills course numbers or for courses that have been attempted for credit or have been audited.
5. A waiver examination does not carry academic credit and may not be repeated.
6. The testing fee for a waiver examination is listed in the Financial Information section of the bulletin.

## Class Standing

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### Definitions

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

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

### Eligibility for Coursework

A freshman may take lower division courses (numbered 101-299) but not upper division courses (numbered 301-499). A sophomore, junior, or senior may take any lower or upper division course for which the prerequisite qualifications have been met.

## Graduate Courses for Undergraduate Seniors

A senior in an undergraduate curriculum who otherwise meets all requirements for graduate standing may be allowed to take graduate courses for graduate credit simultaneously with courses that complete bachelor's degree requirements if so registering does not constitute a load in excess of 18 units. The total number of graduate units the student can take before being admitted to graduate study is not to exceed 8 units. These units may not count as part of the minimum 190 required for a bachelor's degree. The student must obtain the approval of the course instructor, the dean of the school offering the course, and the dean of the student's school of enrollment. The student must then notify the Records Office to reserve those units for graduate credit.

## Scholastic Standing

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### Basic Assumptions

The following assumptions form the basis on which the grading system operates:

1. Acceptable standards of performance (objectives) are specified for a course in the syllabus.
2. The teacher provides opportunities for the student to practice the kinds of performance called for in the objectives.
3. Letter grades are based on achievement of valid objectives.
4. Credit for completing a course is given only when a student has achieved an acceptable standard of performance.

## Grades and Grade Points

The following grades and grade points are used in this University:

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

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

XF	Failure, given by the academic integrity committee in case of a major academic integrity violation.
S	Satisfactory performance, units counted toward graduation. Equivalent to a C (2.00) grade or better in undergraduate courses or a B (3.00) grade or better in graduate courses. May not be given for Basic Skills coursework or for coursework in a student's major field or professional curriculum requirements, except for courses in which it has been determined that letter grades are inappropriate. A course in which a student has requested to be graded on an S/U basis may be applied only toward the general physical education activity requirement or as a free elective toward graduation. To request S/U grading, the student files with the Records Office, the appropriate form, signed by the advisor, by 10 class days before the first day of the semester.

**(IP) IN PROGRESS**

Given at the end of the first quarter for classes indicated as IP classes prior to registration. Classes eligible to be offered with the possibility of IP grading are determined by the dean of the school offering the course and this designation is indicated to the Records Office prior to class registration. IP courses have a maximum duration of four quarters (three quarters following the quarter in which the student first registers for the course). Classes that involve continuing research, extended

## **Undergraduate Residency Requirement**

Credit from another accredited institution of postsecondary education may be transferred to the University if it is received by the Records Office on an official transcript sent directly from the institution granting the credit and bearing the seal of that institution. Credit toward graduation is given for those courses

e University reserves the right to limit participation in graduation or recognition ceremonies to students who have

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## **Bulletin of Graduation**

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

## **Change of Grade**





# Majors & Minors Offered

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**Major**

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*Majors and Minors Offered*

Fine Art <i>(specify primary &amp; secondary studio emphases)</i>	BFA	Art+Design	4 years
Global Studies	BA	History, Politics & Sociology	4 years
Graphic Design	BFA	Art+Design	4 years
Health Science: Bio-Health Science	BS	Health & Exercise Science	4 years
Health Science: Globalization and International Health	BS	Health & Exercise Science	4 years
Health Science: Health Administration	BS	Health & Exercise Science	4 years
Health Science: Health Promotion and Education	BS	Health & Exercise Science	4 years
History	BA	History, Politics & Sociology	4 years
Individual Major	BA	Program in Philosophical Studies	4 years
Individual CAS Major	BA	Program in Individual Major	4 years
Individual CAS Major	BS	Program in Individual Major	4 years
Liberal Arts - ACCESS <i>(specify concentration)</i>	BA	Division of Continuing Studies	4 years
Liberal Studies	BA	Liberal Studies	4 years
Mathematics	BS	Mathematics	4 years
Music	BA	Music	4 years
Music: Music Education <i>Music</i>	<b>B</b>		

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

# Classification of Courses

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## Numbering of Courses

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

101-299	Lower division (Freshman/Sophomore)
300-499	Upper division (Junior/Senior) (Limited Application to MA, by special permission)
501-699	Graduate
700-799	Doctorate/Postdoctoral

Courses numbered below 100 and in the 800s and 900s do not offer credit toward any degree or diploma at La Sierra University.

001-099	Basic Skills
800-899	Special Certificate Programs
900-999	Continuing and noncredit education (Noncredit) (Prefix either begins with "LS" or ends in "CE")

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

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

## Units of Credit

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

## Continuing Education Units

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

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

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

## Additional Information

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

## Prefixed and Areas of Instruction

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

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

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

### Key

**CAS** College of Arts and Sciences

**SE** School of Education

**ZSB** Zapara School of Business

**DS** HMS Richards Divinity School

# University Studies

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## **Kendra Haloviak Valentine, PhD**

Interim Dean, Division of General Education (2016)

Professor of New Testament Studies (2001)

PhD Graduate Theological Union 2002

New Testament studies, biblical languages

## **Program Faculty**

### **S. Eric Anderson**

Professor of Management and Economics

PhD University of North Texas, Denton 1992

Health Care Management, strategic management, health care economics and finance, political economy, international trade





**Kimo Smith**

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

**Carrie Specht**

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

**Marni M. Straine**

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

**Melissa Tafoya**

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

**Charles Teel, Jr.**

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

**Daphne Thomas**

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

**Robert K. Thomas**

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

**Terrill Thomas**

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

**Lloyd Trueblood**

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

**Rodney Vance**

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

**Eric Vega**

Assistant Professor of Sociology (2013)  
 PhD University of California, Riverside 1992  
 Associate Professor of Sociology (2013)  
 PhD University of California, Riverside 1992  
 Assistant Professor of Sociology (2013)

**Oliver Sutter**

MFA Claremont Graduate University 1990

Painting, drawing, topics in art history

## **Objective**

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

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

As the centerpiece of this distinctive approach to general education, the University has developed an integrated curriculum that stimulates the meaning-centered development of its students; familiarizes them with the various academic disciplines; exposes them to intercultural, international, and interethnic concerns; and encourages them to recognize the importance of individually developing a value system that will allow them to distinguish between right and wrong. As part of the University Studies program, students have the opportunity to engage, gts havg

## **Service-Learning**

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

A maximum of one Service-Learning requirement may be waived by serving as a long-term student missionary (9 months) along with the required Portfolio, supporting

## IGETC Curriculum

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

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

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

- 3 semester units

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

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

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

- At least 2 disciplines

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

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

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

- Minimum 2 consecutive semesters

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

## Overview: University Studies

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

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

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

## Foundational Studies (20-33 units)

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

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

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

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

**STATEMENT OF GUIDELINES REGARDING  
UNST 100 AND 101**

- First-year students who have not been full-time college students, transfer students with less than 24 units, and



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

ARCH 240 Stories of the Judges  
ARCH 241 Mark's Story of Jesus  
ARCH 432F Mesopotamian Archaeology and History  
ARCH 440 e Book of Judges  
ARCH 441 Jesus & the Book of Mark  
ARCH/ANTH 216





## Upper Division Rhetoric Courses

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

### Art

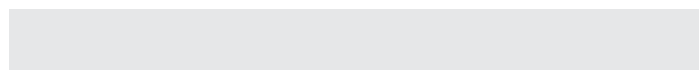
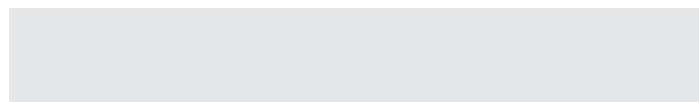
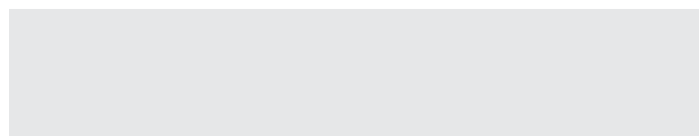
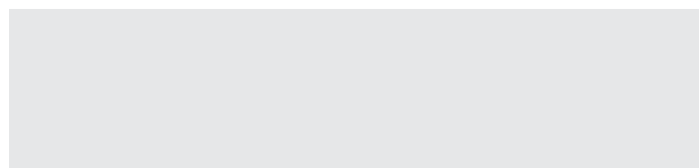
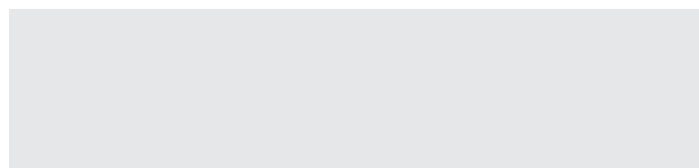
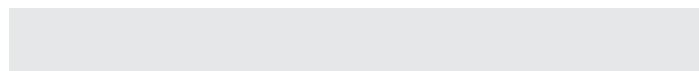
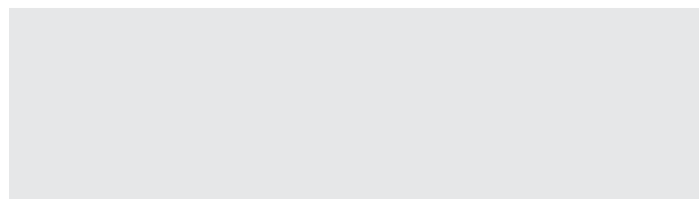
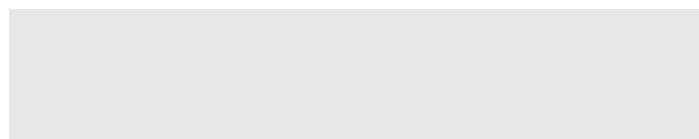
*Choice of:*

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

### Biology

*Must complete all of the following:*

BIOL 301L Cell & Molecular Biology Projects Laboratory (1)  
BIOL 302L Genetics Laboratory (1)  
BIOL 303L De tory (1)



## COURSES

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

### LOWER DIVISION

**UNST 100 Critical Thinking Skills for the University Student (3):** This course will help first-year students develop their critical faculties through their participation in higher-level thinking activities. The course structure contains a strong emphasis on reading comprehension and written and oral communication. A focus on creative expression is used in the course to instill in students a sense of curiosity. In addition, students will develop learning strategies including, but not limited to, time management, goal setting, multi-level thinking, effective reading, memory strategies, and stress management. Students will also be introduced and encouraged to utilize the technology and learning resources offered by the university. All provisionally-accepted first-year students and provisionally-accepted transfer students with 24 units or less are required to take UNST 100.

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

**HUMN 104 Exploring American Culture through Literature & Film (4):** With a focus on American literature and film, this course seeks to make La Sierra University students educated participants in the creation and development of American culture. To achieve this fundamental objective, the course introduces students to basic skills of critical analysis as applied to cultural "texts" produced in the United States. Students then learn to use these skills and respond to specific explorations of contested dimensions of culture such as religion, society, culture, politics and economics.  
*Prerequisite: ENGL 111 or 124 (can be concurrently enrolled)*

**HUMN 105 Exploring American Culture through the Visual & Performing Arts (4):** With a focus on American visual and performing arts, this course seeks to make La Sierra University students educated participants in the creation and evolution of American culture. To achieve this fundamental objective, the course introduces students to basic skills of critical analysis as applied to cultural "texts" produced in the United States. Students then learn to use these skills and respond to specific explorations of contested dimensions of culture such as religion, society, culture, politics and economics.  
*Prerequisite: ENGL 111 or 124 (can be concurrently enrolled)*

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

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

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

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

**SSCI 204 Growing Up in America (4):** An interdisciplinary study of issues associated with childhood, adolescence and parenting with particular attention to sociocultural (social, cultural, and diversity) factors in the United States that affect development. The class paints a picture of childhood in the United States and, at the same time, focuses on factors that optimize the development of children. At the end of the class, students should not only be knowledgeable about the issues surrounding childhood in this country but have reflected on their responsibility as citizens and future parents.

*Prerequisite: ENGL 113 or 124*

**SSCI 205 Identity & Society (4):** An exploration of relationships among individuals, social groups, and institutions, emphasizing the uses of power and authority and the roles of oral communication and networking in constructing social ties and mediating disputes. Major social groups such as the state, the workplace, the school, the church and the family are examined from the perspectives of politics, economics, education, religion and science.

*Prerequisite: ENGL 113 or 124*

**SSCI 206 Childhood in Global Perspective (4):** An interdisciplinary survey of issues impacting the development of children around the world, with particular emphasis on developing regions and non-Western contexts. The course will consider children's health and well-being within the context of familial, cultural, economic and political systems, and how these are affected by global economic and political forces. By the end of the class, students should not only be knowledgeable about the issues surrounding childhood, but have reflected about their responsibility as citizens of the world.

*Prerequisite: ENGL 113 or ENGL 124*

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

*Prerequisite: ENGL 113 or ENGL 124*

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

*Prerequisite: ENGL 113 or 124*

## UPPER DIVISION

**RLGN 304 Adventism in Global Perspective (4):** An interdisciplinary study of Adventism from its inception in nineteenth-century New England to its present situation as a multicultural community of faith, including an examination of the major figures and historical turning points. The course traces the development of Adventist beliefs and their relationship to those of other Christian denominations. The course also considers various aspects of the Adventist lifestyle; surveys the principal Adventist enterprises, such as health care, education,

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

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

*Restriction: Students must have junior or senior standing*

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

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

*Restriction: Students must have junior or senior standing*

**NSCI 406 Nature & Human Values (4):** This course is an introductory study of the ways humans try to make sense out of the nature of the universe and their place in it. The relationships between science and religion are a prominent theme of the course. A major goal is to lead science and non-science students to understand both the importance and limitations of science.

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

*Restriction: Students must have junior or senior standing*

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

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

*Restriction: Students must have junior or senior standing*

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

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

*Restriction: Students must have junior or senior standing*

**UNST 404 Senior Seminar: Religion, Values, & Social Responsibility (4):** This senior seminar and Social Responsibility (4) course will explore the relationship between religion, values, and social responsibility.

*Restriction:*

# University Honors

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**Kendra Haloviak-Valentine, PhD**

Interim Dean, Division of General Education

Professor of New Testament Studies (2001)

PhD Graduate Theological Union 2002

New Testament studies, biblical languages

**Andrew Howe**

Director, Honors Program

Professor of History (2005)

PHD University of California-Riverside 2005

American history and civilization, culture studies & film studies

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

- **Seeking:** Students are encouraged to contribute to the definition of their own education as they develop excellence in scholarship in a manner and with a subject that is uniquely their own. This is foundational to the lifelong process of seeking truth through intellectual

## Grades

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

An honors scholar must have a cumulative grade point average of 3.50 for all courses prior to enrolling for Honors Scholarship (UHNR 464) units.

A student is no longer allowed Honors status when the cumulative grade point average for all courses is below 3.5.

## Admission into the Honors Program

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

## Portfolio

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

## General Education Requirements

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

## Program Requirements

Required: 70-95 units

- Honors Core Courses: (41 units)

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

- Community Involvement: (4 units)

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

UHNR 364	Honors Scholarship Colloquium
UHNR 464	Honors Scholarship Project

Competencies: (20-37 units)

*Choice of either:*

ENGL 111, 112, 113 College Writing

**OR**

ENGL 124 Freshman Seminar in Writing

*Plus, choice of one of the following:*

MATH 121 College Algebra

MATH 122 Trigonometry & Analytical Geometry

MATH 131 Calculus I

MATH 155 Introductory Statistics

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

*Plus:*

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

*Plus:*

HLSC 120 Lifetime Fitness

## **COURSES**

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

*Note: Membership in the*



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

*Prerequisite: Junior standing*

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

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

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

*Prerequisite: UHNR 224*

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

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

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

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

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

# Division of Continuing Studies

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## Program Staff

Jill Rasmussen, MSW, LCSW, Director

Carrie Engevik, BA, Academic Advisor

## Objective

The Division of Continuing Studies (DCS) seeks a broad base of students from many faiths, and it values student diversity as a strength. DCS offers evening classes to adult students who wish to complete their bachelor's degrees. The Division of Continuing Studies encourages personal excellence, physical and emotional health, intellectual breadth, appreciation of the fine arts, and commitment to supreme values.

The Division of Continuing Studies fulfills the aims of the University through the undergraduate degree Evening Adult Degree Program, EADP, specifically designed to meet the academic needs of students 22 years of age and older. It provides courses required to complete undergraduate degrees (BA and BSW) which combine career-related and general education courses. The BA degree may include credit for prior experiential learning.

## EADP Admission Information

Division of Continuing Studies EADP students must:

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

EADP students are admitted into the University for a period of four years. Students needing to discontinue enrollment for longer than one calendar year (12 months) and desiring a leave of absence must request permission in writing before the end of the 12-month period. Students must submit a written request to the program director that explains the absence, verifies the intent to continue studies, details a plan, and outlines a schedule of expected return. Requests will be reviewed by the EADP program director and appropriate administrators. Students will be notified in writing of the decision.

## Financial Information

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

## Fees

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

## General Education Requirements

Track III general education requirements are specifically designed for adult students. These requirements encourage intellectual breadth and depth, appreciation of the fine arts, responsible social relationships, understanding of religious studies, and service-learning. Two service-learning courses are required for sophomore transfer students, and one service-learning course is required for junior and senior transfer students.

## Programs of Academic Study

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

- **Bachelor of Arts in Liberal Arts**

The curriculum for the Bachelor of Arts degree (BA) with a major in Liberal Arts is diversified and offers a comprehensive liberal arts education; a specific area of concentration can be tailored to accommodate the student's interests and needs. The Liberal Arts curriculum may also provide a good foundation for obtaining elementary or secondary teaching certification or for enrolling in a master's degree program. (Education classes are offered through the School of Education.) The BA degree is granted through the College of Arts and Sciences.

- **Bachelor of Social Work**

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

## MAJORS

### Bachelor of Arts

#### LIBERAL ARTS

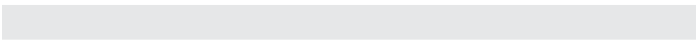
The Liberal Arts major has the following requirements:

ma.1.(P)6 (minimum)

At least

General Education

requirements





The College expects its citizens to live in harmony with the Seventh-day Adventist lifestyle and support its perspective on education.

Excellence in scholarship and excellence in teaching are joint commitments. It is the objective of the College to employ faculty with the highest qualifications and a commitment to quality instruction and to supply these faculty with an environment that challenges them to grow professionally.

The College subscribes to the ideals of responsible academic freedom and encourages faculty to engage in research and other professional activity that enriches their expertise and contributes to human knowledge. The College is a center for the liberal arts in a variety of ways, both in the University community and in the larger communities served by the University. The College has an art gallery and a museum of natural history. In addition, it provides major support for art exhibits, musical productions and performances, drama productions, special lectures, and occasional symposia. Contributions to this function are also made by faculty who do scholarly research, edit scholarly journals, act as consultants, perform as artists, and produce works of art.

## Organization & Administration

### Dean:

The dean is the chief administrative officer of the College and is responsible for its academic program and is assisted by the associate dean. The dean holds a faculty appointment in the College.

### Officers:

Officers of the faculty include the dean, who serves as its chair and presides at its general meetings; a faculty moderator, who chairs faculty meetings when faculty policy committees report; a secretary; and a parliamentarian (the latter three officers are elected by the faculty).

### Committees:

The College Executive Committee consists of the dean, associate dean, and chairs of the departments of instruction. Administrative committees, in general, are appointed by the dean and/or the College Executive Committee. Policy committees, in general, are elected by the faculty. All committees report to the body or office that appointed them, and in the final analysis are advisory to the dean.

## Departments and Programs in the College

The following is a list of departments and programs in the College that offer majors leading to a baccalaureate degree:

Art + Design

Biology

Chemistry and Biochemistry

Communication

Computer Science

Criminal Justice

English

Film and Television

Health and Exercise Science

History, Politics, and Sociology

Individual Major

Liberal Studies

Mathematics

Music

Neuroscience

Physics

Philosophical Studies

Psychology

Social Work

World Languages



# Program in Adventist Colleges Abroad

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## **Adventist Colleges Abroad**

Adventist Colleges Abroad (ACA) is a consortium of Seventh-day Adventist colleges and universities in North America, which grew out of the Year-Abroad program begun by then La Sierra College in 1961. It provides qualified students opportunities



**Germany:**

Friedensau Adventist University, Friedensau  
(German Language and Culture)

**Italy:**

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

**Spain:**

Colegio Adventista de Sagunto, Sagunto  
(Spanish Language and Culture)

**Summer Abroad Proqunto**

## SUMMER COURSES

FREN 102	Beginning French (3)
FREN 122	Written Comprehension & Expression (2)
FREN 132	Spelling & Grammar (1)
FREN 152	Beginning Oral Expression (3)
FREN 192	Intensive Beginning French (6)
FREN 202	Intermediate French (2)
FREN 222	Intermediate Composition (2)
FREN 232	Spelling & Grammar (2)
FREN 252	Intermediate Oral Expression (2)
FREN 262	Reading Comprehension (1)
FREN 292	Intensive Intermediate French (5)
FREN 322	Advanced Composition (2)
FREN 332	Orthography (1)
FREN 342	Advanced Grammar (2)
FREN 352	Advanced Oral Expression (2)
FREN 362	Literary Studies (2)
FREN 422	Literary Analysis, Summary Techniques (2)
FREN 462	Advanced Literary Studies (2)

## Friedensau Adventist University on site in Friedensau, Germany

*e units connected to the following courses indicate semester hours.*

### LOWER DIVISION

GRMN 102, 103	Elementary German (4, 4)
GRMN 122, 123	Phonetics (2, 2)
GRMN 128, 129	Beginning Oral Expression (4, 4)
GRMN 146, 147	Multimedia Language Lab (1, 1)
GRMN 172, 173	Cultural Studies (2, 2)
GRMN 206, 207	Intermediate German (4, 4)
GRMN 216, 217	Intermediate Oral Expression (4, 4)
GRMN 228, 229	Intermediate Phonetics (1, 1)
GRMN 246, 247	Multimedia Language Lab (1, 1)
GRMN 257, 258	Survey of German Literature (2, 2)
GRMN 276, 277	Cultural Studies II (2, 2)
GRMN 296, 297	Independent Reading (1, 1)
HIST 285	German History (2)

### UPPER DIVISION

ART 310	Ceramics: Drawing/a2aGliTm[ (4t1)]TJ-7.2 -1.2 Td(FREN 2963n)7(1(ens)16TextFEFF0009-BDC (Suj/Spa&ActualTe2FI
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## SUMMER COURSES

GRMN 101, 102, 103	Beginning German (2, 2, 2)
GRMN 151, 152, 153	Beginning Oral Expression (1, 1, 1)
GRMN 191, 192, 193	Intensive German Review (3, 3, 3)
GRMN 201, 202, 203	Intermediate German (2, 2, 2)
GRMN 251, 252, 253	Intermediate Oral Expression (1, 1, 1)
GRMN 291, 292, 293	Intensive German Review II (3, 3, 3)
GRMN 301, 302, 303	Advanced German (2, 2, 2)
GRMN 351, 352, 353	Advanced Oral Expression (1, 1, 1)
GRMN 411, 412, 413	Advanced Written Expression (1, 1, 1)
GRMN 441, 442, 443	Advanced Grammar (1, 1, 1)
GRMN 454, 455, 456	Advanced German Literature for Advanced German (2, 2, 2)
GRMN 467, 468, 469	Independent Study (1, 1, 1)

## Istituto Avventista Villa Aurora on site in Florence, Italy

### LOWER DIVISION

HMCE 102, 103	Mediterranean Cooking (1, 1)
ITLN 111	Phonetics (1)
ITLN 151, 152, 153	Beginning Grammar (5, 5, 5)
ITLN 162	Beginning Composition (2)
ITLN 172, 272	Italian Fine Arts & Monuments (1, 1)
ITLN 181, 182, 183	Beginning Conversation (3, 3, 3)
ITLN 212	Italian Culture (2)
ITLN 251, 252, 253	Intermediate Grammar (5, 5, 5)
ITLN 262	Intermediate Composition (2)
ITLN 281, 282, 283	Intermediate Conversation (2, 2, 2)

### UPPER DIVISION

ART 322, 333	Fashion Design (2, 2)
ART/ITLN 397	Internship (1-3)
ITLN 303	Italian History (2)
ITLN 310	Geography of Italy (1)
ITLN 313	Advanced Italian Culture (2)
ITLN 333	Italian Literature (2)
ITLN 335, 336	History of Italian Art (2, 2)
ITLN 351, 352, 353	Advanced Grammar (3, 3, 3)
ITLN 360	Italy & Its Culture in British & American Literature (2)
ITLN 361	Advanced Composition (2)
ITLN 370, 470	History of the Italian Cinema (2, 2)
ITLN 372	Italian Fine Arts & Movements (1)
ITLN 375	History of Italian Music (2)
ITLN 378	Language rough Drama (2)
ITLN 381, 382, 383	Advanced Conversation (2, 2, 2)
ITLN 399	Directed Study (1-2)
ITLN 422, 423	Translation & Interpretation (2, 2)
ITLN 431	Advanced Italian Literature (2)
ITLN 451	Advanced Grammar II (3)
ITLN 461	Advanced Composition II (2)
ITLN 471	Advanced Conversation II (3)

## SUMMER COURSES

ITLN 101, 102, 103	Beginning Italian (2, 2, 2)
ITLN 131	Italian Art (3)
ITLN 191, 192, 193	Intensive Italian Review (2, 2, 2)
ITLN 201, 202, 203	Intermediate Italian (2, 2, 2)
ITLN 291, 292, 293	Intensive Italian Review (2, 2, 2)

## Centro Universitário Adventista de São Paulo on Site in São Paulo, Brazil

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

### LOWER DIVISION

PORT 131, 132	Phonetics (2, 2 SH)
PORT 151, 152	Beginning Portuguese Grammar (3, 3 SH)
PORT 161, 162	Beginning Portuguese Composition (3, 3 SH)
MUPF 171, 172	Music & Choir (1, 1 SH)
PORT 171, 172	Beginning Portuguese Conversation (3, 3 SH)
PORT 251, 252	Intermediate Portuguese Grammar (3, 3 SH)
PORT 261, 262	Intermediate Portuguese Composition (3, 3 SH)
PORT 271, 272	Intermediate Portuguese Conversation (3, 3 SH)

### UPPER DIVISION

PORT 301	Folklore of Brazil (3)
<i>is course is a continuation of PORT 300</i>	
PORT 331	Brazilian Literature (3)
<i>is course is a continuation of PORT 300</i>	

## Colegio Adventista de Sagunto on site in Sagunto, Spain

### LOWER DIVISION

SPAN 201, 202, 203	Spanish Folklore (2, 2, 2)
SPAN 228	Spanish & European Cinema (1)
SPAN 241, 242, 243	Preparation for the Spanish Diploma D.E.L.E.C.I.E. (1, 1, 1)
SPAN 251, 252, 253	Intermediate Spanish Grammar (4, 4, 4)
SPAN 261, 262, 26	Intermediate Spanish Composition (3, 3, 3)
SPAN 271, 272, 273	Intermediate Spanish Conversation (4, 4, 4)
MUPF/SPAN/ART 285, 286, 287	Art of Spanish Music (2, 2, 2)

**UPPER DIVISION**

ART 331, 332, 333 History of European Art (2, 2, 2)  
GEOG 321, 322 Geography of Spain & Europe (2, 2)  
SPAN 312, 313 Spain & its Culture (2, 2)  
SPAN 315, 316, 317 History of Spain & Europe (2, 2, 2)  
SPAN 321, 322

# Additional Courses

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April Summitt, PhD, Dean

Lora Geriguis, PhD, Associate Dean

## COURSES

### Pre-Graduate/Pre-Professional

#### LOWER DIVISION

**DENT 103 Introduction to Dentistry (2):** This course is designed to introduce students to the facets of dentistry and the challenges awaiting them. Students will have the opportunity to interact with dental specialists who will give guest presentations. Included is discussion of preparation for the DAT exam, dental school application, financial and personal issues related to dental school, and other relevant topics.

**GRAD 204 Introduction to Graduate School (1):** Varying topics and issues relevant to attending graduate school, including techniques for review and selection, the application process, and financial aid resources.  
*Prerequisite: At least sophomore standing*

**MDCN 204 Introduction to Medicine (2):** This course is designed to introduce students to the facets of medicine and the challenges awaiting them. Students will have the opportunity to interact with medical specialists who will give guest presentations. Included in the course is preparation for the MCAT exam, and discussion of medical school application, financial and personal issues related to dental school, and other relevant topics.

**SPPA 284 Introduction to Speech-Language Pathology & Audiology (3):** Introduction to major types of disorders including terminology, etiology, and diagnosis/treatment. This is a survey course for pre-Speech-Language Pathology and Audiology majors, prospective teachers, and others who may interact with individuals having speech-language or hearing disorders.

#### UPPER DIVISION

**MDCN 385 Seminar - Preparation for Medical School (0.5):** Information and procedures relevant to medical school application. *Prerequisite: At least junior standing*

### Geology

#### UPPER DIVISION

**GEOL 314 Earth Science (4):** An introductory geology course providing the student with a broad picture of geological

# Department of Art+Design

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## Department Faculty

### **Terrill Thomas, Chair**

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

### **Timothy Musso**

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

### **Susan D. Patt**

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

## Collaborating Faculty

### **Rick Caughman**

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

### **Claudette Goux**

MA University of California, Riverside 2005  
Art history

### **Joshua Hagler**

BFA University of Arizona 2002  
Painting

### **Brittney Moji**

MFA University of California Los Angeles 2016  
Ceramics, 3-D media

### **Maja Ruznic**

MFA California College of Arts 2009  
Painting

### **Scott Shakespeare**

BFA La Sierra University 2008  
Ceramics

## Degrees Offered

Bachelor of Arts degree in:

- Art

Bachelor of Fine Arts degree in:

- Studio Art, with emphases in:  
Fine Art  
Graphic Design

Minor in:

- Art

A non-art major may elect to take art courses for personal enrichment and to fulfill general education requirements. These include courses in art appreciation, art history, and a

## **Mission**

The Art+Design faculty are continually filled with wonder as we engage in creative work alongside our students and explore the vibrant culture of the Los Angeles area and its unique surrounding wilderness, mountain and coastal areas. We thrive on seeing new ideas and skills bloom within our students, and seek to create an environment that fosters this development and awareness.

We see a world where the visual language of art and design are used to create experiences and share stories. As students of the visual language of the past and contemporary culture, artists and designers are best able to help society understand the complex issues and challenges facing us.

We value individual drive, sustainability, excellence of concept and craft, collaboration, and social engagement. We seek to create a culture that nurtures these values and encourages spiritual growth through mindful engagement with one's creative practice.

We are driven to deliver a curriculum that is responsive to the needs of our students through generous studio and gallery spaces, experiences that promote sustainable thinking, community engagement and active participation in the professional worlds of art and design.

## **Learning Outcomes**

The Department of Art+Design has the following core learning outcomes:

- 1.

## BFA FINE ART

BFA Fine Art candidates must choose an area of emphasis, selected from Painting, Ceramics, Printmaking, Book Arts, Photography or Textiles. Seniors develop a cohesive body of work during Senior Project for exhibition in the Brandstater Gallery.

Required: at least 103 units in art, including:

- Core Curriculum (40 units)
- 12 upper division units of studio emphasis
- 16 units of studio electives
- 5 courses listed below (35 units)

ARTA 310 Art History: Modern Art  
ARTS 314 Free Dimensional Design  
ARTS 324A Drawing II  
ARTS 324B Drawing II  
ARTX 486A Professional Practices  
ARTX 486B Senior Exhibit  
ARTX 495 Senior Project (6 units)

### Choose either:

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

### Choose either:

ARTS 274 Ceramics (4 units)  
**OR**  
ARTS 284 Sculpture (4 units)

## BFA GRAPHIC DESIGN

BFA Graphic Design majors explore typography, interface design, design for print and web. Electives can include motion graphics, flash animation, 3D modeling and video. Internships are required of all Graphic Design majors.

Required: at least 103 units in art, including:

- Core Curriculum (40 units)
- 8 units of studio electives
- 5 courses listed below (55 units)

ARTS 244 Typography  
ARTS 248 Graphic Design I  
ARTS 266 Book Arts  
ARTS 324A Drawing II  
ARTS 324B Drawing II  
ARTS 345A Graphic Design II: Packaging

ARTS 345B Graphic Design III: Publication Design  
ARTS 394C Interface Design  
ARTS 395A Web Design: Communication Principles  
ARTX 486A Professional Practices  
ARTX 486B Senior Exhibit

### Choose either:

ARTS 314 Free Dimensional Design  
**OR**  
ARTS 394A 3D Modeling

### Choose either:

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

### Choose one of the following:

ARTX 495 Senior Project (0-6 units)  
**AND/OR**  
ARTX 497 Internship (0-6 units)

## MINOR

### ART

Required: at least 30 units (4 upper division) in art, including:

- 5 courses listed below (16 units)
- Remaining 14 units selected in consultation with department advisor.

### Choose one of the following:

ARTA 205 The Language of Art  
**OR**  
ARTA 309 Art History: Baroque through Modern  
**OR**  
ARTA 310 Art History: Modern Art

ARTS 115 Design Principles  
ARTS 116 Color for Artists & Designers  
ARTS 224 Drawing I (4 units)





## **Design**

### LOWER DIVISION

**ARTS 115 Design Principles (4):** An introduction and examination of the elements and principles of design, including line, shape, value, texture, and space. In a critique-

**ARTS 364D Fabric Sculptural Forms (2-4):** Creation of three-dimensional forms using dye and pigment on original fabrics. Emphasis on mastery of skill and personal style.

*Prerequisite: ARTS 264*

**ARTS 364E Special Project in Fabrics (2-4):** Student in consultation with the professor, creates a special project in fabrics. May be repeated for additional credit.

**ARTS 365A Weaving Workshop: Loom Weaving (2-4):** Continued exploration of design concepts and processes of loom-controlled weaving including rigid heddle and multi-harness pattern weaving. Emphasis on mastery of skill and development of personal style.

*Prerequisite: ARTS 265*

**ARTS 365B Weaving Workshop: O -Loom Weaving (2-4):** Continued exploration of design concepts and processes in o -loom weaving for the production of functional and non-functional weaving. Emphasis on mastery of skill and development of personal style.

*Prerequisite: ARTS 265*

**ARTS 365C Weaving Workshop: Tapestry (2-4):** Continued exploration of design concepts and processes in tapestry weaving. Emphasis on mastery of skill and development of personal style.

