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UNDERGRADUATE CATALOG



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# California Lutheran University

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## California Lutheran University Equal Employment Opportunities Statement

It is the continuing policy of California Lutheran University to afford equal opportunities for all qualified persons, regardless of their race, creed, color, age, sex, gender, sexual orientation, national origin, religion, disability, medical condition, marital status, or veteran status. No person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program, activity or facility of the University on the basis of these factors.

The information provided in this catalog reflects an accurate picture of California Lutheran University at the time of publication. The University reserves the right to make necessary changes in procedures, policies, calendar, curriculum and costs.

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## President's Message

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Higher education has changed dramatically in recent years due to the information revolution, new fields of study and a myriad of opportunities for learning in an ever-expanding global society.

With all of these changes, the “college years” remain some of the most formative and pleasurable years for students who are building lifelong friendships, finding partners, choosing careers, confirming values and exploring some of life’s toughest questions about identity and purpose. All of us at CLU hope you will explore our campus, meet your future mentors and peers, and elect to take that next step toward academic inquisitiveness with our guidance and support.

Situated among the rolling hills of Thousand Oaks, CLU is a thriving, selective comprehensive university. It offers a serene yet progressive environment in which to prepare for successful careers and lives of service.

In 1959 our first benefactor, Richard Pederson, gave his beautiful ranch to be the foundation of a vision – a vision to build a college in Southern California rooted in the 400-year legacy of Lutheran higher education. This legacy simultaneously insists upon the free and rigorous exploration of truth and seeks the moral and spiritual development of each of its students.

The University focuses on the delivery of outstanding academic and professional programs in an inclusive culture grounded in values and the quest for knowledge. At CLU, you will explore crucial issues of both faith and reason while tackling some of the world’s biggest issues -- global warming, business ethics, advances in genetic medicine, new forms of fine arts, energy dependency, the use of technology in education, and the balance of global trade.

We invite you to come experience success at CLU.

A handwritten signature in black ink that reads "Chris Kimball". The signature is written in a cursive, flowing style.

Chris Kimball, Ph.D.  
President

*California Lutheran University is a diverse scholarly community dedicated to excellence in the liberal arts and professional studies. Rooted in the Lutheran tradition of Christian faith, the University encourages critical inquiry into matters of both faith and reason. The mission of the University is to educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice*

# University Profile

Emphasis on High Academic Achievement

Technology and the Quest for Knowledge

Location

The Campus

Decade of Growth

History

Accreditation/Affiliations

# University Profile

## Emphasis on High Academic Achievement

California Lutheran University provides a challenging academic environment with emphasis on high achievement through personalized learning. All aspects of the University – distinguished faculty, ideal location, beautiful campus, diverse student body, value-centered education and commitment to personalized attention – contribute to a vibrant learning community.

CLU, with a population of more than 2,300 undergraduate and 1,300 graduate students, offers small classes that make it possible for students to develop close mentoring relationships with faculty. These relationships strengthen CLU's sense of community and contribute to each student's success during the college years and after graduation.

## Technology and the Quest for Knowledge

Perhaps CLU's greatest strength in delivering technology is a commitment to helping our students use technology effectively. The University offers a federated search tool that searches all of our databases without going to each database, freeing students to spend more time assessing and analyzing rather than locating information.

With a commitment to enhancing students' experiences by providing the very best technological resources, CLU replaces lab, classroom and faculty computers on a three-year cycle. Students have access to 46,000 electronic full-text journals, 137,000 print volumes, and 94,000 e-books as well as ubiquitous Internet access (wired and wireless) on the Thousand Oaks, Woodland Hills and Oxnard

campuses. The University has doubled its Internet bandwidth every year since 2007.

Our information specialists have created an easy-to-use website and subject guides to help students get started with their research. Qualified professional librarians regularly team up with faculty to lead class sessions aimed at enhancing student research skills and helping students identify the best resources for class projects.

Every classroom and large meeting room has an LCD projector and an Internet-ready computer, and the Center for Teaching and Learning assists faculty with the integration of technology into their teaching. CLU uses the latest in course management systems (Blackboard 910), which extends access to course materials and activities to the student's iPhone, iPod, or Facebook page.

CLU has 13 general computer labs: seven Windows labs and two Mac general computer labs on the Thousand Oaks campus, two Windows labs in Oxnard, one Windows lab in Woodland Hills, and a mixed Windows and Mac lab for student use in Pearson Library. There are also 11 departmental specific labs on the Thousand Oaks campus. These labs are more than Internet gateways. They give students access to a variety of productivity tools including advanced statistical tools, Web page design applications, and advanced graphics and video editing software.

Pearson Library was renovated in spring 2009 with all new study chairs and movable lounge furniture, large screen monitors in the study rooms to facilitate group study and practicing presentations, and seven collaboration carrels for group study. The library has a core

collection of 137,000 volumes, 94,000 e-books, approximately 500 journal subscriptions, 20,000 microfilms, a popular DVD collection, and access to more than 140 electronic databases providing access to more than 46,000 full-text journals.

Through WorldCat, students have access to more than 40 million records of every type of material, including manuscripts written as early as the 11th century, cataloged by OCLC member libraries. The CLU library has lending agreements with other libraries around the world, making it possible for students to access resources through the interlibrary loan program.

## Location

CLU's main campus is located in the city of Thousand Oaks, situated midway between Santa Barbara and Los Angeles. This prime location puts students within easy reach of a variety of cultural experiences and the international business community. Off-campus centers are conveniently located in Woodland Hills and Oxnard.

With a population of approximately 128,000, Thousand Oaks offers the conveniences of an urban area – a state-of-the-art performing arts center, regional shopping centers and internship opportunities in clean high-tech industries – while maintaining its scenic natural beauty enhanced by designated open space, rolling hills and historic oak trees.

Incorporated in 1964, Thousand Oaks is located in Ventura County, 15 miles inland from the Pacific Ocean. Recreational and cultural opportunities abound. In addition

to the Thousand Oaks Civic Arts Plaza and CLU's on-campus cultural events series, world-renowned museums, concert halls and world premier productions are within easy driving distance. The Ronald Reagan Presidential Library, located just minutes from campus in the city of Simi Valley, offers additional opportunities for study and research.

Sports enthusiasts – both spectators and participants – will appreciate the variety and accessibility of athletic activities. Winter ski resorts are just a few hours away and both ocean and freshwater sports are close by. Hiking on the nearby trails, biking along scenic corridors, and CLU's active intercollegiate and intramural sports programs provide ample opportunity for involvement.

According to FBI statistics, Thousand Oaks is among the safest cities in the nation with a population of more than 100,000. In addition, 24-hour campus security and electronic key devices in residence halls contribute to the safety of CLU students, faculty and staff.

## The Campus

The picturesque main campus spans 225 acres set against scenic Mt. Clef Ridge. At the heart of the beautifully landscaped campus is Kingsmen Park, surrounded by the University's academic and residential facilities.

CLU's Scandinavian heritage is evident in the names on several of the major buildings: Pearson Library/Preus-Brandt Forum, Ahmanson Science Center, Samuelson Chapel, Hansen and Pederson administration buildings, Soiland Humanities Center and Spies-Bornemann Center for Education and Technology.

All 14 residence halls on campus are coed, divided by floor or section, and offer

recreational areas, kitchen and laundry facilities, and security systems. Individual rooms are equipped with voice mail, computer hook-ups, free cable and air conditioning. Each suite of rooms has a private bathroom.

The athletics complex on the north side of campus continues to grow with venues for intercollegiate and intramural sports, exercise science classrooms and laboratories, and athletic and fitness areas.

The University's 20-year master plan envisions a new student union building, performing and visual arts center, science facility, enlarged library, an administrative center and additional residence halls.

## Decade of Growth

- Mogen Hall was the University's first new building of the 21st century. Nicknamed The Apartments and occupied by students in fall 2000, the three-story residence hall houses 120 students in 30 two-bedroom apartment-like suites.
- Spies-Bornemann Center for Education and Technology, dedicated in October 2002, incorporates a distance-learning classroom, television studio, computer labs and faculty offices. The 23,000-square-foot facility, designed to afford maximum interaction between students and faculty, houses undergraduate, professional and graduate programs.
- George "Sparky" Anderson Baseball Field was inaugurated in January 2006 with the legendary Hall of Famer throwing out the first pitch. Ullman Stadium, with grandstand seating for more than 300 spectators, was completed the following year.

- Gilbert Sports and Fitness Center, dedicated in October 2006, houses two major gymnasiums, an events center, a 9,000-square-foot fitness center, athletic training facilities, a dance and aerobics studio, sports medicine facilities and faculty offices.
- Samuelson Aquatics Center hosted its first competition in March 2007. The center's 50-meter pool, diving well and diving boards accommodate competitions in swimming, diving and water polo.
- Hutton Field, home to the Regals softball team, was dedicated in March 2008.
- Ron and Sue Poulson Tennis Center, completed in January 2009, includes six lighted tennis courts featuring Plexipave® professional surfacing.
- Trinity Hall, a 220-bed, 80,000-square-foot residence hall, welcomed students in September 2009.
- Swenson Center for the Social and Behavioral Sciences, CLU's first LEED-certified structure scheduled for completion in fall 2010, will house classrooms and faculty offices.

## History

In 1959 the Pederson Ranch, nestled against the rolling hills of the Conejo Valley, began its transformation to today's dynamic learning community of California Lutheran University. Richard Pederson, the son of Norwegian immigrants, donated his scenic ranch "to provide youth the benefits of Christian education in a day when spiritual values can well decide the course of history." The ranch now forms the heart of the Thousand Oaks campus.

California Lutheran College welcomed its first students in 1961. The young college's early

commitment to excellence led to its being granted accreditation by the Western Association of Schools and Colleges (WASC) during its first academic year.

In 1986 the name was changed to California Lutheran University to better reflect its breadth of undergraduate, graduate and professional programs.

### **Accreditations and Affiliations**

CLU is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC). The School of Education is accredited by the National Council for Accreditation of Teacher Education, and its credential programs are approved by the State of California Commission on

Teacher Credentialing.

The University is a member of the Association of Independent California Colleges and Universities (AICCU), Council of Independent Colleges (CIC) and National Association of Independent Colleges and Universities (NAICU). CLU's program in Financial Planning has been registered with the Certified Financial Planner (CFP) Board of Standards Inc.

Just as our first name, California, describes where we are geographically, our middle name, Lutheran, connects us to a 500-year-old educational tradition. We proudly share this tradition with 27 other Lutheran colleges and universities that, like CLU, are affiliated with the Evangelical Lutheran Church in America (ELCA). For information regarding

WASC accreditation, contact:  
*Western Association of  
Schools and Colleges  
985 Atlantic Ave., Suite 100  
Alameda, CA 94501  
Phone: (510) 748-9001  
E-mail: [wascscr@wascsenior.org](mailto:wascscr@wascsenior.org)*

# Admission

Application Procedures for Freshman and Transfer Students

Admission of Freshman Students

Admission of Transfer Students

Admission of International Students

Deferral Policy

Readmission of Former CLU Students

Admission as a Non-Degree Student

Admission of High School Students

Admission of Re-entry Students

Admission of Home-Schooled Students

Placement and Advanced Credit Standing

College Level Examination Program

Advanced Placement

International Baccalaureate

# Admission

California Lutheran University seeks students who possess qualities of intellect and character, which will enable them to benefit from and contribute to the University community.

Each applicant is judged on individual merit without regard for race, color, creed, gender, sexual orientation, age, or national or ethnic origin.

CLU maintains an admission office staffed with trained, professional admission counselors who are available to assist students with college planning. Persons seeking admission services should contact the Admission Office.

Prospective students and their family members are invited and encouraged to visit the campus. Efforts are made to arrange a campus tour, class visitations and/or conferences with professors or coaches according to the interests of the visitor. Admission events held in the fall and spring provide opportunities for high school seniors and transfer students to stay overnight as guests in our residence halls.

The Office of Undergraduate Admission is open, except during holidays, Monday through Friday from 8:30 a.m. to 5 p.m., and on most Saturdays from October to May by appointment only. Visitors should contact the Office of Undergraduate Admission at least two weeks prior to their visit so that appropriate arrangements can be made.

## Admission of Freshman Students

Students accepted for admission to CLU should have completed a college preparatory program with above average achievement. The following high school course pattern is required as a minimum: four years of English, three of

## Application Procedures for Freshman and Transfer Students

*International students should follow the procedures listed below. Any additional requirements are listed under the catalog section "Admission of International Students."*

### 1. Application for Admission

Students should complete an application for admission (including essay) and return it to the Admission Office together with the nonrefundable \$45 application fee. There is a reduced application fee of \$25 for students applying online. Application deadlines are as follows.

*For First Year Applicants:*

Deadline to apply for Early Action:	November 15
Deadline to apply for Regular Decision Round I:	January 15
Deadline to apply for Regular Decision Round II:	March 15

*For Transfer Applicants:*

Priority Deadline for Fall semester admission:	March 15
Priority Deadline for Spring semester admission:	November 15

### 2. Transcripts

An official transcript from the high school issuing the diploma is required of freshman applicants. Freshman applicants must have their most recent high school transcript sent, followed by a final transcript upon graduation. In addition, if a freshman applicant attended a college or university, all official transcripts must be submitted for review. Transfer applicants must have a transcript sent from each college/university attended. Transfer applicants with fewer than 28 semester hours or 36 quarter hours of transferable college credit must submit a high school transcript. U.S. federal government regulations on financial aid awarding require that a transcript showing proof of high school graduation or the equivalent be sent to CLU before enrolling.

### 3. Test Scores

Freshman applicants are required to submit results from either the SAT I or ACT. Test scores recorded on the official high school transcript will be considered official. Transfer applicants with at least 28 semester hours or 36 quarter hours of transferable college credit need not submit scores from the SAT or ACT (TOEFL or IELTS scores may be required of international students – see "Admission of International Students"). Arrangements to take any of these tests or order additional score reports can be made by contacting:

SAT - <a href="http://www.collegeboard.com">www.collegeboard.com</a> (866) 630-9305	ACT - <a href="http://www.act.org">www.act.org</a> (319) 337-1000
TOEFL - <a href="http://www.toefl.org">www.toefl.org</a> <a href="mailto:toefl@ets.org">toefl@ets.org</a>	IELTS - <a href="http://www.ceii.org">www.ceii.org</a> <a href="mailto:ielts@ceii.org">ielts@ceii.org</a>

### 4. Recommendations

Freshman applicants must submit one letter of recommendation from a high school teacher, principal, or guidance counselor. Transfer students must submit a recommendation from a college professor. If the transfer student's transferable grade point average (GPA) is above a 3.0, the letter of recommendation requirement is waived.

### 5. Additional Information

In addition to the required essay, personal information (excluding information pertaining to certified learning, physical, or other disabilities protected under the Americans with Disabilities Act) that may have affected the applicant's previous academic performance may be included with the application or discussed personally with a CLU admission counselor.

### 6. Notification of Admission Decisions

Freshman applicants: CLU offers a non-binding Early Action Plan whereby students completing applications by November 15 will be notified by January 15. Students who have their application complete by the Regular Decision Round I deadline of January 15 will be notified by March 15, and students completing by the Regular Decision Round II deadline of March 15 will be notified by April 15. Students who complete their files after March 15 are reviewed on a space available basis. Transfer applicants: Transfer applicants will be notified of admission within one month of submitting all required application materials.

An initial review of the file may result in a request for additional information to be sent prior to a final decision being made. Accepted students are asked to submit a non-refundable \$300 tuition deposit no later than May 1 to secure their place in the class. Students accepted after April 15 are asked to make their deposit within two weeks of the date of admission. Extensions may be granted upon request. The \$300 deposit is applied to the student's account for the first semester.

mathematics (through Algebra II), two of foreign language, two of social studies and two of lab science. Applications from promising students who have not completed such a college preparatory program will be reviewed on an individual basis by the Admission Committee.

In addition to the measurement of achievement and aptitude as indicated on transcripts and test scores, other factors considered in the admission process include: recommendations; excellence in co-curricular activities; high achievement in the visual or performing arts; initiative and seriousness of purpose as evidenced through work, travel experiences or contributions to home, church, community and school.

Students who are denied admission as freshmen will be given the option of Transfer Admission Guarantee (TAG). To be admitted under the TAG program, freshman applicants will be required to attend another accredited two- or four-year post-secondary college or university, and successfully complete a minimum of two semesters of full-time academic study (30 semester hours or 45 quarter hours) with a minimum of a 2.75 GPA. In addition, students must complete Freshman English Composition with a grade of C or better, and complete a college level math course. At minimum, they may complete Intermediate Algebra in college to be eligible for admission under this agreement.

### **Admission of Transfer Students**

CLU welcomes students who wish to transfer after completing work at other accredited colleges or universities. Admission will be based upon the quality of previous work attempted. The transfer applicant must also be in good standing at the previous college.

If the transfer applicant's record is substantially deficient

in meeting the University's core requirements – including English Composition and College Algebra (or Intermediate Algebra at minimum) – or if the student's cumulative grade point average is below 2.75 (4.0 scale), the Admission Committee may require further evidence of the applicant's ability to complete a program successfully.

Transfer applicants with fewer than 28 semester hours or 36 quarter hours of credit will be evaluated under the requirements for freshman admission. Students interested in transferring after only one semester at another college or university must provide final transcripts by the add/drop deadline of the term they are enrolled. Any transferrable GPA less than a 2.0 will result in immediate academic probation.

### **Admission of International Students**

The credentials of an international undergraduate applicant – any student who does not hold a U.S. passport or a permanent resident visa (green card) for the United States – are evaluated in accordance with the general regulations governing admission.

Each student is required to submit to the Office of Undergraduate Admission an application, the Certificate of Financial Support, and detailed translated transcripts of academic record.

Applicants from countries whose primary language is not English are required to take any one of the following English language exams: Test of English as a Foreign Language (TOEFL) with a minimum internet-based score of 79; or paper-based score of 550; the International English Language test (IELTS) with a minimum score of 6.5, or the Pearson Test of English (PTE) with a minimum score of 54. Results of any one of these exams must

be submitted before a student is considered for admission.

Students who have studied in a U.S. high school for four years or have completed two years of English composition at another accredited U.S. college or university may request a waiver of the TOEFL requirement.

In addition, international students who have been admitted to CLU must submit proof that sufficient funds will be available to meet their educational expenses while studying at CLU before a Form I-20 can be issued. The Certificate of Financial Support should be submitted, with appropriate financial documents, to meet both CLU and U.S. federal government requirements of proof of financial status for international students.

### **Deferral Policy**

Students who have successfully gained admission to CLU may defer their enrollment up to one year by submitting a written request to the Office of Undergraduate Admission. The request must include the reason for the deferral. If the reason for deferral is to attend another college or university, the request will not be granted.

Students who choose to attend another college or university after their request for deferral is granted will forfeit admission and scholarship and will be required to re-apply to the University.

All scholarships offered at the time of admission will be honored under this policy, unless the student chooses to attend another college or university. Freshmen applicants admitted conditionally and/or admitted for the spring semester are not eligible to defer their enrollment and will be required to re-apply to the University.

### **Readmission of Former CLU Students**

A student who has interrupted attendance at CLU for two or

more consecutive semesters and who wishes to return must apply for readmission through the Office of Undergraduate Admission.

If the student has attended any other colleges or universities during the absence from CLU, he or she must have an official transcript (showing good standing) sent to the Office of Undergraduate Admission for review, along with the Application for Readmission. A student's financial aid package, including scholarships, is subject to review upon readmission to the University.

Students readmitted to the University after an absence of less than two years may complete requirements under the CLU catalog in effect at the time of initial attendance. For separation of more than two years, the catalog in effect at the time of readmission will be applicable.

### Admission as a Non-degree Student

In some circumstances, a person may be admitted as a non-degree student. This student is not a candidate for a degree from CLU, but is granted the privilege of enrolling in courses for credit. He or she may subsequently become a candidate for a degree by successfully completing the admission process. (International non-degree students may not attend CLU for more than two semesters and must be full-time students.)

Students regularly enrolled and in good standing at another college may also take course work at CLU as a non-degree student. An application form for non-degree status is available from the Admission Office. Non-degree students are not eligible for CLU financial assistance and must

## Advanced Placement Credit

AP Examination	Grade	Units	Course Equivalents (credit in appropriate courses)
Art: Studio General	4,5	3	Art Elective
Studio-Drawing	3,4,5	3	Art 160
History of Art	3,4,5	3	Art 111
Biology	3	0	exempt from I Nat. Sci. persp.
	4	4	Bio 111 or Bio 121
	5	6	Bio 120, 121
Chemistry	3	0	Exempt from I Nat. Sci. persp.
	4	4	Chem 151*
	5	8	Chem 151, 152**
Computer Science A	4,5	4	CSC 110
AB	3	4	CSC 110
AB	4,5	4	CSC 210
Economics: Mic.	4,5	3	Econ 200
Mac.	4,5	3	Econ 201
English			
(Lang & Comp)	3	0	Eng 101
	4,5	3	Eng 111
(Lit & Comp)	3	0	Eng 101
	4	3	Lit. Perspective
	5	4	Lit. Perspective
Environmental Science	4,5	4	Geol 152, 152L
Foreign Language			
French	3	0	Exempt from French 101
	4,5	4	French 101
Spanish	3	0	Exempt from Spanish 101
	4,5	4	Spanish 101
German	3	0	Exempt from For. Lang. req.
	4	4	Exempt from For. Lang. req. & credit in 201, 202
	5	8	201, 202
Other Lang	3	0	Exempt from 1st semester
	4,5	4	1st semester language
Government & Politics	4,5	4	Poli Sci 102 or 222 (major)
History			
American	4	0	Exempt from History Perspective
	5	3	Hist 121 or 122
European	4	0	Exempt from History Perspective
	5	3	Hist 102
Latin	4,5	4	Exempt from For. Lang. req.
Math	3	0	Exempt from Math proficiency
Calculus AB	4,5	4	Math 251
Calculus BC	4,5	8	Math 251, 252
Statistics (prof.)	4,5	4	Elective credit only (does not satisfy Math)
Music			
Listening & Lit.	4,5	3	Mus 101
Physics			
B (non-calc)	4,5	8	Phys 201, 202
C (Mechanics)	4,5	4	Phys 211
C (E&M)	4,5	4	Phys 212
Psychology	3	0	Exempt from Psc. 200
	4,5	4	Psc 200

\* Additional unit for 151L awarded upon review of laboratory record.

\*\*Additional unit each for 151L, 152L awarded upon review of laboratory record.

submit payment for the class (on a per credit basis) prior to registering for their class(es). A maximum of 12 units may be taken at CLU under this status.

### **Admission of High School Students**

High school students of superior ability may be admitted to selected courses while they are still students in high school. Consent and recommendation of the high school counselor or teacher is required prior to being considered by the Dean of Admission.

### **Admission of Re-entry Students**

Students who have not been enrolled in high school or college for five years may be considered for admission on an individual basis if they do not meet the normal admission requirements. Specifically, the requirements for test scores may be waived, with other supporting information to be supplied according to the advice of the Office of Undergraduate Admission. Each case will be reviewed by the Admission Committee and evaluated in light of the alternate supplementary material that is made available.

### **Admission of Homeschooled Students**

Homeschooled students are as competitive for admission as any other student – academic potential is evaluated the same as with any other applicant. Students who are homeschooled must complete the following requirements to be considered for admission:

- Submit an ACT or SAT score. The exam score will help determine the applicant's level of preparation for college course work. Students should take the exam in the spring of their junior year and may take the exam more than once; only the highest composite test score will be used to

determine admission status.

- Homeschooled students are encouraged to submit passing test scores on the GED (General Equivalency Diploma). The GED test results determine core course units. Exam results must be sent to the Office of Admission, directly from the GED test center.
- Homeschooled students are also encouraged to complete an interview with a CLU admission counselor prior to submitting his or her application.
- The primary teacher/administrator of the home school may be asked to provide:
  - o A typed transcript (semester format) of the courses the student completed in the home school environment. Grades or averages earned in each course must be included on the transcript. A curriculum synopsis of the courses which parallel CLU's core course requirements may be requested. The synopsis should include a brief description (paragraph) of each of these courses.
  - o Textbook information listed by course (including titles and authors). Students who have taken courses in foreign language must include a description of how they learned the verbal component of the language (i.e., tutor, tapes). The home school administrator should also provide a detailed description of how the applicant fulfilled the natural science laboratory requirement.

- o Students who completed courses in a school other than their home school (traditional high school and/or college) must also submit an official copy of their academic transcript from this school.

**Please note:** Additional supporting documents may be requested by the University to assist officials in making an admission decision.

### **Placement and Advanced Credit Standing**

Students with exceptionally fine preparation are encouraged to “challenge” for placement or credit in subjects in which they may have established college-level competence. Methods of challenging include end-of-course examinations, College Level Examination Program (CLEP), standardized tests approved by individual departments, Advanced Placement, or International Baccalaureate examinations.

A maximum of 32 credits by exam may be applied to the degree; eight upper division units can be included in this total.

### **College Level Examination Program (CLEP)**

No credit is granted on the basis of scores on the General Examination. Credit is awarded for Subject Examinations. To be eligible, a student must score at or above the mean as compared with college students receiving a C in the course. A complete list of credits, courses and minimum scores is available from the Center for Academic and Accessibility Resources.

### **Advanced Placement (AP)**

Students who have taken an advanced placement course of the College Entrance Examination Board (CEEB) in their secondary school and who have taken the Advanced Placement Examination

of CEEB may receive credit. The credit awarded depends on the score a student receives and the subject in which the exam was taken. When official scores are received by the University directly from CEEB, credit is awarded as indicated in the shaded AP area.

### **International Baccalaureate (IB)**

CLU recognizes the quality of the International Baccalaureate program and awards up to four semester hours of credit for each Higher Level examination score of 4 or higher. Subsidiary Level examinations will not be considered for credit.

# Financial Aid

Procedures

New Students

Renewal Applicants

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CLU Scholarships

Cal Grant

Federal Pell Grant

Federal Perkins Loan

Federal Stafford Loan

Parent Plus Loan

Private Loans

Resident Assistantships

Departmental Assistantships

Federal Work-Study

Student Employment

Veterans' Benefits and Responsibilities

ROTC Scholarship Program

Aid for Native Americans

Congregational Partners in Education (CPE) Award

ELCA Pastor's Family Award

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Financial Aid Probation

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Refund Policies for Federal Aid

# Financial Aid

The Financial Aid Office at California Lutheran University offers a variety of resources to help bridge the gap between the cost of attendance and a family's ability to pay. Awards of financial assistance to CLU students may include resources from the federal or state government and/or from the Institution and/or from outside organizations.

The Free Application for Federal Student Aid (FAFSA) is the form used to apply for financial aid. The Title IV school code for California Lutheran University for the FAFSA form is 001133.

## Procedures

To be considered for financial assistance, the applicant must do the following:

1. Apply for admission to California Lutheran University and be admitted or be a currently enrolled student who is continuing enrollment at CLU for the following academic year.
2. Submit a Free Application for Federal Student Aid (FAFSA). The FAFSA may be completed and submitted online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

Once a student is awarded aid, e-mail notification is sent to the [callutheran.edu](mailto:callutheran.edu) e-mail address and the student can review the award in Web Advisor. The student must accept the parts of the awards he or she wants and decline the parts he or she does not want. If the student does want loans, he or she must follow the steps to complete the loan application.

To receive the full amount of federal and state gift money and to receive any institutional

gift money awarded as part of an undergraduate student's Financial Aid Award, the student must be enrolled in at least 12 undergraduate units.

## New Students

For priority awarding, the above steps need to be completed between January 1 and March 1.

California residents who are applying for a Cal Grant must complete the FAFSA and the GPA Verification Form by March 2. The GPA Verification Form is available through a student's high school.

## Renewal Applicants

Financial aid awards are made for one year only. Continuing students must re-apply each succeeding year by renewing the FAFSA by the March 1 priority deadline. Failure to submit the FAFSA by the March 1 priority deadline may result in a reduction of federal and/or institutional aid. The FAFSA deadline is April 15. Failure to submit the FAFSA by the April 15 deadline will result in a reduction of federal and/or institutional aid.

Academic Scholarships and Visual and Performing Arts Scholarships are renewable if the student maintains the required GPA and meets department requirements. Renewal award letters are prepared for continuing students by mid-May of each year provided the March 1 priority deadline has been met.

## Dependency Status

A student is considered "independent" if he or she falls within one of the following categories:

1. Is 24 years of age or older at the time the FAFSA was filed

2. Is a veteran of the U.S. Armed Forces
3. Is pursuing a master's or doctoral degree
4. Is married
5. Is a ward of the court or has no living parents
6. Has legal dependents (other than a spouse)
7. Has children he or she supports

If a student has special circumstances, a dependency override may be considered. Contact the Financial Aid Office for the forms needed to appeal dependency status.

CLU Academic Scholarship Academic Scholarships are awarded to new freshman and transfer students who qualify. Scholarships range from \$5,000-\$16,000 and are renewable for up to four years based upon the student's grade level at entrance, cumulative Grade Point Average (GPA), and Satisfactory Academic Progress (SAP). Students must maintain a 3.0 cumulative GPA to retain the scholarship if they started at CLU as a freshman and must maintain a 2.85 cumulative GPA to retain the scholarship in subsequent years if they started at CLU as a transfer student. To meet SAP, a student must complete at least 12 units per semester in the fall and spring terms of enrollment at CLU.

## CLU Presidential Scholarship

Presidential Scholarships were established to recognize and reward graduating high school seniors in the top tier of our applicant pool who embody the University's educational and leadership goals. Students invited

to come to campus for Honors Visit Day will interview for the top scholarships offered by the University. These scholarships range from \$17,000 to full tuition and are renewable for up to four years. The scholarships awarded through this program will replace any academic scholarship the student received at the time of admission and will also replace the CLU Guarantee Scholarship if it is higher.

### **CLU Guarantee Scholarship**

CLU offers first-year and transfer students who are also admitted to UCLA, UCSB, UC Davis, or UC Berkeley, a renewable scholarship based on the Cost of Attendance (COA) at CLU and the neighboring public institutions. The scholarship makes the cost of attending CLU approximately the same as the cost of attending these four state institutions. Each subsequent year, the Financial Aid Office will use the average residential cost of attendance from these institutions to calculate the CLU Guarantee Scholarship. To receive the CLU Guarantee Scholarship in subsequent years, the student must maintain a cumulative GPA of 3.0 or higher. The scholarship is renewable for up to four years. The CLU Guarantee Scholarship will replace any CLU academic scholarship the student received at the time of admission and could replace the Presidential Scholarship if it is higher.

### **Visual and Performing Arts Scholarship (VAPA)**

Students with talent in the areas of visual arts, theatre arts, or vocal or instrumental music can audition for a VAPA scholarship prior to enrolling at CLU. For fall enrollment, the application must be completed by February 1 and the audition completed by February 22. The application is available online

at [www.callutheran.edu/vapa](http://www.callutheran.edu/vapa). For more information, please contact the Admission Office.

### **Cal Grant**

Awards of up to \$9,708\* for Cal Grant A and up to \$11,259\* for Cal Grant B are offered by the California Student Aid Commission to students who are residents of California, have financial need as defined by the state, and who meet the academic standards in effect at the time of application. A GPA verification form is required for first-time applicants. The verification form and the FAFSA must be submitted by March 2 for eligibility.

*\*These amounts are subject to change pending the annual amounts as determined by the California Student Aid Commission ([www.csac.ca.gov](http://www.csac.ca.gov)).*

### **Federal Pell Grant**

This federal grant is available to undergraduate students with financial need. Students may receive up to \$5,550\* based on eligibility. To apply, students must complete the FAFSA form. To be eligible, a student's Expected Family Contribution (EFC) must be at or below the threshold established each year by the Department of Education.

*\*This amount is subject to change pending government regulations. Please contact the Financial Aid Office for the most up-to-date information.*

### **Federal Perkins Loan\***

This low interest subsidized loan is made available to students who qualify on the basis of verified financial need. Based on available funds, undergraduate students may borrow up to \$4,000 per year and up to \$20,000 total for undergraduate study. Students are selected for the Perkins Loan by the Financial Aid Office during September and October and must complete an application if selected.

Repayment begins nine months after graduation or at the time the student leaves the University. Repayment may be extended for up to 10 years. Loan deferments are available for individuals who return to school for the purpose of furthering their education.

*\*The information above regarding the Federal Perkins Loan is accurate as of time of printing. Due to potential legislation from the government, the rules and regulations surrounding the Perkins Loan may change.*

### **Federal Stafford Loan\*\***

The Stafford loan program is broken up into two types of loans – subsidized and unsubsidized. Both have fixed rates (please contact the Financial Aid Office for the most current interest rate information) and are available to students who are fully admitted to a program of study and are enrolled at least half time.

A private lender, such as a bank or credit union, funds the loan after the school certifies the application. The maximum amount that can be borrowed for a given academic year is \$5,500\* for freshmen (up to \$3,500 may be subsidized); \$6,500\* for sophomores (up to \$4,500 may be subsidized); and \$7,500\* for juniors, seniors and teacher preparation students (up to \$5,500 may be subsidized). Graduate students may borrow up to \$20,500 per academic year.

The federal government pays the interest on the subsidized Stafford loan while the student is enrolled in school at least half time. Students who do not qualify for the subsidized Stafford may get the unsubsidized Stafford loan, for which interest accrues. Students have the option of making interest-only payments or allowing interest to accrue. To apply, students must complete a FAFSA form, accept the loan as part of the Financial

Aid Award, and submit the online loan application made available through the Financial Aid section on Web Advisor.

*\* Amounts are subject to change based on government regulations. Please contact the Financial Aid Office for the most up-to-date information.*

*\*\*The information above regarding the Federal Stafford Loan is accurate as of time of printing. Due to potential legislation from the government, the rules and regulations surrounding the Stafford Loan may change.*

### **Parent PLUS Loan**

PLUS loans are for parents of dependent undergraduate students. The interest rate is fixed at 8.5 percent. The annual loan limit is the student's cost of attendance minus other financial aid.

If the PLUS (parent) loan is denied by the lender, the dependent student may apply for additional unsubsidized Stafford loan money in the following annual amounts: \$4,000 for freshmen and sophomores; \$5,000 for juniors and seniors. An undergraduate student defined as independent, per FAFSA criteria, may borrow additional unsubsidized Stafford loan money in these same amounts without a parent denial on file.

### **Private Loans**

Alternative Student Loans are loans that are available to students who need additional assistance after exhausting any Stafford and/or PLUS loan options. Although they are not federal loans, they are available from the same lenders that participate in the Federal Stafford Loan Program. These are credit-based loans with variable interest rates and are recommended as a last resort.

### **Resident Assistantships**

Resident Assistantships are salaried positions for upper-

class students. Selection is made through the Residence Life Office. Students who are Resident Assistants cannot be Departmental Assistants or have another on-campus job through Federal or Campus Work-Study.

### **Departmental Assistantships**

Departmental Assistantships are awarded each year to students of high academic standing in their major fields of study. Application should be made to the appropriate department chairs. Each assistantship carries a stipend to be determined at the beginning of each academic year. Students who are Departmental Assistants cannot be Resident Assistants or have another on-campus job through Federal or Campus Work-Study.

### **Federal Work-Study**

Federal Work-Study (FWS) is a campus employment program which helps high need students meet educational expenses. While FWS offers students the opportunity to apply for a job, there is no guarantee of a job. FWS jobs are highly competitive and it is the student's responsibility to be proactive in applying and following up with prospective employers. Students who have a Federal Work-Study position cannot be a Resident Assistant or Departmental Assistant.

### **Student Employment**

The Student Employment Coordinator lists part-time, full-time, and seasonal jobs for both on- and off-campus work on the student employment website. Off-campus job listings are received on a daily basis. On-campus jobs are posted as positions become available.

Federal Work-Study students are given priority to interview for on-campus jobs. On-campus jobs that have not been filled by Federal Work-Study students are then made available to other qualified students. All CLU

students seeking employment information may contact the Student Employment Coordinator in the Financial Aid Office for further information.

### **Veterans' Benefits and Responsibilities**

As students of California Lutheran University, veterans or their eligible dependents may be entitled to education benefits from the Veterans Administration. Students must submit a Veterans School Form in the Registrar's Office to notify CLU that they are a recipient of these benefits. Students who receive VA benefits are responsible for promptly notifying the VA specialist in the Registrar's Office of changes in academic program, course load, address, marital or dependent status and of withdrawal from one or more courses. Questions about enrollment status should be directed to the VA specialist in the Registrar's Office. For information about benefits, contact the Veterans Administration.

### **ROTC Scholarship Program**

ROTC scholarships pay all costs for tuition, registration, laboratory fees and books, plus a monthly cash allowance. Full four-year scholarships are offered to high school seniors selected in a nationwide competition. A limited number of less-than-four-year scholarships are available to outstanding students enrolled in the ROTC program.

### **Aid for Native Americans**

Native American students who can prove membership of a federally recognized tribe may receive educational grants from the federal Bureau of Indian Affairs (BIA).

Applications for BIA grants for California tribes are available by writing the bureau's Office of Indian Education, 2800 Cottage Way, Sacramento, CA 95825 or by calling (916) 978-4680.

### **Congregational Partners in Education (CPE) Award**

This renewable award allows congregations to assist outstanding young people who have demonstrated a commitment to the life and work of their church. CLU will match gifts from the congregation in support of a student in \$100 increments to a maximum of \$2,500.

### **ELCA Pastor's Family Award**

The ELCA Pastor's Family Award of \$1,500 per academic year is available to children of all ELCA clergy. To be eligible, students must be unmarried, under the age of 23, and enrolled full time at CLU.

### **Financial Aid Adjustments**

If a student must discontinue his or her studies before the end of a semester, the amount of financial aid allowed to remain with the student will be in proportion to the amount of time the student was enrolled and amount charged. All sources of federal financial aid including but not limited to the Pell Grant, Academic Competitiveness Grant, SMART Grant, Supplemental Educational Opportunity Grant and Federal Stafford/Perkins Loan programs (Title IV) will be adjusted in accordance with federally prescribed regulations.

To determine the percentage of reduction applicable to university aid, refer to the "University Costs" section of this catalog. To determine the applicable reduction to federal aid, contact the Financial Aid Office.

Students who move off campus during or between terms are subject to adjustments in financial assistance awards and are responsible for notifying the Financial Aid Office promptly of any changes.

### **Required Reporting**

It is the student's responsibility to report any change in status or resources while receiving

financial aid. Failure to do so may result in denial of further aid.

The Financial Aid Office receives periodic reports from the Housing, Registrar, and Payroll offices listing student resources in the form of room and board awards, nontaxable income (V.A., Social Security, private scholarships) and earnings other than Work-Study. These reports are checked against previously reported student resources to determine ongoing eligibility.

Financial aid awards will be adjusted if receipt of additional resources results in a reduction of financial eligibility. If funds in excess of the revised eligibility figure have already been received, the student is responsible for the immediate repayment of those funds.

Similarly, if circumstances change to increase financial need, consideration will be given to an increased award if funds are available.

### **Appeals**

Students wishing to appeal a decision should write to their Financial Aid Counselor if it relates to Financial Aid and the Student Employment Coordinator if it relates to holding more than one position on campus (i.e., being a Resident Assistant and having a Federal Work-Study position). All appeals are reviewed by the Financial Aid Committee.

### **Academic Scholarship Probation**

Students who fail to maintain a 3.0 cumulative GPA (2.85 cumulative GPA if the student entered CLU as a transfer student) will be placed on Academic Scholarship Probation. Students have until the end of the next academic year (including summer) to regain at least a 3.0 cumulative GPA (or 2.85 cumulative GPA) and retain their scholarship. If the student fails to bring his/her cumulative GPA up to at least a 3.0 (2.85), the student will be

placed on Academic Scholarship Suspension and will be unable to receive his/her scholarship.

### **Financial Aid Probation**

Students who fail to complete 24 units of graded work in an academic year or fail to maintain a 2.0 GPA will be placed on financial aid probation. Students have until the end of the next academic year (including summer), to regain good academic standing. If the student does not regain good academic standing, the student may be placed on Financial Aid Suspension. This would mean the student has no eligibility for any federal, state, or institutional financial assistance. Academic disqualification automatically invalidates any further financial aid. See Satisfactory Academic Progress section below.

### **Satisfactory Academic Progress**

Financial aid is primarily reserved for students enrolled in at least 12 units per semester. Since funds are limited, aid to continuing full-time students will normally be given only to those who complete 24 units in the previous 12 months and who remain in good academic standing.

Good academic standing is defined as having maintained a cumulative GPA of 2.0 or better and/or having been granted permission by the Provost and Dean of the Faculty to enroll for subsequent terms of study.

CLU's primary obligation is to fund full-time students making normal academic progress toward their first baccalaureate degree (defined as less than 140 units or 10 semesters, whichever occurs first).

Students who do not meet satisfactory progress requirements may appeal, in writing, to their Financial Aid Counselor. The appeal should give specific reasons why the requirements were not met. Generally, the

reasons must be dire in nature, such as death of a relative, injury or illness of the student, or other special circumstances.

The Financial Aid Committee will review the appeal and notify the student of the decision in writing.

### **Return of Funds Policies for Federal Aid**

Students who receive federal aid\* are subject to federal return of funds policies. If the payment period for which a student received funds (the quarter or semester) is not completed and the student withdraws from all courses, then the student is only eligible for a percentage of the aid equal to the percentage of the period completed. The following is an example of this concept:

*Krista enrolls in the fall semester but drops out before the end of the semester. She actually completes 35 percent of the semester and, therefore, is only eligible for 35 percent of the aid awarded for that period (amount earned).*

If the aid earned is more than the amount that was actually disbursed to the student (credited to their account), then California Lutheran University will offer the student a post withdrawal disbursement according to certain conditions such as whether or not a valid Student Aid Report has been received, the status of the verification process, etc.

If the amount disbursed is more than the amount earned, then California Lutheran University must return the amount unearned to the

Department of Education or the lender in the case of a student loan. The student will then be responsible for any balance owed to California Lutheran University caused by the return of funds.

For additional information, please contact the Financial Aid Office at (805) 493-3115.

*\*Federal aid covered by the Return of Funds policies includes the Unsubsidized Stafford Loan, Subsidized Stafford Loan, Perkins Loan, PLUS loan, Pell Grant, Academic Competitiveness Grant, SMART Grant, and Supplemental Educational Opportunity Grant (FSEOG). Work-Study is not covered by these policies.*

# University Costs

Costs

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Room and Board

University Fees

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Registration and Fee Payment Policy

Payment Methods

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Reduction of Charges

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Rights and Responsibilities

# University Costs

This section explains the financial responsibilities associated with enrollment at CLU. Specific details regarding fees, payment methods, due dates, policies and procedures administered through the Student Accounts office are provided for your information.

## Tuition Deposit

A \$300 non-refundable tuition deposit is required of all new students.

## Housing Damage Deposit

A \$195 damage deposit must be submitted with the initial housing application. Refund will be made after graduation or withdrawal, provided there are no other financial obligations to the University.

## Registration and Fee Payment Policy

- Complete the registration forms
- Pay the required tuition, fees and housing charges prior to the deadline for fee payment, as noted on the statement of charges. Exceptions are those who have enrolled in the monthly payment plan.

NOTE: Students who have estimated financial aid (including loans) must confirm pending aid and make payment of any difference. Proceeds from Stafford loans are received on various disbursement dates throughout the semester. The lender may send correspondence indicating an earlier disbursement date, but refunds will not be released before the third week of the semester. Therefore, students must be prepared with other funds to purchase books and

## Costs for 2010-2011

all costs are listed by semester

<b>Tuition</b> – Full-time (12 - 18 credits per semester)	\$15,375
<b>Student Fee</b> (per semester)	\$125

### Room and Board

Note: The standard residence halls are closed during Christmas break. The apartment residence halls will be open to those residents during Christmas break. The dining hall is closed and no meals are served during Thanksgiving, Christmas, spring and/or Easter vacations.

#### Room (per semester)

##### Undergraduate

Standard residence halls	\$2,845
Mogen Hall	\$3,760
Grace Hall / Trinity Hall	\$4,410
Trinity Studio	\$4,645

##### Graduate Students

Grace Hall – Graduate	\$940/month for 12 months
Kramer (6 units)	\$1,365/month for 9 months
Houses (open market)	\$2,200 & \$2,500/month for 12 months

#### Board (per semester)

Residents of Kramer, Mogen, Grace, Trinity halls and University owned houses are not required to purchase a meal plan.

19 Meal Plan (50 points)	\$2,445
15 Plus Meal Plan (200 points)	\$2,590
12 Plus Meal Plan (225 points)	\$2,505
<i>Additional Board Options for Mogen, Kramer, Grace, Trinity halls and houses per semester</i>	
8 Plus Meal Plan (275 points)	\$2,375
5 Plus Meal Plan (300 points)	\$1,775

### University Fees

Tuition each semester	\$15,375
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NOTE: Full-time students (those taking 12-18 hours per semester) will be charged \$15,375 each semester plus \$990 for each credit in excess of 18. Part-time students (1-11 credit hours) will be charged \$990 per credit.

Application Fee (paid once, nonrefundable)	\$ 45
Late Registration Fee	\$ 50
Audit Fee (per credit if less than full time)	\$495
Credit by Examination	Fees Vary
Fees are paid prior to taking exam; see Registrar's Office for forms.	
Student Fee (per semester)	\$ 125
International Student Fee (per year) (Fall \$300, Spring \$350)	\$ 650
Private Music Fees (excluding tuition) (per unit)	\$ 300
Class Instruction in Music (two hours/week)	\$ 100
Theatre Arts - Alexander Technique (excluding tuition)	\$ 240
Physical Education Fees (excluding tuition)	
Bowling	\$ 150
Golf	\$ 170
Horsemanship	\$ 325
Karate	*\$ 40
Scuba	*\$ 170

\*Fees are determined by outside contractors and are subject to change without notice.

supplies. Average cost of books for one semester is \$650.

## Payment Methods

### Semester Plan

Full payment is due the first Friday in August for fall semester and the first Friday in January for spring semester.

### Monthly Payment Option - June through April

The University offers a payment plan for parents and students who prefer to make monthly installment payments. The plan allows students and parents to pay annual costs, interest free, in up to 11 monthly installments for a service fee of \$100. For further information, refer to the Student Account website or call CLU directly at (805) 493-3180. NOTE: Prior to the deadline for adding classes, students must have their accounts paid in full (with the exception of pending financial aid) or have a current Monthly Payment Plan contract in place. Failure to do so will result in assessment of additional financial penalties. No student may begin a new term with an outstanding balance from a previous term.

### Finance Charge

A finance charge of 1.25 percent per month will be added to account balances at the end of each monthly billing cycle if arrangements have not been made to participate in the Monthly Payment Plan.

### Online Service

CLU provides students and parents the convenience of online billing and payment options through TouchNet. E-mail notifications are sent to students via their CLUNET e-mail accounts. TouchNet offers unique login for authorized users, i.e., parents, employers, etc. Paper statements are only sent

to the home address prior to the beginning of each semester. TouchNet accounts need to be checked monthly for new charges, credits, and/or assessed interest.

## Financing Alternatives

Contact the CLU Financial Aid Office at (805) 493-3115 for information on other financing options such as alternative loans. Students or parents may also want to contact their lending institutions for other possible sources of financing. Many commercial lenders will make private educational loans to families who meet their credit requirements. These loans are available in a variety of forms, including personal loans, credit lines, home equity loans, insurance policies and passbook savings loans.

## Reduction of Charges

Withdrawal dates used by the Student Accounts Office for reduction of charges are not the same as withdrawal dates used by the Registrar's Office as the last date for dropping a class. To officially withdraw from a class and be eligible for a tuition adjustment, the student must:

1. Withdraw online through WebAdvisor. Upon completion of your online withdrawal, a confirmation will be e-mailed to you at your CLUNET e-mail address. If you do not receive this confirmation e-mail, you must verify your withdrawal by looking at "My Schedule" through WebAdvisor. If, at any time, proof is required of a successful change to your enrollment, a copy of the e-mail confirmation or a copy of "My Schedule" will be required.
2. Submit a Change of Program

form to the Registrar's Office on the Thousand Oaks campus. CLU does not automatically drop students from a class if they register but do not attend. Students remain financially responsible for a reduced portion of their charges according to the following schedule:

## Tuition

1. Withdrawal during first and second weeks of semester: 20 percent charge.
2. Withdrawal during third and fourth weeks of semester: 60 percent charge.
3. Withdrawal during fifth week of semester: 80 percent charge.
4. Withdrawal after the fifth week: full charge.

## Board

Board reductions are made on a proportional basis computed from the date the student officially withdraws and leaves campus.

## Room

No reduction is made for room charges once classes have started. Returning students who cancel their housing contract between May 1 and August 1 will be charged a \$100 cancellation fee. Cancellations after August 1 will be charged \$200.

## Student Vehicles

To assist Campus Security, all vehicles must display a current CLU vehicle registration permit. Fines may be assessed if vehicles are not properly registered. For parking and vehicle registration information, visit the Campus Safety and Security website at [www.callutheran.edu/Campus\\_Life/Security](http://www.callutheran.edu/Campus_Life/Security).

## Rights and Responsibilities

Upon registration, students and their parents (or legal guardian) agree to accept the responsibility and legal obligation to pay all tuition costs, room and board fees, and other special fees incurred or to be incurred for the students' education.

Students also agree to:

- Confirm registration within the first two weeks of the semester
- Promptly respond to all communication requests from any office on campus

- Submit all necessary forms and information to the Financial Aid and Student Account offices in a timely manner
- Apply any and all Federal Work-Study checks as payment to unpaid student account balances

The University, in turn, agrees to make available to students certain educational programs and the use of certain university facilities, as applicable and as described in university publications.

Failure by a student to pay all university bills shall release the University from any obligation to

continue to provide the applicable educational benefits and services including, but not limited to, transcripts of records, diplomas or registrations. The student may also be denied admittance to classes and the use of university facilities. Under certain circumstances, student paychecks may be applied to unpaid balances.

# Student Life

Campus Involvement  
Recreation & Athletics  
Campus Ministry  
Support Services  
Health Services  
Student Counseling Services  
Campus Policies  
Residence Life  
Student Mail

# Student Life

California Lutheran University provides a stimulating environment in which students learn and live as part of a community of scholars. Opportunities for individual growth are enhanced by campus involvement. CLU offers a broad range of opportunities for students to pursue individual interests as well as dedicate themselves in service to others.

Within CLU's community there are opportunities for cultural, social, recreational, worship and service-oriented activities. Support services are also available to ensure students receive the assistance needed to have a successful and enriching experience. At CLU, each student is expected to contribute to the common good, promote the welfare of the institution and strengthen the University's academic and spiritual life.

## Campus Involvement

At CLU, participation in co-curricular activities is encouraged as a way to enrich students' overall learning experiences. During this time of exploration and growth, there are a variety of involvement opportunities, clubs and activities for students to remain active in their established areas of interest or pursue new interests.

## Theatre Arts

CLU students have ample opportunity to be involved in theatre arts productions both as spectators and participants. The Theatre Arts Department annually stages several productions including Main Stage Theatre, Black Box Theatre Series, and film and video productions.

The Kingsmen Shakespeare Festival, held annually on the CLU campus, provides students

with professional theatre intern opportunities. CLU's theatre faculty are working professionals who help students connect with the theatre and film industry.

## Fine Arts

Student artists will want to join CLU's Art Department faculty on field study trips to art exhibitions and museums. Students may also assist in preparing campus art exhibitions. Each spring, the Art Department sponsors a senior art exhibit to highlight student work. In addition to the Thousand Oaks Civic Arts Plaza, major museums, galleries and theaters are located in nearby Santa Barbara and Los Angeles counties.

## Honor Societies

Honorary societies with active campus chapters include Alpha Mu Gamma (Foreign Language), Alpha Phi Sigma (Criminal Justice), Omicron Delta Kappa (Leadership), Pi Sigma Alpha (Political Science), Sigma Beta Delta (Business), Sigma Delta Pi (Spanish), Sigma Tau Delta (English) and Zeta Chi (Pi Delta Phi - French).

## Journalistic and Literary Interests

Student writers are encouraged to submit their work to CLU's literary magazine, *Morning Glory*; the weekly student newspaper, *The Echo*; multicultural journal, *The Word*; and the *Year Disc*. Courses to hone writing skills are offered through the English and Communication departments.

## Music

CLU's Music Department offers vocalists and instrumentalists a variety of ensembles in which to participate including the University Choir (touring

group), the Women's Chorale, the University Symphony, Wind Ensemble and Jazz Improvisational Band as well as other instrumental and vocal chamber ensembles. Musical stage productions give students further opportunity for musical expression.

## Social Activities

The Leadership Institute, *Midnight Madness*, and the *NEED Coffeehouse* are examples of events and programs sponsored by the Office of Student Leadership and Programs. Additionally, the Programs Board of the Associated Students of California Lutheran University (ASCLU) organizes *Club Lu* and a wide variety of events throughout the year. The Student Union Building, adjacent to the Pavilion and Mail Center, houses both the Office of Student Leadership and Programs and the ASCLU offices and provides an informal gathering place for students.

## Student Clubs and Organizations

CLU has approximately 65 active student clubs and organizations. Examples include: Accounting Association, American Marketing Association, American Medical Student Association, Anime, Asian Club and Friends, Aventure Club, Brothers & Sisters United, College Democrats, College Republicans, Dance Team, The Group Formally Known as the Drama Club, Feminism Is..., French Club, Gay-Straight-Alliance, German Club, Habitat for Humanity, Hip Hop Organization, Knights Rugby, Lacrosse (Men), Lap Swim Club, Latin American Student Organization, Literary Society, Lord of Life, Math Club, Minnesota Appreciation, Nomads,

People of Prayer, Philosophy Club, Pi Sigma Alpha, Pre-Health Professionals Club, Psi Chi Connection, Psychology Club, The Purple Pit, Rotaract Club, The Secular Student Alliance, The Word, Ultimate Frisbee Club, United Students of the World. A full listing of clubs and organizations can be found at [www.callutheran.edu/clubs](http://www.callutheran.edu/clubs)

### **Associated Students of California Lutheran University-Government (ASCLU-G)**

Students are involved in campus life in a variety of ways, including clubs and organizations, student government, student/faculty committees, personnel searches and task forces on particular issues.

All traditional undergraduate students carrying 12 units or more are automatically members of the Associated Students of California Lutheran University. The representing governing body of the ASCLU is the ASCLU-Government (ASCLU-G), which is divided into three distinct bodies: the Executive Cabinet, Programs Board and Senate. The Executive Cabinet, consisting of the President, Senate Director, Programs Board Director, Controller and Recorder, oversees the two boards, facilitates the weekly meetings, and acts as the formal representatives of ASCLU. The Programs Board is responsible for ASCLU sponsored student events such as Homecoming, the Senior Banquet, Club Lu and Spring Formal. The Senate develops legislation to make recommendations to the University for campus improvements, and allocates student fee money to projects deemed important by undergraduate students.

Students are elected into the ASCLU-G Executive Cabinet, Programs Board and Senate during the spring semester for most offices and during the fall semester for selected offices, with

terms lasting one academic year. Committee appointments within the boards are made through the ASCLU-G Executive Cabinet.

### **Cultural Opportunities**

CLU is an exciting place to be, with enthusiastic artists preparing for careers in drama, music and the visual arts. Each year, these students exhibit their fresh talents through plays, concerts, recitals and exhibitions. In addition to on-campus talent, visiting artists enrich CLUs array of cultural offerings. Most events on campus are free to CLU students.

### **Cultural Events Series**

CLU's Cultural Events Series features a variety of talented guest lecturers and performers. Dance troupes, authors, poets and musicians are examples of the entertainment one can expect. Recent noted lecturers have included political activist Naomi Wolf; award-winning authors Charles Johnson, Dr. Jared Diamond and Carlos Fuentes; journalist Joe Klein and NPR host Scott Simon.

The Harold Stoner Clark Lecture Series is an annual fall event. Fascinated by a philosophical sense of wonder about what lies just beyond the reach of scientific research, the late Harold Stoner Clark endowed this lecture series. Physician Andrew Newberg; ecologist Sandra Steingraber; technology executive David Holtzman, and astronomer Andrew Fraknoi are among recent featured speakers.

### **Festivals and Special Events**

The dynamic campus community is host to colorful celebrations throughout the year. Diverse cultures are explored and celebrated through a variety of events including the Scandinavian Festival highlighting the University's Nordic heritage, Festival de Encuentros, the

Asian Festival and national Black History Month.

### **Art Collections**

CLU's collections include the La Boyteaux Collection of New Guinea Art, the Lou Grubb Collection of Native American Art and European Paintings, the Rev. Patty Hundley Photographic Archive, the Brosius Collection of Philippine Island ethnic materials and other contemporary works. In addition to CLU's own collection, the Kwan Fong Gallery of Art and Culture and Overton Hall regularly display art and special exhibits.