*Prerequisite: ARTS 265*

**ARTS 365D Weaving Workshop: Warp/Weft Painting (2-4):** Continued exploration of design concepts and processes involved in manipulation of woven fabric through dying such

**ARTS 394C Interface Design (4):** A project based approach to learning user interface design principles across a range of media and experiences, including interactive animation, mobile prototyping and website concept development. Software platforms include Flash and Sketch 3.

*Prerequisite: ARTS 194*

**ARTS 394D Video (4):** Introduction to video editing and visual storytelling with an emphasis on concept development and understanding visual language, time, and space. Projects consist of short shooting exercises such as documenting a person, place, or event.

**ARTS 394G Motion Graphics(4):** A Study of motion graphics processes and methods including concept development, storyboard development, animation, and storytelling through timing and images.

**ARTS 395A Web Design Communication Principles (4):** An introduction to professional web design tools using modern CSS and HTML to create search engine friendly websites. Projects include setting up one's own web domain, installing and customizing blogs, and embedding Flash and Video into one's websites.

*Prerequisite: ARTS 194*

**ARTS 395B Web Design Advanced Concepts (4):** A study of professional web design practices including estimating projects, interacting with clients, and project work ow. Projects focus on developing the user interface, customized CSS styles, Flash navigation, and installing customized scripts.

*Prerequisites: ARTS 115, 116, 194 & 248*

**ARTS 395C Web Design Special Project (4):** Student in consultation with professor, creates a special topic in web design.

*Prerequisite: ARTS 248*

## Painting

### LOWER DIVISION

**ARTS 234 Painting (4):** An introduction to painting materials through historical examples and technical demonstrations. Emphasis placed on observation-based representation, color, composition and painting techniques.

*Prerequisite: ARTS 224*

### UPPER DIVISION

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**Prerequisite: ARTION**

**ARTS 355D Black & White Photography (2-4):** Traditional black and white photographic media and the printing techniques, with an emphasis on creative exploration, interpretation, and technical proficiency. Historic backgrounds and instruction in the use of cameras, light meters, and darkroom procedures, chemicals, and equipment.  
*Prerequisite: ARTS 255*

## Printmaking

### LOWER DIVISION

**ARTS 254 Printmaking (4):** An introduction to major printmaking processes. A primary goal is the development of technical capabilities which allow the student to produce images that represent personal concepts, vision, and creativity.  
*Prerequisite: ARTS 224*

### UPPER DIVISION

**ARTS 354A Printmaking Workshop: Large Scale (2-4):** Continued exploration of printmaking techniques and concepts with an emphasis on producing large scale prints.  
*Prerequisite: ARTS 254*

**ARTS 354B Printmaking Workshop: Mixed-Media (2-4):** Continued exploration of traditional printmaking techniques and concepts with an emphasis on combining different processes and materials.  
*Prerequisite: ARTS 254*

**ARTS 354C Printmaking Workshop: Tradigital (2-4):** Continued exploration of printmaking techniques and concepts with an emphasis on combining traditional and digital processes.  
*Prerequisite: ARTS 254*

**ARTS 354D Printmaking Workshop: Experimental (2-4):** Continued exploration of concepts in both traditional and digital printmaking techniques with emphasis placed on experimentation.  
*Prerequisite: ARTS 254*

## Sculpture

### LOWER DIVISION

**ARTS 284 Sculpture (4):** Studio practices including clay modeling, stone and woodcarving, assemblage and use of the waste-mold.

### UPPER DIVISION

**ARTS 384 Sculpture Workshop (2-4):** Advanced studies in sculpture.  
*Prerequisite: ARTS 284*

## Professional Studies

### LOWER DIVISION

**ARTX 298 Workshop in Art (1-4):** Variety of studio media. May be repeated for up to 12 units of credit with new content.

**ARTX 299 Directed Study (1-4):** Independent project in the art, graphic design, or art history.  
*Restriction: For Art+Design majors only*

### UPPER DIVISION

**ARTX 486A Professional Practices (2-4):** This course addresses career goals and introduces students to a variety of art and design business practices. Topics covered include portfolio preparation, resumes, contracts, graduate school applications, exhibition submissions and gallery representation.  
*Restriction: For Art+Design majors with junior or senior standing only*

**ARTX 486B Senior Exhibit (1):** All graduating senior in art and graphic design majors are required to plan, prepare, and install an original exhibit accompanied by a written personal statement.  
*Restriction: For graduating senior Art+Design majors only*

**ARTX 495 Senior Project (1-8):** A cohesive body of work that relates to the student's major.

**ART101 Senior Project (1-8):** A cohesive body of work that relates to the student's major.

**ARTX 499 Directed Study (1-4):** Advanced independent project in the art, graphic design, or art history.

*Restriction: For Art+Design majors only*

**UNST 404A Senior Seminar: Religion, Values & Social Responsibility (4):** The study of religious, moral and social issues within art and design culminating in the production of art and/or design work that expresses the student's beliefs and philosophy of life.

*Restriction: For Art+Design majors with junior or senior standing only*

# Department of Biology

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## Department Faculty

### **Lloyd A. Trueblood , Chair**

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

### **L. Lee Grismer, Director of Research**

Professor of Biology (1994)  
PhD Loma Linda University 1994  
Herpetology, systematics, biogeography, vertebrate natural history

### **Natasha S. Dean**

Lecturer II (2003)  
PhD Loma Linda University 2004  
Microbiology

### **Arturo Diaz**

Assistant Professor of Biology (2014)  
PhD University of Wisconsin 2009  
Microbiology, virology, molecular biology

### **Eugene E. Joseph**

Associate Professor of Biology (1989)  
PhD Morehouse School of Medicine 2004  
Human anatomy

### **Arun Muthiah**

Lecturer of Biology (2016)  
PhD Loma Linda University 2013  
Biology

### **John Perumal**

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

### **Nathan Sutter**

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

## Degrees Offered

Bachelor of Science degrees in:

- Biology, with a required emphasis in:
  - Biological science
  - Biomedical science
- Environmental Science, with a required emphasis in:
  - Natural science
  - Physical science

Minor in:

- Biology

## Preparation for Teaching

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

## Mission Statement

The Biology department prepares our students "to Seek, to Know, and to Serve." We offer breadth and depth in the biological, biomedical and environmental sciences, with opportunities for learning and research in the classroom, field and laboratory. We are committed to providing a safe and open environment for our students to expand and integrate their faith with their educational journey.

## Objectives

The objectives of the Department of Biology are to help students better understand themselves and the living things around them, to develop a scholarly approach to the study and evaluation of scientific information, and to prepare for careers in biology, medicine and environmental sciences.





## MAJORS

### Bachelor of Science

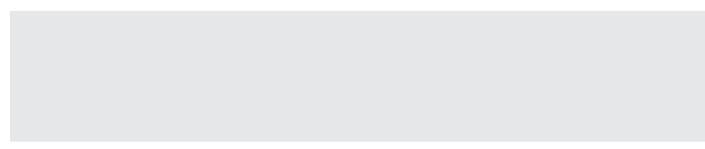
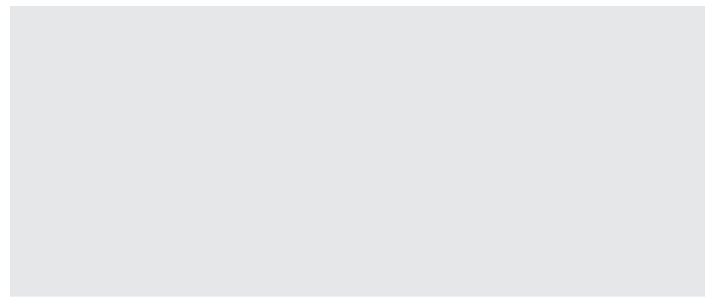
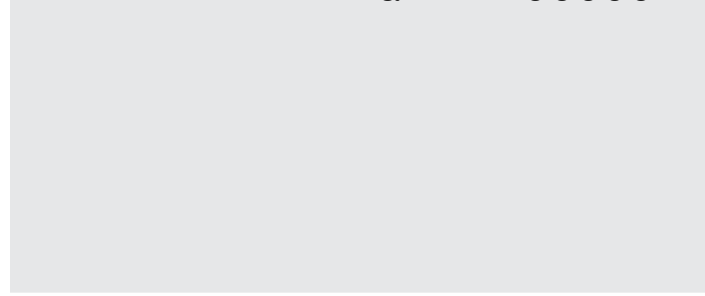
#### BIOLOGY

Required: at least 109 units, with 63 in biology and 46 units in related fields, including:

- The biology courses listed below (39 units)
- Required Cognates (46)
- An area of emphasis (24 units; see below)
- 1 unit may be applied to the major from CHEM 491 and 492
- 2 units may be applied from CHEM 493  
*No more than 4 units of BIOL 495 can be counted toward upper-division elective credit in Biological and Biomedical Science majors*

In addition, majors must take UNST 404B during their final year, as part of their University Studies requirements.

BIOL 111, 111L General Biology I, lab  
CHEM 491



## Bachelor of Science

### ENVIRONMENTAL SCIENCE

Required: at least 107 units of biology, chemistry, environmental science, and related fields, including:

- The courses listed below (60 units)
- Required Cognates (12 units)
- An area of emphasis in Environmental Science (35 units, see below)
- 1 unit may be applied to the major from CHEM 491 and 492
- 2 units may be applied from CHEM 493

In addition, majors must take UNST 404B during their final year as part of their University Studies requirements.

BIOL 111, 111L	General Biology I, laboratory
BIOL 112, 112L/114L	General Biology II, laboratory
BIOL 113, 113L/115L	General Biology III, laboratory
CHEM 111, 111L	General Chemistry I, laboratory
CHEM 112, 112L	General Chemistry II, laboratory
CHEM 113, 113L	General Chemistry III, laboratory
CHEM 281, 281L	Organic Chemistry I, laboratory
CHEM 282, 282L	Organic Chemistry II, laboratory
ENSC 350	Colloquium
ENSC 405	Environmental Science Seminar
ENSC 415	Environmental Science
ENSC 420	Environmental Toxicology
ENSC 476	Environmental Microbiology
ENSC 495	Environmental Research/Internship

Required Cognates:

ECON 254/255	Macroeconomics/Microeconomics
PLSC 432S	Law & Society

Environmental Science majors choose one of the following areas of emphasis:

### Natural Science (35 units):

#### Choose either:

BIOL 385	Medicinal Plants
	<b>OR</b>
BIOL 485	Systematic Botany

BIOL 276	Research Processes in Biology
BIOL 376	Biostatistics
BIOL 408	Biology of Marine Invertebrates
BIOL 414	General Ecology
BIOL 477	Vertebrate Natural History
BIOL 486	Marine Biology
ENSC	ANY Additional 8 Units of ENSC Courses

### Physical Science (35 units):

CHEM 224	Analytical Chemistry
MATH 131	Calculus I
MATH 132	Calculus II
PHYS 231, 231L	General Physics I, Laboratory
PHYS 232, 232L	General Physics II, Laboratory
PHYS 233, 233L	General Physics III, Laboratory
ENSC	ANY Additional 8 Units of ENSC courses

#### Biomathematics:

Offered with the Department of Mathematics  
(See requirements listed under that department.)

#### Biophysics:

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

#### Neuroscience:

Offered with the Department of Psychology  
(See requirements listed under Neuroscience.)

## MINOR

### BIOLOGY

Required: 30 units in biology, including:

- The courses listed below (15 units)
- Fifteen remaining units to be selected from 300 or 400 level biology courses

BIOL 111, 111L	General Biology I, laboratory
BIOL 112, 112L/114L	General Biology II, laboratory
BIOL 113, 113L/115L	General Biology III, laboratory



**BIOL 115L General Biology III SEA-Phages Laboratory (3):**

is specialized research-focused version of General Biology III is an alternative to the traditional BIOL 113L lab. Students must apply to participate in this course. Bacteriophage Genomics will be used to introduce biology as an experimental science. Students will learn computational biological techniques through annotation and characterization of novel viral genomes isolated during the first quarter of this course. Students will be introduced to concepts in bioinformatics, microbiology, evolution, and molecular biology through hands-on experiments driven by results obtained during class. This course is the second half of a two-part course. To be taken concurrently with BIOL 113. There is a lab fee associated with this course. Prerequisites: BIOL 114L and permission of instructor. Students who complete both BIOL 114L and 115L with a passing grade will not be required to take BIOL 276 Research Methods

*Prerequisite: BIOL 114L*

**BIOL 131 Human Anatomy & Physiology I (5):** A systematic approach to the integrated study of human anatomy and physiology. Designed primarily for students in associate and baccalaureate degree programs in allied health sciences and nursing. Topics covered are organization of the body, cells, tissues, integumentary system, skeletal system, muscular system, and nervous system. Three classes, one hour each, and two three-hour laboratories per week. Does not apply toward a major in biology.

**BIOL 132 Human Anatomy & Physiology II (5):** A systematic approach to the integrated study of human anatomy and physiology. Designed primarily for students in associate and baccalaureate degree programs in allied health and nursing. Topics covered are special senses, endocrine system, cardiovascular system, lymphatic system, respiratory system, digestive system, urinary system, and reproductive system. Four class hours and one three-hour laboratory per week. Does not apply toward a major in biology.

*Prerequisite: BIOL 131*

**BIOL 185 Basic Medical Microbiology (5):** Surveys human pathogens and diseases and provides a medicine-based overview of related concepts, such as bacterial metabolism and reproduction, drugs, drug resistance, and basic immunology. Designed primarily for students expecting to enter the allied health sciences (nursing, dental hygiene, physical therapy, etc.) Four class hours and three laboratory hours per week. Does not apply toward a major in biology.

**BIOL 276 Research Processes in Biology (3):** This course is specifically designed for biology majors to provide further training in the principles of scientific inquiry and experimental design with an emphasis on mathematical computations in biology and the scientific method. Students will be expected to design an independently-constructed, hypothesis-driven research project. This required course is three units and meets for two one-hour lectures and one three-hour laboratory per week. Students who complete both BIOL 114L and 115L will have this course requirement waved from their program of study.

*Prerequisites: BIOL 113 & 113L*

**BIOL 295 Undergraduate Research I (1-4):** Original investigation pursued under the direction of a faculty member. The student may take up to four units maximum. It is highly recommended that freshmen and sophomores enroll with a minimum overall GPA of 3.0

**BIOL 299 Directed Study (1-4):** Lower division independent project, not involving original research, taught on an arranged basis. Up to four units maximum may be taken.

*Restriction: Consent of the department chair & arrangement with an instructor*

## UPPER DIVISION

**BIOL 301 Cell & Molecular Biology (4):** The basic concepts of current molecular and cell biology, including cellular regulation, function, and control; processing of information; and cell organelle function and processes. Introduction to the techniques used in modern cell and molecular biology, and their application to answer questions about the cell. Four class hours per week.

*Prerequisites: BIOL 113, 113L or 115L & CHEM 281*

**BIOL 301L Cell & Molecular Biology Projects Laboratory (1):** Investigation-based laboratories designed for student research experience. Projects focus on methods of modern cell biology and draw from techniques learned in Research Processes in Biology (BIOL 276). Two to four weeks devoted to demonstration laboratories and the remaining laboratory time dedicated to the development and execution of the discipline-related project. To be taken concurrently with BIOL 301. Meets for a three-hour time period once per week.

*Prerequisite: BIOL 276*

**BIOL 302 Genetics (4):** Principles of Genetics; understanding and analyzing heritable variation in genomes and populations. Four class hours per week.

*Prerequisites: BIOL 301 & 301L*

**BIOL 302L Genetics Laboratory (1):** Investigation-based computational laboratory with focus on genetic and genomic analyses. No prior computer experience is necessary. Students will develop their skills on small datasets, then conduct a research project using provided sequence or genotyping datasets. To be taken concurrently with BIOL 302.

*Prerequisites: BIOL 301 & 301L*

**BIOL 303 Developmental Biology (4):** Molecular and genetic mechanisms of gametogenesis, fertilization, morphogenesis, differentiation, and regeneration. Processes of development caused by cell and molecular interactions, under the control of gene expression. Four class hours per week.

*Prerequisites: BIOL 302 & 302L*

**BIOL 303L Developmental Biology Laboratory (1):** Early processes in development will be examined using model organisms *in vivo*, *in vitro* and/or through high quality images. Experimental manipulations and use of modern techniques will be emphasized. Notebooks will be maintained and additional literature will be distributed for occasional labs. To be taken concurrently with BIOL 303. Meets for a three-hour time period once per week.

*Prerequisites: BIOL 302 & 302L*

**BIOL 312 Genetics for Computer Science (4):** Principles of Genetics; understanding and analyzing heritable variation in genomes and populations, with an emphasis on computer analysis of genetic and population data. Four class hours per week. To be taken concurrently with BIOL 312L.

*Prerequisite: BIOL 111*

*Restriction: For Computer Science majors with junior or senior standing only*

**BIOL 312L Genetics for Computer Science Laboratory (1):** Investigation-based computational laboratory with focus on genetic and genomic analyses. Students will develop their skills on small datasets, then conduct a research project using provided sequence or genotyping datasets. To be taken concurrently with BIOL 312.

*Restriction: For Computer Science majors with junior or senior standing only*

**BIOL 327 Survey of Biological Principles (4):** An introduction to basic biological processes, this course is designed to give the student a modern treatment of the fundamental processes and principles of living organisms. This is an interdisciplinary study focusing on the biological paradigm, built on the fundamental principles of chemistry, physics, and biology. Does not apply toward a major in biology. Three class hours per week. Includes one, three-hour laboratory session per week.

**BIOL 350 Colloquium (0):** Upper division departmental course involving invited speakers who present the results of their current research. A grade of IP is assigned until the student has attended 12 colloquia, over six consecutive quarters.

*Prerequisites: BIOL 113 & 113L or 115L*

**BIOL 376 Biostatistics (4):** Statistical analysis of biological systems, including both parametric and non-parametric methods. Four class hours per week.

*Prerequisites: BIOL 113 & 113L or 115L*

**BIOL 385 Medicinal Plants (4):** This course will focus on a series of plants used in modern medicines and/or diets to treat disease and improve health. Both historical and modern applications of the plants as medicines will be explored through class presentations and discussions, looking to the future of medicines from plants to treat various common disorders or diseases. Several taxonomic methods will also be briefly introduced and students will work on a Medicinal Plant collection project. Three, 3-hour laboratory periods will be held during the quarter.

*Prerequisites: BIOL 113 & 113L, or 115L, or the consent of instructor*

**BIOL 389 Topics in Biology (4):** Courses on various current topics in biological science, specifically designed for non-majors. The student may repeat different sections of the course for additional credit. Typically taught as an evening class. Does not apply toward a major in biology. Four class hours per week.

*Prerequisites: BIOL 113 & 113L or 115L*

**BIOL 405 Biology Seminar (2):** Recent developments and current topics in selected areas of modern biology. Students may be asked to give multiple presentations on a subject pertinent to the topics discussed. May be repeated for a total of 4 units. Two class hours per week.

*Prerequisites: BIOL 113, 113L & BIOL 276, or BIOL 115L*

**BIOL 408 Biology of Marine Invertebrates (4):** An introduction to the biology of marine invertebrate groups. Treatment organized phylogenetically and covers a broad spectrum of current knowledge about the biology of individual representatives of marine invertebrate organisms. Three class hours and one three-hour laboratory per week, with extended field trips as substitution for some labs. Offered occasionally.

*Prerequisites: BIOL 113 & 113L or 115L*

**BIOL 410 Science at the Cutting Edge (2):** Flow of scientific information from the research laboratory to textbooks and the popular media. The presentation of current research and its integration into the body of knowledge. Requires attendance at a minimum of one national scientific meeting within the Southern California area. Limited class size. Two class hours per week.

*Prerequisites: BIOL 113 & 113L or 115L*

*Restriction: May not be taken concurrently with UHNR 324*

**BIOL 414 General Ecology (4):** Basic concepts concerning the relationships of organisms to their environment. Emphasis on physiological responses of individuals; structure and dynamics of populations; interactions between species; and the structure, dynamics, and functions of communities and ecosystems. Includes one, three-hour laboratory session per week. May substitute for BIOL 415. Three class hours per week.

*Prerequisites: BIOL 113 & 113L or 115L*

**BIOL 415 Environmental Science (4):** Environmental Science is an interdisciplinary study of how the physical, chemical, and biological conditions of the earth work, and how we are affecting the earth's life-support systems (the environment). This course introduces students to the very complex interlocking environmental problems facing us today. Beginning with basic ecological principles, the course goes on to examine population dynamics, energy utilization, resource consumption, the various forms of pollution, and conservation methods to preserve our natural resources, natural areas, and native species. This is a Service-Learning course and includes a three-hour laboratory period per week. May substitute for BIOL 414. Three class hours per week.

*Prerequisites: BIOL 113 & 113L, or consent of the instructor*

**BIOL 434 Histology (4):** Descriptive and functional analysis of normal human tissues and organs. Three class hours and one three-hour laboratory per week.

*Prerequisites: BIOL 113 & 113L or 115L, BIOL 301 or consent of the instructor*

**BIOL 436 Immunology (4):** This course introduces students to the diverse roles of the vertebrate immune system with special attention paid to events that occur at the level of cellular communication and signaling. Immune responses to disease are studied and the components of the immune response are explored in light of available experimental evidence. Four class hours per week.

*Prerequisite: BIOL 301*

**BIOL 439 Neurobiology (4):** An advanced course on the functions of the mammalian nervous system. Neuronal substrates of behavior including perception, motivation, emotion, memory, consciousness, and abnormal thought and behavior are explored. Genetic correlates of behavior are also considered.

*Prerequisite: BIOL 466*

**BIOL 446 Human Gross Anatomy (5):** An intensive, basic course in clinically oriented human anatomy, including laboratory study of the human cadaver. Three class hours and two three-hour laboratories per week. This is a Service-Learning course.

*Prerequisites: BIOL 113 & 113L or 115L*

*Restriction: Consent of the instructor*

**BIOL 448 Neuroanatomy (5):** Exploration of the neuroanatomy of the An int.

**BIOL 469 Animal Behavior (4):** A survey of basic principles and classic studies underlying the science of animal behavior. Behavior is presented as a manifestation of the structure and function of the animal, one that is subject to rigorous analysis and experimentation based on objective data. Four class hours per week.

*Prerequisites: BIOL 113 & 113L or 115L*

**BIOL 474 General Microbiology (4):** Biology of bacteria, viruses, protozoans, and other microorganisms, and their interactions with their environment. Includes surveys of microbial adaptation and taxonomy, human-microbe relationships, as well as environmental and applied microbiology. Three class hours and one three-hour laboratory per week.

*Prerequisite: BIOL 301*

**BIOL 477 Vertebrate Natural History (4):** An evolutionary approach to the morphology, physiology, behavior, and ecology of major vertebrate groups. Treats the question of how members of different vertebrate groups live their lives, and critiques scientific hypotheses on how these different life strategies evolved. The course is designed to engage students in the scientific thought process required to go from the observed to the theoretical. Weekend field trips will be taken to different regions of Southern California. Three class hours per week and one three-hour laboratory, or the equivalent, per week.

*Prerequisites: BIOL 113 & 113L or 115L*

**BIOL 485 Systematic Botany (4):** Classification of vascular plants with focus on flowering plants. Emphasis is made on identification of species with the aid of botanical keys; involves the recognition of plant families; and notes the habitats where various species occur. Other taxonomic methods are introduced. Three class hours and one three-hour laboratory, or the equivalent, per week.

*Prerequisites: BIOL 113 & 113L or 115L*

**BIOL 486 Marine Biology (4):** This course is designed for students interested in the biology of marine life. The course will tour the marine environment from a community perspective and will examine the biology of organisms found in a variety of marine habitats. Diversity of species and adaptations to habitats from the sea surface to the depths of the ocean will be explored in detail. Three class hours with weekly three-hour laboratories throughout the quarter.

*Prerequisites: BIOL 113 & 113L or 115L*

**BIOL 487 Field Studies in Biology (1-5):** These are field courses offered at the discretion of the department. Recent examples have included BIOL 487C Natural History of Baja California (4 units), and BIOL 487E Tropical Field Biology/Tioman (5 units). Normally offered during the summer. Involves a considerable amount of travel and fieldwork. Different sections may be approved for additional credit.

*Prerequisites: BIOL 113 & 113L or 115L*

**BIOL 490 Bioinformatics (4):** This course provides the student with the methods, tools and mindset needed to manage and analyze large datasets of biological sequences. Student projects provide a practical introduction to the subject. Scripting is taught but no prior computer programming experience is needed.

*Prerequisite: BIOL 302 or consent of the instructor*

**BIOL 491 Bioinformatics for Computer Science (4):**

**ENSC 415 Environmental Science (4):** Environmental Science is an interdisciplinary study of how the physical, chemical, and biological conditions of the earth work, and how we are affecting the earth's life-support systems (the environment). This course introduces students to the very complex interlocking environmental problems facing us today. Beginning with basic ecological principles, the course goes on to examine population dynamics, energy utilization, resource consumption, the various forms of pollution, and conservation methods to preserve our natural resources, natural areas, and native species. This is a Service-Learning course and includes a three-hour field or laboratory period per week. Three class hours per week.

*Prerequisites: BIOL 113 & 113L or 115L*

**ENSC 420 Environmental Toxicology (4):** This course will provide a survey of major environmental pollutants, their sources, and interactions with atmospheric, terrestrial and aquatic environments. Pollutants will also be discussed regarding exposure of people, animals or other biota. Some of the physical and chemical changes induced in the environment by pollutants, and its transport will also be discussed.

*Prerequisites: BIOL 113 & 113L or 115L*

**ENSC 476 Environmental Microbiology (4):** This course will provide an overview of microorganisms in the environment including their occurrence, abundance, and distribution.

The study will include elements of public health, process microbiology, wastewater treatment, roles of microbiology on chemical cycles, and the ecological elements of energy nutrient relations, species diversity, and food webs.

*Prerequisites: BIOL 113 & 113L or 115L*

**ENSC 495 Environmental Research/Internship (4):** Original Investigation pursued under the direction of a faculty member in the department, or practical experience in an area of environmental science, generally in an off-campus setting arranged under the direction of a faculty in the department. A minimum of a hundred and twenty hours of experience are required for 4 hours of credit.

*Prerequisite: ENSC 415*

**UNST 404B Religious, Moral, & Social Aspects of Biology (4):** The department's capstone course, dealing with current philosophical issues in biology. Four class hours per week.





- Evaluate the polarity, solubility, reactivity, stereochemistry, and intermolecular forces of molecules and macromolecules based on chemical structure.
- Formulate and execute a scientific research plan including appropriate use of instrumentation. Effectively communicate the results consistent with accepted scientific standards.
- Use molecular orbital theory to model organic and inorganic molecular behavior. (B.S. only)

## Biochemistry Learning Outcomes

- Predict solutions to and solve complex problems in equilibrium, kinetics, and thermodynamics.
- Demonstrate an understanding of the structure of atoms, the quantum mechanical nature of matter, and the interaction of electromagnetic radiation with matter.
- Demonstrate an understanding of the energetic requirements and driving forces of reactions, spontaneity, mechanisms, electron flow, and reaction dynamics.
- Evaluate the polarity, solubility, reactivity, stereochemistry, and intermolecular forces of molecules and macromolecules based on chemical structure.
- Formulate and execute a scientific research plan including appropriate use of instrumentation. Effectively communicate the results consistent with accepted scientific standards.
- Describe and apply knowledge of metabolic pathways, compartmentalization, and regulation.
- Connect energetic requirements to specific biochemical systems.
- Recognize the role of information storage and flow in cell structure and function.

## Senior Assessment

All department majors must participate in the department's assessment program. This may include taking a comprehensive chemistry assessment test during the winter or spring term of the senior year (on the specified date announced) and/or tests in UNST 404D.

## MAJORS

Core Curriculum (47 units): Required of all students majoring in the Department of Chemistry & Biochemistry

CHEM 111, 111L General Chemistry I, Laboratory  
CHEM 112, 112L General Chemistry II, Laboratory  
CHEM 113, 113L General Chemistry III, Laboratory  
CHEM 224 Analytical Chemistry  
CHEM 281, 281L Organic Chemistry I, Laboratory  
CHEM 282, 282L Organic Chemistry II, Laboratory  
CHEM 351 Physical Chemistry: Thermodynamics  
CHEM 352 Physical Chemistry: Dynamics  
CHEM 321 Molecular Science Research Literature Review  
CHEM 322 Molecular Science Research Laboratory  
CHEM 421 Writing for Molecular Science Research  
CHEM 422 Molecular Science Research Presentation

### Plus, choose one of the following:

CHEM 424, 424L Instrumental Analysis I, Laboratory  
**OR**  
CHEM 425, 425L Instrumental Analysis II, Laboratory  
**OR**  
CHEM 426, 426L Instrumental Analysis III, Laboratory

Required Core Cognates (23 units):

MATH 131 Calculus I  
MATH 132 Calculus II  
PHYS 231, 231L General Physics I, Laboratory  
PHYS 232, 232L General Physics II, Laboratory  
PHYS 233, 233L General Physics III, Laboratory

## Bachelor of Arts

### CHEMISTRY

Required: at least 83 units total, with 60 units in chemistry, and 23 units in related fields including:

- Core Curriculum (47 units)
- Core Cognates (23 units)
- Five courses listed below (8 units)
- Remaining 5 units to be selected in consultation with advisor

CHEM 353 Physical Chemistry: Quantum Mechanics  
CHEM 380, 380L Advanced Organic Chemistry, Laboratory

## Bachelor of Science

### BIOCHEMISTRY

Required at least 108 units, with 70 units in chemistry and 38 units in related fields, including:

- Core Curriculum (47 units)
- Core Cognates (23 units)
- Free courses listed below (12 units)
- Additional Required Cognates listed below (15 units)
- 11 additional units to be selected in consultation with an advisor from courses applicable to a biochemistry major

#### Plus:

CHEM 491, 491L Biochemistry I, Laboratory  
 CHEM 492, 492L Biochemistry II, Laboratory  
 CHEM 493, 493L Biochemistry III, Laboratory

Additional Required Cognates (15 units):

BIOL 111, 111L General Biology I, Laboratory  
 BIOL 112, 112L General Biology II, Laboratory  
 BIOL 113, 113L General Biology III, Laboratory

### CHEMISTRY

Required: at least 97 units, with 70 units in chemistry and 27 units in related fields, including:

- Core Curriculum (47 units)
- Core Cognates (23 units)
- Free courses listed below (12 units)
- Additional Required Cognate listed below (4 units)
- 11 additional units to be selected in consultation with advisor from courses applicable to a chemistry major

CHEM 316 Advanced Inorganic Chemistry  
 CHEM 353 Physical Chemistry: Quantum Mechanics  
 CHEM 380, 380L Advanced Organic Chemistry, Laboratory

Additional Required Cognate (4 units):

MATH 133 Calculus III

### PHYSICAL SCIENCE

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

Required: at least 104 units, with 77 units in chemistry and physics and 27 units in related fields, including:

- Core Curriculum (47 units)
- Core Cognates (23 units)
- Free courses listed below (12 units)
- Additional Required Cognates listed below (15 units)
- 3 additional units in chemistry and/or physics to be selected in consultation with advisor

CHEM 316 Advanced Inorganic Chemistry  
 GEOL 314 Earth Science  
 PHYS 304 Astronomy

Required Cognates (15 units):

BIOL 111, 111L General Biology I, laboratory  
 BIOL 112, 112L General Biology II, laboratory  
 BIOL 113, 113L General Biology III, laboratory

## MINORS

### CHEMISTRY

Required: 35 units in chemistry, including:

- Free courses listed below (29 units)
- Remaining 6 units to be selected from those upper division courses applicable to a chemistry major

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

### BIOCHEMISTRY

Required: 35 units in chemistry, including:

- Free courses listed below (31 units)
- Remaining 4 units must be selected from upper division courses applicable to a biochemistry or chemistry major

CHEM 111, 111L General Chemistry I, Laboratory  
 CHEM 112, 112L General Chemistry II, Laboratory  
 CHEM 113, 113L General Chemistry III, Laboratory  
 CHEM 281, 281L Organic Chemistry I, Laboratory  
 CHEM 282, 282L Organic Chemistry II, Laboratory  
 CHEM 380, 380L Advanced Organic Chemistry, Laboratory  
 CHEM 492 Biochemistry II

## COURSES

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

### LOWER DIVISION

*CHEM 110 in number do not apply toward a major or minor in chemistry, biochemistry, or physical science.*

**CHEM 105 Introductory Chemistry I (4):** Introduction to the fundamental principles important to inorganic chemistry including matter, atomic structure, bonds, chemical reactions, solutions, reaction rates, equilibrium and acid-base chemistry. Introduction to the fundamental chemistry of carbon compounds including chirality, nomenclature, properties and reactions of hydrocarbons, alcohols, phenols, thiols, and ethers. Four hours of lecture per week.

*Prerequisite: MATH 007 or MATH 013*

*Corequisite: CHEM 105L*

**CHEM 105L Introductory Chemistry I Laboratory (1):** Laboratory experiments introduce measurements, calculations, reactions of inorganic and organic compounds, states of matter, reaction rates, equilibrium solutions, pH, and buffers. Thirty hours of laboratory total.

*Corequisite: CHEM 105*

**CHEM 106 Introductory Chemistry II (4):** Further introduction to the fundamental chemistry of carbon compounds including aldehydes, amines, carboxylic acids, ketones, polymers, and minor functional groups. Introduction to the chemistry of living organisms including carbohydrates, lipids, proteins, nucleic acids, metabolic pathways, and enzymes. Four hours of lecture per week.

*Prerequisite: CHEM 105, 102, or 281*

*Corequisite: CHEM 106L*

**CHEM 106L Introductory Chemistry II Laboratory (1):** Laboratory experiments introduce analysis, properties, and reactions of organic and biological molecules and systems. Thirty hours of laboratory total.

*Prerequisite: CHEM 105*

*Corequisite: CHEM 106*

**CHEM 110 Preparatory Chemistry (4):** A survey of chemical principles that form the basis for successful completion of General Chemistry. Includes study of the properties of matter, measurement and conversion of units, density, the Periodic Table of the Elements, naming, drawing of inorganic compounds, types of chemical reactions, balancing chemical equations, solubility of inorganic compounds, the mole concept and stoichiometry of reactions. Four hours of lecture per week.

*Prerequisite: MATH 007 or MATH 013 (can be taken concurrently)*

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

*Prerequisites: CHEM 110 or passing score on Placement Test & MATH 007 or MATH 013 or appropriate score on math placement examination*

*Corequisite: CHEM 111L*

**CHEM 111L General Chemistry Laboratory I (1):** Hands-on laboratory work in the principles and techniques of inorganic quantitative and qualitative analysis. Experiments are coordinated with the lecture material of CHEM 111. Computer data acquisition, graphing, problem solving, and quantitative calculations are emphasized. Three hours of laboratory per week.

*Corequisite: CHEM 111*

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

*Prerequisites: CHEM 111 & 111L*

*Corequisite: CHEM 112L*

**CHEM 112L General Chemistry Laboratory II (1):** Hands-on laboratory work in the principles and techniques of inorganic quantitative and qualitative analysis. Experiments are coordinated with the lecture material of CHEM 112. Reactions, gases, and solutions are emphasized. Three hours of laboratory per week.

*Prerequisites: CHEM 111 & 111L*

*Corequisite: CHEM 112*

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

*Prerequisites: CHEM 111, 111L, 112, 112L & MATH 121*

*Corequisite: CHEM 113L*

**CHEM 113L General Chemistry Laboratory III (1):** Hands-on laboratory work in the principles and techniques of inorganic quantitative and qualitative analysis. Experiments are coordinated with the lecture material of CHEM 113. Equilibrium, titration, and electrochemistry are emphasized. Three hours of laboratory per week.

*Prerequisites: CHEM 111, 111L, 112 & 112L*

*Corequisite: CHEM 113*

**CHEM 224 Analytical Chemistry (4):** Quantitative analysis of chemical systems emphasizing development of accurate and precise laboratory technique and statistical treatment of data applied to gravimetric, volumetric, acid-base, oxidation-reduction, compleximetric, and colorimetric methods of analysis. Two hours of lecture and six hours of laboratory per week.

*Prerequisites: CHEM 111, 111L, 112, 112L, 113 & 113L*

**CHEM 281 Organic Chemistry I (4):** Principles, properties, and reactions of carbon-based molecules. Nomenclature, structure, and reactions involving alkanes, alkenes, alkynes, and alkyl halides. Introduction to stereochemistry, acid-base reactions, radical reactions, substitution and elimination reactions, radical reactions, mechanisms and retrosynthesis. Introduction to spectroscopic methods of compound identification, including IR, <sup>13</sup>C and <sup>1</sup>H NMR, and MS. Four hours of lecture per week.

*Prerequisites: CHEM 111, 111L, 112, 112L, 113 & 113L*

*Corequisite: CHEM 281L*

**CHEM 281L Organic Chemistry Laboratory I (1):** Introduction to organic laboratory glassware, techniques, the properties of organic molecules and synthesis. Techniques covered include separation and purification (crystallization, extraction, precipitation, distillation, chromatography, filtration, GC) and characterization (melting and boiling point, sublimation, solubility). Thirty hours of laboratory total.

*Corequisite: CHEM 281*

**CHEM 282 Organic Chemistry II (4):** Nomenclature, structure and reactions involving alcohols and ethers, ketones and aldehydes, carboxylic acids and derivatives, conjugated compounds, aromatics, and amines. Introduction of enolate reactions, organometallic reactions. Continuation of mechanisms and retrosynthesis. Four hours of lecture per week.

*Prerequisite: CHEM 281 or 272*

*Corequisite: CHEM 282L*

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

*Prerequisite: CHEM 281L*

*Corequisite: CHEM 282*

**CHEM 298 Directed Research (1-2):** Completion of a laboratory research project under the direction of an on-campus faculty member or approved off-campus research supervisor. Minimum three laboratory hours per week per unit of credit.

*Restriction: Consent of the instructor*

**CHEM 299 Directed Study (1-4):** Independent study of a chemically-related topic selected jointly by the student and a supervising chemistry faculty member.

*Restriction: Consent of the instructor & department chair*

## UPPER DIVISION

**CHEM 316 Advanced Inorganic Chemistry (4):** In-depth study of inorganic chemistry concepts needed for students in both chemistry and biochemistry. The objectives include describing and applying concepts of Group theory, understanding and applying reactivity trends to Molecular Orbital theory arguments, understanding and explaining bonding as applied to inorganic complexes, and gaining a general understanding of Frontier Orbitals and their application in various aspects of chemistry. Four hours of lecture per week.

*Prerequisite: CHEM 113*

**CHEM 321 Molecular Science Research Literature Review (2):** Gathering, reading, discussing, analyzing, and planning for research in chemistry or biochemistry in order to create a research plan. Includes introduction to literature searching and types of literature in chemistry & biochemistry. Focus is on peer reviewed publications relating to ongoing research being done by a Chemistry & Biochemistry faculty. Two hours of lecture per week. Quarter offered varies by instructor.

*Prerequisites: CHEM 281 & consent of the instructor*

**CHEM 322 Molecular Science Research Lab (2):** Laboratory research in chemistry or biochemistry in an area relating to ongoing research being done by Chemists and Biochemists. Emphasizes the execution of a research plan and collection of data from original research. Includes proper use of a laboratory notebook, evaluation of and practicing laboratory safety, and execution of laboratory work with minimal instructions. Six hours of laboratory per week. Student should continue with same instructor from CHEM 321. Quarter offered varies by instructor.

*Prerequisites: CHEM 224, CHEM 282L, CHEM 321 & consent of the instructor*

**CHEM 351 Physical Chemistry: Thermodynamics (4):**

**CHEM 352 Physical Chemistry: Dynamics (4):** Principles of the kinetic molecular theory, chemical kinetics, electrochemistry, and transport processes. Concepts of distributions, rates, gradients and determination of properties of macromolecules. Includes computer applications. Laboratory emphasizes use of optical instruments for determination of kinetic, equilibrium, and physical constants of chemical systems. Three hours of lecture and three hours of laboratory per week.

*Prerequisite: CHEM 351*

**CHEM 353 Physical Chemistry: Quantum Mechanics (4):** Principles of quantum mechanics applied to the H-like atom, harmonic oscillator, rigid rotator, orbitals, and spectra. Includes computer applications. Laboratory emphasizes the use of computers to calculate properties and interactions of matter. Three hours of lecture and three hours of laboratory per week.

*Prerequisite: CHEM 352*

**CHEM 380 Advanced Organic Chemistry (3):** Advanced topics in organic chemistry, including organic polymer chemistry, biomolecules and organometallic C-C bond forming coupling reactions. Particular focus on advanced

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**CHEM 426L Instrumental Analysis Laboratory III (1):**

Emphasizes laboratory use of electrochemical instrumentation (see CHEM 426) for electrical analysis of chemical systems and use of laboratory computers for data acquisition, information processing and presentation of results. Three hours of laboratory per week.

*Corequisite: CHEM 426*

**CHEM 470 Introduction to Medicinal Chemistry (4):**

Introduction to drugs with an emphasis on action, structure, discovery, activity, and synthesis. Includes looking at several case studies of drugs currently in use. Four hours of lecture per week.

*Prerequisite: CHEM 492*

**CHEM 475 Topics in Organic Chemistry (4):**

# Department of Communication

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## Department Faculty

### **Melissa Ann Tafoya, Chair**

Associate Professor of Communication (2013)

PhD Arizona State University 2007

Family and interpersonal communication

### **Natalia Lopez- ismon**

Assistant Professor of Communication (2016)

MA California State University, San Bernardino 2012

Public relations and new media communication

## Degrees Offered

Bachelor of Arts degree in:

- Communication, with emphases in:
  - Media Studies
  - Public Relations
  - Strategic Communication

Minor in:

- Communication

## Preparation for Teaching

Students interested in learning more about the preparation involved for teaching at the elementary and secondary levels, should refer to the School of Education's Department of Teaching at the elementary



5. Demonstrate communication knowledge and skills to create, enhance and maintain credibility and trust.
6. Influence public discourse.
7. Effectively gather and analyze data to provide productive communication outcomes.

## **Directed Study Policy**

General Provisions: Directed study is strongly discouraged. Exceptions will be made only for unusual cases (i.e., transfer students needing requirements, or department majors having taken all required courses) and will be considered, provided that the directed study does not duplicate earlier course work. Students may not take a directed study of a course that it is currently being offered. Only Communication majors may take COMM 299 and 499.

Approval Procedure: Complete a Directed/Independent Study Request Form, available at the Records Office. Submit the form first to the proposed instructor and then to the advisor, who will in turn present it to the department faculty.

The form must be accompanied by a proposal explaining the need for directed study and outlining an intended study plan.

The deadline for submitting the request is before the end of the 10th week of the preceding quarter.

## **Internships**

Internships or independent research projects are required for qualified Communication majors. All internships and research projects must be approved by the department faculty and will be graded on a satisfactory/unsatisfactory basis.

## **Senior Exit Interview**

**Choice of:**





**COMM 465G Intercultural Communication (4):** This course is designed as an introduction to the basic concepts, principles, and skills for improving communication between individuals from different racial, ethnic and cultural backgrounds. It explores a variety of cultural identities, with varying degrees of access to power and privilege, and societal norms, all of which influence how communication occurs interculturally. These multiple sites of our identities – race, gender, sexuality, class and nation – intersect and manifest in the various contexts of our everyday lived and embodied experiences. In this class we will understand, particularize, and historicize these experiences through readings, in-class discussion and lecture, personal and group activities and reflection, and writing.  
*Restriction: Must have junior or senior standing*

**COMM 465H Media Law (4):** Examines the history and philosophy of laws pertaining to free press and free speech. Introduces censorship, obscenity, libel, privacy rights, copyright, government regulations, and other laws affecting the media. An objective is to look at the freedoms and obligations that the media face in a democracy. The primary goal is to obtain a basic understanding of First Amendment theory and issues regarding freedom of expression. Students will develop a working knowledge of how modern media law applies to journalists and other communication-related professionals. Offered alternate years.  
*Prerequisite: ENGL 113 or ENGL 124*  
*Restriction: Must have junior or senior standing*

**COMM 465L Advanced Advertising (4):** Using the basic principles of advertising, along with modern design skills, this class is built around the simulated advertising agency experience and critique of professional advertisements. Clients' needs are addressed by in-class agency groups to develop campaign "pitches." Students are expected to document their individual work in their advertising campaign portfolios. Offered alternate years.  
*Prerequisite: COMM 237*  
*Restriction: Must have junior or senior standing*

**COMM 465Q PR Case Studies (4):** This course examines the public relations problems faced by individuals and organizations: public, private, and nonprofit. Case studies will be examined through the lens of PR theory and principles of practice. This study will advance the students' public relations knowledge so that they will be better prepared to become qualified practitioners. Offered alternate years.  
*Prerequisites: COMM 215 & 315*

**COMM 485 Communication Colloquium (1):** Upper division course required of all majors. Development of a portfolio will be the major activity. A student with three or more years of residence requires 1.0 unit of 285 and 1.0 unit of 485.

**COMM 488 Communication Theory II (4):** Seeks to develop frameworks for explaining and better understanding human communication. Analyzes theoretical models of the process of communication from a wide variety of disciplinary bases. Offered alternate years.  
*Prerequisite: COMM 288*

**COMM 494 Internship (2-8):** On-the-job experience. Internships must be arranged in coordination with the internship director. Students may take up to eight units of internship; however, not all eight units need to be in the same organization. Graded on a Satisfactory/Unsatisfactory basis.  
*Restriction: For advanced Communication majors only*

**COMM 495 Undergraduate Research (1-4):** Original investigation pursued under the direction of a faculty member. Students may register for COMM 495 multiple quarters. Up to a total of 4 units of COMM 495 can apply toward the Communication major; subsequent units may apply as general electives. It is highly recommended that students who enroll in this course maintain a minimum overall GPA of 3.0. All students who enroll in this course must arrange for a formal agreement with the supervising instructor.  
*Prerequisite: COMM 238 or 288*  
*Restriction: Must have junior or senior standing*  
*Additional Requirements: Formal agreement with supervising instructor; minimum overall GPA of 3.0*

**COMM 499 Directed Study (1-4):** Upper division independent study in consultation with an advisor. See "Directed Study Policy" earlier in this section of the Bulletin.  
*Restriction: For advanced Communication majors only*

**UNST 404E Religious, Moral & Social Aspects of Communication (4):** A review and critique of mimetic, theological and communication theories in an attempt to understand how belief is created, expressed, and sustained. Does not apply to a major or minor. UNST 404E is for Communications majors only. Service Learning course.  
*Restriction: Must have senior standing*

# Department of Computer Science

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## Department Faculty

### **Enoch O. Hwang, Chair**

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

### **Barbara Kreaseck**

Professor of Computer Science (1989)  
PhD University of California, San Diego 2003  
Program analysis, distributed computation

### **Cheng F. Ng**

Professor of Computer Science (1991, 2002)  
PhD University of California, Irvine 1991  
Algorithms, data structures, networked applications

## Collaborating Faculty

### **Vazgen Ghoogassian**

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

## Degrees Offered

Bachelor of Science degree in:

- Computer Science

Minor in:

- Computer Science

## Objectives

The objectives of the Department of Computer Science are to help students build a solid computer science foundation which focuses on the technical and applied knowledge, fundamental skill sets, state-of-the-art technological advances, effective communications, and best practices necessary to compete in today's ever-changing computer field.

## Learning Outcomes

Students completing the program in Computer Science should be able to demonstrate:

1. Ability to analyze a problem, and then design, implement, and test computer solutions for the problem.
2. Ability to work effectively in a team to complete a project.
3. Appropriate competency in the hardware component of Computer Science core content.
4. Appropriate competency in the software component of Computer Science core content.

## MAJOR

### Bachelor of Science

#### COMPUTER SCIENCE

Required: at least 72 units in computer science and cognates, including:

- Computer science core curriculum (34 units)
- Required Cognates (8 units)
- Computer science and cognate career path electives (30 units, at least 16 units of computer science electives)

Computer science core curriculum (34 units):

CPTG 121	Introduction to Computer Science I
CPTG 122	Introduction to Computer Science II
CPTG 244	Data Structures
CPTG 245	

Required Cognates (8 units) as follows:

MATH 131 Calculus I  
MATH 276 Discrete Math

Computer science and cognate career path electives (30 units, at least 16 units of computer science electives):

#### Computer Science Electives:

CPTG 323 Computer Informatics  
CPTG 334 Systems Analysis  
CPTG 335 Cyber Security  
CPTG 345 Digital Logic & Design  
CPTG 356 Principles of Networking  
CPTG 364 Analysis of Algorithms  
CPTG 374 Web Application Development  
CPTG 384 Mobile Application Development  
CPTG 424 Database Design & Management  
CPTG 436 UNIX Systems Administration  
CPTG 446 Embedded Systems Design  
CPTG 454 Compiler eory  
CPTG 455 Software Engineering  
CPTG 486 Topics in Computer Science  
CPTG 494 Internship  
CPTG 499 Directed Study

#### Cognate Electives:

ARTS 194 Photoshop & Illustrator Image Creation  
ARTS 394C Interface Design  
ARTS 394G Motion Graphics  
ARTS 395A Web Design Communication Principles  
BIOL 111/L General Biology I, Laboratory  
BIOL 302 Genetics  
BIOL 312 Genetics for Computer Science  
BIOL 490 Bioinformatics  
BIOL 491 Bioinformatics for Computer Science  
MATH 132 Calculus II  
MATH 133 Calculus III  
MATH 155 Introductory Statistics  
MATH 231 Introduction to Linear Algebra & Discrete Math  
MATH 361 Numerical Methods I  
MATH 362 Numerical Methods II  
MATH 461 Biomathematical Modeling I  
MATH 462 Biomathematical Modeling II  
MGMT 304 e Practice of Management  
MGMT 327 Information Technology Management  
MGMT 356 Human Resource Management  
PHYS 117 Introduction to Physics  
PHYS 231/L General Physics I & laboratory  
PHYS 232/L General Physics II & laboratory  
PHYS 353 Electronics

## CAREER PATHS

Students in the computer science program will begin by taking a set of fundamental core computer science courses. Students can then choose to focus in one or more career paths depending on their interests, and take the recommended elective courses for that path. Any one of these career paths is a popular subarea in computer science:

- Computer Engineering and Embedded Systems
- Software Engineering
- Information Systems
- Web and Mobile Applications
- Networks and Cyber Security
- Bioinformatics
- Preparation for Graduate Study

Recommended courses for potential career paths:

#### Computer Engineering and Embedded Systems

CPTG 345 Digital Logic & Design  
CPTG 356 Principles of Networking  
CPTG 436 UNIX Systems Administration  
CPTG 446 Embedded Systems Design  
PHYS 117 Introduction to Physics  
PHYS 231 General Physics I  
PHYS 353 Electronics

#### Software Engineering

CPTG 323 Computer Informatics  
CPTG 334 Systems Analysis  
CPTG 364 Analysis of Algorithms  
CPTG 424 Database Design & Management  
CPTG 455 Software Engineering

#### Information Systems

CPTG 334 Systems Analysis  
CPTG 356 Principles of Networking  
CPTG 424 Database Design & Management  
CPTG 436 UNIX Systems Administration  
CPTG 455 Software Engineering  
MGMT 304 e Practice of Management  
MGMT 327 Information Technology Management  
MGMT 356 Human Resource Management

#### Web and Mobile Applications

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

### Networks and Cyber Security

CPTG 335	Cyber Security
CPTG 356	Principles of Networking
CPTG 374	Web Application Development
CPTG 424	Database Design & Management
CPTG 436	UNIX Systems Administration

### Bioinformatics

CPTG 323	Computer Informatics
CPTG 364	Analysis of Algorithms
CPTG 424	Database Design & Management
CPTG 436	UNIX Systems Administration
MATH 155	Introductory Statistics
BIOL 111/L	General Biology I & laboratory
BIOL 302	Genetics
BIOL 490	Bioinformatics

### Graduate Study

CPTG 345	Digital Logic & Design
CPTG 356	Principles of Networking
CPTG 364	Analysis of Algorithms
CPTG 424	Database Design & Management
CPTG 455	Software Engineering
MATH 132	Calculus II
MATH 133	Calculus III
MATH 231	Introduction to Linear Algebra & Discrete Math
MATH 361	Numerical Methods I

## MINOR

### COMPUTER SCIENCE

Required (36 units):

- 16 courses listed below (16 units)
- 12 additional units of upper division computer science courses
- 8 additional units of computer related coursework selected with departmental approval

CPTG 121	Introduction to Computer Science I
CPTG 122	Introduction to Computer Science II
CPTG 244	Data Structures
CPTG 245	Computer Organization & Assembly Language Programming

## COURSES

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

### LOWER DIVISION

**CPTG 104 Introduction to Information Systems (4):** Conceptual basis of computer operations and logic; introduction to the use of word processing, presentation, spreadsheet, database, and Internet access software. Applications to both personal and business problems. Does not apply toward a major in computer science.  
*Prerequisite: MATH 007 or MATH 013 or appropriate score on placement examination*

**CPTG 117 Problem Solving Using Computer Programming (4):** An introduction to problem solving using computer programming. Topics will be chosen from the history of computing, basic computer operation, algorithms, and programming constructs such as variables, expressions, input/output, data types, control structures, and functions. Does not apply toward a major in computer science. This course fulfills the general studies foundational mathematics requirement.  
*Prerequisite: MATH 007 or MATH 013 or appropriate score on placement examination*

**CPTG 121 Introduction to Computer Science I (4):** Solving problems through structured programming of algorithms on computers, using an object-oriented language. Topics include variables, expressions, input/output, branches, loops, functions, parameters, arrays and strings. Also covers software design, testing and debugging. Three class periods, one three-hour laboratory per week.  
*Prerequisite: MATH 121 (can be concurrently enrolled)*

**CPTG 122 Introduction to Computer Science II (4):** Structured and object-oriented programming, emphasizing good programming principles and development of substantial programs. Topics include searching and sorting arrays, strings, classes, inheritance, polymorphism, virtual functions, pointers, abstract data types, and libraries. Three class periods, one three-hour laboratory per week.  
*Prerequisite: CPTG 121*

**CPTG 244 Data Structures (4):** Basic data structures such as lists, stacks, queues, priority queues, heaps, binary search trees and hashing. Sorting algorithms. Three class periods, one three-hour laboratory per week.  
*Prerequisite: CPTG 122*





**CPTG 445 Computer Architecture (4):** Computer organization and architecture, RISC, pipelining, memory hierarchy, cache, virtual memory. Offered alternate years.  
*Prerequisites: CPTG 244 & 245*

**CPTG 446 Embedded Systems Design (4):** Design of embedded microcontroller systems. Topics include microcontroller interfacing, memory and I/O addressing, interrupts, controlling real-time input/output devices, hardware/software co-design, and hardware prototyping. Offered alternate years.  
*Prerequisite: CPTG 245*

**CPTG 454 Compiler Theory (4):** Fundamentals of compiler design, lexical analysis, parsing, semantic analysis, code generation, and error detection.  
*Prerequisite: CPTG 324*

**CPTG 455 Software Engineering (4):** Topics include CASE tools, requirements engineering, software testing, software maintenance, dependable systems and security engineering, software reuse, quality management, and configuration management. Students will discuss and implement a moderately large software system as a team project. Three class periods, one three-hour laboratory per week. Offered alternate years.  
*Prerequisites: CPTG 334 & either ENGL 113 or 124*

**CPTG 485 Seminar (0.5-2):** Informal seminars dealing with topics chosen from areas of computer science or mathematics, which are not usually covered in regular computer science or mathematics courses. Level of accessibility may vary by topic. May be repeated with new content for additional credit. Two units maximum may be counted toward the Computer

# Department of Criminal Justice

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## Department Faculty

### **Erica Garcia, Chair**

MA La Sierra University 2011  
Interpersonal Communication for Criminal Justice  
Professionals

### **Kelly Bradley**

Assistant Professor of Criminal Justice (2012)  
PhD University of California, Irvine 2003  
Victimization, corrections, policy analysis, research design  
methods

### **Cindy Parkhurst**

Associate Professor of Criminal Justice (2011)  
MLIS San Jose State University 1994  
JD Willamette University 1988  
Criminal law and procedure

### **Wilfred Williams**

Assistant Professor of Criminal Justice (2017)  
JD (in-progress) Western State College of Law  
Criminal Procedure, American Courts & Government

## Collaborating Faculty

### **T. Christopher Bell**

MPA California State University, Long Beach 1998  
Public safety, law enforcement

### **Kharyhasan J. Johnson**

JD Texas Southern University 2001  
Criminal law & procedure; death penalty, habeas corpus

## Degree Offered

Bachelor of Science degree in:

- Criminal Justice

*(Please note this is an on-campus ONLY program)*

## Mission Statement and Objectives

## MAJORS

### Bachelor of Science

#### CRIMINAL JUSTICE

Required: at least 72 units, including:

- e courses listed below (49.5-51 units)
- Remaining units from CJUS courses (21-22.5 units)

CJUS 105	Introduction to the Criminal Justice System
CJUS 205	e American Criminal Court System
CJUS 219	Criminal Justice Colloquium (0.5 units for each year in residence up to 4 years, minimum of 0.5 units)
CJUS 231	Criminal Law
CJUS 232	Criminal Procedure & the U.S. Constitution
CJUS 245	Policing
CJUS 334	Ethics & the Administration of Criminal Justice
CJUS 344	Corrections in America
CJUS 347	Criminology
CJUS 354	Interpersonal Communication for Criminal Justice Professionals
CJUS381,381L	Research Methods & Statistics: Description & Correlation, Laboratory
CJUS 382	Research Methods
CJUS 408	Public Policy in Criminal Justice

Required University Studies Cognates:

UNST 404CJ	Senior Seminar: Religious, Moral & Social Aspects of Criminal Justice
MATH 155	Introductory Statistics

Note:

Individual graduate programs require speci c classes. Please consult program-speci c entrance requirements.

## COURSES

*Students in the Criminal Justice Program must receive a grade of C or better in CJUS 105 before proceeding to subsequent Criminal Justice courses.*

### LOWER DIVISION

**CJUS 105 Introduction to the Criminal Justice System (4):** Introduction to the history, philosophy, and function of the major components of the criminal justice system. Topics include an overview of the criminal justice system; the interrelationship of law enforcement, courts, prosecution and corrections; de nitions of and explanations for crime; criminal law; and due process of law.

**CJUS 106 Forensic Science Principles & Crime Scene Investigation (4):** As an introduction to forensic science and its application to criminal investigations, this class includes topics such as forensic photography, rearms and tool mark identi cation, the examination of questioned documents, hair and ber analysis, serology, instrumental analysis, forensic pathology and odontology and forensic psychology.

**CJUS 110 Introduction to Special Topics in Criminal Justice (1-4):** As an introduction to special topics in law enforcement, courts and corrections, this class will provide an overview of special topics including, but not limited to, serial killers, Homeland Security, criminal pro ling, death penalty, and police use of force. Students will be expected to research, analyze and present ndings on these topics. May be repeated with new content for additional credit up to a total of 12 units.

**CJUS 205 e American Criminal Court System (4):** An exploration into the federal, state and local court structure of the United States court system. Topics include types of court jurisdiction, due process of defendants, di erences between the federal and state courts and the fundamental organizational structure of both systems, and issues such as bail, grand jury, arraignment, plea-bargaining, criminal trial, sentencing, and appeals.

*Prerequisite: ENGL 111 or ENGL 124*

**CJUS 219 Criminal Justice Colloquium (0.5):** Colloquium devoted to exploring current topics in criminal justice and professional issues in the eld. Students register for this colloquium each year of residence as a criminal justice major. S/U grade. May be repeated up to 4 times for credit. Attendance at nine colloquia is required per half-unit of enrollment.

**CJUS 231 Criminal Law (4):** Overview of the history and development of substantive criminal law. Topics include the types of crime, common law, statutory law, elements of a crime; accomplice liability, inchoate crimes, crimes against a person and property, principles of justification and excuse of the defendant, such as self-defense, insanity and diminished capacity.

*Prerequisite: ENGL 111 or ENGL 124*

**CJUS 232 Criminal Procedure & the US Constitution (4):** Examination into the procedural due process of law and its protections guaranteed by the United States Constitution. Topics include search and seizure under the Fourth Amendment, prohibition against self-incrimination under the Fifth Amendment, the Sixth Amendment right to assistance of counsel, and the legal procedures before trial, during trial and post trial.

*Prerequisite: ENGL 111 or ENGL 124*

**CJUS 245 Policing (4):** This course examines contemporary policing and its function within the criminal justice system. Students will gain knowledge of the history and structure of policing and understand the central tenets of the criminal justice system including police, courts and corrections.

*Prerequisite: ENGL 111 or ENGL 124*

**CJUS 265 Street Gangs in Law & Society (4):** This course is designed as a lower division elective course for those students wanting a background in the influence of gangs on society, in addition to an understanding of the social environment that makes gangs an attractive option for adolescents and young adults.

**CJUS 295 Directed Research (1-4):** Research project under the direction of a faculty member or an approved off-campus research supervisor. May be repeated for additional credit and

**CJUS 381 Research Methods & Statistics: Description & Correlation (4):** Examines the fundamentals of statistical methods and their application to criminal justice data. Introduces various types of data used in criminal justice. Topics cover both descriptive and inferential statistics, including



# Department of English

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## **Department Faculty**

### **Sam McBride, Chair**

Professor of English (2007)

PhD University of California, Riverside 1997

20<sup>th</sup> c. literature and fine arts, American literature, the Inklings



## English as a Second Language Program

An ESL program is available for non-native speakers of English. This program is described under the English Language & American Culture section of this bulletin.

### e Mission of the Department of English

The Department of English empowers students “to seek, to know, to serve” by training them to better understand the world through insightful reading, and to better express themselves through incisive writing. While the department’s objectives target our majors and reflect our disciplines, our mission extends to the entire student body through the composition program, the University Studies courses we teach, and the Writing Center. Minors in English and drama provide an opportunity for students who major in other fields to pursue their interests in developing expertise in writing, literary studies, and the dramatic arts.

### Learning Outcomes

Students graduating with a Bachelor of Arts degree in English should be able to:

- Read analytically and perceptively, with appreciation for both content and style;
- Write cleanly and clearly in a variety of genres (across the range of academic to creative), and demonstrating a habit of thoughtful revision;
- Discuss intelligently the major periods and authors of English and American literature;
- Employ fluently literary terms and other disciplinary conventions (e.g. MLA formatting, etc).

Further, it is our goal that students’ concentration in either literature or creative writing should be reflected in their fluency in a number of discipline specific values. Students graduating with a literature emphasis in English should be able to:

- Evaluate literary texts, from a variety of perspectives: theoretical, historical, artistic, etc.;
- Form a defensible argument about a work of literature, which is supported by analysis, evidence, and documentation;

Students graduating with a creative writing emphasis in English should be able to:

- Understand, deploy, and challenge the conventions of a variety of genres, including non-fiction, poetry, drama, short story, and novel;
- Employ appropriate literary devices in their writing;
- Reflect insightfully on the artistic process.

## Directed Study Policy

General Provisions: Directed study is strongly discouraged. Exceptions will be made only for unusual cases (i.e., transfer students needing requirements, or department majors having taken all required courses) and will only be considered, provided that the directed study does not duplicate earlier coursework. Students may not take a directed study of a course that is currently listed in the *Undergraduate Bulletin*. Only English majors may take ENGL 299 and 499.

Approval Procedure: Complete a Directed/Independent Study Course Request Form, available at the Office of the Registrar. Submit the form first to the course instructor and then to the advisor, who will in turn present it to the department faculty for approval. The form must be accompanied by a proposal explaining the need for directed study and outlining an intended study plan. The deadline for submitting the department-approved proposal to the Office of the Registrar is before the end of the 10th week of the preceding quarter.

### Internships

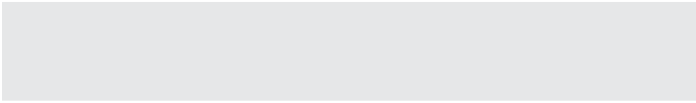
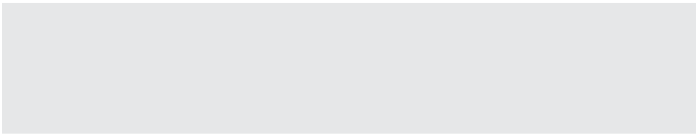
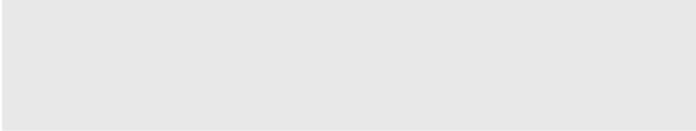
Internships are available to qualified English majors and drama minors. All internships must be approved by the internship director and will be graded on a satisfactory/unsatisfactory basis. Only English majors can take ENGL 494; only drama minors can take DRAM 494.

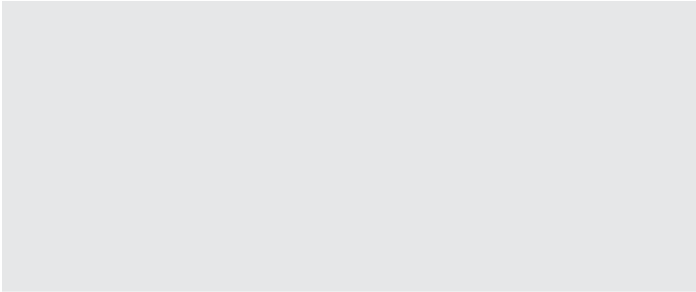
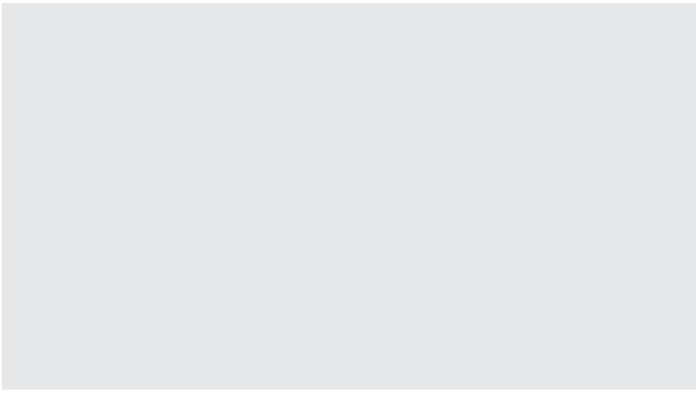
### Senior Exit Interview

Immediately prior to graduating, all seniors will be interviewed by the department chair. The results of the interview will be used by the faculty to assess the effectiveness of the department’s programs, rather than to assess the individual student’s achievements.

### Senior Portfolio

Students completing a major in English will prepare a portfolio of work that represents their La Sierra University journey. As part of their portfolio, they will analyze their work in an academic paper, paying particular attention to the department’s learning outcomes. Students will give presentations based on their portfolios to a committee of faculty members. The faculty will evaluate the portfolio as an assessment of students’ achievements. The portfolios will also be used by the department, in conjunction with the Senior Exit interviews, to assess the effectiveness of its programs.









## College Writing

*College Writing courses fulfill University Studies requirements and do not apply to the English major. ENGL 111, 112, and 113 must be taken in sequence unless the student has transferred from another college and is required to take only a portion of the sequence to satisfy the College Writing requirement as determined by the university registrar. ENGL 124 is only open to eligible students per university policy. See the Admissions Office for details.*

**ENGL 111 College Writing I (3):** This course develops critical thinking, reading, and writing essential for college-level papers. Students work on individual writing processes for both expressive and descriptive writing with a movement toward academic writing, focusing on organization, logical flow, diction, sentence structure, and standard grammar and usage. Students must earn a C or better to move to ENGL 112. *Prerequisite: Satisfactory performance on college entrance examinations or the Writing Placement Exam*

**ENGL 112 College Writing II (3):** This course focuses on academic discourse (explanation, argumentation, persuasion, and incorporation of credible sources) and features of

**ENGL 254 Introduction to Fiction (4):** In this introductory course, students will read writers who have shaped the field, with an emphasis on contemporary practitioners, and will write in a variety of fictional styles. At the end of the quarter, students will produce a portfolio of polished stories.

*Prerequisite: ENGL 205*

**ENGL 255 Introduction to Poetry (4):** In this introductory course, students will read poets who have shaped the field, with an emphasis on contemporary practitioners, and will write in a variety of poetic styles. At the end of the quarter, students will produce a portfolio of polished poems.

*Prerequisite: ENGL 205*

**ENGL 256 Introduction to Playwriting (4):** In this introductory course, students will read playwrights who have shaped the field, with an emphasis on contemporary practitioners, and will write in a variety of dramatic styles. At the end of the quarter students will produce a polished script for performance.

*Prerequisite: ENGL 205 or DRAM 160*

**ENGL 285 English Colloquium (1):** Lower division course required of all majors. Issues pertinent to the discipline. A student with three or more years of residence requires 1.0 unit of 285 and 1.0 unit of 485. A student with two or fewer years of residence requires 1.0 unit of 485.

*Prerequisite: ENGL 113 or ENGL 124*

**ENGL 299 Directed Study (1-4):** Lower division independent study in consultation with an advisor. May be repeated for additional credit to a maximum of 4 units. See policy listed above.