## **Recreation and Athletics**

### **Intercollegiate**

CLU competes in the Southern California Intercollegiate Athletic Conference (SCIAC). Founded in 1915, the SCIAC was one of the first athletic conferences formed in the United States. Membership includes California Institute of Technology, Claremont-Mudd-Scripps Colleges, University of La Verne, Occidental College, Pomona-Pitzer Colleges, University of Redlands and Whittier College. CLU is also a member of the National Collegiate Athletic Association (NCAA) Division III.

The men's intercollegiate program includes baseball, basketball, cross country, football, golf, soccer, swimming and diving, tennis, track and field, and water polo.

Women's intercollegiate sports include basketball, cross country, soccer, softball, swimming and diving, tennis, track and field, volleyball and water polo.

### **Intramurals and Fitness**

This program exists on campus to provide opportunities in recreational athletics for the CLU campus community. CLU's current intramural program offers

multiple fall and spring leagues including basketball, volleyball, dodgeball, innertube waterpolo, flag football, softball, outdoor and indoor soccer. In addition, numerous tournaments are held annually including sand volleyball, 3-on-3 basketball, poker and golf. Most intramural sports teams are coed creating a unique environment for all participants. In addition to intramural leagues and tournaments, the Intramurals and Fitness Department also coordinates outdoor recreation opportunities for students – from large-scale camping trips (snowboarding in Brighton, Utah, and rock climbing in Lake Arrowhead) to hikes in the nearby Santa Monica Mountains or surf trips to the beach.

### **Forrest Fitness Center**

The Forrest Fitness Center is located in the Gilbert Sports and Fitness Center. All students are welcome to use the facility while they are attending the University. Students must bring their current student I.D. card to gain access to the facility. Equipment includes free weights, weight machines and cardio equipment. The department also offers various fitness classes such as yoga, tae bo, self defense, cardio hip hop, Pilates and kickboxing.

### **Recreational Opportunities**

In addition to the formalized programs offered through CLU's intercollegiate and intramural sports programs, there are a variety of campus recreational facilities available to students. They include the fitness center, tennis courts, gymnasium, pool, and hiking/mountain biking trails. Most athletic facilities at CLU are open for general use during specific hours only.

### **Campus Ministry**

The Office of Campus Ministry is committed to nurturing, growing, challenging, and promoting lives

that wrestle with the complexities of faith and reason, the reality of God, and our service as an expression of care for God's creation. Rooted in the Lutheran tradition of the gospel, this office is called to a ministry of Word and Sacrament. Students, faculty, and staff are encouraged to bring faith and doubt, hope and despair, intellect and dialogue to this community. Here your role as a disciple is nourished and tested, your thoughts and curiosity valued, and your vocation as a servant encouraged. Since the University's mission is to help students expand and deepen their minds in the pursuit of truth and their hearts drawn to serving one another, we believe this job is best undertaken within a diverse community and in ways that nurture all dimensions of a student's life; intellectual, physical, emotional and spiritual. The Office of Campus Ministry provides a broad array of opportunities for encounters with Christian faith — worship, bible studies, retreats, small group discussions and forums. All students are welcome and all activities are voluntary. Outside the classroom, you will have opportunities to become involved in campus religious clubs and community service organizations through which you will discover your capacity for love of God and neighbor and for service in the world.

### **Worship Services**

#### **Sunday Evening**

Sunday evenings at 6:15, the Lord of Life Student Congregation gathers for a celebration of the Lord's Supper in Samuelson Chapel. This is the focal point for the on-campus student congregation. It is a worshiping, caring, witnessing and learning community that is open to all students regardless of their denomination.

### **Wednesday Evening**

Wednesday nights at 9:11, Common Ground is held. During this service of meditation and communion, students share their faith convictions and offer a time of prayer.

### **University Chapel**

Wednesday mornings from 10:10-10:40, the CLU community is invited to a worship service in Samuelson Chapel to nurture the spiritual life on campus and engage the dialogue with faith and reason. At the service, Christian faith is articulated and celebrated within the context of the university community.

### **Meditation Chapel**

People of all backgrounds are invited to use the Meditation Chapel located adjacent to Samuelson Chapel. It is open 24 hours a day for prayer and reflection.

### **Campus Pastors**

The Campus Pastors provide worship leadership and pastoral care for the University. They are available for personal, vocational, and spiritual counseling.

### **Support Services**

California Lutheran University provides students with the necessary support services to enhance their educational experience and create an environment which is encouraging, caring and conducive to their success.

### **Career Services**

Career Services provides an array of individualized services and programs to students and alumni including assistance in choosing a major and career direction, graduate school advising, individualized counseling, workshops, and assistance with securing a job or internship.

The center offers many career assessments and an updated career library to help students and alumni make solid career decisions and consider career options. In addition, many online Web-based resources can be accessed off-site to conduct career and employer research. Career Services posts all openings through [www.clupostings.com](http://www.clupostings.com). This site, which can only be accessed by students and alumni, includes an employer database with more than 8,000 employer contacts along with student Eprofiles that let the Career Services staff know what the student's career interests are. Profiles can be completed to activate a targeted e-mail service for related jobs, internships, events and workshops. Each year Career Services puts on various events including a Career Expo and Graduate School Fair. For a list of all services offered, visit the Career Services web site at [www.callutheran.edu](http://www.callutheran.edu), which is updated each month.

### **Professional Reference Service (School of Education ONLY)**

The Professional Reference Service assists School of Education students and alumni by helping them prepare a professional reference presentation. The service will establish and maintain an individual professional reference file, which includes copies of teacher training experience data and recommendations of university instructors and supervising teachers. At the request of students or alumni, these professional references are sent to prospective employers. The initial file setup fee is \$27, which includes two free mailings. The third and succeeding mailings cost \$6 each. The charge to fax a professional reference is \$8. The goal is to provide a 48-hour turn around. Count on 10 business days if

all arrangements are done by mail. Contact the School of Education for more information.

### **Multicultural and International Programs**

The University recognizes the benefits of exchange between students of various cultures and backgrounds and encourages interaction among its diverse student body. It also recognizes that students of different cultures require services as they adjust to life at the University. These support services are provided by the Multicultural and International Programs Office located in the Student Union Building.

Services which the Multicultural and International Programs Office provides to international students (on student or exchange student visas) include an international student orientation, personal and immigration advisement, cultural events, workshops, support of the international student club, international student mentors and coordination of a friendship program with American families in the community.

In addition, the office provides programs and services to students from underrepresented ethnic, religious and sexual orientation groups. Support services include a fall orientation reception, leadership training, mentoring, scholarship information, personal counseling and support of eight multicultural clubs (Asian Club & Friends, Black Students Union, Hawaiian Club, Latin American Student Organization, Hillel, Gay-Straight Alliance, Hip Hop Organization, and United Students of the World).

Cultural programs are provided throughout the year to highlight the contributions of people of color. A library of books and videos on multicultural themes is located in the office and is available to the entire CLU community.

### **Center for Academic and Accessibility Resources (CAAR)**

The CAAR office serves as an academic resource to students and faculty at CLU. Services are designed to provide assistance for all who want to maximize their academic achievement and include the following: individual consultations with academic specialists; student success workshops on various topics; referrals to on-campus tutoring centers; language proficiency and CLEP testing; proactive and developmental programming for all conditionally admitted and probationary students under the STAR (Students Taking Academic Responsibility) program; facilitation and distribution of the academic difficulty notices that monitor students' progress in their classes; and accessibility resources for students with disabilities. More services are available through the center. Students and Faculty are encouraged to call (805) 493-3260 or visit our website at [www.callutheran.edu/caar](http://www.callutheran.edu/caar) for more information.

### **Accessibility Resource Program**

California Lutheran University is committed to providing equal educational opportunity and reasonable accommodations to qualified CLU students with disabilities who choose to self-identify. ARP as part of the CAAR office works together with the student, administrators and faculty to assure access to classrooms, programs and events located on campus as well as at off-campus centers. Accommodations and services are determined based on documentation provided and individual need. They include priority registration, note taker service, extended test time, alternative test location, books on tape, adaptive technology lab, resources and referrals.

All services and accommodations are provided in a confidential manner that promotes independence, self-advocacy and accountability. In addition, these services are provided in compliance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, University policy and state requirements. Please call the Accessibility Resource Coordinator at (805) 493-3260 or visit our web site at [www.callutheran.edu/caar](http://www.callutheran.edu/caar) for more information.

### **Student Support Services Program**

Student Support Services (SSS) is a federally funded grant program that proposes to increase the retention and graduation rates of eligible participants. CLU students whose parents do not have a bachelor's degree, students whose families meet specific income requirements, and students with disabilities are eligible for SSS. To become a SSS participant, students who meet the eligibility requirements may apply to be a part of the program in the SSS office.

The program focuses on promoting academic excellence by providing holistic personalized services to students so they can make the most of their undergraduate education, graduate from a four-year university, and continue onto graduate or professional schools upon completing their degree. Program elements include: SOAR (Summer Orientation to Academic Resources) summer bridge program, Student Success Plans, academic advising, tutoring, student leadership program, cultural events, study skills seminars, graduate school workshops, FAFSA workshops, and personal/social counseling.

### **Writing Center**

The Writing Center, located in Pearson Library, helps students develop their writing abilities. Trained composition tutors are available to help students at all stages of the writing process. The staff at the center assists students in focusing, developing and organizing papers as well as polishing and editing the final draft.

### **Health Services**

Health Services is available to all CLU students for treatment of injuries and illness, immunizations and preventive health services. For more complex medical issues, Health Services can help students access appropriate medical care in the community.

### **Professional Care**

A physician, physician assistant, and licensed vocational nurses help students meet their health care needs. The physician and physician assistant are in attendance at regularly scheduled hours. Consultation, physical exams, referrals, immunizations, and care of common ailments are available to CLU students. Prescription medications and lab tests are available at low cost.

### **Required Forms**

Prior to entering CLU, students are required to submit a Health History Form which contains personal medical history as well as authorization for treatment. In addition, students are required to complete an Immunization Form. All undergraduate students are required to have two immunizations for Measles, Mumps and Rubella. In addition, on-campus students and athletes are required to have a Hepatitis B series, a tetanus shot within 10 years, and must complete the Tuberculosis Screening Form and the Meningitis Awareness Form. All forms are included in the

admitted student handbook that is mailed to incoming students. Forms may be downloaded at [www.callutheran.edu/health\\_services/policies/](http://www.callutheran.edu/health_services/policies/). Students whose forms are not completed and submitted to Health Services on time will be unable to register for the following semester.

### **Health Insurance**

All undergraduate students who are enrolled in 12 or more units of study each semester, all undergraduate residential students, and all international students are enrolled in a basic injury and sickness medical insurance policy. Students are automatically enrolled as enrollment is mandatory and students may not opt out of the insurance program. This insurance policy is a basic policy and is not meant to replace the student's primary insurance (such as through parents or work).

### **Student Counseling Services**

Student Counseling Services (SCS) provides personal counseling in a new state-of-the-art facility. The counseling is free of charge for students and is completely confidential. Counseling is provided by licensed psychologists, post-doctoral fellows, and by pre-doctoral interns who work under the clinical supervision of fully-licensed psychologists. SCS staff members have training and experience specifically tailored to addressing the concerns of university students.

The types of counseling provided at SCS include individual psychotherapy, groups, and couples therapy. SCS counselors help students cope with the full range of human concerns. Some of the challenges counselors assist students with are anxiety, depression, anger management, developmental issues, loneliness, family and roommate

conflicts, other relationship problems, issues related to sexual identity development, suicidal feelings, substance abuse, and eating disorders.

## Campus Policies

### Standards of Conduct

The Standards of Conduct are part of the California Lutheran University commitment to holistic student development. It is the University's purpose to assist students in developing a personal set of values and ethics, managing emotions, making decisions and following through on commitments, becoming more independent, recognizing interdependence, and accepting the consequences of personal actions and decisions.

The Standards of Conduct were not established to be judgmental, but rather to ensure individual responsibility and an environment that contributes to a learning community.

The CLU community assumes that each student who enters the University possesses an earnest purpose; the ability to exercise mature judgment; the ability to act in a responsible manner; a well-developed concept of, and commitment to, honor, morality and integrity; and a respect for law and the rights of others. This assumption prevails unless a student negates it through misconduct.

The Standards of Conduct shall apply to conduct that occurs on university premises, at university-sponsored activities, and to off-campus conduct that adversely affects the university community and/or the pursuit of its objectives. Each student shall be responsible for his or her conduct from the time of application for admission through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during

the academic year and between the terms of actual enrollment (even if conduct is not discovered until after a degree is awarded). The Standards of Conduct shall apply to a student's conduct even if the student withdraws from the University while a disciplinary matter is pending. Public postings or displays of information pertaining to and/or in direct violation of university policy are subject to disciplinary action. This includes but is not limited to websites, Facebook, MySpace, blogs, online messaging, and other sources on or off line. The Vice President for Student Affairs/Dean of Students shall decide whether the Standards of Conduct shall be applied to conduct occurring off campus on a case by case basis.

The University adopts only such policies and procedures that seem necessary for the welfare of the educational community. Each student associated with California Lutheran University is expected to be familiar with and to follow all policies and procedures promulgated by the University. Failure to abide by the policies and procedures as outlined in the Standards of Conduct may result in disciplinary action and sanctions.

### General University Policies

The following are prohibited:

- 1.1 Verbal abuse, harassment, intimidation, or in any way threatening the well-being of another individual.
- 1.2 The physical abuse of any person or conduct that threatens the health or safety of any person on or off university property.
- 1.3 Reckless, disorderly, rude, or lewd conduct on University property or at official university functions. Disorderly conduct includes but is not limited to:

Any unauthorized use of electronic or other devices to make an audio or video record of any person while on University premises without his or her prior knowledge, or without his or her effective consent. This includes, but is not limited to, surreptitiously taking pictures or video of another person.

- 1.4 Attempted or actual theft or unauthorized possession of University property or other property on campus.
- 1.5 Attempted or actual burglary or attempted burglary of University property or other property on campus.
- 1.6 Attempted or actual theft or unauthorized possession of a University vehicle or other vehicles on campus.
- 1.7 Misusing, destroying, vandalizing, or attempting to destroy or vandalize University property or other property on campus.
- 1.8 Unauthorized entry or use of University facilities.
- 1.9 Failure to comply with the directions and/or requests of a University official (i.e., Campus Safety and Security, Area Residence Coordinator, Resident Assistant, or University employee or staff member) in the performance of his or her duty. This includes evasiveness, running, hiding and giving a false name.
- 1.10 Creating a fire, safety, or health hazard of any kind. This includes personal hygiene, cleanliness of shared living spaces and personal property, activating a fire alarm without the existence of a fire or a similar emergency situation, failing to evacuate the building during a fire

alarm and/or abusing fire and safety equipment.

- 1.11 Creating excessive noise or disturbing the peace.
- 1.12 All forms of academic dishonesty. (See “Academic Policies”)
- 1.13 Knowingly furnishing false information to the University, forgery, alteration or misuse of University documents, or University instruments of identification.
- 1.14 Disruption or obstruction of teaching, research, administration, disciplinary proceedings, public functions or other activities of the University, including interference with the freedom of movement of any member or guest of the University community.
- 1.15 Actions violating University policies by a student’s guest.
- 1.16 Abuse of the Student Judicial System. (See “Student Judicial System”)

### **Alcohol and Other Drug Information**

The specific guidelines governing the use of alcohol and other drugs on the campus are included in the policy section of this handbook. However, it is important to understand the context within which those policies are created. The Drug-Free Schools and Communities Act of 1991 outlines clear expectations of universities in preventing the illegal use of drugs and alcohol on our campuses. In addition, the abuse of alcohol and other drugs continues to be a major problem on campuses across the country. The majority of traffic accidents, vandalism, suicides, physical abuse, fights and sexual assaults involve the use of alcohol or drugs by the individuals involved. Relevant sections of state and local statutes regarding alcohol and drugs are summarized below.

### **University Policy on Alcohol**

- 2.1 Campus standards do not allow alcoholic beverages, including empty alcohol containers on campus.
- 2.2 All persons in the presence of alcohol confronted by a University official (i.e., Resident Assistants, Graduate Assistants, Area Residence Coordinators, and Campus Safety and Security) will be documented for a policy violation. All alcohol and items containing alcohol will be disposed of and/or confiscated. Beer bongs and/or other paraphernalia used in the consumption of alcohol may be confiscated and/or destroyed.
- 2.3 Use or possession of alcohol by students off campus is subject to local laws and University discipline.
- 2.4 Undesirable behavior both on and off campus resulting from on- or off-campus use of alcohol is subject to University discipline.
- 2.5 Hosting groups or parties where large numbers of persons and/or large quantities of alcohol are present is a flagrant violation of the alcohol policy and is subject to increased sanctions.
- 2.6 Possession of a keg on campus is a flagrant violation of the alcohol policy and is subject to increased sanctions. The University reserves the right to confiscate and hold all kegs, party balls, taps and other alcohol paraphernalia.
- 2.7 No alcohol related, or similarly offensive posters, stickers, caps, lights, etc., may be displayed in residence hall windows or on the outside of doors. Bottle caps are not allowed on ceilings or walls.

- 2.8 Due to the risks involved to the health and safety of CLU students, competitive drinking events and games are prohibited both on and off campus. Planning or participating in such events will result in University disciplinary action for organizers and participants.

The following are exceptions to this policy:

1. Faculty and professional staff members who live on campus are allowed to have alcohol in their residence, but may not serve alcohol to or in the presence of undergraduate students.
  2. Graduate students who live in University-owned residences segregated from undergraduate student housing are allowed to have alcohol in their residence, but may not serve alcohol to or in the presence of undergraduate students.
  3. Alcohol is allowed and may be served in the President’s Residence to guests other than undergraduate students at his or her personal discretion.
  4. Communion wine at on-campus worship services is allowed.
  5. Alcohol is allowed on campus and may be served at special events where specific permission is sought and granted by the President of the University (or designee). These special events include, but are not limited to, wedding receptions, dinners for Regents or other guests of the University, and receptions held on campus by external organizations.
- Distilled spirits are not permitted at approved special events and all non-distilled spirits provided must be served by catering

services holding license to do so. On-campus university residential facilities will not be considered for this exception.

### **Alcohol Policy Violation Sanctions**

Following is a list of the minimum sanctions for violations of the University Policy on Alcohol. The University reserves the right to impose further sanctions up to and including expulsion/dismissal from the University.

#### 1st Violation

Disciplinary warning, participation in an alcohol education program, students under 21 years of age are informed that parents/guardians will be notified if further violations occur

#### 2nd Violation

Residence hall probation, parents/guardians of students under 21 years of age notified

#### 3rd Violation

Residence hall suspension, University probation, parents/guardians of students under 21 years of age notified

#### 4th Violation

Suspension from the University, parents/guardians of students under 21 years of age notified

During each alcohol-related policy violation, the student is required to sign an Alcohol Policy Review Form acknowledging awareness of the university policy on alcohol, and acknowledging that future Alcohol Policy Violations will result in a minimum of the above outlined sanctions. Failure to sign a Policy Review Form in an alcohol-related incident may result in a Student Life fine and/or a disciplinary hold on the student's account.

### **University Policy on Drugs**

- 3.1 The use, possession, manufacture, cultivation or trafficking of any controlled substance, including but not limited to amphetamines, barbiturates, narcotics, LSD, marijuana and/or other hallucinogenic agents is a violation of state and federal laws and is a violation of California Lutheran University policy. Violation of the California Lutheran University policy on drugs can result in suspension, dismissal or expulsion from the University. All drugs and paraphernalia will be confiscated in order to be destroyed.
- 3.2 The use or possession of prescription drugs without a valid and current authorized prescription is a violation of California Lutheran University policy.
- 3.3 Paraphernalia includes any object that contains the residue of a controlled substance and any object that is used in the cultivation, manufacture, consumption or distribution of a controlled substance. Examples of paraphernalia include, but are not limited to, a marijuana pipe, bong or blow tube, a scale used for measuring quantities of an illegal drug, rolling papers, hookahs and hookah components. While these items can be used for legal purposes, they are prohibited because of their common misuse.
- 3.4 Being under the influence of prescription drugs without a valid and current authorized prescription or being under the influence of controlled substances is considered a violation of this policy.
- 3.5 No drug related or similarly offensive posters, stickers,

caps, lights, etc., may be displayed in residence hall windows or on the outside of doors.

- 3.6 California Lutheran University will not tolerate drug sales and/or distribution. California Lutheran University reserves the right to expel any student for the sale and/or distribution of any controlled substances or prescription drugs.

### **University Policy on Smoking**

- 4.1 In accordance with the City of Thousand Oaks Municipal Code and University standards, no smoking is allowed in any building on the CLU campus or within 20 feet of any entrance to any building.
- 4.2 Hookah and hookah components are strictly prohibited on campus.
- 4.3 Specifically designated smoking areas will be determined by the Area Residence Coordinator of each residence hall complex.

### **University Policy on Student Harassment**

The University seeks to create and maintain an academic environment in which all members of the community are free from harassment based on race, color, religion, age, national origin, disability, marital status, sexual orientation, or sex. California Lutheran University espouses values that infuse the academic and residential life of its campus. Undergirding community life must be the awareness on the part of every member of the rights and human dignity of every member. Attitudes of condescension, hostility, role stereotyping and social or sexual innuendo weaken the health of the community.

Furthermore, harassment compromises the integrity of a liberal arts education, because it makes the learning and working environment hostile, intimidating and offensive; it destroys opportunities for students to develop a strong, positive self-concept and the sense of self-confidence which is essential to living out the ideals of a liberal education. In addition, persons who harass others compromise their own integrity and credibility. Consequently, no form of harassment will be tolerated on our campus.

### Harassment

Harassment refers to unwelcome behavior that is offensive, fails to respect the rights of others, and interferes with work, learning, living, or campus environment. Forms of harassment include, but are not limited to:

- 5.1a Verbal: Conduct such as suggestive comments, derogatory slurs, off-color jokes, threats, suggestive or insulting sounds, etc. Verbal harassment also entails using the telephone to harass others. This includes, but is not limited to, unwanted phone calls, hang ups, unwanted voice mail messages, obscene calls.
- 5.1b Non-verbal/Visual: Conduct such as derogatory or inappropriate posters, pictures, cartoons, faxes, e-mails, or drawings, suggestive objects or pictures, graphic commentaries, leering, obscene gestures.
- 5.1c Physical: Conduct such as unwanted physical contact including touching, interference with an individual's normal work or movement, assault,

### Sexual Harassment

Any sexual advances, requests or demands for sexual favors and other physical, verbal or visual conduct of sexual nature constitute sexual harassment when:

- 1) Such conduct has the purpose or effect of substantially interfering with an individual's work or academic performance, creating an intimidating, hostile or offensive work, learning, living, or campus environment; or
- 2) Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting the individual; or
- 3) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic program.

### The University Policy on Student Sexual Harassment includes, but is not limited to, the following behaviors:

- 5.2a Verbal: Conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments, obscene phone calls or voice mail or e-mail messages, and threats and demands to submit to sexual requests as a condition of continued employment or academic advancement, or to avoid some other loss, and offers of preferential treatment in return for sexual favors and/or retaliation for having reported or threatened to report harassment.
- 5.2b Non-verbal/Visual: Conduct such as derogatory and/or sexuality-oriented

posters, photographs, cartoons, drawings or gestures, exposure (e.g., "mooning," "streaking"), other lewd behaviors.

- 5.2c Physical: Conduct such as assault, unwanted touching, blocking normal movement or interfering with work or study.

Any student who feels subject to such harassment, or becomes aware of an actual or potential incident of sexual harassment, should report the incident immediately, either verbally or in writing, to any one of the following people:

- Leanne Neilson  
Provost/Vice President for Academic Affairs  
Administration Building  
(805) 493-3145
- Bill Rosser  
Vice President for Student Affairs/Dean of Students  
Student Union Building  
(805) 493-3553
- Susan Tolle  
Director of Human Resources  
Welcome Center Building  
(805) 493-3185

CLU will respect the complainant's right to confidentiality in both informal and formal procedures. The complainant will be supported and any attempted reprisals will not be tolerated. Many additional policies exist for students at California Lutheran University. To access additional policies, go to [www.callutheran.edu/StudentLife](http://www.callutheran.edu/StudentLife) and follow the link to the Online Student Handbook. To request a paper copy of the policies, contact the Office of Judicial Affairs at [judaffairs@callutheran.edu](mailto:judaffairs@callutheran.edu) or (805) 493-3220.

## Residence Life

The University is primarily a residential institution with more than 1,200 full-time undergraduate students residing on campus. The residential experience is considered a crucial part of students' education, as significant learning occurs through peer interaction in the residence halls.

### Requirements

All full-time undergraduate students are required to reside on campus through their junior year at CLU. Seniors have the option of living off campus. However, as with all students, once a senior has signed a housing contract, it is expected that the full term of the contract will be honored (one academic year) or there may be financial penalties for breaking the contract. The housing contract includes the meal plan. Room and board are not separable except for residents of apartments and university houses.

Exceptions to the requirements to live on campus would normally fall into one of the following categories:

1. Married students
2. Students living with their parents within a 30-mile radius
3. Graduate and ADEP students\*
4. Seniors
5. Students who are 23 years of age or older

*NOTE: Students who are seeking an exception to the housing or meal plan requirements must meet with the Housing Review Committee through the Residence Life Office. Students who are not granted an exception to the housing requirements who move off campus will be penalized. This penalty will consist of being charged*

*for room and board for the first semester and loss of university-funded financial aid the subsequent semester.*

### Housing Contracts

Student housing contracts are for the full academic year. A student who occupies a room in university housing will be held responsible for that room and the stipulated charges until the end of the academic year unless the student is expressly released from the contract by the Housing Review Committee. The Residence Life Office offers assistance to students seeking off-campus housing.

### Room Applications and Assignments

Housing contracts are submitted to the Residence Life Office, which is responsible for the assignment of rooms and approval of room changes during the year.

### Student Responsibilities

Residential students are expected to uphold CLU's high standards. Each student is responsible for contributing to the positive community environment by being courteous, considerate, honest and ethical. When individuals do not accept these responsibilities, the university administration may take appropriate action for the benefit of the community.

Additionally, students requesting to live on campus are expected to be aware of and abide by all the policies of the University as stated in the University Catalog and Standards of Conduct. These policies include but are not limited to: no alcohol or illegal drugs on campus; quiet hours; and a general respect for the rights of other residents.

By accepting university housing, students agree to observe all housing regulations

and respect university property. When an individual is suspended or expelled from a residence hall, fees are not refunded.

### Graduate Housing

CLU provides fully furnished private bedroom residence hall rooms for graduate students in Grace Hall. These rooms are available on a first come first served basis. Please visit our website for more information or a virtual tour of the room. Students may request housing by filling out the Graduate Student Housing application.

### Family Student Housing

CLU has a limited number of garden style apartments available for families. For more information please visit our website at [www.callutheran.edu/reslife](http://www.callutheran.edu/reslife) and click on the link for Kramer Court.

### Residence Hall Vacation Schedule

The non-apartment residence halls are closed during Christmas vacation. Campus Dining closes after the evening meal on the last day of classes prior to the session break. Food service is not available during various holidays, Christmas break and spring break. The services and facilities reopen the afternoon before the resumption of classes.

### Student Mail

All correspondence will be sent to students' campus mailboxes outside the Mail Room. The student mailing address is:

Student Name  
101 Memorial Parkway #\_\_\_\_  
Thousand Oaks, CA 91360

# Academic Programs

Undergraduate Programs

Preprofessional Programs

Adult Degree Evening Program

Graduate Programs

Special Academic Opportunities

# Academic Programs

## Undergraduate

California Lutheran University offers 36 major and 31 minor programs of study within the University's three schools:

### School of Business

### School of Education

## College of Arts and Sciences

There are four divisions and 21 departments within the College of Arts and Sciences. The divisions and departments are as follows:

### Humanities Division

English Department  
History Department  
Languages & Cultures Department  
Philosophy Department  
Religion Department

### Creative Arts Division

Art Department  
Multimedia Department  
Music Department  
Theatre Arts Department

### Natural Sciences Division

Biology Department  
Chemistry Department  
Computer Science Department  
Exercise Science Department  
Geology Department  
Mathematics Department  
Physics Department

### Social Sciences Division

Communication Department  
Criminal Justice Department  
Political Science Department  
Psychology Department  
Sociology Department

Preprofessional programs are also offered in selected areas of study.

## Undergraduate Majors and Minors

Accounting  
Art\*  
Biochemistry and Molecular Biology  
Bioengineering\*  
Biology\*  
Business Administration\* (Traditional)  
Business Management (ADEP)  
Chemistry\*  
Communication\*  
Computer Information Systems\*  
Computer Science\*  
Criminal Justice  
Economics\*  
English\*  
Environmental Science  
Environmental Studies#  
Ethnic Studies#  
Exercise Science  
French\*  
Geology\*  
German\*  
Global Studies\*  
History\*  
Interdisciplinary  
International Business#  
Legal Studies#  
Liberal Studies (Education)  
Marketing Communication  
Mathematics\*  
Multimedia\*  
Music\*  
Philosophy\*  
Physics\*  
Political Science\*  
Psychology\*  
Religion\*  
Social Science  
Sociology\*  
Spanish\*  
Theatre Arts\*  
Theology and Christian Leadership  
Women's Studies#

\*Minor also offered  
#Minor only offered

## Preprofessional Programs

### Church Vocations

CLU offers courses that prepare students for ordained and non-ordained ministries in the various denominations of the Christian church. Students may study to become church educators, musicians, youth directors, administrators and ordained ministers. Advisers will help students create a program of study to meet their individual needs and denominational requirements.

Students should major in an area appropriate to their specific vocational choice and minor in religion with a church vocations emphasis. For example, a student interested in becoming a church organist would major in music and minor in religion with a church vocations emphasis.

### Preseminary

CLU has created several preseminary program options, including religion majors and minors, designed to give students a solid grounding in religion and other cognate disciplines that will prepare them for whatever seminary they might later choose to enter. Students considering study at a theological seminary – even if that seems only a remote possibility at present – are encouraged to consult with members of the Religion Department and/or a campus pastor.

### Associate in Ministry

An Associate in Ministry (AiM) is a rostered lay person who is certified by the Evangelical Lutheran Church in America and appointed to specific ministries. Certified ELCA AiMs must meet the following basic criteria related to their area of specialty:

1. a bachelor's or master's degree in a field appropriate to the position;
2. at least 20 credits in studies focusing on the Christian/Lutheran tradition, including Bible, theology, confessions and church history;\*
3. at least one year of successful, supervised field experience in the area of specialty;\*
4. professional certification where appropriate.

\* *Fulfilled by completing the religion minor with an emphasis in church vocations.*

### Prelaw

Law schools ordinarily require a bachelor's degree for admission. Students considering attending law school may major in any subject but should consult a prelaw adviser for information about preparing for the Law School Aptitude Test (LSAT). For further information, contact the Dean of the College of Arts and Sciences who will refer you to an adviser.

### Premedicine/Health Related Fields

Medical, dental, physical therapy, optometry and other health related professional schools ordinarily require a bachelor's degree as a prerequisite for admission. Although most schools do not require a specific undergraduate major, they do require a set of core science courses (one to two years of biology, two years of chemistry, one year of physics and one year of math/statistics). Many students find that an interdisciplinary major is more appropriate for their interests.

In addition to an adviser for their major, students should contact the chairperson of either the Biology Department or the Chemistry Department who will recommend an adviser

for their specific interest. The program of study undertaken by a preprofessional student should satisfy both CLU's graduation requirements and the specific requirements of the health related program.

Students interested in attending graduate school in physical therapy may also major in sports medicine with a pre-physical therapy concentration. For more information, see Dr. Kenneth Long in the Biology Department.

### Adult Degree Evening Program (ADEP)

The Adult Degree Evening Program is a bachelor's degree program designed to meet the needs of part-time returning adult students who wish to complete their degree while juggling the time demands of work, family and other commitments. Classes are held in the evening to accommodate the working adult student.

The intensive program calendar consists of four 11-week terms per year making it possible to earn the degree at an accelerated pace. ADEP candidates usually are at least 25 years of age and must have a minimum of 12 transferable credits and substantial work experience.

Degrees are offered in accounting, business management, computer information systems, computer science, criminal justice, liberal studies, organizational leadership, and psychology. Classes for all majors are offered at the main campus in Thousand Oaks. Organizational leadership and psychology are offered at the Oxnard campus as well.

For additional information, see page 114, check our web site at [www.callutheran.edu](http://www.callutheran.edu) or call (805) 493-3325.

## Graduate Programs

Graduate degrees and credential programs are offered both on campus and at off-campus centers. Programs are designed to accommodate adult students who are employed full time and are pursuing course work on a part-time basis. Classes are scheduled at times and locations convenient to the working adult. Complete program descriptions and university policies are included in the Graduate Studies catalog.

### Doctorate in Educational Leadership

### Doctorate in Higher Education Leadership

### Doctorate in Psychology

### Master of Arts

Curriculum and Instruction  
(with specializations in):  
Educational Technology  
Elementary Education  
Reading  
Secondary Education

Educational Leadership  
(with specializations in):  
School Site Leadership  
Teacher Leader  
Leadership in Reading  
Leadership in  
Educational Technology

### Master of Education

### Master of Science

Clinical Psychology  
Computer Science  
Counseling and Guidance  
(with specializations in):  
Pupil Personnel Services  
College Student Personnel  
Counseling Psychology  
(with an emphasis in):  
Marital and Family  
Therapy  
Education of the Deaf  
Economics  
Information Systems  
and Technology  
Special Education

## **Master of Business Administration**

(with professional tracks in):  
Entrepreneurship  
Finance  
Information Technology  
Management  
International Business  
Management and  
Organizational Behavior  
Marketing  
Nonprofit & Social Enterprise

## **Master of Business Administration in Financial Planning**

## **Master of Public Policy and Administration**

### **Credentials**

Administrative Services Credential  
(Preliminary and  
Professional Clear)  
Education Specialist Credential  
(Preliminary and  
Professional Clear - Mild/  
Moderate, Moderate/Severe,  
Deaf and Hard of Hearing)  
Elementary Teaching Credential  
(Multiple Subject)  
Pupil Personnel Services  
Credential  
(School Counseling)  
Secondary Teaching Credential  
(Single Subject)

### **Certificates**

Child Welfare and Attendance  
Computer Concepts and  
Applications Supplementary  
Authorization  
Financial Planning  
Post MBA Certificate  
Program Series  
Reading

A catalog of graduate programs and class offerings may be obtained by contacting:  
California Lutheran University  
Graduate and Adult Programs  
60 West Olsen Road #2300  
Thousand Oaks, CA 91360-2787  
(805) 493-3127  
[clugrad@callutheran.edu](mailto:clugrad@callutheran.edu)  
[www.callutheran.edu](http://www.callutheran.edu)

## **Special Academic Opportunities**

### **Honors**

The mission of the CLU honors program is to serve excellence in education by enhancing opportunities for exceptionally motivated undergraduate students. We encourage intellectual exploration and experimentation by involving students in an intensive study of works that bridge diverse historical contexts, cultural settings and fields of knowledge.

Balancing tradition and innovation, the CLU honors program is dedicated to helping students to clearly articulate their interpretations, analyses and evaluations of works ranging from Dante to Darwin and beyond.

By discovering or creating links between areas of knowledge and ways of knowing that are currently separated by disciplines and departments, the honors program encourages students to think holistically and critically about these works and the global issues they illuminate.

The curriculum includes Humanities Tutorial (a yearlong exploration of classic works), At Home in the Universe (a team taught approach to the natural sciences) and special small seminars on a wide range of topics from international film to the role of music in the civil rights movement. Students will also have the opportunity to engage in faculty-mentored research projects.

### **Humanities Tutorial**

The Humanities Tutorial prepares students to become informed, careful and independent thinkers in the humanities by laying a foundation of cultural knowledge and academic skills.

The tutorial begins with an in-depth, one-semester study of the origins of Western culture in Greek literature and

philosophy and continues the second semester with a study of contemporary themes and concerns both in Western and non-Western thought.

In addition to providing practice in the skills of analysis, argument, and critical and reflective interpretation, the course aims to familiarize students with the intellectual ideal of illuminating the new by understanding the old.

The Humanities Tutorial is a one-year team-taught interdisciplinary program for which students receive eight credits (four credits each semester).

The current tutorial meets the philosophy perspective requirement and the freshman English requirement. Students who received a grade of 4 or 5 on the advanced placement test in English will also satisfy the literature requirement. Students are urged to enroll in Religion 100 and either History 101 or History 102.

This challenging program is offered to qualified freshman or sophomore students regardless of major. Initial screening is made by the Admission Office, with final acceptance being determined by the instructors. Students are selected on the basis of stated interest, indication of academic initiative and academic promise as suggested by GPA and SAT scores.

### **Interdisciplinary Major**

When a student's career or academic goals are not best served by a traditional major, it is possible to devise a major which spans more than one academic discipline. Courses, independent studies and experiential learning can be combined into a program which meets the student's needs. For more information, see the interdisciplinary major listing.

## Internships

An internship is an upper division planned and supervised field experience designed to apply academic knowledge to an actual work environment. The 492 course number is used in all departments to indicate internships.

Internship credit must have educational benefit and be a genuine work experience. It involves the application of learned skills, the integration of theory and practice, the assessment of education as it relates to the specific work experience, and examination of the nature and values of the organization or agency that is the setting of the work experience.

Credit is not given for on-the-job work, but for the demonstrated reflection and learning. Students work with a faculty adviser, an on-site supervisor and the Career Services Center. Course grade (Pass/No Credit only) is based on job performance and evidence of learning.

Internships must be related to a student's major. Freshman students are not eligible for internships. Traditional undergraduate students may receive a maximum of four units in a semester (or summer) and may take a total of no more than eight credits in internships. ADEP students may receive a maximum of two units in a semester (or summer) and may take a total of no more than eight credits in internships.

Credit for each course is determined by the instructor and department chair. Normally, five hours of on-site work per week is required for each semester credit (except for summer), and the related activities and evaluation are proportionate to the credit granted. Grade (Pass/No Credit only) is determined by the instructor. A 2.5 GPA is required for eligibility.

Students must prepare an Internship Application (available in the Career Services Center). Applications must be approved by the instructor, the on-site supervisor, the department chair and the Registrar.

Approved course applications must be submitted to the Registrar's Office no later than the last day to add a class. ADEP students need to contact and submit applications to the ADEP Office.

## Continuing and Professional Education

The Continuing and Professional Education Office provides opportunities for continued learning through courses, programs and events that are not normally part of either an undergraduate or graduate degree program.

These opportunities are designed for professional training and personal enrichment. Formal admission to the University is not required for enrollment, and there is no limit to the number of courses a person may take.

Courses and certificate programs are primarily designed for educators and business professionals, but they also include test preparation, computer technology, violin and bow making, and other topics of general interest.

For additional information, contact the Continuing and Professional Education Office.

## Credit for Prior Experiential Learning

Credit for prior experiential learning is available to all students enrolled at CLU who possess relevant learning experiences.

Experiential learning credit may be awarded for courses listed in the current university catalog. However, experiential learning credit is not awarded for field studies, internships or independent study courses. The maximum

number of credits that may be awarded to a student is 15.

Prior experiential learning is graded pass/no credit only. Students who seek this credit are required to enroll in LR 300, Adult Experiential Learning, in the semester they seek experiential learning credit. The portfolio will be evaluated by faculty in the discipline in which credit for prior learning is requested. Transcript entries for experiential learning credit will be made only after students have completed 30 units at CLU.

Tuition and fees for students seeking credit for experiential learning include: LR 300 (one unit at the current university tuition rate) and assessment fees for portfolio evaluation (\$250 per course). For further information, contact the ADEP Office.

## Credit by Examination

Students in good standing may challenge for credit most courses listed in the CLU catalog upon the approval of the department chair and academic dean.

Students may not challenge for credit a course in which they previously have received a grade of F or NC (No Credit).

Application must be made through the Registrar's Office, and signatures of the department chair and instructor must be obtained. Credit earned by examination will be graded P (Pass).

Fees for examinations vary and will be paid in advance of the examination. Credit earned is recorded at the end of the term in which the examination is taken. NOTE: A maximum of 32 credits by exam may be applied to a bachelor's degree; eight upper division units can be included in this total. This limit applies to the sum of all credits earned by exam, including CLEP and Advanced Placement exams. NOTE: Thirty of the final 40 credits must be completed in residence at CLU. Credits by exam do not count as residency credits.

## Independent Study Courses

Independent Study opportunities are available for students to work independently, in consultation with a faculty member, on in-depth research in particular areas of academic interest.

Students wishing to undertake an Independent Study must have attained junior status (58 units of credit) and be in good academic standing.

Traditional undergraduate students may earn no more than six units of Independent Study in any given semester or six units during summer sessions and may count no more than 16 units of Independent Study credit into the number of units required for the bachelor's degree.

ADEP students may earn no more than four units of Independent Study in any given semester and may count no more than eight units of Independent Study credit toward the total number of units required for the bachelor's degree.

Independent Study cannot be used to fulfill a core requirement. Students must have their Independent Study contract approved and signed by the sponsoring professor, the chair of the department in which the study is taken and the Registrar on or before the final date to add a course. Forms for registration and the Independent Study contract form are available in the Registrar's Office.

## Summer Session

Two terms of six weeks each are offered in the summer session. Three summer terms are offered for educators. The curriculum is designed for undergraduate students wishing to accelerate their progress or make up work and for teachers fulfilling credential requirements. The normal course load for a summer term is two courses or six to eight credit hours. Students may not

take more than four courses or 16 credits over the entire summer session. Exceptions to this policy must be approved in writing by the Registrar prior to registration.

A complete bulletin for the summer session is printed each spring. Copies may be obtained by writing to the Director of Summer Session.

## Reserve Officers Training Corps Opportunities

Students who qualify may enroll in either the Air Force ROTC program or the Army ROTC program. CLU has agreements with the University of California, Los Angeles for Air Force ROTC (see below) and with the University of California, Santa Barbara for Army ROTC. CLU students may enroll in courses at those institutions. Academic units earned in the ROTC programs are counted as elective credits toward graduation at CLU. For further information on ROTC and possible scholarships, contact (888) 499-ARMY.

## Air Force Reserve Officers Training Corps (AFROTC)

Director: Captain Victoria Citrowske ([vcitrowske@ucla.edu](mailto:vcitrowske@ucla.edu))

Telephone: (310) 825-1742

Fax: (310) 825-3055

Website:

[www.sscnet.ucla.edu/afrotc](http://www.sscnet.ucla.edu/afrotc)

Air Force Reserve Officer Training Corps educates and trains highly qualified undergraduate and graduate students for commissioning as officers in the United States Air Force. AFROTC offers a variety of two-, three- and four-year scholarships, many of which pay the full cost of college tuition, books and administrative fees.

The program consists of a one credit hour academic course for first- and second-year students, and a three credit hour course for third- and fourth-year students.

All students also participate in a weekly two-hour leadership laboratory that facilitates application of leadership theory.

For more information, contact the UCLA Department of Aerospace Studies at (310) 825-1723.

## Institutes and Centers

CLU has the following centers and institutes that enhance scholarly activities, research opportunities and community outreach.

### California Institute of Finance

For more information, contact the School of Business (805) 493-3360

### Center for Academic Service Learning

For more information, contact the School of Education (805) 493-3421

### Center for Economic Research and Forecasting

For more information, contact the School of Business (805) 493-3360

### Center for Equality and Justice

For more information, contact the Center for Equality and Justice (805) 493-3694

### Center for Faith and Culture

For more information, contact Dr. Guy Erwin (805) 493-3239

### Center for Leadership and Values

For more information, contact the School of Business (805) 493-3360

### Center for Teaching and Learning

For more information, contact Dr. Joan Wines (805) 493-3277

### Community Counseling Services

For more information, contact Dr. Christopher Christian, CLU MFC Center (805) 493-3390

## **Kwan Fong Institute of East Asian Studies**

For more information, contact  
Dr. Richard Derderian  
(805) 493-3318

to be taken abroad. Additional information is available at [www.callutheran.edu/studyabroad](http://www.callutheran.edu/studyabroad).

### **Study Abroad**

In keeping with CLU's mission to "educate leaders for a global society," the Study Abroad Center assists students with incorporating an international dimension into their college experience. By spending a summer, semester, or year abroad and participating in faculty-led study travel courses, students can enrich their academic and personal portfolio and gain global perspective.

Financial aid is available for many destinations, and with a wide variety of CLU programs, partner-affiliate programs and external programs to choose from (both international and domestic), students can study almost anywhere in the world.

While many programs offer classes in English, studying abroad is an excellent way to gain proficiency in another language. Courses taken at CLU's partner institutions count toward the University's residency requirement and allow students to continue to make progress toward their degree. They also can fulfill major, minor and core requirements with departmental approval.

In order to participate, students must be in good academic and social standing, complete approval paperwork with the Study Abroad Center, and attend the Pre-Departure Orientation. The Study Abroad Center guides students throughout the process.

Since space is limited for some programs, students are advised to begin planning more than a year in advance and to visit the Study Abroad Center during their freshman year to research possible destinations. Students should also work closely with their faculty adviser and map out a tentative four-year plan that includes classes

# Academic Policies

General Academic Policies

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# Academic Policies

## General Academic Policies

### Student Responsibility

It is the students' responsibility to take the initiative to plan their programs and to meet graduation requirements in accordance with the university catalog. Advisers will assist students in the task.

### Student Access to Records

#### Family Educational Rights and Privacy Act of 1974 (as amended)

Annually, California Lutheran University informs students of their rights under the Family Educational Rights and Privacy Act of 1974, as amended (FERPA, also known as the Buckley Amendment). The Act was designed to protect the privacy of education records, to establish the right of students to inspect and review their education records and to provide procedures to correct inaccurate or misleading information in those education records through the hearing process. Students also have the right to file complaints with the FERPA office concerning alleged failures by the institution to comply with the Act. The Act allows students the right to inspect their education records and provides that colleges and universities will maintain the confidentiality of those records. At CLU, no one outside the institution shall have access to a student's education records without the student's written consent with the exception of parents who claim the student as a dependent for tax purposes. The University will inform parents if there has been a change in the student's academic standing, specifically if the student is placed on probation or suspension or is removed from those statuses. A

copy of the full text of the law is available in the Registrar's Office. CLU's FERPA policy allows university employees to release Directory Information without the student's written permission. Items defined as Directory Information at CLU are the following:

- name
- address
- e-mail address
- campus residence hall
- campus box number
- campus telephone number
- date/place of birth
- dates of attendance
- degree date
- degrees awarded or anticipated
- honors
- major
- previous institution most recently attended
- participation in recognized campus activities or sports
- height and weight of members of athletic teams

The only circumstances under which CLU will disclose other than Directory Information is in cases of emergency or personal safety and to notify parents of changes in their student's academic standing. In all other cases, the institution may release only the items identified above.

Students have the right to withhold Directory Information completely by filing a request with the Registrar's Office. The request is in effect through the end of an academic year and must be re-filed annually.

At CLU, a school official may access education records as long as they have an legitimate education interest. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill his or her professional

responsibility. A school official is a person employed by CLU in an administrative, supervisory, academic, research or support staff position (including law enforcement personnel and health staff); a person or company with whom CLU has contracted (such as an attorney, auditor, collection agent, degree conferral or enrollment verification processing agent, placement sites for internships or other similar placements); a person serving on the Board of Regents; a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks; consultants, volunteers or other outside parties to whom the University has outsourced institutional services or functions that it would otherwise use employees to perform. As allowed within FERPA guidelines CLU may disclose education records without consent to officials of another school, upon request, in which a student seeks or intends to enroll. Questions about access should be directed to the Registrar.

#### Statement on Academic Freedom

It is fundamental to the health of an academic institution and ultimately to the health of a society at large that individual persons and groups of persons exercise their responsibility and freedom to search for the truth and to speak the truth as it is discovered. In a collegial community, the corporate person of the university institution and the persons of the faculty, administration and the student body bear mutual responsibility to exercise professional competence and to extend to one another the trust and respect which

foster an environment for the exercise of academic freedom.

California Lutheran University endorses the principles of academic freedom. CLU's complete policy on academic freedom is contained in the Faculty Handbook.

### **Statement on Academic Honesty**

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of CLU's dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship on campus. Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks.

### **Attendance at Classes**

Regular attendance at all classes is essential. Students are expected to be punctual, do the work assigned and not be absent without good cause.

### **Second Degrees**

Students may earn a second bachelor's degree by completing all general and major requirements of the second degree. At least 75 percent of the required courses in the major for the second degree must be unduplicated with any other major or minor from the first degree. However, no more than one Bachelor of Arts degree and one Bachelor of Science degree will be awarded. Students pursuing a single degree with a double major must

select majors within the same degree program. Honors may be granted for both degrees.

### **Student Leave of Absence**

The purpose of the Student Leave of Absence is to enable students who leave the University for a period of time with an intention to return to CLU to receive timely communications and other consideration accorded continuing students. The leave may be requested for up to one year. Student Leave of Absence request forms may be obtained from the Registrar's Office.

## **Registration Information**

### **Course Load**

Requirements for graduation are measured in terms of semester credit hours. Normally, each credit hour earned will require one hour of class time per week for 14 weeks during the semester. Students are expected to spend two to three hours in preparation for one hour of class time. Most courses are assigned four (4) or three (3) credits. A full-time undergraduate student is one who carries 12 or more credits per semester. To graduate in four years, students must complete an average of 15.5 credits each semester. (Refer to the Adult Degree Evening Program section of the catalog for enrollment regulations applicable to ADEP students.) A typical semester load is 15 to 16 credits. Special permission is necessary to carry a load of more than 17 credits per semester. A fee will be charged for each credit beyond 17. (See section on University Costs.)

### **Registration Procedures**

Students must register in person prior to the beginning of each semester. Registration procedures are outlined in the class schedule bulletins which are available on the Registrar's Office Web page.

To be officially enrolled in

class, students must have the program approved by their adviser, have their financial standing cleared by the Business Office and submit their signed registration form to the Registrar or complete their registration online.

### **Course Additions**

Students may add courses during the first two weeks of the semester. Students may not add courses after the second week of the semester. When a student is given permission to add a closed class, it is the student's responsibility to take an add form, signed by the instructor, to the Registrar's Office. It is not possible to add a closed class online.

### **Withdrawal from Courses and Withdrawal from the University**

Withdrawal means withdrawing from one or more courses or separation from the University for the remainder of the semester. The Registrar provides the proper withdrawal forms which incorporate all the necessary procedures to clear the records at the time of withdrawal. Proper withdrawal protects the student's record, which remains on file in the Registrar's Office.

1. Students may drop courses or withdraw from the University through approximately the 10th week of the semester (specific date listed in Academic Calendar) with a grade of W.
2. After the last date to withdraw, students may not officially withdraw from classes or from the University, except for medical reasons. Medical withdrawal forms are available through the office of the Vice President for Student Affairs.
3. With the privilege of admission to California Lutheran University, students accept the responsibility of clarifying the records

(including financial records) if they withdraw from a course or from the University before the end of the semester.

4. Students who do not complete a course and do not officially withdraw from the University will receive a grade of UW for the semester (counted equivalent to a grade of F in the GPA).

*NOTE: Academic withdrawal deadlines do not correspond to tuition reduction deadlines. Tuition reduction policies are outlined in the section on University Costs. The financial obligation for withdrawing from the University is usually severe.*

### **Audit**

Students may audit a lecture course upon the approval of the instructor. They will earn no credit and receive no grade and will not be required to complete assignments or take examinations. They may not claim credit or challenge the course for credit at a later date. Adequate attendance for recording of AU on the student's permanent record must be verified by the instructor. The fee for audit is listed in the section on University Costs. A change from credit to audit may not be made after the last day to withdraw without academic penalty. A change from audit to credit may not be made after the last day to add a class.

### **Repeated Courses**

Students may repeat a course once, unless otherwise specified, regardless of the grade received. Credit for the course will be given only once and all repeated courses must be taken at CLU. In calculating the GPA, a grade of C- or below will be replaced by the higher grade. Otherwise, both grades will be factored into the GPA. In either case, both grades will remain on the transcript. CLU courses are subject to the repeat policy; courses not subject

to the repeat policy include all independent studies, field studies, performance activities and selected topics courses. A course taken at CLU must be repeated at CLU in order for a grade below C- to be removed from the GPA. Repeated courses are not included in the residency requirement.

### **Transfer Credits**

CLU accepts transfer courses from regionally accredited institutions. Students may transfer a maximum of 70 semester credits from a junior/community college. Credit is generally given for those courses deemed equivalent or substantially equivalent to CLU courses. Equivalency is normally determined based on information obtained from catalogs, course syllabi and other materials. However, baccalaureate level transfer courses may be used to fulfill elective credit.

Students may petition to have work from non-regionally accredited institutions accepted. Course work will be evaluated on a case by case basis. The petition must include a course syllabus for each petitioned course. Credit will only be granted for course work deemed to be substantially equivalent to CLU courses.

Currently enrolled students who plan to transfer additional credits from another institution must have prior approval by the Registrar.

A maximum of 20 semester credits of transfer online, correspondence and/or extension work may be counted toward the degree. Correspondence and extension work may not be included in the major. See the following section on Limitations on Credit for further information.

Students are required to submit transcripts for all other institutions which the student has attended. The Registrar determines the acceptability of other post-secondary level courses; faculty in the respective

majors determine whether transfer credit will meet specific major/minor requirements.

### **Limitations on Credit**

The number of credits applied toward any baccalaureate degree may be limited by the following:

1. 30 of the final 40 credits must be completed in residence at CLU. Credits by exam do not count as residency credits.
2. Credits used to meet the requirement for a bachelor's degree may not be used for a credential or master's degree.
3. No more than three semester credits combined of Exercise Science (physical education) activities and intercollegiate athletics may be counted toward the 124 credits required for graduation. (Exercise Science majors may count no more than seven credits.)
4. Intercollegiate athletics courses may be taken once for credit whether transferred to CLU or completed at CLU. These courses meet the activity requirement.
5. Credit in career/work experience may be earned at CLU, but no more than eight credits are applicable toward the minimum requirements for the degree. Students may receive a maximum of four units in a semester (or summer).
6. No Core-21 (general education) requirements or any portion of the major (including required supporting courses) may be satisfied by courses graded P/NC, except courses offered with only P/NC grading.
7. A maximum of 20 semester credits of transfer online, correspondence and/or extension work may be counted toward the degree. Correspondence and extension work may not be included in

the major. To be accepted, the correspondence and extension course work must be applicable to a bachelor's degree at the granting institution. Approved transfer online courses are only those that are approved by the department in which credit will be granted and which include proctored exams. Approved online courses accepted in transfer may be included in the major.

8. A maximum of 32 credits by exam may be applied to the degree; eight upper division units can be included in this total. Credit by exam includes, but is not limited to, institutional exams, CLEP and Advanced Placement (AP) exams.
9. A total of 40 combined credits obtained from credits by exam and online/correspondence may be applied toward the degree.
10. At least 75 percent of the required courses for a major or minor must be unduplicated with any other major or minor.
11. Traditional undergraduate students may earn no more than six units of Independent Study in any given semester or six units during summer sessions and may count no more than 16 units of Independent Study credit into the number of units required for the bachelor's degree.
12. ADEP students may earn no more than four units of Independent Study in any given semester and may count no more than eight units of Independent Study credit toward the total number of units required for the bachelor's degree
13. A single course may satisfy a maximum of four (4) graduation or program requirements.

### Graduation

One year prior to their expected graduation date, students must file an Application for Degree form at the Registrar's Office and submit major/minor checklists. A minimal commencement fee must be paid at the time of application for degree.

### Transcripts

Official transcripts of a student's complete record must be requested in writing by the student to the Registrar's Office. The transcript charge is \$5 per copy for an official transcript. Procedures for requesting a transcript may be found on the Registrar's Office web site at [www.callutheran.edu/Registrar](http://www.callutheran.edu/Registrar).

The University reserves the right to withhold grade reports or transcripts if the student has unmet financial obligations to the University.

### Classification of Students

**Freshman** - has earned fewer than 30 semester credits.

**Sophomore** - has earned at least 30 semester credits.

**Junior** - has earned at least 60 semester credits.

**Senior** - has earned at least 90 semester credits.

**Special** - refers to students who are non-degree candidates or to those who do not fit into the traditional classification categories. Students may attend in a special status by permission of the Registrar for a period of one semester or a maximum of 12 credits, at the end of which they must submit credentials and be officially accepted by the Admission Committee in order to register for subsequent semesters.