*Prerequisites: ENGL 113 or 124, & consent of the instructor*

**ENGL 405C Playwriting (4):** Advanced theoretical and practical application of playwriting techniques. While consulting models from a variety of historical eras, writers will brainstorm, draft, and revise a full one-act play. Techniques of character invention, plot construction, and dialogue will be practiced in a workshop setting.

*Prerequisite: ENGL 256*

**ENGL 405E Humor Writing (4):** Students will read humor literature, paying attention to what makes the pieces funny. Students will apply these tools in their own work as they write, workshop, and revise.

*Prerequisite: ENGL 254 or ENGL 255*

**ENGL 405F e Long Project (4):** Students will consider what it means to tell a longer story—be it fiction or memoir. Through reading and writing, students will consider structure, point of view, plot, theme, and characterization. Students will workshop each other's pieces and submit a portfolio at the end of the quarter.

*Prerequisite: ENGL 254 or ENGL 255*

**ENGL 405G Memoir (4):** Students will read memoirs by masters of the craft, paying attention to the tools they use to shape their narratives. Students will apply these tools in their own work as they write, workshop, and revise.

*Prerequisite: ENGL 254 or ENGL 255*

**ENGL 406 Writing for Publication (4):** Students will analyze writing venues, writing guidelines, and published pieces. They will write, workshop, and revise.

*Prerequisites: ENGL 113 or ENGL 124, & ENGL 205*

**ENGL 410 Literary Genres (4):** Considers various genres of literature in English including poetry, the essay, drama, film, autobiography, the novel, short story, etc. May be repeated for new content.

*Prerequisite: ENGL 113 or ENGL 124*

*Additional Requirement: 4 units at the 200-level in English*

**ENGL 414 World Literature (4):** Study of masterpieces of classical and/or world literature. May be repeated for new content.

*Prerequisite: ENGL 113 or ENGL 124*

*Additional Requirement: 4 units at the 200-level in English*

**ENGL 415 Literature for Children:** A two-quarter review of

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**DRAM 267 Topics in Drama (1-4):** Varied drama content with specific areas listed in the class schedule. May be repeated for new content.

**DRAM 297 Drama Production:** Preparation and formal performance of a dramatic production through the English Department. Students may receive credit for a variety of tasks, including acting, lighting, staging, etc.. See below for specific topics.

**DRAM 297A Performance (1-2):** Students must successfully audition for a specific role in a production prior to being admitted to this class, which involves a public performance at the conclusion of the quarter. May be repeated. 2 units required for minor. Eligibility for this course is determined by audition.

**DRAM 297B Technical Production (1-4):** Students gain a basic overview of the technical production of a play as they assist with the work of maintaining a theater and the construction of a technical aspect of a production in one or more of the following areas: stage/house management, set construction, lighting, sound, costume, or makeup production. May be repeated. 2 units required for minor.

**DRAM 297C Technical Design (1-4):** Students work closely with both the director and technical director on a production, in creating the design for a production-specific aspect of the show or on one or more of the following areas: set construction, lighting, sound, costume, prop, or makeup design. May be repeated.

**DRAM 297D PR & Publications (1-4):** Students work closely with the director/s on the development of a basic marketing and public relations strategy for a production as they assist in the preparation of a portfolio that may include elements of the following: poster design, printing & distribution points; ticket design, printing & sales; playbill design, writing, editing & printing; creation of a press kit with press releases and rehearsal photos & distribution. May be repeated.

*Prerequisite: Consent of the instructor*

**DRAM 297E Directing (1-4):** Students work closely with an ensemble of actors and technical crew in a collaborative environment to create a live show, multi-media project or film for public performance (i.e., for the 24-hour Play Festival, DNA Play Festival or Showcase).

*Prerequisite: Consent of the instructor*

**DRAM 297F Play Reading (1-2):** Students read a wide selection of one-act plays, select a play and proceed through the pre-production process in order to prepare to direct the chosen play.

*Prerequisite: Consent of the instructor*

## UPPER DIVISION

**DRAM 367 Directing: Theory (4):** Students gain a theoretical framework for directing a play, as they learn about various theories of play direction designed to familiarize the student with the skills necessary to lead a cast and technical crew. Includes the study of elements such as play selection and analysis; collaboration with the cast, designers, stage managers, and dramaturge; casting and rehearsal technique and management; and aesthetic, ethical, and economic concerns.

*Prerequisites: DRAM 246 & DRAM 297E, or consent of the instructor*

**DRAM 368 Directing: Practice (4):** Students are selected or they may apply to direct for the annual festival of One Act plays. They will hold auditions, cast the play and arrange rehearsals. Working closely with both the technical and design crew, they will collaborate in creating a show for public performance.

*Prerequisite: DRAM 367 or DRAM 297F or DRAM 497F or consent of the instructor*

**DRAM 467 Topics in Drama (1-4):** Seminars in various drama topics. Specific topics listed in class schedule. May be repeated with new content for additional credit.

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

**DRAM 490 Advanced Acting (4):** Fundamental acting preparation, including performance exercises, breathing and diction techniques, text interpretation, and scene rehearsal.

*Prerequisites: DRAM 246E & 2 units of DRAM 297A or 497A*

**DRAM 491 Directing (4):** Study of production process, script



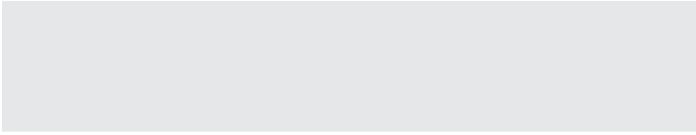
# Program in English as a Second Language (ESL)

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**ESLC 253 Intermediate Reading Comprehension & Vocabulary (4):** This is an intermediate English language reading class. It will prepare students for reading early college-level material effectively while acquiring academic vocabulary. Specific approaches to reading will include both factual and fictional material effectively while acquiring academic vocabulary. Emphasis is placed on a variety of genres of authentic texts which begin to introduce varying levels of conceptual and/or linguistic complexity.

**ESLC 254 Intermediate Listening, Conversation & Pronunciation (4):** This is an intermediate listening comprehension and conversation course for ESL language learners. This course develops listening skills through informal conversations, instructor readings, and recorded listening exercises, and will demonstrate students' understanding of simple academic and social conversations.

# Department of Film & Television

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## Department Faculty

### Rodney Vance, Chair

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

### Carrie Specht

Assistant Professor of Film and Television (2012)  
MFA New York University 1998  
Production (DGA)

## Collaborating Faculty

### Stewart Harty

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

### Andrew Howe

Associate Professor of History, Politics, and Society (2005)  
PhD University of California, Riverside 2005  
Popular culture & film studies

### Chris James

Adjunct Professor of Music Technology  
Recording Engineer Diploma, Los Angeles Recording  
Workshop 1997  
Sound

### Marilynn Loveless

Director of the Drama Program  
Associate Professor of English (2007)  
PhD Griffith University 2004  
Acting, film criticism

### Jordi Ros

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

### Terrill Thomas

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

## Degrees Offered

Bachelor of Fine Arts degree in:

- Film and Television Production, with emphases in  
Editing  
Individualized  
Production  
Script Writing  
Sound

## Learning Outcomes

Upon completion of the degree, students will:

1. Use appropriate technology tools.
2. Understand and practice basic storytelling craft.
3. Apply critical thinking skills to analyze works of visual storytelling in terms of genre and media history.
4. Produce visual storytelling media that demonstrate a sense of inventiveness or creativity and a willingness to explore and experiment.
5. Demonstrate an understanding of film's historical role in culture.
6. Demonstrate proficiency in an area of emphasis offered by the department and chosen by the student.

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## MAJORS

### Bachelor of Fine Arts (BFA)

#### FILM AND TELEVISION PRODUCTION

A major designed for those who want to work creatively in the fields of film and television.

Required: at least 92 units of Film and Television Production and related fields, including:

- Core Curriculum (22 units)
- Emphasis (32 units)
- Electives (38 units)

Core Curriculum (22 units): Required of all Film and Television Arts majors

FLTV 104	Editing for Beginners
FLTV 108	Storytelling for Fun & Profit
FLTV 112	Moviemaking Without a Net
FLTV 118	History of Moving Pictures
FLTV 477	Senior Thesis (6, 2 per quarter)

One of the following emphases is required of all BFA students:

#### Production Emphasis (32 units)

An emphasis designed for those who wish to pursue a career creating independent films, industrials, documentaries, independent television, and web series.

FLTV 130	Field Production Audio
FLTV 275	Lighting
FLTV 247	Acting for Directors
FLTV 361	Pre-Production
FLTV 362	Production
FLTV 363	Post-Production
FLTV 380	Directing
FLTV 486	Marketing & Distribution

#### Script Writing Emphasis (32 units)

An emphasis designed for those who wish to pursue a studio or independent career writing for feature films and/or television.

FLTV 110	Short Scriptwriting
FLTV 211	Writing for Television – Comedy
FLTV 212	Writing for Television – Drama
FLTV 221	Developing the Feature Screenplay
FLTV 280	Writing for Animation
FLTV 322	Screenwriting
FLTV 323	Advanced Screenwriting
FLTV 355	The Art of Adaptation

#### Editing Emphasis (32 units)

An emphasis designed for those who wish to pursue a career in studio or independent picture editing and color correction.

FLTV 121	Introduction to Editing I
FLTV 122	Introduction to Editing II
FLTV 231	Music Editing for Film & TV
FLTV 240	Intermediate Picture & Sound Editing I
FLTV 242	Visual Effects
FLTV 325	Advanced Effects & Compositing
FLTV 326	Color Correction
FLTV 330	Editing for Story

#### Sound Emphasis (32 units)

An emphasis designed to prepare the serious student for a career in sound production and/or post-production for visual storytelling media.

FLTV 130	Field Production Audio
FLTV 131	Critical Listening
FLTV 231	Music Editing for Film & TV
FLTV 232/MUET 211	Introduction to Digital Recording & the Physics of Sound
FLTV 233/MUET 212	Pro Tools Basic Editing, Processing & Mixing Techniques
FLTV 340	Pro Tools Advanced Mixing Techniques
FLTV 341	Advanced Dialogue Recording, Editing & Mixing Techniques
FLTV 342	Pro Tools Advanced Surround Mixing Techniques

#### Individualized Emphasis (28)

**A student may sign up for this Emphasis only with the approval of the Department of Film and Television Faculty.**

A student who has clearly defined objectives that lie outside an established emphasis may design a proposal for an emphasis in an individualized academic program, one that helps the student fulfill his or her objectives. This proposal must be approved by the Film and Television Arts faculty and filed with the Office of Admissions and Records no later than the beginning of the second quarter during the student's junior year. The Film and Television Arts faculty must approve any subsequent changes. The emphasis must have a descriptive title that will appear on the diploma. This program is open to students who are currently registered at La Sierra University, who are in good academic standing, and who still have five full quarters (80 units) to complete before graduation.

## Electives

Electives may be taken from any FLTV course. For the Emphasis in Sound, electives may be taken from any FLTV or MUET course. For an Individualized Emphasis, electives will be determined in conjunction with the Film department:

ARTS 115	Design Principles
ARTS 116	Color for Artists & Designers
ARTS 117	Creative Visual Thinking
ARTS 194	Photoshop & Illustrator Basics
ARTS 224	Drawing
ARTS 255	Photography
ARTS 395A	Communication Principles
ARTS 395B	Advanced Concepts
DRAM 246E	Introduction to Acting
DRAM 490	Advanced Acting
ENGL 466	Topics in Film: Film & Literature
HIST 270A	History of World Cinema: Asia
HIST 270B	History of World Cinema: Europe
HIST 430DD	Gender & Film
HIST 430Z	Hollywood & American History
HIST 432R	Social & Critical Movements in Film

Electives may only be chosen from courses not listed as required in the chosen emphasis.

## COURSES

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

### LOWER DIVISION

**FLTV 104 Editing for Beginners (4):** Designed for those without previous experience with editing software, this course introduces the student to the basic concepts and techniques of editing to increase the impact of web videos and short films. Open to all students.

**FLTV 108 Storytelling for Fun & Profit (4):** Whether the need is to inspire a team or to communicate a message that sticks, leaders who can create and share good stories have a powerful advantage over others in almost every profession. This course teaches the basic elements of effective storytelling including beginning/middle/end, character, objective and obstacle, and connection and conflict. The course focuses on oral storytelling and is not a writing course. Open to all students.

**FLTV 110 Short Scriptwriting (4):** Commercial short-form storytelling runs the gamut from the 30-second spot to short films, web series, and television comedy or drama. This writing course includes training in proper script format and practice writing scripts in multiple formats. It's a foundational course for the student intending to engage in script writing as a profession.

*Prerequisites: FLTV 108*

**FLTV 112 Moviemaking Without a Net (4):** This course teaches the basics needed to make a short digital film or a video for a website. Student is expected to use provided equipment (or their own cameras) to make short videos. Includes techniques for framing a shot, capturing the sound, and some editing. Open to all students.

### FLTV 115 Television Production I



**FLTV 240 Intermediate Picture & Sound Editing I (4):** Part 1 of this two-part course (with FLTV 242) focuses on introducing the student to more advanced features of editing software. The student will learn to become more proficient on the “editorial tool” to work efficiently and creatively. This course will also introduce the student to more advanced audio editing techniques and the use of sound effects. Each student will edit picture and sound for a short film.

*Prerequisite: FLTV 122*

**FLTV 241 Intermediate Picture & Sound Editing II (4):** Part 2 of this two-part course (with FLTV 240) focuses on various additional advanced editing techniques including collaborating with other software packages. Particular emphasis will be on the use and integration of motion graphics using such applications as Adobe After Effects. Students will be expected to edit picture and sound for a short film including creating motion title and end-credits.

*Prerequisite: FLTV 240*

**FLTV 242 Visual Effects (4):** This course introduces students to basic visual effect techniques. Students will learn how to ensure an effects shot has all the needed elements and learn the workflow to a completed visual effect shot. Students will work with green screen content, basic tracking content and complete an effective composition shot.

*Prerequisite: FLTV 240*

**FLTV 247 Acting for Directors (4):** Student directors will learn to analyze a script and work with actors to bring a story to life on the screen. Fellow students function as actors in a rehearsal process that utilizes improvisational techniques and problem solving toward the goal of eliciting convincing performances. A review is included of actors’ tools and a discussion of their exploration. Recommended that students take DRAM 246E before taking this course.

*Prerequisite: FLTV 112*

**FLTV 251 Producing the PSA (4):** This course is designed to utilize basic production skills the student has already developed in use for producing, shooting and editing a regional Public Service Announcement (or PSA) for facilities and services provided to the public in the Inland Empire.

*Prerequisite: FLTV 112*

**FLTV 265 History of American Cinema (4):** A survey of American Cinema that includes discussion and screening of classic American films. Students will engage in artistic, cultural, historical, and political analyses of these films.

**FLTV 275 Lighting (4):** A practical course in utilizing the technical elements of lighting a scene combined with an introduction to the aesthetic choices involved in creating tone and painting with light. This course is a foundational course for those interested in further studies in cinematography.

*Prerequisite: FLTV 112*

**FLTV 280 Writing for Animation (4):** Focuses on the writing process unique to the animation industry, with a special emphasis on cable and television episodic formats. Students will learn how to develop premises, characters and themes that target the highly specific demographic segments served by this globally popular genre. This course will also build on the fundamental concepts of visual storytelling to help students understand how to create feature-length animated stories that appeal to all four segments of the film-going audience, thereby giving these stories the broadest possible market appeal.

*Prerequisite: FLTV 211 or 212*

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

**FLTV 299 Directed Study (1-4):** Lower division independent study in consultation with an advisor. May be repeated for additional credit to a maximum of 4 units. See policy listed above.

*Prerequisite: Consent of the instructor and Chair*

## UPPER DIVISION

**FLTV 305 Dramatic Form & Analysis (4):** Course analyzes feature films from the standpoint of dramatic form and genre with emphasis on the problems and possibilities a filmmaker faces in the process of managing the audience’s emotional involvement in the story. Course explores the forms of tragedy, drama, comedy, and farce in contemporary Realism and how these forms were expressed in the Classical and Romantic eras.

**FLTV 315 Writing the Television Movie (4):** Course explores the demands of writing a story to meet the special conditions of television and covers the factors unique to this medium.

These include a story structure designed to fill a two-hour time slot with multiple commercial breaks, creating ‘living room friendly’ stories, and working within lower budgets.

*Prerequisite: FLTV 110*

*Additional Requirements: Recommended: One of the following: FLTV 211, FLTV 212, or FLTV 221*

**FLTV 322 Screenwriting (4):** In this course a student rewrites and polishes an existing screenplay. This course begins with a student’s completed or nearly completed feature screenplay and takes a closer look at the ‘tool chest’ screenwriting craft makes available to assist the writer in using the rewrite process to make improvements.

*Prerequisite: FLTV 221*

**FLTV 323 Advanced Screenwriting (4):** A master class for the near-professional screenwriter. Students in this limited enrollment course will learn from each other and from the professor as problems in specific scripts are discovered and resolved. By the end of the course, the student should have a completed spec script.

*Prerequisite: FLTV 322*

**FLTV 325 Advanced Effects & Compositing (4):** In this course students will hone their ability to create effective shots and explore some of the remote effects collaboration software options. Students will create a complex composition shot and insert it into an editorial sequence.

*Prerequisite: FLTV 242*

**FLTV 326 Color Correction (4):** Students will learn effective use of Da Vinci Resolve color correction software and gain a comprehensive understanding of color theory. Students will learn various color correction techniques that can enhance the story being told. Students will complete color correction for an entire short film.

*Prerequisite: FLTV 325*

**FLTV 330 Editing for Story (4):** This is an advanced course on how to use the craft of editing to tell effective stories. In this course it is assumed that the student is familiar with the advanced features of the editing software, allowing them to focus on learning how specific editing techniques can enhance the stories being told.

*Prerequisites: FLTV 242 & 108; Recommended: FLTV 110*

**FLTV 340 Pro Tools Advanced Mixing Techniques (4):** This advanced course assumes the student understands the basics of sound recording and mixing using Pro Tools software. It builds on that knowledge with instruction on using the C24 controller to control Pro Tools; using the Artist Series controllers with Pro Tools and older Command 8; learning to setup submixes and record stems; building and mixing effects and foley tracks; sound design; advanced signal processing techniques; automating plugins and using VCA style mixing; mixing films and shows to proper film or television level specifications; creating spaces and enveloping the listener in the sound; keeping your tracks organized into type; and proper playlisting techniques.

*Prerequisite: FLTV 233/MUET 212*

**FLTV 341 Advanced Dialogue Recording, Editing, & Mixing Techniques (4):** This advanced course assumes the student has learned the basics of recording, editing, and mixing techniques using Pro Tools software. It builds on that knowledge with instruction on re-recording field production dialogue (looping); looping (ADR) techniques, mic placement,

**FLTV 363 Post-Production (4):** This is the third of a three-quarter sequence. The focus of this course is to collaborate with fellow students to complete a project of sufficient scope to justify three quarters of effort. During this quarter of post-production, students will oversee or accomplish the editing, audio, color correction, scoring, and more as needed to complete a final version of the creative project.

*Prerequisite: FLTV 362*

**FLTV 375 Cinematography (4):** Students will learn to create a 'look' for a film that reveals the action and the world of a story. Specific study areas will include framing and composition, selection of lenses, choice of focus and exposure, use of lighting, and the arrangement of elements to create a desired effect. Recommended that students take FLTV 275 before taking this course.

*Prerequisite: FLTV 275*

**FLTV 376 Advanced Cinematography (4):** Further study of the techniques learned in FLTV 375 Cinematography along with the impact of film stock and digital image-capture technologies. Additional techniques, such as color correction and time-lapse cinematography, are introduced.

*Prerequisite: FLTV 375*

**FLTV 380 Directing (4):** This is a practical workshop that emphasizes the visual realization of scripts. Through video exercises and assignments in class, the course explores directorial choices in art direction, camera placement, and editing through a series of exercises and discussion.

*Prerequisite: FLTV 130, 275 & 247*

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

**FLTV 427 Colloquium (1):** Professionals in various arenas of television and filmmaking will share their skills in one-day seminars. One unit per quarter is offered. Transfer students may substitute an elective course to make up missed credits.

**FLTV 467 Production Financing (4):** An overview of the various financing structures used in film and television production. Students will learn about bank financing, studio financing, network financing, IPO's, limited and co-production partnerships, debt swap financing, negative pick-up deals and foreign and domestic pre-sales.

**FLTV 477 Senior Thesis (2) :** Film or television projects created by advanced students that showcase the creative, technical, and / or business skills learned. Proposals must be pitched to a faculty review panel for approval. A specific project may extend across more than one academic quarter. Completed projects should serve to help launch students in their chosen career. This course is repeatable up to 6 units.

**FLTV 486 Marketing & Distribution (4):** Students will study two models of film distribution: that of a major studio and that of independent films. Major studio distribution topics will include devising a release plan, analyzing grosses, scheduling bookings, creating a marketing and advertising campaign, and independent film acquisition. Independent film distribution will cover festival circuits and markets, educational and short film distribution, independent features (domestic and foreign), fundraising, and working with sales agents.

*Restriction: Must have junior or senior standing*

**FLTV 487 Professional Practices (4):** Examines film and television business practices and the transition from an academic environment to a professional career. Topics covered include basic media law, reels, resumes, contracts, graduate school applications, and agent / manager representation.

*Restriction: Must have junior or senior standing*

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

**FLTV 497 Internship (4) (repeatable):** On-the-job training experience in the professional environment as it relates to the student's area of emphasis.

*Prerequisite: Consent of the instructor*

**FLTV 499 Directed Study (1-4):** Upper division independent study in consultation with an advisor. May be repeated for additional credit to a maximum of 4 units. See policy listed above.

*Prerequisite: Consent of the instructor and department chair*

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

# Department of Health & Exercise Science

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## **Department Faculty**

### **Kimberly J. Knowlton, Chair**

Assistant Professor of Health & Exercise Science (2015)

DrPH Loma Linda University 2006

Health science, behavior change

### **William C. Andress**

6. Describe the reciprocal relationship between physical activity and the philosophical, historical, or sociological perspectives of society.

### Health Science:

7. Understand how the social, cultural, spiritual, economic, political, and biological environments affect both personal and community health.
8. Describe the US health profile, including key indicators, determinants, disparities, access to health services, and both historical and contemporary trends and implications.

## MAJORS

### Bachelor of Science

#### EXERCISE SCIENCE

The Exercise Science major provides students with a variety of opportunities for further study and careers in: the fitness professions, exercise physiology, exercise specialties, athletic training, health/wellness promotion, physical therapy, occupational therapy, medicine, and others.

Required: at least 84 units in exercise science and related fields, including:

- Exercise Science Core Curriculum (46 units)
- Major Electives (24 units)
- Cognates (14 units)

Exercise Science Core Curriculum: (46 units) Required of all students majoring in Exercise Science

Required:

EXSC 104	Seminar in Exercise Science
EXSC 224	Structural Kinesiology
EXSC 254	Current Concepts & Applications of Fitness
EXSC 275	Critical Scholarship in Exercise Science
EXSC 350	Exercise Science Colloquium I
EXSC 354	Methods of Fitness Instruction
EXSC 364	Research Methods
EXSC 394	Internship in Exercise Science I (2 units)
EXSC 424	Biomechanics of Human Movement
EXSC 426	Exercise Physiology
EXSC 444	Physiological Assessment & Exercise Prescription
EXSC 450	Exercise Science Colloquium II
EXSC 494	Internship in Exercise Science II (2 units)
HLSC 225	Nutrition Theory & Practice
HLSC 326	Behavior Change in Health & Wellness

(NOTE: Juniors and Seniors must provide evidence of certification in First Aid / CPR)

Major Electives: (24 units) Selected from:

EXSC 215A	Introduction to Athletic Training I
EXSC 215B	Introduction to Athletic Training II
EXSC 416	Movement in Cultural Perspective
EXSC 418E	Sport Psychology
ARTS 194	PS/Illustrator Image Creation
COMM 226	Mass Media & Society
FLTV 104	Editing for Beginners
Up to 8 units of HLSC courses, excluding: 120, 275, 350, 375, 475, 490, 495, 499	
Up to 2 activity classes (total of 1 unit towards major)	
Up to two, 1-year science sequences (BIOL 111-113, CHEM 111-113, or PHYS 231-233)	

Cognates: (14 units)

BIOL 131	Anatomy & Physiology I
BIOL 132	Anatomy & Physiology II
PHYS 117, 117L	Intro to Physics (or PHYS 231)

University Studies Requirements:

MATH 155	Introductory Statistics (preferred)
<b>Or choose from:</b>	
MATH 115	Application of Mathematics
<b>OR</b>	
MATH 121	College Algebra
<b>OR</b>	
CPTG 117	





**Health Promotion & Education:**

Required: 89 units in health science and related fields, including:

- Health Science Core Curriculum (29 units)
- The courses listed below (41 units)
- Required Cognates (19 units)

EXSC 254





## UPPER DIVISION

**EXSC 350 Exercise Science Colloquium I (1):** A survey of current issues within exercise science in the 21st century related to special populations, weight management, research, policy, practices, safety and the exercise science professions.  
*Prerequisite: ENGL 113 or 124*

**EXSC 354 Methods of Fitness Instruction (4):** A study of appropriate fitness instruction methods and practical training for safe and effective exercise programming for apparently healthy individuals. This course addresses a variety of fitness teaching scenarios including individual, partner and group scenarios including different types of physical activities, equipment and domains.  
*Prerequisite: HLSC 120 & EXSC 254*

**EXSC 364 Research Methods for Exercise Science (4):** A study of research design, methodologies, and ethics within exercise science. Students will complete a research project including the use of descriptive and inferential statistics resulting in a formal paper, poster, and presentation.  
*Prerequisite: MATH 155 & EXSC/HLSC 275*

**EXSC 394 Internship in Exercise Science I (2):** Supervised field experience in an approved health, fitness or wellness setting, engaged in a fitness or health promotion program for a total of 50 hours. Application of knowledge and competencies learned in the exercise science curriculum. Students must gain approval from the department prior to registration for this course and will utilize the Internship Handbook for Internships in Exercise Science.  
*Prerequisites: EXSC 254 & 354*  
*Additional Requirements: 30 units toward the Exercise Science major; Cumulative GPA > 2.3; Major GPA > 3.0; Junior status; CPR and First Aid Certifications; & department chair approval*

**EXSC 416 Movement in Cultural Perspective (4):** An examination of movement in our world culture. Historical and contemporary interpretations of the role of play, games, sport, dance, and recreation in human life. An upper division rhetoric intensive course.  
*Prerequisites: ENGL 113 or 124, & EXSC 275*  
*Restriction: For department majors with junior or senior standing only*

**EXSC 418 Topics in Exercise Science (1-4):** Course content may vary from year to year and may be repeated for additional credit.

**EXSC 418E Sport Psychology (4):** An introduction to sport and exercise psychology as an academic discipline with a

**EXSC 495 Readings in Exercise Science (1-2):** Designed for advanced exercise science majors, this course provides opportunity for in-depth reading and reporting in subject areas of special relevance and interest. May be repeated on separate topics for up to a total of 4 units.





# Department of History, Politics & Sociology

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## Department Faculty

### **Ken Crane, Chair**

Associate Professor of Sociology and Global Studies (2008)  
PhD Michigan State University 2000  
MPA Monterey Institute of International Studies 1986  
Anthropology of migration, refugee policy in Europe Iraqi  
refugees in the U.S.

### **Jerry N. Dupée**

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

### **Andrew Howe**

Associate Professor of History (2005)  
PhD University of California, Riverside 2005  
American history, cultural studies, film studies

### **Katherine Parsons Koh**

Assistant Professor of History (2010)  
MPhil Cambridge University 2006  
PhD University of California, Riverside 2016  
Early modern Europe, history of religion, global history

### **Eric Vega**

Assistant Professor of Sociology (2013)  
PhD University of California, Riverside 2010  
Education, transnationalism, family, Latin@ studies & media

### **Won K. Yoon**

Professor of Sociology (1976)  
PhD Louisiana State University 1976  
Research methods, ethnic diversity, Asian studies

## Collaborating Faculty

### **April Summitt**

Dean, College of arts and Sciences (2013)  
PhD Western Michigan University 2002  
Environmental history, western history

### **Kent Bramlett**

Associate Professor of Archaeology (2010)  
PhD University of Toronto 2009  
Mediterranean world of anti[(Pr)15(ofes)2(s)-3.9(or of S)-6(o)-2(cld of



The department provides an academic home for collegians interested in understanding global peoples and institutions, for students wanting to integrate social and political commitments

**GLOBAL STUDIES**

The Global Studies major seeks to instill in students a solid knowledge of particular cultures, while also providing training in the analysis of global connections—a way of preparing them to tackle the world of the 21st century. Majors are encouraged to become both global thinkers and participants. They learn how to relate their knowledge of a particular part of the world to the larger trends and issues that affect all peoples: the interconnections of human and nonhuman environments; the transnational interactions of cultures, economies, and politics; the globalizing processes of communication, technology, and science; the search for world peace, prosperity, and justice; and the sometimes violent political, ethnic, and religious reactions to what is often perceived as global hegemony by dominant cultures and economies.

Required: at least 70 units total (32 units upper division)

- The courses listed below (66 units)
- Required Cognate (4 units)

ANTH 215	Cultural Anthropology
GEOG 276	Human & Population Geography
GLST 102	Colloquium: Perspectives in Practice
HIST 273	Gender, Family & Society
HPSC 101	Colloquium: Introduction to the Discipline
HPSC 104	Global Interactions Since the Age of Columbus
HPSC 275	Critical Analysis
HPSC 375	Research Methods
HPSC 497	Senior Colloquium
HPSC 498	Senior Thesis (3 units)
PLSC 420	International Organizations
SOCI 374	Impacts of Globalization

**Choose one from the following:**

ECON 254	Principles of Macroeconomics
ECON 255	Principles of Microeconomics

**Choose 8 units from Government and Political Science:**

ANTH/GLST 431	Forced Migration
PLSC 306	Pressing Issues in Society
PLSC 316	Comparative Government
PLSC 432S	Law & Society
PLSC 440A	Topics in International Relations
PLSC 440F	War Crimes & International Policy
PLSC 494	Public Affairs Internship
SOCI 431A	Border Conflicts in the Popular Imagination

**Choose 8 units from Area & Regional Studies:**

ANTH 325C	Peoples of the Middle East
ANTH/SOCI 321	Social Development of East Asia
ANTH/SOCI 331	Transnationalism: the Americas
HIST 270A	History of World Cinema: Asia
HIST 270B	History of World Cinema: Europe
HIST 323	Modern Europe (Since 1914)
HIST 330	Imperial Russia

**MINORS****FILM STUDIES**

Required: 28 units (12 upper division), including:

ARTS 255	Photography
FLTV 118	History of Moving Pictures
HIST 432R	Social & Critical Movements in Film

**Choose 8 units from Applied Skills:**

ARTS 117	Creative Visual Inking
ARTS 224	Drawing
ARTS 355C	Documentary Photography
DRAM 246E	Introduction to Acting

**Choose 8 units from Cultural Analysis:**

ENGL 466	Topics in Film
HIST 270A	History of World Cinema: Asia
HIST 270B	History of World Cinema: Europe
HIST 430DD	Gender & Film
HIST/SOCI 431A	Border Conflicts in the Popular Imagination
HIST 430Z	Hollywood & American History

**GENDER STUDIES**

Required: 28 units (16 upper division), including:

HPSC 275	Critical Analysis
HIST/SOCI 366	Concepts in Gender Studies
SOCI 414	Sociology of the Family & Intimate Relationships

**16 units (at least 8 upper division) from the following list, or other relevant courses in consultation with advisor:**

COMM 344	Gender & Communication
HIST/SOCI 273	Gender, Family & Society
HIST 430D	Gender & Work
HIST 430DD	Gender & Film
HIST 430K	Gender in the American West
HIST/SOCI 430NN	Home & Homelessness
HLSC 416	Sexuality & Family Health
MGMT 464	Women in Management
PSYC 314	Psychology of Gender
RELE 457	Religion & Gender

**GLOBAL STUDIES**

Required: 28 units (16 upper division), including:

ANTH 215	Cultural Anthropology
HPSC 104	Global Interactions since the Age of Columbus
PLSC 420	International Organizations
SOCI 374	Impacts of Globalization

**Choose 4 units from Government & Political Science:**

ANTH/GLST 431	Forced Migration
PLSC 306	Pressing Issues in Society
PLSC 316	Comparative Government
PLSC 432S	Law & Society
PLSC 440A	Topics in International Relations
PLSC 440F	War Crimes & International Policy
SOCI 431A	Border Conflicts in the Popular Imagination

**Choose 4 units from Area & Regional Studies:**

ANTH/SOCI 321	Social Development of East Asia
ANTH/SOCI 331	Transnationalism: the Americas
ANTH 325	Peoples of the World
HIST 270A	History of World Cinema: Asia
HIST 270B	History of World Cinema: Europe
HIST 323	Modern Europe (since 1914)
HIST 330	Imperial Russia
HIST 354	Colonial Latin America
HIST 355	Modern Latin America
HIST 432F	British Imperial Experience in Africa/Asia
HIST 432HH	the Ottoman Empire

**Choose 4 units from extra-departmental offerings or courses approved by the HPS Chair:**

ECON 255	Principles of Microeconomics
ECON 357	International Economics
ECON 366	Economic Growth & Development
ECON 392	Essentials of Game Theory
HLSC 476	Health & the Global Environment
MGMT 424	Global Poverty
MUHL 338	World Music
RELG 237	World Religions

**HISTORY**

Required : 28 units (12 upper division), including:

HPSC 275	Critical Analysis
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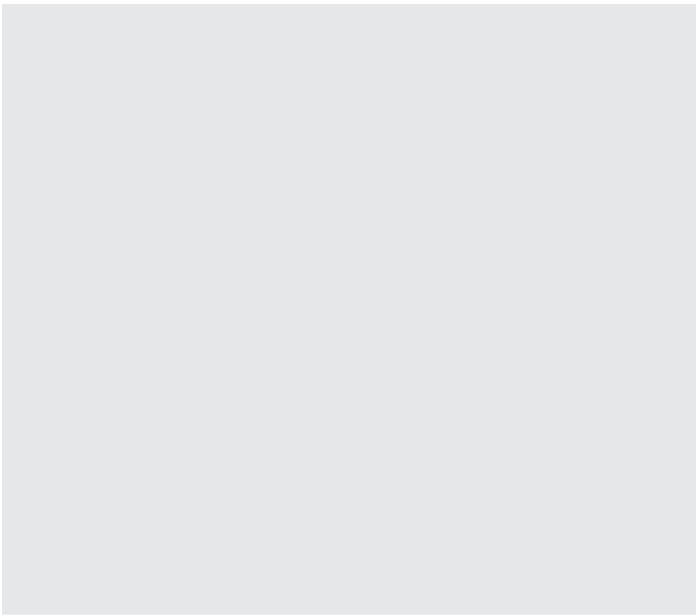
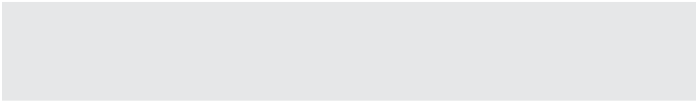
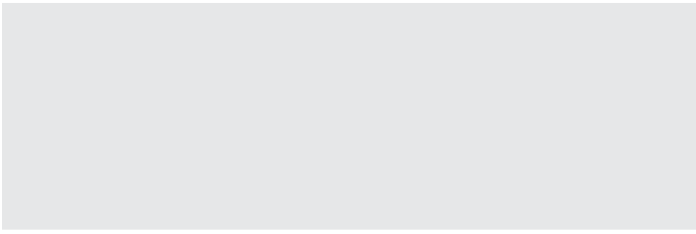
**12 units from the following courses:**

HIST 105	Western Intellectual Traditions
HIST 273	Gender, Family & Society
HPSC 104	Global Interactions since the Age of Columbus
HPSC 106	Race, Ethnicity & Class in American History
HPSC 274	American Government

**12 upper-division units chosen with department advisor****LATIN AMERICAN STUDIES**

Required: 28 units (16 upper division), including:

HIST 354	Colonial Latin America
HIST 355	Modern Latin America
HPSC 275	Critical Analysis



## COURSES

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

### Interdisciplinary Courses

#### LOWER DIVISION

**HPSC 101 Colloquium: Introduction to the Discipline (1):**

An introduction to the vocabularies and methodologies of History, Sociology, Global Studies, and related fields. Content may include discussions of the following: source materials, historiography, qualitative and quantitative methods, theory and criticism, professional standards and ethics, and program SLOs.

**HPSC 104 Global Interactions Since the Age of Columbus**

**(4):** A historical and geographical survey of global interactions and human encounters from the era of Columbus to the present.

The course examines the proliferation of European institutions, ideologies, technologies, and related cultural forms; how non-western cultures have appropriated and resisted those forms, imparted their own cultural influences on the West; and how those interactions have been expressed and experienced through the history of human migrations, cross-cultural encounters, and the rise of nationalism, and nation states.

**HPSC 106 Ra4(t 5(Rf0 Tc -0.206 Tw 2(u)-7(is)-4(e ofTw 2(2(1(a)n expr)156-4(e tyTw 2(u&.5(I)11)11(assTw 2(uiD)-4.1(Am, andri**

## UPPER DIVISION

**ANTH 321 Social Development of East Asia (4):** is course examines modern societal patterns in China, Japan, and Korea. Areas of evolving social development will include politics, economics, education, and culture. Special attention will be given to the underlying forces that have led to impressive social development across East Asia.

**ANTH 325 Peoples of the World (4):** Interdisciplinary and

## History

### LOWER DIVISION

**HIST 102 Colloquium: Perspectives in Practice (1):** An exploration of practices and work within the discipline, involving the concepts covered in HPSC 101.

*Prerequisite: A passing grade in HPSC 101*

**HIST 105 Western Intellectual Tradition (4):** An overview of Western worldviews, both popular and elite, from the ancient Greeks to the post-moderns. Includes a discussion of their social contexts and their interactions with the worldviews of other world civilizations. Cross-listed as PHIL 105.

**HIST 190 Historical Trials/Modern Applications (4):** A survey of some of the most celebrated legal cases in Western civilization. Students will encounter a range of historic trials ranging from the Trial of Socrates to the Scopes Trial of the early 20th century, judicial episodes that reveal much about societal efforts to control human behavior. Each historic trial will be cross-referenced with modern cases that engage a variety of related legal issues. Cross-listed as PLSC 190.

**HIST 240 The Mediterranean World of Antiquity (4):** An examination of the birth and development of Egyptian, Greek, Roman, and other civilizations that formed around the Mediterranean basin during antiquity. Particular focus will be given to the region's political, commercial, and cultural legacies to the West and how the Mediterranean served as a conduit for those activities and traditions.

**HIST 270A History of World Cinema: Asia (4):** An introduction to the national cinemas of the Pacific Rim and India. Cinemas surveyed include those of Japan, China, Hong Kong, India, and Australia. Students will engage in cultural, historical, and political analyses of these national cinemas.

**HIST 270B History of World Cinema: Europe (4):** An introduction to the national cinemas of Europe. Cinemas surveyed will include those of France, Italy, Russia, Germany, and the United Kingdom. Students will engage in cultural, historical, and political analyses of these national cinemas.

**HIST 273 Gender, Family & Society (4):** This course is a historical survey of family life and the relations of gender from the eighteenth century to the present. Topics include the roles of men and women in society, family structures, and the relationships between these issues and race, class, and sexuality. Cross-listed with SOCI 273.

**HIST 296 Special Topics (4):** Addresses a selected topic at the lower division level in History, based on special circumstances and opportunities. Content may vary; specific topics listed on course schedule. May be repeated with new content for additional credit.

### UPPER DIVISION

**HIST 306 Pressing Issues in Society (4):** Current issues agitating society and their underlying social factors, including, for example, poverty, class, care for the elderly and young, drug abuse, environment, discrimination, and healthcare. Cross-listed with PLSC & SOCI 306.

**HIST 320 Medieval & Early Modern Europe (4):** Europe beginning with the High Middle Ages (c. 1050) extending through the Renaissance, emphasizing the major political, social, artistic, and scientific developments that created a distinctive European culture and the global dynamism of the Age of Exploration.

**HIST 321 Modern Europe (1648-1815) (4):** Europe from 1648 to 1815, with special attention given to the Age of Absolutism, the Enlightenment, English constitutionalism, the French Revolution, and social and cultural developments affecting all levels of European society.

**HIST 322 Modern Europe (1815-1914) (4):** Europe from 1815 to 1914, with special attention given to the Industrial Revolution, nationalism, ideological movements, imperialism, and social and cultural developments affecting all levels of European society.

**HIST 323 Modern Europe (since 1914) (4):** Europe from 1914 to present, with special attention given to World War I, communism, fascism, World War II, the European Economic Community, post-Cold War developments, and Europe's changed status in a 20th-century world.

**HIST 330 Russian History (4):** This course is a survey of Russian History from the dawn of the Romanov dynasty in the 16th century to the modern day. Areas of interest include influential leaders of the Imperial Period (such as Peter the Great and Catherine the Great), as well as significant events, such as the Napoleonic invasion and the rise of Bolshevism that culminated in the revolutions of 1917. Other topics of interest include art, music, culture, the life of the peasantry, the role of women, and Russia's international relations over the course of the past four hundred years.

**HIST 334 Colonial & Revolutionary America (4):** This course examines the colonial period in American History through the American Revolution & formation of a federal government. Among areas of specific focus include colonial conflicts with indigenous groups, origins of the War for Independence, the war itself, as well as the ideologies and political documents that emerged from this conflict.

**HIST 335 Nineteenth Century America (4):** This course examines the development of the United States during the nineteenth century, particularly as typified by political conflict, social problems, and progressive reform. Among areas of specific focus include Manifest Destiny, the institution of slavery, the Civil War, the Reconstruction period, the Gilded Age, and the beginnings of social reform in race, gender, and other areas.

**HIST 336 Twentieth Century America (4):** This course examines the development of the United States during the twentieth century and beyond, particularly as typified by domestic political and social unrest and an imperial foreign policy. Among areas of specific focus include World War I, the Great Depression, World War II, the Cold War, the American Civil Rights Movement, Feminism, and the Vietnam War.

**HIST 340 Antebellum & Civil War America (4):** An exploration of the history and debates of the early decades of the nineteenth century through the American Civil War, including the anti-slavery and women's rights movements. Particular attention is given to the political events leading up to the war and the cultural effects the conflict had upon America, as well as a brief focus upon the aftermath of the Civil War and the Reconstruction Era.

**HIST 350 The American Civil Rights Movement (4):** This course will study the experiences of African Americans who fought inequality in the United States from the 1940s-1960s, culminating in the Civil Rights Movement of the 1960s. We will consider these decades in a historical and sociological perspective through both primary and secondary sources, focusing on the impact of World War II on African Americans, housing issues within the mid-twentieth century, legislation that occurred during these years, the role that music played in breaking down walls of prejudice throughout these decades, and the organized Civil Rights Movement of the 1960s through written and visual documentary historical accounts. The categories of race, class, and gender will be central to our work in the course as we analyze the changes that occurred in America during these years.

**HIST 354 Colonial Latin America (4):** Latin America from the arrival of Columbus through the independence movements of the early nineteenth century. History of the Spanish and Portuguese empires in America. Conquest and colonization, political organization, race and society, the church, the economy, the Enlightenment, and various independence movements. Offered alternate years.

**HIST 355 Modern Latin America (4):** Survey of Latin America from the 19th-century independence movements to the present, emphasizing events in the four principal nations of Latin America -- Mexico, Brazil, Argentina, and Chile.

This course traces the traditional struggles of monarchists versus republicans, and conservatives versus liberals, as these struggles evolved into modern revolutionary reform movements. Roles played by the Church, the military, and other power groups also examined.

**HIST 366 Concepts in Gender Studies (4):** A survey of how major disciplines in the humanities and social sciences -- including anthropology, communication, history, literature, political science, psychology, and sociology -- have theorized gender. Cross-listed as SOCI 366.

**HIST 380 Modern China (4):** A study of modern Chinese history from the early 19th century to the present. This course will focus on a range of subjects, including the decline of the Qing Dynasty, European and Japanese imperialism in China,



**HIST 430DD Gender & Film (4):** A study of the category of gender and the way films can powerfully depict the unfolding of identities of the self and group through education, work, and creativity. Along with viewing films, both within and outside of class, students will read complimentary autobiographical and creative works which also trace the complex process of the unfolding of the self in both American and global perspectives.

**HIST 430J California History (4):** The history of California as a Spanish, a Mexican, and an American possession, with emphasis on the impact the gold rush and subsequent immigration had on California's development.

**HIST 430K Gender in the American West (4):** This course explores the history, culture, and literary and artistic work of women in the American West, from the eighteenth century to the present. We will consider travel narratives, nature writing, as well as secondary historical accounts and theoretical essays that focus on immigration patterns, labor issues, and sexuality, as well as political experiences of women of various ethnic and class backgrounds.

**HIST 430L Mexico (4):** Mexico, from the Spanish conquest by Cortes and associates, through the 20th-century Revolution.

**HIST 430N History of Seventh-day Adventism (3-4):** A study of the origins, context, and development of Seventh-day Adventist doctrines and institutions from the 1840s to the 1960s. Includes emphasis on the role of Ellen G. White. Cross-listed as RELH 483.

**HIST 430NN Home & Homelessness (4):** An examination of the idea of home and its historic, symbolic, cultural, spatial, emotional, creative and spiritual significance both to individuals and within society as a whole. Students explore significant issues historically and theoretically, grappling with problems of homelessness and poverty in contemporary life, bringing their experience and knowledge to bear on the interaction of their values with their discipline.

**HIST 430Q Asian American History (4):** This course explores the experience of peoples of Asian descent in the United States. Includes an analysis of immigration patterns, cultural relationships, and political and economic life.

**HIST 430R Popular Culture in the United States (4):** An examination of American popular culture in the 20th century, including the history and social dynamics of cinema, rock music, sports, and television. Emphasis will be given to understanding the several major schools of cultural theory and criticism commonly used to analyze and critique popular culture. Cross-listed as SOCI 430R.

**HIST 430V The Vietnam War & its Aftermath (4):** An overview of the Viet Nam War, focusing on how and why the United States became involved, how it handled the engagement, and what the legacy has been for domestic and international affairs.

**HIST 430Y Sports in American Culture (4):** A historical analysis of the role of sport in American culture. Particular emphasis will be given to the manner in which sports have intersected with issues of race, gender, class, religion, and geography in American history.

**HIST 430Z Hollywood & American History (4):** An exploration of the political and cultural dimensions of the Hollywood institution from the late 19th century through the present day. Includes a focus upon the technological and sociological forces that influenced and were influenced by the film industry.

**HIST 431A Border Conflicts in Popular Imagination (4):** An examination of border conflicts in contemporary United States history, particularly the manner in which these conflicts are negotiated through popular forms of media. Conflicts and borders both literal and figurative will be entertained and critically analyzed through historical, political, economic, and sociological lenses. Issues examined may include the following: illegal immigration, white flight, gentrification, free trade, protectionism, and cultural drift. Cross-listed as SOCI 431A.

**HIST 432E Mediterranean World of Antiquity (4):** An examination of the birth and development of Egyptian, Greek, Roman, and other civilizations that formed around the Mediterranean basin during antiquity. Particular focus will be given to the region's political, commercial, and cultural legacies to the West and how the Mediterranean served as a conduit for those activities and traditions.

**HIST 432HH The History of the Islamic World (4):** This course surveys the history of the Near and Middle East from the rise of the Ottoman Empire in the 13th Century through the end of the Mandate period in 1948. Includes the spread of Islam and Arab language and culture into North Africa and Europe. This course gives special consideration to religious and ethnic minorities.

**HIST 432M Material Culture & the Lives of Objects (4):** A study of objects and physical spaces and the ways in which they reflect the ideas, meanings, and values of the people who create them.

**PLSC 296 Special Topics (4):** Addresses a selected topic at the lower division level in Law, Government, or Political Studies, based on special circumstances and opportunities. Content may vary; specific topics listed on course schedule. May be repeated with new content for additional credit.

## UPPER DIVISION

**PLSC 306 Pressing Issues in Society (4):** Current issues agitating society and their underlying social factors, including, for example, poverty, class, care for the elderly and young, drug abuse, environment, discrimination, and healthcare. Cross-listed with HIST & SOCI 306.

**PLSC 316 Comparative Government (4):** Background, constitutional organization, and activities of the governments of selected states as compared with those of the United States government.

**PLSC 420 International Organizations (4):** A study of international organizations such as the UN, WHO, ICC, NGOs, the World Bank, and related institutions and agencies that provide vision, services, and aid to the world community and/or monitor or regulate international concerns.

**PLSC 430H The United States Constitution (4):** A study of the federal Constitution and pivotal Supreme Court cases that have defined its meaning and application to American society from the early nineteenth century to the present. Fulfills the California teacher certification requirement. Cross-listed as HIST 430H.

**PLSC 432S Law & Society (4):** This course will focus on a number of socio-legal issues such as women's rights, the right to privacy, capital punishment, and religious liberty--addressing how such issues impact American politics and society today. Also cross-listed as HIST 432S.

**PLSC 440A Topics in International Relations (4):** Examines the pressing global policy issues of the 21st century including peace and conflict resolution, human security, migration, international trade, climate change, and poverty reduction. Major theoretical perspectives are used to analyze nation-state behavior, social movements, and events shaping the global system.

**PLSC 440F War Crimes & International Policy (4):** A study of war crimes committed since 1939 and the problem of developing and administering principles of law that can be enforced within the international community. Cross-listed as HIST 440F.

**PLSC 474 Political Philosophy (4):** Main currents of political philosophy from Plato to the present. Cross-listed as PHIL 474.

**PLSC 485 American Political Thought (4):** American political ideas from the colonial period to the present. Cross-listed as PHIL 485.

**PLSC 488E Political Psychology (4):** Application of psychological theory and research methods to political science topics. Examination of the way that politics is influenced by characteristics of people (abilities, personalities, values, and attitudes), as well as the way that people are influenced by the political environment (institutions, information, and norms). Major theories and approaches in personality and social psychology are used to explore the topics of political leaders, political followers, public opinion, tolerance and intolerance, and international relations. Cross-listed as PSYC 488E.

**PLSC 494 Public Affairs Internship (1-12):** Supervised internship and study in political, governmental, or related organizations.

*Prerequisite: Consent of the department chair*

**PLSC 495 Readings in Political Science (1-4):** Special study in fields specified by the instructor; regular weekly conferences.

*Prerequisites: Consent of the instructor & department chair*

*Restrictions: Limited to department majors; limited to four units per student*

*Additional Requirement: 3.00 minimum grade point average in the major*

**PLSC 496 Special Topics (4):** Addresses a selected topic at the upper division level in Law, Government, or Political Studies, based on special circumstances and opportunities. Content may vary; specific topics listed on course schedule. May be repeated with new content for additional credit.

**PLSC 499 Directed Study (1-4):** Advanced special study in fields developed in collaboration between instructor and student requiring a mixture of readings, research, and a writing project.

*Prerequisites: Consent of the instructor & department chair*

*Restrictions: Limited to department majors; limited to four units per student*

*Additional Requirement: 3.00 minimum grade point average in the major*

## Sociology

### LOWER DIVISION

**SOCI 102 Colloquium: Perspectives in Practice (1):** An exploration of practices and work within the discipline, involving the concepts covered in HPSC 101.

*Prerequisite: a passing grade in HPSC 101*

**SOCI 104 General Sociology (4):** Study of the relationship between our lives and the social world, such as community, culture, peers, family, economy, work, religion, and global system. Examines how human decisions are shaped in myriad ways as we interact with the social, political, and economic structures of our time. This prepares students to look at human action as a window on the wider world, using the "sociological

**SOCI 251 Social Psychology (4):** Review of social psychological knowledge and understanding of individuals, groups, systems, and culture, including conformity, persuasion, social cognition, self-justification, aggression, prejudice, and interpersonal





# Department of Mathematics

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## Department Faculty

### **Jon D. Vanderwer**, Chair

Professor of Mathematics (1998)

PhD University of Alberta 1992

Functional analysis, geometry of Banach spaces

### **James W. Beach**

Associate Professor of Mathematics (1979)

DA Idaho State University 1977

Analysis, probability, statistics

### **Sharilyn R. Horner**

Lecturer II of Mathematics (2000)

MA California State University, Fullerton 2002

Mathematics

### **Barbara Kreaseck**

Professor of Computer Science (1989)

PhD University of California, San Diego 2003

Program analysis, distributed computation

### **John D. Ng Wong Hing**

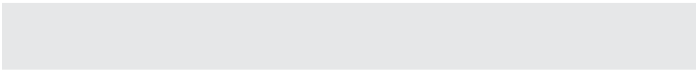
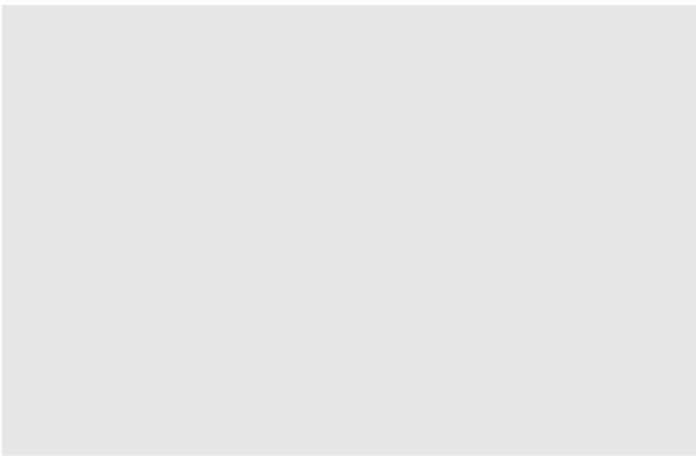
Assistant Professor of Mathematics (1996)

MA University of California, Los Angeles 1979

Mathematics education, logic and foundations

### **Alexander S. Rowell**

Lecturer of Mathematics (2014)









**MATH 362 Numerical Methods II (4):** A continuation of MATH 361. Topics include systems of equations; eigenvalues; curve fitting and approximation theory; and additional topics chosen from numerical solutions to partial differential equations, Fourier series, and boundary value problems. Offered alternate years.

*Prerequisite: MATH 361*

**MATH 415 Sets & Number Systems (4):** Introduction to informal axiomatic set theory; systematic development of the natural, integer, rational, and real number systems; topological properties of the real line. Offered alternate years.

*Prerequisites: MATH 133 & 231*

**MATH 421 Abstract Algebra I (4):** An introduction to groups; quotient groups; rings; and fields. Offered alternate years.

*Prerequisite: MATH 324*

**MATH 422 Abstract Algebra II (4):** A continuation of MATH 421. Further topics include unique factorization domains, field extensions, and unsolvability of certain geometrical constructions. Offered alternate years.

*Prerequisite: MATH 421*

**MATH 431 Analysis I (4):** Topics include the topology of the real line, sequences, limits, continuity, and differentiation. Offered alternate years.

*Prerequisite: MATH 415*

**MATH 432 Analysis II (4):** A continuation of MATH 431. Further topics include Riemann integration, sequences and series of functions, and uniform convergence. Additional topics chosen from metric spaces, topological spaces, and Lebesgue integration.

*Prerequisite: MATH 431*

# Department of Music

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## Department Faculty

### **Elvin S. Rodriguez, Chair**

Professor of Music (1998)  
EdD Teachers College of Columbia University 1991  
Piano, musicianship, music education

### **Dean Anderson**

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

### **David Kendall**

Assistant Professor of Music (2014)  
PhD University of California, Riverside 2010  
Musicology, low brass

### **Raejin Lee**

Associate Professor of Music (2005)  
DMA Rutgers University 2008  
Voice, opera

### **Kenneth Narducci**

Professor of Music (2006)  
DMA University of Oregon 1989  
Theory, composition

### **Ariel Quintana**

Assistant Professor of Music (2014)  
DMA University of Southern California 2010  
Choral studies, choral conducting, composition, music education

### **Giovanni Santos**

Assistant Professor of Music (2015)  
MM University of Southern California 2007  
Wind and percussion studies, conducting, music education, trumpet

### **Kimo Smith**

Professor of Music (1990)  
DMA University of California, Los Angeles 1997  
Piano, organ, collaborative arts, musicianship

### **Jason J. Uyeyama**

Associate Professor of Music (2002)  
MMus Juilliard School 2001  
Violin, viola, chamber music

## Collaborating Faculty

### **Ken Aiso**

MMus University of London 1993  
Viola, violin, chamber music

### **Laura Gri ths-Brenes**

MMus University of Southern California 2002  
Horn

### **David Brennan**

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

### **Caitlin Brody**

MMus University of California, Los Angeles 2014  
Horn

### **Joshua Brown**

PhD University of California, Riverside 2014  
Music history, ethnomusicology

### **Manuel Calzada**

PhD University of California, Los Angeles 2015  
Music technology, composition

### **Celia Chan Valerio**

DMA Indiana University 2008  
Harp

### **Martin Glicklich**

DMA University of Southern California 1998  
AVPA Director, Flute

### **Marvin B. Gordy**

MM California Institute of Ar005) (d)4(y)TJ/T10 1 Tf0 -1.(h)c0or

**Chris James**

Recording Engineer Diploma Los Angeles Recording Workshop (1997)  
Music technology

**Gary Kuo**

MMus University of Miami  
Violin, media and production, composition

**Rong-Huey Liu**

DMA University of Southern California 2000  
Oboe

**Elizabeth Low-Atwater**

MMus University of California, Los Angeles 2011  
Bassoon

**Jacqueline Marshall**

MMus University of California, Los Angeles 2013  
Harp

**Geo Osika**

BM Curtis Institute 1990  
Double bass

**Robert Schaer**

DMA University of Southern California (2008)  
Trumpet

**Jiayi Shi**

DMA Manhattan School of Music 2010  
Collaborative pianist

**Marek Szpakiewicz**

DMA University of Southern California 2008  
Cello

**Pin Fei Tang**

MMus University of Illinois, Urbana-Champaign 1988  
Cello

**Alex Waggoner**

MMus University of California, Los Angeles 2014  
Low brass

**William Wellwood**

DMA University of Southern California 1997  
Clarinet

**Lee Zimmer**

AA Orange Coast College 1989  
Guitar

## Visiting Artists

**e Contemporary Performance Collective**

Ensemble-in-residence at La Sierra University

**Madeleine Kabat**

MMus e Juilliard School 2010  
Cello, chamber music

**Museop Kim**

Artist Diploma e Juilliard School 2007  
MMus Manhattan School of Music 2003  
Voice, opera

## Degrees Offered

*All programs are accredited by the National Association of Schools of Music.*

Bachelor of Arts degree in

- Music

Bachelor of Music degree with two areas of concentration:

- Music Education
- Performance

Minors in:

- Music
- Music Technology
  - Music

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4. Nurturing the student's growth in aesthetic sensitivities and values and enabling the student to effectively communicate these values.
5. Assisting the student in developing a critical and open-minded approach to music of diverse cultures and styles.
6. Stimulating the student's awareness of the vital role of music in society and inspiring a commitment to help provide exposure to music for all.
7. Supporting the advancement of musical life in the Seventh-day Adventist Church by encouraging the student to become an active contributor.
8. Fostering the student's development of self-discipline, responsibility, and professionalism in music.

## Learning Outcomes

The Department of Music at La Sierra University is committed to helping the serious music student develop a life-long engagement with music as performer, composer, and listener. By providing the essential tools for making and responding to music, it is the aim of the following student learning outcomes to create a "whole" musician with the requisite skills, experiences, and artistic sensibilities that have the potential to continually inform and transform the musical life during and after formal study. Thus, at the completion of music studies at La Sierra University, the student will have developed the following by degree area:

### Bachelor of Arts

1. Demonstrate the ability to hear, identify and work conceptually with the elements of music, through sight-reading, basic keyboard proficiency and musical analysis.
2. Perform standard repertoire appropriate to their performance area, as soloists and members of ensembles.
3. Demonstrate analytical skills necessary for listening and performing.
4. Demonstrate skills necessary to perform music from a variety of periods, styles, and genres.
5. Demonstrate a working knowledge of music history within their area of specialization and an acquaintance with the history, cultural background and repertoires beyond that area, including a wide selection of Western and world music literature.
6. Demonstrate a working knowledge of music technology and its application to their area of specialization.

### Bachelor of Music: Performance

1. Demonstrate excellence as solo and ensemble performers to provide a basis for a professional career as a musician.
2. Demonstrate specific knowledge in music theory, music history, and instrumental or vocal pedagogy to provide a basis for a professional career as a performing musician.
3. Demonstrate the ability to think, speak, and write clearly and effectively about the art of music.
4. Work collaboratively and as leaders in music interpretation.
5. Demonstrate a working knowledge of music history within their area of specialization and an acquaintance with the history, cultural background and repertoires beyond that area, including a wide selection of Western and world music literature.
6. Demonstrate a working knowledge of music technology and its application to their area of specialization.

### Bachelor of Music: Education

1. Demonstrate skill as solo and ensemble performers who can work as a professional educator.
2. Demonstrate specific knowledge in music theory, music history, and instrumental or vocal pedagogy to provide a basis for a professional career as a music educator.
3. Demonstrate the ability to think, speak, and write clearly and effectively about the art of music.
4. Work collaboratively and as leaders in music interpretation.
5. Demonstrate a working knowledge of music history within their area of specialization and an acquaintance with the history, cultural background and repertoires beyond that area, including a wide selection of Western and world music literature.
6. Demonstrate a working knowledge of music technology and its application to their area of specialization.
7. Demonstrate the ability to integrate skills and knowledge acquired over the course of an undergraduate education for the purpose of effectively teaching music to K-12 students in the SDA and public schools, in compliance with the competencies established by the California Department of Education.

## Entrance Requirement

Applicants for bachelor's degrees in music must pass an entrance audition. This audition may be performed before entering the University as part of the admissions process, or by the end of the second quarter of residence. Students from the local area are expected to audition in person; others may submit a good quality video recording. Auditions should demonstrate the applicant's musical and technical ability and should adhere to the guidelines set forth by the department and included in the Department of Music Student Handbook.

## **Applicability to Major Programs**

For students majoring in music, the following conditions apply:

- 1.

Recommended:

MUHL 485





**Patterns in Performance:**

**Piano (14 units)**

- MUED 325 Piano Pedagogy & MUHL 325 Piano Literature
- MUPF 284 and/or 384 Chamber Music(6 units)
- 4 units of electives

**Strings (14 units)**

- MUED 326 String Pedagogy & Literature
- MUPF 284 and/or 384 Chamber Music(6 units)
- 4 units of electives

**Instrument other than piano or strings (14 units)**

- MUHL 328 Wind & Percussion Literature
- MUPF 284 and/or 384 Chamber Music (6 units)
- 6 units of electives

**Voice (18 units)**

- MUED 220A Singer’s Diction I
- MUED 220B Singer’s Diction II
- MUED 327 Vocal Pedagogy
- MUHL 329 Song (Vocal) Literature
- MUPF 284 and/or 384 Chamber Music (2 units)
- 4 units of electives
- Required Cognate for Voice: French, German, or Italian through level 201

**MINORS**

**MUSIC**

Required: 32 units (8 upper division), including:

- 4 units minimum of specified ensembles
- 4 units of electives in music
- the following courses (24 units):

MUCT 111, 111L	Music Theory IA, with laboratory
MUCT 112, 112L	Music Theory IB, with laboratory
MUCT 113, 113L	Music Theory IC, with laboratory
MUHL 205	Music Appreciation

**Plus, choose 2 of the following:**

MUHL 335	History of Western Music Before 1600
MUHL 336	History of Western Music (1600-1800)
MUHL 337	History of Western Music Since 1800

**MUSIC TECHNOLOGY**

Required: 36 units, including:

- Basic keyboard proficiency required

- 6 units of electives in music or music technology

MUCT 111, 111L	Music Theory IA, with laboratory
MUCT 112, 112L	Music Theory IB, with laboratory
MUCT 113, 113L	Music Theory IC, with laboratory
MUET 105	Introduction to Music Technology
MUET 185	Electronic Music Systems
MUET 211	Recording Technology I
MUET 212	Recording Technology II
MUET 285	Electronic Music Systems II

**Certificate**

The Performer’s Certificate program is a full-time course of study designed for promising performers who desire intensive training on their instrument or voice in order to enhance their employment opportunities. Students are required to enroll for a minimum of three quarters to complete the Certificate program. One to two years is typically required for completion of the program. Extension of the program beyond two years requires departmental approval. Although a baccalaureate degree is not required for admission, applicants must meet the performance level that is required for graduation from the undergraduate performance program. No academic credit is normally given for courses taken under this program. If academic credit is desired—not applicable towards graduation with a baccalaureate degree—the regular tuition costs will apply. This is not a federal aid eligible program. Students are required to register for a minimum of 12 units for each quarter enrolled in the program in the following areas:

<b>Piano:</b>	2 units of chamber music 2 units of accompanying or ensemble 8 units of private instruction
<b>Strings:</b>	2 units of chamber music 2 units of La Sierra University Orchestra 8 units of private instruction
<b>Instrumental:</b>	2 units of chamber music 2 units of La Sierra University Wind Ensemble OR La Sierra University Orchestra 8 units of private instruction
<b>Voice:</b>	2 units of vocal chamber music 2 units of opera 8 units of private instruction
<b>Instrumental Conducting:</b>	8 units of private instruction 4 units of ensemble conducting
<b>Choral Conducting:</b>	8 units of private instruction 4 units of choral conducting

Students must perform at least one recital.

## COURSES

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

### Music Composition and Theory

#### LOWER DIVISION

**MUCT 105 Fundamentals of Music I (3):** Music fundamentals: meter, intervals, scales, triads. Required of students who have not passed the theory placement examination. Does not apply toward a major or minor in music.

**MUCT 105L Fundamentals of Music I Lab (0):** Music dictation, sight singing, and ear training. Required of students who have not passed the theory placement examination. Does not apply toward a major or minor in music. Must be taken concurrently with MUCT 105.

**MUCT 106 Fundamentals of Music II (3):** A continuation of MUCT 105 into more advanced pitch, meter, and rhythm relationships. Triads and seventh chords, elementary tonal analysis. Does not apply toward a major or minor in music.  
*Prerequisite: MUCT 105 or demonstrated competencies*

**MUCT 106L Fundamentals of Music II Lab (0):** Music dictation, sight singing, and ear training. Required of students who have not passed the theory placement examination. Does not apply toward a major or minor in music. Must be taken concurrently with MUCT 105.

**MUCT 111 Theory IA (3):** First quarter music majors begin formal musicianship studies. Analysis and composition in the Western tonal style employing the rubrics of rhythm and meter, pitch, intervals, scales, tertian chords, inversions, harmonic progression, and voice leading. The tonic and dominant as tonal pillars.

**MUCT 213 Theory IIC (3): Continued analysis and**

**MUED 264B Trombone Methods & Techniques (1):** Elementary instruction in pedagogy and performance in trombone. Instrument rental fee. Offered odd years.

**MUED 264C Horn/Tuba Methods & Techniques (1):** Elementary instruction in pedagogy and performance in horn and/or tuba. Instrument rental fee. Offered odd years.

**MUED 274 Percussion Methods & Techniques (1):** Elementary instruction in pedagogy and performance in percussion. Instrument use fee. Offered odd years.

**MUED 294 Vocal Methods & Techniques (2):** Basic techniques of proper vocal production and teaching methods for voice. Not required for vocal majors. Offered even years.

## UPPER DIVISION

**MUED 305 Choral Methods, 7-12 (3):** Organization and implementation of choral ensembles. Topics to include maintaining vocal health, tone and diction; changing voice;



**MUPF 398 Recital in Music (1):** Minimum of 30 minutes of repertoire as approved by instructor. Recital may be shared by another student. Specific procedures and requirements available in the Department of Music Student Handbook.

**MUPF 417 Advanced Conducting (2):** Advanced score analysis and conducting techniques, significant wind band and orchestral literature.

*Prerequisites: MUPF 316 & 317*

**MUPF 496 Workshop in Music (1-4):** Faculty-directed workshop in the areas of performance, staging, sound, lighting, direction, and/or production of events.

**MUPF 498 Recital in Music (1):** Recital will consist of a minimum of 60 minutes of repertoire as approved by instructor. Specific procedures and requirements are available in the Department of Music Student Handbook.

**MUPF 499 Directed Study (1-4):** Faculty-directed study on various topics in the area of music performance. Open to music majors only.

*800 level courses give no credit toward any degree or diploma; they are noncredit certificate program courses only.*

**MUPF 854 Recital in Music for Certificate Program (2):** Recital in music for Certificate program. May be repeated to a total of 6 units.

## Applied Music Studies

### Individual Instruction (1 or more)

*Courses may be repeated for additional credit. Attendance may be required at occasional class sessions. Credit at the 100 level does not apply toward a major in the primary performance area. Additional private instruction fee required of non-music majors. (See the Financial Information section of this Bulletin.)*

*Enrollment for upper division credit allowed only upon successful completion of upper division audition. 800 level courses give no credit toward any degree or diploma; they are noncredit certificate program courses only.*

The following individual instruction courses numbered 200 and above are open to **majors or minors in music only**. 100-level courses are appropriate for non-music students, or those seeking instruction in a non-primary instrument.