**Full-time** - enrolled for 12 or more semester credits in traditional undergraduate program.

**Part-time** - enrolled for fewer than 12 semester credits in traditional undergraduate program.

### Concurrent Enrollment

Students registered at California Lutheran University are not permitted to carry concurrent course work at any other institution without approval of the Registrar. Application forms for concurrent registration are available in the Registrar's Office.

### Grading Policies

#### Grades and Grade Points

The cumulative grade point average (CUM GPA) is computed by dividing the total number of grade points earned by the total number of credits attempted, based on CLU and transferable course work. The CLU grade point average (CLU GPA) is computed by dividing total number of grade points earned by the total number of credits attempted, based on CLU course work.

The following grades are used in calculating grade point averages:

Grade	Grade points
<i>per attempted credit hour earned</i>	
<b>A</b>	<b>Excellent</b> 4.0
<b>A-</b>	3.7
<b>B+</b>	3.3
<b>B</b>	<b>Good</b> 3.0
<b>B-</b>	2.7
<b>C+</b>	2.3
<b>C</b>	<b>Satisfactory</b> 2.0
<b>C-</b>	1.7
<b>D+</b>	1.3
<b>D</b>	<b>Barely Passing</b> 1.0
<b>D-</b>	0.7
<b>F</b>	<b>Failure</b> 0.0
<b>UW</b>	<b>Unofficial Withdrawal</b> 0.0
<b>WF</b>	<b>Withdrawal Failing</b> 0.0

The following grades are not used in computing the GPA:

**IN Incomplete**

No grade points, no credit given

**IP In Progress**

No grade points, no credit given

**P Passing**

No grade points, credit given

**NC No Credit**

No grade points and no credit given

**W Withdrawal**

No grade points and no credit given

**AU Audit**

No grade points and no credit given

**NR No Report**

No grade points, no grade report submitted by faculty

A grade of IN (Incomplete) may be assigned only in the case of students who, for illness or other circumstances beyond their control, have missed a final examination or major piece of work. Students may not make up the Incomplete by repeating the course. An IN automatically becomes an F if not made up by the published date for the last day to withdraw from a course of the following regular semester after the Incomplete grade was given.

IP (In Progress) is given for theses, practica, internships and courses wherein the work has been evaluated and found to be satisfactory to date, but the assignment of a grade must await its completion. IP carries no credit until replaced by a permanent grade. The IP grade may be replaced by the appropriate final letter grade within one calendar year from the start of the class. IP grades which have not been resolved will be changed to F (undergraduate) or NC (graduate) at the time the student's degree is posted.

A grade of W will be assigned if a student withdraws after the add period is over. The add period ends after the first two weeks of the semester.

**Pass/No Credit**

The Pass/No Credit option is offered so that students may explore areas of interest without competing with students who may be majoring in that area.

The Pass/No Credit grading is available on a limited basis. Only sophomore, junior or senior students in good standing may register for a maximum of six (6) courses for P/NC grading. Pass/No Credit grading must be selected prior to the last day to drop a class without academic penalty, and a change to letter grade may NOT be petitioned later.

Pass (P) equals C- or above and will count toward graduation. No Credit (NC) equals D+ or lower and will not count toward graduation. Courses graded P/NC are not computed in the GPA.

Students shall take no more than one Pass/No Credit graded course in one department and may take no more than one P/NC course per semester (except for courses designated P/NC grading only). No core requirements or any portion of the major (including required supporting courses) may be satisfied by courses graded P/NC, except courses offered only with P/NC grading.

**Grade Challenges and Changes**

The normal presumption in the administration of grades at California Lutheran University is that the instructor alone is qualified to evaluate the academic work of students in his or her courses and to assign grades to that work.

If a student believes that a grade was assigned in error, he or she should approach the instructor immediately. If the

instructor believes that the grade was assigned in error, he or she will submit a grade change form identifying the reason for the change. **GRADE CHANGES MUST BE SUBMITTED WITHIN ONE SEMESTER FOLLOWING THE TERM IN WHICH THE INITIAL GRADE WAS EARNED.**

If a student believes that a particular grade was assigned in a manner that was arbitrary or unjust or that crucial evidence was not taken into account, the student may file a grade challenge. **THE CHALLENGE MUST BE PRESENTED IN WRITING TO THE INSTRUCTOR BY THE END OF THE SEMESTER FOLLOWING THE SEMESTER IN WHICH THE DISPUTED GRADE WAS GIVEN.** If an agreement cannot be reached, then the student may present a written appeal to the department chair or program director who is the instructor's immediate supervisor.

If the conflict cannot be resolved at the departmental level, then the student may appeal in writing to the dean of the school or college, who will follow the process described in the Faculty Handbook.

**Honors**

**Honors at Entrance** - In recognition of achievement in college preparatory work, CLU grants Honors at Entrance to freshman students whose high school record is of superior quality. Honors at Entrance certificates will be issued at the time of admission to students who have earned at least a 3.75 GPA on their high school work.

**Dean's Honor List** - Students whose GPA for a semester is 3.6 or above and who are enrolled for 12 or more graded credits shall have their names placed on the Dean's Honor List for that semester. Grades earned from removal of an "Incomplete"

are not included. The Dean's Honor List is based on grades submitted by the instructor at the end of the semester. Later grade changes are not considered.

### **Honors at Graduation –**

The following honors are awarded to qualified recipients of the Bachelor of Arts or Bachelor of Science degree:

#### **Cum laude** (with distinction)

– Students who earn a minimum GPA of 3.5.

**Magna cum laude** (with high distinction) – Students who earn a minimum GPA of 3.7.

**Summa cum laude** (with highest distinction) – Students who earn a minimum GPA of 3.9.

Students must earn the designated GPA on work taken at CLU and on all combined CLU and other college work attempted. They must also have completed at least 30 graded semester credits at CLU in order to be considered for honors.

Honors recognition for the graduation ceremony is based on GPA and credits completed through the last graded semester. Honors designation on the student's permanent record is based on final semester records.

## **Grade Reports**

Grade reports are available at the end of each term from the Registrar's Office and are available on CLU's web-site under WebAdviser. Any discrepancy between this report and the student's personal record must be brought to the attention of the Registrar before the end of the following semester.

The University believes the basic responsibility for communicating grades to parents of dependents enrolled at CLU rests with the student. However, the University reserves the right, on an exceptional basis, to send grade reports to parents of dependent students under 21

years of age if parents request of the Registrar that grades be sent to them for a specific semester.

## **Unsatisfactory Progress Academic Probation**

Academic probation is an indication to students that their academic record is unsatisfactory and that failure to improve may lead to disqualification from further work at the University.

Students on probation will be required to meet with the academic counselor in the Center for Academic and Accessibility Resources before their registration will be considered as official for the ensuing semester. Progress will be monitored by the Center and faculty advisers.

Students with a cumulative or CLU GPA that falls below a 2.0 will be placed on probation. Once placed on probation, students must attain a semester GPA of 2.0 or higher in the first semester after having been placed on probation. If this is not accomplished, students will be placed on academic suspension.

Students having attained a semester GPA above 2.0 in the first semester on probation are given a second semester on probation in which to raise the CLU and cumulative GPA to 2.0 or above. A student is removed from academic probation when his or her CLU and cumulative GPA returns to 2.0 or above.

Students who have returned to probation and who have not achieved above a 2.0 cumulative or CLU GPA will normally be placed on academic suspension.

### **Academic Suspension**

Students on academic suspension may not take courses at CLU. Academic suspension normally lasts for one full academic year, but students may be reinstated after one semester if they complete a semester of full-time letter graded coursework with a grade point average of 3.0 or higher at

another accredited institution. The following classes of students will be placed on academic suspension:

1. Students who fail to achieve a 2.0 semester GPA in the first semester after being placed on academic probation.
2. Students who fail to raise the cumulative or CLU GPA to 2.0 by the end of the second semester after being placed on academic probation.
3. Students who have returned to probation and who fail to achieve a 2.0 cumulative or CLU GPA in the first semester after returning to probation.

Students on academic suspension who plan to return to the University are required to meet with a committee to establish the conditions that may lead to readmission. An appeal for readmission must include the following:

- a letter making the case for readmission
- transcripts of all work completed since suspension
- a copy of the plan for readmission

If, following readmission, a previously suspended student is suspended for a second time, that student cannot appeal to be readmitted until after a two-year absence or by completing two semesters of full-time letter-graded coursework with a grade point average of 3.0 or higher at another accredited institution.

All petitions for readmission must receive final approval from the Provost.

### **Eligibility**

Students who are on probation are ineligible for intercollegiate competition and/or participation in any activity that requires absences from classes. Eligibility shall be further dependent on conformity to the declared standards of deportment at CLU.

# Graduation Requirements

General Degree Requirements

Core-21

# Graduation Requirements

The requirements for the degrees of bachelor of arts and bachelor of science are designed to provide students with a broad program of liberal arts study and an opportunity to concentrate in the field of special interest. It is intended that at the undergraduate level the emphasis be placed on acquiring a broad education in many subjects, leaving highly specialized and professional studies to the graduate school level.

Faculty advisers and the Registrar will assist in every way possible. However, students are responsible to see that their academic program includes all requirements for graduation. Graduation requirements in effect at the time of the student's initial attendance at the University are applicable.

Students who have not been in attendance for two consecutive semesters must reapply and be readmitted to the University. Students readmitted after an absence of less than two years may complete requirements under the catalog in effect at the time of initial attendance. For separation of more than two years, the catalog in effect at the time of re-admission will be applicable.

Students transferring to California Lutheran University from other collegiate institutions should also consult with an admission counselor for assistance in interpreting the graduation requirements to insure a smooth transfer.

Students enrolling in the Adult Degree Evening Program should consult the section of the catalog for that program on page 114.

## General Degree Requirements

1. Students must complete 124 semester credits. At least 40 of these must be upper division, that is junior or senior level courses.
2. 30 of the final 40 credits must be completed in residency. This requirement cannot be met using credit by examination.
3. Students must earn at least a 2.0 grade point average for all CLU work and also achieve a 2.0 on all combined CLU and other college work.

## Major Requirements

All students must complete an academic major as part of the requirements for the baccalaureate degree. Requirements for an academic major are as follows:

1. Completion of at least 32 credits in an area of concentration for the bachelor of arts or at least 36 credits for the bachelor of science.
2. Three upper division courses for the major, including the capstone, must be taken in residence at CLU.
3. A minimum grade point average of 2.0 is required in the major. Required support courses are not included in the major GPA.
4. At least 75 percent of the required courses for a major must be unduplicated with any other major or minor.

## Minor Requirements

Minors consist of a coherent set of related courses in a particular disciplinary or interdisciplinary

area. An academic minor is not required for a degree; however, if the student elects to earn a minor, he or she

1. must complete the specified 16 to 20 credits;
2. may not major and minor in the same department;
3. must complete at least eight to 12 credits in upper division courses and at least two of those upper division courses must be completed in residence at CLU;
4. must achieve a minimum grade point average of 2.0;
5. may not count internships toward the minor unless specifically required by the minor;
6. may use only one independent study course to meet minor requirements.
7. At least 75 percent of the required courses for a minor must be unduplicated with any other major or minor.

*NOTE: Students should refer to the "Limits on Credit" section found on page 44 under Academic Policies.*

## Core-21

California Lutheran University's core curriculum is future-oriented. It embodies the intellectual legacy of the past, yet its chief aim is to prepare students to meet the challenges of the 21st century. Core-21 is designed to instill the habits of mind that are necessary for students to become lifelong, independent learners and responsible world citizens who can adapt to, create and change the society of the future.

CLU's core curriculum is designed to prepare students for the 21st century by enabling them

1. to become proficient in analytical and critical thinking and to be able to process, transform and communicate information;
2. to be able to comprehend issues from a variety of perspectives and to understand how different academic disciplines ask questions about the world;
3. to understand themselves as both heirs and creators of history; to understand the forces that have shaped their cultural heritage and appreciate the diversity of values and viewpoints in the United States and the world;
4. to be able to integrate information and moral reflection in order to develop creative solutions to new problems.

## Core-21 (General Education) Requirements

Requirements are subject to change. Consult the schedule of classes for each semester to determine which courses satisfy current Core-21 requirements.

### I. Proficiencies

Since these are competency and not course requirements, students who satisfy these requirements through examination will not receive course credit.

#### A. *Written Communication:*

1. English 111 with a grade of C- or better or AP equivalent. Depending on the student's placement score, he or she may be required to take English 101 as a prerequisite to English 111.

2. One Writing Intensive course - must be upper division.

#### B. *Speaking Intensive Course:* One course\*

#### C. *Foreign Language:*

Proficiency at the second semester level. (NOTE: for Greek, the requirement is met with Greek 326; for Hebrew, the requirement is met with Hebrew 316). The requirement is waived for international students who verify academic study of their native language through the high school level. The foreign language requirement may be satisfied using American sign language.

#### D. *Mathematical Reasoning:*

One course (beyond intermediate algebra) or satisfactory score on the designated exam.

## II. Perspectives

#### A. *The Humanities:*

1. History - one course.
2. Literature - one course.
3. Philosophy - one course.
4. Religion - Religion 100 and one upper division course. Transfer students with at least 60 transfer credits at matriculation may waive one course.

#### B. *Social Sciences:*

Two courses in different disciplines selected from specifically approved cultural anthropology, criminal justice, economics, cultural geography, political science, psychology, sociology courses.

#### C. *Natural Sciences:*

Two courses, both with lab components: physical anthropology, astronomy,

biology, chemistry, geology, physics. Transfer students with at least 90 transfer credits at matriculation may transfer two science courses without a lab component. Transfer students with at least 30 transfer credits at matriculation may transfer one science course without a lab component.

#### D. *Visual and Performing Arts:*

Two courses, including one performance activity. Only one 1-credit course may be counted.

#### E. *Health and Well-Being:*

One activity course. Students over 25 years of age are exempt from the Health and Well-Being requirement.

## III. Cultures and Civilizations

#### A. *Global Perspectives:*

One course.\*

#### B. *U.S. Diversity:*

One course.\*

## IV. Integrated Studies

#### A. *Integrated Studies Capstone:*

One course\*

This course is included in the requirements for the major; no additional course work is required.

*\*These courses are not additional unit or course requirements. They are content requirements that may be met through selection of courses that also meet major, elective or other core requirements.*

*NOTE: Students transferring from California community colleges who, prior to transfer to CLU, have fully satisfied the Intersegmental General Education Transfer Curriculum (IGETC) need only complete the foreign language requirement and one religion course to meet the Core-21 general education requirements.*

*NOTE: A single course may satisfy a maximum of four (4) graduation or program requirements.*

# Courses of Instruction

System of Course Descriptions

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Course Numbering System

Alphabetic Course Listing

Degree Requirements

# Courses of Instruction

## Contents

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**Psychology\***  
**Religion\***  
**Social Science**  
**Sociology\***  
**Spanish\***  
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**Theology and Christian Leadership**  
**Women's Studies#**

\* Minor also offered

# Minor only offered

\*\* Non Major/Minor

## System of Course Descriptions

Courses of study and their descriptions are arranged according to course numbers within their departments.

The following classification system identifies a course as freshman, sophomore, junior or senior level. Freshman and sophomore courses are in the lower division; junior and senior courses are in the upper division.

The course value in semester credits is indicated within parentheses after the course title.

## Course Numbering System

### Courses numbered 01-99

designate preparation courses not applicable to degree credit.

### Courses numbered 100-199

are usually taken by freshman students.

### Courses numbered 200-299

are usually taken by sophomores.

### Courses numbered 300-499

are upper division courses normally taken by juniors and seniors. A freshman or sophomore may take upper division courses with consent of the instructor.

### Courses numbered 500-599

are graduate level courses.

### Courses numbered 600-799

are doctoral level courses.

### Courses numbered 800-899

are professional development

### Courses numbered 900-999

are Continuing Education Units (CEU).

## Teaching Credential

# Accounting

California Lutheran University's bachelor of science program in accounting offers excellent preparation for a career as a Certified Public Accountant (CPA), a Certified Management Accountant (CMA) or for an accounting career in private, nonprofit or governmental organizations. The program combines general education studies, a selection of business-related courses and intensive work in all aspects of accounting.

Accounting majors take courses that focus on financial accounting, managerial/cost accounting, tax audit, banking, capital markets and quantitative analysis.

The Accounting Association, a student club, offers opportunities for students to become knowledgeable about the accounting profession and to prepare for entry into an accounting career. Frequent meetings are used to introduce students to professional exam preparation, recruiters in the area, advice from accounting professionals and to develop camaraderie and friendships among this highly motivated group of students.

Accounting majors have entered careers as accountants, budget officers, controllers, consultants, financial analysts and planners, and tax attorneys. CLU accounting graduates have been successful in passing the CPA examinations and in accepting positions with the largest firms.

*See Business Administration for course descriptions and faculty listing.*

## **Major Requirements for B.S. in Accounting:**

79 credits minimum, 62 credits upper division; Business Administration 251, 252, Economics 203 or (Economics 200 and 201); Mathematics 245; Business Administration 352A, 352B, 357, 367, 374, 375, 391, 451, 452, 453, 454, 462; Business 301 or Communication 306; Economics 311; Business 484; and one of the following: Philosophy 300, 315, 350, Religion 350, Religion/Business 354.

# Art

The California Lutheran University art curriculum provides a foundation in the studio arts and art history which encourages students to develop their own vision as creative artists and voices for its history and contemporary critique. With an emphasis on individualized attention and creative motivation, faculty members combine a broad range of academic and art disciplines with real-world experiences, philosophies and attitudes.

Interested students have a chance to participate in CLU-sponsored travel to a variety of international locations. Each student is also given the option to take art and/or art history classes one or two semesters in a Study Abroad program in countries such as Italy or England. Likewise, CLU's diverse art collections give students access to a variety of art objects from various countries. These collections include the La Boyteaux Collection of New Guinea Art, the Lou Grubb Collection of American Indian Art and Paintings, the Rev. Patty Hundley Photographic Archive and a collection of Philippine Island ethnic artwork.

Art majors may opt for the standard art major curricula or designate their preference with a concentration in design. The design specialty requires an advanced computer graphics course. Sophisticated graphics programs utilizing up-to-date software are available to CLU students to increase their creative skills and prepare them for the professional work of design. In addition, other design courses are cross-listed with the Theatre Arts Department, and digital arts classes are available in the Multimedia Department.

The majority of students choosing the design emphasis move into careers associated with advertising agencies, computer graphics,

freelance photography, design studios and book design. Students can also prepare for careers in the motion picture and television industries, theater and animation by creating work especially targeted for their desired goals.

Art history students find CLU a perfect area to explore museums and architectural works. Nearby are the J. Paul Getty Museum, the Norton Simon Museum, the Pacific-Asia Museum, the Los Angeles County Museum of Art, the Museum of Contemporary Art (L.A.), Walt Disney Concert Hall, the Armand Hammer Museum, the Santa Barbara Museum of Art and others.

Students interested in a fine arts studio practice are provided a foundation of techniques and interaction with various materials which involve traditional and contemporary studio methods. The ultimate goal is for students to develop their own individual style and body of work while having an awareness of related historical and contemporary art concepts.

All art major seniors are required to take a Capstone course which focuses on the practical and philosophical aspects of being an artist or working in a field related to the arts. This class is designed to assist students in "real world" participation in the arts following graduation. A working knowledge of archival matting/framing, writing an artist statement and preparing a portfolio are included. All of the steps to curate and install an art exhibition are covered, culminating in a collaboratively produced retrospective of the senior art majors' best work displayed in the Kwan Fong Gallery of Art and Culture.

The Art Department works with the School of Education to serve the needs of students planning careers in teaching. Credential programs, as well as opportunities to practice art instruction, are available. A multi-media major is also available.

Internships at museums, galleries, companies or organizations are encouraged and earn up to four credits.

### Art Faculty

Department Chair: Pearce  
Professor Higgins  
Assistant Professors Sellin  
Instructors Burns, Stethem

### Major Requirements for B.A. in Art:

42 credits minimum, 24 credits upper division; Art 111 or 112, 160, 165, 270, 280, 320, 330, 350, 380, 410, 418, 472, Senior Exhibit.

### B.A. with Concentration in Design:

44 credits minimum, 26 credits upper division; Art 111 or 112, 160, 165, 270, 280, 320, 350, 368, 369, 380, 385, 410, 418, Senior Exhibit.

### Requirements for a Minor in Art:

18 credits minimum, 9 credits upper division; Art 111 or 112, 160, 280. Students interested in teaching art should refer to the Chair of the Art Department for information about the art subject matter program. (see Education)

### Lower Division

#### 111/112 History of Art (4, 4)

111: From prehistoric and ancient civilizations to the Renaissance. 112: From the Renaissance to contemporary.

#### 120 Sculpture for Non Art Majors (1)

Designed to take students through several quick, hands-on projects in which they learn about materials, processes and the related history of sculpture.

#### 160 Drawing (3)

An introduction to the fundamentals of line, shape, form, value and pictorial space and their use in aesthetic expression and the communication of ideas.

#### 165 Life Drawing (3)

A study of the presentation of the human form through graphic representations, with an emphasis on the structure, form and anatomy of the model. Prerequisite: Art 160.

#### 175 Introduction to Watercolor (3)

An introduction to watercolor; painting including value and color theory, and the place of watercolor in the art world.

#### 235 Photography (3)

A fine-arts approach to the use of the camera as a creative tool.

#### 236 Digital Photography (3)

An introduction to digital photography. A fine arts approach to the use of the digital camera, including its potential for creating art, and methods for adjusting and enhancing images on the computer.

#### 260 Intermediate Drawing (3)

Continuation of the exploration of dry media with an emphasis on 3-dimensional rendering,

linear perspective and the portrait. Historical and contemporary masters of drawing will be reviewed. Student portfolio development is stressed.

#### 270 Beginning Painting (3)

An introduction to various media and techniques of painting. Students experiment with visual elements and their use in the expression and communication of ideas, with emphasis on the creative approach.

#### 275 Intermediate Watercolor (3)

Continuation of watercolor techniques and picture making principles with an emphasis on 3-dimensional rendering, linear and atmospheric perspective, and the portrait. Historical and contemporary masters of watercolor will be reviewed. Student portfolio development is stressed.

#### 280 Design (3)

An introductory study in the visual elements and principles of design and unity of expression. Includes creative exploration in two- and three-dimensional composition.

#### 282 Selected Topics (1-4)

##### Upper Division

#### 320/321 Sculpture (3,3)

Students are introduced to three-dimensional concepts and design through hands-on experience with various materials, such as clay, plaster and stone, using a variety of tools and sculpturing techniques. Course includes study and critical analysis of major sculptures.

#### 330/331 Printmaking (3,3)

An introduction to various methods of intaglio and relief processes in fine printmaking. Pictorial concern and technique are stressed. Prerequisite: Art 160 or consent of instructor.

#### 341 Visual Arts in Education (3)

A study of the visual arts in education. Theories and philosophies of art and its objectives in the classroom with correlated studio activities and creative experiences that explore various media and appropriate techniques. Both elementary and secondary school curricula in art are included.

#### 350 Ceramics I (3)

An introduction to ceramics that emphasizes development of technique in wheel throwing and includes basic clay and glaze technology and the application of glazes. Students progress at their own speed with specific instruction given toward their individual development.

#### 351 Ceramics II (3)

Stress is placed on wheel throwing, including the making of varied forms: covered ware, sculpted and decorated pieces plus added slab and coil work. Students are allowed an individual creative approach to further their development in form and surface decoration. Includes advanced technology in higher firing clays and glazes. Prerequisite: Ceramics I or equivalent experience and/or consent of instructor.

#### 368 Stage Lighting and Scenic Design (4)

Presents problems in scenic design, painting, perspective and execution of models and working drawings. Also the study of theatre lighting as an art form with an emphasis on design concepts. The theories of light, color,

instruments and control are interpreted in relation to performer and audience.

#### 369 Theatrical Costume and Makeup Design (4)

A practical study of costumes for the stage. The course examines the history of clothing design, color theory, rendering techniques and design process from concept to execution. Students also explore the concepts of theatrical makeup and design through lecture and practice. (cross-listed with Theatre Arts 369)

#### 370/371 Intermediate Painting (3,3)

Introduces the creative use of color based on an understanding of visual structural elements. Prerequisite: Art 270.

#### 380 Computer Graphics (3)

Continued studies in the field of design with emphasis on the visual impact of line, form, color and texture. Computer graphics are introduced with "hands-on" explorations using illustration, image digitizing, air brushing and masking techniques.

#### 385 Graphic Design (3)

Layout/paste-up for the printed page, involving techniques and materials used to produce camera-ready art for magazine spreads, album/cassette/CD covers, pamphlets, books, business cards and letterheads.

#### 410 Modern Art (4)

The study of art in relationship to contemporary living; its contribution to the environment, its influence and personalities, and its role in our democratic culture. Prerequisite: Art 112.

#### 411 Early Christian Art (4)

Investigates the first thousand years of Christian art, which represent a transition between Greco-Roman, Jewish and Byzantine monuments. The origins of style and subjects and their transformation into Christian vehicles of great sophistication are treated from many viewpoints - theological, literary, liturgical, iconographic, perceptual and stylistic. Prerequisite: Religion 100.

#### 412 Christian Art in the Middle Ages (4)

Students survey the religious art of the Middle Ages - primarily Christian, but also some early Jewish and Islamic developments - identifying significant works of architecture, sculpture, and painting, while exploring Christian concepts and beliefs, liturgy and worship. Students consider art in relation to cultural needs, examining works in historical, religious social, economic, and political contexts. Students become familiar with visual forms, styles, narratives, and symbols of Christian art, as well as with broader, unifying themes shared by different cultures. The course content covers twelve centuries and geographically spans the Western edges of Europe to the Middle East. We also pay attention to instances of cultural exchange (the circulation of ideas, art forms, and artists through Europe and the Middle East). (cross-listed with Religion 412)

#### 414 Philosophy of Art (4)

The study of the aesthetic experience and the work of art. Includes various theories and their expression, function and criticism. (cross-listed with Philosophy 414)

#### 415 History of Ceramics (4)

A historical approach to the study of ceramics from ancient civilizations to the present, with emphasis on contemporary European and American works. Laboratory research included. Prerequisites: Art 111, 112.

#### 416 Oceanic Art (4)

A historic and stylistic study of the art of the South Seas including Melanesia, Micronesia, Polynesia, Indonesia and the early tribal art of Australia. Prerequisite: Art 111 or consent of instructor.

#### 417 Pre-Columbian Art (4)

A historic and stylistic study of the early art of Mexico, Central America and selected areas of South America. Includes a cultural examination of the objects produced by the Olmecs, Mayas, Toltecs, Mixtecs, Tarascans, Zapotecs, Aztecs and the Incas. Prerequisite: Art 111 or consent of instructor.

#### 418 Interdisciplinary Arts (3) (Capstone)

For all art major seniors, this course focuses on the practical, philosophical, and personal aspects of being an artist or working in a field related to the arts. Useful knowledge such as archival matting/framing, packing, mailing, and documenting artwork will be covered. Students will write an artist statement, crucial when applying for graduate school or accompanying your portfolio in job searches, grant and exhibit proposals, or publishing your work on-line, etc. Emphasis on pre-preparation for the senior art exhibit (scheduled spring semester) including gallery layout design, art announcement design, exhibit posters, mailing lists, etc. – special attention to gathering a strong portfolio of individual work, especially a body of artwork connected by theme, technique, subject, or concept.

#### 420 Sculpture (3)

Advanced exploration of sculpture as reflected in the human figure, from basic skeletal structure to finished form. Use of plaster body casts and other sculptural techniques reinforce hands-on learning. Course includes study and critical analysis of major sculptors' work on the human form. Prerequisite: Art 321

#### 430/431 Printmaking (3,3)

Experimental techniques in fine printmaking with an introduction to color. Prerequisite: Art 331 or consent of instructor.

#### 435 Photography (3)

Advanced techniques in photography as a creative medium and personal expression.

#### 450 Ceramics III (3)

Further emphasis on individual development of the ceramist, including hands-on involvement in developing clay bodies and empirical glaze formulations and an introduction to kiln firing. Prerequisites: Ceramics II or equivalent and consent of instructor. Recommended: Art 160 and/or Art 280.

#### 451 Ceramics IV (3)

Open to students upon completion of Art 450. Discussion with the instructor of semester progress and projects is essential.

#### 472 Life Painting (3)

Painting from the figure in the environment, with emphasis on individual expression. Prerequisite: Consent of instructor.

#### 480/481 Advanced Computer Graphics (3,3)

Includes illustration and advertisement design, sequential image-making and further exploration into computer graphics as a tool for creativity and finished product. Field studies examine client-studio relationships and directed studies of workshops and studios. Prerequisite: Art 380.

#### 482 Selected Topics (1-4)

#### 485 Seminar (2-4)

#### 490 Independent Study (1-4)

#### 492 Internship (1-4)

(graded P/NC only)

## Biochemistry and Molecular Biology

Biochemists and molecular biologists study the chemistry of life. This includes the study of protein structure and function, metabolism, and the mechanics of DNA, RNA and protein synthesis. The CLU program emphasizes genomics and bioinformatics as methods that teach students how to perform research. Like other CLU science majors, biochemistry and molecular biology students are encouraged to design and carry out their own experiments, and advanced students are encouraged to complete independent studies and internships. The University's state-of-the-art equipment and resources offer students access to the latest scientific information and techniques.

Preprofessional programs in medicine, dentistry, veterinary medicine, pharmacy and bioengineering can be pursued through the biochemistry program at CLU. The biochemistry curriculum prepares students for positions in industrial and governmental research laboratories.

Careers in biochemistry and molecular biology are available in government and private companies and include positions in a

variety of research industries. The growing areas of genetics and biotechnology provide many career opportunities with companies such as Amgen and Baxter Biotech, both international biotechnology companies that are located near the University.

Likewise, many biochemistry majors from CLU are accepted into medical, dental, pharmaceutical and graduate schools throughout the United States.

#### Biochemistry and Molecular Biology Faculty:

Professors Butcher (Chemistry), Marcey (Biology), Revie (Biology), Wiley (Chemistry)

#### Major Requirements for B.A. in Biochemistry and Molecular Biology:

38 credits minimum, 24 credits upper division; Biology 121 or 122 (General Biology), 124 (General Biology Lab), 425, 425L, 426, 427; Chemistry 151, 151L, 152, 152L, 305, 331, 332, 341, 342, 485.

#### Required Supporting Courses:

Mathematics 251, 252; Physics 201 and 202 or Physics 211 and 212.

#### Recommended:

Biology 331, 332, 361, 375, 428, 494 or 495; Chemistry 405, 406; Computer Science 210.

#### Major Requirements for B.S. in Biochemistry and Molecular Biology:

46 credits minimum, 30 credits upper division; Biology 121, 122 (General Biology), 124 (General Biology Lab), 425, 425L, 426, 427; Chemistry 151, 151L, 152, 152L, 305, 331, 332, 341, 342, 405, 485.

#### Required Supporting Courses:

Mathematics 251, 252; Physics 201 and 202 or 211 and 212.

#### Recommended:

Biology 331, 332, 361, 375, 428, 494 or 495; Chemistry 406; Computer Science 210. See *Biology and Chemistry for course descriptions*.

## Bioengineering

Great advances have recently been made in the fields of genetics/molecular biology as well as predictive engineering analysis and design, both enabled by rapid progress in computational sophistication. As a consequence, the highly interdisciplinary

applied science of bioengineering has emerged as a critical core curriculum.

The bioengineering program at CLU integrates engineering, biology, chemistry, mathematics, computer science, exercise science, and physics with a liberal arts foundation to provide graduates with the knowledge and qualifications needed to enter the fields of health care, medicine, manufacturing, electronics, agriculture and materials, or to continue study toward advanced degrees or professional certification.

The interdisciplinary bioengineering program is centered on a mechanistic understanding of the life sciences and builds upon fundamental molecular, genomic and cellular principles to address challenges and opportunities involving, for example, medical devices, implants and sensors, tissue engineering, bioinformatics and imaging. Specific topics that are addressed include biomaterials and tissue engineering, biosystems analysis and control, biomechanics, bioinformatics, biosensors and imaging, bioinstrumentation, ethics and biochemistry.

Furthermore, the bioengineering program comprises three focus areas as illustrated in the figure above: bioinformatics, bioelectronics/devices and biomaterials/biomechanics. Students are able to select a specific area of interest based upon their choice of upper division bioengineering classes.

Bioengineering students at CLU are given multiple opportunities to develop practical, hands-on skills for their careers, emphasizing techniques and practices for acquiring and interpreting data from biological systems. Inquiry-based undergraduate student research is a central component of the bioengineering program, with a focus on the critical analysis of the issues that arise at the interfaces between living and non-living materials. All seniors undertake an independent

design project that includes optimized solutions and designs.

The bioengineering program is fully supported by an array of experimental laboratories for classroom and design projects. Coupled with these are sophisticated computer-aided design (CAD) capabilities for predictive modeling of the structure and performance of three-dimensional systems. Together, these capabilities provide the bioengineering students with the powerful ability to develop and refine predictive models to solve complex problems. Finally, bioengineering students are frequently involved in interactive projects requiring integration of these interdisciplinary topics, which prepares them both for personal growth as well as a rewarding career.

#### **Bioengineering Faculty**

Professors Marcey, Revie, Shaw  
Associate Professors LeBlanc, Long, Reinhart  
Instructor Rumer

#### **Major Requirements for B.S. in Bioengineering:**

39 credits minimum, 24 credits upper division; Bioengineering 210, 220, two units of 450, 495, Biology 121, 122, 123 or 124, 461 and four courses from the following: Bioengineering 401, 402, 403, Biology 422, 482 (Neurobiology), Chemistry 305, 306, 425 and 425L, Computer Science 412, Exercise Science 460, Philosophy 345 or Physics 309, 370.

#### **Required Supporting Courses:**

Chemistry 151, 152, 201, Computer Science 210, Mathematics 251, 252, 261, 265, 352, Physics 201 or 211, 202 or 212.

#### **Recommended Courses:**

Biology 341, 361, Mathematics 343, 450

#### **Requirements for a Minor in Bioengineering:**

20 credits minimum, 11 credits upper division; Bioengineering 220, Biology 122, 124; two courses from Bioengineering 401, 402, 403, Biology 422 or Computer Science 412; remaining upper division credits from Biology 482 (Neurobiology), Chemistry 305, 306, 425 and 425L, EXSC 460, Philosophy 345 or Physics 309, 370.

#### **Lower Division**

##### **210 Introduction to Engineering (4)**

An introduction to the basic concepts of engineering – analysis, design, modeling, systems theory, control. Topics include electronics,

mechanics, materials with a brief overview of bioengineering.

##### **220 Introduction to Bioengineering (4)**

The second semester continuation of Bien 210, emphasizing the application of engineering analysis and design principles to life sciences. Topics include analytical techniques, characterization and analysis, systems analysis. Biomechanics, biocompatibility, hydrodynamics and bioelectronics are introduced.

#### **282 Selected Topics (1-4)**

#### **Upper Division**

##### **320 Introduction to Robotics (4)**

An introductory study of field of robotics – devices designed and programmed to perform various tasks. Topics include: hardware design (mechanical and electronic); software design; power subsystems; sensors; actuators; effectors; applications; comparison to biological systems; safety; societal impact and ethics. Students will study theory (lecture component) and build/program a robot (laboratory component).

##### **401 Biomaterials/Tissue Engineering (4)**

A study of the fundamental relationships between the physical and biological properties of ceramics, metals, polymers, their composites and their microstructures. Topics include methods of synthesis, 3D scaffold, crystallography, constitutive relationships and failure criteria, biocompatibility criteria, case studies. Interfaces and their characterization are studied in depth. Prerequisites: 210, 220 or consent of instructor.

##### **402 Biosensors and Imaging (4)**

An introduction to the central concepts of sensing, feedback and control in biological applications, addressing mechanical, thermal, hydrodynamic, electromagnetic and chemical/biological stimuli and detection. Analog/digital conversion and signal conditioning across multiple length, spectral and temporal domains. Signal processing techniques are treated in depth. Prerequisites: 210, 220 or consent of instructor.

##### **403 Biosystems Analysis and Control (4)**

The development of biological systems analysis and open/closed loop control with an emphasis on techniques and software for predictive modeling. Optimization of the performance of biosystems comprising multiple, parallel processes will be addressed, with an emphasis on electrical and chemical control systems. Prerequisites: 210, 220, Physics 309 or consent of instructor.

##### **450 Seminar (1)**

Key topics of interest aimed at familiarizing first- and second-year bioengineering students with key areas of study at the upper division level. External speakers will be utilized to introduce contemporary bioengineering topics to students in a seminar protocol.

#### **482 Selected Topics (1-4)**

#### **490 Independent Study (1-4)**

#### **492 Internship (1-4)**

## 495 Capstone (2)

Investigation, analysis and summary of a basic question or problem statement developed by the student arising from related courses and personal interests. The student is encouraged to explore open-ended questions that involve original thinking and the application of knowledge gained during the undergraduate experience. Prerequisite: senior standing.

# Biology

Biologists study all aspects of how life operates – from the molecular details of how cells work to how entire ecosystems function. The course offerings in the CLU Biology Department reflect this diversity, with courses ranging from molecular to marine biology.

The Biology Department emphasizes “doing” science rather than listening to it or reading about it. Small classes and the availability of a faculty with diverse research interests allow students to get involved in ongoing scholarship. Students are encouraged to join faculty mentors as collaborators, either in formal laboratory or field classes, or in mentored research outside of the classroom. Undergraduate research projects help make CLU graduates more competitive in their chosen career paths.

At CLU, biology majors typically focus on one of three general career paths: health careers, which include physician, dentist, veterinarian or physical therapist; research in biological fields such as botany, physiology, marine biology, ecology, genetics or molecular biology; or teaching.

Careers in biology are available in both government and private companies and include positions in research, teaching, administration and sales of pharmaceuticals or medical equipment. In addition, the growing areas of genetics and biotechnology provide many career opportunities. The global biotechnology company Amgen is located near the University and hires CLU graduates each year.

Likewise, many biology majors from CLU are accepted into

medical, dental and graduate schools throughout the United States.

Students interested in careers in teaching may obtain teaching credentials through the School of Education.

### Biology Faculty

Professors Collins, Huvard, Marcey, Revie  
Associate Professor Long

### Major Requirements for B.A. in Biology:

32 credits minimum, 20 credits upper division; Introduction to Biology, three semesters (Bio 120, 121, 122); Introduction to Biological Experimentation, two semesters (Bio 123, 124); Ecology and Evolution (Bio 311); Departmental Honors (Bio 399, 498, 499) or Scientific Literature (Bio 463) as a capstone course; one course from each of the following three categories: Molecular and Cellular Biology (Bio 331, 375, 425 and 425L, 426, 428); Organismal Biology and Ecology (Bio 325, 345, 352, 361, 452); Functional Biology (Bio 341, 342, 343, 461). At least 16 biology units must be taken at CLU.

### Required Supporting Courses:

Mathematics, one semester of Calculus (Math 251) or Biostatistics (Math 231) or a statistics course taught in a math department; General Chemistry, one year (Chem 151, 151L, 152, 152L); Organic Chemistry, one semester with lab (Chem 331/341 or 201).

### Major Requirements for B.S. in Biology:

40 credits minimum, 28 credits upper division; Introduction to Biology, three semesters (Bio 120, 121, 122); Introduction to Biological Experimentation, two semesters (Bio 123, 124); Ecology and Evolution (Bio 311); Departmental Honors (Bio 399, 498, 499) or Scientific Literature (Bio 463) as a capstone course; four courses from the following three categories with at least one course from each category: Molecular and Cellular Biology (Bio 331, 375, 425 and 425L, 426, 428); Organismal Biology and Ecology (Bio 325, 345, 352, 361, 452); Functional Biology (Bio 341, 342, 343, 461). Students that successfully complete the Biology Department Honors Program are exempted from one of these four course requirements. At least 16 biology units must be taken at CLU.

### Required Supporting Courses:

Physics, one year (Physics 201/202 or 211/212); Math, one semester Calculus (Math 251), Biostatistics (Math 231)

or a statistics course taught in a math department; General Chemistry, one year (Chem 151, 151L, 152, 152L); Organic Chemistry, one semester with lab (Chem 331/341 or 201).

### Requirements for a Minor in Biology:

20 credits minimum, 12 credits upper division; Introduction to Biology, three semesters (Bio 120, 121, 122); Introduction to Biological Experimentation, two semesters (Bio 123, 124).

### The Biology Departmental Honors Program

Students with excellent academic credentials will be nominated by the Biology Department Faculty for Departmental Honors (Biol DH) in the Fall of their junior year. Students will be nominated based on Science GPA, Overall GPA, and demonstrated interest and aptitude for undergraduate research. Students who are not nominated may petition for admission to the Biol DH program by meeting with the Biology faculty in the Fall of their junior year.

Nominated/petitioned students who choose to participate in the Biol DH will enroll in a 2-unit Biology class, *Junior Honors (Biol 399)*, in the spring semester of their junior year. Students will then normally participate in the summer research on the proposed project between their junior and senior years. During the senior year, Biol DH students will enroll in *Biol 498, Senior Honors I (3 units)*, during the Fall, and *Biol 499 Senior Honors II (3 units)*, in the Spring semester. Students who successfully complete these 8 units of coursework and present their work in a public setting will be awarded Departmental Honors in Biology.

### Lower Division

#### 111 Principles of Biology (4)

For non-majors or students not pursuing a preprofessional program related to biology. Includes general biological principles and a survey of the plant and animal organisms. Lecture, 3 hours/week; Laboratory, 2 1/2 hours/week.

#### 118 The Oceans (4)

For non-majors or students pursuing a minor in environmental studies. This general survey of geological and biological processes in the ocean has a strong environmental emphasis. Laboratory exercises and field trips illustrate and complement lecture material. Lecture, 3 hours/week; Laboratory, 2 1/2 hours/week. (cross-listed with Geology 118)

#### 120 Introduction to Ecology and Populations (3)

This course is an introduction to the history of evolutionary thought and the mechanisms of evolution, including species formation and the

use of phylogenetic information. Diversity of living organisms, from prokaryotes to advanced multicellular organisms, will be discussed with an emphasis on evolutionary relationships. The principles of population and community ecology will be treated. Ecosystems and the environmental impacts of human activities will also be discussed. No prerequisites. (offered fall semester)

### **121 Introduction to Cells and Organisms (3)**

This course introduces important areas of cell biology such as cell organization of both prokaryotic and eukaryotic cells, cellular membranes, and signaling mechanisms. Included will be discussion of bacteria, virus, fungi, and protists. Further studies will involve a broad comparative survey of animal physiology, including animal motility, respiratory and circulatory physiology, principles of immunology, neurobiology, endocrinology and reproduction. No prerequisites. Recommended: Biology 120 (offered spring semester).

### **122 Introduction to Genes and Development (3)**

This course introduces the mechanisms of heredity, the expression of genetic information and the means by which genes encode developmental programs. It will be seen that genetics and development are part of a continuous process and that the genetic mechanisms and developmental patterns of living organisms reveal a fundamental kinship of life on earth. Genetics as a tool for the study of biological problems will be introduced, as will some current topics in genomic research and biotechnology. Students willing to explore these topics in greater detail are referred to upper division courses in Genetics, Macromolecular Structure, Developmental Biology, Cell Biology and Molecular Biology. No prerequisites. Recommended: Biology 120, 121. (offered fall semester)

### **123 Introduction to Biological Experimentation I (2)**

Biology 123 introduces students to the processes of investigative biology and communication. It is not designed to accompany any particular core lecture course. The course is designed to develop the skills students need to progress as young scientists: forming and testing hypotheses, scientific observation, interpreting results, experimentation, analysis and communication of scientific discovery (both oral and written). Laboratories cover some topics presented in some of the core lecture courses (Bio 120, 121 and 122) and introduce a variety of techniques including field sampling, statistical analysis, classification of organisms and physiological measurement. The course emphasizes experimental design, data collection, statistical analysis, integration of results with information reported in the scientific literature and the effective communication of conclusions. Evaluation is based on short lab assignments and scientific papers. A laboratory manual must be purchased. There are no prerequisites. Enrollment is limited to 16 students in each section. (offered fall semester)

### **124 Introduction to Biological Experimentation II (2)**

Biology 124 continues to expose students to the processes of investigative biology and communication. It is not designed to

accompany any particular core lecture course, but should be taken after Biology 123. Laboratories cover some topics presented in some of the lecture courses, Biology 120, 121 and 122 and introduce a variety of subjects including virology, gene expression, gene sequence analysis, gene manipulation and bioinformatics. The course emphasizes experimental design, data collection, statistical analysis, the integration of results with information reported in the literature and the effective communication of conclusions. In line with the philosophy of our inquiry-based curriculum, Biology 124 culminates in an independent project module, where students design and conduct their own experiments, analyze data (statistically, where appropriate) and present their results in both written and oral communications. Evaluation is based on short lab assignments and scientific papers; students will plan an oral presentation of their independent project. A laboratory manual must be purchased. There are no prerequisites; enrollment is limited to 16 students in each section. (offered spring semester)

### **211 Genes and Genesis (4)**

This course introduces the mechanisms of heredity, the expression of genetic information, and the genetic control of development, emphasizing human biology. A central theme of the course is that we owe our genesis, both as species and as individuals, to the remarkable, and fascinating, properties of genes. Lectures will emphasize the experimental basis for our knowledge of human genetics. Special attention will be focused on issues at the interface of genetics and society (e.g., human reproductives: stem cell research, cloning, gene therapy). Students will explore methods of modern genetics, including DNA analysis and bioinformatics, in laboratory exercises that are conducted in lecture class periods.

### **221 Human Anatomy and Physiology (4)**

An introduction to the history of anatomy and physiology, anatomical terminology, biochemical concepts, cell structure and function, histology; a review of the structure and function of the integument, skeletal system, joints, muscular system; and an introduction to the nervous system. The laboratory component covers the cell, histology, the human skeletal system and the cat and human muscular systems, with emphasis on structure. Experiments relating to cell and muscle physiology are performed. Lecture, 2 hours/week; Laboratory, 4 hours/week. Recommended prerequisite: high school chemistry or one semester of college chemistry.

### **222 Human Anatomy and Physiology (4)**

A continuation of Biology 221, covering the nervous, sensory, endocrine, circulatory, immune, digestive, respiratory, urinary and reproductive systems. The laboratory component covers the structure and function of the above systems. Experiments relating to the physiology of the above systems are performed. Lecture, 2 hours/week; Laboratory, 4 hours/week.

### **282 Selected Topics (1-4)**

#### **Upper Division**

304 Wildflowers of the Sierras (3)  
A study of the flora of the eastern Sierra

Nevada, including the classification and ecological relationships of the various species. The major plant families are studied as an aid to identification, and collection techniques are discussed. A field trip to the Sierras is included. (summers only)

### **305 Flora of Southern California (3)**

A study of native and introduced plants of Southern California, relating structure and form to environment. Plant families will be studied as a means of identification. Considerable class time will be spent in the field, observing plant characteristics and learning identification and collection techniques. (summers only)

### **311 Ecology and Evolution (4)**

An introduction to the multidisciplinary nature of ecology, evolution and their underlying processes. Emphasis is placed on the fundamentals of ecology, evolutionary effects on populations and ecosystems and the relationship between ecological and evolutionary processes. Lecture, 3 hours/week; Lab/Discussion, 3 hours/week. Prerequisites: Biology 120, 121, 122, 123, 124.

### **312 Darwin (2)**

"Darwin" is a 2-unit seminar course that explores the life and science of Charles Darwin. Students read two biographical books: (1) *Charles Darwin: Voyaging* and (2) *Charles Darwin: the Power of Place*. Each biographical sketch is a reflection of Darwin's personal life and how it influenced his scientific discoveries. In addition, the course not only focuses on Darwin but also places his works into a historical context. Students learn about the history of science and about the many scientists who were working at the same time as Charles Darwin. Students discuss matters of biological interest and are required to write summaries of their readings. Prerequisite: Biology 120, 124, 311

### **321 Field Studies in Marine Biology (2)**

Designed to give students experience in field techniques used in marine biological studies, the class has three components: a laboratory, field data collection and data analysis. This intensive two-week course is offered during the January holiday. The class spends at least one week in the field on a research vessel in one of the following locations: Catalina and Santa Barbara islands, Hawaii or Mexico.

### **325 Environmental Ecology (4)**

A study of ecology with emphasis on humans and the environment. Problems such as overpopulation, food production, water and air pollution, the energy crisis and toxic waste disposal are discussed; their possible solutions are considered along with the social, political and economic ramifications. Lecture, 3 hours/week; Laboratory, 2 1/2 hours/week. Prerequisite: Biology 122, 124 or equivalent.

### **331 Genetics (4)**

This course concerns the mechanisms by which genetic information is stored, decoded and transmitted. We will focus on the experimental basis upon which our understanding of the above mechanisms rests. Methods of genetic analysis that involve interpretation of abstract data will be emphasized, although molecular and bioinformatic approaches, including structural and functional genomics, will be treated. The use of genetic analysis as an incisive tool to

dissect biological processes will be a central theme of the course. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisites: Biology 121, 123.

### **332 Macromolecular Structure (2)**

The elaborate interplay of a variety of macromolecules underlies the mechanisms that govern cell function. This advanced course deals with the structure-function relationships of these macromolecular machines. It is intended that students emerge from this course with a deep understanding of the principles that govern macromolecular structure and the functional consequences of these principles. This is a seminar class in which students must assume responsibility for their own learning. Students will come to class prepared to discuss the reading assignment for the week. Lectures will focus on teaching the methods that students will employ to construct a Web-based tutorial on a macromolecule, chosen with input from the professor. Prerequisites: Biology 122.

### **341 Comparative Anatomy (4)**

The comparative study of vertebrate anatomy within an evolutionary perspective; includes the evolution, development, structure and function of vertebrate systems. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisites: Biology 120, 121, 122, 123, 124.

### **342 Developmental Biology (4)**

This advanced course concerns the mechanisms by which multicellular organisms are constructed. We will focus on the experimental evidence that supports our understanding of these mechanisms. After an introduction to the history of developmental biology, the processes of gametogenesis, fertilization, cleavage, gastrulation and organogenesis will be covered. The course will progress to a treatment of some of the mechanisms by which genes are differentially expressed during the embryogenesis of model organisms, including *Drosophila*, *Xenopus* and mouse. We will finish up with considerations of developmental mechanisms of evolutionary change. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisites: Biology 120, 121, 122, 123, 124; Chemistry 151, 152. Recommended: Biology 331; Chemistry 201 or 331.

### **343 Invertebrate Zoology (4)**

Studies the morphology, physiology, taxonomy and ecology of most invertebrate phyla. Field trips and laboratory observation of living animals are emphasized. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisites: Biology 120, 123.

### **345 Marine Biology (4)**

The study of marine life of the world, with special emphasis on tidepool and shallow water life of the West Coast. Includes identification, distribution, adaptations of marine forms and their interrelationship to each other. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisite: Biology 120, 123.

### **352 Oceanography (4)**

An introduction to the multidisciplinary nature of oceanography, including the origin and geography of the ocean basins, physical and chemical properties of sea water; the shaping of coastlines, oceanic and atmospheric circulation patterns and ecological

relationships of marine organisms and the ocean environment. Lecture, 3 hours/week; Laboratory, 2 1/2 hours/week. Prerequisite: Biology 120, 123.

### **361 Microbiology (4)**

Studies the morphology, physiology, taxonomy and ecology of micro-organisms and their role in infection and disease. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisite: Biology 122, 124 or equivalent.

### **375 Cell Biology (4)**

The cellular nature of life is explored by studying prokaryotic and eukaryotic cells and their component parts at the structural and functional levels. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisites: Biology 120, 121, 122, 123, 124; Chemistry 151, 152. Recommended: Biology 331; Chemistry 201 or 331.

### **399 Junior Honors (2)**

This class consists of mentored literature research, in which students work closely with a faculty member to develop an approach to address a particular question in biology. Each student will produce several drafts of a literature review/research proposal, which frames the questions being addressed by the proposed research and provides a strategy for an experimental approach(es) to address these questions. The research proposal will serve as the basis for subsequent Senior Honors courses (Biol 498 and Biol 499). A student's grade will be determined by quality of the final draft as determined by two faculty readers (the research mentor and one other). Prerequisites: Permission of instructor.

### **425 Biochemistry (3)**

The study of the structure and function of proteins and the metabolism of biomolecules. The structure and function of proteins, lipids, carbohydrates, and vitamins is covered, as well as topics such as enzymology, membranes and transport, thermodynamics, carbohydrate and lipid metabolism, and the regulation of metabolic processes. Lecture, 3 hours/week. Prerequisite: Chemistry 201 or 332 or consent of instructor. (cross-listed with Chemistry 425).

### **425L Biochemistry (1)**

Selected biochemistry lab techniques, including protein purification, enzyme kinetics, chromatography and electrophoresis. Laboratory, 3 hours/week. Prerequisite: concurrent enrollment in Biology/Chemistry 425. (cross-listed with Chemistry 425L)

### **426 Molecular Biology (4)**

The study of the structure, biosynthesis, and function of nucleic acids and proteins. Topics include chromatin structure, replication, transcription, translation, the genetic code, gene regulation, recombination, mutations, and genomics. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisite: Biology 122.

### **427 Recombinant DNA Techniques (2)**

Includes the theory and practice of gene cloning, with emphasis on practical knowledge of standard techniques in genetic engineering. Techniques include DNA purification, construction of plasmid gene libraries and DNA sequencing. Lecture, 1 hour/week; Laboratory, 3 hours/week. Prerequisite: Biology 331 or 426.

### **428 Virology (4)**

The study of prokaryotic and eukaryotic viruses, including their phylogeny, structure, replication, gene expression, transmission, and virus-host interactions. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisite: Biology 122, 331, or 426.

### **434 Medical Microbiology (2)**

The host-parasite relationship with emphasis on bacteria and viruses, including mechanisms involved in disease production as well as host defenses. Prerequisites: Biology 121, 122, 123, 124.

### **452 California Plant Communities (4)**

Students learn to recognize the characteristic plants of the various plant communities of Southern California. Problems resulting from habitat destruction, urbanization and loss of species are discussed. Laboratory includes collection and identification techniques and habitat comparisons. Lecture, 3 hours/week; Laboratory and fieldwork, 3 hours/week. Prerequisites: Biology 120, 121, 123.

### **461 Vertebrate Physiology (4)**

A study of fundamental physiological processes of vertebrate tissues organs and systems. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisites: Biology 121, 122, 123; Chemistry 151, 152. Recommended: Chemistry 201 or 331.

### **463 Scientific Literature (2) (Capstone)**

An introduction to scientific literature. In this two-unit seminar course, students read scientific papers and analyze the works of other scientists. Prerequisites: Biology 120, 121, 122, 123, 124, senior standing.

### **482 Selected Topics (1-4)**

### **485 Seminar (2-4)**

### **490 Independent Study (1-4)**

### **492 Internship (1-4)**

(graded P/NC only)

### **498 Senior Honors I (3)**

The class will consist of continuing faculty-mentored research through experimental or observational studies. Students are required to keep an accurate account of their experiments/studies and to meet with their research mentors on a regular basis. A grade will be determined by the student's research mentor, based on effort and quality of research. Prerequisite: Biology 399.

### **499 Senior Honors II (3) (Capstone)**

This class consists of continuing faculty-mentored research through experimental or observational studies. Students are required to keep an accurate account of their experiments/studies and to meet with their research mentors on a regular basis. A thesis, written in proper scientific format, is required. The thesis and a public presentation of the Honors research will be graded by the research mentor and one additional faculty member. Prerequisite: Biology 399, 498.

# Business Administration

The California Lutheran University School of Business provides a learning environment in which students can realize their full potential for professional preparation and personal growth.

One of the three degree options in the School of Business is a bachelor of science in business administration that combines a solid background in the liberal arts and sciences with an in-depth study of the business-related disciplines.

All business administration students complete a core managerial program comprised of courses in accounting, business law, finance, organizational behavior, computer information systems, marketing and strategic management. Students then choose a concentration in business economics, finance, international business, marketing, management, information technology management or small business/entrepreneurship.

CLU encourages students to work in the business world through internships, and the university environment provides an opportunity to experience the world of national and international business. Students benefit from CLU's research and service-oriented centers including the Economic Research Center and the Center for Leadership and Values.

A degree in business administration allows a graduate to enter a variety of business careers including business ownership, banking, management, marketing, international trade and consulting.

The CLU School of Business also offers graduate courses leading to the master of business administration.

## Business Administration Faculty

Professors Akbari, Basu, Damoeei, Domicone, Hagler, Julius, Maxey (Dean)  
Associate Professors Coman, Donohue,

Murphy, Williams  
Assistant Professors Guerrero, Tsaw, Witman  
Senior Lecturers B. Johnson, K. Johnson, Rock

## Major Requirements for B.S. in Business Administration:

45 credits minimum, 33 credits upper division in Business Administration and Economics; Business Administration 251, 252, 367, 374, 375, 381, 391, 469; Economics 311; and the additional requirements for one emphasis area.

## Required Supporting Courses:

Economics 203; Business 301 or Communication 306; Mathematics 245 or equivalent; and one of the following: Philosophy 300, 315, 350, Religion 350 or Religion/Business 354.

## Business Economics Emphasis Requirements:

Three courses (12 credits) to be chosen from Economics 312, 321, 406, 411, 414, 416, 445, 460; Business 472, 475 or appropriate Independent Study or Special Topics courses when approved by the faculty adviser and the Dean of the School of Business.

## Finance Emphasis Requirements:

Three courses (12 credits) chosen from Business Administration 392, 393, 395, 472, 475, Economics 312, 321; or appropriate Independent Study or Selected Topics courses when approved by the faculty adviser and the Dean of the School of Business.

## Information Technology Management Emphasis Requirements:

Three courses (12 credits) to be chosen from Business Administration 321, 350, 410 or one of the following: Business Administration 355, 370 or 400; or appropriate Independent Study or Special Topics courses when approved by the faculty adviser and the Dean of the School of Business.

## Required Supporting Courses:

CSC 210 and Math 241

## International Business Emphasis

Business Administration 394; one course (4 credits) chosen from Economics 416, 460, Business Administration 472, 474, 476, and one course (4 credits) chosen from Business Administration 418, 485, appropriate independent study, selected topics courses, or certain study abroad courses, approved by the faculty advisor and the Dean (or designated Chair) of the School of Business.

## Management Emphasis Requirements:

Three courses (12 credits) chosen from Business Administration 361,

439, 448, 449, 461, 465, 468, 476, 479; or appropriate Independent Study or Selected Topics courses when approved by the faculty adviser and the Dean of the School of Business.

## Marketing Emphasis Requirements:

Three courses (12 credits) chosen from Business Administration 342, 376, 440, 442, 444, 473, 474; or appropriate Independent Study or Selected Topics courses when approved by the faculty adviser and the Dean of the School of Business.

## Small Business/Entrepreneurship Emphasis Requirements:

Business Administration 468; Economics 420; and one course chosen from the management emphasis requirements list.

## Requirements for a Minor in Business Administration:

20 credits minimum in Business Administration and Economics, 12 credits minimum upper division; Business Administration 251, 252, 391 and a choice of two courses from Business Administration curriculum (Business 367, 374, 375, 381, Economics 311)

## Required Supporting Course:

Economics 203.

## Lower Division

### 151 Introduction to Business (4)

Students will have instruction in various business and economic topics (Marketing, Management, Finance, Personal Financial Planning, Economics, etc.) to better prepare them for making informed choices in selecting their ultimate degree and emphasis areas of study. Students will benefit from an introduction to advising and academic guidance. They will have an opportunity to meet with and be instructed by various faculty members from the school of business on a "guest professor" basis. Students in this course will participate in benchmarking exercises to contribute to outcomes assessment reports. Prerequisite to Bus 251 – Principles of Accounting.

### 251 Principles of Accounting (4)

An introduction to the basic assumptions that underlie modern accounting; the principles, procedures and methods applied in the preparation of financial statements. Prerequisite: Mathematics 115 or equivalent and Bus 151.

### 252 Managerial Accounting (4)

An examination of how accounting data is used, communicated and interpreted for internal use. Emphasis is placed on planning, control and decision making, particularly in a manufacturing setting. This course will include instruction in and application of computer spreadsheet programs. The student will be required to use word-processing and spreadsheet programs for work submitted during this course. In addition, an introduction to and use of Internet research resources are included in the course syllabus. Prerequisite: Business Administration 251.

**253 Financial Information in Business Organization (4)**

This course is designed for non-business majors who are not required to take Principles of Accounting or Managerial Accounting. The intent of the course is to provide students with sufficient background in accounting and finance to allow them to function more effectively in their chosen careers. To that end, the course will cover the basics of financial accounting and managerial accounting, with some additional material typically covered in finance and economics courses.

**275 Introduction to Advertising (3)**

An exploration of advertising from the management-marketing, consumer and communications creativity viewpoint. Focus is on general principles and broad perspectives with particular emphasis on strategy and how advertising fits into the total sales program.

**282 Selected Topics (1-4)****Upper Division****300 Professional Development Seminar (1)**

The consideration, exploration and development of career options and strategies and the development of individual employment marketing strategies.

**301 Communication for Managers (4)**

The study of business communications methods with emphasis on planning, organizing, preparing and presenting major reports. Significant use of computer skills will be included, as well as design and structure of communication materials for the highest levels of impact.

**310 Managerial Use of Information Systems (4)**

This course investigates the nature and uses of various types of information systems in business organizations, including decision support systems, expert systems, executive and management information systems, and communication systems. Examines the relationships between information system use and business strategy and the applications of information systems in the development of competitive advantage. (ADEP only)

**321 Computer Organizations and Architecture (4)**

Principles of computer organization and architecture are introduced from a layered point of view, beginning at data representation and progressing through the machine language-execution cycle. Representative hardware-software tradeoffs in the implementation of various computer system components will be presented. The design and interface to a variety of peripheral devices will also be discussed. The emphasis will be on the hardware aspects of a computer system.

**342 Marketing Research/Consumer Behavior (4)**

A detailed focus on marketing research, strategy, statistical techniques and decision-theory concepts. Includes the nature of the influences affecting consumer behaviors, values, lifestyles, market segmentation, motivation and attitudes that form consumer marketing decisions. Prerequisite: junior standing.

**344 Copywriting/Storyboarding in Broadcast Advertising (4)**

Designed as a "hands-on" communication and business course, this course provides an overview of broadcast media and develops skills in basic advertising/public relations campaign production techniques including scripting, copywriting and storyboarding. Prerequisite: Business Administration/Communication 375. (cross-listed with Communication 344)

**350 Data Communications and Networks (4)**

Includes a discussion of distributed data processing, communication techniques, wide-area and local-area networks, integrated services digital network, open-systems interconnections, security and network management.

**352A/B Intermediate Accounting (4,4)**

Includes detailed coverage of accounting theory and practice as applied to the corporate form of business. Topics include income statement, earnings per share, income tax allocation, compound interest, revenue recognition, price-level accounting, an introduction to fund accounting and a thorough treatment of balance sheet accounts. Prerequisites: Business Administration 251 (for 352A), 352A (for 352B).

**354 Theology and Business Ethics (4)**

This course applies ethical theory to business decisions within the context of theological reflection. With a strategic focus, the course will investigate the relationship between theological ethics and the economic concerns of managers. The course is particularly designed to help students become effective ethical agents by developing the skills to apply ethical principle to strategic business decisions. (cross-listed with Religion 354)

**355 Client/Server Fundamentals (4)**

Discusses modern technology in network communication and cooperative computation. Topics include client/server design concepts, software expectations, hardware requirements, service support and training issues. Prerequisite: Computer Science 220 or 300.

**357 Practicum in Accounting (2)**

Students will review, in depth, the accounting cycle, which includes adjusting entries, closing entries, and the preparation of financial statements using the accrual and cash bases of accounting. Students will be introduced to popular software used in accounting firms such as QuickBooks and Depreciation Solution, and Excel skills will be reinforced. Amortization schedules, mortgage schedules, and loans will also be covered. During the course, a simulated case will be used where the students become the accountants for a company, processing data, applying GAAP, producing financial statements, analyzing the financial statements, and then writing management letters.

**361 Human Resource Management (4)**

A study of the use of the human resources within the organization. Includes recruiting, selecting and training employees, wage administration and union relations. Focus is on government regulation of employment practices, including Equal Opportunity Employment and affirmative action.

**365 Organization Theory (4)**

Analysis and design of modern organizations with an emphasis on organizational technology. Perspectives include organization design, organization effectiveness and changing organization culture, and the organization and its external environment. Attention is given to emerging global realities. Integrates theoretical knowledge with practical applications.

**367 Behavior in Organizations (4)**

An introduction to the methods and findings of the behavioral sciences on the persisting human problems of organizations. Attention is given to the roles of individual attributes, group dynamics and organizational structure in determining levels of performance at work. Prerequisite: junior standing.

**370 Multimedia Technology (4)**

Introduces modern multimedia technologies. Topics include basic concepts, principles, sound images, animation, standards, hardware and software requirements, new technologies, current research and practice, and future directions.

**374 Business Law (4)**

The study of law as it relates to business. Topics include contracts, agencies, commercial paper, personal property, sales, real property and insurance.

**375 Principles of Marketing (4)**

The study of marketing methods and practices. Topics include policies and problems related to consumers, pricing, advertising, management information systems and distribution and management of the marketing function. (cross-listed with Communication 375)

**376 Sales Management (4)**

This course concerns the sales and sales management functions as they exist in business-to-business sales settings. The course discusses current problems in sales management and the design of effective sales management processes and systems. Prerequisite: Business administration 375.

**380 Principles of Advertising (4)**

An exploration of advertising from an integrated marketing communications perspective. Focus is on general principles and broad perspectives with particular emphasis on strategy and the role of advertising in an integrated program. Students will examine consumer motivation, planning and development, the creative process and campaign execution and evaluation. (cross-listed with Communication 380)

**381 Information, Systems, and Organizational Design (4)**

Surveys the major components of business information systems (hardware, networks, data and applications) and investigates the interrelationships between information, systems, organizational structure, processes and strategy.

**391 Principles of Finance (4)**

Introduces students to the field of finance through an applied conceptual framework using problem sets and computer software to analyze various financial dilemmas. Topics include security valuation, risk analysis, working

capital management, financial budgeting and planning, time value of money concepts, financial ratio analysis and capital budgeting. Prerequisite: Business Administration 252.

### **392 Intermediate Finance (4)**

Students learn to appreciate the usefulness and limitations of financial statements in valuation concepts and financial analysis and are made aware of the value of the role of financial information in capital markets. Concepts are reinforced through problem sets. Prerequisite: Business Administration 391.

### **393 Corporate Finance (4)**

Provides a conceptual framework for analyzing the major types of investment and financial decisions of corporations. The course reviews modern financial theory related to capital structure, cost of capital, dividend policy, intermediate and long-term financing, corporate restructuring and capital budgeting. Employs a mix of problem sets and cases. Prerequisite: Business Administration 391.

### **394 International Business (4)**

Covers international trade and its effect on the world economy. Includes the problems of the multinational firm and the impact of numerous environmental factors on the conduct of business across national boundaries.

### **395 Financial Strategy (4)**

Deals with corporate financial strategies primarily in the areas of valuation, capital structure, external financing, bankruptcy, mergers and acquisitions. These issues are addressed mostly in the context of case studies that illustrate how ideas studied in introductory finance courses are applied to real-world situations. Prerequisite: Business Administration 391.

### **400 Graphical User Interface (4)**

An introductory course to user interface fundamentals. Topics include development methodologies, evaluation techniques, user-interface building tools, considerations in the design phase, identification of design rules and successful delivery of the design. Prerequisite: Computer Science 220 or 300.

### **410 Database Management Systems (4)**

Studies the concepts and structures necessary to design and operate a database management system. Topics include data modeling, relational database design and database querying.

### **411 Sports Related Marketing (4)**

An introduction to management and marketing issues in the sports industry, with a particular emphasis on major and minor league professional sports. Students will receive a broad overview of the structure of sports and its relationship to the dominant culture, the economy and the media. (cross-listed with Communication 411)

### **418 Business in China and India (4)**

Students investigate China and India in terms of the macro forces and factors that comprise the business environment in these "big emerging markets." Students work to understand the demographic, economic, socio-cultural, political-legal, technological and natural forces that influence business in China and India. They compare and contrast how business is conducted within the two countries

as well as with foreign enterprises, and they assess current and emerging opportunities for business in the region. Through readings, online research, discussions, and case analyses, students learn what appear to be critical factors for business success in China and India.

### **429 Executive Roundtable (4)**

This course is designed to provide students with an appreciation of how management and finance theory are integrated into the strategies of the modern cooperation.

### **430 Integrated Marketing Communication (4)**

This course explores the role of communications in marketing management, the strategic integration of promotional tools, and the application of generic IMC concepts in various social and organizational contexts—commercial, non-profit, domestic, and international. Communication trends and technologies are illuminated. The impact of marketing communications on individuals and on society as a whole is critically evaluated. Through readings, discussions, and analyzing cases, students learn how communications objectives are accomplished through carefully chosen combinations of public relations, advertising, sales promotion, personal selling, database and online marketing. Prerequisite: BUS/COMM 375 Principles of Marketing.

### **439 Senior Seminar in Management Thought and Practice (4)**

The consideration of classic and contemporary writings on issues related to the management of the business enterprise and the role of business in the larger society. Prerequisite: senior standing.

### **440 Marketing Simulations (4)**

Emphasis is placed on the marketing planning function, consumer identification and buyer behavior; marketing strategies and price-value relationships.

### **442 Advertising Campaigns (4)**

Advances the principles learned in introductory advertising and marketing courses and includes the application of principles learned through the completion of an actual consumer-oriented marketing/advertising campaign. Includes lecture and lab. Prerequisites: Business Administration 375, senior standing. (cross-listed with Communication 442)

### **443 Event Planning and Management (4)**

The study of the theory and practice of various forms of event planning and management. The class will be using a hands-on approach to delve into this wonderful field and will include lessons on budget, décor, entertainment, types, and security issues. (cross-listed with Communication 443)

### **445 Marketing and Management of Services (4)**

Addresses marketing and management issues related to the service component of products, particularly products which are service-intensive. Topics include understanding the distinctive aspects of services, creating and delivering services, developing and managing the customer service function, balancing demand and supply in a service environment and others.

### **447 Social Marketing (4)**

Reflecting the needs of social entrepreneurs, NGOs and nonprofit organizations, the course explores the use of marketing to effect behavioral changes for the benefit of individuals, society and the global environment. Social marketing is viewed in various organizational and cultural contexts, both domestic and international. Trends and technologies are critically evaluated. Through reading, discussion and practical application, students learn how social marketing objectives are accomplished through carefully chosen combinations of research, planning, implementation and program evaluation. Prerequisite: Business/Communication 375.

### **448 Organization Development (4)**

The study of planned change in organizations including diagnosis of the organization and implementation of organization development interventions. Emphasis on teamwork in organizations and survey development. Prerequisite: senior standing. (cross-listed with Psychology 448)

### **449 Managerial Leadership: Core Competencies and Skills (4)**

Focuses on the development of the core competencies and skills needed for effective managerial leadership at all levels of the organization. Each skill component will follow a five-step developmental pedagogy: (1) Assessment, (2) Learning, (3) Analysis, (4) Practice and (5) Application. Prerequisite: senior standing. (cross-listed with Psychology 449)

### **450 Advanced Public Relations (4)**

Students strengthen their command of the processes and techniques of public relations and apply them strategically to real-world PR stations. They apply the full process of public relations management, including research and analysis, planning, implementation, and control and evaluation, while producing a strategic PR plan and professional media kit. They role-play crisis communications planning and response in an emergency PR exercise. Ethical considerations in PR management are examined; the impact of current PR practices on individuals and society are critically evaluated. Prerequisite: Business/Communication 375 or Communication 342. (cross-listed with Communication 450)

### **451 Cost Accounting (4) (Computer Applications)**

Advanced study of the procedures used to determine costs for manufacturing operations. Includes process and differential costing, overhead allocation, profit-volume analysis, joint products and by-products and responsibility accounting. Emphasis is placed on making informed business decisions based on quantifiable data. Prerequisites: Business Administration 252, 252L; junior standing.

### **452 Tax I (4)**

A study of current federal tax laws and issues as they pertain to the individual taxpayer. Cases are used to provide practical experience in implementation of tax law interpretations; emphasis is placed on the evolution of the philosophy that drives development of the federal tax code. Prerequisite: Business Administration 251. (offered one semester each year)

#### **453 Auditing (4)**

Covers the legal responsibilities, theory and procedures in the conduct of an audit and the making of an audit report. Prerequisite: Business Administration 352B. (offered one semester each year)

#### **454 Advanced Accounting (4)**

Accounting for business combinations and the preparation of consolidated financial statements. Also includes accounting for partnerships, consignments, foreign currency translation, fund accounting and international accounting. Prerequisite: Business Administration 352B. (offered one semester each year)

#### **461 Advanced Human Resource Management (4)**

Studies advanced human resource management problems and practices and is intended for students interested in a professional career as a human resource management specialist. Topics include selection, placement, employee development and employee relations in private and public sector organizations. Prerequisite: Business Administration 361.

#### **462 Tax II (4)**

A study of tax laws and issues pertaining to business entities such as partnerships, C-corporations and S-corporations. Focuses on the taxation of estates and trusts and expands the study of personal taxation introduced in Tax I. Prerequisite: Business Administration 452. (offered one semester each year)

#### **463 Exporting/Importing (4)**

Provides a pragmatic overview of the different aspects of importing/exporting and a working knowledge of the various terms and techniques essential to establish and maintain a profitable import/export business in America. Discussions and assignments will include the marketing organization, regulation, terms of access, documentation, shipments and financing involved with the international movement of products.

#### **468 Venture Development (4)**

A study of venture development through entrepreneurship. Designed to help the student discover the opportunities and challenges of operating a business enterprise. The student will apply concepts learned in other business courses to the business operation. Recommended: Business Administration 391.

#### **469 Strategic Management (4) (Capstone)**

Complex business cases integrating the fields of marketing, finance, law, accounting, economics and industrial management provide a realistic view of how general managers deal with conceptual business problems. Cases include analysis of strategic, interpersonal business problems. Prerequisite: senior standing; prerequisite/corequisite: Business Administration 391.

#### **472 International Finance (4)**

Focuses on the financial environment surrounding multinational businesses involved in international trade, investment and financing. Covers management of current assets and liabilities, including foreign financing decisions and techniques, and investigates foreign

investment decisions, feasibility analysis and capital budgeting. The course uses problem sets and case studies to reinforce the concepts discussed in class. Prerequisite: Business Administration 391. Recommended: senior standing.

#### **473 Marketing Management (4)**

Focuses on the effective design and management of the marketing function in a business organization and the development of effective marketing programs. Topics include strategic marketing plans organization and incentive structures for the sales force, product launch, marketing communication and integration with other essential management functions. Prerequisites: Business Administration 375, senior standing.

#### **474 International Marketing (4)**

An exploration of international marketing conditions with emphasis on foreign market research; trade promotion; political, legal, economic and cultural environments; product and service adaptability; and the development of strategic marketing plans for multinational competition. Prerequisite: Business Administration 375.

#### **475 Investment Analysis and Portfolio Development (4)**

Provides the necessary background to critically evaluate both the practical and academic literature on investments. Stocks and bonds are addressed in market equilibrium and within the context of portfolio development. The capital asset pricing model, market efficiency and the investment environment are covered. Prerequisite: Business Administration 391.

#### **476 International Business Behavior (4)**

A review of current organizational development approaches developed in the United States for possible international application. Cultural influences fostering or hindering the development of effective humanistic organizations are explored. Prerequisite: Business Administration 394 or consent of instructor.

#### **477 Personal Financial Planning (4)**

An in-depth study of personal budgeting and long-term planning, investment opportunities, credit, financial institutions, insurance, risk preferences and goals. Prerequisite: junior standing.

#### **478 Pacific Rim/Art of Japanese Management (4)**

An examination of our international trading partners in the Pacific Rim with special attention to their history, culture and political, economic, business and management systems. Attention is given to an assessment of both American and Japanese approaches to management and slow-growth economies. (cross-listed with Political Science 478)

#### **479 Advanced Strategic Management (4)**

Applies the principles of business and industry analysis and strategy formulation to the coming economic battles between Japan, United States and Europe and among the major emerging international trading blocs. Prerequisite: Business Administration 469.

#### **482 Selected Topics (1-4)**

#### **484 Senior Seminar in Accounting (4) (Writing Intensive Capstone)**

The alternative capstone course for B.S. in accounting majors. Includes the history and evolution of the accounting profession with an investigation and critique of current theory. Prerequisite: Business Administration 454.

#### **485 Seminar (2-4)**

#### **490 Independent Study (1-4)**

#### **492 Internship (1-4)**

#### **493 Field Studies (1-3)**

## Chinese

*See Languages and Cultures*

## Chemistry

Chemistry. It's the core science: the study of the properties, composition and changes that occur in matter. When you study chemistry, you analyze issues that influence every aspect of life on Earth.

Whether you choose the bachelor of science degree (for those targeting careers in industry or planning to pursue a graduate degree) or the bachelor of arts degree (appropriate for those seeking work in medicine, dentistry or secondary school teaching), CLU's chemistry curriculum provides the knowledge base required of the discipline.

Because of the program's strong emphasis on laboratory experience, our advanced chemistry students are taught how to design and carry out their own experiments and encouraged to work on independent research projects. They also have the opportunity to do supported research with faculty members during the summer. Many students have been accepted to summer research programs at Ph.D.-granting institutions.

The department possesses modern instruments which students use regularly in their classes and research projects. These

include Fourier transform infrared and nuclear magnetic resonance spectrometers, gas chromatographs with several types of detectors (mass spectrometer, electron capture, flame ionization), and a rapid-scan UV-vis spectrometer.

CLU chemistry students are encouraged to pursue internships and REU programs during the course of their studies. Recent CLU students have interned at Ventura County Crime Lab, Amgen and Rockwell Science Center, and have attended REU programs at Colorado State and SUNY Stonybrook.

These undergraduate research opportunities translate into success for Cal Lutheran's chemistry graduates, who have been accepted into many of the nation's most respected medical, dental, and graduate programs including the University of California at San Diego, Irvine and Santa Barbara; Yale University; Indiana University; and the University of Ohio.

### Chemistry Faculty

Professor Butcher  
Assistant Professor Hanrahan

### Major Requirements for B.A. in Chemistry:

32 credits minimum, 20 credits upper division; Chemistry 151, 151L, 152, 152L, 305, 331, 332, 341, 342, 485.

### Required Supporting Courses:

Physics 201 and 202 or 211 and 212; Mathematics 251.

### Recommended:

Mathematics 252.

### Major Requirements for B.S. in Chemistry:

40 credits minimum, 28 credits upper division; Chemistry 151, 151L, 152, 152L, 305, 306, 331, 332, 341, 342, 405, 406, 485.

### Required Supporting Courses:

Mathematics 251, 252; Physics 201, 202 or 211, 212.

### Recommended:

Chemistry 411; Mathematics 261, 265.

### Requirements for a Minor in Chemistry:

Chemistry 151, 151L, 152, 152L plus 12 additional credits (200 level or above) to be taken in at least two areas of

chemistry. Note: Chemistry 425 cannot be used to fulfill the minor if it is also being used to fulfill a major requirement.

### Lower Division

#### 111 Chemistry and the Environment (4)

Explores the interface between chemistry and the world we live in, with particular emphasis on environmental issues such as pollution, energy depletion and global warming. The chemical principles required to understand these topics are introduced on an as-needed basis. This course is primarily intended for non-science majors and cannot be used for credit toward a chemistry degree. Lecture, 3 hours/week; Laboratory, 3 hours/week.

#### 151/152 General Chemistry (4,4)

Covers the fundamental theories, principles and laws of chemistry; plus the properties of elements and compounds. Prerequisites: 151: high school chemistry; Math Placement Exam section I score of 14 or better or completion of Math 110; 152: 151. Corequisite: 151: 151L; 152: 152L.

#### 151L/152L General Chemistry Laboratory (1,1)

Covers the laboratory techniques and apparatus of chemistry; plus the illustrations of quantitative relationships in chemistry. Includes a systematic course in theory and techniques of inorganic qualitative analysis. Corequisite: 151L: 151; 152L: 152.

#### 201 Elementary Organic Chemistry (4)

An introduction to the study of the aliphatic and aromatic compounds of biochemical interest. Includes fundamentals of organic chemistry for students of biology, nursing, physical education and elementary education. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisite: Chemistry 111 or 152.

### Upper Division

Note: General Chemistry 151 and 152 are prerequisites for all upper division chemistry courses.

#### 301 Environmental Chemistry (4)

In this course, principles of chemistry will be applied to environmental problems including water; air and soil chemistry and toxicology. Lecture, 3 hours/week; Lab, 3 hours/week. Prerequisite: Chemistry 201.

#### 305 Quantitative Analysis (4)

Covers the principles and techniques of gravimetric and volumetric analysis. Lecture, 3 hours/week; Laboratory, 3 hours/week.

#### 306 Chemical Instrumentation (4)

Covers the theories and application of instrumentation in chemistry. Lecture, 2 hours/week; Laboratory, 6 hours/week. Prerequisite: Chemistry 305.

#### 331/332 Organic Chemistry (4,4)

Covers the structure, nomenclature, reactions and synthesis of organic compounds, plus the theory and mechanism of organic reactions. Lecture, 4 hours/week. Prerequisite for 332: 331.

#### 341/342 Organic Chemistry Laboratory (1,1)

Laboratory work in isolation, characterization

and synthesis of organic compounds. Laboratory, 3 hours/week. Corequisite or prerequisite: 341: 331; 342: 332.

#### 405/406 Physical Chemistry (4,4)

The study of kinetic theory, structure of condensed phases, thermodynamics, equilibria, electrochemistry, quantum chemistry and chemical kinetics. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisites: one year each of calculus and physics or consent of instructor.

#### 411 Advanced Inorganic Chemistry (3)

The advanced treatment of special topics in inorganic chemistry, including atomic structure, classification of elements and inorganic reactions in aqueous and non-aqueous solutions. Lecture, 3 hours/week. Prerequisite: consent of instructor. (on demand)

#### 412 Advanced Organic Chemistry (3)

Further study in organic chemistry, emphasizing synthesis, reaction mechanisms and stereoisomerism. Lecture, 3 hours/week. Prerequisite: Chemistry 332 or consent of instructor. (on demand)

#### 421 Qualitative Organic Analysis (3)

The classification, reactions, derivatives and identification of organic compounds. Lecture, 1 hour/week; Laboratory, 6 hours/week. Prerequisite: Chemistry 332 and 342 or consent of instructor. (on demand)

#### 425 Biochemistry (3)

The study of structure, function and metabolism of biomolecules as well as enzyme kinetics, thermodynamics and regulation of metabolic processes. Lecture, 3 hours/week. Prerequisite: Chemistry 201 or 332 or consent of instructor. (cross-listed with Biology 425)

#### 425L Biochemistry (1)

Selected biochemistry lab techniques, including protein purification, enzyme kinetics, chromatography and electrophoresis. Laboratory, 3 hours/week. Prerequisite: Concurrent enrollment in Biology/Chemistry 425. (cross-listed with Biology 425L)

#### 461 Chemical Preparations (1-3)

The preparation and purification of selected inorganic or organic compounds; introduces the student to chemical literature and laboratory research methods. Prerequisite: consent of instructor.

#### 482 Selected Topics (1-4)

#### 485 Capstone Seminar (2)

Introduces students to the skills and practices required of professional scientists. Students will gain experience with conducting literature searches, conducting and presenting scientific work, reviewing the work of others and writing research proposals. Prerequisite: senior standing.

#### 490 Independent Study (1-4)

#### 492 Internship (1-4)

# Communication

What can you do with a communication degree? The 21st Century has produced thousands of jobs calling for applicants who can frame effective messages in a wide variety of media. To that end, not only does the Communication Department at CLU offer a broad array of mass communication courses but insists that its graduates demonstrate proficiencies in writing, speaking and media production, requires at least one internship, and lays out a unique core curriculum that equips graduates with a background in mass media history, media writing and communication theory. The department boasts an award-winning student newspaper, *The Echo*, and a campuswide cable television station.

A degree in communication with a concentration in advertising and public relations, media production or journalism specified on the diploma is the choice of students who wish to specialize in a field. The general communication major, on the other hand, permits students to individualize their degrees, either in order to explore subjects of personal interest or to prepare for a career objective other than the concentration areas.

In addition to regular course work, at least one cooperative education experience or senior project is required of each communication graduate. Many students choose to add a variety of media projects, internships, part-time employment, or field experience to their résumés. CLU students have recently interned in television (KADY, KNBC, CBS, Fox Television, CNN and KCAL); radio (KCLU FM and KZLA FM); newspapers (Ventura County Star and Los Angeles Times); sports information departments (L.A. Clippers and L.A. Kings); and marketing departments (The Gap; Access Hollywood, Disney, J.D. Power, Amgen).

Because of its internship programs, contacts in the professional world and the excellent support of the Career Services Center, the placement rate for CLU communication majors is quite impressive. Recent graduates have taken rewarding jobs in public relations, human resources, media market research, education, publishing, radio and television or have entered graduate school.

Students who desire to work as marketing communication department managers, marketing representatives, and trade negotiators for both private corporations and government agencies are directed to the marketing communication degree which appears later in this catalog. CLU marketing communication graduates have gained the ability to research, plan, organize and direct internationally focused marketing campaigns and have acquired the interpersonal skills needed to move into upper management.

## Communication Faculty

Professors Docter, Kelley, Pagliassotti  
Associate Professor Stockard  
Instructors Sandlin, Waisanen

## Major Requirements for B.A. in Communication:

36 credits minimum, 24 credits upper division; Communication 101, 231, 401, 490 or 492 (1-4 credits); choose one course from Communication 342, 344, 346, 348, 375, 380, 411, 442, 443, 450; choose two courses from Communication 200, 207, 208, 308, 309, 404, 405, 406, 407; choose two courses from Communication 233, 301, 306, 315, 335; choose one course from Communication 307, 333, 402.

## Advertising/Public Relations:

36 credits minimum, 24 credits upper division; Communication 101, 231, 333, 342, 380, 401, 490 or 492 (1-4 credits); Choose one course from Communication 375, 411, 442, or 450; Choose one course Communication 301, 344, 346, 348 or 443; Choose one course from Communication 233, 306, 315, 335, 405, or 406

## Journalism:

36 credits minimum, 24 credits upper division; Communication 101, 231, 333 (two semesters, four total credits) 401, 405, 490 or 492 (1-4 credits); Choose

one course from Communication 333 (two semesters, four total credits), 404, or 407; Choose one course from Communication 346, 348, Art 380, or Art 385; Choose one course from Communication 200, 233, 301, 306, 335, 342, or 406.

## Film and Television Production Emphasis:

36 credits minimum, 24 credits upper division; Communication 101; 231 or 307; 402; 490 or 492 (1-4 credits); Choose three courses from Communication 207, 208, 309, 404, 407, Multimedia 470, 471; Choose one course from Communication 307, 344, 348, Art 380, or Art 385; Choose two courses from Communication 200, 308, 406 or approved selected topics (Communication 482).

## Requirements for a Minor in Communication:

18 credits, 12 credits upper division; Communication 101, 231, 401, 490 or 492 as well additional communication course credits equaling 18 total units with 12 upper division.

## Lower Division

### 101 Introduction to Mass Communication (4)

A preliminary study of communication theory with particular emphasis on mediated communication, including Internet, television, radio, film and print.

### 103 Beginning Public Speaking (3)

The study of the theory and practice of various forms of oral communication, including informative speaking oral interpretation, small-group communication and persuasion.

### 161 Beginning Sign Language (3)

An introduction to the study of American sign language.

### 200 Survey of Broadcasting and New Media (4)

A survey of the broadcasting, cable and other broadband media including the Internet; an introduction to the socio-cultural, legal/regulatory, economic, competitive and technological environment, with emphasis on programming, advertising, audience research and other management issues in the context of digitalization of media.

### 207 TV Production I (3)

Learn the basics of television production including the operation of the camera, lights and studio equipment. Study the mechanics and techniques of video production. Each student will direct one scene from a television script. Student will learn to mark the script, work with the actors and produce a scene switched live for television.

### 208 Beginning Cinema Production (3)

Exploring the cinematic medium in production. The students will learn basic techniques of photography and editing. The class will shoot a group project on film and edit digitally. Each student will also make a short film using Mini DV.

## 221 Popular Culture (4)

An introduction to important readings on popular culture from the perspectives of sociology and communication studies. The study of popular culture takes the forms, content, values and norms of popular culture products as data for analysis and critique. Students will focus on mass communication forms of popular culture such as movies, advertisements, television shows, magazines, music and music videos. This course will focus on the period from 1945 to the present. (cross-listed with Sociology 221)

## 231 Writing for the Mass Media (4)

Instruction and practice in reporting varied news stories for print and electronic media; a writing-intensive introduction to reporting; techniques of interviewing news sources; story structure, consistent/concise editing style with clarity and speed; and writing with accuracy and fairness. Prerequisite: English 111.

## 233 Argumentation and Advocacy (4)

The study and practice of argumentation, emphasizing interactive critical thinking skills, including analysis, research and evidence, case construction, refutation, and visual and other forms of symbolic influence; diverse fields of argumentation and advocacy considered including law, politics, organizations, mass media, entertainment, interpersonal, and intercultural relations. (cross-listed with Political Science 233)

## Upper Division

### 301 Persuasive Communication Campaigns (4)

A study of the principles of persuasive communication including an analysis of factors influencing persuasion in platform address, advertising argumentation, interpersonal and mediated communication including historical developments in theories applicable to the field and techniques adapted to the Internet. Students learn techniques of planning, implementation and evaluation of commercial, political and social/public service campaigns.

### 306 Business and Professional Communication (4)

A study of the principles involved in communicating in a professional environment. Includes techniques of interviewing, small-group communication, role playing and exercises designed to improve communication skills. Students have several opportunities for practical application of oral communication principles in simulated settings.

### 307 Screenwriting (3)

An introductory course on the craft of writing for feature film. Emphasis is on narrative storytelling for the screen, understanding film grammar and the tools of the screenwriter from basic three-act structure to characterization. In a workshop approach, students will develop their own story premise, treatment, outline and the first draft of their first act screenplay. Orientation is on the commercial film markets as we will be screening many classic and contemporary films as well as reading several screenplays for analysis.

### 308 Politics in Cinema (4)

Explores the political nature of cinema and the ways in which political culture, issues and themes are expressed in and through cinema.

Particular emphasis is placed on American political culture and practices. (cross-listed with Political Science 308)

### 309 Advanced Cinema Production (4)

Students will write, produce, direct and edit a 10-20 minute short narrative or documentary film with the purpose of submitting it to student film festivals across the country. Students will attend advanced workshops in editing and lighting. Prerequisite: Communication 207 or 208.

### 315 Small Group Communication (4)

A study of the types of group discussion with opportunity for student participation. Special emphasis is placed on an examination of group interaction as it relates to discussion.

### 333 Working on The Echo (2)

Practical working experience on the University's student newspaper includes reporting, editing, photography, desktop publishing and business management. May be taken four times for credit. All majors are welcome. Prerequisite: Communication 231.

### 335 Interpersonal Communication (4)

A study of dyadic communication focusing on real-life contexts. Emphasis on learning about self, romantic/friendship relationships, family, conflict and gender/ethnic dynamics.

### 342 Public Relations (4)

The development of public relations theories and practice. Includes principles and methods for audience, media and message analysis; writing for business, industry and nonprofit organizations; and creating and assessing effective forms of public relations and communications. Prerequisite: Communication 231.

### 344 Copywriting/Storyboarding in Broadcast Advertising (4)

Designed as a "hands-on" communication and business course, this course provides an overview of broadcast media and develops skills in basic advertising/public relations campaign production techniques including scripting, copywriting and storyboarding. Prerequisite: Communication 375. (cross-listed with Business 344)

### 346 Copyediting, Layout and Design (4)

The first half of the course emphasizes not only fundamental rules of grammar, punctuation and spelling but also use of AP style and macrolevel editing issues of clarity, concision, thoroughness and fairness. The second half emphasizes computer-assisted layout and design. Prerequisite: Communication 231.

### 348 Website Design & Publishing (4)

Hands-on introduction to designing, creating and uploading Web sites and to finding and evaluating resources and information on the Web. Skills taught include Web site creation in raw HTML, use of tables and frames, inclusion of image and sound, and inclusion of pre-existing Javascripts. No programming experience required, basic familiarity with computers desirable.

### 361 Intermediate Sign Language (3)

Continuing studies in American sign language. Prerequisite: Communication 161.

## 375 Principles of Marketing (4)

The study of marketing methods and practices. Topics include policies and problems related to consumers, pricing, advertising, management information systems and distribution and management of the marketing function. (cross-listed with Business 375)

## 380 Principles of Advertising (4)

An exploration of advertising from an integrated marketing communications perspective. Focus is on general principles and broad perspectives with particular emphasis on strategy and the role of advertising in an integrated program. Students will examine consumer motivation, planning and development, the creative process and campaign execution and evaluation. (cross-listed with Business 380)

## 401 Communication Theories (4) (Capstone)

An advanced study of communication theories based on professional literature. Theories are drawn from a variety of disciplines, including psychology, sociology, linguistics and anthropology, which allow the student to study communication phenomena from a variety of competing and complementary perspectives. Students also study the scientific method and the relationship between theory and research. Course assignments include completion of a major research paper and presentation of portfolio project.

## 402 Film Theory (4)

(Capstone, Media Production Concentration) An advanced study of film theory based on professional literature. The course teaches students to analyze and understand cinema in terms of classical film theories as well as structuralism, semiotics, narrative theory, cognitive theory, feminism, postmodernism and queer theory, among others. Course assignments include completion of a major research paper.

## 404 Broadcast Sports Production (3)

The course will teach students to create live and tape-delayed sports broadcasts for CLUTV (Channel 16) and Educational Television for the Conejo Valley (Channel 20). Prerequisites: Communication 207 or 208.

## 405 Freedom of Communication (4)

A study of the limits placed on freedom of expression in the United States. Through examining leading U.S. court decisions and relevant statutes, students will learn the broad principles and legal reasoning underlying First Amendment jurisprudence, including the legal, philosophical and political issues entailed in the rights of free expression. Students will then examine how these principles have been applied to the regulation of the various communication industries including the print media, broadcasting and cable television. (cross-listed with Political Science 405)

## 406 Legal Issues and New Media (4)

A study of the law and policy governing the various communication industries, including the print media, broadcasting, cable television, direct broadcast satellites and the Internet.

## 404 Broadcast Sport Production (3)

The course will teach students to create live and tape delayed sports broadcasts for CLU TV (Channel 16) and Educational Television for

the Conejo Valley (Channel 20). Prerequisites: Communication 207 or 208

#### **407 Broadcast News Production (4)**

Create live news broadcasts every two weeks for CLUTV (Channel 16) and Educational Television for the Conejo Valley (Channel 20). Learn to write, shoot and edit news stories. In the class, you will be the producer, director and anchor for CLUTV news. Emphasis will be placed on advanced editing skills. Prerequisite: Communication 207 or 208.

#### **411 Sports Related Marketing (4)**

An introduction to management and marketing issues in the sports industry, with a particular emphasis on major and minor league professional sports. Students will receive a broad overview of the structure of sports and its relationship to the dominant culture, the economy and the media. (cross-listed with Business Administration 411)

#### **442 Advertising Campaigns (4)**

Advances the principles learned in introductory advertising and marketing courses and includes the application of principles learned through the completion of an actual consumer-oriented marketing/advertising campaign. Includes lecture and lab. Prerequisites: Communication 375 or 380, senior standing. (cross-listed with Business Administration 442)

#### **443 Event Planning and Management (4)**

The study of the theory and practice of various forms of event planning and management. The class will be using a hands-on approach to delve into this wonderful field and will include lessons on budget, décor, entertainment, types, and security issues. (cross-listed with Business 443)

#### **450 Advanced Public Relations (4)**

Students strengthen their command of the processes and techniques of public relations and apply them strategically to real-world PR stations. They apply the full process of public relations management, including research and analysis, planning, implementation, and control and evaluation, while producing a strategic PR plan and professional media kit. They role-play crisis communications planning and response in an emergency PR exercise. Ethical considerations in PR management are examined; the impact of current PR practices on individuals and society are critically evaluated. Prerequisite: Communication 342. (cross-listed with Business 450)

#### **461 Advanced Sign Language (3)**

Advanced studies in American Sign Language. Prerequisite: Communication 361.

#### **482 Selected Topics (1-4)**

#### **490 Independent Study (1-4)**

This course is used to evaluate a senior project if an appropriate internship is unavailable.

#### **492 Internship (1-4)**

The student finds an internship appropriate to his or her career choice to fulfill the communication requirement. Contracts are available at the Career Services Center. (graded P/NC only)

## Computer Information Systems

Computer Information Systems (CIS) is a rapid-growth, high-demand area combining studies in computer science and business management. The CIS major, one of two computer-oriented majors at CLU, has been designed to meet the demand for graduates with knowledge of information systems and their application to business environments.

Along with an emphasis on computer applications in software, hardware and programming, CIS majors receive a strong business and liberal arts education. CIS represents a major area in computing, and CLU graduates are prepared for careers in a variety of industries.

Included in the computer science facility are the computer laboratories, a study area for majors, and electronic classrooms with large screen projection systems for lectures, as well as faculty offices. Small classes allow faculty members to provide individualized attention to students and their projects and research. The department also maintains an experimental networking lab, which runs various network operating systems. The department is fully connected to the Internet and every lab PC or workstation has complete Internet access.

CIS graduates are encouraged to participate in internships and major projects offered through numerous research industries located near the University. CIS graduates have gone on to work at noted research corporations such as Rockwell International, Prudential Insurance, J.D. Power & Associates, IBM, HP, Hughes, Raytheon and Litton Industries, as well as in industries that range from entertainment to banking to pharmaceuticals.

## Computer Science

In keeping with the fast-growing computer science industry, Computer Science programs are designed to prepare students for an industrial, business, or governmental career. CLU offers majors and minors in both computer science and computer information systems, and certificates in information technology and information systems.

Included in the computer science facility are the PC laboratories, a study area for majors, and electronic classrooms with large screen projection systems for lectures, as well as faculty offices. Small classes allow faculty members to provide individualized attention to students and their projects and research.

The department also maintains an experimental networking lab, which runs various network operating systems. The department is fully connected to the Internet and every lab PC or workstation has complete Internet access.

CLU computer science graduates often pursue careers that utilize their skills in software and hardware development, programming, computer use in businesses, computer engineering and education. Graduates of CLU's computer science program are working at Disney, J.D. Power & Associates, Teradyne, Litton Industries, aerospace contractors, and Big Eight accounting firms. Computer science students are in demand and CLU's graduates enjoy a high rate of placement in jobs or graduate schools.

CLU also offers a Master of Science in Computer Science and a Five Year BS/MS in Computer Science.

#### **Computer Science/Computer Information Systems Faculty**

Professors Klassen, Peng  
Associate Professor Reinhart

### Major Requirements for B.S. in Computer Science:

48 credits minimum, 36 credits upper division; 44 credits Computer Science; 4 credits Mathematics; Computer Science 210, 220, 335, 340, 350, 499; Mathematics 241.

### Recommended supporting courses:

Art 380, 480; Math 231, 251; Multimedia 100.

### Requirements for Certificate in Information Technology:

32 credits, 20 credits upper division; CSC 210, 220, 335, 340, 350, Math 241; and 8 additional upper division credits. GPA 2.25 or higher.

### Requirements for a Minor in Computer Science:

20 credits minimum, 12 credits upper division.

### Major Requirements for B.S. in Computer Information Systems:

48 credits minimum, 40 credits upper division; Computer Science 210, 331, 350, 410, 499; Math 241; Business Administration 367 and 381, and 16 additional upper division Computer Science credits in which up to 8 credits can be substituted by recommended Business Administration courses.

### Recommended:

BUS 361, 394, 445, 448, 449, 468, 477 and Economics 312.

### Requirements for Certificate in Information Systems:

32 credits; CSC 210, 331, 350, 410; Math 241; Business Administration 367, 381; and 4 additional upper division credits. GPA 2.25 or better.

### Requirements for Minor in Computer Information Systems:

20 credits minimum, 12 credits upper division; 12 credits Computer Science, Business Administration 367, 381.

### Five-Year B.S./M.S. Program in Computer Science

The Five-Year B.S./M.S. Computer Science Program is a challenging academic program for our most accomplished students. The program allows participants to obtain both a Bachelor of Science in Computer Science/Computer Information Systems and a Master of Science in Computer Science in five years. Participants are granted conditional admission and allowed to take graduate courses in computer science during their senior year; which can be used toward satisfying their M.S. degree requirements.

#### I. Admission Requirements

- Students must submit application by spring semester of the junior year.

- Students should complete all General Education requirements by the end of the junior year.
- Students should complete at least 40 credits toward the Major Requirements for B.S. in CS/CIS before spring semester of the senior year.
- Students who are enrolling in graduate courses must be within 12 credits of completing a B.S. in CS or CIS.
- Students' GPA in Computer Science undergraduate courses must be at least 3.2.
- Admission is granted or denied before the spring semester of senior year.
- All B.S. in CS/CIS requirements must be met by the end of the fourth year; and an application for degree should be filed to receive the B.S. in CS/CIS.
- Graduate status is attained after all B.S. requirements have been met.

#### 2. Other Program Requirements

- During the senior year, students should take 8 units of graduate Computer Science courses.
- Graduate courses taken in the senior year will count for graduate credit and can not be used to satisfy the B.S. requirements.
- Any graduate courses taken prior to admission into the program can not count toward the M.S.C.S requirements.

### Lower Division

#### 102 Introduction to Computers (4)

A first course intended for novice computer users that introduces microcomputers, word processing, spreadsheets, selected computer applications software and Internet utilities. In addition, the student learns the proper use of various computer peripherals including diskette drives, mice, keyboards, scanner and advanced digital devices.

#### 110 Concepts of Programming (4)

Introduction of logic concepts in programming. Breadth approach to essential elements of computer programming. Text based operating systems such as DOS will be discussed. Topics covered are problem solving concepts, computer systems, disk operating systems, computer programming languages, programming fundamentals, testing and debugging, conditions and branching, loops, flowcharts, compound statements, non-compound statements, top-down program design.

#### 210 Introduction to Computer Programming (4)

First-semester computer programming course. This course introduces the principles of computer science, problem-solving methods and algorithm development using a high-level language. This is a programming class primarily for computer science, computer information systems, mathematics, and science majors.

The ability to use a computer is essential. Prerequisites: Computer Science 110 or permission of instructor, Mathematics 110 or equivalent.

#### 220 Advanced Computer Programming (4)

A second-semester computer programming course. This course takes a state-of-the-art approach to software design/development with object-oriented techniques. Topics include algorithm analysis, string processing, internal search/sort methods, complex data structures, design strategies, and code reusability. Prerequisite: Computer Science 210.

### Upper Division

#### 300 Visual Programming (4)

Advanced programming course which focuses on the design of visual user-interface in the Windows environment. Topics include basic forms, simple structures, variables, control mechanism, types and expressions, complex data structure, looping, functions, procedures, selections, multiple forms, files and arrays. Prerequisite: Computer Science 210.

#### 310 Algorithms (4)

Continues the study of the design and analysis of algorithms, particularly those handling complex data structures and non-numeric processes. Includes an introduction to algorithm design techniques, algorithm verification and the impact of parallel computation on algorithms, operating systems and architectures. A brief introduction is given to artificial intelligence focusing on data representation and heuristic search methods. Prerequisites: Computer Science 210, Mathematics 241.

#### 315 Object-Oriented Design and Analysis (4)

Discusses the features and advantages of an object-oriented approach to problem solving. Topics include abstraction, inheritance, polymorphism, object-oriented design, analysis, implementation and testing. Prerequisites: Computer Science 210.

#### 321 Computer Organization and Architecture (4)

Principles of computer organization and architecture are introduced from a layered point of view, beginning at data representation and progressing through the machine language execution cycle. Representative software-hardware tradeoffs in the implementation of various computer system components will be presented. The design and interface to a variety of peripheral devices will also be discussed. The emphasis will be on the hardware aspects of a computer system. Prerequisites: Computer Science 210, Mathematics 241.

#### 325 Organization of Programming Languages (4)

Covers introduction of major language histories, common components, built-in structures, compositions of basic structures, language specification, analysis techniques, runtime behavior, de-facto standards, and future developments. Prerequisites: Computer Science 210, Mathematics 241.

#### 331 Systems Analysis (4)

This is the first course in system engineering that stresses the system development life cycle. Students learn ways of organizing the

structure and process of building very large-scale systems that may or may not involve computers. Includes information gathering, design tradeoffs, implementation strategies, product liability, acceptable risk analysis and project follow-up. Prerequisites: Computer Science 210, Mathematics 241.

### **332 Introduction to eCommerce (4)**

Overview of eCommerce from business aspects to required eCommerce technical skills. A lecture based course with extensive online research for eCommerce information, useful sites, case studies and Web tools. A basic e-Commerce architecture of three tiers such as the front-end tier; the Web server tier and the back-end system tier in Windows NT and Unix. Connectivity to the back-end database system and legacy systems. Security, protection, electronic payment, firewall and proxy. Several Web designing tools and programming skills. The course builds a foundation for students to pursue higher level e-Commerce courses. Prerequisites: Computer Science 110 or permission of instructor.

### **335 Software Engineering (4)**

Presents a formal approach to state-of-the-art techniques for software design and development, involving students in a team approach to organizing, managing and developing software. Prerequisites: Computer Science 210, Mathematics 241.

### **340 Operating Systems (4)**

Discusses the major functionality and principles behind all major operating systems tasks, including user interface, hardware sharing among users, data sharing among processes, user protections, resources scheduling among users, multi-user environment, multi-processing and real-time systems. Prerequisites: Computer Science 210, Mathematics 241.

### **344 Web Design (4)**

Studies the backbone of dynamic Web documents. Subjects include Web design standards, and Web-based application programming to make layout, tables, style sheets, templates, libraries, frames and rollovers. HTML and script languages such as Java Scripts, GUI design paint tools and plug-ins are studied in depth. Prerequisites: Computer Science 210, Math 241.

### **350 Introduction to Data Communications and Networks (4)**

Includes discussion of distributed data processing, communication techniques, wide-area and local-area networks, integrated services digital network, open-systems interconnection, security and network management. Prerequisites: Computer Science 210, Mathematics 241.

### **355 Client/Server Fundamentals (4)**

Discusses modern technology in network communication and cooperative computation. Topics include discussion of client/server design concept, software expectation, hardware requirement, service, support and training issues. Prerequisites: Computer Science 210.

### **360 Computer System Security (4)**

An introduction of security issues in computer system and data communications, including Data Encryption Standard, public-key systems,

digital signatures, ciphers, data compression, data manipulation and supporting techniques. Prerequisites: Computer Science 210, Mathematics 241.

### **370 Multimedia Technology (4)**

Introduces modern multimedia technologies. Topics include basic concepts, principles, sound, image, animation, standards, hardware and software requirements, new technologies, current research and practice, and future directions. Prerequisites: Computer Science 210, Mathematics 151.

### **400 Graphical User Interface (4)**

An introductory course to user interface design fundamentals. Topics include development methodologies, evaluation techniques, user-interface building tools, considerations in the design phase, identification of applicable design rules, and successful delivery of the design. Prerequisite: Computer Science 210.

### **405 Graphics (4)**

Review of graphic display architecture and graphic input devices. Coverage includes two- and three-dimensional drawing, viewing, clipping, transformations, shading and data structures for graphics systems. Prerequisites: Computer Science 210, Mathematics 241.

### **410 Database Management Systems (4)**

Studies the concepts and structures necessary to design and operate a database management system. Topics include data modeling, relational database design, and database querying. Prerequisites: Computer Science 210, Mathematics 241.

### **482 Selected Topics (1-4)**

### **485 Seminar (2-4)**

### **490 Independent Study (1-4)**

### **492 Cooperative Education (1-4) (graded P/NC only)**

### **493 Field Study (1-3)**

### **499 Capstone (4)**

Undergraduate research or development project. The exact nature of the project is negotiated with the sponsoring professor.

grates the relevant multidisciplinary theory to provide a foundation for understanding contemporary criminal justice theory and practice. Through a combination of course work, internships and special research projects, graduates are prepared to enter a wide variety of vocations including public law enforcement and corrections agencies or to pursue graduate study in law, judicial administration, and other professions.

*See Sociology for faculty listing.*

### **Major Requirements for B.S. in Criminal Justice:**

42 credits minimum, 24 upper division. Required courses: Criminal Justice 101, 276, 335, 412, 460, 492. Five courses or 20 units from remaining electives: Criminal Justice 320, 330, 340, 341, 350, 370, 404, 410, 430, 440, 482, 490.

### **Lower Division**

#### **101 Introduction to Criminal Justice (4)**

Introduces the student to the fundamental concepts, institutions, and formal and informal structures of American criminal justice. Includes a description and analysis of standard measures of criminal justice activity, crime reduction strategies and contemporary suggestions for improving criminal justice.

#### **105 Introduction to Law and Legal Process (4)**

Provides a critical understanding of the historical and philosophical foundations of law; topics include sources of legal tradition, the impact of law on society, judicial decision-making, and legal restraints and impediments. The course will familiarize students with electronic legal sources. Required for the Legal Studies minor; not required for the Criminal Justice major. (Cross-listed with Political Science 105)

#### **276 Criminal and Procedural Law (4)**

A study of the concepts of criminal and procedural law as a social force; the historical development of law and constitutional provisions, legal definitions, classification of crime, case law and methodology of the study of law.

### **Upper Division**

#### **320 Critical Issues in Policing (4)**

Examines the social, legal and political issues affecting policing in a democratic society, including police accountability, responsibility, community policing, individual and organizational deviance, civil liability and the role of technology. Students analyze contemporary research as related to the police role.

#### **330 Contemporary Corrections (4)**

Examines current correctional practices (diversion, community supervision,

## Criminal Justice

The purpose of a criminal justice major within a liberal arts university is to develop in students the knowledge, values and ethical consciousness that are essential to becoming responsible leaders in criminal justice and related human services vocations.

The major offers broad foundational courses drawing upon sociology, political science, psychology, management, public policy, criminology and law. The departmental curriculum inte-

institutionalization and special problems (confronting correctional efforts) in light of historical, philosophical and social developments.

### **335 Criminology (4)**

The analysis of the nature, causes and distribution of crime, with an emphasis on the relationship between theoretical explanations of crime and contemporary social responses. Contemporary research supporting crime control/prevention efforts is examined. Prerequisite: Criminal Justice 101 or permission of instructor.

### **340 Violence and Victimization (4)**

Victimology addresses the sources of violence, the relationships between victims and offenders, the interactions between victims and the criminal justice system, and the social, legal and institutional responses to violence and victimization. There is specific focus on the victims of violent crimes such as spousal abuse, workplace violence, predatory crime, and terrorism. Prerequisite: junior standing or permission of instructor.

### **341 Criminal Psychology**

Students examine theory, research, law and case studies to gain an understanding of the behavior of violent offenders. Research into biological, psychological and social causes is examined and evaluated. Additional topics include the role of the forensic psychologist, the science of profiling and the definitions and use of the insanity defense. Prerequisite: Criminal Justice 101, junior standing or permission of instructor. (cross-listed with Psychology 341)

### **350 Juvenile Delinquency (4)**

A study of the social and psychological factors contributing to juvenile delinquency and the societal and governmental attempts to prevent and control individual delinquent behavior. The role of the juvenile court and common intervention strategies are also examined.

### **370 Deviance in U.S. Society (4)**

Introduces students to sociological concepts of deviance, social control, social power, and identity construction/management. Focusing on the topic of deviance, an explanation of how groups of people have the power to shape and apply social definitions of "normalcy" and "morality" will provide an analytical lens through which to look at the consequences for those labeled as "deviant." Minimum of sophomore standing. (cross-listed with Sociology 370).

### **404 Constitutional Law in Criminal Justice (4)**

Emphasizes Supreme Court decisions and constitutional issues relevant to the Fourth, Fifth, Sixth, Eighth and Fourteenth amendments. Students are expected to research and present cases from the text and other legal sources. Prerequisite: junior standing or permission of instructor. (cross-listed with Political Science 404)

### **410 Substance Abuse (4)**

An overview of drug use in a historical and social context, primarily in the United States. The course covers alcohol and other controlled substances, paying particular attention to the implications of past and current drug use practices and policies for

criminal justice agencies. Prerequisites: Criminal Justice 101 and junior standing.

### **412 Methods of Research and Statistics (4)**

The study of the major methods of research used in social inquiry. Emphasis is on the use of social surveys, qualitative interviews, data analysis and interpretation. The students will also make use of the computer by applying statistical software to data entry and analysis, finding patterns in the data, testing hypotheses and presenting findings using tables and graphs. Prerequisites: Criminal Justice 101 and junior standing.

### **430 Race, Ethnicity, Gender, and Crime (4)**

This course critically examines the impact of race, ethnicity, and gender on crime and how the criminal justice system operates within these contexts. Also examines the impact of perception, stigmatization, theory, law and social policy on minorities and women as offenders, victims, and practitioners.