## **Ensemble Music**

*Membership in University music groups is open to qualified students with the consent of the instructor. Music majors must be enrolled in a major ensemble each quarter in attendance with the exception of Music Education majors doing student teaching. Courses may be repeated for additional credit. Some University-owned instruments are available for band and orchestra. Purchase of concert attire is required for some ensembles.*

The following ensemble music courses are designed for **music majors only**

The following ensemble music courses are designed for **non music majors** only. (For course description, see the corresponding course previously listed; music majors, see previously listed courses).

MUPF 271A1-9, 371A1-9 Opera Workshop (1-2, 1-2)  
MUPF 277A1-9, 377A1-9 University Chorale (1, 1)  
MUPF 277B1-9, 377B1-9 Chamber Singers (1, 1)  
MUPF 277C1-9, 377C1-9 Men's Chorus (1, 1)  
MUPF 277E1-9, 377E1-9 Women's Chorus (1,1)  
MUPF 279A1-9, 379A1-9 La Sierra University Orchestra (1,1)  
MUPF 284A1-9, 384A1-9 Chamber Music (1,1)  
MUPF 285A1-9, 385A1-9 Piano Ensemble (1,1)  
MUPF 285B1-9, 385B1-9 Jazz Combo (1,1)  
MUPF 285D1-9, 385D1-9 Big Band (1,1)  
MUPF 286A1-9, 386A1-9 Wind Ensemble (1,1)

## Music Technology

### LOWER DIVISION

**MUET 105 Introduction to Music Technology (2):** An introductory course for all music majors covering computer software applications in music notation, digital audio recording, and sequencing. The course places special emphasis on how the various software applications are used in the transcription, arrangement, and composition of music. Other music and computer related topics may be covered. Basic music reading and keyboarding skills required.  
*Restriction: Music major or consent of the instructor*

**MUET 185 Electronic Music Systems I (4):** An introduction to MIDI (Musical Instrument Digital Interface) with an emphasis on current applications, including MIDI sequencing, recording, production, and arranging techniques. Use of the equipment and software is demonstrated through various creative projects. One lecture and one weekly lab or equivalent per week.  
*Prerequisite: MUET 105*

**MUET 211 Recording Technology I (4):** Introduction to the physical aspects of sound; sound level measurement, microphone techniques, psychoacoustics, and principles; and an overview of the recording studio. Digital recording technology is introduced. Students will have opportunity to apply the lecture material in a practical manner by recording ensembles and recitals. Includes laboratory.  
*Prerequisite: MUET 285*

**MUET 212 Recording Technology II (4):** A practical study of applications in digital recording technology. Topics of study include microphone techniques, recording console operation, signal processing and digital effects equipment, hard-disc recording and reproduction, and advanced mixing and mastering techniques. Students will have the opportunity to apply the lecture material in a practical manner by recording ensembles and recitals. Also, special projects will be recorded. Includes laboratory.  
*Prerequisite: MUET 211*

**MUET 220 Recording Practicum (4):** A practicum in live concert and studio recording that demonstrates all the topics covered in MUET 211 and 212. Ear training for engineers is continued. Students may be required to work in teams.  
*Prerequisite: MUET 212*

**MUET 285 Electronic Music Systems II (4):** Conceptual and practical applications with advanced MIDI systems including various analog and digital synthesizers, samplers, computers, and MIDI programs. Use of the equipment and software is demonstrated through various creative projects. One lecture and one weekly lab or equivalent.  
*Prerequisite: MUET 185*

### UPPER DIVISION

**MUET 300 Music Technology Projects/Lessons (1-2):** Individual instruction in advanced topics in music technology and coaching on individual student projects. May be repeated for additional units as necessary.  
*Prerequisite: MUET 220*

**MUET 311 Live Sound Reinforcement (4):** The study and practice of live sound reinforcement. Topics include mixing console theory and operation, room EQ, speakers and their placement, amplification systems, monitoring systems, and electrical requirements.  
*Prerequisite: MUET 220*

**MUET 320 Recording Practicum II (2):** Principles covered in MUET 211 and 212 are put into practice. Students continue to perform various duties of a professional recording engineer.  
*Prerequisite: MUET 220*

**MUET 321 Recording Practicum III (2):** Continuation of MUET 320 with additional recording projects and advanced recording techniques.  
*Prerequisite: MUET 320*

**MUET 322 Recording Practicum IV (2):** A continuation of MUET 321. Advanced study of recording techniques and plug-ins.  
*Prerequisite: MUET 321*



**MUET 411 Internship in Music Technology (1-6):** Assignment to studios and/or corporations for on-the-job training.

*Restriction: Consent of the instructor*

**MUET 485 Audio Processing (4):** e analysis and the analog

# Program in Neuroscience

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## Program Faculty

### **Sean E. Evans, Chair of Sponsoring Department**

Associate Professor of Psychology (2010)  
PhD Loma Linda University 2005  
Clinical psychology, forensic psychology

### **Eugene E. Joseph**

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

### **Elvis Geneston**

Assistant Professor of Physics (2008)  
PhD University of North Texas 2008  
Statistical physics, complex networks

### **In-Kyeong Kim**

Professor of Psychology (1995)  
PhD Cornell University 1990  
Cognitive psychology, perceptual and cognitive development

### **Christophe Le Dantec**

Assistant Professor of Psychology and Neuroscience (2014)  
Rouen Human Sciences University 2007  
Cognitive neuroscience, spatial and temporal perception

### **Paul M. Mallery**

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

### **Suzanne Mallery**

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

### **Leslie R. Martin**

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

### **Shelly S. McCoy**

Assistant Professor of Psychology (2013)  
PhD University of California, Riverside 2013  
Developmental psychology, adolescence and emerging adulthood

### **Adeny Schmidt**

Professor of Psychology (1974)  
PhD University of California, Los Angeles (1986)  
Developmental psychology, research methodology

## Degrees Offered

Bachelor of Science degree in:

- Neuroscience

Bachelor of Arts degree in:

- Cognitive and Behavioral Neuroscience

Minor in:

- Neuroscience

## Mission Statement

Housed within the Department of Psychology but with a distinctly interdisciplinary flavor, the BS degree up r1(t)5-4(o(up r)15)-(o)-2(c2(or)11l p)-2(e)-(o)-internds(g)-4(y

Consistent with the philosophy of the department of Psychology, we aim to provide students with a holistic education. The program is designed to provide students with a strong foundation in the sciences and the arts, and to prepare them for careers in a variety of fields. The program is designed to provide students with a strong foundation in the sciences and the arts, and to prepare them for careers in a variety of fields.

**Choose from:**

MATH 131	Calculus I
	<b>OR</b>
CHEM 491	Biochemistry I
	<b>OR</b>
PSYC 356, 356L	Psychological Assessment & Measurement, with laboratory

Required Cognates (25 units):

CHEM 111, 111L	General Chemistry I, with laboratory
CHEM 112, 112L	General Chemistry II, with laboratory
CHEM 113, 113L	General Chemistry III, with laboratory
CHEM 281, 281L	Organic Chemistry I, with laboratory
CHEM 282, 282L	Organic Chemistry II, with laboratory

University Studies Requirement:

UNST/UHNR 404M	Senior Seminar: Religion, Values, &
<b>OR 404B</b>	Social Responsibility

**Bachelor of Arts**

**COGNITIVE & BEHAVIORAL NEUROSCIENCE**

Required: at least 72 units in Neuroscience and related fields, including:

NEUR 106, 106L	Integrated Foundations of Neuroscience
NEUR 219*	Neuroscience Colloquium
NEUR 261, 261L	Behavioral Neuroscience, with laboratory
NEUR 275	Research Techniques in Neuroscience
PSYC 321, 321L	Methods & Statistics I: Description & Correlation, with laboratory
PSYC 322	Methods & Statistics II: Experiment & Inference
NEUR 322L	Methods & Statistics laboratory II for Neuroscience
PSYC 323	Methods & Statistics III: Conducting Research
NEUR 323L	Methods & Statistics laboratory III for Neuroscience
PSYC 104, 104L	General Psychology with lab
PSYC 319	Career Colloquium
PSYC 374, 374L	Cognitive Psychology with lab
PSYC 435, 435L	Learning & Behavior with lab
UNST 404M	Senior Seminar: Religion, Values & Social Responsibility

*\*Note: 0.5 units must be taken for each year of residence for a maximum of 2 units*

Plus 16 units from one of the two major emphases:

**Clinical Emphasis:**

NEUR 354	Neuroplasticity
NEUR 365	Human Neuropsychology
NEUR 448, 448L	Neuroanatomy
NEUR 452	Neurological Disease & Disorder
NEUR 466	Neuropharmacology
PSYC 275	Abnormal Psychology
NEUR 464, 464L	Exceptional Child

**Cognitive & Computational Emphasis:**

NEUR 346	Intro to Cognitive Neuroscience
NEUR 377, 377L	Intro to EEG
NEUR 484K	Neuroscience of Consciousness, Free Will, & Responsibility
NEUR 484	Executive Functions
PSYC 482G	Eyewitness Memory
PSYC 484C	Perceptual & Cognitive Development
NEUR 484D	Neural Networks
CPTG 121	Introduction to Computer Science I

Additional areas of study (elective units):

**Behavioral Area:**

BIOL 469	Animal Behavior
NEUR 477, 477L	Invertebrate Neurobiology & Behavior
PSYC 484H	Adaptation: theories & Evidence

**Philosophical Area:**

NEUR 484K	Neuroscience of Consciousness. Free Will, & Responsibility
NEUR 484	Executive Functions
PHIL 204	Intro to Philosophy
PHIL 208	Logic: How to think Accurately
PSYC 478	History & Systems of Psychology

**Sensation & Perception Area:**

PSYC 456, 456L	Sensation & Perception
PSYC 484C	Perceptual & Cognitive Development
PSYC 488D	Psychology of Music
NEUR 484	Visual System

**Developmental Area:**

NEUR 354	Neuroplasticity
PSYC 484C	Perceptual & Cognitive Development
PSYC 484I	Adolescence & Emerging Adulthood

**MINOR****NEUROSCIENCE**

Required: 28 units, (12 upper division), including:

- The courses listed below (19 units)
- Remaining 9 units to be selected from Neuroscience major-approved courses with a minimum of 8 units in NEUR

PSYC 104, 104L	General Psychology, with laboratory
NEUR 275	Research Techniques in Neuroscience
BIOL 111, 111L	General Biology I, with laboratory
NEUR 106, 106L	Integrative Foundations of Neuroscience, with laboratory
NEUR 261, 261L	Behavioral Neuroscience, with laboratory

*Note: A minor must have a minimum of 12 units that are not used to fulfill the requirements for the major.*

**Courses**

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

**LOWER DIVISION**

**NEUR 106 Integrative Foundations of Neuroscience (4):** This course provides students with a framework for understanding the diversity of approaches and contributions of fields such as biology, computer science, chemistry, medicine, physics, and psychology to the interdisciplinary study of neuroscience.

The class focuses on key concepts, levels of analysis, and strengths and limitations of each approach as it is applied to basic problems in neuroscience. The course provides students with a working knowledge of the most important foundational scientific concepts that are necessary to understand neuroscience.

*Prerequisites: Eligible for MATH 121 & ENGL 111*

**NEUR 106L Integrative Foundations of Neuroscience Laboratory (1):** This lab focuses on basic phenomena in neuroscience drawn from a variety of disciplinary approaches.

*Corequisite: NEUR 106*

**NEUR 219 Neuroscience Colloquium (0.5):** An exploration of current topics in psychology and neuroscience and professional issues in the field. Students register for this colloquium each year of residence as a major in the neuroscience program. Enrollment in the quarter of the student's choice for participation throughout the year. Attendance at eight colloquia is required per half-unit of enrollment. S/U grade. May be repeated up to 4 times for credit.

**NEUR 261 Behavioral Neuroscience (4):** An introduction to the study of the biological substrates of behavior. Concentration is on the structure and function of the nervous system constituents and sensory and motor systems as they are involved in molar behaviors.

*Prerequisites: BIOL 111, 111L or NEUR 106, 106L; PSYC 104; NEUR 261L (can be concurrently enrolled)*

**NEUR 261L Behavioral Neuroscience Laboratory (1):** Investigation of the structural and functional organization of the brain and nervous system, including sensory and motor processing.

*Prerequisite: NEUR 261 (can be concurrently enrolled)*

**NEUR 275 Research Techniques in Neuroscience (4):** An extensive review of the techniques currently in use in the field of neuroscience. Students will understand advanced

**NEUR 295A Introductory Research I (1-4):** Focus on reading and interpreting research studies; gaining familiarity with study designs; synthesizing prior findings for integration into literature reviews.

*Prerequisites: PSYC 104, 104L OR NEUR 106, 106L; consent of the instructor*

*Additional Requirement: A minimum overall GPA of 2.50*

**NEUR 295B Introductory Research II (1-4):** Focus on simple methods of data collection and data entry.

*Prerequisites: PSYC 104, 104L OR NEUR 106, 106L; consent of the instructor*

*Additional Requirement: A minimum overall GPA of 2.50*

**NEUR 295C Introductory Research III (1-4):** Focus on making data sets usable, including dealing with missing data.

*Prerequisites: PSYC 104, 104L OR NEUR 106, 106L; consent of the instructor*

*Additional Requirement: A minimum overall GPA of 2.50*

**NEUR 295D Introductory Research IV (1-4):** Focus on methods of data analysis.

*Prerequisites: PSYC 104, 104L OR NEUR 106, 106L; consent of the instructor*

*Additional Requirement: A minimum overall GPA of 2.50*

**NEUR 295E Introductory Research V (1-4):** Focus on presentation of findings.

*Prerequisites: PSYC 104, 104L OR NEUR 106, 106L; consent of the instructor*

*Additional Requirement: A minimum overall GPA of 2.50*

**NEUR 299 Directed Study (1-4):** Limited to department majors who wish to pursue independent investigations in neuroscience under the direction of a department faculty member. Approximately 30 clock hours of work per quarter per unit of credit.

*Prerequisite: Consent of instructor*

*Additional Requirement: For program majors only*

## UPPER DIVISION

**NEUR 322L Methods & Statistics II: Laboratory for Neuroscience (1):** Experimental research methods are explored through replicating and conducting studies, and inferential statistics are explored through analyzing data and presenting results from those studies. Practice in the use of SPSS to analyze results from these studies. Concurrent registration in PSYC 322 is required.

**NEUR 323L Methods & Statistics III: Laboratory for Neuroscience(1):** Additional laboratory work in conducting research, analyzing data using SPSS, and reporting results. Concurrent registration in PSYC 323 required.

**NEUR 346 Introduction to Cognitive Neuroscience (4):** Introduction to the major components of how the human brain makes the human mind. This course explores neural coding and behavioral dimensions of perception, attention, memory, language, learning, and intelligence. Plasticity and developmental changes of brain that affect human cognition are also covered. Offered alternate years.

*Prerequisites: NEUR 261 & 261L*

**NEUR 354 Neuroplasticity (4):** Review of mechanisms that underlie the lifelong ability of the brain to reorganize, develop, and adapt to injury, change, and experience. Includes study of environmental influences on neurodevelopment, ethical implications of new technologies, and the contributions of neuroplasticity to symptoms of disease and disorder such as tinnitus and chronic pain. Offered alternate years.

*Prerequisites: NEUR 261 & 261L*

**NEUR 365 Human Neuropsychology (4):** Examines the experimental and clinical measurement and evaluation of human brain function. Focus on the neural basis of higher cognitive functions. Offered alternate years.

*Prerequisites: NEUR 261 & 261L*

**NEUR 377 Introduction to Electroencephalography (4):** Electroencephalography (EEG) is used in both clinical and experimental settings to examine the electrical activity of the brain along the scalp. This course provides an introduction to the theoretical and practical uses of EEG techniques, including the relative advantages (good temporal resolution, non-invasiveness, and use in humans and animals) and limits (low spatial resolution, difficulty with localization).

*Prerequisites: NEUR 261 & 261L*

**NEUR 377L Introduction to Electroencephalography Lab (0):** This lab focuses on EEG techniques and procedures commonly applied in variety of settings, including: clinical, experimental, virtual environments, and human-machine interfaces. Techniques include electrode placement, recording, analysis, and interpretation of EEG data.

*Corequisite: NEUR 377*

*Prerequisites: NEUR 261 & 261L*

**NEUR 448 Neuroanatomy (5):** Exploration of the neuroanatomy of the human nervous system. Course focuses on the structure, function, and relationships of the central and peripheral sub-categories of the nervous system; neurological development; and disorders and diseases of the nervous system. Concurrent enrollment in NEUR 448L required. Cross listed as BIOL 448.

*Prerequisites: NEUR 261 & 261L or BIOL 303 & 303L or BIOL 466*

**NEUR 448L Neuroanatomy Lab (0):** Direct examination of the human and mammalian brain through dissection, examination of prepared slides and prosections, and work with computer models. Concurrent enrollment in NEUR 448 is required. Cross-listed as BIOL 448L.

*Prerequisites: NEUR 261 & 261L*

**NEUR 452 Neurological Disease & Disorder (4):** Examines the neuroscience underlying diseases and disorders of the nervous system across the lifespan, including psychiatric disorders such as autism and schizophrenia, degenerative disorders including Parkinson's disease and dementias of childhood and old age, and genetic disorders that damage the brain such as phenylketonuria.

*Prerequisites: NEUR 261 & 261L*

**NEUR 466 Neuropharmacology (4):** An advanced course examining how drugs interact with and modify the neural function underlying emotion and behavior. This course provides an introduction to basic principles of pharmacology and neurochemistry.

*Prerequisites: NEUR 261 & 261L, CHEM 282 & 282L*

# Program in Philosophical Studies

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## Program Faculty

### **Fritz Guy, Coordinator**

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

### **James W. Beach**

Associate Professor of Mathematics (1979)  
DA Idaho State University 1977  
Logic

### **Gary Chartier**

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

### **Andrew C. Howe**

Associate Professor of History (2005)  
PhD University of California, Riverside 2005  
History of ideas, post-modern thought

### **Maury D. Jackson**

Assistant Professor of Practical Theology (2009)  
DMin Claremont School of Theology 2007  
Philosophy of religion, ethics

### **John R. Jones**

Associate Professor of New Testament Studies and World  
Religions (1990)  
PhD Vanderbilt University 1982  
Asian philosophy, phenomenology of religion

### **John Ng Wong Hing**

Assistant Professor of Mathematics (1996)  
MA University of California, Los Angeles 1979  
Logic, foundations of mathematics

### **John W. Webster**

Dean, H.M.S. Richards Divinity School  
Professor of Theology and History of Christianity (1999)  
PhD Princeton Theological Seminary 1995  
Moral philosophy, philosophy of religion

## Degrees Offered

An individual major, designed in consultation with the respective coordinators of the programs in individual majors and in philosophical studies, is available for students with a vocational interest in philosophical studies.

Minor in:

- Philosophy

*A minor in philosophical studies is intended to provide a useful complement to a student's major academic, professional, or pre-professional interests. It is intended also to be a helpful*



**Individual Majors** (*Involving Philosophical Studies*)

Core Curriculum (24 units): Required for all individual majors involving philosophical studies

**Choose either:**

- PHIL 105 The Western Intellectual Traditions: from the Greeks to the Post-Moderns
- OR**
- PHIL 204 Introduction to Philosophy

**Plus:**

- PHIL 208 Logic: How to Think Accurately
- PHIL 317 Foundation of Western Thought: from the Greeks to the Middle Ages
- PHIL 318 The Making of Modern Thought: from Rationalism to Pragmatism
- PHIL 319 Contemporary Thought: from Logical Positivism to Postmodernism
- PHIL 327 Asian Philosophical Traditions: India, China & Japan

**GENERAL PHILOSOPHICAL STUDIES**

Required: at least 60 units (30 upper division) in philosophy and related fields, including:

- Core Curriculum (24 units)
- The courses listed below (36 units)

**12 units of Philosophy & Religion:**

- PSYC 488C Psychology of Religion
- RELG 235 Introduction to Religious Studies

**Plus, choice of:**

- RELG 237 World Religions
- OR**
- RELG 306 Sacred Texts: The Literature of the World's Religions
- OR**
- RELM 444 Comparative Religions

**Plus, 12 units of Philosophy & Natural Science selected from:**

- NSCI 404 Humans & the Environment
- NSCI 405 Scientific Thinking & Religious Belief
- NSCI 406 Nature & Human Values
- NSCI 407 Religion & Rationality

**Plus, 12 units of Philosophy & Human Science selected from:**

- RELE 447 Religion & Society
- RELT 464 Religious Development & Moral Learning
- SOCI 374 Impacts of Globalization
- SOCI 404 Foundations of Social Thought

**PHILOSOPHY & COGNITIVE SCIENCE**

Required: at least 60 units (30 upper division) in philosophy, psychology, and related fields, including:

- Core Curriculum (24 units)
- The courses listed below (36 units)

**4 units of Philosophy of Science:**

- PSYC 478 History & Systems of Psychology

**Plus, 32 units of History & Philosophy selected from 8**

[Large greyed-out area containing a table with 8 columns and 3 rows, likely a list of courses for selection.]

## PHILOSOPHY & INTELLECTUAL HISTORY

Required: 64 units (30 upper division) of philosophy and related fields, including:

- Core Curriculum (24 units)
- The courses listed below (40 units)

### 24 units of Intellectual History:

RELH 445 History of Christianity I: Formation  
RELH 446 History of Christianity II: Reformation  
RELH 447 History of Christianity III: Transformation  
HIST 430R Popular Culture in the United States  
PHIL 485 American Political Thought  
PSYC 478 History & Systems of Psychology

### Plus, 16 units of Historical Inquiry:

HPSC 275 Critical Analysis  
HPSC 375 Research Methods  
HPSC 497 Senior Colloquium  
HPSC 498 Senior Thesis

## PHILOSOPHY, POLITICS, & ECONOMICS

Required: at least 60 units (30 upper division) in philosophy and related fields, including:

- Core Curriculum (24 units)
- The courses listed below (36 units)

### 16 units of Moral & Political Philosophy selected from:

PHIL 404 Foundations of Social Thought  
PHIL 405 Moral Philosophy: Conduct & Character  
PHIL 454 Applied Ethics & Social Issues  
PHIL 474 Political Philosophy: Justice, Power & Community  
PHIL 485 American Political Thought

### Plus, 12 units of Economics:

ECON 254 Principles of Macroeconomics  
ECON 255 Principles of Microeconomics

### Plus, choice of:

ECON 357 International Economics  
**OR**

## MINOR

### PHILOSOPHY

Required: 32 units in philosophy and related fields, including:

- the courses listed below (16 units)
- 16 additional units selected (in consultation with the program coordinator) from courses and other related courses taught within the Program in Philosophy offered through various departments

PHIL 208	Logic: How to Think Accurately
PHIL 317	Foundations of Western Thought: from the Greeks to the Middle Ages
PHIL 318	Foundations of Western Thought: from Rationalism to Pragmatism
PHIL 319	Contemporary Thought: from Logical Positivism to Postmodernism

### COURSES

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

#### LOWER DIVISION

**PHIL 105 The Western Intellectual Traditions: From the Greeks to the Postmoderns (4):** An overview of Western worldviews, both popular and elite, from the ancient Greeks to the postmoderns. Includes a discussion of their social contexts and their interactions with the worldviews of other world civilizations. Cross-listed as HIST 105.

**PHIL 204 Introduction to Philosophy (4):** An introduction to the central questions and methods of philosophical inquiry, reviewing issues such as reality, knowledge, religion, morality, and human society.

**PHIL 208 Logic: How to Think Accurately (4):** Analysis of principles of deductive and inductive reasoning, using methods of classical and modern logic.

#### UPPER DIVISION

**PHIL 317 Foundations of Western Thought: From the Greeks to the Middle Ages (4):** From pre-Socratic philosophy through the Middle Ages. Cross-listed as HIST 317.

**PHIL 474 Political Philosophy: Justice, Power & Community (4):** Main currents of political philosophy from Plato to the present. Cross-listed as PLSC 474.

**PHIL 485 American Political Thought (4):** American political ideas from the colonial period to the present. Cross-listed as PLSC 485.

**PHIL 487A Classical Rhetoric & Criticism (4):** A consideration of the formative theories of persuasion and interpretation, dating from the Greek, Roman, and early Christian eras. Particular emphasis is given to the relevance of classical theory to contemporary rhetoric and literature. Offered alternate years. Cross-listed as COMM 487A and ENGL 487A.

**PHIL 487B Contemporary Literary Criticism (4):** An examination of modern and post-modern literary theory, including the schools of formalism, psychoanalysis, feminism, post-structuralism, and cultural criticism. Readings survey the writers, philosophers, and social commentators whose contributions shaped and continue to shape current methodologies of interpretation. Offered alternate years. Cross-listed as ENGL 487B.

**PHIL 499 Directed Study (1-4):** Upper division independent study in consultation with an advisor.





**BIOPHYSICS**

Offered with the department of biology.

Required: at least 106 units, with 69 in biology and physics, including:

- Core Curriculum (69 units)
- Required Cognates (37 units)

Core Curriculum (69 units):

BIOL 111, 111L	General Biology I, with laboratory
BIOL 112, 112L	General Biology II, with laboratory
BIOL 113, 113L	General Biology III, with laboratory
BIOL 301	Cell & Molecular Biology
PHYS 219	Introduction to Biophysics
PHYS 231, 231L	General Physics I, laboratory
PHYS 232, 232L	General Physics II, laboratory
PHYS 233, 233L	General Physics III, laboratory
PHYS 301	Mathematical Physics
PHYS 326	Human Body Mechanics
PHYS 336	Physics of Biomaterials
PHYS 346	Biomedical Imaging
PHYS 356	Cellular Physics
PHYS 385	Physics Seminar ( <i>to be taken twice</i> )
PHYS 415	Advanced Physics Lab I
PHYS 464	Statistical & Thermal Physics

**Plus, choose 6 elective units from:**

BIOL 466	Systems Physiology
CHEM 491, 491L	Biochemistry I, with laboratory
CHEM 492, 492L	Biochemistry II, with laboratory
CHEM 493, 493L	Biochemistry III, with laboratory
MATH 461	Biomathematical Modeling I
MATH 462	Biomathematical Modeling II
PHYS 308	Computational Physics
PHYS 315	Modern Physics
PHYS 475	Radiation Physics
PHYS 298/498	Directed Research

Any other Biology, Physics or Neuroscience course

Required Major Cognates (37 units):

CHEM 111, 111L	General Chemistry I, laboratory
CHEM 112, 112L	General Chemistry II, laboratory
CHEM 113, 113L	General Chemistry III, laboratory

## COURSES

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

### LOWER DIVISION

**PHYS 117 Introduction to Physics (4):** Emphasis on conceptual mechanics, fluids, thermodynamics, sound, electricity, and optics. For students requiring general education science elective, and majors in nursing and elementary education. Three lectures, one two-hour laboratory per week. Does not apply toward a major in physics.

*Prerequisite: MATH 007 or MATH 013 or equivalent*

**PHYS 118 Health Science Physics (2):** Problem solving and laboratory experiments in topics of particular interest to students in allied health fields. Attention given to developing problem-solving skills. One lecture, one two-hour laboratory per week. Does not apply toward a major in physics.

*Prerequisites: PHYS 117 & MATH 007 or MATH 013 or equivalent*

**PHYS 219 Introduction to Biophysics (1):** This course discusses the fundamental thinking process of physics using concrete examples. Students will study biophysical phenomena through discussions, reading expert papers, watching videos, or listening to short presentations. They will learn, through discussions and practice, how to write scientific abstracts for conferences and paper publication. They will be given training on how to use Library database. The different styles of writing a scientific paper will be discussed.

*Prerequisite: ENGL 113 or ENGL 124*

**PHYS 231 General Physics I (4):** Kinematics and dynamics of particles and rigid bodies, properties of matter, momentum, energy. (Recommended preparation for General Physics includes high school courses in algebra I and II, geometry, trigonometry, and physics.) Four lectures per week. Students with calculus background should enroll in the B section of the course. Students with only algebra and trigonometry background should enroll in the A section of the course. Must be taken concurrently with PHYS 231L.

*Prerequisite for PHYS 231A: MATH 122 or equivalent*

*Prerequisite for PHYS 231B: MATH 132 or equivalent*

**PHYS 231L General Physics I Laboratory (1):** One three-hour laboratory per week presenting experimental aspects of the topics presented in PHYS 231A or 231B. Must be taken concurrently with PHYS 231. Students must earn a C or better to move to both A and B sections of PHYS 232 and PHYS 232L.

**PHYS 232 General Physics II (4):** Electric and magnetic forces and fields, DC and AC properties of circuits, electromagnetic energy



**PHYS 304 Astronomy (4):** Observational astronomy, the solar system, physics of stars, and stellar systems. Three lectures and one laboratory per week.

*Prerequisite: MATH 115 or 121*

*Restriction: Not open to freshmen except by consent of the instructor*

**PHYS 307 Musical Acoustics (4):** An introduction to the field of acoustics emphasizing sound production by musical instruments, propagation of sound from source to listener (including electronic reproduction) and psychoacoustic perception of sound. A study of room acoustics and physics of sound design. Three lectures and one two-hour lab per week. Offered alternate years.

*Prerequisites: MATH 121 & PHYS 117*

**PHYS 415 Advanced Physics Laboratory I (2):** Experimental methods and instrumentation chosen to synthesize concepts studied in advanced physics courses.

*Prerequisites: PHYS 233 & 301*

**PHYS 416 Advanced Physics Laboratory II (2):**

# Department of Psychology

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## Department Faculty

### Sean E. Evans, Chair

Associate Professor of Psychology (2010)  
PhD Loma Linda University 2005  
Clinical psychology, forensic psychology

### In-Kyeong Kim

Professor of Psychology (1995)  
PhD Cornell University 1990  
Cognitive psychology, perceptual and cognitive development

### Christophe Le Dantec

Assistant Professor of Psychology and Neuroscience (2014)  
Rouen Human Sciences University 2007  
Cognitive neuroscience, spatial and temporal perception

### Paul M. Mallery

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

### Suzanne Mallery

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

### Leslie R. Martin

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

### Shelly S. McCoy

Assistant Professor of Psychology (2013)  
PhD University of California, Riverside 2013  
Developmental psychology, adolescence and emerging adulthood

### Adeny Schmidt

Professor of Psychology (1974)  
PhD University of California, Los Angeles 1986  
Developmental psychology, research methodology

## Collaborating Faculty

### Paul E. Haerich

Professor of Psychology (1989)  
PhD University of Florida 1989  
Psychobiology, human cognitive psychophysiology

### Maribel Najera

Assistant Professor of Criminal Justice (2015)  
MS California State University, Long Beach 2014  
Victimology, marriage and family therapy

## Degrees Offered

Bachelor of Arts degree in:

- Psychology

Bachelor of Science degree in:

- Neuroscience (See Program in Neuroscience)

Minors in:

- Psychology
- Health Psychology
- Forensic Psychology
- Neuroscience (see Program in Neuroscience)

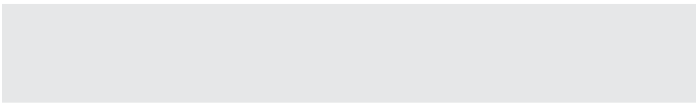
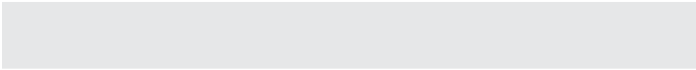
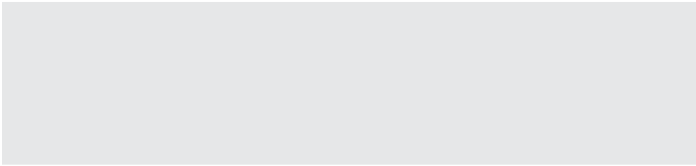
## Mission Statement

Psychology infuses every area of life, from physics to theology to the mundane activities we undertake each day. A holistic educational experience—one that balances academic rigor with various kinds of learning opportunities and fosters personal integrity and responsibility—is the primary aim of our department's faculty. Students earning a bachelor's degree from La Sierra University will be trained to think like psychologists, demonstrating the empirical habits, mastery of knowledge, and practical research skills that will make them competitive applicants for top graduate programs and jobs requiring strong analytical, information literacy, and communication skills. Metacognition—reflecting on how we think—is also emphasized throughout our curriculum as students practice the integration of faith with the discipline of psychology, practice self-awareness, and analyze their own worldviews. This includes learning to embrace the process of critical evaluation, and to value alternative viewpoints even when these create ambiguity and preclude simple solutions. Although life's problems rarely have simple solutions, we believe that empathy and integrity are necessary components of any truly effective problem-solving.

One way in which we encourage all of these qualities, which we deem critical in psychologically-minded individuals, is to create a scholarly community where each student is cared for, guided, mentored, and challenged. Within this environment, we aim that the academic skills, social conscience, and spiritual development of our students will be strengthened through both coursework and the example of each of the faculty members.

**8 units to be selected from sub-specialties within psychology as listed below:**

- PSYC 234      Developmental Psychology
- PSYC 251      Social Psychology
- PSYC 275      Abnormal Psychology
- PSYC 314      Psychology of Gender
- PSYC 344      Personality
- PSYC 374      Cognitive Psychology
- PSYC 435      Learning & Behavior
- PSYC 454      Psychotherapy
- PSYC 456



## **COURSES**

*A student must receive a grade of 'C' or better in order for a class to count as a prerequisite for another course. is applies to both*







**PSYC 474 Industrial & Organizational Psychology (4):** Introduction to the application of psychology in industry and business. Topics include psychological solutions to personnel problems, including human relations, effective employee selection, training, motivation, and morale. Includes discussion of employer/employee relations, including factors in increasing efficiency of work and job satisfaction. Offered occasionally.

*Prerequisite: PSYC 104*

**PSYC 478 History & Systems of Psychology (4):** Philosophical and historical background of psychology, with consideration of contemporary schools and systems of psychology. Offered alternate years.

*Prerequisite: PSYC 104*

**PSYC 482 Topics in Psychology:** Topics of current interest in the field of psychology. These courses will provide students with opportunities to broaden and deepen their understanding of current topics in the field of psychology. Content varies as follows; different sections may be repeated for additional credit. Please note that some topics courses are offered as 2 or 4 units. See the class schedule each quarter for additional offerings.

**PSYC 482A Prejudice (2):** An examination of the cognitive, affective, and behavioral aspects of prejudice, including prejudice based on such categories as race, gender, ethnicity, stigma, and age. Both laboratory and field research are emphasized.

*Prerequisite: PSYC 104 or 234*

**PSYC 482B Physician-Patient Communication (2):** An advanced course on the characteristics of communication between physicians and patients. Emphasis placed on determinants of the quality of communication (including nonverbal cues), interaction of various communication styles, and impact on varied patient outcomes.

*Prerequisite: PSYC 104*

**PSYC 482D Eating Disorders (2):** Prevalence, incidence, etiology, diagnosis, symptoms, treatment, and prognosis of bulimia, anorexia, obesity, body dysmorphic disorder, and other eating disorders. Emphasis placed on the effects of media and advertising on the young, as well as perceptions youth have of their bodies.

**PSYC 482G Eyewitness Memory (2):** Study of the factors in increasing eyewitness testimony, including situational variables (i.e. temporal and violence factors), witness variables (i.e. witness expectancies, witness age, etc.), recovered memory vs. false memory, face recognition, the interview process, and expert evidence presented. Other topics include the impact of eyewitness testimony on the jury, child witnesses in sexual abuse trials, and other issues of pretrial identification methods.

*Prerequisite: PSYC 104*

**PSYC 482H Psychology of Creativity (2):** Explores the psychological processes associated with creativity, including characteristics of creative people, development of creativity over the life span, creativity and flow, nurturing the creative process, and creativity and madness.

*Prerequisite: PSYC 104 or 234*

**PSYC 482I Language Development (2):** An exploration of conceptual, social, and linguistic processes underlying children's language development; similarities and differences in these processes when developing a second language.

*Prerequisite: PSYC 104 or 234*

**PSYC 482L Psychopathy (2):** Theory and research on individuals who may appear charming but who manipulate

**PSYC 484A Intergroup Relations (4):** An examination of the way individuals in groups relate to each other focusing on the cognitive aspects of intergroup relations and the relation between identity and intergroup relations. Offered occasionally.

*Prerequisites: PSYC 251, 321, 321L & junior or senior standing*

**PSYC 484C Perceptual & Cognitive Development (4):** Advanced class on the early development of cognition and perception. Topics include physiological basis of perception, color perception, oculomotor development, speech perception, intermodal perception, proprioception memory, language, intelligence, social cognition, and contextual influences, with theoretical perspectives on the nature of cognitive development and their application.

*Prerequisites: PSYC 234, 321, 321L & junior or senior standing*

**PSYC 484H Adaptation: Theories & Evidence (4):** Survey of historical and contemporary theories of adaptation- and change-related psychological mechanisms. Addresses epistemological issues and critiques the empirical evidence for various theories.

*Prerequisites: PSYC 104, 321, 321L & junior or senior standing*

**PSYC 484I Adolescence & Emerging Adulthood (4):** An examination of three in-depth topics as they relate to adolescence and emerging adulthood including (1) the transition to adulthood and the college experience, (2) risky behaviors and (3) familial, peer and romantic relationships. We will discuss these major developmental issues with a focus on the relationship between the developing brain, socio-historical changes and cultural influences using original research from peer-reviewed journal articles.

This class will cover each topic using theory and current empirical evidence.

*Prerequisites: PSYC 234, PSYC 321 & 321L*

**PSYC 488 Interdisciplinary Seminar:** Variable content to focus on the interface of psychology and one or more disciplines. See the class schedule each quarter for additional offerings.

**PSYC 488B Psychology & Law (4):** An introduction to the application of psychological topics to law, including the legal process, trials and juries, eyewitness testimony, presentation of scientific evidence, and the use of social science in the legal system.

*Prerequisite: PSYC 104*

**PSYC 488C Psychology of Religion (4):** An examination of religious behavior from a psychological (theoretical and methodological) perspective. Focus is on the development of religion and religious socialization, religious experience, religion and death, the social psychology of religious organizations, coping and adjustment, and religion and mental disorder.

*Prerequisite: PSYC 104*

**PSYC 488D Psychology of Music (4):** Focuses on the perception and cognition of music. Topics include the sense and perception of sound, timbre, consonance, dissonance, musical scales, attention and memory of melody, rhythm and the organization of time, and cross-cultural universals.

**PSYC 495C Intermediate Research III (1-4):** Designed for students conducting independent research; focus on data collection techniques.

*Prerequisites: PSYC 323, 323L & consent of the instructor*  
*Additional Requirement: A minimum overall GPA of 3.00*

**PSYC 495D Intermediate Research IV (1-4):** Designed for students conducting independent research; focus on working with data including dealing with missing data, creating scale scores and data transformations.

*Prerequisites: PSYC 323 & 323L & consent of the instructor*  
*Additional Requirement: A minimum overall GPA of 3.00*

**PSYC 495E Advanced Research I (1-4):** Designed for students conducting independent research; focus on basic data analysis, primarily descriptive statistics.

*Prerequisites: PSYC 321, 321L, 322, 322L, 323, 323L & consent of instructor*  
*Additional Requirement: A minimum overall GPA of 3.00*

**PSYC 495F Advanced Research II (1-4):** Designed for students conducting independent research; focus on commonly-used data analysis including correlations, t-tests, regressions, and ANOVAS as is appropriate to the project.

*Prerequisites: PSYC 323, 323L & consent of the instructor*  
*Additional Requirement: A minimum overall GPA of 3.00*

**PSYC 495G Advanced Research III (1-4):** Designed for students conducting independent research; focus on complex data analysis including MANOVA, factor analysis, and survival analysis as is appropriate to the project.

*Prerequisites: PSYC 323, 323L & consent of the instructor*  
*Additional Requirement: A minimum overall GPA of 3.00*

**PSYC 495H Advanced Research IV (1-4):** Designed for students conducting independent research; focus on preparing data for presentation including poster presentations, oral presentations, and manuscripts for publication, as is appropriate to the project.

*Prerequisites: PSYC 323, 323L & consent of the instructor*  
*Additional Requirement: A minimum overall GPA of 3.00*

**PSYC 499 Directed Study (1-4):** Independent investigation in psychology under the direct supervision of a department faculty member. Approximately 40 hours of work per quarter per unit of credit.

*Prerequisite: Consent of the department*  
*Restriction: For department majors with junior or senior standing only*

**UNST 404M Senior Seminar: Religion, Values & Social Responsibility (4):** The senior seminar culminating the University Studies program. Analyzing religious, moral, and social issues within students' major programs of study, students will reflect on their own faith as they apply theoretical principles to specific problems of contemporary life. Students will integrate their values with their academic experiences and their professional aspirations by drawing on their service and knowledge. Students will examine their commitments to service as socially responsible members of their various

# Department of Social Work

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## Department Faculty

### **Jill Rasmussen, Chair**

Professor of Social Work (1996-2005; 2014)  
MSW University of Denver 1977  
Licensed Clinical Social Worker 1979

### **Noelia Becky Galvez-Nelson**

Assistant Professor of Social Work (2016)  
MSW Loma Linda University 2008  
Licensed Clinical Social Worker 2016

### **Marni M. Straine**

Assistant Professor of Social Work (2013)  
MSW Loma Linda University 2008

### **Daphne omas**

Associate Professor of Social Work (2005-2008; 2014)  
Director of Field Education  
MSW Smith College 2001  
Licensed Clinical Social Worker 2007

## Collaborating Faculty

### **Laurel E. Brown, MSW, PhD**

PhD Loma Linda University 2011  
Social Policy and Research

## Degree Offered

Bachelor of Social Work degree

## Accreditation

The undergraduate baccalaureate (BSW) degree program is fully accredited by the Council on Social Work Education.

## Program Admission

Students are formally admitted and inducted into the Social Work Program. Admission to the program requires the successful completion of SOWK 214 and 215, selected General Education courses, a minimum grade point average of 2.3, completion of the application for admission, a personal statement, a self-assessment, and approval by social work faculty. Students must demonstrate an understanding, openness, and ability to achieve ethical and professional behavioral standards established by the Council on Social Work Education. After formal acceptance, students are expected to maintain a minimum GPA of 2.3, demonstrate consistent academic progress, and maintain professional behavioral standards, in order to maintain their admission status.

## Goals

Social work is one of the most demanded helping professions and healing arts that utilizes evidence-based practice models. Through a variety of intervention modes, social work can make positive differences in the way people shape their lives as well as how they interact with others and their environment, thus improving the quality of individual and collective experiences throughout their life span.

Social work is a practice-oriented discipline with its own independent administrative and curriculum structures. Thus, the La Sierra University Social Work Department seeks to prepare its graduates to be ethically principled, culturally responsive generalist practitioners who value activism, yet are sensitive and responsive to individuals' rights to self-determination. Its educational goals are derived from its mission. The goals of La Sierra University Social Work Department are to:

1. Provide professional strengths-based ecologically oriented social work education at the baccalaureate level in the context of an accredited Christian university that values servant-leadership, activism, and the progressive nature of truth.
2. Create a program that is inclusive of and responsive to the educational needs of learners of all ages and backgrounds thereby producing entry-level generalist social workers who value the range of differences within each human diversity dimension and are fully prepared to engage in culturally responsive and competent practice with client systems at all levels: micro, mezzo and macro.

3. Infuse throughout the program the values and ethics that guide the profession, thereby developing ethically principled social work practitioners who are cognizant of their strengths and areas for growth and are committed to enhancing their personal growth, professional knowledge, and skills as life-long learners.
4. Produce strengths-based ecologically oriented social workers committed to creating a just society by advocating for social and economic justice, human rights, and equality for all, being mindful of and ready to respond proactively to the evolving and dynamic nature of social and societal contexts.
5. Create a climate that fosters critical thinking, an interest in scholarship and scientific inquiry, and a willingness to explore and evaluate new knowledge and understanding of our world, human behavior, and client systems.

## Learning Outcomes

These student learning outcomes reflect the program's mission and goals as well as the core competencies established by the Council on Social Work Education. It is expected that at the end of their time in the program, students will be able to successfully demonstrate all of the competencies. To this end, each class will address in an explicit way specific competencies with the goal of ensuring mastery of each by the time students are ready to graduate.

At the completion of the BSW, students will be able to demonstrate the following competencies:

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
- 8.

Recommended:

ECON 254	Principles of Macroeconomics
ECON 255	Principles of Microeconomics
HPSC 106	Race, Ethnicity & Class in American History
MGMT 304	Practice of Management
PSYC 314	Psychology of Gender
SOCI 414	Sociology of the Family & Intimate Relationships

- A Spanish minor (28 units) is recommended. Summer abroad programs are strongly recommended. (See the Department of World Languages listing for more information.)

**SOWK 214 Generalist Practice I (4):** This course introduces the principles of generalist social work practice within an ecological-strengths based perspective. It focuses on the generalist intervention model across the micro-mezzo-macro continuum, introduces students to professional social work values and ethics, and explores issues of diversity that underline generalist practice.

*Prerequisites: ENGL 111 & 112 (can be concurrently enrolled)*

**SOWK 215 Generalist Practice II (4):** Continuation of SOWK 214 with an emphasis on generalist engagement, assessment, planning, intervention, evaluation, termination, and follow-up across the micro-mezzo-macro continuum. Special attention given to bio-psycho-social-spiritual assessment, child neglect/abuse assessment, suicide assessment, crisis intervention, and

## COURSES

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

### LOWER DIVISION

**SOWK 114 Understanding Change: Individual, Community & Global Perspectives (2):** Introduction to contemporary societal issues with an emphasis on understanding how individuals, groups, and communities can impact and create social change. Students interested in service and the helping professions will learn how various disciplines approach social issues. Students will be exposed to social consciousness and public service through involvement in the community. (Open to non-majors.)

**SOWK 204 Colloquium:** A seminar of selected topics related to generalist social work practice. Two units are required.

**SOWK 204A Introduction to Social Work (1):** Colloquium fall quarter introduces the student to the social work program. Whenever possible, it is recommended that students take this course their first quarter as a major.

**SOWK 204B Fields of Practice (1):** Colloquium winter quarter examines the fields of social work practice.

**SOWK 205 Social Policy I (4):** This course explores the historical development of the American social welfare system and the social work profession within the context of the economic, political, religious, and sociocultural influences of each period.

**SOWK 286F Child Welfare (2):** This course is an introduction to services for children with an emphasis on the systems available through government and private agencies. Special attention is given to the impact of class, ethnicity, gender, oppression, and abuse on children.

**SOWK 286G Medical Social Work (2):** This course is an introduction to social work within the health care system. It explores the various social work roles in the medical field including involvement in a multi-disciplinary team.

**SOWK 296 Selected Topics (1-4 units):** Addresses a selected topic at the 200 level for Social Work, based on special circumstances and oppo





**UNST 404P Senior Seminar: Religion, Values & Social Responsibility in Social Work (4):** e senior seminar culminating the University Studies Program. Social work students apply theoretical principles and the bio-psychosocial spiritual assessment to issues they will encounter in contemporary life. Seniors explore and analyze their own core faith issues and beliefs and the impact of such on client systems within the context of the core values and principles of social work. e y re ect on and use the profession’s Code of Ethics to direct practice, engage in socially responsible and ethical behavior, and address ethical dilemmas. Important to this integrative experience are students engaging in self-re ection and demonstrating a belief in and desire for, on-going, life-long learning. is course integrates the baccalaureate experience into a coherent whole. Students explore signi cant social work issues, bringing their experience and knowledge to bear on the interaction of their values and skills within the major.

*Restriction: For Social Work majors with senior standing only*





## Courses taken in Argentina or Spain

Courses listed below that substitute for a required course cannot also count as a major elective.

### Argentina and/or Spain:

SPAN 351-53/451-53	Advanced Spanish Grammar (3 qtrs)
SPAN 361-63/461-63	Advanced Spanish Composition (3 qtrs)
SPAN 371-71/471-73	Advanced Spanish Conversation (3 qtrs)
SPAN 332-33	Latin-American Literature (Argentina) (2 qtrs)
SPAN 331-33	History of Spanish Literature (Spain) (3 qtrs)

### 4 units from the following courses (Argentina):

SPAN 301-303	Folklore of Argentina (6)
SPAN 305-306	Geography of Argentina (2)
SPAN 345-346	History of Argentina (4)

### 4 units from the following courses (Spain):

SPAN 312-313	Spain & its Culture (4)
SPAN 315-317	History of Spain & Europe (6)

### Major electives abroad:

SPAN 341-343	Preparation for D.E.L.E.-D.B.E. Examination (3 qtrs) Preparation for CELU-Advanced I Examination (ARGENTINA) (3 qtrs)
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### Upon return from ACA Argentina/Spain

#### Choose either:

SPAN 365	Cervantes & Don Quixote (4 units)
<b>OR</b>	
SPAN 430	Peninsular Spanish Literature through Cinema (4 units)

#### Choose either:

SPAN 468	emes: Contemporary Spanish Literature (4 units)
<b>OR</b>	
SPAN 469	emes: Contemporary Latin American Literature (4 units)

### Complete this required course:

SPAN 498	Major Assessment Preparation (2 units) (2 quarters prior to graduation)
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### Complete 8 units from required cognate courses:

ENGL 206	Introduction to Literature
<b>Select one of the following courses (or substitution approved by World Languages Dept. and CAS):</b>	
HIST 354	Colonial Latin America
HIST 355	Modern Latin America
HIST 430L	Mexico

*NOTE: Native Spanish-speaking students who completed secondary education in a country where Spanish is an official language are exempt from completing one academic year abroad in either Argentina or Spain through ACA. Please, meet with World Languages Department Adviser for required sequence of courses to complete major in Spanish.*

## MINORS

A minor in a human language other than English (LOTE) may not include courses numbered 151, 152, or 153.

### SPANISH

A minor in Spanish may be completed on campus at La Sierra University or through the academic year abroad program at Adventist Colleges Abroad (ACA) in Argentina or Spain.

#### On-Campus:

28 units including SPAN 201 & 202 (or 213), SPAN 307, SPAN 329, & one literature course.

#### rough ACA:

28 units in 300-level Spanish courses (includes 201 and 202)

### OTHER LANGUAGE MINORS:

A minor in Arabic, French, German, Italian, or Portuguese is also available through the Adventist Colleges Abroad year-long program and La Sierra University. No previous language study is required.

#### French:

28 units in French courses at the intermediate level or higher or the Alliance Française Language Diploma

#### German:

28 units in German courses at the beginning or intermediate levels or higher or the Zerti kat Deutsch als Fremdsprache (Germany) or the Zerti kat Deutsch-ZD (Austria)

#### Italian:

28 units in Italian courses at the intermediate level or higher or the PLIDA (Progetto Lingua Italiana Dante Alighieri) certi cate.



## **American Sign Language**

LOWER DIVISION

**FREN 152 Beginning French II (4):** A second-level beginning course in the study of the language and culture of French-speaking peoples through the use of audio/video tapes, computer software, and/or drills. There is a language lab requirement for this course.

*Prerequisite: French placement examination or a grade of C or better in FREN 151*

**FREN 153 Beginning French III (4):** A third-level beginning course in the study of the language and culture of French-speaking peoples through the use of audio/video tapes, computer software and/or drills. There is a language lab requirement for this course.

*Prerequisite: French placement examination or a grade of C or better in FREN 152*

**FREN 201 Intermediate French I (4):** A first-level intermediate course in the study of the language and culture of French-speaking peoples with emphasis on conversation, composition, vocabulary building, and culture-based discussions. There is a language lab requirement for this course.

*Prerequisite: French placement examination or a grade of C or better in FREN 153*

**FREN 202 Intermediate French II (4):** A second-level intermediate course in the study of the language and culture of French-speaking peoples with emphasis on conversation, composition, vocabulary building, and culture-based discussions. There is a language lab requirement for this course.

*Prerequisite: French placement examination or a grade of C or better in FREN 201*

**FREN 203 Intermediate French III (4):** A high intermediate continuation of the study of the language and culture of the Francophone peoples with emphasis on conversation, composition, vocabulary building, and non-guided discussions. There is a language lab requirement for this course.

*Prerequisite: French placement examination or a grade of C or better in FREN 202*

**FREN 299 Directed Study (1-4):** A course that provides a flexible format in which to pursue further language acquisition and fluency through a variety of activities suited to the student's needs and goals.

*Prerequisite: Consent of the instructor*





**UPPER DIVISION**

**LANGUAGE AND CULTURE**

**SPAN 307 Advanced Spanish Language Proficiency (4):**

**SPAN 469** **emes: Contemporary Latin American Literature: XXth Century (4):** A survey of representative authors and works from Latin American Modernismo (late XIXth century) to the late twentieth century. Students will read selected works in the textbook, listen to lectures, participate in group or class discussions, make oral presentations, written reports, and create one nal critical essay on one work. is course will be conducted entirely in Spanish and is designed for students who have an advanced level of pro ciency in listening and speaking, reading and writing the Spanish language. Offered alternate years.

*Prerequisite: SPAN 307*

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## **Center for Philanthropy**

La Sierra University's Center for Philanthropy is housed in the ZSB. The mission of the Center is to encourage the practice of effective philanthropic giving and fundraising and the integration of philanthropy into the mission of effective charitable and not-for-profit enterprises. It educates leaders who will create, implement, and promote innovative models of philanthropy in partnership with those who seek effective, long-lasting social change. As a contributor to La Sierra University's mission of global service, it is a significant resource for students, faculty members, the philanthropic community, and the countless ordinary people it serves.

## **Center for Conflict Resolution**

The Center for Conflict Resolution helps people resolve and manage conflicts justly and peaceably without resorting to the legal system or using violence. It does this in three ways: by offering courses, lectures, and certificate programs focused on alternative dispute resolution; by providing professional mediatorial services (delivered through a free-standing corporation); and by facilitating research designed to lead

Organized in 1991, the La Sierra University Enactus team is sponsored by the ZSB. The team's many educational and service projects have had a tremendous impact on our local and global community, further validated by the team's six SIFE National and International championship wins, including two Enactus (SIFE) World Cup competitions in 2002 and 2007. The team invites students from all disciplines who are interested in developing their potential in leadership, entrepreneurship, and social responsibility to join the organization, resulting in a group rich with diverse academic and cultural backgrounds. Led by students and supported by Sam Walton Fellows John

# Department of Accounting, Economics & Finance

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## Regular Members of the Faculty

### Jonathan E. Beagles

Associate Professor of Accounting and Management (2017)  
PhD University of Arizona 2017  
Organization theory, network theory, nonprofit and international NGO governance

### Fredrick Clarke

Assistant Professor of Economics (2010)  
PhD Claremont Graduate University 2010  
International trade, game theory

### H. Robert Gadd

Professor of Accounting (2017)  
PhD University of Texas at Arlington 2000  
CPA  
Account/auditor decision making, accountant/auditor expertise

### George O. Ogum

Associate Professor of Finance (1997)  
DBA University of Memphis 1990  
International finance, financial management, corporate finance, financial econometrics

### Kristine Webster

Associate Professor of Accounting and Finance (1995, 2006)  
MBA Loma Linda University 1991  
CPA 1992  
CFE 2013, Cr.FA 2013  
Taxation, fraud, forensic accounting

### Danette Zurek

Lecturer in Accounting (2006)  
MBA Andrews University 1998, CPA 1992  
Auditing, financial accounting, managerial accounting, taxation, government and nonprofit accounting

## Members of the Faculty by Courtesy

### S. Eric Anderson

Professor of Management and Economics (2011)  
PhD University of North Texas 1992  
International economics

### Gary Chartier

Associate Dean, Zapara School of Business  
Distinguished Professor of Law and Business Ethics (2001)  
LLD University of Cambridge 2015  
JD University of California at Los Angeles 2001  
PhD University of Cambridge 1991  
Economic development

### John Thomas

Dean, Zapara School of Business  
Bashir Hasso Professor of Entrepreneurship (1989)  
PhD Claremont Graduate University 2001  
Behavioral finance, economic development

## Members of the Collaborating Faculty

### Joseph Hallgren

Adjunct Assistant Professor of Finance (2014)  
MBA Loma Linda University 2006  
Health care finance

### Keith Howson

Adjunct Professor of Accounting  
PhD University of Newcastle 2002, CA 2010, CMA 2000  
Financial and managerial accounting, not-for-profit accountability, accounting education

### Michael Kinnen

Adjunct Assistant Professor of Finance  
MBA University of California at Irvine (2001)  
Financial strategy, accounting

### Charles Teel, Jr.

Professor of Religion and Society (1967)  
PhD Boston University 1972  
Economic development

### Guru Uppala

Adjunct Assistant Professor of Quantitative Methods (2013)  
MA University of Arkansas (1995)  
Quantitative research tools in business

### Zining Yang

Adjunct Assistant Professor of Economics (2015)  
PhD Claremont Graduate University 2015  
Economics, game theory





## COURSES

A student must receive a grade of C or better in order for a class to count as a prerequisite for another course. This applies to both individual and sequenced classes unless otherwise specified. Waiver of any specified course prerequisite requires the approval of the course instructor. Internship hours may be required as part of any course, or used to fulfill course requirements, in accordance with the course syllabus.

## Accounting

### LOWER DIVISION

**ACCT 221 Financial Accounting I (4):** Recording of financial transactions, development, and presentation of financial statements, introduction to internal controls and underlying guidelines in accounting.

*Prerequisites: ENGL 111 or 124 (or equivalent, can be taken concurrently) & MATH 007 or 013 (or equivalent)*

**ACCT 222 Financial Accounting II (4):** Examination of financial transactions related to assets, liabilities and equities across the various forms of business entities with a focus on transaction processing, preparation and analysis of financial statements.

*Prerequisite: ACCT 221*

**ACCT 223 Managerial Accounting (4):** Introduction to cost concepts and costing problems, relevant costing for decision making, cost-volume-profit analysis, profit planning, responsibility accounting, variance analysis, and performance evaluation.

*Prerequisite: ACCT 222*

**ACCT 299 Directed Study (4):** Selected issues in accounting pursued in an independent study format.

*Prerequisite: Consent of the instructor & the dean's office*

### UPPER DIVISION

**ACCT 341 Intermediate Accounting I (4):** The history and rule-making process of accounting, the major financial statements, and generally accepted accounting principles applicable to the time-value of money, cash, receivables, and inventory.

*Prerequisite: ACCT 222*

**ACCT 342 Intermediate Accounting II (4):** Generally accepted accounting principles for reporting fixed assets, intangible assets, current and long-term liabilities, and stockholder's equity.

*Prerequisite: ACCT 341*

**ACCT 343 Intermediate Accounting III (4):** Accounting for special accounting classifications and related topics, including investments, pensions, leases, income taxes, accounting changes, statement of cash flows, full disclosure, and financial statement analysis.

*Prerequisite: ACCT 342*

**ACCT 354 Federal Income Tax: Individuals (4):** Provisions of federal income tax laws and regulations affecting the determination of an individual taxpayer's net taxable income, with emphasis on preparation of individual tax returns.

*Prerequisite: ACCT 221*

**ACCT 355 Federal Income Tax: Business Entities (4):** Provisions of federal tax laws and regulations affecting partnerships, corporations, estates, trusts and non-profit organizations; also includes tax planning.

*Prerequisite: ACCT 354*

**ACCT 362 Cost Determination & Analysis (4):** This class is designed for students seeking professional accounting designations. Topics include contemporary costing systems, joint and by-product costing, activity based costing, and cost allocation techniques in manufacturing and service organizations.

*Prerequisite: ACCT 223*

**ACCT 364 Ethics in Accountancy (4):** Special issues in business ethics related to the roles and responsibilities of the accounting and auditing professions, including legal and regulatory guidelines and licensing requirements, as well as managerial responsibilities related to accounting ethics.

*Prerequisite: ACCT 343*

**ACCT 374 Accounting Information Systems (4):** Introduction to the use, design, and control of accounting information systems. Application of professional software packages to transaction analysis and preparation of financial statements. Exposure to career choices, and actual work done by accountants.

*Prerequisite: ACCT 222*

**ACCT 421 Controllership (4):** Accounting techniques, concepts, and procedures related to the functions and responsibilities of the controller.

*Prerequisites: ACCT 223*

**ACCT 434 International Financial Reporting Standards (4):** International financial reporting standards, including convergence efforts and elimination of different country-specific versions of international financial reporting standards, impact of existing statutory reporting, and changes in specific accounting practices.

*Prerequisite: ACCT 342*

**ACCT 446 Auditing Theory & Practice (4):** A study of the procedures and practices in the investigation and verification of financial data, preparation of the auditor's report, as well as the professional ethics and legal liability of auditors.  
*Prerequisite: ACCT 343*

**ACCT 458 Government & Nonprofit Accounting (4):** A study of the theory and practice of the accounting concepts as applied to government entities, health care institutions, colleges and universities, and other nonprofit organizations.  
*Prerequisite: ACCT 343*

**ACCT 460 Advanced Accounting (4):** Advanced topics in accounting including business formations, combinations, reorganizations, and liquidations; income distribution; as well as multinational operations and foreign currency transactions.  
*Prerequisite: ACCT 343*

**ACCT 466 Fraud Examination (4):** The principles and methods of fraud detection and deterrence and the interviewing of witnesses.  
*Prerequisite: ACCT 343*

**ACCT 468 Advanced Auditing (4):** Topics selected from among: internal and compliance auditing, auditor's ethics and liability, EDP auditing, audit sampling, special report writing, audit standards for state and local governmental entities and government agencies, review and discussion of selected audit cases, international auditing, SAS 99, and compliance with the Sarbanes-Oxley Act.  
*Prerequisite: ACCT 446*

**ACCT 476 Reading Tutorial in Accounting (1-4):** Critical engagement with the current scholarly literature in accounting. May be repeated for additional credit with consent of the instructor.  
*Restrictions: Consent of the instructor & the dean's office*

**ACCT 484 Accounting Internship (1-4):** A ten-week structured and supervised work experience culminating in an academic paper. May be repeated for up to 12 units of additional credit with the consent of the instructor and the dean's office.  
*Prerequisites: ACCT 342 & consent of the instructor*

**ACCT 486 CPA Examination Review (4):** Integrated overview of accounting and related topics in preparation for the examination leading to the Certified Public Accountant designation.  
*Prerequisite: ACCT 343*

**ACCT 495 Topics in Accounting (1-4):** Advanced issues in accounting. May be repeated for additional credit with consent of the instructor.  
*Restriction: Consent of the instructor*

**ACCT 499 Directed Study (1-4):** Independent study under the supervision of a faculty member. May be repeated for up to 12 units of additional credit with the consent of the instructor and the dean's office.  
*Restrictions: Consent of the instructor & the dean's office*

## Economics

### LOWER DIVISION

**ECON 254 Principles of Macroeconomics (4):** The nature and causes of economic growth, inflation, recession, and unemployment. Government monetary and fiscal policy, Keynesian and monetarist economic models, and an introduction to the American financial system.  
*Prerequisite: MATH 115 or 121 or 155 or CPTG 117 (for all options, student can be concurrently enrolled)*

**ECON 255 Principles of Microeconomics (4):** Supply and demand analysis, competition, oligopoly, and monopoly. Economic choices, pricing and production, international trade. Comparative economic systems.  
*Prerequisite: MATH 115 or 121 or 155 or CPTG 117 (for all options, student can be concurrently enrolled)*

### UPPER DIVISION

**ECON 357 International Economics (4):** Introduction to international business theory and practice: theory of trade and integration, international economic institutions and their context, comparative economic systems, and application of economic principles to the functional areas of business on the global level.  
*Prerequisites: ECON 254 & 255*

**ECON 366 Economic Growth & Development (4):** An examination of key factors driving economic growth in nations. The focus is on the roles of physical and human capital accumulation, export promotion and international trade, technology, the formation of institutions, and political stability in economic development. Time is spent on theory behind, empirical evidence for, and the policy implications of economic development.  
*Prerequisites: ECON 254 & 255*

**ECON 392 Essentials of Game Theory (4):** Introduction to the formal study of interdependent decision-making. Topics include normal and extensive form games, strategic games, dominance strategies, the concept of the Nash equilibrium and various refinements of this concept, subgame perfect equilibrium, games of incomplete information, learning in games, repeated and sequential games, reputation and credibility, and cooperative and coalitional games. Applications in economics, political science, and business are emphasized. Cross-listed as PSYC 392.

**ECON 424 Topics in Quantitative Analysis for Business (4):** Topics in the use of quantitative tools to inform business strategy; variable content. May be repeated for additional credit to a maximum of 12 units.  
*Prerequisite: Consent of the instructor*

**ECON 476 Reading Tutorial in Economics (1-4):** Critical engagement with the current scholarly literature in economics. May be repeated for additional credit with consent of the instructor.  
*Restrictions: Consent of the instructor & the dean's office*

**ECON 495 Topics in Economics (1-4):** Advanced issues in economics. May be repeated for additional credit with consent of the instructor.  
*Restriction: Consent of the instructor*

**ECON 499 Directed Study (1-4):** Independent study under the supervision of a faculty member. May be repeated for up to 12 units of additional credit with the consent of the instructor and the dean's office.  
*Restrictions: Consent of the instructor & the dean's office*

## Finance

### LOWER DIVISION

**FNCE 104 Personal Financial Management (4):** This course is designed to help students understand their relationships with money in a society shaped by complex financial structures and institutions. It emphasizes financial concepts in individual lives as well as society. It focuses on major financial decisions people make in allocating resources and planning expenditures.

### UPPER DIVISION

**FNCE 335 Personal Finance (4):** The study of major financial decisions of individuals in allocating resources and planning expenditures. Personal financial planning and budgeting, insurance, the use of credit, housing, transportation, consumer protection, investments, and retirement.

**FNCE 354 Managerial Finance (4):** Time value of money, valuation, risk and rates of return, financial analysis, financial forecasting, working capital management, capital budgeting, cost of capital, and long term financing.  
*Prerequisites: ACCT 221, 222 & 223, ECON 254, ECON 255; or consent of instructor*

**FNCE 364 Financial Markets and Institutions (4):** A survey of the American financial system in a global context. Considers the nature of the financial system, the role and mechanics of interest rates, the operation of money and capital markets, central banking, and the major categories of financial institutions.  
*Prerequisite: FNCE 354*

**FNCE 365 Investment Analysis (4):** Introduction to the behavior of security markets and individual investment policy. Quantitative and qualitative aspects of risk and return associated with investment decisions. Investment planning and analysis of markets.  
*Prerequisites: FNCE 354*

**FNCE 384 Real Estate Principles (4):** The nature and description of real estate; estates in real property and forms of ownership; acquisition and transfer of title, encumbrances, finance, appraisal, escrows and title insurance; landlord-tenant relationships; taxation; and careers. Offered on demand.  
*Prerequisites: FNCE 354 & MGMT 381*

**FNCE 465 Fundamentals of Health Care Finance (4):** Reimbursement concepts and procedures including public and private third-party payers; health care budgeting, financial planning techniques, and cost analysis and control. Offered on demand.  
*Prerequisites: FNCE 354*

**FNCE 476 Reading Tutorial in Finance (1-4):** Critical engagement with the current scholarly literature in finance. May be repeated for additional credit with consent of the instructor.  
*Restrictions: Consent of the instructor & the dean's office*

**FNCE 477 Risk Management & Insurance Analysis (4):**

Survey of insurance industry, the different forms of insurance coverage, and an analysis of the methods and procedures of treating risk in the business firm including the theoretical basis of insurance. The course emphasizes the theoretical framework and a financial exposition of risk management from a corporate perspective.

*Prerequisites: FNCE 354*

**FNCE 478 Financial Analysis & Decision Making (4):**

Financial analysis techniques. Forecasting and modeling methodologies using personal computers, case studies, reporting and presentations.

*Prerequisite: FNCE 354*

**FNCE 484 Finance Internship (1-4):**

A ten-week structured and supervised work experience culminating in the completion of an academic paper. May be repeated for up to 12 units of additional credit with the consent of the instructor and the dean's office.

*Restriction: Consent of the instructor*

**FNCE 487 International Finance (4):**

The international financial environment. Managerial perspectives on export/import financing techniques, the identification and management of exchange risks, and issues arising in the financing of foreign affiliates.

*Prerequisite: FNCE 354*

**FNCE 495 Topics in Finance (1-4):**

Advanced issues in finance. May be repeated for additional credit with consent of the instructor.

*Restriction: Consent of the instructor*

**FNCE 499 Directed Study (1-4):**

Independent study under the supervision of a faculty member. May be repeated for up to 12 units of additional credit with the consent of the instructor and the dean's office.