### **440 Terrorism (4)**

The course focuses on the violence of terrorism and the strategic uses and justification of violence in political and religious life. The course explores the ideology and methods of terrorism by and against governments. An examination of legal and extralegal policies designed to counter terrorism are explored. Prerequisites: Criminal Justice 101 and junior standing or permission of instructor. (cross-listed with Political Science 440)

### **460 Senior Seminar: Criminal Justice Philosophy and Practice (4)**

A social, political, legal and philosophical examination of contemporary criminal justice policy. Includes analysis of ethical issues confronting the police, courts and corrections and their impact on criminal justice practitioners, clients and the public. Prerequisites: senior standing, completion of all required major courses.

### **482 Selected Topics (1-4)**

### **490 Independent Study (1-4)**

### **492 Criminal Justice Internship (2-4)**

Criminal justice majors are required to complete an internship in a criminal justice agency or related area in their junior or senior year. (graded P/N/C only)

and statistics. Advanced courses within the economics curriculum include the history of economic thought, macro-economics, price theory, international economics and research methods. Students are encouraged to work in internships and on independent projects in order to combine course work with hands-on experience in the world of economics.

Along with many other opportunities, economics majors have access to the University's Economic Research Center which gathers economic data for Ventura County and parts of Los Angeles County. CLU students participate in and contribute to the formulation and gathering of the data.

Economics graduates may take many career paths, including careers in banking and finance, economic and demographic research and forecasting, and urban planning.

The CLU School of Business also offers graduate courses leading to the master of business administration.

*See Business Administration for faculty listing.*

### **Major Requirements for B.A. in Economics:**

41 credits minimum, 20 credits upper division; Economics 203 or (Economics 200 and 201); Math 245; Economics 311, 406, 411, 445, 450; and three courses (12 credits) from Economics 206, 301, 312, 313, 321, 341, 414, 416, 420, 421, 460, Business 391, Math 471.

### **Honors in Economics**

Students must have a GPA of 3.7 or higher by the end of their junior year after completing at least 75 credits in their study toward a BA in Economics, all lower division courses in the major; and a total of 20 upper division credits toward their major. Those who are qualified to pursue an Honors Degree in Economics will take 8 credits: Economics 445 and Economics 497, Honors Thesis.

### **Requirements for a Minor in Economics:**

20 credits minimum in Business Administration and Economics, 16 credits upper division; Business Administration

## Economics

California Lutheran University's bachelor of arts degree program in economics prepares students for a variety of careers by offering a strong background in liberal arts and social science studies as well as in all aspects of business.

Economics majors will take a sampling of business courses including principles of marketing, finance, organizational behavior, career development, accounting

251, Economics 311 and 12 additional upper division credits in economics courses.

**Required Supporting Course:**  
Economics 203.

### Lower Division

#### **200 Introduction to Micro-Economics (3)**

The study of principles of economics on the firm level, including resource pricing and allocation, market structures, supply and demand. (offered one semester each year)

#### **201 Introduction to Macro-Economics (3)**

The study of principles of economics on the national level, including the role of government and business, national income, employment, and monetary and fiscal policy.

#### **203 General Economics (5)**

Provides a basic understanding of how economic decisions are made by individual economic agents ("micro") and within the context of large ("macro") economic systems. The course is comprised of three major sections: basic economic concepts, micro-economics and macro-economics.

#### **206 Economic Systems and Society (4)**

Examines the approaches of capitalist, socialist and communist societies in the development of economic systems and the formulation of governmental economic policies. Emphasis is placed on the ways in which nations attempt to use economic forces to achieve such social objectives as health care, education and social stability.

#### **282 Selected Topics (1-4)**

### Upper Division

#### **301 Labor Economics (3)**

The study of the theories of wages and employment, the history and economics of the labor movement and the economics of the labor market, collective bargaining and trade unionism. Prerequisite: Economics 203.

#### **311 Statistical Methods (4)**

The basic methods in analysis of central tendency, dispersion and probability distributions. Prerequisite: Math 115 or equivalent.

#### **312 Quantitative Analysis in Business (4)**

An introduction to quantitative decision making from a managerial standpoint, plus the formulation and solution of decision models under certainty and uncertainty. Topics include model building, linear programming, probability, Bayesian decision theory and simulation. Prerequisite: Economics 311.

#### **313 Comparative Economic Systems (4)**

A comparative study of the economic goals, theories of economic organization, institutions and development processes in individual nations and the reorganized multinational economic entities. Prerequisite: Economics 203.

#### **321 Money and Banking and Capital Markets (4)**

The study of modern monetary theories and

the principles of banking, with special emphasis on the Federal Reserve System. Prerequisite: Economics 203.

#### **341 History of Economic Thought (4)**

A study of economic theories from Aristotle to modern times. Special attention is given to the period from Adam Smith's *Wealth of Nations* to Keynes' *General Theory* and to emerging theories of the management of the economics of non-democratic societies. Prerequisite: Economics 203.

#### **406 Intermediate Macro-Economics (4)**

The study of Keynesian economics, concepts and theories of national income, stability and full employment, rate of interest and investment, including macro-economic models. Prerequisite: Economics 203.

#### **408 Managerial Economics (4)**

Emphasizes the application of economic theory and analysis to the practices of business organizations. Topics include consumer behavior theory, theory of the firm, supply and demand estimation, production and cost analysis, pricing practices, market analysis and investment decision making. Prerequisites: Economics 203, 311.

#### **411 Intermediate Microeconomics (4)**

A study of the modern theory of price and the laws of supply and demand. Includes price and output determination and optimal resource allocation in different market situations and in centrally managed versus free-market economies. Prerequisite: Economics 203.

#### **414 Economics of the Environment (4)**

Students investigate, in economic terms, various environmental problems in today's world to determine the costs and benefits of alternative approaches to environmental remediation. Also examines major policy alternatives for environmental protection. Prerequisite: Economics 203.

#### **416 International Economics (4)**

Includes theories of international trade and finance, comparative advantage, foreign exchange, capital movements and the impact of international currency speculation on economic performance. Prerequisite: Economics 203.

#### **420 Economic Entrepreneurship (4)**

A study of the entrepreneurial approach to business development that covers venture initiation and management. Consideration is given to concept development and marketing for business plan formulation. Recommended prerequisites: Business Administration 252, junior standing.

#### **421 Advanced Statistics (4)**

Decision making using estimation techniques and tests of hypotheses and the use of advanced statistical techniques in solving problems of prediction. Prerequisite: Economics 312.

#### **445 Research Methods (4) (Capstone)**

Focuses on the application of scientific research methods to problems in marketing, management and business economics. Topics include research design and methods, sample size and sampling techniques, questionnaire design and data analysis and interpretation.

#### **450 Econometrics (4)**

Econometrics is concerned with how to learn from economic data. Econometric techniques are increasingly used in business, government and academic setting to analyze markets, create forecasts based on past data, study the impact of economic policies, and test economic theories. The objective of this course is to provide the necessary tools to critically evaluate econometric models and to prepare students for empirical work in economics. The course will focus in some details on the linear regression model and the statistical theory behind it. Students will be provided with the opportunity to use actual economic data. Prerequisite: Econ 311, Statistical Methods.

#### **460 Economic Development (4)**

A study of the theory and application of economic development to Third World countries. Consideration is given to the effect of the policies of major multinational economic institutions on developing economies. Prerequisite: Economics 203.

#### **482 Selected Topics (1-4)**

#### **485 Seminar (2-4)**

#### **490 Independent Study (1-4)**

#### **492 Internship (1-4)**

#### **497 Honors Thesis (4)**

## Education

(non major/minor)

*See Liberal Studies*

The School of Education offers a variety of programs for persons pursuing careers as teachers or education professionals. Except for undergraduate subject matter programs, the majority of education courses are part of graduate programs. Students should meet with an adviser to determine which courses may be taken at the undergraduate level.

The curriculum prepares students for service in the diverse classrooms of California and the nation. Students are well prepared to work in either public or private school settings. Courses help the student develop a sound philosophy of education that is consistent with current knowledge in the foundation areas of philosophy, sociology, psychology and human development. In addition, students gain a comprehensive understanding of the curriculum, the role of the education professional, classroom leadership and manage-

ment practices, and instructional methodologies and strategies. The program builds on a developmental model that is designed to help students acquire and apply theoretical knowledge in educational settings.

CLU offers credential programs that are approved by the California Commission on Teacher Credentialing, which authorizes service in public schools at the elementary and secondary levels. Students who wish to teach in other states should seek the assistance of an adviser in planning a program. Generally, California requirements for teaching credentials will meet or exceed the requirements of other states.

Advanced degree and credential programs are also offered for persons who wish to be prepared to work as administrators, counselors, curriculum leaders or special educators. For further information about these programs, consult the graduate catalog.

#### **Education Faculty**

Professors Gathercoal, Jew, Karayan, Sheridan, Uellendahl, Valadez  
Associate Professors Erickson, M. McCambridge, T. McCambridge, Smith  
Assistant Professors Crowe, Garza, Travick-Jackson, Tucker  
Instructor Stephens  
Senior Lecturers Buono, Cosenza, Myers, Williams

#### **Undergraduate Subject Matter Programs**

Students who are studying subjects they wish to teach follow an approved subject matter program offered in their department. These programs, (liberal studies for prospective elementary teachers and single subject programs for potential secondary teachers) are coordinated in the School of Education in consultation with the appropriate academic departments that offer the courses. In addition to completing subject matter programs, students may complete a variety of teacher education prerequisites as a part of their baccalaureate degree.

The liberal studies major is a bachelor of arts degree program intended for students seeking the California Multiple Subjects (elementary) teaching credential and for students interested in a general studies degree. The requirements for this major are

complex, so regular consultation with an adviser is strongly recommended. See Liberal Studies for details of this major: To qualify for entrance into a Credential Program, Liberal Studies graduates must also successfully pass the CSET exam for Multiple Subjects.

Single Subject Matter programs (majors) are selected by students who wish to teach a particular subject at the secondary level. Students successfully completing these programs meet the subject matter competency for a California credential and do not need to take the CSET exam. Students should refer to an adviser in the department of their subject matter interest for advice on this course of study. Programs currently are offered in the following subject areas: English, mathematics, music, physical education (Exercise Science and Sports Medicine Department), Spanish, and social science. Persons interested in teaching in other subject areas should consult with a counselor in Graduate Student Services in the School of Education.

Students complete subject matter programs and may complete some education courses during their undergraduate years. After successful completion of a subject matter program (or after achieving a passing score on the appropriate subject matter exam), students apply for admission to a credential program in the School of Education.

#### **Admission to the School of Education**

Admission to the University neither implies nor guarantees admission to the School of Education. Requirements for admission vary from program to program. Undergraduates should make an appointment with a counselor in Graduate Student Services in the School of Education during the first semester of their senior year for information concerning admission requirements and program specifics.

#### **Credential Programs Offered**

California Lutheran University is authorized by the California Commission on Teacher Credentialing to offer programs leading to the preliminary teaching credentials described below. Programs are offered during daytime hours for full-time students as well as during the evening for students already working in classrooms as interns or with emergency permits.

#### **Multiple Subject Credential Programs (2042 and BCLAD Emphasis)**

A Multiple Subject Teaching Credential authorizes public school teaching in a self-contained classroom in preschool,

kindergarten, grades one through 12 and classes organized primarily for adults. The BCLAD emphasis prepares students for bilingual instruction in Spanish.

#### **Single Subject Teaching Credential (2042 and BCLAD Emphasis)**

A Single Subject Teaching Credential authorizes the holder to teach the specific subject(s) named on the credential in departmentalized classes such as those in most middle schools and high schools. The BCLAD emphasis prepares students for bilingual instruction in Spanish.

#### **Private School Teaching Credential (SB57)**

This program is offered to those currently teaching in an accredited private school who do not hold a teaching credential. Requirements include a combination of successful experience as a classroom teacher, successfully passing required examinations and the completion of approved course work. Teachers interested in this credential should meet with a counselor in Graduate Student Services for specific requirements.

#### **Fifth Year of Study Credential**

This credential is offered to those who teach in public or private schools and are not able to fulfill requirements for a clear 2042 credential by enrolling in an Induction Program offered through public school districts. Teachers seeking this credential should meet with a counselor in Graduate Student Services for specific requirements.

#### **M.Ed. Option**

If eligible, students may elect to earn a master of education (M.Ed.) in teaching along with their credential. All teacher education courses may be counted toward this requirement, excluding student teaching and fieldwork units. Undergraduate students should meet with a counselor in Graduate Student Services during their senior year for information regarding this option.

#### **Education Specialist Credentials**

Students may earn a special education credential as a basic teaching credential. The two-level credential authorizes service to students with mild/moderate disabilities or with moderate/severe disabilities.

Persons applying to these programs will meet all program prerequisites and admission criteria for students applying to the multiple and single subject programs. Students will complete course work in general education as well as in special education.

Students may also earn a master of science in conjunction with this program option. Students interested in

special education should consult with an admission counselor in the Graduate Studies Office.

### **Advanced Credentials and Graduate Degrees**

California Lutheran University also offers graduate and credential programs for persons preparing to work as school administrators, counselors or curriculum leaders. For further information about these programs, consult the graduate catalog. Undergraduate seniors should meet with a counselor in Graduate Student Services in the School of Education.

### **Lower Division**

#### **282 Selected Topics (1-4)**

### **Upper Division**

#### **EDUC 362 Career Decisions in Education (3)**

An introduction to the teaching profession. Students who are considering a career in the field of education will become acquainted with the many facets of the teaching profession. Fieldwork in an educational setting is required.

#### **EDUC 401 Health Issues in Education (1)**

Covers information about and symptoms of users of abused drugs, prevention and intervention strategies for dealing with drug users and curriculum for prevention in grades K-12. Study of nutrition is included. Meets state requirements for professional clear teaching credential. (graded P/NC only)

#### **EDUC 440 Creative Dramatics for Children and Youth (3)**

Surveys the techniques and resources for children to express themselves through informal dramatics within the classroom or recreational situation. (cross-listed with Theatre Arts 440)

#### **EDUC 482 Selected Topics (1-4)**

#### **EDUC 490 Independent Study (1-4)**

#### **EDUC 492 Internship (1-4)** (graded P/NC only)

#### **EDUC 499 Seminar (2-4)**

The following courses are offered at the 500 level. Undergraduate students take these courses with permission.

#### **EDGN 503 Mainstreaming Exceptional Students/Introduction to Special Education (3)**

The study of exceptional persons, special education programs, and current special education laws. Fieldwork required.

#### **EDTP 500 Social and Cultural Foundations of Education (3)**

The historical, social and cultural foundations of American education, as seen through a historical narrative, with an emphasis on the diversity of contemporary schooling. Major philosophies of education which have informed American education and how they affect schooling in a society of multiple cultures. Fieldwork required. EDTP 500: juniors and

seniors only with signed petition. Prerequisite for credential: 2.7 GPA.

#### **EDTP 502 Theories of Teaching and Learning (3)**

Theories of teaching, learning and assessment of learning. The influence of those theories on content, methods, and classroom environment including the use of technology and their application in improving academic achievement for all students. Fieldwork required. Prerequisite for EDTP 502: Psychology 200; juniors or seniors only with signed petition. Prerequisite for credential: 2.7 GPA.

#### **EDTP 506 Child and Adolescent Growth and Development (3)**

The exploration of the cognitive, linguistic, social, moral, emotional, and physical factors affecting development, academic achievement, and behavior in children and adolescents. Fieldwork required. Prerequisite for EDTP 506: Psychology 200; juniors or seniors only with signed petition. Prerequisite for credential: 2.7 GPA.

#### **EDTP 508 Students with Diverse Learning Needs (3)**

Theories, approaches, and student characteristics for teaching students with special learning needs and English learners. Fieldwork required. Prerequisite for EDTP 506: Psychology 200; juniors or seniors only with signed petition. Prerequisite for credential: 2.7 GPA.

#### **EDTP 563 Microcomputers in Education (3)**

Focuses on the use of microcomputers in educational settings and includes understanding of computer hardware, software, programming, tool and utility usage as well as CAI software used in the classroom. Meets state requirements for the preliminary teaching credential.

## **English**

CLU's English majors and minors are given access to an extraordinary doorway—one that opens into a realm of life-long career opportunities and creative expression.

In a wide variety of challenging and engaging courses, the English curriculum sharpens critical thinking, reading, and communication skills and promotes an appreciation for literature. English is an ideal major for students interested in careers that require these skills. Many businesses and professional schools even prefer the well-rounded training of an English major to the specialized focus of a pre-professional major. In fact, our majors enter a broad range of fields that include

creative or technical writing, law, business leadership, nonprofit development, political advocacy, publishing and content development, public relations, marketing and advertising, film and new media, the ministry, library and information science, and teaching. For those considering a career in education, the department offers a major tailored for the California single-subject credential. The department also offers a writing concentration for students who want to pursue an MFA or a career in professional writing. CLU's English department faculty maintain a high level of instructional integrity, involve themselves with their students in freshman writing through upper division courses, and encourage students to present their research at local, regional, and national undergraduate conferences.

English majors can submit written work to CLU's newspaper, The Echo, the Kairos yearbook, the award-winning literary magazine, Morning Glory, and to Sigma Tau Delta, an international English honor society. Majors can compete for the following paid positions: departmental assistants, Writing Center tutors, Editor-in-Chief or Assistant Editor of Morning Glory, and Academic Advising and Learning Resource Center tutors. These appointments give students a chance to build their teaching and leadership skills and gain insight into the learning process.

### **English Faculty**

Professors Schwarz, Wines  
Associate Professors Bond, Cefola, Stevenson  
Assistant Professors Bland, Mogk, Wee

### **Major Requirements for B.A. in English**

Students should consult with their advisors to identify the courses appropriate for their goals.

#### **Option I:**

32 credits beyond English 111 as a minimum, at least 24 credits of which must be upper division. Required courses: English 301, 314; Any three of

the following four sequenced courses: English 323, 324, 325, 326; English 452 and 480. To fulfill the integrated studies requirement of Core- 21, all senior English majors are required to take the Capstone Course (480) in the form of a two-unit seminar, which culminates in the completion of a senior project. English 301 is a prerequisite for English 480.

### **Option 2 (Contract Major):**

32 credits beyond English 111 as a minimum, at least 24 credits of which must be upper division; Required courses: English 301, 480. A specific program of courses are developed and justified with the advice and consent of an advisor in the department, and must be approved by the department chair.

### **Requirements for a Writing Concentration in the Major**

The fulfillment of either Option 1 or Option 2, and the inclusion of any four of the following: English 302, 303, 304, 305, 306, or 307. Majors may take writing courses from this series as part of the fulfillment of both their major requirements and their writing concentration.

### **English Subject Matter Credential**

Students interested in the teaching of English should confer with the chair of the English Department for information about the English subject matter program. (See Education)

### **Requirements for a Minor in English**

20 credits beyond English 111, 12 credits of which must be upper division. Students are encouraged to design their own minor to suit their intellectual and/or professional interests (with advisor consent and department chair approval). Students who intend to teach at a secondary level and who want an English minor are advised to take the following courses: English 312, 314, 323 or 324, and 325 or 326.

### **Lower Division**

#### **101 Composition (3)**

An introduction to college level writing with an emphasis on analyzing source materials, understanding rhetorical strategies, and crafting well-organized, well-argued, grammatically correct papers. This course is required for selected students as a prerequisite for English 111.

#### **101i Composition for International Students (3)**

An introduction to college level writing in the American system for international students only. This course emphasizes the skills needed to draft academic papers, including analyzing source materials, understanding rhetorical strategies, developing arguments, and mastering writing conventions.

#### **111 Critical Reading and Writing (3)**

Practice in the writing and revision of college level prose through the intensive study of interesting subject matter. Topics from recent sections of this course include Immigrant Narratives, Economics and Business themes in Literature, and the Vietnam War in Literature. Because English 111 is a foundational course for college-level writing, a prerequisite for all other English courses, and a requirement for graduation, it should be taken during the first year of enrollment.

#### **114 Honors Critical Reading and Writing (4)**

Designed for prospective English majors and students with exceptionally strong language skills, this colloquia provides advanced practice in the writing and revision of college level prose through the intensive study of interesting topics in literature, language, and rhetoric. This course fulfills the English 111 requirement. Enrollment is by invitation or petition only.

#### **115 Humanities Tutorial (4)**

The year-long Humanities Tutorial begins with an in-depth, one-semester study of the origins of Western culture in Greek literature and philosophy. The second semester continues with a study of contemporary themes and concerns both in Western and Non-Western thought. In addition to providing practice in the skills of analysis, argument, and critical and reflective interpretation, the course aims to familiarize students with the intellectual ideal of illuminating the new by understanding the old (cross-listed with Philosophy 115 and Honors 115).

#### **201 Introduction to Literary Study (4)**

This course familiarizes students with three primary genres of literature: the short story, drama, and poetry and introduces the basic terms and skills necessary to conduct sound literary analysis. The various elements of literature and strategies of analysis are defined, drawing on literary example both famous and contemporary. Students will begin to understand and appreciate literature as scholars do, rather than as casual readers.

#### **211 Classical Literature (4)**

This course may include works from ancient Greek and Roman literatures and other literatures that draw heavily from classical traditions (Maximum class size 20). Prerequisite: English 111.

#### **213 Literature of the Americas (4)**

The course focuses on works from one or more of the many literatures of the North American hemisphere: Canadian, Caribbean, Native American, Central American, or any of the many immigrant literatures of the United States. Prerequisite: English 111.

#### **214 Contemporary American Authors (4)**

An introduction to selected U.S. writers whose works help us understand ourselves culturally, socially, and intellectually in relation to our contemporary world. Prerequisite: English 111.

#### **216 Environmental Literature (4)**

This course explores environmental writing across a range of genres: the essay, memoir, fiction, drama, and poetry. The course may focus on literature in relation to one or more environmental movements or issues such

as deep ecology, wildlife management, or environmental justice. Prerequisite: English 111.

#### **260 Topics in World Literature (4)**

An introduction to the literary traditions of one or more world cultures. Examples of course topics include Contemporary Chinese Literature, India in Fiction and Film, and the Literatures of the Pacific Rim. Prerequisite: English 111 (cross-listed with Philosophy 260).

#### **282 Selected Topics (1-4)**

#### **285 Literature in New England (2-4)**

This travel course examines some of the most influential and engaging works of American literature and includes travel to the states in which they were written. Different semesters may feature different readings and itineraries. Examples include Boston in Literature; and Thoreau, Emerson, and Hawthorne in Massachusetts. The course meets regularly during the semester and concludes with travel during winter break or late May. The travel portion of this course entails additional costs. Prerequisite: English 111.

### **Upper Division**

#### **301 Academic Research and Writing (4)**

This academic research and writing workshop in literary studies is a prerequisite for ENGL 480, the Major Capstone Colloquium. ENGL 301 focuses on research techniques, text analysis, and the synthesizing of literary scholarship and effective argumentative writing in the discipline. May include field trips to UC Santa Barbara, UCLA, and the Huntington Library. Recommended for sophomore English majors, this course must be taken by majors before the first semester of their senior year. Prerequisite: English 111.

#### **302 Creative Writing: Fiction (2-4)**

Fiction writing workshop with an emphasis on skills: crafting plot, developing character, and evoking setting. Students will complete one or more short stories. Prerequisite: English 111.

#### **303 Creative Writing: Poetry (2-4)**

Poetry writing workshop with an emphasis on understanding and developing skills: syntax, diction, rhythm, rhyme, and meter. Students will complete a portfolio of poems. Prerequisite: English 111.

#### **304 Creative Nonfiction Writing (2-4)**

This nonfiction writing workshop emphasizes the combining of skills traditionally learned in fiction writing with those of nonfiction genres. Students will complete well researched special topic essays, memoirs, and autobiographical reflections. Prerequisite: English 111.

#### **305 Playwriting (4)**

This workshop course focuses on basic playwriting skills, with an emphasis on mastering plot, character, and dialogue development. Students will write and revise an original piece (cross-listed with Theatre Arts 305).

#### **306 Visual and Non-Linear Storytelling (2-4)**

This workshop course focuses on writing for visual and new media, including the screen, television, and video, with an emphasis on understanding the unique problems and

challenges of these genres from the writer's perspective. Students write and revise one or more works. Prerequisite: English 111.

### **307 Professional Writing (3)**

This workshop course focuses on mastering editing and technical skills for professional writing in fields such as print publishing, medical and science writing, and Web content development. Students will develop a portfolio of one or more original works that may serve as writing samples for the professional writing job market. Writing Intensive (Maximum class size 20). Prerequisite: English 111.

### **312 The Teaching of Writing (3)**

This course explores the cultural context of the teaching of writing in grades K-12. By working on collaborative class projects, students investigate major theories in composition and creatively apply them to different classroom scenarios. This course is required for all liberal studies majors and recommended for those who plan to teach at any level.

### **314 English Language and Linguistics (4)**

An introduction to the linguistic theories of the English language, including studies in phonology, morphology, and syntax, with particular emphasis on syntactic analyses. Prerequisite: English 111 and junior standing

### **316 First and Second Language Acquisition (4)**

An introduction to the processes by which children acquire language and adults learn second languages. Special attention is given to the practical application of linguistic theories of language acquisition to teaching and tutoring. This class is recommended for students who plan to be teachers or to tutor in the CLU Writing Center. Prerequisite: English 111 and junior standing

### **317 Language Development in Early Childhood (3)**

The study of language acquisition through sounds, words, and grammar. Includes the importance of and opportunities for language learning in both planned and unplanned situations. This course involves field work. Employed teachers may use their work experience.

### **318 Methods of Teaching English as Second Language (3)**

Students observe and participate in multilingual classrooms, study current scholarship about ESL, and prepare lesson plans for the classroom.

### **323 English Literature I (4)**

This course explores the major themes and social contexts of English literature from its emergence through the early modern period.

### **324 English Literature II (4)**

This course explores the major themes and social contexts of English literature from the eighteenth century through the Victorian era to the present day.

### **325 American Literature I (4)**

This course traces the intellectual and social influences upon the literature of what will become the United States of America, from the birth of a colonial new world, through its growth into an independent country, up to the eve of the Civil War.

### **326 American Literature II (4)**

This course focuses on the intellectual and social influences on the literature of the United States from the Civil War through the 20th century, with an emphasis on the impact of realism and modernism on the literary imagination.

### **330 Cinema (4)**

This course focuses on understanding and interpreting film. Each semester offers a different emphasis based on genre or theme. Examples include International Film, Hollywood Classics, Understanding Comedy, or The Development of American Cinema. The course does not satisfy the literature requirement. Prerequisite: English 111.

### **335 Children's Literature (3)**

A cultural approach to children's literature through its history, major writers, genres, and themes. This course does not satisfy the Core requirement in literature, but it is required for the Liberal Studies major and recommended for students who have a strong interest in working with children.

### **341 Studies in the Novel (4)**

This course may take various approaches to the genre: a thematic approach (Politics and the Novel, Desire and Sexuality in the Novel); a subgenre approach (The Epistolary Novel, The Detective Novel); or an historical approach that includes relevant theoretical aspects of its development (History of the Novel, The Post-modern Novel).

### **342 History of Drama (4)**

A survey of dramatic literature from the beginnings of Greek tragedy to the rise of realism in the 19th century. Among the theatres represented are Classical Greece, the Spanish Golden Age, the English Renaissance, 17th-century France and the Romantic Period (cross-listed with Theatre Arts 342).

### **343 Studies in Drama (4)**

This course explores a movement, historical period or theme in drama such as Theatre of the Absurd, Contemporary Theater, or The American Family (cross-listed with Theatre Arts 343).

### **345 History of English Poetry (4)**

A study of the development and theory of poetry, exemplified especially in English works and those influencing English and American poetry.

### **346 Studies in Poetry (4)**

This course explores a theme, genre, or movement in poetry such as the sonnet, political poetry, or post-World War II poetry.

### **350 Studies in African-American Literature (4)**

With an emphasis on literary works by African-American writers, this course explores race in the American context. Each semester offers a different focus based on culture, genre, or theme. For example: Race and Ethnicity in the 19th Century, Modernism and the Harlem Renaissance, or Representations of Race in African-American Literature. Prerequisite: English 111.

### **352 Gender and Literature (4)**

This course explores gender in literature. Each semester offers a different focus based on culture, genre, or theme. For example: Gender

across Global Cultures; Gender and American Culture; Sex, Gender, and Sexual Orientation; or Gender and War. Prerequisite: English 111.

### **355 Post-colonial Studies in Literature (4)**

This course examines themes and perspectives in modern world literatures in the contexts of their cultural identities after a nation has gained independence from its former colonizers. These vibrant, sometimes revolutionary voices from African, Indian, and South Pacific roots, among others, represent the complex intersections of literature and culture in the post-modern world.

### **360 The Holocaust in Literature and Film (4)**

A study of the legislated and systematic extermination of Europe's Jews and other targeted groups by the Nazis. Through representative literature, the course addresses some of the complex religious, philosophical, and psychological issues this event raises. The course uses film and guest speakers to further reveal the genesis and consequences of human intolerance in its extremes. Prerequisite: English 111 and sophomore standing.

### **361 Contemporary Chicano Literature (4)**

Intended as a basic exploration of the literature of the Chicano people. This representative synthesis covers the principal genres of poetry, theatre, the novel, the short story, and the essay. An historical framework establishes the different periods of Chicano creativity from its origins in the pre-1960s prior to the Chicano movement, through the Civil Rights movement of the early 1960s and to contemporary times. Note: This class is offered in English and is not for Spanish credit (cross-listed with Spanish 361).

### **402 Post-Modernism: Politics and Philosophy of Art (4)**

Postmodernism explores the relationship between art, science, and politics in contemporary philosophy. The course begins with a consideration of the legacies of Freud, Nietzsche, and Marx and continues with an analysis of such authors as Breton, Heidegger, Benjamin, Cortázar, Borges, Derrida, Foucault, Heisenberg, and Rorty. Uses film (including students' own short surrealist films), literature, and philosophical texts. Open to all students, it also fulfills the Honors Capstone requirement (cross-listed with Honors, Philosophy, and Political Science 402).

### **451 Studies in Chaucer (4)**

A study of Chaucer's major works, with attention to the cultural and literary background and language of the period. (Maximum class size 20).

### **452 Shakespeare (4)**

A study of selected plays and the sonnets of Shakespeare, with attention to theatrical, cultural and literary background (cross-listed with Theatre Arts 452).

### **453 Studies in Milton (4)**

A study of major works of Milton, with attention to his life and his significance in English literature.

### **455 Major American Authors (4)**

A study of works of one or more major American writers, with attention to the

intellectual and cultural background and the literary contributions of each writer. Examples include Julia Alvarez and Toni Morrison, Ernest Hemingway and Edith Wharton, and David Mamet and August Wilson.

#### **456 Major British Authors (4)**

A study of the works of one or more major authors from Great Britain, with attention to the intellectual and cultural background and the literary contributions of each writer. Examples include the poetry of John Donne and George Herbert, Jane Austen's *England*, and the politics of Thomas Hardy and D.H. Lawrence.

#### **457 Major European Authors (4)**

This course focuses on the works of one or more European authors with attention to the cultural environment in which they wrote and the influence of their writing on later artists. Examples of authors who may be chosen for this class include Dante, Flaubert, Lorca, Tolstoy, and Strindberg. (Maximum class size 20). Prerequisite: English 111.

#### **458 Major Anglophone Authors (4)**

A study of the works of one or more major writers from outside the United States, Great Britain, and Europe with attention to the intellectual and cultural background and literary contributions of each. Examples of authors who may be studied in this course include Nadine Gordimer, Chinua Achebe, and Anita Desai.

#### **470 Literary Criticism and Theory (4)**

Exploring the development of theories in Western literary criticism from Plato to the present, this course examines the major influences that have contributed to our collective understanding of what it means to read and write literature.

#### **472 Interdisciplinary Studies in Literature (4)**

This course approaches literature in relation to another field such as history, fine art or religion and may be cross-listed in that department. Examples include Celtic Fine Arts and Literature, American Print Culture, and the Bible as Literature.

#### **480 English Major Capstone Colloquium (1-4)**

This course is required for majors and should be taken in the fall of senior year. Students will research and write an original work of literary scholarship or complete a polished creative writing project. Students who wish to pursue a creative project should have taken a creative writing course in the genre they wish to write before enrolling in the Capstone. The Capstone represents the culmination of the major, and as such the Capstone projects are presented to the public every spring. Prerequisites: English 111 and 301.

#### **485 Literature in England or Ireland (2-4)**

This travel course explores the literature of England, Scotland or Ireland. Different semesters may feature different readings and itineraries. Examples include the following: Shakespeare in London & Stratford; Magical England: Preliterate Cultures, Arthurian Legends, and the Rise of Fantasy Fiction; and Jane Austen's England. The course meets regularly during the semester and then concludes with travel during winter break or

late May. The travel portion of this course entails additional costs. Prerequisite: English 111.

#### **490 Independent Study (1-4)**

#### **492 Internship (1-4)**

(graded P/NC only)

## Environmental Science

Environmental science is the application of scientific information in order to solve conflicts resulting from humans' use of our planet's resources. This requires an understanding of the sustainability of natural systems and resources, the interrelationships between these systems, as well as the human impact on the environment.

Environmental science is thus an inherently interdisciplinary field, using and combining information from such varied disciplines as biology, chemistry, geology, economics, political science, law and ethics.

California Lutheran University's B.S. degree in environmental science is designed to provide the student with the tools to critically examine environmental issues from a variety of perspectives.

Beyond the required foundational science courses, the program provides a broad range of science and humanities courses to select from, allowing students to tailor the program to their interests. The curriculum emphasizes experiential learning, providing the student with opportunities to actively engage in research.

Many students who obtain the B.S. degree in environmental science are planning careers in environmental protection and management, risk assessment, environmental law or education. The program also prepares students to pursue graduate studies in various environmental fields.

#### **Environmental Science Faculty**

Professors Collins, Huvard, Director (Biology)  
Associate Professors Bilodeau, Ritterbush (Geology)  
Assistant Professor Hanrahan (Chemistry)

#### **Major requirements for B.S. in**

#### **Environmental Science:**

45 credits minimum, 24 credits upper division; Geology 152 or Biology 325; Biology 111 or 120, 123; Chemistry 111 or 151 & 151L; Geology 111 & 111L; Economics 311; Environmental Science 485; 12 credits from Biology 311, 325 (if not used earlier), 345, 352, 452, Chemistry 301, Geology 331, 395, 405; 8 credits from Religion 352, Economics 414, English 216, Political Science 414; one additional 4-credit science course from Biology, Chemistry, Geology, Physics at the 200 level or above or two field experience courses (see adviser for list of approved choices).

#### **485 Environmental Science Capstone (2)**

This course introduces students to the professional skills and practices required in the environmental field. Includes introduction to GIS (Geographic Information Systems), literature searches, written and oral presentation of work. Prerequisite: senior standing.

## Environmental Studies (minor)

The Environmental Studies minor offers students an overview of environmental perspectives in biology, geology, religion, literature and geography. Students choose from a variety of courses that span environmental writers and the ethics of environmental decisions to ecology and the availability of water resources. Courses are geared to benefit both science and liberal studies majors.

Many students who minor in Environmental Studies are planning careers in environmental law or education.

#### **Requirements for a Minor in Environmental Studies:**

Five courses, 17-20 credits of which two courses (minimum 6 credits) must be upper division. Note: Biology 352 may be substituted for Biology/Geology 118 provided prerequisites are met. Either Biology 305 or 452, but not both, may be applied to the minor.

#### **Lower Division**

Geology 152 Intro to Environmental Science (3)  
Geology 152L Intro to Environmental Science Lab (1)  
Bio/Geol 118 The Oceans (4)

Chemistry 111 Chemistry and the Environment (4)  
 English 216 Environmental Literature (4)

### Upper Division

Biology 305 Flora of Southern California (3)  
 Biology 325 Environmental Ecology (4)  
 Biology 345 Marine Biology (4)  
 Biology 452 California Plant Communities (4)  
 Geology 395 Water Resources (3)  
 Geology 395L Water Resources Lab (1)  
 Religion 355 Environmental Ethics (4)

See individual departments for course descriptions.

## Ethnic Studies

(minor)

The minor in ethnic studies is based on the belief that the concerns of diverse communities and multicultural studies are important components of a comprehensive education. Ethnic studies is the study of the cultural, political, social and historical forces that shaped the multicultural landscape of the United States. The ethnic studies minor seeks to educate students to be culturally versatile, which is invaluable in an increasingly diverse nation and world. The ethnic studies minor is also designed to enhance skills in critical thinking, comparative analysis and written expression. The minor integrates several disciplines into the overall definitional, conceptual and practical frameworks of diversity and multiculturalism.

The ethnic studies minor offers an education that is beneficial for those considering admission to graduate schools, as well as careers in education, law, business, politics and international relations. This is an interdisciplinary minor that allows the student to accomplish the goals of the minor from social science, artistic and humanities perspectives.

### Ethnic Studies Faculty

Professor Freeland, Coordinator

### Requirements for a Minor in Ethnic Studies:

With the guidance of the coordinator of ethnic studies, students will develop a course of studies to fulfill the minor. A minimum of 15 credits from at least two disciplines from the approved list of courses is required (or selected topics cleared with the Ethnic Studies Task Force).

Criminal Justice 430 Race, Ethnicity, Gender, and Crime (4)  
 English 350 African-American Literature (4)  
 English 360 The Holocaust in Literature and Film (4)  
 History 326 The Era of the Civil War (4)  
 Political Science 210 Multiculturalism, Race, and Politics in the United States (4)  
 Political Science 412 Civil Rights Movement (4)  
 Political Science 413 Music and the Civil Rights Movement (4)  
 Religion 357 Religious Ethics: Malcolm X and Martin Luther King Jr. (4)  
 Religion 360 Jews and Judaism (4)  
 Sociology 360 Race and Ethnicity (4)  
 Spanish/English 361 Contemporary Chicano Literature (4)  
 282/482 Special Topics (cleared with coordinator of the minor)

See individual departments for course descriptions.

## Exercise Science

The Exercise Science Department is an interdisciplinary program that prepares students for allied health, human movement, and physical education career opportunities. Coursework in the major that contributes to the understanding of human movement includes biomechanics, exercise physiology, motor control and nutrition. The program is augmented by foundational courses in anatomy, physiology, psychology, biology, chemistry, and physics.

Many of the careers associated with a degree in exercise science require additional education, certification, or licensure beyond

an undergraduate degree. As such, upon graduation, students are prepared to enter additional educational programs in medicine, physical therapy, athletic training/sports medicine, exercise physiology, biomechanics, fitness management, nutrition, teaching physical education, and other health and movement related fields.

### Exercise Science Faculty:

Associate Professors Hawkins, LeBlanc  
 Assistant Professors Kelly, Rider

### Major Requirements for B.S. in Exercise Science:

The Exercise Science Department offers three emphasis areas for the Bachelor of Science degree: Human Performance, Health Professions, and Pedagogy/Teaching Physical Education. The Exercise Science Department emphasizes a "hands on" approach to learning with laboratory experiences for many of its courses. In addition, the Department is committed to undergraduate research as a key element of the academic experience. Students are exposed to research throughout the program, culminating in an independent research project in their terminal experience. Students are encouraged to participate in internships and volunteer throughout the community in venues relating to their particular emphasis and future professional aspirations.

### Course Requirements by Emphasis Area:

#### Health Professions:

57 credits minimum, 21-25 credits upper division, (Core Courses) EXSC 201, 202, 494; Biology 120, 121, 123, 124; Chemistry 151/151L, 152/152L; Physics 202/L or 212/L; EXSC 300, 301/L, 302, 325; and two additional courses chosen in consultation with an adviser from the following: Biology 361; Chemistry 201, 425/425L; EXSC 340, 487.

#### Required Supporting Courses:

Health Professions: Biology 221, 222; Psychology 200; Physics 201 or 211.

#### Human Performance:

44 credits minimum, 36 credits upper division, (Core Courses) EXSC 201, 202, 480, 494; EXSC 300, 301/L, 302, 303, 325, 340, 470/L, 487.

#### Required Supporting Courses:

Biology 221, 222; Chemistry 151/151L, 152/152L; Math 151; Physics 201 or 211, Psychology 200.

#### Teaching/Pedagogy:

58 credits minimum, 37 credits upper

division; (Core Courses) EXSC 201, 202, 480, 494; EXSC 206, 251, 252, 300, 302, 350, 351, 352, 353, 354, 355, 450, 451, 452 and a minimum of five activity courses. Activity courses for this emphasis must be taken for a letter grade.

### Required Supporting Courses

Teaching/Pedagogy: Biology 221, 222; Psychology 200

\*Note: Support courses are those courses from outside the department that fulfill foundational knowledge requirements (prerequisites) for students in Exercise Science.

\*BIOL 221 & BIOL 222 (Anatomy and Physiology) are prerequisites for EXSC 201 (Functional Anatomy) and EXSC 202 (Exercise Physiology). Students are advised to take Anatomy and Physiology as early as possible in their course sequence.

### Lower Division

#### Activity Courses

Activity courses are graded on a P/NC basis and may be repeated for credit. All activity courses are one credit unless otherwise noted. (120-127 and 130 are cross-listed with Theatre Arts 120-127 and 130)

- 102 Badminton
- 104 Golf
- 105 Tennis I
- 107 Volleyball
- 120 Aerobic Dance
- 121 Folk and Square Dance
- 122 Modern Dance I
- 123 Modern Dance II
- 124 Polynesian Dance
- 125 Swing Dance
- 126 Ballroom Dance
- 127 Ballet
- 130 Tap Dance
- 140 Body Conditioning (women)
- 141 Body Conditioning (men)
- 143 Yoga
- 146 Jogging
- 148 Tae Kwon Do
- 149 Swimming
- 150 Self Defense and Assault Prevention
- 151 Speed Development
- 152 Advanced Body Conditioning

#### Coaching Courses

Covers organization and administration, conditioning, fundamentals, skill analysis, strategy and coaching techniques.

- 220 Coaching Baseball/Softball
- 221 Coaching Basketball
- 222 Coaching Football
- 223 Coaching Golf
- 224 Coaching Gymnastics
- 225 Coaching Swimming and Diving
- 226 Coaching Tennis
- 227 Coaching Track and Field
- 228 Coaching Volleyball
- 229 Coaching Soccer

### Intercollegiate Athletics

Intercollegiate athletics courses may be taken once for credit whether transferred in or

taken at CLU. These courses meet the elective activity requirement. Students must secure the approval of the team coach before registering.

- 160 Intercollegiate Baseball
- 161 Intercollegiate Basketball
- 163 Intercollegiate Cross Country
- 164 Intercollegiate Football
- 165 Intercollegiate Golf
- 166 Intercollegiate Soccer
- 167 Intercollegiate Softball
- 168 Intercollegiate Tennis
- 169 Intercollegiate Track and Field
- 170 Intercollegiate Volleyball
- 171 Intercollegiate Swimming and Diving
- 172 Intercollegiate Water Polo (Men)
- 173 Intercollegiate Water Polo (Women)

### Lower/Upper Division

#### 112/312 Alexander Technique (1/2)

Introduces students to the principles of the Alexander Technique and the application of these principles in their major areas. The principles develop increased mind and body coordination and are most commonly applied to acting, singing, public speaking, musical instrument performance and athletic performance. (cross-listed with Theatre Arts 112/312 and Music 312)

### Professional Courses

#### 201 Functional Anatomy (4)

The anatomical basis of human motion. Development of the locomotor system from tissue structure and function to anatomical description of skeletal muscles and their interaction in producing coordinated movement. Mechanical aspects of movement at the skeletal and muscular level. Prerequisites: Biology 221, 222; Corequisite: EXSC 201L.

#### 201L Functional Anatomy Laboratory (0)

Hands-on activities designed to enhance the understanding and learning of associated lecture topics. Corequisite: EXSC 201

#### 202 Exercise Physiology (4)

Structure, function and regulation of the physiological systems most important in exercise, physical education and sport settings. Emphasis is placed on muscular; metabolic, cardiovascular; nervous and endocrine systems. Prerequisites: Biology 221, 222; Corequisite: EXSC 202L.

#### 202L Exercise Physiology Laboratory (0)

Will cover tests of exercise metabolism via oxygen uptake, muscle physiology and performance via electromyography and lactate production, anthropometry and body composition via standard anthropometric methods, resting and exercise respiration via standard spirometry and cardiovascular response to exercise via electrocardiography. Corequisite: EXSC 202.

#### 203 Prevention and Care of Athletic Injuries (2)

Topics covered in this course include medical terminology, emergency medical techniques, basic injury mechanisms and an introduction to recognition and treatment of common athletic injuries. Experience will be gained in basic taping techniques. Prerequisites: Biology 221, 222.

#### 206 First Aid and CPR for the Professional Rescuer (2)

The theory and practice of first aid and cardiopulmonary resuscitation for the professional rescuer. Topics in the class include: one and two rescuer CPR, bag valve mask and pocket mask use, oxygen administration and AED administration. American Red Cross First Aid, CPR/AED Certification for the professional rescuer is awarded upon successful completion of the necessary requirements.

#### 251 Individual and Dual Sports and Activities (3)

Studies knowledge and skills involved in playing and teaching individual and dual sports and encouraging participation in individual and dual exercise activities. Emphasis on teaching the skills involved in individual and dual sports and activities and motivating people to engage in a healthy and active lifestyle through exercise. Includes techniques for special populations, cultures and ethnicities.

#### 252 Team Sports (3)

Studies the knowledge and skills required for playing and teaching team sports and games.

### Upper Division

#### 300 Exercise Prescription (3)

Design, implementation and evaluation of exercise and physical activity programs for all populations. Covers the scientific basis for exercise prescription, gender issues, ethnicity issues, children and older adult issues, and exercise prescription for sports. Emphasis involves the scientific application of training principles and safety to improve both health and physical fitness. Prerequisite: EXSC 201, EXSC 202.

#### 301 Biomechanics (4)

Studies the mechanical basis of human motion based on Newtonian mechanics. Emphasis involves applying the laws of physics to sports and exercise. Corequisite: EXSC 301L.

#### 301L Biomechanics Laboratory (0)

Covers the physics of human movement. Study will be augmented by laboratory experiences using high speed video, electromyography, kinematic analysis via computer digitized skills, kinetic analysis via load cells and a force platform. Corequisite: EXSC 301.

#### 302 Motor Learning Across a Life Span (4)

Motor skills or movement skills provide much of the means of human interaction with the environment. Studies the interaction of motor skills and the environment through birth, infancy, childhood, adolescence, adulthood, middle adulthood and old age. Emphasis involves recognition and analysis of the sequence of skill landmarks throughout the life span.

#### 303 Nutrition (3)

Studies the role of food in metabolism for enhancing exercise performance and the interaction of food types with energy production, growth, development and weight control. The course integrates data from chemistry, exercise physiology, biochemistry, medicine, and physiology. Cultural issues of food and the social implications of diet and nutrient intake are emphasized. Prerequisite: EXSC 202.

### **325 Statistics and Research Methods in Exercise Science (4)**

The course will provide a strong basic knowledge of statistics commonly used in research in the exercise sciences.

Understanding of appropriate research design will be covered. A strong emphasis on reading current literature and the application of statistics will be made.

### **340 Clinical Assessment in Exercise Science (4)**

This course will provide an introduction to clinical assessment of exercise, with particular focus on modalities. This course will examine the theoretical and clinical basis for the use of therapeutic modalities in clinical assessment. This course will provide knowledge regarding the scientific basis and physiological effects of various modalities, as well as knowledge of safe and appropriate use of modalities in clinical assessment. Prerequisite: EXSC 201, EXSC 202.

### **350 Movement Education in the Elementary School (2)**

Movement education methods can enhance or replace traditional command-style teaching techniques. Studies the methods of movement problem solving and how a variety of educational goals can be achieved by movement education.

### **351 Folk and Square Dance (1)**

Studies folk, social and square dances from many cultures. Emphasis on the history and cultural importance of dances and their role in serving social needs and providing cultural identities.

### **352 Adaptive Physical Education (3)**

Covers the theory and techniques of providing physical activity for special populations. Emphasis is on the interaction of physical/mental challenges and physical activity. Prerequisite: EXSC 251.

### **353 Field Observations (1)**

Students will observe community teachers and students in real physical education settings. The students will perform systematic observation of student and teacher conduct and meet once each week to discuss their observations.

### **354 Elementary School Physical Education (4)**

Covers the development of knowledge, skills and attitudes in traditional and nontraditional activities and methods at the elementary school level.

### **355 Secondary School Physical Education (4)**

Covers the development of knowledge, skills and attitudes in traditional and nontraditional activities and methods at the secondary school level.

### **450 History and Principles of Physical Education (3)**

Studies the historical roots of physical education and sport. Emphasis on the history of physical education and sport in the development of societies from antiquity to current times.

### **451 Organization and Administration (3)**

Covers the principles and methods of

organizing and administering physical education, recreation and sports.

### **452 Measurement and Evaluation in Physical Education (3)**

Covers the use of statistics to collect data, analyze the data and make decisions based on the data. Also covers the use of tests in exercise science. Emphasis on the reliability and validity of tests and appropriate methods for interpretation of test scores. Discussion of test issues that relate to gender, ethnicity, culture and others.

### **460 Mechanics of Biosystems - Calculus (4)**

Covers basic concepts of beam theory applied to biological systems. Topics covered include tension, compression, torsion, shear, moments, flexure, moments of inertia, dynamics, conservation of momentum, angular velocity, momentum, Conservation laws, constitutive relationships and yield criteria. Students will engage in simple design exercises.

### **470 Advanced Exercise Physiology (4)**

Builds on the concepts developed in EXSC 201. Emphasis covers physiological demands of exercise at terrestrial extremes (e.g., altitude, temperature, pressure, etc.). Also covers the special physiology involved in high performance exercise and sport. Pre-requisite: EXSC 202.

### **470L Advanced Exercise Physiology Laboratory (0)**

Will cover physiological processes in more depth particularly exploring physiology at terrestrial extremes and sport and exercise high performance.

### **480 Social Psychology of Sport (4)**

Studies the social significance of sports and how sport factors interrelate with the structures, relations and problems of society. Covers contemporary theories and methods of the social sciences as applied to sport.

### **482 Selected Topics (1-3)**

### **483 Seminar (2-4)**

### **487 Clinical Exercise Prescription (4)**

This course will teach principles to manage exercise in persons with chronic disease or disability. Students will learn how to decrease physiologic limitations and improve physical capacity through specific exercise therapies. Students will learn how to define specific goals and choose appropriate training intensity, duration and frequency for persons with chronic disease or disability. Prerequisite: EXSC 300

### **490 Independent Study (1-4)**

### **492 Internship (1-4)** (graded P/NC only)

### **493 Capstone Preparation (2)**

This course covers the development, organization, conduct and presentation of a major research question which demonstrates mastery of a subject from the discipline of Exercise Science. The course involves preparation for completing a major research paper covering a student-selected (with faculty approval) topic. Prerequisites: Successful completion of EXSC 201/L and 202/L. Completion of or concurrently taking either EXSC 325 or EXSC 452.

### **494 Capstone (2)**

Covers the development organization, conduct and presentation of a major research question based on all the previous work involved in course work and personal experiences. The course involves a major research paper covering a student-selected topic (with faculty approval). Prerequisite: Successful completion of EXSC 201/L and 202/L. Completion of or concurrently taking either EXSC 325 or EXSC 452.

## French

*See Languages and Cultures*

## Geography

*(non major/minor)*

### Lower Division

#### **151 Physical Geography (3)**

A systematic study of the nature of basic physical elements of human habitat, especially climate, landforms and Earth resources.

#### **155 Cultural Geography of California and the United States (3)**

An interdisciplinary investigation of the people of the various regions of the United States and California. Includes the study of how peoples' lives are affected by their physical environment, history, cultural and religious inheritance, resources and economic activities.

#### **282 Selected Topics (1-4)**

### Upper Division

#### **482 Selected Topics (1-4)**

#### **490 Independent Study (1-4)**

## Geology

California Lutheran University's Geology Department offers a challenging curriculum for students who are interested in exploring for energy and economic resources, analyzing geologic hazards and mitigating the human impact on the environment.

The program emphasizes learning through course work, as well as through extensive fieldwork. The department works closely with the other related disciplines of chemistry, physics, biology, mathematics and geography. Through their studies and research projects, CLU geology majors will learn how the Earth's processes and life have changed over time.

Southern California offers a unique opportunity for CLU students to study firsthand many of the geologic wonders of the world. Numerous field trips are offered during the year to places such as Death Valley, the Grand Canyon, Owens Valley and the eastern Sierra Nevada.

Along with being accepted in graduate schools around the country, many CLU geology majors have entered careers in petroleum geology, geophysics and the environmental geology fields. In both the public and private sectors, geologists are hired to study groundwater pollution, earthquake hazards and landslides, as well as to work in the mining industry, petroleum industry or in research laboratories.

#### Geology Faculty

Professors Bilodeau, Ritterbush

#### Major Requirements for B.A. in Geology:

35 credits minimum, 22 credits upper division; Geology 111, 111L, 112, 112L, 311, 312, 331, 332, 335, 421.

#### Required Supporting Courses:

Physics 201; Chemistry 151, 151L; Mathematics 251.

#### Major Requirements for B.S. in Geology:

38 credits minimum, 30 credits upper division; Geology 111, 111L, 112, 112L, 311, 312, 331, 332, 335, 421, 485.

#### Required Supporting Courses:

Physics 201, 202; Chemistry 151, 151L, 152, 152L; Mathematics 251, 252.

#### Requirements for a Minor in Geology:

16 credits minimum, 8 credits minimum at upper division level; Geology 111, 111L, 112, 112L.

#### Lower Division

##### 111 Physical Geology (3)

A systematic analysis of the Earth, inside and out, its rocks, minerals, soils and water. This involves the study of the processes by which these materials are formed and are constantly changed, including how mountains are created and then eroded by streams, wind and glaciers. Volcanoes, earthquakes and plate tectonics are also covered. Field trips. Lecture, 3 hours/week.

##### 111L Physical Geology Laboratory (1)

Hands-on study of rocks and minerals, topographic and air photo interpretation and a variety of geologic exercises that help understand the geologic processes and landforms studied in Geology 111. Laboratory,

2 hours/week. Prerequisite or corequisite: Geology 111.

##### 112 Historical Geology (3)

The study of the ancient distribution of land and sea and change in life through geologic time. Lecture, 3 hours/week. Prerequisite: Geology 111.

##### 112L Historical Geology Laboratory (1)

Includes fossil identification, geologic map interpretation and paleogeographic problems. Prerequisite or corequisite: Geology 112.

##### 118 The Oceans (4)

A general survey of geological and biological processes in the oceans with a strong environmental emphasis. Laboratory exercises and field trips complement lecture material. (cross-listed with Biology 118)

##### 152 Introduction to Environmental Science (3)

An examination of the relationship between people and the physical environment. Topics include geologic hazards such as volcanoes and earthquakes; pollution of land, air and water; park conservation; energy alternatives; and global challenges such as ozone depletion and human-induced climate change. Lecture, 3 hours/week; Laboratory, 2 hours/week.

##### 152L Introduction to Environmental Science Lab (1)

##### 282 Selected Topics (1-4)

##### Upper Division

##### 311 Crystallography and Mineralogy (5)

Covers morphological crystallography, crystal chemistry, relation of mineral properties to their internal structure, recognition of selected minerals in hand specimen and optical techniques used for mineral identification (use of the polarizing microscope). Lecture, 3 hours/week; Laboratory, 6 hours/week. Prerequisites or corequisites: Geology 112L; Chemistry 151.

##### 312 Petrology (5)

The study of the origin, occurrence, classification and identification of igneous and metamorphic rocks in hand specimen. Lecture, 4 hours/week; Laboratory, 3 hours/week.

##### Prerequisite: Geology 311.

##### 331 Invertebrate Paleontology (4)

A survey of the study of ancient life as revealed in the fossil record. Lecture stresses evolutionary theory and the history of life; lab surveys major invertebrate fossil taxa with emphasis on taxonomy and functional morphology. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisite: Geology 112.

##### 332 Stratigraphy and Sedimentation (4)

The study of sedimentary rocks, sites of deposition, postdepositional changes and sedimentary tectonics. Lecture, 3 hours/week; Laboratory, 3 hours/week.

##### 335 Structural Geology (5)

The discussion of primary and secondary rock structures, with particular reference to crustal deformation. Lecture, 3 hours/week; Laboratory, 6 hours/week.

##### 395 Water Resources (3)

An introduction to the principles of surface and groundwater hydrology and to problems related to water utilization. Includes water distribution and availability, alternatives for increasing future water supply, water pollution and mitigation, and water rights law.

##### 395L Laboratory and Field Studies in Water Resources (1)

Water sampling and testing; simulation of groundwater movement and contaminant migration; stream-table modeling of fluvial landforms. Field trips to study geologic and hydrologic characteristics of areas important to water supply in California and the Southwest.

##### 405 Geophysics (4)

An interdisciplinary study of how to use geophysical observations of the Earth's gravitational and magnetic fields, seismic wave velocities and subsurface electrical resistivity to solve geological and environmental problems. Specific field methods using geophysical instruments will be taught along with the interpretation of the collected data. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisites: Physics 201/202 or 211/212. Geology 111 or 152 recommended. (cross-listed with Physics 405)

##### 421 Field Geology (4)

Studies the field methods used in geology, including surveying, plane tabling, geologic mapping and section measuring. Prerequisite: Geology 335.

##### 482 Selected Topics (1-4)

##### 485 Seminar (2-4)

##### 490 Independent Study (1-4)

##### 492 Internship (1-4)

(graded P/NC only)

## German

*See Languages and Cultures*

## Greek

*See Languages and Cultures*

## Global Studies

The twenty-first century world is one characterized by globalization. The forces of globalization, integration and interdependence, have altered the way human beings interact with one another. World affairs are no longer primarily defined by national boundaries, but by the global integration of resources, ideas and communities. To meet the opportunities and challenges posed by an increasingly interdependent world, the Global Studies

Program at California Lutheran University is committed to preparing and educating students to be “leaders in a global society” through their academic coursework and experiential learning opportunities. The Global Studies program offers courses that examine the actors (individuals, countries, non-governmental organizations), ideas and processes that shape the cultural, social, political and economic dimensions of global society. The coursework for this program emphasizes three themes: 1) Global Culture and Identity, 2) Global Governance and Civil Society, and 3) Global Economy, Development and Resources. Thematic courses are used to illustrate how similar issues are understood across different communities in global society. The program offers students an interdisciplinary curriculum that promotes an enhanced appreciation for global diversity (non-Western cultures/societies) and experiential learning.

**Global Studies Faculty**

Directors: Dr. Haco Hoang and Dr. Akiko Yasuike

**Major Requirements for B.A. in Global Studies:**

36 credits minimum; 24 credits upper division; foreign language proficiency equivalent to completion of the 202 level; \*Global Studies 101/Political Science 200; \*Political Science 360 International Relations or Global Studies/Sociology 318 Immigration in a Global Age; \*Global Studies 401 Capstone; at least 3 credits (minimum total of 9 credits) must be taken from each of the three themes (Global Culture and Identity; Global Governance and Civil Society; and Global Economy, Development and Resources); participation in an approved experiential learning program such as study abroad or internship (no credits will be given unless a specific course(s) is taken; study abroad is highly recommended); at least 3 courses that are designated/approved as primarily non-Western in focus (may be used to fulfill more than one program requirement).

Students must take courses from at least 3 different disciplines/departments, and no more than 3 courses from a single

department/discipline may be used to fulfill program requirements (except for the language requirement). \*These courses cannot be used to fulfill more than one program requirement.

**Requirements for a Minor in Global Studies:**

20 credits minimum; 12 credits upper division; \*Global Studies 101/Political Science 200; one course from at least two of the three themes; foreign language proficiency equivalent to completion of the 202 level; participation in an approved experiential learning program such as study abroad or internship (no credits will be given unless a specific course(s) are taken; study abroad is highly recommended).

**Pre-Approved Courses:**

The following courses have been pre-approved as fulfilling program requirements as designated. Additional courses may also fulfill program requirements with the approval of the program director.

**Global Culture and Identity (take a minimum of 3 credits)**

- ART 111/112 History of Art
- ART 411 Early Christian Art
- ENGL 211 Classical Literature
- ENGL 260\* Topics in World Literature
- ENGL 352 Gender and Literature
- ENGL 360 Holocaust in Literature and Film
- HIST 101\* World Civilizations to 1500
- HIST 102\* World Civilizations Since 1500
- HIST 301 Greco-Roman World
- HIST 303 Medieval Europe and the Mediterranean World
- HIST 311 Revolutions of Modern Europe
- HIST 313 Europe and Empire: Spain, England and France
- HIST 316 Scandinavian History
- HIST 343 Women in World History
- GS 200 Death on the Nile
- GS/ POLS 477 Cityscapes
- MUS 101 Music and Culture
- POL 402 Post-Modernism
- POLS 411\* Ethnic Conflict and Civil War
- REL/HIST 331 History of Christianity I: Ancient and Medieval
- REL/HIST 332 History of Christianity II: Reform and Reformation
- REL 370 Global Religions
- REL 372\* Asian Religions
- PHIL 311/312 History of Philosophy
- PHIL 355\* Chinese Philosophy and Culture
- SOC 230\* Introduction to World Cultures

- SOC 285\* Exploring Japanese Society & Culture
- GS/SOC 318 Immigration in a Global Age
- SPAN 405\* Latin American Culture and Civilization Capstone

**Global Governance and Civil Society (take a minimum of 3 credits)**

- POLS 360 International Relations
- HIST 317 War and Conflict in 20th Century Europe
- HIST/POLS 382\* History and Politics of Latin America
- HIST/POLS 384\* History and Politics of the Modern Middle East
- HIST/POLS 386\* History and Politics of South Asia
- HIST/POLS 388\* History and Politics of East Asia
- POLS 206 Globalizing Los Angeles
- POLS 321 Ancient Political Thought
- POLS 322 Modern Political Thought
- POLS 341 European Government and Politics
- POLS 365 American Foreign Policy
- POLS 367 Comparative Politics
- POLS 416 Social Movements and Politics of Global Age
- POLS 432\* Political Violence and Revolutions
- POLC 443\* Government and Politics of Africa
- POLS 461 International Law and Organization
- POLS 478\* The Pacific Rim
- REL 351 Global Ethics
- REL 352 Environmental Ethics
- REL 353 Violence, Religion and Ethics

**Global Economy, Development and Resources (take a minimum of 3 credits)**

- COMM 348 Website Design and Publishing
- BIOL 118 The Oceans
- BUS 394 International Business
- ECON 416 International Economics
- ECON 460 Economic Development
- GEOL 152 Introduction to Environmental Science
- GEOL 395 Water Resources
- POLS 414 Environmental Law and Policy

Courses with \* satisfy the global diversity requirement.

**Lower Division**

**101 Global Studies (4)**

This course analyzes how social forces and processes have and are transforming the lives of individuals. Issues such as war; peace and justice are examined from a political perspective that reflects them as global rather than rational concerns. (cross-listed with Political Science 200)

**200 Death on the Nile (4)**

This introductory course will examine the culture of the ancient Egyptian through the remnants of its architecture, mythology, literature, art, history, and social structure as a way to understand the civilization that influenced and still influences many other cultures in the West.

#### **201 The Face Behind the Mask (4)**

This course is designed to confront students with the search of truth and instill in them the responsibility they owe as individuals within the community to always search out and advocate it.

#### **285 Travel Seminar (1-2)**

(graded P/N/C only)

#### **318 Immigration in the Global Age (4)**

International migration is an integral part of the globalization processes. This course explores the key current theoretical and empirical debates in the study of this global phenomenon. The course covers transnational networks, the formation and implementation of labor recruitment (including human trafficking), migration policies, political conflict, economic and social adaptation, the development of socio-cultural traditions (ethnic identities) and the transformation of gender relations. (cross listed with Sociology 318)

#### **401 Global Studies Seminar (4) (Capstone)**

A required senior seminar designed to integrate students' understanding of the shape of the world today. This cross-cultural seminar focuses on values and their modes of expression in cultures around the world. Emphasis is placed on research, effective written and oral reporting, and summation of international concerns and issues.

#### **477 Cityscapes**

Through art, politics, and philosophy, this course offers an in-depth study of the cultural landscape of selected global cities. Along with texts, films, and music from such centers as Prague and Mexico city, students develop their own "cityscape" from a region of their choice (often based on their off-campus experience) as their final projects. Open to all students, this course fulfills the requirement for an honors seminar and is the capstone for the Global Studies major: (cross-listed with Honors 477 and Political Science 477)

needs to succeed in more specialized course work. Upper division courses offer students a variety of specialized classes, seminars and independent studies, which allow more in-depth exploration of specific topics. Faculty-led travel courses allow students to explore histories at the sites of their creation.

In CLU's history courses, the faculty emphasizes the understanding of the diversity of human experience over time and encourages an appreciation of cross-cultural encounters. All history courses help to develop excellent research, writing, analytical and critical thinking skills. Students are also introduced to useful methods and the debates that surround the writing of history.

History majors have the opportunity to participate in interesting internships as well as engage in projects that bring them to archives, libraries and other sources of primary data in Southern California. Students may also participate in student-faculty research projects that aid them in developing their own goals and research abilities. In keeping with CLU's emphasis on the use of information technology, the history faculty encourages students to develop facility with computer technology as an aid to research, data analysis, and explaining history to others.

CLU's history majors are in demand in the public and private sectors because of their training as good writers, effective researchers, and perceptive analysts. The faculty is actively involved in mentoring students in career choices and avenues for professional development. CLU's program prepares students for graduate work in history and other social sciences, as well as careers in law, education, administration, museum studies, and journalism, among others.

#### **History Faculty**

Professors Hanson, Erwin, Reaves  
Assistant Professor Derderian

#### **Major Requirements for B.A. in History:**

34 credits minimum, 20 credits upper division; History 101, 102, 121, 122, 261, 262, 461

#### **Requirements for a Minor in History:**

20 credits minimum, 12 credits upper division; History 261, 262, and two lower division courses (8 credits minimum); three upper division courses (12 credits minimum) including one course in each of the following areas: American, European and non-Western history.

#### **Lower Division**

##### **101 World Civilizations to 1500 (3)**

Designed to give students a framework for further study in humanities, this course is a survey of the major civilizations and developments in world history to 1500, emphasizing the role of world religions, technological innovations and environmental conditions in shaping the world's major cultural traditions. Discussions focus on development of critical thinking and writing skills through examination of primary historical documents.

##### **102 World Civilizations Since 1500 (3)**

Studies the history of an increasingly interdependent world from 1500 to the present, emphasizing the origins and reasons for Western dominance and the impact of and reaction to that dominance in the rest of the world. Discussions focus on development of critical thinking and writing skills through examination of primary historical documents.

##### **121 American History to 1877 (3)**

A broad study of American history from the first settlements through Reconstruction. Special attention is given to the attempt to create an American culture and society, the creation and development of the political system, the shifting roles of women and minority groups, the sectional crisis and Civil War and the postwar attempt to deal with the place of blacks in American society.

##### **122 American History from 1877 (3)**

A broad study of American history from Reconstruction to the present. Special attention is given to the impact of industrialization and urbanization, the changing roles of social classes and minority groups, the experience of the Depression and the persistent attempts at reform, and America's rise to global power, including relations with the Communist world.

##### **261/262 Introduction to the Study of History (1 unit each)**

Each class is comprised of six modules. Introduction (Welcome, Plan, Getting Help, Account Management)

1. What is History?
2. Primary Source Analysis – Interpreting Documents
3. Secondary Source Analysis – Reading History
4. Primary Source Analysis – Artifacts (Power Point)

## Hebrew

*See Languages and Cultures*

## History

California Lutheran University's History Department offers a challenging curriculum that explores all aspects of history. Lower division courses center on the acquisition of an introductory knowledge of the history of world civilizations and the United States and the core skills a historian

5. Writing History
6. Classroom Study Skills
7. World and United States Geography
8. Basic Computer Skills and Making a Web Page
9. Using Demographics, Statistics, and Microsoft Excel
10. Basic Historiography
11. Plagiarism and Documentation
12. Specialized Research (Archival, Oral History, Field Research, Methods)

## 282 Selected Topics (1-4)

### Upper Division

#### 301 The Greco-Roman World (4)

A study of classical civilization from the origins of ancient Greece to the fall of the Roman Empire in the West. Emphasizes the development of the political and legal institutions, forms of cultural expression and the intellectual traditions that have helped shape Western civilization. (a/y)

#### 303 Medieval Europe and the Mediterranean World 400-1492 (4)

Covers the history of Europe and the Mediterranean from the collapse of the Roman Empire in the West through the 15th century. Emphasis is on the intellectual, cultural and economic as well as the military encounters of Europe with Byzantine and Muslim civilizations. Topics also include feudalism, the role of the Christian Church, the rise of towns and cities in Europe, and the legacy of the Middle Ages for our own time. (a/y)

#### 311 The Revolutions of Modern Europe (4)

An examination of the history of modern Europe through the study of some of its most important revolutions. Focuses on the Scientific, English, French, Industrial and Russian revolutions as well as the Enlightenment and 1848. Also includes theories and ideas of revolutionary change and some comparisons with revolutions outside Europe. (a/y)

#### 313 Europe and Empire: Spain, England, and France (4)

This course uses the imperial histories of Spain, England, and France to address how European imperialism helped to structure the modern world, anticipating today's globalization. It explores the impact of imperialism and colonialism on peoples and institutions both in Europe and in the rest of the world. (a/y)

#### 314 Modern German History (4)

A survey of German history from 1648 to the present day, focusing on cultural, social, political and religious developments, and studied through primary sources and literary texts. Particular attention will be given to the rise of German national consciousness in the 19th century and the roots of militarism, as well as the underlying causes of the rise of Nazism. Germany's leading role in the "new Europe" will also be considered. (a/y)

#### 316 Scandinavian History (4)

A survey of the history of the Nordic countries and the Baltic region from medieval

to modern times, focusing on the Viking era, the Christianization of the North, the rise of the Hanseatic League and medieval trade, the Reformation in Scandinavia, and the rise of national identities in the 19th century. Scandinavia's role in 20th century Europe and its influence in and contributions to today's world will also be considered. (a/y)

#### 317 War and Conflict in 20th Century Europe (4)

Why was the 20th century perhaps the bloodiest in human history? This course explores the origins, practice and outcomes of modern warfare in Europe, including the influence of ideology and philosophy as well as politics and economics. Although detailed attention is given to World War I and II, it treats warfare in its broadest possible manifestation, and examines some of the longer term socio-political, economic and moral consequences of modern wars for Europe and the world. (a/y)

#### 321 Colonial America (4)

An exploration of the conflict of cultures during the formative years of the United States from settlement to the Constitution in 1789. Topics include Pre-Columbian Indian cultures, the empire builders of the New World, the environmental impact of the Western Europeans, the development of colonial society and the establishment of the new nation. (a/y)

#### 324 U.S. Social History in the 19th Century (4)

A study of the development of the United States from the Constitution to World War I. Significant intellectual and cultural changes are emphasized including the impact of the frontier and the policy toward the Amerindians, the impact of Darwin and Marx, the changes of immigration and industrialization, and the development of a distinct "American culture" and civil religion. (a/y)

#### 326 The Era of the Civil War: from Slavery to Civil Rights (4)

An examination of sectionalism, Civil War and the Reconstruction with emphasis on primary source interpretation. Topics include racism and slavery, the contrasting natures of Northern and Southern societies, the politics of sectionalism, the causes and goals of the Civil War; and racial relationships and policies from Reconstruction to the modern civil rights movement. (a/y)

#### 328 Cold War America: Presidents and Policy (4)

A close examination of modern United States history during the Cold War and after. Class sessions give attention to the political, social, economic and international developments of what has been termed "the Pax Americana." Focus is specifically on the role of presidents and policymaking, particularly the relationship with the Soviet Union. (a/y)

#### 331 Christianity in the Roman World (4)

A survey of the emergence, growth, and development of the Christian movement from the time of the apostles to the disintegration of the Roman Empire in the West and to the fall of Constantinople in the East. This course will focus on Christianity as actually

experienced and practiced by its earlier adherents in the multinational context of empire, and will look at textual, artistic, and material sources of evidence to gain a sense of the Christian past. (cross-listed with Religion 331)

#### 332 Medieval and Reformation Christianity (4)

A survey of the development of Christianity in the post-Roman West, focusing on the rise of papacy, the development of distinctive Western Christian practices and doctrines, and the important role of the church in shaping European society. Special attention will be given to ways the medieval church handled difference and dissent, and to the reform movements of the later Middle Ages and the Protestant and Catholic reformations they brought about. (cross-listed with Religion 332)

#### 333 World Christianity since 1600 (4)

A survey of the history of post-Reformation Christianity as it spread beyond Europe and became truly a global religion, with special emphasis on regional variations, issues of class and gender, and the challenges of modernity. Much of the course will focus on Christianity as variously experienced in the tumultuous 20th century, and in this will underscore both continuities and the rich diversity in the modern and postmodern Christian communities that exist throughout the world today. (cross-listed with Religion 333)

#### 335 Christianity in America (4)

A survey of the history of Christianity in North America, against the backdrop of Native American religion. Beginning with the English, French and Spanish colonial empires, this course will focus on the arrival of religious refugees, the rise of uniquely American religious experiences in the colonial era and the early Republic, religion and American political movements from abolition to abortion, and the complex role of religion in American public life today. (cross-listed with Religion 334)

#### 341 U.S. Women's History (4)

An in-depth investigation of the interaction of society, women and the community in American history from 1600 to the present. Special emphasis is placed on the ways gender, ethnicity and class influence the role of women in the community with respect to legal rights, sexuality, attitudes and perceptions. (a/y)

#### 343 Women in World History (4)

A thematic investigation of the "underside of history." The class explores several topics including women and their role in the development of agriculture and technology in the ancient Near East, the roles of women in the empires of Rome, the Moslems and China, the status of women in the Middle Ages in Europe and Japan, and the role of women leaders like Catherine the Great and Queen Victoria. (a/y)

#### 345 California History (3)

A study of the history of California through the Indian, Spanish, Mexican and American periods to the present, and through an examination of its basic political, social, economic, educational and cultural traditions and institutions. The class particularly focuses

on the relationship of the student to the community. (spring)

### **382 History and Politics of Latin America (4)**

Surveys the politics and history of Latin America from the early encounters of Native Americans with Europeans to the present. The evolution of Latin American institutions (political, cultural and economic) will be traced from 1492 until the present. (cross-listed with Political Science 382) (a/y)

### **384 History and Politics of the Modern Middle East (4)**

An examination of the historical background and contemporary politics of this vital area in world affairs. The politics and economics of oil, the Arab-Israeli conflict, the revival of Islam, and the problems of modernization and development are studied in detail. (cross-listed with Political Science 384) (a/y)

### **386 History and Politics of South Asia (4)**

An examination of the history, culture and politics of South Asia through the Hindu, Muslim and British periods to the present. The impact of these legacies on the problems of state-building, economic development, social change and foreign policy in contemporary India, Pakistan, Bangladesh, Sri Lanka and Nepal is approached from a comparative and regional perspective. (cross-listed with Political Science 386) (a/y)

### **388 History and Politics of East Asia (4)**

An introduction to the history, political thought and institutions of East Asia. Primary attention is paid to China, which traditionally had a strong influence on the pattern of political development in the region and today seeks to renew its influence. (cross-listed with Political Science 388) (a/y)

### **461 History and Historians (4) (Capstone for history majors)**

Using selections from the writings of great historians from the Greeks to the Post-modernists, this course introduces students to a study of the theories of history, the methods of historical research and the development of historical writing. (fall)

### **462 Senior Seminar in Comparative/ Interdisciplinary History (4)**

An intensive study of an important historical issue or topic based on research in primary sources and culminating in the production of a significant research paper. Rotating topics. (spring)

### **470 Teaching History (2) (Capstone for Social Science majors)**

This class is dedicated to forging better history teachers for the secondary schools with explorations of pedagogical techniques for teaching American and World history. Includes observation time in the classroom. (spring)

### **482 Selected Topics (1-4)**

### **490 Independent Study (1-4)**

### **492 Cooperative Education (1-4) (graded P/NC only)**

## Honors

The University Honors Program (UHP) provides enhanced educational opportunities for CLU's most academically motivated students. The mission of the UHP is to challenge students at a higher level as they grapple with deeper questions of life, identity, and purpose within a global community. It encourages intellectual exploration and experimentation by involving students in an intensive study of works that bridge diverse historical contexts, cultural settings and fields of knowledge. By balancing tradition and innovation and discovering or creating links between areas of knowledge currently separated by disciplines and departments, the UHP encourages students to think holistically and critically about these works and the global issues they illuminate.

The UHP is open to students by invitation upon admission to CLU, although other admitted students may petition the Honors Committee for admission to the program. In addition, up to five transfers a year may petition to enter the Honors Program either during their sophomore or the beginning of their junior year:

First-year UHP students must attend one of two year-long foundational seminar courses. One of these courses is Humanities Tutorial, a course that explores a wide array of themes in literature and philosophy. From the origins of Western thought in Greek philosophy and literature to an extensive survey of contemporary themes (both Western and non-Western) in more recent writings, the Humanities Tutorial foundational seminar provides a stimulating atmosphere in which to explore important ideas in the humanities.

The second choice of foundational seminar is At Home in the Universe: a Scientific World View. This course affords students the opportunity to delve into some of the most important ideas in post-Enlightenment thought, and provides them with a modern, scientific understanding of man and nature. From cosmological theories for the birth of our universe to the intricate neurological underpinnings of human consciousness, the processes by which our current perception of the natural world has been elucidated will be explored.

During their second and third years, University Honors students must attend at least two honors seminars (preferably one in each year). In their

final year, students must attend one capstone honors seminar course. With the successful completion of the capstone and seminars, the student will achieve University Honors. Transfer students will be required to attend at least four honors seminars and the capstone to achieve University Honors.

### **Requirements for completion of the Honors Program**

Successful completion of 4 honors seminars (16 credits); successful completion of a capstone honors seminar. Students entering on or after the 2007-2008 academic year must maintain a 3.5 cumulative GPA to sustain their membership in the UHP.

### **Foundational Seminars**

#### **101/102 At Home in the Universe (4,4)**

A scientific worldview encourages students to delve into some of the most important ideas in post-Enlightenment thought, and provides them with a modern, scientific understanding of man and nature. From cosmological theories for the birth of our universe to the intricate neurological underpinnings of human consciousness, the processes by which our current perception of the natural world has been elucidated are explored.

The course begins with readings and discussions on cosmology and astrophysics, including the birth and development of our solar system. This is followed by treatments of the essentials of nuclear physics and chemistry and the strangeness of the quantum world.

The forces that mold our planet are then treated in the geology section of the course. The central theme of biology, evolution by natural selection, is explored by focusing on the mechanisms of evolutionary change, the evolution of sex and cooperative behavior; human origins and futures, and the nature of consciousness and free will.

The course then progresses to discussions of interdisciplinary environmental science. These include discussions on the evolution of different environmental viewpoints; major environmental issues and the science behind them; and the relationship between science, economics, politics and ethics/philosophy with respect to environmental science.

The course finishes by addressing important challenges to a scientific worldview, both postmodernist critiques and those of theological flavor. Throughout the course, students engage in discussions that emphasize the relevance of scientific discoveries to understanding what it means to be human. In this sense, At Home in the Universe offers a humanistic view of the scientific enterprise.

#### **115 Humanities Tutorial (4,4)**

The year-long Humanities Tutorial begins with an in-depth, one-semester study of the origins of Western culture in Greek literature and philosophy. The second semester continues with a study of contemporary themes and concerns both in Western and Non-Western thought. In addition to providing practice in the skills of analysis, argument, and critical and

reflective interpretation, the course aims to familiarize students with the intellectual ideal of illuminating the new by understanding the old. (cross-listed with Philosophy 115, English 115)

### One Semester Honors Seminars

#### 301 Globalizing the Feminine: Women in International Film (4)

This course will consider issues in the representation of women in film from a variety of perspectives, using feminist as well as film criticism to evaluate films drawn from world cinema.

#### 303 Don Quijote and Modern Fiction (4)

This course is designed to trace the influence of Don Quijote on contemporary prose fiction and film. It will involve the study of the work itself as well as that of other select works from Western literature for comparison purposes, focusing on literary aspects as well as the historical, social and cultural context. Instructor's consent is required. (cross-listed with Spanish 303)

#### 304 St. Augustine's City of God

On the City of God, written between 413-427 CE by Augustine, bishop of Hippo in North Africa, is arguably the most important and lastingly influential Christian text of late antiquity. In it, Augustine answers pagan critics of Christianity, makes the case for Christianity's compatibility with what he thinks is the best part of ancient philosophy, develops a biblical view of history, and makes sense theologically of the greatest historical disaster he and his contemporaries could imagine – the disintegration of the Western Roman Empire.

This honors course is a seminar devoted to a close reading of the *De civitate Dei* in English translation. Through the study of this massive work in its historical and intellectual context, students will be exposed to the culture of the late Roman Empire, be led through the Christian theology, philosophy and historiography of late antiquity, and will develop a sense of Augustine's enduring legacy in Western thought. Prerequisites: sophomore standing, completion of Religion 100, History 101, and the Core 21 philosophy requirement, and at least one additional upper-level course in Religion, History, or Philosophy.

#### 306 Masterpieces of German Literature in Translation (4)

The study and interpretation of selected major works from German literature in English translation, supplemented by outside reading and individual reports. (cross-listed with German 306)

#### 320 The Science and Aesthetics of Science Fiction (4)

This course will examine contemporary science fiction film from a number of perspectives – scientific, philosophical, and aesthetic. A special focus will be placed on identifying the limits of scientific fact and artistic license in aesthetic production. In-class learning activities will include both viewing of films along with detailed, scene-by-scene cinematic analysis through regular small-group (less than 5) mini-workshops.

#### 324 War, Politics & Cinema (4)

Explore the political nature of cinema and the ways in which war and political culture, issues and themes are expressed in and through the movies. Particular emphasis is placed in this course on the historical dialectic between "hawks" and "doves."

#### 402 Post-Modernism: Politics and Philosophy of Art (4)

Postmodernism explores the relationship between art, science, and politics in contemporary philosophy. The course begins with a consideration of the legacies of Freud, Nietzsche, and Marx and continues with an analysis of such authors as Breton, Heidegger, Benjamin, Cortázar, Borges, Derrida, Foucault, Heisenberg, and Rorty. Uses film (including students' own short surrealist films) literature, and philosophical texts. Open to all students, it also fulfills the Honors Capstone requirement. (cross-listed with English, Philosophy, and Political Science 402)

#### 413 Music and the Civil Rights Movement (4)

The purpose of this course is to examine the southern civil rights movement (CRM) from 1954 to 1968. This course integrates discussion and analysis of the CRM with music. Music was very important to the movement because it inspired both participants and supporters to continue the struggle until several victories were won. Emphasis in this course is on matching the music with a political event, ideology and/or individual. This course includes discussion on the personal involvement in political and social activities by the singers and performers themselves. Tactics and strategies of the CRM are examined and their relationships to music are explored by relying on music with explicitly political lyrics and messages as well as those with lyrics and composition that convey spiritual and festive elements. (cross-listed with Political Science 413)

#### 432 Freud and Beyond (4)

The purpose of this course is to introduce students to psychoanalytic theory and the impact of the psychoanalytic theory on society. Students will examine the development of psychoanalysis from an historical perspective beginning with an in depth investigation of Freud, his life and his classical theory. Next, the course will examine the development of psychoanalysis and its departure from traditional Freudian ideology. Students will then consider the four major branches of psychoanalysis including drive theory, ego psychology, object relations, and self psychology. Finally, students will examine contemporary view of psychoanalysis with an emphasis on the integration of psychoanalytic theory and the neurobiology of attachment. (cross-listed with Psychology 432)

#### 435 Faith and Reason (4) (Capstone)

Team-taught by professors in philosophy and religion, this course is an integrated and interdisciplinary exploration of the perennial tensions and cross-fertilizations between faith and reason. Authors read include St. Augustine, St. Thomas, Meister Eckhart, Luther, Descartes, Hume, Kierkegaard, Newman and Rudolf Otto. The course meets the capstone requirement for philosophy and religion majors. Open to juniors and seniors from all

disciplines. Sophomores must get permission of instructor. (cross-listed with Philosophy 435 and Religion 435) (spring)

#### 477 Cityscapes

Through art, politics, and philosophy, this course offers an in-depth study of the cultural landscape of selected global cities. Along with texts, films, and music from such centers as Prague and Mexico city, students develop their own "cityscape" from a region of their choice (often based on their off-campus experience) as their final projects. Open to all students, this course fulfills the requirement for an honors seminar and is the capstone for the Global Studies major. (cross-listed with Global Studies 477 and Political Science 477)

#### 482 Honors Seminar (1-4)

#### 498 Goodness, Truth, and Beauty: Capstone (4)

This course examines the relationship between contemporary philosophy and contemporary biology in relation to the major triad of categories dealing with aesthetics, ethics, and the search for truth. (cross-listed with Political Science 498)

## Interdisciplinary

For students who are interested in building a major around a specialized problem, theme or vocation, CLU offers an interdisciplinary major in which concentration courses are selected from more than one department.

Students work with an academic adviser to develop a proposal for a course of study that matches the students' needs. A faculty mentor is assigned to assist the student in meeting the goals of the course outline. Students are encouraged to choose an interdisciplinary major between the second semester of their freshman year and the first semester of their junior year. Exceptional cases and transfer students are given special consideration by the committee.

Possible interdisciplinary majors include graphic design, environmental law and policy, international relations, youth counseling, systems analysis and human resources management.

#### Major Requirements for B.A. or B.S. in Interdisciplinary:

40 credits with no more than 30 from one department; 24 of these credits must be upper division.

Guidelines:

1. Students may declare an interdisciplinary major from the second semester of the freshman year through the first semester of the junior year.
2. The student, with the help of a faculty advisor, shall submit an application to the chair of the interdisciplinary majors committee. The application shall consist of a title page, a two-page rationale, and a list of all college courses in the major, listed under the respective departments.
3. After approval of the application, the student will be assigned a mentor from the committee who will assist the student and the faculty adviser in drawing up a contract.
4. All contracts must be approved by the interdisciplinary majors committee and the Vice President for Academic Affairs.
5. Should the student desire credit for prior experiential learning, the committee will advise as to the portfolio process. No more than 15 credits shall be granted in this manner.
6. Any changes in the student's program must be submitted in writing to the committee for approval.

#### 101 Freshman Seminar (1)

New Student Orientation seminar in which students learn about college life, CLU's history, the pressures of college, coping skills and maximizing their college experience. (graded P/NC only)

#### 399 Multimedia Research and Presentations (2)

This course teaches research and presentation methods as well as basic Web design principles, Dreamweaver and online posting. Students integrate research, Web design and presentation skills to create several small projects and one major project, all of which are presented and critiqued by the class and the instructor.

## International Business *(minor)*

A minor in international business offers students a chance to focus on world trade and the expanding world markets while getting an overview of all aspects of business.

Students interested in business and/or foreign language will benefit from the international business curriculum through hands-on experience with business projects.

Career opportunities in the international business arena include banking, marketing and consulting.

#### International Business Faculty

Professor Damooei  
Assistant Professor Tsaw

#### Requirements for a Minor in International Business:

20 credits minimum in business administration and/or economics, 16 credits upper division; Business Administration 251, 394 and 12 additional upper division credits from international business and/or international economics courses.

#### Required Supporting Course:

Economics 203.

## Languages and Cultures

(Includes: Chinese, French, German, Greek, Hebrew, and Spanish)

California Lutheran University's mission commits it to preparing its students to be leaders in a global society. To do this, it insists that its students be conversant in at least one language beyond their native tongue, and offers courses, majors, and minors in a number of languages and cultural areas. The Languages and Cultures Department reflects CLU's intention to provide strong language instruction, engage students closely with other cultures, work across disciplines, language families, and cultures, and promote study abroad and in other cultural contexts. CLU students can expect growth and change from this dynamic and important department.

#### Faculty

Professors Erwin, Renick, Stewart  
Associate Professors Fogg, Ramirez  
Assistant Professor Thomas  
Senior Lecturer Loberg

#### Proficiency Requirement

All CLU students are required, for Core-21, to meet the Foreign Language Proficiency in one of the following ways: by achieving a satisfactory score on a Language Proficiency Exam; by passing two courses in the same language; or

by passing one course at the second semester level.

For further information and scheduled testing dates, contact the Center for Academic and Accessibility Resources.

## Chinese

Conscious of its location on the Pacific Rim, California Lutheran University is excited to be able to offer courses in Chinese at both beginning and intermediate levels. CLU expects growth in this field as its students recognize the usefulness of learning one of the world's most ancient languages and experiencing the culture of one of the largest and most influential nations on earth.

#### 101/102 Elementary Chinese (4, 4)

The beginning courses in Chinese are for students with no previous knowledge of the language. These courses will focus on enabling students to communicate effectively in Mandarin Chinese in a cultural context. Training in all the communicative skills, i.e., listening, speaking, reading, and writing, as well as the acquisition of standard pronunciation of Mandarin Chinese, will be included in this course. In addition, a comparative approach will be used to contrast different social/cultural issues and values between modern China and western countries through the study of the language. Prerequisite: 102: Chinese 101 or equivalent.

#### 201/202 Intermediate Chinese (4, 4)

These courses continue introducing Mandarin Chinese characters, vocabulary, grammar, as well as Chinese culture and computing to students. Intermediate Chinese focuses on the knowledge and critical perspectives in the areas of contemporary society and non-Western culture. Prerequisites: 201: Chinese 102 or equivalent; 202: Chinese 201 or equivalent.

## French

California Lutheran University's French curriculum offers students many educational opportunities through course work, study abroad and extracurricular activities on and off campus. A solid foundation in French enables the CLU graduate to choose from many career alternatives or admission to a graduate school for advanced study of the language.

The technology-enhanced program is designed to provide students with a strong competency in the French language and an understanding of the French cultures throughout the world. Emphasizing an interactive learning environment and maintaining small class sessions, the curriculum includes conversation and composition as well as film, literature, phonetics and linguistics. Audio and videotapes, videodisks and CDs simulate realistic situations, while students and faculty explore French, the second language of the Internet and the second global language.

Both French major and non-major students are encouraged to study abroad in a francophone location. They may choose from partner institutions in Paris, Aix-en-Provence and Avignon, Grenoble, and Cannes for an academic year, a semester or summer.

Students enjoy participating in activities sponsored by the CLU French Club and the French national honor society, Pi Delta Phi, which afford opportunities to practice verbal skill and experience French culture outside the academic environment. French majors may be selected as tutors or chosen as departmental assistants. Several scholarships have been awarded to CLU French majors through Pi Delta Phi and Rotary International, allowing them to study and visit in such locations as France, Belgium, Canada and Africa.

French majors from CLU have entered careers as educators, travel agents, and translators and interpreters for governmental organizations, international businesses, Peace Corps and church missions. Also, the growing field of international management has attracted graduates who have combined their French degree with Business Administration or

Global Studies at CLU. Graduates in French are able to secure professional employment not only in the United States, but also in Canada, Africa and European Community institutions, all of which employ the French language second only to English.

#### **Major Requirements for B.A. in French:**

##### **Track I: Teaching Major**

32 credits minimum, 32 credits upper division; French 101/102 (or validated by examination), 201/202 (or validated by examination), 301, 311, 312, 321, 401, one capstone course.

##### **Track II: General Major**

32 credits minimum, 24 credits upper division; French 101/102 (or validated by examination), 201/202 (or validated by examination), 301, 311, 312, 401, one capstone course.

Note: Track I is required for majors who will continue their studies beyond the B.A. degree. Track II is for those students who intend to combine their French studies with another major.

Students interested in teaching French should refer to the chair of the French Department for information about the French subject matter program. (See Education)

#### **Requirements for a Minor in French:**

16 credits minimum, 12 credits upper division; French 301, 311 or 312, any literature course (including French 312).

#### **Lower Division**

##### **101/102 Elementary French (4,4)**

The beginning study of French, both oral and written, including the fundamentals of grammar; reading and pronunciation through the use of electronic media. Prerequisite: 102: French 101 or equivalent.

##### **201/202 Intermediate French (4,4)**

The continued study of spoken and written French, with a thorough foundation in communication skills and grammatical structures through continued use of electronic media. Prerequisites: 201: French 102 or equivalent. 202: French 201 or equivalent. This course is normally the prerequisite for any upper division course in French.

#### **282 Selected Topics (1-4)**

#### **Upper Division**

##### **301 French Conversation and Composition (4)**

Practice to develop fluency in the use of French as a means of both oral and written expression. Prerequisite: French 202 or equivalent or satisfactory score on proficiency exam.

##### **305 French Civilization and Culture (4)**

Study of the development of French civilization, including arts, letters, science and political and social institutions, with an emphasis on contemporary life in France. Prerequisite: consent of instructor. (On demand)

##### **311/312 Survey of French Literature (4,4)**

A study of the representative masterpieces and significant movements of French literature. 311: From the Middle Ages through the Age of Enlightenment; 312: 19th and 20th centuries.

##### **321 French Phonetics/Linguistics (4)**

Pronunciation, diction and intonation in theory and practice including phonetic transcription and oral presentations. Students are required to regularly use available electronic technology.

##### **351 French Classical Period (4)**

A study of selected works of Corneille, Moliere, Racine, Descartes, Pascal, La Rochefoucauld, La Fontaine and others. (On demand)

##### **352 French Enlightenment (4)**

A study of the selected works of philosophers Voltaire, Rousseau, Montesquieu and others. (On demand)

##### **401 Advanced Grammar and Composition (4)**

A functional review of grammar as used for communication skills. Includes the writing of current idiomatic French, free and oral composition and translation on assigned topics.

##### **444 Contemporary French Novel (4)**

A study of the works of authors Proust, Gide, Mauriac, Bernanos, St. Exupery, Sartre, Camus, Malraux, Simone de Beauvoir and others. Includes general trends of the 20th-century French and Afro-French novel.

##### **445 Contemporary French Theatre (4)**

A study of representative French playwrights such as Claudel, Pagnol, Romains, Cocteau, Giraudoux, Anouilh, Ionesco, Beckett, Camus, Sartre, Arrabal, Genet and others. Includes general trends of 20th-century French theatre.

##### **447 French Cinema (4) (Capstone)**

A study of French cinema from its inception through recently produced films. Typical topics covered are French film pioneers, art films, serials, surrealist and New Wave films, musicals, "classics," French cinematographers, directors, actors, etc.

##### **448 Francophone Literature (4) (Capstone)**

An eclectic study of the literatures - poems, lyrics, short stories, film scenarios, plays and novels - and cultures of the francophone world outside of France (e.g., Canada, Africa, Belgium, Haiti, Martinique, etc.).

##### **453 French Literature of the 19th Century - Romanticism (4)**

An analysis and discussion of the works of leading authors, with an emphasis on poetry.

#### **454 French Literature of the 19th Century - Realism, Naturalism and Symbolism (4)**

An analysis of the works of leading authors, with an emphasis on the novel.

#### **471 Teaching a Modern Foreign Language (3)**

A study and discussion of the current methods, techniques and applications for teaching and evaluating foreign language skills at the various levels of instruction. Includes a demonstration of the use of textbooks, multimedia aids and language laboratory equipment and materials. (On demand)

#### **482 Selected Topics (1-4)**

#### **485 Seminar (2-4)**

#### **490 Independent Study (1-4)**

#### **492 Internship (1-4)**

For majors only. (graded P/N/C only)

## German

California Lutheran University's German major curriculum offers students a thorough course of study in the language, literature and culture of the German people with a full complement of courses that include conversation and composition, studies in German grammar, literature and film.

CLU's extensive Study Abroad Program provides students with opportunities to study for a semester or an academic year in various institutions in Germany and Austria.

CLU's German graduates have regularly found careers in education, government, business, and even the clergy. These include jobs as teachers, government agents, translators, banking administrators, international businessmen and businesswomen, interpreters and travel agents. When combined with business studies, a degree in German provides graduates with even broader career opportunities.

#### **Major Requirements for B.A. in German:**

32 credits minimum, 24 credits upper division; German 301, 311, 312, 401, Global Studies 401 capstone, two upper division electives. Students who already possess some proficiency in German will be placed at the appropriate level after consultation with the department.

Students interested in teaching German should contact the chair of the German Department for further information. (See Education)

#### **Requirements for a Minor in German:**

16 credits minimum, 12 credits upper division; German 301, 311 or 312, any upper division course (including German 312).

#### **Lower Division**

##### **101/102 Elementary German (4,4)**

A foundation in the grammar, speech and writing of German, including the reading of selected texts and supported by regular laboratory practice. Laboratory, 1 hour/week. Prerequisite: 102: German 101 or equivalent.

##### **201 Intermediate German (4)**

Development of oral and written skills. This course is the prerequisite for any upper division course in German. Prerequisite: German 102 or equivalent or satisfactory score on proficiency exam.

##### **202 Intermediate German (4)**

A continuation of German 201 with more extensive readings in German literature and supplemental readings in the student's chosen field. Prerequisite: German 201 or equivalent or satisfactory score on proficiency exam. (on demand)

##### **225 German for Reading Proficiency (4)**

Designed specifically for the acquisition of reading ability in the student's major discipline. Provision is made for group study in the classroom setting as well as regular individual practice within the three areas of fluency with advance readings and interpretive studies. Prerequisite: consent of instructor. (on demand)

#### **282 Selected Topics (1-4)**

#### **Upper Division**

##### **301 Conversation and Composition (4)**

A systematic review of grammar and continued practice in advanced spoken and written German toward the development of fluency with advance readings and interpretive studies. Prerequisite: German 201 or equivalent or placement by the department.

##### **306 Masterpieces of German Literature in Translation (4)**

The study and interpretation of selected major works from German literature in English translation, supplemented by outside reading and individual reports. (cross-listed with Honors 306)

##### **308 Nietzsche (4)**

Friedrich Nietzsche was one of the most outspoken and influential philosophers of the 19th century. Curiously, although he is not widely read among philosophers and is even less well understood, people nonetheless tend to make categorical assumptions about what he believes without having the requisite background to do so. The aim of this course is to place Nietzsche's life, theories, and works into the proper context. We hope, thereby,

to be able to present a more complete understanding of Nietzsche's thought and how it has affected the cultural, social, political, and psychological worlds around us today.

#### **311/312 Survey of German Literature (4,4)**

The study of the main epochs and personalities in German literature through the reading of representative works. 311: From the beginning to the Enlightenment. 312: From the Enlightenment to the present.

#### **321 German Phonetics and Linguistics (4)**

An intensive drill designed to perfect the student's overall speaking ability. Students are required to regularly use the language laboratory. (on demand)

#### **340 Business German (4)**

An introduction to the German business environment that deals with marketing, import/export, business transactions, banking, resumes and effective correspondence.

#### **343 Women in German Literature (4)**

An in-depth study of women in Germany and Europe after the industrial revolution. The course deals with both female and male writers and the way in which women are portrayed, what roles they assume and how they must attempt to resolve conflicts in modern society.

#### **401 Advanced Grammar and Composition (4)**

A functional review of all phases of communication skills, including the more intricate grammar and idiom. Required of all candidates for a teaching major. (on demand)

#### **437 Goethe's Faust (4)**

This course will undertake a close, thorough reading and critical textual examination of Goethe's world masterpieces, Faust I and Faust II. In so doing, the course will examine the literary, historical, and contemporary creative forces that went into the production of these two dramatic masterpieces. The course will also undertake a study of Goethe and his works within the context of the time in which he wrote them and how his work and his individual literary language developed and took shape to form a unique worldview.

#### **447 German Cinema (4)**

A comprehensive review of German cinema from the inception of motion pictures to the present. The course treats the historical and social implications of film in Germany during its volatile first 40 years and the contribution of German Exile filmmakers.

#### **453 German Literature of the 19th Century (4)**

The study of the main literary exponents from the end of Romanticism through Naturalism (1830-1900). (on demand)

#### **454 German Literature of the 20th Century (4)**

The study of the main literary exponents of Neo-romanticism, Symbolism, Expressionism and contemporary thought. (on demand)

#### **471 Teaching a Modern Foreign Language (3)**

A study and discussion of the current methods, techniques and applications for

teaching and evaluating foreign-language skills at various levels of instruction. Includes a demonstration of the use of textbooks, multimedia aids and language laboratory equipment and materials.

**482 Selected Topics (1-4)**

**485 Seminar (2-4)**

**490 Independent Study (1-4)**

Majors only. (on demand)

**492 Internship (1-4)**

Majors only. (graded P/NC only) (on demand)

## Greek

### Upper Division

**325/326 Biblical Greek Language and Literature (4,4)**

A beginning study of biblical Greek that builds a foundation in the essentials of grammar, vocabulary, and translation. Includes readings in Mark and Philippians, as well as (in the second semester) discussion of theological implications. (cross-listed with Religion 325/326)

**490 Independent Study (1-4)**

## Hebrew

### Upper Division

**315/316 Biblical Hebrew Language and Literature (4,4)**

A two-semester sequence of study leading to a reading knowledge of the Hebrew Bible/Old Testament. Basic Hebrew grammar and vocabulary are studied in conjunction with questions of cosmology, the understanding of history and the theological perspective of ancient Israel. Prerequisite: Religion 100. (cross-listed with Religion 315/316)

**490 Independent Study (1-4)**

## Spanish

The goals of our Spanish program at CLU are proficiency in the language and a high degree of familiarity with Hispanic literature and culture. In order to achieve these goals, we offer a wide variety of courses, from language through literature, linguistics and culture.

Most of our majors and minors go into teaching, some into private industry and some into government service. Our program tries to address itself to the needs of these students by preparing them for an increasingly pluralistic and globally oriented society as well as a competitive

career world. To that end and because language and literature are inseparable from a cultural context, our program has a strong cultural orientation. In all of our courses, we strive to develop in our students an understanding of as many aspects of Hispanic culture and civilization as possible in conjunction with the subject focused on. We also place a strong emphasis on developing students' critical thinking skills in all our courses and many are conducted in Spanish in order to develop students' proficiency in the language.

Spanish faculty use interactive lectures, group work, entertaining cultural activities, such as singing, video and film presentations, computer-aided presentations and exercises to give the students a well-rounded learning experience. A computer lab is available to enhance this experience outside the classroom.

In addition, students have the opportunity to participate in a variety of cultural activities on campus, such as the Dia de los Muertos and Las Posadas celebrations in the fall, as well as the Encuentros festival in the spring. They also can become members of the Spanish honor society, the National Collegiate Hispanic Honor Society, Sigma Delta Pi and participate in the Latin American Students Association.

We strongly encourage majors and minors in Spanish to study abroad. The Spanish Department sponsors a program in Guanajuato, Mexico, which provides students with an excellent opportunity to polish their language skills through immersion in the culture. Other opportunities to spend a semester or junior year abroad at any one of a variety of universities in Spain and Latin America are available through the CLU Study Abroad Program

**Major Requirements for B.A. in Spanish:**

32 credits minimum, 32 credits upper

division; Spanish 301, 315, 325, 401, 405 (Capstone); one Spanish 400-level course; and two Spanish upper division electives. At the discretion of the department, a relevant course in another discipline, such as Political Science 443, may be substituted for the upper division elective. In addition, an oral proficiency exam is required before graduation.

**Requirements for a Minor in Spanish:**

12 credits minimum, 12 credits upper division taught in Spanish: Spanish 301, 401 and any upper division literature, film or culture course.

Students interested in teaching Spanish should refer to the Chair of the Spanish Department for information about the Spanish subject matter program. (See Education)

### Lower Division

**101/102 Elementary Spanish (4,4)**

A beginning study of the language. Introduces students to the essentials of grammar with basic skills of listening, speaking, reading and writing within a communicative cultural context. Prerequisite: 101: 0-2 years of high school Spanish; 102: Spanish 101 or 3-4 years of high school Spanish.

**201/202 Intermediate Spanish (4,4)**

Continuing development of the four communicative skills. Emphasis on vocabulary building and the use of Spanish in practical situations. Includes cultural and literary readings and a grammar review. Prepares students to move into advanced conversation and composition. Prerequisites: 201: Spanish 102 or equivalent or satisfactory score on proficiency exam; 202: Spanish 201 or equivalent or satisfactory score on proficiency exam. (201 offered in fall; 202 offered in spring)

### Upper Division

**301 Conversation and Composition (4)**

Intended to further the student's conversational ability, with emphasis on speaking and writing grammatically correct Spanish. Increased understanding of the Hispanic world through reading and discussion. Prerequisite: Spanish 202. Conducted in Spanish. (offered in fall)

**303 Don Quijote and Modern Fiction (4)**

This course is designed to trace the influence of Don Quijote on contemporary fiction and film. It will involve the study of the work itself as well as that of other select works from Western literature for comparison purposes, focusing on literary aspects as well as the historical, social and cultural context. Instructor's consent is required. Note: This class is offered in English and may not be taken for the Spanish minor. (cross-listed with Honors 303)

**305 Introduction to Literature in Spanish (4)**

This course introduces students to the study of literature in Spanish through the reading

of short literary texts. Students study literary terminology and methods of analysis and practice the analysis and discussion of literature in Spanish. Texts are selected from across literary periods from Spanish and Spanish-American authors. Conducted in Spanish.

### **315 Spanish Literature and Society (4)**

Designed to familiarize students with major authors of Spanish literature from its beginning to present times. A study of selections viewed in their cultural and historical contexts will highlight the extent to which these authors were influenced by the ideology of their times and how their writings, in turn, relate to contemporary thought. Conducted in Spanish.

### **325 Spanish American Literature and Society (4)**

Designed to familiarize students with major authors of Spanish American literature from its beginning to present times. A study of selections viewed in their cultural and historical contexts will highlight the extent to which these authors were influenced by the ideology of their times and how their writings, in turn, relate to contemporary thought. Conducted in Spanish.

### **361 Contemporary Chicano Literature (4)**

Intended as a basic exploration of the literature of the Chicano people. This representative synthesis covers the principal genres of poetry, theatre, the novel, the short story and the essay. A historical framework establishes the different periods of Chicano creativity from its origins through the civil rights movement and to contemporary times. Note: This class is offered in English and may not be taken for the Spanish minor. (cross-listed with English 361)

### **401 Applied Linguistics and Grammar (4)**

This course provides students with phonetic, phonological, morphological and syntactic aspects of the Spanish language in its synchronic and diachronic contexts. Includes grammar, reading and writing and has a lecture and discussion format. Conducted in Spanish. (offered in spring)

### **405 Latin-American Culture and Civilization (4) Capstone**

Intended to deepen student's knowledge of the development of the institutions of the Spanish-American peoples, and to improve their conversational ability. Includes lectures oral participation and oral and written reports. Conducted in Spanish (offered in spring)

### **461 Mexican Literature**

Critical study of selected representative readings from pre-Columbian writers/poets, through the novel of the Revolution to the present. Emphasis on socio-cultural contexts as well as the literary values of the texts. Conducted in Spanish.

### **463 Women Writers in Hispanic Literature (4)**

Women have long contributed to the wealth of literary production in the Spanish language. This course profiles the writings of women from different parts of the Hispanic world and may include issues of gender, race and ethnicity. Conducted in Spanish.

### **470 Film in Spanish (4)**

This course introduces students to important developments in cinema in the Spanish-speaking cultures. Different types of film are shown and analyzed from an aesthetic perspective and in relationship to Spanish and Spanish American history, literature, art and society. Conducted in Spanish.

### **482 Selected Topics (1-4)**

### **485 Seminar (2-4)**

### **490 Independent Study (1-4)**

### **492 Internship (1-4)** (graded P/NC only)

## Learning Resources

*(non major/minor)*

### **101 English - College Skills Seminar (1)**

A writing-based seminar for entering freshmen in which students develop learning skills and strategies necessary for academic success, with a special emphasis in writing. By invitation only.

### **105 Math - College Skills Seminar (1)**

A mathematics-based seminar for entering freshmen in which students develop learning skills and strategies necessary for academic success, with a special emphasis in mathematics. By invitation only.

## Legal Studies

*(minor)*

The legal studies minor provides an interdisciplinary study of the law and the legal process within a liberal arts framework. The minor provides an alternative approach to the study of law by drawing from courses in the social sciences, business and humanities. The minor addresses questions as to how social, political, philosophical and economic considerations influence and reflect these laws. The electives allow students to choose courses relevant to their legal interest in combination with a variety of other disciplines.

*See Criminal Justice and Political Science for faculty and course descriptions.*

### **Requirements for the Minor in Legal Studies:**

20 credits minimum of which 12 credits must be upper division; Criminal Justice/ Political Science 105 (4); 16 credits from the following: Business 374 (4),

Communication 405 (4), Communication 406 (4), Criminal Justice 276 (4), Criminal Justice 403 (4), Political Science 401 (4), Political Science 414 (4), Political Science 461 (4), Political Science 481 (4), and any Independent Study or Selected Topic on law (1-4).

### **Recommended Courses for Students Planning for Law School:**

Communication 233, English 301, Philosophy 220, Political Science/ Philosophy 322.

## Liberal Studies

The Liberal Studies major is designed to prepare students to teach elementary school and earn a multiple subject California preliminary teaching credential. There are three pathways to achieve these goals:

The Traditional Program:

The traditional Liberal Studies Program consists of four years to earn a degree and two semesters of Graduate Teacher Preparation to secure a California preliminary credential. Standard admission procedures apply. Transfer students are welcome.

### **The Adult Degree Evening Program**

The ADEP Liberal Studies program consists of four years to earn a degree and two semesters of Graduate Teacher Preparation to secure a California preliminary credential. For admission to this program, see ADEP admission. Transfer students are welcome. See ADEP for the specific course of study.

### **The Integrated Program**

The Liberal Studies Integrated program consists of four years and a summer to earn a degree and California preliminary credential. Standard admission procedures plus grade point requirements, college entrance testing requirements, and a personal interview with the Director are necessary for full admissions.

**Department Chair:**  
Michael McCambridge, Ed.D.

**Program Coordinator:**  
Mariana Robles-Dalany, Ph.D.

The liberal studies major consists of 86 to 90 units. This course of study provides collegiate instruction in the subjects taught in California elementary schools

The core requirements (Core 21) have been integrated into the major as much as possible. With careful planning it is possible to complete the major within four years.

**Major Requirements for Liberal Studies Major (86-90 units):**

Language and Literature: English 111, 312, 316, 335; History/Social Science: History 101, 121, 345; Psychology 200; Mathematics: Math 120, 128; Technology: EDTP 563; Science: Biology 111 and 111L, Physics 110 and 110L, Geology 111 and 111L; Visual/Performing Arts: Art 341, Music 102, TA 440; Physical Education/Health: EXSC 354; Education: EDUC 362, 492, EDTP 500, EDTP 508; Capstone: Liberal Studies 402; Concentrations \*(12–16 units): English, Art, Theatre Arts, Music, American Studies, Math, Ancient Civilizations, Environmental Science or Exercise Science.

\*Integrated students have an education concentration.

**325 Liberal Studies Seminar (2)**

This course is required of all liberal studies majors at CLU who have completed three semesters in the ADEP liberal studies program. Successful completion of this course will partially fulfill the elementary subject matter competence requirement. Students will also be introduced to the California Academic Content Standards for K-6 and the Teacher Performance Expectations (TPE) required in all teacher preparation programs.

**402 Theories of Teaching and Learning (3) (Capstone)**

This course is required of all liberal studies majors. Students will also explore theories of teaching, learning, the assessment of learning and the influence of those theories on content, methods and classroom environment, including the use of technology and their application in improving academic achievement for all students. Fieldwork required. Prerequisite: Psychology 200

## Marketing Communication

The 21st Century business community faces unprecedented challenges in a highly competitive global economy. Industry leaders know that effective communica-

tion – particularly marketing communication – will be at the center of every profitable enterprise. California Lutheran University’s multitalented marketing communication graduates currently work as marketing communication department managers, marketing representatives, and trade negotiators for both private corporations and government agencies.

CLU’s marketing communication major prepares students for business and trade relations in an international marketplace by introducing them to the latest communication technology and teaching them how to craft effective messages on behalf of companies whose products and services they represent. CLU graduates have gained the ability to research, plan, organize and direct internationally focused marketing campaigns and have acquired the interpersonal skills needed to move into upper management. A mandatory internship enables students to put valuable, real-world experience on their resumes. CLU students have interned in marketing communication departments at Amgen, Baja Fresh, J.D. Power & Associates, HBO, Caruso Affiliated Holdings, KZLA-FM and NBC Press and Publicity.

Development of a marketing communication degree was suggested by a business community experiencing difficulties in locating qualified job candidates to head up marketing communication departments – the hub around which production, sales, advertising, marketing and public relations revolve. Industry leaders expressed a specific interest in future employees who could be practical as well as creative; who were equipped with both business savvy and artistic know-how; who were skilled at coordinating the efforts of others, yet capable of coming up with winning market strategies as well.

Benefiting from the input of the corporate community, California Lutheran University was able to offer the first marketing communication degree in the nation. CLU graduates are succeeding because of the preparation they receive in managing million-dollar budgets, their proficiency at both oral and written communication, and their ability to produce messages for a wide variety of media.