*Restrictions: Consent of the instructor & the dean's office*



# Department of Management & Marketing

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## Regular Members of the Faculty

### S. Eric Anderson

Professor of Management and Economics (2011)

PhD University of North Texas 1992

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Professor of Mrts and Management (2011)

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**Craig Kinzer**

Adjunct Assistant Professor of Management  
PhD University of California at Riverside 2007  
Business communication, management strategy,  
management and literature, medieval English

**Robert Krone**

Distinguished Visiting Professor of Strategic Management  
PhD University of California at Los Angeles 1972  
Strategic planning, electronic distance learning, systems  
analysis, policy formulation, organization theory

**Kevin McCarthy**

Adjunct Assistant Professor of Philanthropy and  
Management (2013)  
BA, Michigan State University 1975  
Practice of management, philanthropy

**Heather Miller**

Adjunct Assistant Professor of Management (2013)  
MBA La Sierra University (2007)  
Business Communication

**Edward Motschieder**

Associate Director of the Center for Conflict Resolution  
Adjunct Assistant Professor of Management  
DMin United Theological Seminary 1990  
Conflict resolution

**Richard W. S. Pershing**

Director of the Center for Conflict Resolution  
Adjunct Assistant Professor of Management and Law  
JD Western State University 1990  
Conflict resolution, business law

**John Razzouk**

Adjunct Assistant Professor of Management and Marketing (2009)  
MBA La Sierra University (2011)  
Strategic marketing

**Dan Smith**

Adjunct Assistant Professor of Business Ethics (2012)  
DMin Andrews University 1987  
Business ethics, workplace spirituality

**Terry Swenson**

Adjunct Assistant Professor of Workplace Spirituality (2013)  
DMin George Fox University Theological Seminary 2009  
Workplace spirituality

**Charles Teel, Jr.**

Professor of Religion and Society (1967)  
PhD Boston University 1972  
Ethics

**Warren C. Trenchard**

Director, Edward C. Allred Center  
Adjunct Professor of Management and Social Entrepreneurship  
PhD University of Chicago 1981  
Social entrepreneurship, management strategy

**John Wyatt III**

Adjunct Professor of Business Law  
JD University of Dayton 1978  
Governmental regulation of business, government  
procurement, contract management

Some courses applicable to the BS in Business and Society are  
delivered by faculty members from the Department of History,  
Politics, and Sociology, the Program in Philosophical Studies,







**MGMT 314 Philosophy of Work (4):** Explores a range of philosophical issues related to the meaning and organization of work.

**MGMT 327 Information Technology Management (4):** Strategies for the effective use of technology in organizational management. Focuses on understanding the importance of information technology for diverse applications within an organization. Topics will include hardware, software, data resources, telecommunications, and networks.

**MGMT 344 Professional Practice Management (4):** Techniques, strategies, and processes for organizing the business side of a professional practice. Examples drawn from multiple professions. Includes attention to organizational



**MGMT 488A Entrepreneurship Internship Lab (1-4):** The entrepreneurship internship lab allows students to participate in an internship with a start-up company. Internships can be in traditional, global, or socially focused areas.



# Department of Curriculum & Instruction

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## Department Faculty

### **Keith Driberg, Chair**

Professor of Curriculum and Instruction (2015)  
PhD, Alliant International University

### **Heather L. Barker**

Associate Professor of Curriculum and Instruction (2015)  
Director of Student Teaching  
PhD, Middle Tennessee State University  
M.S. Ed, Southern Adventist University

### **Ginger Ketting-Weller**

Professor of Curriculum and Instruction (2017)  
PhD Claremont Graduate University 1997

## Support Staff

### **Sylvia Gallegos**

Credential Analyst

### **Raymond Hurst, EdD**

Director of Accreditation and Program Effectiveness

### **DeAnne Knipschild**

Secretary, Curriculum and Instruction

## Liberal Studies Faculty

### **April Summitt, Co-Director**

Dean, College of arts and Sciences (2013)  
PhD Western Michigan University 2002  
Environmental history, western history

### **Sam McBride**

Professor of English (2007)  
PhD University of California, Riverside 1997  
College of Arts and Sciences

### **Keith Driberg**

Professor of Curriculum and Instruction (2015)  
PhD Alliant International University 1993  
Neuropsychology

### **Sean E. Evans**

Associate Professor of Psychology (2010)  
PhD Loma Linda University 2005  
Clinical psychology, forensic psychology

### **Elvis Geneston**

Associate Professor of Physics (2008)  
PhD University of North Texas 2008  
Statistical physics, complex networks

### **Marvin A. Payne**

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

**Elvin S. Williams, PhD**

PhD University of North Texas 1993  
Biochemistry, enzyme mechanisms

**Biochemistry, enzyme mechanisms**



Multiple Subject teaching credential candidates are advised by an individual in the Teacher Education Program and should contact the Department of Curriculum and Instruction in the School of Education for an advisor after the sophomore year.

Students planning to teach at the elementary level should major in Liberal Studies.

### **SECONDARY TEACHING CREDENTIAL**

Students preparing to teach at the secondary level will qualify for State of California teaching credentials by completing the bachelor's degree in their subject area major (e.g. Math, English, History), and successfully completing the Teacher Education Program requirements. They must also complete their teaching practice in a California public school.

After the freshman year, secondary teaching credential candidates are advised by an individual in their major of focus; however, these candidates should also request an advisor for the Teacher Education Program by contacting the Department of Curriculum and Instruction in the School of Education.

### **SEVENTH-DAY ADVENTIST TEACHING CREDENTIAL**

At La Sierra University, students preparing for the Seventh-day Adventist teaching credential must also complete California statutory requirements for credentialing.

After the sophomore year prospective teachers of both secondary and elementary levels should consult the credential analyst and the Department of Curriculum and Instruction in the School of Education for detailed information concerning requirements. After the freshman year, a Curriculum and Instruction department advisor is assigned to multiple subject (elementary) teaching credential candidates. Secondary teaching credential candidates are advised by an individual in their major area of focus; however, these candidates should also request a Teacher Education Program advisor by contacting the Department of Curriculum and Instruction in the School of Education.

Candidates desiring a Seventh-day Adventist (SDA) teaching certificate must provide proof of membership in the SDA church. Membership is verified by the Credential Analyst at the time a candidate makes formal application for admission to the credential program. Candidates who wish to obtain a SDA Basic Teaching Certificate are required to submit with their application for program admission a copy of their baptismal certificate or a letter from their local church pastor verifying membership.

Additionally, candidates desiring an SDA teaching certificate must take 16 quarter units of religion including RELH 483 History of Seventh-day Adventism and RELT 245 Christian Beliefs.

## **Curriculum and Instruction Mission Statement**

The Department of Curriculum and Instruction seeks to empower students through a process of seeking, knowing, and serving. Students study theoretical principles and pedagogical practices in developing professional, ethical, and caring teaching practices.

The mission statement in the department is based on the University Mission Statement, which is: "To seek truth, enlarging human understanding through scholarship; to know God, ourselves, and the world through reflection, instruction, and mentoring; to serve others, contributing to the good of our local and global communities."

The Department of Curriculum and Instruction in the La Sierra University School of Education is undergirded with the basic philosophy that all persons learn from their surroundings, and that learning and schooling are not synonymous.

The Department has two major purposes. The first is the development of competent, professional teachers who are prepared to serve effectively in public and private schools.

The second major purpose is to provide opportunities for educators seeking advanced degrees who wish to hone their teaching skills.

The department seeks to train and develop professional teachers who have the appreciation, skills, and teaching strategies necessary to create a warm and caring classroom climate where effective learning takes place. Professionalism and Christian principles are complementary ideals.

The department seeks to develop in its students the ability to think creatively and independently and to cultivate an acquaintance with basic facts and principles (education)



## Teacher Education Programs

### BLENDING UNDERGRADUATE TEACHER EDUCATION

The Teacher Education Program is offered in two ways. One way is as a program blended into an undergraduate degree in which students take the methods courses and the prerequisite courses for the program as part of their undergraduate degree.

The Teacher Education Program is State of California approved. To receive the California teaching credential, students must take the California Subject Examination for Teachers (CSET) as part of completing the program. Additional required testing is listed below.

### GENERAL INFORMATION

The Teacher Education Program is approved by both the California Commission on Teacher Credentialing and the North American Division of Seventh-day Adventists.

In order to get your California teaching credential, the student must do your student teaching or internship in a California public school.

## Teaching Pathway

*Before you begin:*

- Have a TB test done (within the last 2 years)
- Certificate of Clearance (fingerprints done with CTC)

### STAGE 1:

*Prerequisites:*

HPSC 274	American Government (or pass Constitution Examination)
HLSC 214	Dimensions of Health (or EDCI 503)
EDCI 204	Intro to Teaching and the Multicultural Classroom (or EDCI 502)
EDCI 413	Technology in Education (or EDCI 516)
EDFO 305	Psychological Aspects of Education (or EDCI 507)

*Exam:*

- Take and pass the CBEST exam

*Application:*

- Fill out and turn in the Teacher Education Application (found outside room SE 118A)

### STAGE 2:

*Foundation Courses:*

EDCI 498	Teaching Performance Assessment
EDCI 416	Language & Literacy Grades K-8
<b>OR</b>	
EDCI 416A	Language & Literacy Grades 9-12
EDCI 417C	Culture, Society & Ethics K-12
EDCI 464	Special Education in the General Classroom

*Exams:*

- Take and pass the CSET exam
- Take and pass the RICA exam (MS only)
- Take and pass the TPA 1

### STAGE 3:

*Professional Preparation Courses:*

**Multiple Subject:**

EDCI 410, 410L	Classroom Management
EDCI 414, 414L	Reading K-8
EDCI 415, 415L	Math K-8
EDCI 418, 418L	Science K-8

**Single Subject:**

EDCI 410, 410L	Classroom Management
EDCI 419, 419L	Reading in the Content Area
EDCI 429, 429L	Middle School Theory & Practice
EDCI 430, 430L	Secondary Theory & Practice

*Exam:*

- Take and pass TPA 2

*Documents:*

- CPR/First Aid
- Student Teaching Application

### STAGE 4:

To begin student teaching, the student's teaching application and requisite test results must be submitted and approved by the first Wednesday of the quarter in which you wish to begin.

*Clinical Practice (14 weeks; 2 placements):*

EDCI 425	Student Teaching in the Elementary School
<b>OR</b>	
EDCI 457	Student Teaching in the Secondary School

*Exams:*

- Take and pass TPA 3
- Take and pass TPA 4



**EDCI 414 Reading K-8 (4):** Designed to aid the prospective teacher in developing knowledge and skills in the teaching of developmental reading in grades K-8 to all students, including struggling readers, English learners, speakers of non-standard English, and students with special needs. Examines specific components of the reading process, as well as a variety of alternative methods and materials to be used in English Language Development (ELD). Includes the assessment of students' strengths and weaknesses relative to the act of reading, the development of curriculum objectives, and the planning of instruction. Application of skills and knowledge are provided through a fieldwork experience in which candidates instruct groups of students in the elementary or junior high school reading class. ELD components and mild/moderate disabilities are addressed. Lesson plans are aligned with Common Core State Standards and curriculum frameworks.

*Additional Requirement: Acceptance into the Teacher Education Program*

**EDCI 414L Clinical Practice: Reading K-8 (1):** Application of skills and knowledge through a clinical practice experience in which candidates instruct groups of students in the elementary or junior high school reading class. Candidates prepare lesson plans aligned with Common Core State Standards and curriculum frameworks. Twenty hours required. Concurrent registration in EDCI 414 is required.

*Additional Requirement: Acceptance into the Teacher Education Program*

**EDCI 415 Mathematics K-8 (3):** Focus on curriculum organization, methods, materials, instructional aids, observation and micro-teaching in K-8 mathematics. English Language Development (ELD) components and mild/moderate disabilities are addressed.

*Prerequisite: MATH 202*

*Additional Requirement: Acceptance into the Teacher Education Program*

**EDCI 415L Clinical Practice: Mathematics K-8 (1):** Clinical practice in a multicultural classroom where students develop their mathematics teaching skills by putting theory into practice. Twenty hours clinical practice required. Concurrent registration in EDCI 415 is required.

*Additional Requirement: Acceptance into the Teacher Education Program*

**EDCI 416 Language & Literacy K-8 (3):** Preparation of K-8 teachers in language arts pedagogical skills appropriate for mainstream, mild/moderate disability, linguistically, culturally, and economically diverse students. Emphases include: development of skills to teach writing, listening, speaking and reading; specially designed academic instruction in English (SDAIE), increased perspective on language learner contexts and needs; methods, practices, and theories appropriate for instructing students with special needs as well as linguistically diverse students in first- and second-language development. Twenty hours clinical practice required.

*Additional Requirement: Acceptance into the Teacher Education Program*

**EDCI 416A Language & Literacy, Grades 9-12 (3):** Preparation of secondary teachers in language arts pedagogical skills appropriate for mainstream, mild/moderate disability, linguistically, culturally, and economically diverse students across the various disciplines. Emphases include: development of skills to teach writing, listening, speaking and reading; specially designed academic instruction in English (SDAIE), increased perspective on language learner contexts and needs; methods, practices, and theories appropriate for instructing students with special needs as well as linguistically diverse students in first- and second-language development. Twenty hours clinical practice required.

*Additional Requirement: Acceptance into the Teacher Education Program*

**EDCI 417A Religion K-12 (2):** Study of the curriculum and methodologies used in teaching Religion from Kindergarten through secondary school within the Seventh-day Adventist context. Focus is on instructional objectives, content, organization, methods and materials, and developmental spirituality.

**EDCI 418L Clinical Practice: Science & Health K-8 (1):** Application of skills and knowledge through a clinical practice experience in which class members instruct groups of students in the elementary or junior high school science class.irty clinical practice hours required. Must be taken concurrently with EDCI 418.

*Additional Requirement: Acceptance into the Teacher Education Program*

**EDCI 419 Reading in the Content Area (4):** Preparation of the candidate with knowledge and skills in teaching content area reading. Examines specific components of the reading process, and appropriate methods and materials used in reading instruction for all students including struggling readers, English learners, speakers of non-standard English and students with special needs. Also includes assessment of students' strengths and weaknesses relative to the act of reading, the development of curriculum objectives, and planning of instruction. Provides applications of skill and knowledge through a practicum, in a single subject classroom. ELD components and mild/moderate disabilities are addressed. All lesson plans are aligned with Common Core State Standards and curriculum frameworks.

*Additional Requirement: Acceptance into the Teacher Education Program*

**EDCI 419L Clinical Practice: Reading in the Content Area (1):** Application of skills and knowledge through a clinical practice experience in which class members instruct groups of students in the secondary reading class.irty clinical practice hours required. Concurrent registration in EDCI 419 is required.

*Additional Requirement: Acceptance into the Teacher Education Program*

**EDCI 420 Curriculum Strategies for Students with Mild/Moderate Disabilities (3):** Focus on acquiring strategies for teaching students with mild/moderate disabilities in the areas of reading, language and literacy, mathematics, and science and health. Emphasis is on specific pedagogical strategies and other special education issues.

**EDCI 425 Student Teaching in the Elementary School (1-14):** Supervised clinical practice experience required for California state and Seventh-day Adventist credentials. Requires attendance at a weekly seminar which addresses the organization and management of the instruction classroom, discipline, and other relevant issues. A total of 14 weeks of full-time participation is required.

*Additional Requirement: Acceptance into the Teacher Education Program & the Student Teaching Program*

**EDCI 428 Curriculum & Instruction in Special Education (3):** Study of practices and trends in educational programming for all exceptional students. Includes the development of knowledge and skills in defining objectives, planning instruction, assessment, evaluation of children with special needs, and program evaluation. Provides practicum in a special school and classes for disabled.

*Prerequisite: EDPC 460*

**EDCI 429 Middle School Theory & Practice (3):** Preparation of secondary candidates to (1) develop skills in the use of a wide variety of teaching strategies; (2) gain a knowledge and understanding of classroom organization and planning; (3) understand and teach to the various diverse student populations; (4) understand the professional, historical, and political issues involved in teaching; and (5) understand the use of curriculum frameworks for the State of California and the North American Division of Seventh-day Adventists.

*Additional Requirement: Acceptance into the Teacher Education Program*

**EDCI 429L Clinical Practice: Middle School Theory & Practice (1):** Application of skills learned in the EDCI 429 within the context of a single subject classroom. All candidate-produced lesson plans are aligned with Common Core State Standards and curriculum frameworks.irty hours clinical practice required. Concurrent registration in EDCI 429 is required.

*Additional Requirement: Acceptance into the Teacher Education Program*

**EDCI 430 Secondary Theory & Practice (3):** Examines current theories of secondary education and practice. Instruction in identifying appropriate teaching strategies and developing course outlines and unit plans in teaching at the secondary level. Involves selecting and organizing learning materials and opportunities. Includes focus on the organization, management, and discipline of the classroom.

*Additional Requirement: Acceptance into the Teacher Education Program*

**EDCI 430L Clinical Practice: Secondary Theory and Practice (1):** Application of skills learned in EDCI 430 within the context of a single subject classroom. All candidate-produced lesson plans are aligned with Common Core State Standards and frameworks.irty hours required. Must be taken concurrently with EDCI 430.

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## Additional Courses

**EDCI 433 Instructing Students with Behavior Disorders (3):** Designed to aid special education and regular education teachers to maximize educational experiences for students with behavior disorders in elementary and high schools. Emphasis is placed on the forces which have an impact on behavioral, academic, social, and communication skills in students with behavior disorders. (See EDCI 533.)

**EDCI 456 Student Teaching of Religion in Secondary Schools (1-14):** Supervised clinical practice experience required for Seventh-day Adventist credentials in teaching religion at the secondary level. A weekly seminar is required during the student teaching experience.

*Additional Requirement: Acceptance into the Teacher Education Program & the Student Teaching Program*

**EDCI 457 Student Teaching in the Secondary School (1-14):** Supervised clinical practice experience required for state and Seventh-day Adventist credentials. A weekly seminar on the organization and management of the classroom and other relevant issues is required during the student teaching experience. All candidate-produced lesson plans are aligned with Common Core State Standards and curriculum frameworks.

*Additional Requirement: Acceptance into the Teacher Education Program & the Student Teaching Program*

**EDCI 464 Special Education in the General Classroom (3):** A study of the responsibilities of the general educator and the special educator in teaching students with special needs. Explores methods of identifying students with disabilities, planning Individualized Educational Programs (IEPs), and developing appropriate teaching strategies. Includes federal and state laws governing the education of students with special needs. Twenty hours of clinical practice are required.

*Additional Requirement: Acceptance into the Teacher Education Program*

**EDCI 498 Teaching Performance Assessment Seminar (1):** Preparation of the candidate to take the Teaching Performance Assessments (TPAs) required by the state of California for all multiple and single subjects credential candidates attending California teacher preparation programs. Twenty hours of clinical practice required. *Note: Must be taken first in your credential program and may be taken concurrently with other courses.*

*Additional Requirements: Certificate of Clearance and current TB test*

**EDCI 499 Projects & Topics in Curriculum & Instruction (1-3):** Individual research and study under the guidance of an instructor in the Department of Curriculum & Instruction. A minimum of 30 clock hours of study time is expected for each unit of credit.

*Prerequisites: Consent of instructor & department chair*

**EDFO 305 Psychological Foundations of Education (4):** An introduction to development and learning principles applicable to classroom instruction and management. Psychological approaches to individual and cooperative instructional models, evaluation processes, moral education, and teacher-pupil roles. A basic prerequisite for many credential courses. Ten clinical practice hours required.

*Prerequisite: Certificate of Clearance and current TB test*



## Division of Undergraduate Studies

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### **Divinity School Faculty**

**Friedbert Ninow, Dean**  
Professor of Archaeology (2015)  
PhD Andrews University 2000

**Douglas R. Clark**

PhD Vanderbilt University 1984  
Archaeology and Hebrew Bible

**Timothy Gillespie**

DMin George Fox Evangelical Seminary (2013)  
Innovation in Ministry

**Kevin Kakazu**

MA (cand.) La Sierra University  
Biblical languages

**Gerard Kiemeneey**

DMin Fuller Theological Seminary 1993  
Ministry

**Samuel Leonor**

MDiv Andrews University 1998  
Introduction to Adventist beliefs

**Theodore Levterov**

PhD Andrews University 2011  
History of Adventism

**Katherine Koh**

PhD University of California, Riverside 2016  
MPhil University of Cambridge 2006  
History of Christianity

**Hector Ramal**

DMin Andrews University 1994  
Preaching & ministry fieldwork

**Richard Rice**



### **Hector Ramal**

DMin (Andrews)  
Pastor at Inland Spanish Church

### **Gary Taber**

MDiv (Andrews)  
Pastor at Corona Church

## **Degrees Offered**

Bachelor of Arts with:

- Archaeology Major
- Religious Studies Major
- The Pre-Seminary Program -- *The pre-seminary program prepares students for ministry as well as for seminary or graduate education in ministry, and may be pursued along with any desired major.*
- Minors in Archaeology, Biblical Languages, & Religious Studies

## **Graduate Programs**

Programs leading to the Master of Divinity, the Master of Theological Studies, the Master of Arts: Religion, the Master of Arts: Near Eastern Archaeology, and the Certificate in Ministry are described in the graduate bulletin.

## **Preparation for teaching**

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

## **Mission**

The La Sierra University HMS Richards Divinity School, a theological school within the system of Seventh-day Adventist higher education, seeks to integrate believing, thinking, and acting through teaching, scholarship, dialogue, and service, preparing Christian leaders for effective ministries in the church, academy, and world in which we live.

## **Vision**

We see ourselves as an open community of learning and service, conviction and hospitality, solidarity and diversity, where faith seeks both understanding and transformation.

Our vision is to be attentive to the calling of Jesus Christ to present truth,\* while not forgetting how God has led us in our past history,\* and ever listening and reaching out through the empowering of the Spirit to a changing church and world.

We seek to form leaders who will be both effective and winsome spokespersons for the gospel, and capable of courageously standing for the right though the heavens fall.\* We seek collaborations with congregations and partner institutions where conversations can deepen our service in God's cause in the world.

[\*Allusions to E.G. White, *Maranatha* 219; *Life Sketches* 196; *Education* 57]

## **General Learning Goals**

- I. The Divinity School intends that students learn how to acquire knowledge.





- e following RELH courses (12 units):

RELH 445	History of Christianity I: Formation	4
<i>Plus, choice of:</i>		
RELH 446	History of Christianity II: Reformation	4
<b>OR</b>		
RELH 495	Reformation Lands Tour	3-4
<i>Plus, choice of:</i>		
RELH 483	History of Seventh-day Adventism	3-4
<b>OR</b>		
RELH 447	History of Christianity III: Transformation	4
<b>OR</b>		
RELH 488	eology in the 20th Century	3-4
<b>OR</b>		
RELH 497	Proseminar in Church History	4

- e following RELT courses (16 units):

RELT 255	eology I: Faith Seeking Understanding	4
RELT 355	eology II: God & Creation	4
RELT 436	Philosophy of Religion (PHIL 204 recommended prerequisite)	4
RELT 455	eology III: Reconciliation and Consummation	4

## MINORS

### ARCHAEOLOGY

Required: 32 units, as follows:

- 20 units of core requirements:

ARCH/ANTH 216	Great Discoveries in Archaeology	4
ARCH/RELB 445	Old Testament Archaeology	4
ARCH/RELB 446	New Testament Archaeology	4
ARCH 447	Archaeology Method & eory	4
ARCH 494	Fieldwork in Middle East Archaeology	1-8

- 0-8 units of anthropology/geography/history electives:

ANTH 215	Cultural Anthropology	4
ANTH 325	Peoples of the World	4
ARCH/HIST 432E	e Mediterranean World of Antiquity	4
ARCH/HIST432F	Mesopotamian Archaeology & History	4
ARCH 494	Fieldwork in Middle East Archaeology	1-8
ARCH/RELB 497	Seminar in Archaeology	4
GEOG 276	Physical and Human Geography	4
RELH/HIST 445	History of Christianity I: Formation	4

- 0-4 units of art electives:

ARTS 194	Photoshop & Illustrator Image Creation	4
ARTS 224	Drawing	4
ARTS 255	Photography	4
ARTS 274A/B	Ceramics	4

- 0-4 units of language electives:

RELL 251, 252, 253	Beginning Latin (Classical)	4, 4, 4
RELL 381, 382, 383	Intermediate Greek (Classical)	3, 3, 3
ARAB 101, 102, 103	Arabic (Pre-classical)	4, 4, 4
RELL 481, 482, 483	Beginning Hebrew (Pre-classical)	3, 3, 3
RELL 491	Akkadian (Pre-classical)	4
RELL 494	Egyptian (Pre-classical)	4
RELL 497	ANE Language (Pre-classical)	4

### BIBLICAL LANGUAGES

Required: 31 units, as follows:

RELL 281	Beginning Greek I	3
RELL 282	Beginning Greek II	3
RELL 283	Beginning Greek III	3
RELL 381	Intermediate Greek I	3
RELL 382	Intermediate Greek II	3
RELL 383	Intermediate Greek III	3
RELL 481	Basic Hebrew I	3
RELL 482	Basic Hebrew II	3
RELL 483	Basic Hebrew III (or any other ANE language)	3
<i>Plus, choice of:</i>		
RELL 484	Intermediate Hebrew I	4
<b>OR</b>		
RELB 406	Sacred Texts: eory & Practice of Old Testament Interpretation	4
<b>OR</b>		
RELB 407	Sacred Texts: eory & Practice of New Testament Interpretation	4

### RELIGIOUS STUDIES

Required: 36 units (16 upper division), to be selected from the following:

RELB 104	Jesus & the Gospels	4
RELB 206	Sacred Texts: e Old Testament Scriptures	4
RELB 207	Sacred Texts: e New Testament Scriptures	4
<i>Choice of:</i>		
RELE 447	Religion & Society	4
<b>OR</b>		
RELE 454	Applied Ethics & Social Issues	2-4
<b>OR</b>		
RELE 448	Christian Professional & Business Ethics	4
<b>OR</b>		
RELE 405	Moral Philosophy	3-4
RELG 235	Introduction to Religious Studies	4
<i>Choice of:</i>		
RELH 483		

	<b>OR</b>	
RELH 447	History of Christianity III: Transformation	4
	<b>OR</b>	
RELH 495	Reformation Lands Tour	3-4
RELT 255	eology I: Faith Seeking Understanding	4
RELT 355	eology II: God & Creation	4
RELT 455	eology III: Reconciliation & Consummation	4

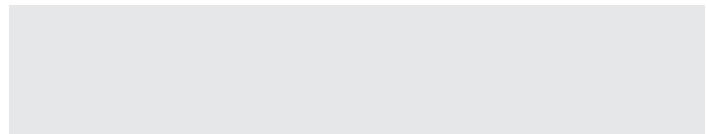
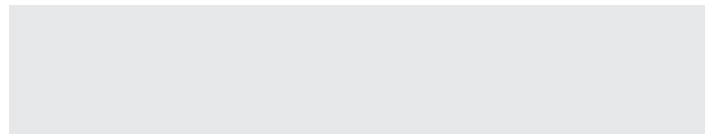
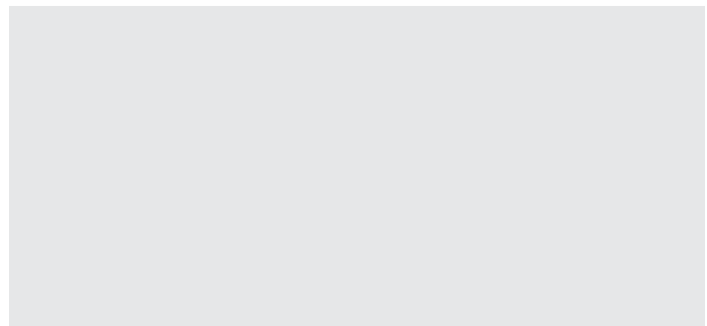
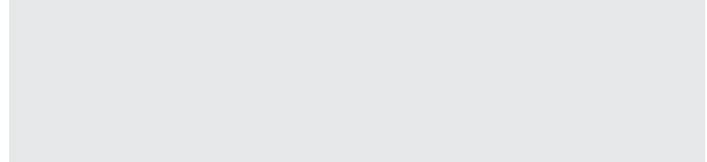
## Pre-Professional Program

### PRE-SEMINARY PROGRAM

Required: 47 units (25 upper division), as follows:

- e following RELB courses (16 units):

RELB 206	Sacred Texts: e Old Testament Scriptures	4
RELB 207	Sacred Texts: e New Testament	4





**ARCH 494 Fieldwork in Ancient Near Eastern Archaeology (1-8):** Completion of fieldwork in a specified area relating to ancient Near Eastern archaeology. May be repeated up to a total of 8 units.

*Restriction: Consent of instructor.*

**ARCH 497 Seminar in Biblical Archaeology (4):** Advanced study of major archaeological issues. Cross-listed with RELB 497.

*Restriction: Consent of instructor.*

## **Biblical Studies**

### LOWER DIVISION

**RELB 104 Jesus & the Gospels (4):** An overview of the historical and social setting in which Jesus taught as well as His teachings and their practical applications. Emphasis on the characteristics and contributions of the various canonical Gospels to Christian understandings of Jesus' life and work.

**RELB 206 Sacred Texts: The Old Testament Scriptures (4):** Survey of the Old Testament, with emphasis on its historical setting, unity, and revelation of the plan of redemption.

**RELB 207 Sacred Texts: The New Testament Scriptures (4):** Survey of the New Testament, with emphasis on its historical setting, unity, and abiding message of God's new covenant of grace.

**RELB 240 Stories of the Judges (4):** An interdisciplinary approach to the Book of Judges, designed for an on-site study of the geographical regions and archaeological sites connected with the biblical text and its ancient Near Eastern contexts.

The course is designed to model various scholarly methods in the study of a biblical text, including historical, literary, theological, archaeological, and anthropological approaches. Cross-listed with ARCH 240.

*Strongly recommended: At least one class (411(it)r)11(arn the0(saG)-1(i:men)2al )T0.037 T-20 0 -1.2dTfons (0(saG)les)1.1(5-2(gi(s*

**RELB 440 e Book of Judges (4): An interdisciplinary**



**RELE 455 Christian Understanding of Sexuality (2-4):**

Interpretations of human sexuality in ancient, medieval, and modern theology, with emphasis on contemporary discussions of masculinity, femininity, monogamy, pornography, homosexuality, and professional ethics.

**RELE 457 Religion & Gender (4):**

An exploration of the multilevel relationships between religion as a cultural phenomenon, institutional structure, and personal spirituality as well as gender as a biological characteristic and social construct.

**RELE 459 Issues in Religious Ethics (4):**

In-depth consideration of selected major ethical concerns in contemporary societal and individual life.

**RELE 497 Proseminar in Christian Ethics (2-4):**

Advanced study of major ethical concerns, as they apply to Christians and to the Christian lifestyle.



**RELL 382 Intermediate Greek II (3):** The second quarter of an intermediate course in the study of Greek, with an emphasis on syntax as it occurs in the Greek New Testament. Passages for translation and for exegesis selected from the Gospels and the Pauline epistles.

*Prerequisite: Average grade of C (2.00) for the 3 quarters of RELL 281, 282, 283, with minimum grade of C (2.00) in RELL 283*

**RELL 383 Intermediate Greek III (3):** The third quarter of an intermediate course in the study of Greek, with an emphasis on syntax as it occurs in the Greek New Testament. Passages for translation and for exegesis selected from the Gospels and the Pauline epistles.

*Prerequisite: Average grade of C (2.00) for the 3 quarters of RELL 281, 282, 283, with minimum grade of C (2.00) in RELL 283*

**RELL 481 Basic Hebrew I (3):** The first quarter of a beginning course in the study of Biblical Hebrew, including an examination of grammar, vocabulary, and textual materials.

**RELL 482 Basic Hebrew II (3):** The second quarter of a beginning course in the study of Biblical Hebrew, including an examination of grammar, vocabulary, and textual materials.

**RELL 483 Basic Hebrew III (3):** The third quarter of a beginning course in the study of Biblical Hebrew, including an examination of grammar, vocabulary, and textual materials.

**RELL 484 Intermediate Hebrew I (4):** Emphasis on syntax as it occurs in Biblical Hebrew. Passages for translation and for exegesis selected from the narrative, prophetic, and poetic writings of the Hebrew Scriptures.

**RELL 491 Akkadian (4):** Study of the ancient language of Mesopotamia. Emphasis on vocabulary, grammar, and syntax. Prerequisite: RELL 481 or RELL 482 or RELL 483 or RELL 484 or RELL 485 or RELL 486 or RELL 487 or RELL 488 or RELL 489 or RELL 490 or RELL 491 or RELL 492 or RELL 493 or RELL 494 or RELL 495 or RELL 496 or RELL 497 or RELL 498 or RELL 499 or RELL 500 or RELL 501 or RELL 502 or RELL 503 or RELL 504 or RELL 505 or RELL 506 or RELL 507 or RELL 508 or RELL 509 or RELL 510 or RELL 511 or RELL 512 or RELL 513 or RELL 514 or RELL 515 or RELL 516 or RELL 517 or RELL 518 or RELL 519 or RELL 520 or RELL 521 or RELL 522 or RELL 523 or RELL 524 or RELL 525 or RELL 526 or RELL 527 or RELL 528 or RELL 529 or RELL 530 or RELL 531 or RELL 532 or RELL 533 or RELL 534 or RELL 535 or RELL 536 or RELL 537 or RELL 538 or RELL 539 or RELL 540 or RELL 541 or RELL 542 or RELL 543 or RELL 544 or RELL 545 or RELL 546 or RELL 547 or RELL 548 or RELL 549 or RELL 550 or RELL 551 or RELL 552 or RELL 553 or RELL 554 or RELL 555 or RELL 556 or RELL 557 or RELL 558 or RELL 559 or RELL 560 or RELL 561 or RELL 562 or 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**RELP 264 Evangelism (4):** Introductory theory and practice of communicating Adventist beliefs to individuals and groups. Personal and public evangelism.

## UPPER DIVISION

**RELP 345 Spiritual Formation (2-4):** Personal spiritual growth is fostered through the study and practice of the spiritual disciplines and the principles of Christian discipleship. Students are also exposed to an understanding of the work of God's grace in the process of spiritual formation in both clergy and congregation.

**RELP 349 Principles of Christian Worship (4):** Theory and practice of Christian proclamation and liturgics, from early Christian times to the present.

**RELP 361 Homiletics I (4):** The art of preaching, church administration, and development of proper methodologies. May be taken concurrently with RELP 374.

**RELP 362 Homiletics II (4):** An in-depth examination of the art of preaching, church administration, and development of proper methodologies. Course may include a further examination of specific issues pertinent to ministry not covered in RELP 361. May be taken concurrently with RELP 374.

## **eological Studies**

### LOWER DIVISION

**RELT 104 Introduction to Christianity (4):** An introduction to basic Christian beliefs for students from a non-Christian culture. Does not apply toward a major in religious studies or to the pre-seminary program.

**RELT 106 Introduction to Seventh-day Adventist Beliefs (4):** e Biblical basis, formulation, and implications of the theological convictions of Seventh-day Adventists, with emphasis on those beliefs that distinguish Adventists from

# La Sierra University Board of Trustees

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Ed Boyatt	<del>Ed Boyatt</del> Randal R. Wisbey



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Manager, La Sierra Natural Foods	Clare Alberado
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