*See Business Administration and Communication for faculty and course descriptions.*

**Major Requirements for B.A. in Marketing Communication:**

38 credits minimum, 24 credits upper division; Communication 101, 231, 375, 401, 490 or 492; 200 or 405 or 406; Business Administration 275 or Communication 301 or 306; Communication 342 or 344 and complete 8 credits of business electives (Business Administration 342, 440, 442, 473, 474 or approved selected topics.

**Required Supporting Courses:**

Business Administration 253

## Mathematics

A degree in mathematics is an excellent means of preparation for post-college years, whether a student intends to work in business or industry, teach, or pursue graduate studies. At CLU we provide a broad and challenging program designed to develop fundamental skills and to prepare students for lifelong learning. The program features small classes with an emphasis on faculty-student interaction, classroom technology to facilitate learning, computer labs for student exploration and discovery, and a focus on interdisciplinary applications. Faculty mentors assist students in reaching their academic and career goals. Students are challenged to explore the many facets of mathematics and its applications through creative and critical thinking. Free tutoring for lower division courses is provided in the math lab; the lab

also serves as a study and resource area for majors.

The faculty encourage students to apply their mathematical knowledge by participating in internships, carrying out independent projects, and tutoring in the math lab. Students synthesize and extend their mathematical experiences in the senior capstone course. Other opportunities include participating in paid summer research programs across the nation, spending a semester studying mathematics abroad, preparing for and competing in national mathematics-related contests, and preparing posters and presentations for seminars and regional or national conferences.

Employers in the public and private sectors seek generalists with critical thinking skills who are capable of adapting to a wide variety of situations. Graduates in mathematics are prepared in this manner and can work in many career fields. These include computer science, engineering, actuarial science, education, business, finance and the natural sciences. Along with finding excellent employment opportunities, CLU math majors have also been accepted for graduate studies at top universities throughout the United States.

### **Mathematics Faculty**

Associate Professors Fogel, King  
Assistant Professors Brown, Carlson

### **Major Requirements:**

Only mathematics courses numbered 200 or above earn credit toward a major in mathematics.

### **Major Requirements for a B.S. in Mathematics:**

37 credits minimum, 21 credits upper division; Mathematics 250 or 251 (preferred); Mathematics 252 and 261; five 4-credit upper division mathematics classes; Mathematics 475 (Capstone).

### **Required Supporting Courses:**

13 credits, to include Physics 211 and 212 (with labs) and one upper division mathematics-intensive science course (must be approved by major adviser).

### **Recommended Supporting Courses:**

Chemistry 151 and 152 (with labs) and a

course in computer programming.

### **Major Requirements for a B.A. in Mathematics:**

37 credits minimum, 21 credits upper division; Mathematics 250 or 251 (preferred); Mathematics 252 and 261; Mathematics 381 or 382; five additional 3- or 4-credit upper division mathematics classes; Mathematics 475 (Capstone).

### **Required Supporting Courses:**

13 credits, to include Physics 211 and 212 (with labs) and one mathematical perspectives course (must be approved by major adviser).

### **Recommended Supporting Courses:**

Chemistry 151 and 152 (with labs) and a course in computer programming.

### **Requirements for a Minor in Mathematics:**

Only mathematics courses numbered 200 or above earn credit toward a minor in mathematics. Either Mathematics 250 or Mathematics 251 (preferred) may be counted toward the minor, but not both. 20 credits minimum, 8 credits upper division; Mathematics 250 or 251 (preferred); Mathematics 252; two 4-credit upper division mathematics classes; and one of Mathematics 261, 265 or a third 4-credit upper division mathematics class.

### **Requirements for the Mathematics Single Subject Program:**

Students considering a career as a teacher of mathematics in a California high school or middle school should consider completing the CLU Mathematics Single Subject Program which is an approved subject matter program for the California Commission on Teacher Credentialing. Completion of this program allows a student to enroll directly in a teaching credential program upon graduation. Program requirements should be discussed with the director of the Mathematics Single Subject Program.

Students who wish to register for a mathematics course must meet the necessary prerequisites, as stated in the Schedule of Classes. Students unsure of whether they meet the prerequisites should contact a mathematics faculty member: Courses numbered 400 and above are best taken after or concurrently with a 300-level course.

All CLU students are required to meet the Mathematical Reasoning Proficiency under Core 21. Students who meet the proficiency requirement may still need to meet specific mathematics requirements for their majors.

## **Lower Division**

### **I10 Intermediate Algebra (4)**

This course covers equations and inequalities, polynomials, rational and radical expressions, exponents, graphing linear equations and inequalities, linear systems, exponential and logarithmic functions, and places extensive emphasis on word problems. This course is appropriate for students with Math SAT 500 or below.

### **I15 Finite Mathematics (4)**

This course studies the elementary models in business and social sciences including systems of linear equations and inequalities, matrices, interest, annuities and an introduction to probability and statistics. Recommended for business and social science majors. Prerequisite: Mathematics 110 or Math SAT 510 or above.

### **I18 Art of Mathematical Thinking (4)**

This course introduces the beauty and power of some rich mathematical ideas while helping students build sharper skills for analyzing issues transcending mathematics. Through experimentation, discussion, reading and creative work, we examine mind-stretching ideas such as infinity, chaos and the fourth dimension. An ongoing focus is the development of effective thinking techniques useful in all areas of study and life. (offered on demand)

### **I20 Algorithms for Arithmetic (2)**

This course is designed for the prospective elementary school teacher, and emphasis is on understanding the deep mathematical ideas necessary for superb teaching of elementary school mathematics. Communication and group work are expected. Topics include number sense, representations of numbers, number systems, creating and analyzing algorithms for arithmetic operations, recognition and analysis of patterns, problem solving, algebraic thinking, and issues of access and pedagogy. Prerequisite: Mathematics 110 or Math SAT 510 or above.

### **I28 Topics in Liberal Arts Math (4)**

This course engages the students in an exploration of the nature of mathematics as well as a selection of mathematical topics chosen to illustrate why mathematics is one of the original liberal arts. An emphasis is placed on problem solving and communication of ideas through writing and class discussions. The nature of mathematics as well as two-, three- and four-dimensional geometry, and probability and statistics will be included each semester. Other topics will be chosen by the instructor. Prerequisite: Mathematics 110 or Math SAT 510 or above.

### **I40 Contextual Math (3)**

This course will enhance students' comfort and proficiency in mathematics as applied to various topics within the natural sciences. This course is offered as part of a two course cluster with Science 100 in order to enable the student to develop an appreciation of the role of mathematics and modeling within the natural sciences. Topics include algebraic manipulation of equations, linear, quadratic, polynomial, trigonometric, exponential and logarithmic equations and functions, solving linear systems of equations, solving optimization problems given linear inequality constraints, vector decomposition and

applications and other topics. Corequisite: Science 100. Prerequisite: SAT score of 510 or higher or successful completion of Math 110: Intermediate Algebra. (offered on demand)

#### **145 Business Mathematics (4)**

This course studies the elementary models of mathematics in business settings including the use of functions to model concepts such as revenue and profit, as well as interest and annuities. Additional topics include linear regression, decision trees, and an introduction to probability and statistics. Recommended for Business majors. Prerequisite: Mathematics 110 or Math SAT 500 or above.

#### **151 Precalculus (4)**

This course studies real numbers, equations, inequalities and polynomial, rational, exponential, logarithmic and trigonometric functions. Prerequisite: Mathematics 110 or Math SAT 510 or above.

#### **231 Biostatistics (4)**

This course introduces the principles, methods of reasoning, summarization, analysis and presentation of biological and biomedical data. Computer laboratory sessions are included to facilitate data handling and analysis. Topics include sampling and experimental design, descriptive statistics, probability, statistical inference and interpretation of results, simple regression and clinical trials. Prerequisite: Mathematics 151 or Math SAT 600 or above. (offered in spring)

#### **241 Discrete Mathematics (4)**

Topics include set theory, number systems, the nature of proofs, recursion, algorithms, graph theory and problem solving. This course is required for computer science and computer information systems majors. Prerequisite: Mathematics 151 or Math SAT 600 or above. (offered in fall)

#### **245 Applied Calculus (4)**

This course examines methods of mathematics used in business and economics, with a focus on problem solving and applications. It includes the ideas of differential calculus, including applications to marginal analysis (cost, revenue, profit), the elasticity of demand, and optimization. Concepts of integration up through substitution are included. Optimization is further examined through systems of linear equations and matrices, linear programming and a brief introduction to game theory. Required for Business Majors. Prerequisite: Mathematics 115, Mathematics 145 or Math SAT 600 or above.

#### **250 Business Calculus (4)**

Studies functions, limits, continuity, rates and marginal analysis, practical optimization, exponential and logarithm functions and compounded interest. Includes the definite integral, profit/surplus analysis, numerical integration, differential equations, probability density functions, Lagrange multipliers, Taylor approximation and Newton's Method. Prerequisite: Mathematics 115 or Math SAT 600 or above. (offered on demand)

#### **251 Calculus I (4)**

Studies the concepts of the limit, the derivative and the definite integral of functions of one variable. Included are applications to rates and areas, differentials and basic modeling. A weekly computer lab is a key component of the

course. Prerequisite: Mathematics 151 or Math SAT 600 or above.

#### **252 Calculus II (4)**

This course continues the study of differentiation and integration begun in Calculus I. Introduces indefinite integration and applications of the definite integral. Differential equations and elementary methods to solve them are presented, along with direction fields and some modeling applications. Includes Taylor polynomials and series. A weekly computer lab is a key component of the course. Prerequisite: Mathematics 251.

#### **261 Calculus III (4)**

Calculus III extends the concepts of calculus to a multivariable perspective. Topics such as functions, derivatives, integrals and various coordinate systems are used to explore change modeled by two or more variables. Vector algebra and vector fields are introduced to study the motion of objects. A weekly computer laboratory session facilitates exploration, visualization and reinforcement of the main topics of the course. Prerequisite: Mathematics 252. (offered in fall)

#### **265 Differential Equations (4)**

Focuses on the formulation of appropriate mathematical models to represent phenomena, the solution (when possible) of such equations, and understanding and interpreting the solutions of these equations. Graphical and analytical methods will be explored, as will numerical techniques. Prerequisite: Mathematics 252. Recommended: Mathematics 261. (offered in spring)

#### **282 Special Topics (1 – 4)**

##### **Upper Division**

#### **343 Linear Algebra (4)**

An introduction to solving systems of linear equations through the use of concepts such as vector spaces, linear transformations, matrices, eigenvalues and eigenvectors. Students will enhance mathematical communication skills through reading and writing proofs and will explore interdisciplinary applications of the theory of linear algebra in projects and computer laboratory assignments. Prerequisite: Mathematics 252. Recommended: Mathematics 261.

#### **352 Probability and Statistics I (4)**

This course covers topics including methods of data description, probability theory, a study of several discrete and continuous distributions, the central limit theorem, estimation of parameters, confidence intervals and hypothesis testing. Prerequisite: Mathematics 252. Recommended: Mathematics 261.

#### **381 Geometry (4)**

This course primarily investigates the integration of geometries on the plane, sphere and hyperbolic plane. An emphasis is placed on experiencing the meanings in the geometry. Student investigations, small-group learning and writing assignments will be used to explore geometrical ideas. The history and culture of mathematics, particularly as reflected by the development of geometrical understanding, will be threaded through the course. Prerequisite: Mathematics 252. Recommended: Mathematics 261 and 343.

#### **382 Number Theory (4)**

This course focuses on the properties of integers and the history of the discovery of these properties. Topics include fundamental theorems on divisibility, primes and congruences, as well as number-theoretical functions, Diophantine equations, quadratic reciprocity and Fermat's Last Theorem. Prerequisite: Mathematics 252 or consent of instructor. Recommended: Mathematics 241.

#### **420 Real Analysis (4)**

A study of the real number system, set theory, sequences, functions, continuity, differentiation and Riemann-Stieltjes integration, with an emphasis on developing the ability to communicate mathematically. Prerequisite: Mathematics 261.

#### **425 Abstract Algebra (4)**

Studies the theory of integers, groups, rings, and polynomials. Prerequisite: Mathematics 343. Recommended: Mathematics 241 and 261.

#### **435 Combinatorics (4)**

This course investigates areas of combinatorial math including permutations and combinations, sets and subsets, recurrence relations, generating functions, the principle of inclusion and exclusion, latin squares, systems of distinct representatives, Steiner triple systems, Ramsey numbers and Stirling numbers. Some graph theoretic ideas and results are explored. Prerequisites: Mathematics 241 and 252.

#### **440 Mathematical Methods of Physics (4)**

Mathematics with a focus to meet the needs of students with a major or minor in physics or engineering disciplines. Topics include: complex variables, linear algebra, coordinate transformations, vector analysis, Fourier series and transforms; Laplace transforms, the Dirac delta function, Green functions, calculus of variations and solution techniques for partial differential equations with specific applications to Laplace's equation. Prerequisites: Math 261, 265 and Physics 212 (Cross-listed with Physics 440)

#### **450 Complex Analysis (4)**

Topics include complex numbers and functions, analytic functions, differentiation, integration, series, contour integrals and conformal mapping. Prerequisite: Mathematics 261 and one other upper division mathematics course.

#### **452 Probability and Statistics II (4)**

This course extends the concepts of probability and statistics through a multivariable perspective. Students study statistical models through topics such as experimental design, regression, analysis of variance, contingency tables and order statistics. Data handling and analysis are conducted with the aid of statistical software. Prerequisites: Mathematics 261 and 352.

#### **471 Mathematical Modeling (4)**

A speaking-intensive introduction to modeling techniques, synthesizing concepts and methods learned in previous courses. Applications will be chosen from various disciplines (particularly science, social science, business and education), environmental resource issues and scheduling/allocation. Techniques used will include computer simulation, game theory, difference equations and/or differential equations and

probabilistic models or statistical models.  
Prerequisites: Mathematics 265. Recommended prerequisites: Mathematics 352 and a course in computer programming.

#### 474 Capstone Preparation (2)

Whether in industry, graduate school, or in your capstone project, skills in formulating answerable questions, identifying relevant sources, and locating helpful ideas is important. This course investigates the diversity of mathematical topics, skills for researching the topics, and the components of a project proposal. The course culminates in a written and oral presentation of a project proposal. Prerequisite: Mathematics major or minor and Junior standing. (offered in spring)

#### 475 Capstone (2)

The capstone in mathematics is intentionally open-ended. The focus of the course centers on the mathematics majors designing and carrying out individual projects suited to their interests and post-graduation goals. Weekly class meetings will be run in seminar fashion: each student will be expected to present at least one report on a) the culture of mathematics, b) the relationship between mathematics and other disciplines or career avenues or c) a moral/ethical issue related to mathematics. Prerequisite: senior standing.

#### 482 Selected Topics (1-4)

#### 485 Seminar (2-4)

#### 490 Independent Study (1-4)

#### 492 Cooperative Education (1-4) (graded P/NC only)

## Multimedia

Ideas become reality in the Multimedia Department. Students learn the theory and practice of how a single premise is developed into a creative concept and practically applied across multiple mediums: the Internet, graphic design, digital cinema, immersive experiences, animation and digital games. We create a supportive and engaging environment where storytelling and commerce, art and computer science, cultural analysis and animation, students and faculty collaborate to produce exciting new works in dynamic media.

California Lutheran University's Core-21 grounds the student in the liberal arts. The multimedia core courses and classes drawn from the entire University curriculum enhance that foundation. These include classes in art, theater, music,

communication, business, computer science and education.

The multimedia major leads to a bachelor of arts degree in one of these concentrated areas: Internet, Graphic Design for Multimedia, Digital Cinema for Multimedia, Digital Games, Visual Effects and 3D Animation.

Each student acquires a fundamental creative, technical and administrative competency across these disciplines. They invent and develop ideas into concepts, characters and stories. They acquire cross platform computer skills and in depth knowledge of software applications. They also learn essential interpersonal skills and a collaborative attitude to function well in a professional, team oriented business environment.

Moving beyond media literacy, our students understand the theories and processes behind media production and learn the tools and techniques to create and develop entire media franchises. Fulfilling the university mission of cultivating creative global citizens, they have the potential to become the next generation of global entrepreneurs: inventive, passionate, ethical and a stimulating force for good in the world.

This program allows students to experience success by achieving excellence. This is sound preparation for careers in a broad range of media fields including animation, concept design, computer games, creative development, digital cinema, directing, e-commerce, gaming, high definition (HD) and interactive television production, project management, Web development, and visual effects. The degree also serves as a springboard for advanced degrees in their fields.

#### Multimedia Faculty

Associate Professor Hengst, Director  
Instructors Burns, Restuccio

#### Major Requirements for B.A. in Multimedia:

62 credits minimum, 36 credits upper

division; All multimedia majors must declare an emphasis from the following:

#### Graphic Design/Print:

Multimedia 100, 202, 204, 300, 301, 350A, 350B, 475, 476; Multimedia Community 140, 141, 240, 241, 340, 341, 440, 441; Select 2 credits from: Multimedia 302, 312, 313, 318; Select 16 credits from: (required\*) Art 280, 236, 435, 380\*, 480\*, Multimedia 463\*.

#### Interactivity, Web & Mobile Devices:

Multimedia 100, 202, 204, 300, 301, 350A, 350B, 475, 476; Multimedia Community 140, 141, 240, 241, 340, 341, 440, 441; Select 2 credits from Multimedia 302, 312, 313, 318; Select 16 credits from: (required\*) Art 236, 380\*, Multimedia 336\*, 463, Music 200, 300, Computer Science 110, 210, 220, 321, 344, 370.

#### High Definition Digital Cinema for Multimedia:

Multimedia 100, 202, 204, 300, 301, 350A, 350B, 475, 476; Multimedia Community 140, 141, 240, 241, 340, 341, 440, 441; Select 18 credits from: (required\*) Art 380\* Multimedia 302, 312, 313, 318, 470\*, 471\*, Communication 208\*, 307, 309\*, Theatre Arts 131, 367, 368, 475, Music 200, 300, 400.

#### Visual Effects, Motion Graphics, & Animation:

Multimedia 100, 202, 204, 300, 301, 350A, 350B, 475, 476; Multimedia Community 140, 141, 240, 241, 340, 341, 440, 441; select 2 credits from Multimedia 302, 312, 313, 318. select 16 credits from (required\*), Art 165, 320, 380\*, 480, Multimedia 358\*, 465, 490, Music 200, 300.

#### Digital Gaming:

Multimedia 100, 202, 204, 300, 301, 350A, 350B, 475, 476; Multimedia Community 140, 141, 240, 241, 340, 341, 440, 441; select 2 credits from Multimedia 302, 312, 313, 318. select 16 credits from (required\*), Art 380\*, 480, Multimedia 313, 358, 465\*, 490, Computer Science 110, 210, 321, 370, Music 200, 300, Theatre Arts 131.

#### Requirements for a Minor in Multimedia:

24 credits minimum, 12 upper division credits; Multimedia 100, 202; select two emphasis courses from Multimedia 336, 358, 462, 463, 465, 470, 471; select 4 credits of technical or supportive courses; select 4 credits of Multimedia Community: Multimedia 140-441.

#### Lower Division

#### 100 Introduction to Multimedia (4)

Introduces students to the concept of multimedia and presents the latest

developments in the field. Designed as the gateway to the major; the course will model in simplified form the way the major will function. Students will be introduced to basic skill competencies – both computer and non-computer – necessary for the major. General concepts relating to multimedia will be introduced including social, ethical and legal issues, among others. Collaborative work and group exercises will develop creative and nonlinear thinking, team building, and written and oral communication skills. Guest lecturers and workshop leaders will discuss and demonstrate the state of the current technology. Small multimedia projects will focus students on creating real-world products.

### **202 Media Theory, History and Criticism (4)**

A basic understanding of media theory, history and creative development provides the conceptual and practical foundation upon which all media products are created and built. This course is designed to be a vital, exciting, stimulating and relevant body of knowledge that will broaden the student's awareness of the multiplicity of the design process, enable the student to discover, activate and articulate their personal sources of inspiration and creativity, and ground them in a higher level of self confidence in their own artistic voice. A substantial number of oral presentations that require creative, critical thinking, and performance skills are required in this course.

### **204 Intermediate Multimedia (4)**

Intermediate multimedia enhances the student designer's skill sets by demonstrating how to translate a concept presentation into professional project documentation that clearly articulates their design goals and objectives. This writing intensive class integrates both visual and verbal communication through the preparation of story summaries, character development, branding logo and identity design, storyboarding, HDTV and digital cinema script treatment, event concepts, and game design. This is the second section of a three-part multimedia design and production model that includes the creative, technical and administrative aspects.

## **Upper Division**

### **300 Advanced Multimedia I (4)**

Concentrates on developing each student's speciality in multimedia as well as assessing higher levels of skill and knowledge competency. Team projects focus on broader uses of more advanced multimedia technology. Emphasis is placed on user interface, advanced communication skills and content development.

### **301 Advanced Multimedia II (4)**

Continuation of 300.

### **336 Developing Internet Content I (4)**

This class concentrates on the design and implementation of high level concept and database driven websites using interdisciplinary teams across creative, technical and production skill sets. First semester concentrates on client side development and implementation. Second semester concentrates on server side development and implementation.

### **350A, 350B Professional Internship (4)**

Internships are arranged with companies producing or specializing in multimedia-related

materials. Each student applies, if possible, for an internship with a company that most closely fits with his or her special area of interest. A significant journal and work portfolio will be assessed at the end of the internship.

### **358 Visual Effects, Motion Graphics & Animation (4)**

This class concentrates on professional visual effects, motion graphics and 3D animation techniques for High Definition Television and Digital Cinema. Grounded in the creative appraisal and technical analysis of script and production requirements students will learn entertainment industry skills such as asset management, script breakdown, plate production, blue/green screen compositing, title and type animation, and basic character animation and staging. Prerequisites: portfolio review or lab tutorials in After Effects and Photoshop, Multimedia 100, Multimedia 202, or permission of instructor or department chairperson.

### **462 Digital Illustration (4)**

In this class the creative application of Adobe Illustrator for commercial and fine art expression is realized. Course includes overview of illustration process including discussion of traditional versus digital techniques, developing concepts, working from sketches, digitizing artwork, learning digital tools, and printing finished works.

### **463 Graphic Design Multimedia Integration (4)**

This class focuses on the principles of design and how they are applied across multiple mediums: Print, Internet, High Definition Television and Digital Cinema. Common elements such as concept, composition, color, and typography are explored as well as the specific aesthetic and technical differences and requirements of each medium. Prerequisites: portfolio review, Art 280, Multimedia 100, or permission of instructor or department chair.

### **465 Maxon Cinema 4D 3D Animation (4)**

This class focuses on the principles of 3D animation and how they are applied across multiple media: Print, Internet, HD Television, Digital Cinema and Digital Gaming. Topics include construction of models, 3D space, composition, color, keyframe animation, visual effects and motion capture, as well as the specific aesthetic and technical requirements of the industry. Prerequisites: Multimedia 100, Art 280, Art 380, or permission of the instructor or department chair.

### **470 High Definition Digital Cinema I for Multimedia (4)**

Modeled after major studio and production company project workflows this two semester, hands-on, time intensive class concentrates on developing new dramatic, experimental, reality-documentary work from concept to pre-visualization, script, dailies, visual effects, audio design to edited short movie. Major use of the Internet for project management, research and development, production and distribution is emphasized.

### **471 High Definition Digital Cinema II for Multimedia (4)**

Modeled after major studio and production company project workflows this two semester, hand-on, time intensive class concentrates

on the post production process for dramatic, experimental, reality documentary work from dailies, visual effects, color correction, audio design to edited short. Major use of the Internet for project management, research and development, post-production and distribution is emphasized.

### **475 Capstone A (4)**

The capstone course maintains and expands on the work done in previous classes. The capstone experience will also involve the yearlong development of contracted multimedia projects. The projects involve students in intense research and application of all that they have learned in the major, culminating in the delivery of an acceptable professional product and portfolio.

### **476 Capstone B (4)**

Continuation of 475.

### **497 Departmental Honors (4)**

### **498 Departmental Honors (4)**

### **490 Independent Study (1-4)**

#### **Digital Techniques (1 credit each)**

The following digital techniques courses are open to all CLU students. The subject matter of each course determines the number and length of its class sessions. Taught by CLU faculty and industry guest instructors, these hands-on classes offer students opportunities to develop technical skills in using up-to-date, industry-standard tools.

### **302 2D Animation: Tools and Techniques**

### **312 Flash/Action Scripting: Tools and Techniques**

### **313 Advanced Programming for Game Development**

### **318 Digital Sound: Tools and Techniques**

### **140, 141, 240, 241, 340, 341, 440, 441 Multimedia Community (1 credit each session)**

Hosted by the multimedia program, the Multimedia Community is a weekly series of one-hour sessions that include workshops, seminars, panel discussions, roundtables on internship experiences and client interaction, and other forms of presentations given by students, faculty and guest speakers. Many of the seminars and panel discussions focusing on the global connections of multimedia are open to the general campus community. The Multimedia Community's objective is to present technical, design, business, employment, legal and social issues that affect multimedia and other disciplines. Enrollment and attendance is mandatory for all prospective and declared majors and minors.

## **Music**

Whether music is your life – or simply a treasured part of the life you hope to create – Cal Lutheran's Music Department can provide the professional training

and performance experiences that maximize your abilities and enhance your love of the art.

The Music Department prides itself on creating a strong musical education within a nurturing atmosphere. Faculty members are experienced professionals who are committed to teaching excellence.

The music program is widely respected for its performance ensembles, its classroom teaching, its studio instruction and the musical theater productions presented in collaboration with the Theatre Arts Department.

Music Department technology labs embrace the latest in digital music production and studio recording. The department works closely with the multimedia program to foster collaboration among students working on projects ranging from new media to film.

Each student has the opportunity to study privately with some of the finest musicians in the Los Angeles area. Individual lessons are available in voice, piano, organ, percussion, composition, and all string, brass and woodwind instruments. Solo performance opportunities are widely available.

Ensembles are open to all university students (by audition), and include the CLU Choir, Women's Chorale, University Symphony, Wind Ensemble, Jazz Improvisation Ensemble, Percussion Ensemble, and smaller chamber ensembles. The CLU Choir and Wind Ensemble embark on frequent tours. Past trips have included Hawaii, England and Scandinavia.

Career preparation is an important part of the student/faculty mentor relationship. While many music students continue on to graduate studies, careful advising and planning of course work have led Cal Lutheran graduates to successful careers teaching in public schools and universities, working in the church or in establishing their own

private studios. Graduates have also become successful singers, instrumentalists and conductors throughout the country. Music related work is also available in industries such as media, advertising, arts management and in the exciting ever-changing film, television and recording industries.

Scholarships are offered by audition to talented music students, whether majors or non-majors. Audition deadline is February 1st.

#### **Music Faculty**

Professors Geeting, Morton  
Associate Professor Spraggins

#### **Major Requirements for B.A. in Music:**

46 credits minimum, 20 credits upper division; Music 101, 107, 108, 109, 110, 111, 112, 207, 208, 209, 210, 211 (includes piano proficiency exam), 301, 302, 309, 407, 475; 8 credits of applied lessons with 4 upper division; 8 credits of large ensemble with 4 upper division.

#### **Performance Emphasis:**

12 credits minimum; Music 375, 439, four credits of 154/354; four additional upper division credits of applied lessons.

\*Voice/Piano majors may use one of the following in lieu of 1 unit of Music 354: Music 453 (2) or Music 454 (2).

\*Percussion majors may substitute Music 160/360 for Music 354.

#### **Composition Emphasis:**

11 credits minimum; Music 200, 375, 439; 4 additional upper division credits of Music 347 applied lessons (Composition).

\*Composition majors must take a minimum of two semesters of Music 140/340 (piano).

#### **Music Education Emphasis:**

13 credits minimum; Music 200, 423, 424, 439; 410 or 411.

#### **Music Technology Emphasis:**

12 credits minimum; Music 200, 300, 400, 439, 492 (2).

#### **Church Music Emphasis:**

12 credits minimum; Music 392, 410, 439, 492 (2).

\*Applied lessons may be divided between voice and piano/organ (minimum of four required in piano/organ).

\*Religion 332 (History of Christianity II: Reform and Reformation) or Religion 335 (Martin Luther) recommended for upper division religion requirement. Recommended participation in Lord of Life Worship Team.

#### **Musical Theatre Emphasis:**

12 credits minimum; TA 133, 334; Music 370, 337, 403.

#### **Requirements for a Minor in Music:**

20 credits minimum, 10 credits upper division; Music 101, 107, 108, 109, 110, 111, 112, 309; piano proficiency; Complete the remainder of needed units for the minor with: applied lessons in one performance area, large ensemble participation, or music electives.

#### **Teaching Credential:**

Students interested in teaching music should contact the Chair of the Music Department for information about the music subject matter program. (See Education)

#### **Private Instruction**

Class or private instruction for voice and instruments. Credit is dependent on number of lessons per week. One credit is granted for a 30-minute lesson together with a minimum of five hours practice per week and monthly attendance at Recital Class.

Classes in performance areas within the Music Department, i.e., class piano, class voice, class percussion and class guitar, may be taken for two semesters only for credit. All other applied music classes, i.e., piano, voice, guitar, strings, etc., may be taken for credit each semester a student is in residence. (See University Costs for private instruction fees).

#### **113 Class Voice (1)**

A study of the fundamentals of vocal production and solo vocal literature in a class setting. (Not applicable for the music major whose primary instrument is voice.)

#### **114 Class Piano (1)**

A practical study of music fundamentals and basic piano technique through the medium of the keyboard. (Not applicable for the music major whose primary instrument is piano.)

#### **116 Class Guitar (1)**

A study of fundamental guitar technique in a class setting. (Not applicable for the music major whose primary instrument is guitar.)

#### **Lower Division/Upper Division**

#### **Private Instruction**

(offered to all students regardless of major)

#### **140/340 Piano (1-2)**

#### **141/341 Organ (1-2)**

#### **142/342 Voice (1-2)**

#### **143/343 Strings (1-2)**

Includes violin, viola, cello, bass, harp and classical guitar.

#### **144/344 Woodwinds (1-2)**

Includes flute, oboe, clarinet, saxophone and bassoon.

**145/345 Brass (1-2)**

Includes trumpet, trombone, euphonium, French horn and tuba.

**146/346 Percussion (1-2)**

Includes mallet and percussion instruments.

**147/347 Composition (1-2)**

Individual lessons on modern procedures for composing music in the tradition of European and American concert music.

**Ensembles**

The following courses may be repeated for credit up to a maximum of 8 credits.

**150/350 Women's Chorale (1,1)**

The study of various styles of choral music with emphasis on vocal development. Opportunity for public performance. Prerequisite: consent of instructor.

**153/353 Wind Ensemble (1,1)**

The study of representative literature with special emphasis on performance. Prerequisite: consent of instructor.

**154/354 Chamber Music (1,1)**

The study and performance of instrumental and vocal chamber music. Prerequisite: Permission of Music Department chair.

**155/355 Jazz Ensemble (1,1)**

The study and performance of literature appropriate for this performance medium. By audition.

**160/360 Percussion Ensemble (1,1)**

The development of techniques for all percussion instruments, including work with mallets. Includes the study and performance of standard percussion ensemble literature.

**180/380 University Choir (1,1)**

The study of choral repertoire representing all historical periods and musical styles. Frequent public performance. By audition.

**181/381 University Symphony (1,1)**

The study of representative instrumental literature of different historical periods, with emphasis on public performances. By audition.

**Lower Division****101 Music and Culture (3)**

A music appreciation course designed to cultivate perceptive listening of the music of all stylistic periods with emphasis on the role of music within its cultural history. (nonmajors accepted)

**102 Fundamentals of Music (3)**

Emphasis is placed on the basic skills of reading and writing music. Students need have no prior knowledge of music. (Recommended for elementary classroom teachers or anyone interested in music.) (for non-majors)

**107 Theory I (2)**

A study of the primary written materials used for music making. Work will focus on the learning of scales, key signatures, intervals, chords, diatonic chords, commercial chord symbols, rhythm and meter, and an introduction to harmony.

**108 Theory II (2)**

An exploration of diatonic harmony achieved through the study of part writing procedures and analysis. Materials will include triads and seventh chords in all inversions, non-chord

tones, and an introduction to localized musical structures such as cadences and phrases. Prerequisite: Music 107.

**109 Musicianship Skills I (1)**

A lab course for achieving basic musical performance skills. The three main components of the course are rhythm, melody reading with solfege, and ear-training exercises. As the first semester in a four-semester sequence, materials will include elementary rhythms in simple and compound meter; diatonic melodies from literature with stepwise motion and simple leaps, interval singing and identification, and ear-training on all of the above materials.

**110 Musicianship Skills II (1)**

A continuation of Musicianship Skills I. Rhythmic exercises will include one and two-part patterns with the inclusion of ties, rests, and syncopation. Melodic reading will consist of diatonic melodies from literature with skips in all chords. Ear-training exercises will include the identification of the intermediate rhythms, diatonic melodies, and simple harmonic progressions. Prerequisite: Music 109.

**111 Keyboard Harmony I (1)**

A lab course for applying basic theoretical knowledge to the keyboard. Students will perform exercises using diatonic materials, including major and minor scales, triads and seventh chords, and four-part chorale voicing of chords. This is the first semester of a three-semester sequence.

**112 Keyboard Harmony II (1)**

A continuation of Keyboard Harmony I. Students will perform short diatonic progressions in a four-part chorale style, using the voice-leading procedures learned in the Music Theory II course. This is the second semester of a three-semester sequence. Prerequisite: Music 111.

**200 Digital Music (3)**

This course is a comprehensive introduction to current technological applications in music, with an emphasis on midi, digital audio and analog mixing techniques. Material will be taught through creative assignments in a lab-style atmosphere. Student work will be maintained in an electronic portfolio and may be published on the digital music lab Web site. The ability to read music is helpful but not required.

**207 Music Theory III (2)**

A study of chromatic materials in tonal music, including the analysis and part writing procedures for secondary functions, mode mixture, Neapolitan and augmented-sixth chords, diatonic and chromatic modulation. Prerequisite: Music 108.

**208 Music Theory IV (2)**

A study of musical materials and compositional techniques from the early 20th-century to the present. The course will be divided into two parts: the first being focuses on the Pre-WW II works of Debussy, Stravinsky, Bartok, and the Second Viennese school; the second will survey major trends since WW II, with an emphasis on music by American composers. Prerequisite: Music 207.

**209 Musicianship Skills III (1)**

A continuation of Musicianship Skills II. Students will learn advanced rhythmic exercises, including patterns with small and large beat

divisions. Melody reading and ear-training exercises will focus on chromatic and modal materials. Prerequisite: Music 110.

**210 Musicianship Skills IV (1)**

As the fourth and final semester of the Musicianship Skills sequence, this course will focus on performance skills of advanced rhythms, chromatic and atonal melodies, and other materials common in 20th-century music. Rhythmic exercises will include meter changes, polyrhythms, and metric modulation. Ear-training will include the identification of atonal melodies and trichords. Prerequisite: Music 209.

**211 Keyboard Harmony III (1)**

As the third and final semester of the Keyboard Harmony sequence, this course will focus on the performance of advanced diatonic, chromatic, and modulating harmonic progressions. Prerequisite: Music 112.

**282 Selected Topics (1-4)****Upper Division****300 Studio Recording I (3)**

Studio theory and standard audio recording techniques with a Pro Tools HD workstation are explored in this course. Topics include: microphones, signal flow, outboard equipment, patching, signal processing, plug-ins, studio communication, and recording session management. Prerequisite: Music 200.

**301/302 History and Literature of Music (3,3)**

A survey of Western European musical heritage from ancient times to the present. Includes formal and stylistic analysis of music representing the different periods through listening, score study and live performances. Prerequisite: Music 258 or consent of instructor.

**309 Fundamentals of Conducting (3)**

The study of basic conducting techniques, use of the baton, score study and preparation as well as methods of verbal and nonverbal communication. Prerequisite: consent of instructor.

**312 Alexander Technique (2)**

Introduces students to the principles of the Alexander Technique and the application of these principles in their major areas. The principles develop increased mind and body coordination and are most commonly applied to acting, singing, public speaking, musical instrument performance and athletic performance. Additional fee required. (cross-listed with EXSC 312 and Theatre Arts 312)

**337 Dance for Musical Theatre (2)**

This course provides students the opportunity to learn and perform dance styles most common to musical theatre. Tap, jazz, character and basic partnering will be choreographed into three or four dances that will be performed at the end of the course. Course will also cover the history of dance in musical theatre in America. (cross-listed with Theatre Arts 337)

**370 Acting for Musical Theatre (2)**

Musical Theatre Workshop is designed to develop a technique for musical solo and audition performances. The course will include

song analysis, an acting approach to song and choice of material, and technique. (cross-listed with Theatre Arts 370)

### **375 Junior Recital (1)**

#### **392 Liturgy and Worship (4)**

This course is an introduction to Christian liturgical tradition, principally as expressed in Western Christianity. It will include some comparison with non-Christian religious customs, and will give considerable emphasis to the development of worship in the Protestant tradition. The subject matter will be approached from a historical perspective, but will also include some practical training if there is demand. Christian hymnody and liturgical music will also be introduced, with an emphasis on the distinctive Lutheran contributions in those areas. (cross-listed with Religion 392)

#### **400 Studio Recording II (3)**

An exploration of advanced audio recording techniques using a Pro Tools HD workstation. Topics include: techniques for recording acoustic and electric instruments, remote recording, intermediate mixing techniques, studio acoustics, wiring, and design. Prerequisite: Music 300

#### **403 History of Musical Theatre (2)**

This course is designed to have wide interdisciplinary appeal. It will trace the origins of American Musical Theatre to roots in Greek drama, early Christian passion plays and various genres of European opera. Throughout the course of study, parallels will be drawn between American Musical Theatre and various important examples from comic German Singspiels, Italian opera buffe, etc. Students should come away from this course with a new appreciation for musical theatre and opera as well as the American Film Musical.

#### **407 Analyzing Music (2)**

A survey of small and large musical structures through a study of selected European and American works from 1600 to the present. Primary forms to be explored will include variation, sonata, rondo, minuet, and arch form. Prerequisite: Music 208.

#### **410 Choral Conducting (3)**

The study and practical application of methods of choral ensemble training. Emphasis is threefold: mastery of conducting skills, understanding of the dynamics of the ensemble and knowledge of choral literature. Prerequisite: Music 309.

#### **411 Instrumental Conducting (3)**

Practical experience with a laboratory group in instrumental music. Prerequisite: Music 309.

#### **423 String and Brass Techniques (2)**

Elementary instruction in the technique of playing string and brass instruments. Recommended for public school music teachers.

#### **424 Woodwind and Percussion Techniques (2)**

Elementary instruction in the technique of playing woodwind and percussion instruments. Recommended for public school music teachers.

#### **439 Creating Music (3)**

An exploration of the creative aspects of music writing, combining elements of

composition, orchestration and counterpoint.

The composition element will focus on writing short instrumental and vocal works in traditional and modern forms. The orchestration component will involve a survey of instrumental characteristics and their compositional use within small and large ensembles. Counterpoint will be introduced through the study and writing of polyphonic structures, such as canon and fugue. Prerequisite: Music 208.

#### **453 Vocal Pedagogy (2)**

Covers the principles of teaching voice based on the physiological functions of the vocal mechanism. Individual as well as group instruction is considered. Recommended for vocal or choral students who may wish to teach in school or community.

#### **454 Piano Pedagogy (2)**

The study of piano teaching principles, including an examination of materials and methods of presentation for any age group. Opportunity for practical teaching experience under supervision. Highly recommended for advanced piano students who may wish to teach in school or community. Prerequisite: consent of instructor.

#### **475 Capstone: Senior Recital/ Thesis (1)**

#### **482 Selected Topics (1-4)**

#### **490 Independent Study (1-4)**

#### **492 Internship (1-4)** (graded P/NC only)

## Philosophy

The Philosophy Department conceives of philosophy as an enterprise of both the mind and the spirit. The faculty are committed to providing the student with the knowledge and skills necessary to become a philosophically literate person. At the same time, our focus is on the integration of this knowledge with each student's process of moral, spiritual and intellectual growth.

The philosophy faculty at CLU are trained in a variety of areas: ethics, existentialism, analytic philosophy, philosophy of mind, history of philosophy, Greek philosophy, epistemology, metaphysics, phenomenology, logic and the philosophy of science. Philosophy is an excellent major (or double major) for students who are prelaw or who are considering graduate degrees in philosophy, religion, theology or bioethics. Finally, for those who

are primarily seeking an education to advance their personal growth and the means to integrate various disciplines, philosophical education is irreplaceable.

An undergraduate philosophy education also offers many career and educational opportunities to students whose ambitions lie elsewhere. Hospitals, church vocations, government agencies and business corporations seek out people with a philosophical education, as well as knowledge of applied ethics, because of their training in clear and focused thinking and their sensitivity to a wide range of ethical dilemmas.

#### **Philosophy Faculty**

Professors Chen, Tierney  
Associate Professor Bersley

#### **Major Requirements for B.A. in Philosophy:**

32 credits minimum, 20 credits upper division; Philosophy 435.

#### **Requirements for a Minor in Philosophy:**

16 credits minimum, 12 credits upper division.

#### **Lower Division**

##### **115 Humanities Tutorial (4)**

The year-long Humanities Tutorial begins with an in-depth, one-semester study of the origins of Western culture in Greek literature and philosophy. The second semester continues with a study of contemporary themes and concerns both in Western and Non-Western thought. In addition to providing practice in the skills of analysis, argument, and critical and reflective interpretation, the course aims to familiarize students with the intellectual ideal of illuminating the new by understanding the old. (cross-listed with English 115 and Honors 115)

##### **200 Problems (4)**

Studies the meaning of philosophy as the "examined life," with an introduction to the concepts and major problems of philosophy.

##### **220 Logic (4)**

A study of the basic methods of clear thinking and argument, including both deductive and inductive reasoning. Special emphasis is placed on critical analysis of arguments.

##### **260 Topics in World Philosophy (4)**

A study of representative philosophical traditions of Greece and China, with a focus on the awareness of global diversity, interdependence and relevance. (cross-listed with English 260)

##### **282 Selected Topics (1-4)**

#### **Upper Division**

##### **300 Ethics (4)**

The study of what makes for a well-lived life in

terms of character, conduct and relationships with others. Special attention is given to the connection between ethics and leadership.

### **310 Metaphysics (4)**

The general inquiry into the nature of the real. Topics include the role of language in thought, the nature of truth, necessity and possibility, being and essence.

### **311/312 History of Philosophy (4,4)**

First semester through medieval times; second semester from Descartes through Nietzsche.

### **315 Social Ethics (4)**

The analysis of contemporary social issues such as abortion, capital punishment, affirmative action, multiculturalism, the environment, euthanasia and world hunger from a moral and philosophical perspective.

### **320 Philosophy of Religion (4)**

Studies the evidence for belief in God and includes an examination of religious experience, the relation of religion and science, and the alternatives to theism.

### **321 Ancient Political Thought (4)**

Presents the scope and nature of political ideas, philosophy and discussion in the Western ancient political tradition and focuses on the major philosophers from Plato to St. Thomas Aquinas and the major streams of ideas and philosophy flowing from them. (cross-listed with Political Science 321)

### **340 Philosophy of Science (4)**

A study of science from a philosophical perspective, covering the basic procedures of scientific research, the key features of scientific progress, and some ethical issues related to scientific research, in particular the uses of animals and humans as experimental subjects. Recommended for biology majors interested in exploring the philosophical implications of the scientific enterprise.

### **345 Bioethics (4)**

A study of moral issues raised by the recent development of biological and medical sciences, including those related to reproductive technologies, human genetics, euthanasia, organ donations, health-care policies, and human/animal experimentation. The course focuses on the complexities that often surround moral choices in biological and medical sciences.

### **350 Technology and Value (4)**

A study of moral issues raised by the recent development of technology, including those related to computers, genetic engineering and the environment. The course examines how current technological achievements profoundly change our social, cultural and moral life and how they create moral dilemmas for our society at the same time.

### **355 Chinese Philosophy and Culture (4)**

A study of the development of Chinese philosophy and culture from the ancient to the contemporary period. The major philosophical traditions in China – Confucianism, Daoism and Buddhism – are covered. Key features of Chinese culture, reflecting the experiences and perspectives of both native Chinese and Chinese Americans, are examined.

### **400 Contemporary Philosophy (4)**

Each year different philosophies and problems are studied, including analytic philosophy, existentialism, post-modernism, pragmatism and philosophy of mind and brain.

### **402 Post-Modernism: Politics and Philosophy of Art (4)**

Postmodernism explores the relationship between art, science, and politics in contemporary philosophy. The course begins with a consideration of the legacies of Freud, Nietzsche, and Marx and continues with an analysis of such authors as Breton, Heidegger, Benjamin, Cortázar, Borges, Derrida, Foucault, Heisenberg, and Rorty. Uses film (including students' own short surrealist films) literature, and philosophical texts. Open to all students, it also fulfills the Honors Capstone requirement. (cross-listed with English, Political Science, and Honors 402)

### **414 Philosophy of Art (4)**

The study of the aesthetic experience and the work of art. Includes the various theories and their expression, function and criticism. (cross-listed with Art 414)

### **435 Faith and Reason (4)**

Team-taught by professors of philosophy and religion, the course is an integrated and interdisciplinary exploration of the perennial tensions and cross-fertilizations between faith and reason. Authors read include St. Augustine, St. Thomas, Meister Eckhart, Luther, Descartes, Hume, Kierkegaard, Newman and Rudolf Otto. The course meets the capstone requirement for philosophy and religion majors. Open to juniors and seniors from all disciplines. Sophomores must get permission of instructor. (cross-listed with Religion 435 and Honors 435) (spring)

### **445 Philosophy of Education (3)**

The analysis of educational principles and policies from the perspective of major philosophical schools and their associated ideologies. The course aims to clarify the connections between theory and practice as they relate to teaching and learning. Not available to freshmen.

### **482 Selected Topics (1-4)**

### **490 Independent Study (1-4)**

**492 Internship (1-4)**  
(graded P/NC only)

## Physics

The physics curriculum at California Lutheran University addresses the question of how and why things work, from the forces which govern subatomic particles to the large-scale phenomena which shape our universe as a whole. The fundamental nature of physics accounts for its relevance not only in engineering and technology but also in the life and earth sciences.

The various introductory courses offered by the Physics

Department are thus tailored to meet the different needs of physics majors, students in other sciences and liberal arts students, in particular future teachers. The physics faculty members use a blend of interactive lectures, illustrative demonstrations and hands-on laboratory exercises to enhance students' comprehension of the material.

CLU offers both the bachelor of science and bachelor of arts in physics, as well as a physics minor. The B.S. program is well suited for students interested in graduate studies in physics or engineering or in careers in industry. The B.A. is a more liberal physics degree, where students can explore the relationship of physics with another field of interest.

Beginning physics students gain a strong background in classical physics, modern physics and applied mathematics. Upper division courses focus on both theoretical topics and experimental techniques. These small upper division classes, together with close supervision by the faculty, provide a uniquely personalized learning experience for the students.

Physics facilities include a teaching laboratory with networked workstations, an optics laboratory with a full-size optical bench and a variety of lasers, an atomic force microscope and a scanning electronic microscope. In addition a bioengineering laboratory contains experimental resources for biomaterials research. Physics also owns an eight-node linux cluster for use in parallel numerical simulations.

Physics students are encouraged to become actively involved in undergraduate research. CLU students have worked on projects in fluid dynamics, biomedical engineering, laser medicine,

nuclear radiation and digital communication. Current research interests of the physics faculty include fluid dynamics, complex systems, bioengineering and electronics. Senior physics majors participate in original research work that culminates in a research paper. Physics majors often participate in summer undergraduate research programs as well as internships with local industries. Physics graduates easily find employment and those who opt to continue studies in graduate school are accepted into programs at universities throughout the nation.

### Physics Faculty

Professor Shaw  
Associate Professor Reinhart  
Instructor Rumer

### Major Requirements for B.S. in Physics:

36 credits minimum, 27 credits upper division; Physics 211 (recommended) or 201, 212, 303, at least four physics courses numbered 410 and above, at least one upper division physics course with a lab component beyond 303, and physics 400 (capstone). Only physics courses numbered 200 and above can count toward the physics credit requirements.

### Required Supporting Courses:

Mathematics 251, 252, 261, 265.

### Recommended:

Chemistry 151, 151L, 152, 152L;  
Computer Science 210; Mathematics 343, 420, 450.

### Major Requirements for B.A. in Physics:

40 credits minimum (28 credits physics, 12 credits concentration), 20 credits upper division physics; Physics 211 (recommended) or 201, 212 (recommended) or 202, 303, at least two physics courses numbered 410 and above, at least one upper division physics course with a lab component beyond 303 and Physics 400 (capstone). The concentration is a minimum of 12 credits in a single field outside of math or physics. It is expected that the presentation for the capstone will incorporate both physics and the field of concentration. Only physics courses numbered 200 and above can count toward the physics credit requirements.

### Required Supporting Courses:

Mathematics 251, 252, 261, 265.

### Recommended:

Computer Science 210; Mathematics 343, 420, 450.

### Requirements for a Minor in Physics:

18 credits minimum, 10 credits upper division; Physics 211 (recommended) or 201, 212 (recommended) or 202.

### Teaching Credential:

Candidates for a California Secondary Teaching Credential should contact the School of Education Office for a complete list of course requirements for a Single Subject Waiver in Science.

### Lower Division

#### 100 Introduction to Astronomy (3)

An introduction to the solar and stellar objects in our visible universe.

#### 100L Astronomy Laboratory (1)

Includes identification of constellations and planets, use of telescopes, analysis of astronomical data and field trips. Laboratory, 2 hours/week. Prerequisite or corequisite: Physics 100.

#### 110 Physical Science for Liberal Arts Majors (4)

An introduction to physical science that includes fundamental forces in nature, conservation laws, energy transport, waves and the language of science. Emphasizes an explanation of everyday experiences and phenomena by asking questions about fundamental scientific concepts.

NOTE: Courses numbered 100-199 cannot be counted toward a physics degree.

#### 201 Mechanics and Thermodynamics-Calculus (4)

This algebra-based introductory course covers the mathematical description of motion, Newton's Laws, linear and circular motion, oscillatory motion and waves. Topics from thermodynamics include heat transfer; ideal gas laws, cyclic processes and entropy. Lecture, 3 hours/week; Laboratory, 2 hours/week. Prerequisite: Mathematics 151 or equivalent. (fall)

#### 202 Electricity, Magnetism, and Optics-Calculus (4)

This algebra-based introductory course covers electrostatics, DC and AC electric currents, magnetism, Maxwell's equations, and geometric and physical optics. Lecture, 3 hours/week; Laboratory, 2 hours/week. Prerequisite: Mathematics 151 or equivalent. (spring)

#### 209 Energy and Society (4)

This introductory course is a discussion and empirical examination of the science of energy, its production, distribution, and consumption. Energy efficiency of automobiles and buildings. Energy production using fossil fuels, alternative energy, and renewable sources. Issues of economics, distribution and development. Students enrolled in the class MUST concurrently enroll in the corresponding laboratory course, PHYS 209L. Prerequisite: Math 110 or equivalent.

#### 211 Mechanics and Thermodynamics-Calculus (5)

This calculus-based introductory course covers the mathematical description of motion, Newton's Laws, linear and circular motion, oscillatory motion and waves. Topics from thermodynamics include heat transfer; ideal gas laws, cyclic processes and entropy. Lecture, 4 hours/week; Laboratory, 2 hours/week. Prerequisite or corequisite: Mathematics 251. (fall)

#### 212 Electricity, Magnetism, and Optics-Calculus (5)

This calculus-based introductory course covers electrostatics, DC and AC electric currents, magnetism, Maxwell's equations and geometric and physical optics. Lecture, 4 hours/week; Laboratory, 2 hours/week. Prerequisites: Physics 211 (recommended) or 201; prerequisite or corequisite: Mathematics 252. (spring)

### 282 Selected Topics (1-4)

#### Upper Division

#### 303 Radiation and Nuclear Physics (4)

The study of foundations of quantum mechanics, atomic spectra, radioactive emissions, radiation health issues, nuclear reactions and elementary particle physics. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisites: Mathematics 252; Physics 202 or 212. (fall, odd years)

#### 309 Applied Electronics (4)

Includes the study of DC and AC circuit analysis, network theorems, digital logic and logic network design, analog circuit design and digital computer interface. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisites: Mathematics 151; Physics 202 or 212 or high school physics. (spring, odd years)

#### 340 Advanced Physics Laboratory (1-3)

A choice of selected experiments covering current topics in physics; open-ended to allow student initiative. Laboratory, 3 hours/week per credit. Prerequisite: Physics 212.

#### 370 Digital Electronics (3)

Includes logic, number systems, buss, memory and register design and in-depth architecture. Lecture, 2 hours/week; Laboratory, 3 hours/week. Prerequisite: Mathematics 151. (fall, even years)

NOTE: Physics 212, Mathematics 251, 252, 261 and 265 are prerequisites for all 400 level courses. Students who have completed Physics 202 instead of 212 should obtain permission of instructor before enrolling in their first 400 level course.

#### 400 Senior Research Seminar (4) (Capstone)

Independent study and research, interdisciplinary topic of current interest selected by the participants. Ongoing independent research results are presented for group discussions. Submittal of a research paper is required. Prerequisite: senior standing.

#### 405 Geophysics (4)

An interdisciplinary study of how to use geophysical observations of the Earth's gravitational and magnetic fields, seismic wave

velocities and subsurface electrical resistivity to solve geological and environmental problems. Specific field methods using geophysical instruments will be taught along with the interpretation of the collected data. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisites: Physics 201/202 or 211/212. Geology 111 or 152 recommended. (cross-listed with Geology 405)

#### **410 Dynamics and Chaos (3)**

Includes the study of single-particle dynamics, reference systems, oscillations, Lagrangian and Hamiltonian mechanics. Nonlinear systems, phase plots, the surface of section, toroidal motion, chaos and the KAM theorem are the focus of the latter part of the class. Prerequisites: Mathematics 261, 265; Physics 212. (fall, even years)

#### **415 Thermodynamics and Kinetic Theory (3)**

Introduces the fundamental concepts and laws of thermodynamics and kinetic theory of gases. Prerequisites: Mathematics 261, 265; Physics 212. (fall, even years)

#### **420 Electrodynamics (4)**

Solution techniques of Maxwell's equations are developed for static and time dependent electric and magnetic fields. Specific topics include: The electrical potential and Laplace's equation, boundary value problems, multipole expansions, electric and magnetic fields in matter; electrodynamics, and the propagation of electromagnetic fields through media. Also includes introduction to special relativity and relativistic electrodynamics. Prerequisites: Math 261 and 265, Physics 212 and Physics 440.

#### **425 Geometric and Physical Optics (3)**

The study of electro-magnetic waves, reflection and refraction, interference, diffraction, Fourier optics, fiber optics and nonlinear effects. Prerequisites: Mathematics 261, 265; Physics 212. (fall, odd years)

#### **430 Quantum Physics (4)**

An introduction to quantum theory, beginning with the Schrödinger equation and the statistical interpretation of the wave function. One-dimensional applications, include the harmonic oscillator; square-well potentials and tunneling. Three dimensional applications include, the theory of angular momentum, spin, the hydrogen atom, identical particles, time-independent perturbation theory and the Pauli exclusion principle. Other approximate solution techniques with applications to atoms, molecules, and solids are presented. Prerequisites: Math 261 and 265, Physics 212 and Phys 440.

#### **440 Mathematical Methods of Physics (4)**

Mathematics with a focus to meet the needs of students with a major or minor in physics or engineering disciplines. Topics include: complex variables, linear algebra, coordinate transformations, vector analysis, Fourier series and transforms; Laplace transforms, the Dirac delta function, Green functions, calculus of variations and solution techniques for partial differential equations with specific applications to Laplace's equation. Prerequisites: Math 261, 265 and Physics 212. (Cross-listed with Mathematics 440)

#### **482 Selected Topics (1-4)**

#### **485 Seminar (2-4)**

#### **490 Independent Study (1-4)**

(graded P/NC only)

#### **492 Internship (1-4)**

#### **497 Departmental Honors (4)**

This course allows academically motivated students the opportunity to explore a research topic of their choosing at a level of depth beyond the one-semester Capstone course. Students will complete two semesters of Physics 497 to satisfy the requirements of the Physics department Honors program. Upon completion of the two semesters, the student will present in a public forum, such as the CLU Festival of Scholars, or equivalent.

## Political Science

The mission of the Political Science Department is to provide a personalized education of distinction that fosters students' intellectual and critical skills, and develops their capacities to apply the study of politics to the conditions of political life especially in the context of diversity and globalization. Through its courses and experiential learning opportunities, the CLU Political Science department is unified by two broad themes: civic engagement and global citizenship. The Department is committed to the belief that one of the goals of education is to link scholarship, teaching and applied knowledge to the academic study of politics. Students are offered opportunities to study abroad at Oxford and other notable programs, engage in community development and service projects, and intern in public policy and non-profit agencies in Washington, DC and throughout Los Angeles and Ventura Counties.

#### **Professors Brint, Freeland, Gooch**

Associate Professors Hoang, Marichal

#### **Major requirements for B.A. in Political Science:**

32 credits minimum, 20 credits upper division; choose 4 credits from Political Science 102, 205, 210, 222; Political Science 320; 4 credits from Political Science 321, 322, 324; Political Science 476 (capstone); 16 credits of Political Science electives.

#### **International Relations Emphasis:**

32 credits minimum, 20 credits upper division; choose 4 credits from Political Science 102, 205, 210, 222; Political Science 320; 4 credits from Political Science 321, 322, 324; Political Science 476 (capstone); two courses from Political Science 341, 360, 365, 367, 461, 482; two courses from Political Science, 382, 384, 388, 443.

#### **Law and Public Policy Emphasis:**

32 credits minimum, 20 credits upper division; choose 4 credits from Political Science 102, 205, 210, 222; Political Science 320; choose 4 credits from Political Science 321, 322, 324; Political Science 476 (capstone); Political Science 207; choose 8 credits from Political Science 210, 303, 307, 317, 365, 403, 412, 416, 418, 419, 482; choose 4 credits from Political Science 105, 401, 404, 405, 414, 461, 481, 482;

#### **Requirements for a Minor in Political Science:**

20 credits minimum, 16 credits upper division; choose 4 credits from Political Science 102, 205, 222; choose 4 credits from Political Science 321, 322, 341.

#### **Lower Division**

#### **102 Theory and Practice of American Government (4)**

An introduction to the basic political processes and institutions of the American governmental system. Topics include fundamental principles of democracy; the United States Constitution; the executive, legislative and judicial branches of the national government; political parties and interest groups; and state and local political institutions.

#### **105 Introduction to Law and Legal Process (4)**

Seeks a broad and critical understanding of the historical and philosophical foundations of law. Topics include sources of legal tradition, the impact of law on society, judicial decision-making, and legal restraints and impediments. The course will familiarize the student with electronic legal sources. (cross-listed with Criminal Justice 105)

#### **200 Global Studies (4)**

This course analyzes how social forces and processes have and are transforming the lives of individuals. Issues such as war, peace and justice are examined from a political perspective that reflects them as global rather than rational concerns. (cross-listed with Global Studies 101)

#### **205 American National Government (4)**

This intensive study of the structures and functions of the national government gives special attention to the legislative and executive branches in the policy-making and administrative processes.

#### **206 Globalizing Los Angeles**

Using lecture, class discussion, student presentations, film, performance, and lived experience, we will engage issues related to

the conceptualization of locality and space, of culture and character; and of security and violence in what Janet Abu-Lughod has described as America's third global city, Los Angeles.

### **207 Contemporary Issues in Public Policy**

This course provides students with an introduction to the public policy process in the United States. The course will focus on how problems get identified, which issues make it to the public agenda, the factors that structure individual policy choices and the implementation/evaluation of policies. This process will be illustrated by examining contemporary social, economic and foreign policy issues in the United States.

### **210 Multiculturalism, Race and Politics in the United States (4)**

This course explores the multicultural, racial, and political landscape in the United States. The emphasis is on multiculturalism and race as forms of cultural identification and political gains and losses. Politics in this course is broadly defined as who gets what, when, and how; and politics is not confined to the political arena. Political gains, for example, can be located in the business and cultural arenas. In this sense, this course focuses on the political activity of groups on the national and local levels. The political, social, and cultural characteristics of various ethnic groups, including their organization and differentiation will emerge in this course.

### **212 Media and Politics (4)**

An introduction into the role of media in the political process. The course will study propaganda and manipulation by newspapers, television, radio, magazines and especially films.

### **222 Introduction to Political Science (4)**

Explains the meaning of political life in the modern world and some of the ideas behind its democratic and non-democratic forms. Involves a systematic and comparative study of political structures, institutions, behaviors and processes.

### **233 Argumentation and Advocacy (4)**

The study and practice of argumentation, emphasizing interactive critical thinking skills, including analysis, research and evidence, case construction, refutation, and visual and other forms of symbolic influence; diverse fields of argumentation and advocacy considered including law, politics, organizations, mass media, entertainment, interpersonal, and intercultural relations. (cross-listed with Communication 233)

### **245 Introduction to African Politics (4)**

Surveys the political institutions and culture of sub-Saharan African countries, identifying decisive political and cultural forces that are critical to the understanding of African politics. Students probe aspects of traditional African culture and examine in depth the contemporary political situation in southern Africa.

## **Upper Division**

### **303 Parties, Interest Groups and Public Opinion (4)**

Introduces the dynamics and significance of

political parties, the role of interest groups, problems of campaigns and elections, and the impact of public opinion on the democratic process.

### **307 California Politics (4)**

This course examines the political dynamics of the Golden State from a variety of viewpoints (historical, economic, geographic, and social). We will examine how resources are distributed through policy outcomes and the effect of political institutions and civil society on these outcomes.

### **308 Politics in Cinema (4)**

Explores the political nature of cinema and the ways in which political culture, issues and themes are expressed in and through cinema. Particular emphasis is placed on American political culture and practices. (cross-listed with Communication 308)

### **317 The Politics of Community Development (4)**

This course provides an overview of the political and social challenges that confront residents, organizers and leaders in making their communities better places to live. The course explores the factors associated with community stability and prosperity, strategies for doing community development work and economic/governance structures that support community empowerment efforts. The course will give students the opportunity to engage in local Ventura County community building efforts.

### **320 Scope and Methods of Political Science (4)**

An introductory study of the history, nature and current development of political science, with special emphasis on the methods dealing with problems of political science and the techniques of research in politics.

### **321 Ancient Political Thought (4)**

Presents the scope and nature of political ideas, philosophy and discussion in the Western ancient political tradition and focuses on the major philosophers from Plato to St. Thomas Aquinas and the major streams of ideas and philosophy flowing from them. (cross-listed with Philosophy 321)

### **322 Modern Political Thought (4)**

A systematic analysis of the political ideas of great Western and non-Western writers. Particular contributions to political theory are examined, with special emphasis on the concept of human nature and the state, the role of "law" in politics, the problem of political change and the relationship between authority and freedom. (spring)

### **324 American Political Thought (4)**

A survey of the development of American ideas concerning political authority from the colonial period to the present. Special emphasis is placed on the transformation of liberalism in the 20th century under the impact of industrialization and the shift from the concept of the "free" individual to the organization person.

### **341 European Government and Politics (4)**

A study of the current governments and politics of Great Britain, France, the German Federal Republic and the former Soviet Union. The historical origins of these governments are briefly studied and their institutions analyzed

as manifestations of their social and political culture and traditions, and the impact of external forces.

### **360 International Relations (4)**

An introduction to the problems of relations among the nations of the world, including the basic factors that influence international relations and the channels of settlement of international problems.

### **365 American Foreign Policy (4)**

A survey of the factors and forces entering into the formation and implementation of American foreign policy, with special emphasis on contemporary problems. Includes studying the relationship between the means and sources of American power and the goals and objectives of American policy.

### **367 Comparative Politics (4)**

This course focuses on understanding how and why nation-states have adopted and implemented various forms of political and economic systems. Using country-case study analyses, the course examines how political ideologies, political culture and history, institutions and geography shape political and economic development in different regions of the world.

### **382 History and Politics of Latin America (4)**

Surveys the politics and history of Latin America from the early encounters of Native Americans with Europeans to the present. The evolution of Latin American institutions (political, cultural and economic) will be traced from 1492 until the present. (cross-listed with History 382)

### **384 History and Politics of the Modern Middle East (4)**

An examination of the historical background and contemporary politics of this vital area in world affairs. The politics and economics of oil, the Arab-Israeli conflict, the revival of Islam and the problems of modernization and development are studied in detail. (cross-listed with History 384)

### **386 History and Politics of South Asia (4)**

An examination of the history, culture and politics of South Asia through the Hindu, Muslim and British periods to the present. The impact of these legacies on the problems of state-building, economic development, social change and foreign policy in contemporary India, Pakistan, Bangladesh, Sri Lanka and Nepal is approached from a comparative and regional perspective. (cross-listed with History 386) (a/y)

### **388 History and Politics of East Asia (4)**

An introduction to the political thought and institutions of East Asia. Primary attention is paid to China, which traditionally had a strong influence on the pattern of political development in the region and today seeks to renew its influence. (cross-listed with History 388)

### **401 American Constitutional Law (4)**

An introduction to public law and an analysis of some of the major contemporary issues of American constitutionalism, including the place of the Supreme Court, nation-state

relationships, legal controls on government action, and civil rights and liberties.

#### **402 Post-Modernism: Politics and Philosophy of Art (4)**

Postmodernism explores the relationship between art, science, and politics in contemporary philosophy. The course begins with a consideration of the legacies of Freud, Nietzsche, and Marx and continues with an analysis of such authors as Breton, Heidegger, Benjamin, Cortázar, Borges, Derrida, Foucault, Heisenberg, and Rorty. Uses film (including students' own short surrealist films) literature, and philosophical texts. Open to all students; it also fulfills the Honors Capstone requirement. (cross-listed with English, Honors, and Philosophy 402)

#### **403 Public Administration and Public Policy (4)**

An introduction to modern theories of administration; the relation of administration to the political process; and the analysis of administrative organization and processes including planning, personnel, finance and law.

#### **404 Constitutional Law in Criminal Justice (4)**

Emphasizes Supreme Court decisions and constitutional issues relevant to the Fourth, Fifth, Sixth, Eighth and Fourteenth amendments. Students are expected to research and present cases from the text and other legal sources. Prerequisite: junior standing or permission of instructor. (cross-listed with Criminology 404)

#### **405 Freedom of Communication (4)**

A study of the limits placed on freedom of expression in the United States. Through examining leading U.S. court decisions and relevant statutes, students will learn the broad principles and legal reasoning underlying First Amendment jurisprudence, including the legal, philosophical and political issues entailed in the rights of free expression. Students will then examine how these principles have been applied to the regulation of the various communication industries including the print media, broadcasting and cable television. (cross-listed with Communication 405)

#### **411 Ethnic Conflict and Civil War (4)**

This course examines discord within multiethnic societies by analyzing how nationalist, racial, ethnic and/or religious identities are used to foster societal conflict such as civil war and genocide. This course is divided into four parts.

#### **412 Civil Rights Movement (4)**

Examines the African struggle for equal rights in the United States. The civil rights movement of the 1950s and 1960s will be the primary vehicle directing the flow of the course. Included will be civil rights struggles by other groups such as women, Asians and Latinos to illustrate similarities and influences with the African American struggle. Tactics and strategies will be examined for their effectiveness and ineffectiveness in the realization of goals and objectives. A final aspect of the course will be to observe and analyze the impact of the civil rights movement on the 1990s.

#### **413 Music and the Civil Rights Movement (4)**

The purpose of this course is to examine the

southern civil rights movement (CRM) from 1954 to 1968. This course integrates discussion and analysis of the CRM with music. Music was very important to the Movement because it inspired both participants and supporters to continue the struggle until several victories were won. Emphasis in this course is on matching the music with a political event, ideology, and/or individual. This course includes discussion on the personal involvement in political and social activities by the singers and performers themselves. Tactics and strategies of the CRM are examined and their relationships to music are explored by relying on music with explicitly political lyrics and messages as well as those with lyrics and composition that convey spiritual and festive elements. (cross-listed with Honors 413)

#### **414 Environmental Law and Policy (4)**

A study of the regulatory environment in California and the U.S. as it applies to environmental issues, problems and the environmental industry. Includes a critical analysis of environmental challenges and the possible legal and political responses to them.

#### **415 Model United Nations (1)**

This course is an in depth study and preparation for California Lutheran University's delegation to Model United Nations (MUN) meetings. The issues dealt with at MUN meetings are examined in this class. The course begins with an overview and then proceeds into an analysis of the role of the United Nations in world politics and international relations. Particular emphasis is placed on the demographics, politics, and foreign policies of the countries represented by CLU at the MUN meetings. Students are, for example, expected to explore the internal and external factors that lead to a particular country's foreign policies.

#### **416 Social Movements and Politics of Global Change (4)**

Global processes shape both domestic and transnational political mobilization. Early 21st century global change has, for example, in some cases resulted in increased forms of social, economic, and political inequalities. In response some effected groups have managed to achieve some political gains and favorable economic policies through political mobilization and social movements. This course examines social movements and the processes surrounding mobilization of peoples into social movements for change. This course explores how the globalization of economic, social, and political life has affected social movements.

#### **418 Women and Politics (4)**

This course is designed to explore the various ways that women shape and are shaped by political life at the local, national and global levels. The course examines specific policies as they relate to women as both policymakers and subjects of policy.

#### **419 Internet and Politics (4)**

The Internet has changed the nature of human interaction and collaboration in unprecedented ways. Of particular interest to political scientists is how these changes have affected the political process. This course will examine the ways in which the Internet has changed politics. We will look at the Internet's effect in the gathering of public information, the formulation of public

opinion, the structure of campaigns, political mobilization, policy advocacy and the generation of citizen input into the political process.

#### **432 Political Violence and Revolutions (4)**

In this course we analyze the use of non-traditional warfare throughout history, including terrorism and guerrilla insurgency, to promote political and social change. Topics include just war theory, theories of revolution, and the social and political consequences of political violence.

#### **440 Terrorism (4)**

The course focuses on the violence of terrorism and the strategic uses and justification of violence in political and religious life. The course explores the ideology and methods of terrorism by and against governments. An examination of legal and extralegal policies designed to counter terrorism are explored. Prerequisites: Criminal Justice 101 and junior standing or permission of instructor. (cross-listed with Criminal Justice 440)

#### **443 Government and Politics of Africa (4)**

After a brief description of the major politically relevant characteristics of Africa and key events in its colonial history, the course details the institutional structures and political processes of the newly independent African states. An evaluation of the problems of institutional transformation and political stabilization is included. (on demand)

#### **461 International Law and Organization (4)**

An examination of the basic principles of international law and organization, focusing on political foundations of the law of war and peace and contemporary problems of the United Nations.

#### **476 Capstone – Global Leaders and Leadership (4)**

This course will examine and analyze global political leaders and groups. Political leadership requires skills that it shares with leadership in any area of life and those that are particular to politics. The goal of the course is to provide an understanding of the role of political leaders and groups in various political systems and situations. The relationships between leadership and democracy will be a primary theme throughout the course, but world leaders from various political systems will be studied. We will also discuss problems and questions that leaders across political systems have to deal with. In addition, the course will emphasize discussion of conflicting theories of effective leadership.

#### **477 Cityscapes**

Through art, politics, and philosophy, this course offers an in-depth study of the cultural landscape of selected global cities. Along with texts, films, and music from such centers as Prague and Mexico city, students develop their own "cityscape" from a region of their choice (often based on their off-campus experience) as their final projects. Open to all students, this course fulfills the requirement for a honors seminar and is the capstone for the Global Studies major. (cross-listed with Global Studies 477 and Honors 477)

#### **478 The Pacific Rim (4)**

Analyzes the Pacific Ocean as the new center for world trade and considers the

various possibilities for an emerging trade bloc formalizing that trade. (cross-listed with Business Administration 478)

#### **481 Law and Society (4)**

An examination of the interactions between the various components of a society's legal system (police, courts, prisons, etc.) and the individuals and groups residing therein, focusing on problems and proposed solutions.

#### **482 Selected Topics (1-4)**

#### **483 Fieldwork in Political Science (2-4)**

Supervised internships in agencies of national, state or local governments and political parties, providing work experience and opportunity for practical observation. Periodic conferences with the instructor and supervising official are required. (on demand)

#### **485 Seminar (2-4)**

(on demand)

#### **490 Independent Study (1-4)**

#### **492 Internship (1-4)**

(graded P/NC only)

#### **498 Goodness, Truth, and Beauty (4)**

This course examines the relationship between contemporary philosophy and contemporary biology in relation to the major triad of categories dealing with aesthetics, ethics, and the search for truth. (cross-listed with Honors 498)

## Psychology

The psychology major at CLU is structured to meet three important objectives for those interested in the study of human thought, emotion and behavior. First, students learn about the empirical foundations of psychology. Second, psychology is a broad discipline and students are exposed to the variety of areas encompassed in the field. Third, the major is designed to enable students to apply what they have learned to the real world, thus teaching analysis, synthesis and critical thinking skills.

While lecture and textbook reading assignments are part of every course, faculty in the department encourage students to be active participants in learning through laboratory and case study projects. The three junior/senior capstone courses are practicums emphasizing the integration and application of theory and concepts, ethics, oral and written communication, and research methodology.

CLU's Psychology Department has a chapter of Psi Chi, a national honor society for psychology majors, and each year several of our students receive support to present projects at undergraduate research conferences in California.

The bachelor's degree in psychology is excellent preparation for graduate work in psychology, law and business. With a bachelor's degree, employment opportunities can be found in the business world, psychiatric rehabilitation programs, as research assistants and in the business world. Those with master's degrees may work in clinics and institutions, teach at a two-year college or work as school psychologists and counselors. For some clinical and research work, a doctorate is required.

CLU offers master of science degrees in clinical psychology and counseling psychology with a specialization in marital and family therapy.

#### **Psychology Faculty**

Professors Kissinger; Kuehnle  
Associate Professor Gerson  
Assistant Professors Diriwächter; Kocur; Wagerman

#### **Major Requirements for B.A. in Psychology:**

36 credits minimum; 24 credits upper division. Psychology 200, 222, 312, 313, 331; one course from Psychology 304, 305, 325, 401; one course from Psychology 315, 321, 340, 416; one capstone course from 430, 435, 494.

#### **Major Requirements for B.S. in Psychology:**

44 credits minimum; 32 credits upper division. Psychology 200, 222, 312, 313, 331, 412; one course from Psychology 304, 305, 325, 401; one course from Psychology 315, 321, 340, 416; One capstone course from Psychology 435, 494, 495.

#### **Requirements for a Minor in Psychology:**

19 credits minimum, 12 credits upper division; Psychology 200.

#### **Emphasis Area Option:**

Because psychology may be applied to a wide range of human endeavors, students may add an emphasis area to the B.A. or B.S. to increase their

marketability at graduation. Students select courses from an approved list of interdisciplinary courses to complete one of the following emphasis areas: Behavioral/Clinical Applications, Business/Organizational Applications, Family and Child Development, Health and Wellness Applications, Law and Criminal Behavior Applications, Psychobiology, Sports Psychology Applications.

Candidates for a California Secondary Teaching Credential should contact the School of Education Office for a complete list of course requirements for a Single Subject Waiver in Social Science.

#### **Lower Division**

#### **200 General Psychology (4)**

Covers the concepts and principles pertinent to psychological processes as social behavior; development, perception, thinking and symbolic processes, physiology, personality and psychological disorders. Introduces students to the empirical foundation of the discipline of psychology. Prerequisite to all courses in psychology except 203, 207 and 215.

#### **203 Understanding Emotions (4)**

This course provides an introduction to the study of emotions. Themes covered include the biological basis of emotions, individual differences in emotionality, emotions in social relationships, cultural understanding of emotions, emotions and psychopathology, and *Ganzheitspsychologie*. Emphasis on research methodology and ethics is also covered.

#### **207 Mentor Leadership (1)**

The Peer Advisor component of the first year of transfer student experience represents an ideal opportunity to positively influence undergraduate students' academics and personal success. Peer Advisors impact student development by supporting the acquisition and application of academic strategies, creating familiarity with campus resources and their appropriate use, and creating a sense of community at CLU in the first year. This important role can also be defined as a mentor. This course is designed to teach Peer Advisors the skills necessary to become mentors, and provides them with information and opportunities to help new students with their transition to college. We will examine various theories, and style types while honing in on leadership styles that are often found in mentors.

#### **215 Perspectives on Women and Men (4)**

An examination of current sociological and psychological theory and research on the causes and consequence of sex role expectations to individuals, society and the relationship between men and women.

#### **222 Abnormal Psychology (4)**

A survey and critique of traditional diagnostic categories of mental illness, plus an introduction to treatment approaches based on psychoanalytic, behavioral and humanistic models.

## 282 Selected Topics (1-4)

### Upper Division

#### 304 Child and Adolescent Development (4)

Study of theories and principles pertaining to the developmental characteristics of children and adolescents in terms of the physical, mental, emotional and social development of the individual. Meets the gender/ethnic studies requirement.

#### 305 Adult Development and Aging (4)

Study of theories and principles pertaining to the developmental characteristics of adults, including the aged, in terms of the physical, mental, emotional and social development of the individual. Meets the gender/ethnic studies requirement.

#### 312 Research Design and Statistics I (4)

Research Design and Statistics I is the first of a two course sequence in Psychology designed to prepare undergraduate psychology majors to develop the knowledge and skills needed to design, implement and analyze psychological research. Students will develop knowledge about ethical issues related to psychological research. Students will develop skill in critical reading and analyzing peer reviewed published research. This course will also introduce students to a variety of research designs and statistical analyses including qualitative, descriptive and correlation methodologies. (Prerequisite: Mathematics 115 or 151 or equivalent)

#### 313 Research Design and Statistics II (4)

Research Design and Statistics II is the second course in a two course sequence designed to assist undergraduate psychology majors in developing the knowledge and skills needed to design, implement and analyze psychological research. Building on the skills learned in PSY 312, students will continue to develop knowledge about psychological research with a focus on experimental designs, quasi-experimental designs and inferential statistics. Students are required to design and implement an original research project using an experimental design. This course is a writing intensive course (Prerequisite: Psychology 312).

#### 315 Principles of Learning and Memory (4)

An overview of the major principles of learning and memory. Includes Pavlovian and instrumental conditioning as well as verbal learning and memory. Includes an examination of topical issues and areas of research in learning theory.

#### 317 Cultural Psychology (4)

This course provides a systematic overview of knowledge about cultural organization of human psychological functions, and how psychology as a research discipline can study these functions. Strong theoretical and methodological orientation is included.

#### 321 Human Cognition (4)

Examines perception, attention, memory, language and problem solving. In addition to studying research and theory, students experience and observe cognitive processes in computer labs and class demonstrations. Cognitive deficits and rehabilitation are discussed in each topic area.

#### 325 Theories of Personality (4)

The analysis of the theories of personality in terms of structure, dynamics and development. Biological, social and cultural determination of personality are considered, as well as characteristic research and research methods.

#### 330 Psychological Assessment (4)

Studies the principles and practices of group and individual testing in the fields of intelligence, aptitude, achievement, personality and vocational interest. Includes an introduction to the MMPI-2 and Wechsler tests and projective techniques.

#### 331 Physiological Psychology (4)

Studies the physiological aspects of human behavior, with special emphasis on neurological structure and functions as related to sensation, perception and psychopathology.

#### 340 History and Systems of Psychology (4)

An overview of the historical foundations of contemporary psychology, including an examination of major systems of thought and theoretical applications of each in the areas of sensation, perception, learning, motivation, emotion, personality and social behavior.

#### 341 Criminal Psychology (4)

Students examine theory, research, law and case studies to gain an understanding of the behavior of violent offenders. Research into biological, psychological and social causes is examined and evaluated. Additional topics include the role of the forensic psychologist, the science of profiling, and the definitions and use of the insanity defense. (cross-listed with Criminal Justice 341)

#### 345 Health Psychology (4)

Examines the use of behavior therapy procedures in relation to the prevention and treatment of various disorders such as chronic pain, cancer, hypertension, alcoholism, smoking and eating disorders. The use of psychological issues and treatment procedures as they relate to etiology and maintenance of these disorders is emphasized and specialized areas such as clinical behavioral pediatrics, type A behavior and terminal illness are discussed.

#### 401 Social Psychology (4)

Studies the influence of personal, group and social systems on individual attitudes and behavior. Includes socialization, social perception, attraction, aggression, prejudice, conformity, altruism and related topics, as well as the discussion of theories, methods and contemporary research.

#### 412 Advanced Research Design and Statistics (4)

Advanced Research Design and Statistics is a required course for undergraduate psychology majors seeking a bachelor of science degree in psychology. This course is designed to provide students with an opportunity to build on their knowledge of correlational and experimental research methodologies and basic approaches to statistical analyses. Taught as a seminar course, students will be required to design and implement an original research project which utilizes a mixed methodological approach. In addition, students will be introduced to the theoretical underpinnings of advanced statistical analyses (Prerequisite: Psychology 313).

#### 416 Social Learning Theory: Research and Application (4)

Covers the basic principles and procedures of behavior modification and learning theory as they apply to areas such as child and classroom management, behavioral self-change projects, medical psychology, developmental disabilities and mental health settings. Students read current literature in behavior analysis related to the etiology and treatment of addictive behavior disorders, health psychology, anxiety disorders and behavioral disorders.

#### 422 Child Psychopathology (4)

This course is designed to give students an introduction to abnormal child psychology. We will study the major disorders typically diagnosed in childhood, including the DSM-IV-TR diagnostic criteria, the current information on the etiology of the disorders, as well as the current research on the most effective assessment and treatment for these disorders.

#### 430 Applied Psychology Practicum (4) (Capstone)

Involves the application of psychological principles to personal and social problems of everyday life. Topics include positive psychology, the nature of personality, problem solving, stress, psychological disorders, career development and intimate relationships. Theory is integrated with practical application. Students conduct and present an individual experiment or project.

#### 432 Freud and Beyond (4)

The purpose of this course is to introduce students to psychoanalytic theory and the impact of the psychoanalytic theory on society. Students will examine the development of psychoanalysis from an historical perspective beginning with an in depth investigation of Freud, his life and his classical theory. Next, the course will examine the development of psychoanalysis and its departure from traditional Freudian ideology. Students will then consider the four major branches of psychoanalysis including drive theory, ego psychology, object relations, and self psychology. Finally, students will examine contemporary view of psychoanalysis with an emphasis on the integration of psychoanalytic theory and the neurobiology of attachment. (cross-listed with Honors 432)

#### 435 Introduction to Counseling and Psychotherapy (4) (Capstone)

An introduction to the theories, problems and techniques of counseling and therapy. Prerequisites: Psychology 222 and 325.

#### 447 Theories and Practice of Leadership (4)

Examines leadership from theoretical, historical and practical perspectives. Includes topics of trait, behavioral and contingency theories; the influence process; management vs. leadership, leadership and followership. Survey of leadership theory and research; characteristics of leaders, theories of leadership origins and psychological and social correlates. Interaction of personal and organizational factors in determining leadership effectiveness. (ADEP only)

#### 448 Organization Development (4)

The study of planned change in organizations including diagnosis of the organization and

implementation of organization development interventions. Emphasis on teamwork in organizations and survey development. Prerequisite: junior standing or consent of instructor. (cross-listed with Business Administration 448)

#### **449 Managerial Leadership: Core Competencies and Skills (4)**

This course focuses on the development of the core competencies and skills needed for effective managerial leadership at all levels of the organization. Prerequisite: senior standing. (cross-listed with Business Administration 449)

#### **450 Sensation and Perception (4)**

Introduction to the basic sensory and perceptual processes of humans with an emphasis on vision and audition.

#### **482 Selected Topics (1-4)**

#### **485 Seminar (2-4)**

#### **490 Independent Study (Research Projects) (1-4)**

#### **492 Internship (1-4)**

(graded P/NC only)

#### **493 Applied Behavior Analysis:**

A Clinical Practicum

The purpose of this course is to help each student acquire outstanding research and clinical skills within the field of applied behavior analysis. Specifically, each student will (a) fully develop an individual area of expertise related to child behavior disorders within the developmentally disabled population; (b) write a scholarly research paper directly related to the student's assigned area of expertise; and (c) learn skills related to conduction of an in-home behavioral analysis with a caseload of assigned families within the Ventura County area. Students will also learn a comprehensive set of skills related to performing an in-depth review of the literature using innovative Internet research strategies. Prerequisite: Psychology 416.

#### **494A/B Clinical Practicum (4,4)** (Capstone)

This course has two components - a weekly seminar in a clinical setting and six hours per week in a field placement working with mentally ill or developmentally disabled patients. Students participate on an interdisciplinary treatment team and, under the supervision of the clinical staff, are taught to implement and evaluate behaviorally based clinical interventions with selected patients. Prerequisite: Psychology 222. Recommended: Psychology 416.

#### **495 Research Practicum (4) (Capstone)**

This course offers students the opportunity to work on a major research project or to design and carry out their own research study. Students gain a working knowledge of all aspects of research, which include planning and design of studies, project coordination, administration of measures and data management. Prerequisites: 312 and 313; 3.4 Psychology GPA; 16 upper division units in Psychology.

## Religion

The religion curriculum at California Lutheran University challenges students to engage in the academic study of religion and to explore the religious questions that people have asked throughout history, such as the existence and nature of God, the meaning of life, how we should live, and what awaits us after death. While the primary focus of the religion curriculum is the Christian tradition, courses are also offered in the other major religious traditions of the world as well as in biblical languages.

The religion degree program at CLU provides a solid grounding in religion, which supports the liberal arts emphasis of the University and prepares students for the myriad religious issues they will face in life. It also prepares students for graduate study in religion and a variety of ordained and non-ordained ministries in the various denominations of the Christian church, such as Christian education, church music, counseling and missionary service.

Opportunities exist for students to do internships and independent studies, allowing them to explore areas of potential career interest, and students majoring in religion graduate from CLU well-prepared for seminary study. In addition, Lutheran students are eligible for the Associate in Ministry program for lay persons who are certified by the Evangelical Lutheran Church in America.

#### **Religion Faculty:**

Professors Brubaker, Erwin, Streeter  
Associate Professor Fogg  
Assistant Professors Gill, Thomas  
Senior Lecturers Egertson, Johnson

#### **Major Requirements for B.A. in Religion:**

36 credits minimum; Religion 100, 435 plus at least one course from each of the following groups: 310-316; 320-327; 331-335; 340-347; 350-357; 360-374.

#### **Requirements for a Minor in Religion:**

20 credits minimum; Religion 100 plus courses in at least two different 300-level religion areas.

#### **Requirements for a Religion Minor with Church Vocations Emphasis:**

20 credits minimum; Religion 100, at least one 300-level course each in biblical studies and church history or theology, Religion 390 and field experience.

#### **Requirements for a Religion Minor with Youth Ministry Emphasis:**

20 credits minimum; Religion 100, 350; a supervised internship in Christian youth work and three other related courses. With prior approval, two courses (8 credits) may be applied from courses in other academic departments.

*See also Biblical Languages*

#### **Lower Division**

100 Introduction to Christianity (4)  
This study of Christianity explores the formation and structure of the Hebrew Bible/Old Testament and New Testament and the development of Christianity from the first century to the present, including its theological and ethical traditions.

#### **Upper Division**

#### **300 Exploring Biblical Traditions (4)**

This course will trace the development of religious consciousness in human experience, examine the foundations of Judaism and Christianity in the Hebrew and Christian scriptures, explore the rise and expansion of Christianity in its unity and diversity, and explain its core beliefs and practices.

#### **310 Exploring the Old Testament (4)**

This introduction to the literature and setting of the Old Testament/Hebrew Bible emphasizes selected writings and themes. Attention is given to the historical and cultural context and the challenge of interpreting these writings in the 21st century.

#### **311 Old Testament: Torah (4)**

An examination of the first five books of the Old Testament/Hebrew Bible, focusing on selected passages and themes, the historical and cultural context of their composition and the challenge of interpreting them in the 21st century.

#### **312 Old Testament: Prophets (4)**

An examination of the prophetic books of the Old Testament/Hebrew Bible, focusing on selected passages and themes, the historical and cultural context of their composition and the challenge of interpreting them in the 21st century.

#### **313 Old Testament: Writings (4)**

An examination of Wisdom Literature, Psalms and other writings in the Old Testament/Hebrew Bible, focusing on selected passages and themes, the historical and cultural context of their composition and the challenge of interpreting them in the 21st century.

**315/316 Biblical Hebrew I & II (4,4)**

A two-semester sequence of study leading to a reading knowledge of the Hebrew Bible/Old Testament. Basic Hebrew grammar and vocabulary are studied in conjunction with questions of cosmology, the understanding of history and the theological perspective of ancient Israel. (cross-listed with Hebrew 315/316)

**320 Exploring the New Testament (4)**

A survey of the New Testament writings in their first century Mediterranean cultural setting that explores how early Christian communities adapted Jewish Tradition and society, as well as the ideas, cultures, and beliefs of ancient Greece and Rome.

**321 Matthew, Mark and Luke (4)**

A study of the Synoptic Gospels designed to help students grasp the interrelationships, structures, issues and implications these books present; and gain an appreciation of the richness and variety of the religious, literary and political world in which they emerged.

**322 Gospel of John (4)**

A study of the Fourth Gospel, particularly the symbols John uses to describe Jesus (shepherd, living water, bread of life, vine) and his followers (sheep, thirsty, hungry, the branches). How do these symbols affect people's behavior in Jesus' time and today and do these symbols have political power?

**323 Paul and His Letters (4)**

An introduction to the study of Paul's letters and theology in relation to his social world, using historical and literary approaches.

**324 Jesus (4)**

Who is Jesus? This course begins with the four gospels and asks how each writer understands Jesus in the first century Jewish and Roman worlds. Students then study art and literature from around the world to ask how Jesus is understood in different cultural and political perspectives today.

**325/326 Biblical Greek I & II (4,4)**

A beginning study of biblical Greek that builds a foundation in the essentials of grammar, vocabulary, and translation. Includes readings in Mark and Philippians, as well as (in the second semester) discussion of theological implications. (Cross-listed with Greek 325/326)

**327 Revelation & Apocalypse (4)**

An introduction to the book of Revelation in the New Testament, and other apocalyptic themes in literature from the Prophets to the present times. This course explores the social and political dimensions of apocalyptic literature in particular situations around the globe.

**331 Christianity in the Roman World (4)**

A survey of the emergence, growth, and development of the Christian movement from the time of the apostles to the disintegration of the Roman Empire in the West and to the fall of Constantinople in the East. This course will focus on Christianity as actually experienced and practiced by its earlier adherents in the multinational context of empire, and will look at textual, artistic, and material sources of evidence to gain a sense of the Christian past. (cross-listed with History 331)

**332 Medieval and Reformation Christianity (4)**

A survey of the development of Christianity in the post-Roman West, focusing on the rise of papacy, the development of distinctive Western Christian practices and doctrines, and the important role of the church in shaping European society. Special attention will be given to ways the medieval church handled difference and dissent, and to the reform movements of the later Middle Ages and the Protestant and Catholic reformations they brought about. (cross-listed with History 332)

**333 World Christianity since 1600 (4)**

A survey of the history of post-Reformation Christianity as it spread beyond Europe and became truly a global religion, with special emphasis on regional variations, issues of class and gender, and the challenges of modernity. Much of the course will focus on Christianity as variously experienced in the tumultuous 20th century, and in this will underscore both continuities and the rich diversity in the modern and postmodern Christian communities that exist throughout the world today. (cross-listed with History 333)

**334 Christianity in America (4)**

This course will trace the historical development of Christianity in America from its early encounter with Native American religions to its contemporary encounter with other global religions. Beginning with Spanish, French and English colonial empires, emphasis will be placed on the arrival of diverse religious refugees, the rise of uniquely American religious groups and the relation of Christianity to various socio-political movements and to the diversity of persons and cultures represented in American public life today. (cross-listed with History 335)

**335 Martin Luther (4)**

A seminar course introducing the life and thought of Martin Luther (1483-1586), based on lectures, films, and close reading and discussion of his works. The course aims to provide students with a working knowledge of Luther's main teachings and their impact, and to put both his ideas and his legacy in historical context.

**340 Exploring Christian Theology (4)**

A survey of the fundamental doctrines of Christianity, including their biblical roots, classical formulations, challenges posed by the modern world and some contemporary reformulations.

**341 Varieties of Christian Theology (4)**

A study of some contemporary currents in Christian theology, such as evangelical theology, the various liberation theologies (feminist, black, Latino, Latin American), and the recent scientific theologies.

**344 God in Christian Thought (4)**

An examination of traditional and contemporary Christian understandings of God, including the person and attributes of God, God's creative work, the divine-human relationship, sin, and the traditional problem of evil.

**345 Christ and Salvation (4)**

A study of traditional and contemporary understandings of the historical person of Jesus, his identity as the Messiah/Christ, and his role in God's saving work.

**346 Science and Christian Theology (4)**

An examination of the historical and contemporary relationships that have existed between modern science and Christian theology through study of particular areas of convergence, examples of conflict and integration, and the scientific, philosophical and theological issues involved.

**347 Liberation and Theology (4)**

An introduction to theologies of liberation in Latin America and In Ventura County, this course asks how social, economic, and political readings of the Bible can be used to dominate and liberate communities.

**350 Exploring Christian Ethics (4)**

An introduction to contemporary Christian ethics; its relationship to the Bible and Christian communities; and thinking on such important personal and social issues as sexual behavior; human reproduction, racial and ethnic relations, the taking of human life, poverty and economic issues, and the environment.

**351 Global Ethics (4)**

A variety of issues have arisen which need to be examined from global perspective: political repression, social change, terrorism and war; economic globalization, immigration, human rights, health, and the environment. This course examines these issues from the perspectives of global religions, ethics, social theory, and social movements.

**352 Environmental Ethics (4)**

The care of the earth demands that we address complex issues such as patterns of consumption and production, population growth, the rights of animals, plants and land as well as the rights and responsibilities of persons, businesses, and nations. The course examines historical, political, socio-economic, philosophical and religious perspectives.

**353 Violence, Religion and Ethics (4)**

A study of various forms of violence, such as sexual and domestic violence, political repression, terrorism and war. The course examines religious justification of and resistance to violence, using cases from diverse locations and religions.

**354 Theology and Business Ethics (4)**

This course applies ethical theory to business decisions within the context of theological reflection. With a strategic focus, the course will investigate the relationship between theological ethics and the economic concerns of managers. The course is particularly designed to help students become effective ethical agents by developing the skills to apply ethical principle to strategic business decisions. (cross-listed with Business 354)

**356 Sexual Ethics (4)**

A study of sexual ethics from religious and philosophical perspectives, moving from an examination of understandings of gender, sexuality, and sexual identities to discussion of issues such as marriage and family; contraception, abortion and reproductive technologies; sexual violence, and HIV/AIDS.

**357 Malcolm X & M.L. King (4)**

A study of the religious ethics of Martin Luther King Jr. and El Hajj Malik Al Shabazz (Malcolm X) through their own speeches and writings and the works of various interpreters. We examine relevant aspects of African-American

history and culture, including the role of women in the civil rights movement.

### **360 Jews and Judaism (4)**

A study of the elements of traditional Judaism in biblical, rabbinic and modern times.

### **370 Global Religions (4)**

A consideration of themes, issues, types of figures and phenomena from the religions of the world, selected to illustrate the ways in which the religious traditions are shaped by and in turn effect processes of globalization that inform the human experience historically and in the present.

### **371 Western Religions (4)**

Drawing on the religious traditions of Judaism, Christianity and Islam, students will examine the varieties of the religious experience, historically and comparatively represented by adherents of these three religious communities.

### **372 Asian Religions (4)**

Drawing on the religious traditions of Asia, students will consider the varieties of the religious experience, historically and comparatively represented by the adherents of these religious communities.

### **374 Women and Religion (4)**

A consideration of women and women's issues within the context of the study of world religious traditions.

### **380 Jesus in Film and History (4)**

A study of the historical person of Jesus through readings in the gospels, historical Jesus research from the past two centuries, and the various cinematic portraits of Jesus from the silent picture era to the present.

### **381 Religion, Identity, and Culture (4)**

This course explores the interaction of religion and culture in the United States. We will examine uses of religious symbols and narratives in the formation of personal, gender, ethnic and cultural identities, through analysis of memoirs and novels.

### **390 Exploring Church Ministries (4)**

This course is designed for students interested in exploring the possibility of lay or ordained ministry in the church on either a professional or voluntary basis. Its primary focus is on the theory and practice of youth and family ministry, and the theology and art of oral communication in religious settings.

### **392 Liturgy and Worship (4)**

An introduction to the Christian liturgical tradition, particularly that of Western Christianity. It will include some comparison with non-Christian religious customs, and will give importance to the development of worship in the Protestant traditions. The course's approach is historical, but it may also include some practical training if appropriate to student needs. Christian hymnody and liturgical music will also be introduced, with an emphasis on the distinctive Lutheran contributions in those areas. (cross-listed with Music 392)

### **412 Christian Art in the Middle Ages (4)**

Students survey the religious art of the Middle Ages – primarily Christian, but also some early Jewish and Islamic developments – identifying significant works of architecture, sculpture, and

painting, while exploring Christian concepts and beliefs, liturgy and worship. Students consider art in relation to cultural needs, examining works in historical, religious, social, economic, and political contexts. Students become familiar with visual forms, styles, narratives, and symbols of Christian art, as well as with broader, unifying themes shared by different cultures. The course content covers twelve centuries and geographically spans the Western edges of Europe to the Middle East. We also pay attention to instances of cultural exchange (the circulation of ideas, art forms, and artists through Europe and the Middle East). (cross-listed with Art 412)

### **435 Faith and Reason (4) (Capstone)**

Team-taught by professors in philosophy and religion, the course is an interdisciplinary exploration of the perennial tensions and cross-fertilizations between faith and reason, including examination of arguments for and against God's existence, the problem of evil, the nature of religious language, and the relationship between science and religion. It serves as the capstone for philosophy and religion majors and a senior seminar in the honors program. It is also open to juniors and seniors from all disciplines. (cross-listed with Philosophy 435 and Honors 435) (Spring)

### **482 Selected Topics (1-4)**

### **485 Seminar (2-4)**

### **490 Independent Study (1-4)**

### **492 Internship (1-4)**

(graded P/NC only)

## Science

### **100 An introduction to Natural Sciences (3)**

This introductory course provides an overview of selected topics of science, with a focus on at least one of the disciplines within natural science (Biology, Chemistry, Geology, Physics). This course is offered as part of a cluster with Math 140 in order to enable the student to develop an appreciation of the role of mathematics and modeling within the natural sciences. The focus is on examples and case studies drawn from everyday life. The present course emphasizes the field of physics as a means of appreciating the role of mathematics in understanding the unity, symmetry and order present in the natural world. (Clustered with Math 140)

## Social Science

The social science degree curriculum offers students who are interested in a career in secondary education a chance to concentrate on subjects such as history, political science, sociology, geography, psychology and economics.

Since most social science majors pursue a teaching credential in secondary education, students receive a background in the arts and sciences as well as in courses offered by the School of Education.

After completing a social science degree, graduates are prepared to begin credentialing programs in single-subject credential areas. Several credential programs are offered at CLU.

*For faculty and course descriptions see Economics, Geography, History, Political Science, Psychology and Sociology.*

### **Major Requirements for B.A. in Social Science**

(Meets criteria for California Secondary Teaching Credential with a Single Subject Waiver in Social Science.) History 101, 102, 121, 122, 345, 470 and 16 upper division credits distributed in three areas: United States, Europe and the non-Western World; Economics 203 or (200 and 201); Geography 151 or 155; Political Science 406, 102 or 205; Sociology 102; Psychology 200.

This major is designed for the student who wishes to obtain a teaching credential to teach social science in the secondary school. Interested students should contact the History Department for advisement.

Candidates for a California Secondary Teaching Credential should contact the School of Education Office and the Chair of the History Department for a complete list of course requirements for a Single Subject Matter Program in Social Science.

## Sociology

Sociology is the study of modern society and culture using the theory and methods of social inquiry. The mission of the sociology program is threefold: 1) To develop a sociological imagination in students. The sociology program will provide students with a general knowledge of modern society and its effects on human social behavior. The assumption is that those who know the least about modern society are most likely to be

controlled by it and, likewise, those who know the most about it are in the best position to influence it.

2) Encourage growth in each student's identity and values. The sociology program allows students to think critically about significant social and cultural issues that have profound consequences for shaping who they are and clarifying what they consider important. The assumption is that intimate realities are connected with larger social realities.

3) Prepare our students for a meaningful vocational life. The sociology program will provide students with the knowledge and insights necessary for them to serve effectively and meaningfully in their future vocations. The assumption is that sociology offers the student a broad-based set of skills and knowledge combined with unique social experiences that will prepare the student for the "real-life" challenges of vocational life and community service.

### **Sociology Faculty**

Associate Professor Nack  
Assistant Professors Christian, Cordero, Yasuike

### **Major Requirements for B.A. in Sociology:**

38 credits minimum, 24 credits upper division; Sociology 101 or 103, 407, 420, 430, 434, 440. Students may count up to 8 units of approved upper division electives offered by other departments toward their sociology major: For a list of approved courses, please contact the Chair of the Sociology Department.

### **Requirements for a Minor in Sociology:**

19 credits minimum, 12 credits upper division; Sociology 101

### **Lower Division**

#### **101 Introduction to Sociology (4)**

Provides the foundational concepts and theories used by sociologists to understand social life. The student will be introduced to the power of social forces to affect human behavior - culture, socialization, social structure, inequality, social institutions such as family, religion, education and the effects of social change.

#### **103 Contemporary Global Issues (4)**

A critical review and assessment will be

undertaken of the origin and present condition of the major global issues and problems and how these are being addressed by the local and international organizations. We will also explore ideas and concepts of human trafficking, human rights, coexistence among peoples of different cultures and other critical global issues such as poverty eradication, environmental degradation, health crisis and family/gender issues.

#### **200 Sexuality & Society (4)**

This course, a lower division version of SOC 300, is geared towards those who are not completing a major or minor in sociology. Primarily focusing on the United States, this course examines sexuality through a sociological lens. We will explore how sexual attitudes and behaviors have changed over time, looking at which sexual attitudes and behaviors are considered "normal" vs. "deviant," and "moral" vs. "immoral" in mainstream society and different subcultures. At both the interpersonal and societal levels, the course will examine how these beliefs influence societal responses to current social problems related to sexuality: adolescent sexuality, teen pregnancy, contraception, STDs, sex education, sexualized violence, prostitution, pornography, sexual orientation, changing gender roles, and portrayals of sex in popular culture. (Taking this course for credit disallows taking SOC 300 for credit.)

#### **210 Introduction to Women's Studies (4)**

This interdisciplinary course uses a social constructionist perspective to explore some major issues in contemporary women's studies: cultural constructions of femininity; women's roles in and perspectives on education, religion, politics, law, economics, and health care; women and the arts; feminist theories and philosophies. (cross-listed with Women's Studies 210)

#### **221 Popular Culture (4)**

An introduction to important readings on popular culture from the perspectives of sociology and communication studies. The study of popular culture takes the forms, content, values and norms of popular culture products as data for analysis and critique. Students will focus on mass communication forms of popular culture such as movies, advertisements, television shows, magazines, music and music videos. This course will focus on the period from 1945 to the present. (cross-listed with Communication 221)

#### **230 Introduction to World Cultures (4)**

People from different continents who speak different languages and possess different values and religions find themselves living closer and closer together in a new global village. To all members of this new community, cultural anthropology offers a unique invitation to examine, explain and critique human diversity. This course will introduce the student to the concepts, theories and methods used by anthropologists to analyze cultural systems particularly those from non-Western societies.

#### **282 Selected Topics (1-4)**

#### **285 Travel Course: Japan (4)**

Japan has been one of the most economically advanced countries since the rise of globalization, yet unlike Europe and the U.S.,

it is a country of no Western origin. While globalization has accelerated the process of Americanization, Japan still retains uniquely Japanese customs, values/beliefs and social institutions. The course will meet during the spring semester and examine Japanese society/culture and the impact of globalization through documentary films, academic articles, popular magazines and Internet sources. Right after the semester, the students will visit Japan for approximately two weeks to directly observe interactions of Japanese people and experience Japanese life style. Back in the U.S., the students are required to write a reflection paper on their experiences in Japan. Minimum Sophomore standing.

### **Upper Division**

#### **300 Sexuality and Society (4)**

Primarily focusing on the United States, this course examines sexuality through a sociological lens. We will explore how sexual attitudes and behaviors have changed over time, looking at which sexual attitudes and behaviors are considered "normal" vs. "deviant," and "moral" vs. "immoral" in mainstream society and different subcultures. At both the interpersonal and societal levels, the course will examine how these beliefs influence societal responses to current social problems related to sexuality: adolescent sexuality, teen pregnancy, contraception, STDs, sex education, sexualized violence, prostitution, pornography, sexual orientation, changing gender roles, and portrayals of sex in popular culture. Minimum Sophomore standing.

#### **318 Immigration in the Global Age (4)**

International immigration is an integral part of the globalization processes. This course explores the key current theoretical and empirical debates in the study of this global phenomenon. The course covers transnational networks, the formation and implementation of labor recruitment (including human trafficking), migration policies, political conflict, economic and social adaptation, the development of socio-cultural traditions (ethnic identities) and the transformation of gender relations. Minimum Sophomore standing. (cross-listed with Global Studies 318)

#### **320 Religion and Culture (4)**

Investigates the relationship between religion and various forms of culture in contemporary American society, including literature, art, television, film, and popular music. Special emphasis will be given to the culture wars, to the sacred in everyday life, and to the production and reception of religious culture.

#### **321 Medical Sociology (4)**

An introduction to the examination of health, illness, and healing from a sociological perspective. The course will address relevant sociological theories and research methods. The field of medical sociology operates independently from the medical profession and takes the perspective, values, norms, and practices of medicine as data for analysis and critique. This course will primarily focus on issues of health, illness, and healing in the U.S. Minimum Sophomore standing.

#### **322 Gender and Society (4)**

This course will examine the significance of gender in structuring experiences and social institutions. Emphasis upon the experiences,

perspectives, and contributions of gendered social groups and upon the intersection of gender with other social categories, such as race, class, and sexuality. Minimum Sophomore standing.

### 330 Death and Dying (4)

It is in thinking about death that we begin to understand the meaning of life. Using sociological, psychological and spiritual perspectives, this course will examine such topics as American cultural influences on the meaning of death, how we die in a technological age, euthanasia and legal issues, the funeral and other death rituals, suicide, life after death, children and death, the grief process and cross-cultural perspectives on death and dying. The course will use active-learning methods such as journaling, field trips, guest speakers, interviewing and participant observation. Minimum Sophomore standing.

### 334 Sociology of Education (4)

This course provides an overview of sociological theories of education and current research about education in the United States. Analysis will include the school as a social institution comprised of specific roles, values, and norms. In so doing we will examine the role of schooling in both reproducing and redressing social inequalities with an emphasis on how social class, race, gender, ethnicity, immigration, and sexual orientation impact the organization of school, the development of curricula, and the experiences of students. Minimum Sophomore standing.

### 340 Families and Intimate Relationships (4)

The course examines the peculiarity of the "modern" Western family system in historical and cross cultural perspectives. The course will explore transformative effects of globalization and post-industrial economy on family practices, structures and intimate relationships. In addition, the course will address the intersections between family life and social structures, such as race/ethnicity, social class and sexuality. Minimum Sophomore standing.

### 360 Racial and Ethnic Relations (4)

The course examines the historical, political, economic, and cultural dimensions of racial and ethnic relations in the United States from the mid 1800s to the present, with an emphasis on racism. Includes an investigation of the link between residential segregation and opportunity for African Americans, a critical interrogation of whiteness and white privilege, and an exploration of racism in California, particularly for California Indians. Minimum Sophomore standing.

### 370 Deviance in U.S. Society (4)

Introduces students to sociological concepts of deviance, social control, social power, and identity construction/management. Focusing on the topic of deviance, an exploration of how groups of people have the power to shape and apply social definitions of "normalcy" and "morality" will provide an analytical lens through which to look at the consequences for those labeled as "deviant." Minimum junior standing. (cross-listed with Criminal Justice 370)

### 407 Classical Social Theory (4)

A survey of the most significant developments in classical sociological theory, emphasizing the

critical reading of primary source materials. The characteristics and origins of major sociological paradigms are explored, including the works of Marx, Weber, and Durkheim. Prerequisite: Sociology 101; Minimum Junior standing.

### 420 Contemporary Social Theory (4)

This course is a critical examination of significant developments in contemporary social theory, such as symbolic interactionism, postmodernism, poststructuralism, critical theory, feminist theory, and queer theory. Prerequisites: Sociology 207; Minimum Junior standing.

### 430 Methods of Sociological Inquiry (4)

This class will provide a broad framework of mythological strategies that are used in the social sciences. We will begin by learning how to write tractable research questions and selecting the appropriate research method. Topics to be covered include: survey methods/secondary data sets, experiments, qualitative approaches including focus groups and content analysis, and historical comparative methods. Minimum sophomore standing.

### 434 Statistical Analysis (4)

This class will begin with an introduction to descriptive analysis and inferential statistics but will primarily focus on hypotheses testing, probability models, t-tests, ANOVA, Chi-square, regression analysis and multiple regressions. Students will be expected to gain computer competency in Excel and SPSS as well as write an original empirical paper. Prerequisite: Sociology 101; Minimum Junior standing.

### 440 Ethnographic Methods (4)

Skill development prepares students to conduct qualitative sociological research. Emphasizes ethnographic techniques including: intensive interviewing, direct observation, coding, participant observation, and report writing. Students conceive and execute a field research project with data collection, analysis, and a report. Prerequisites: Sociology 211; Minimum Junior standing.

### 482 Selected Topics (1-4)

### 485 Seminar (2-4)

### 490 Independent Study (1-4)

### 492 Internship (1-4) (graded P/NC only)

in theatre along with numerous opportunities to participate in its Mainstage, Blackbox and Film and Video productions.

An average of four major live theatre productions, including musicals, are staged each year, along with performance opportunities in Improvisational Theater, original films and videos and the student-produced Blackbox series. Students are encouraged to take positions of responsibility in all areas of production including publicity, sound, light, makeup, scene and costume design.

Every theatre arts major has the opportunity to direct or design a play production on campus. CLU students have brought home top regional awards from the Kennedy Center/American College Theatre Festival. Students are encouraged to work as professional theatre interns during the summer with Camp Shakespeare and the Kingsmen Shakespeare Company, a professional theatre company performing on campus. Students also intern at local art centers like the Thousand Oaks Civic Arts Plaza. The University's close proximity to Los Angeles provides an arena for students to explore a variety of screen, stage, television and musical presentations and connections with industry professionals.

Many CLU theatre arts graduates have achieved careers in the competitive world of professional theatre, film, and television. The theatre arts curriculum also provides practical performance, management, communication, and work skills that relate to many other career fields. CLU theatre arts graduates have been accepted into graduate theatre programs at universities throughout the United States.

### Theatre Arts Scholarship

Visual and Performing Arts scholarships in Theatre Arts are available to those students who have a high school 3.0 grade point

## Spanish

*See Languages and Cultures*

## Theatre Arts

A degree in theatre arts prepares students for performances and technical production in live theatre, film, television and multimedia. California Lutheran University's Theatre Arts Department offers a series of fundamental and advanced courses

average and whose talent, interest, or experience indicates that they would contribute to our program. Awards are made to talented students whether they are theatre arts majors or non-theatre arts majors. Application for the scholarship and scheduling of an audition/interview should be completed prior to February 1. For further information, please contact the Chair of the Theatre Arts Department.

### Theatre Arts Faculty

Professors Arndt, Gardner  
Assistant Professor Sinnott  
Senior Lecturer Ball

### Major Requirements for B.A. in Theatre Arts:

42 credits minimum, 31 credits upper division.

### Performance Emphasis Requirements:

133, 160 or 161, 167, 325, 331, 333, 334, 335, (367 or 368 or 369), 451, 475, 477; select one course (4 credits minimum) in dramatic literature from among the following: 342, 343, 452.

### Technical Theatre Emphasis Requirements:

133, 160 or 161, 162, 163, 167, 325, (2 credits of 360 – 1 credit each), 367, 368, 369, 451, 475, 477; one course (4 credits minimum) in dramatic literature from among the following: 342, 343, 452.

### Theatre Arts Major (Performance Emphasis) with additional Interdisciplinary Emphasis in Musical Theatre Requirements:

12 credits minimum: Music 142 or 342 (two courses minimum), Music 107, Music 403, Theatre Arts 337, 370.

### Requirements for a Minor in Theatre Arts:

21 credits minimum, 12 credits upper division; TA 131 or 133; 160 or 161; 325, 475, 477 and one 4-credit elective in theatre.

### Activity Courses

Activity courses are graded on a P/NC basis and may be repeated for credit. All activity courses are one credit unless otherwise noted. (120-127 and 130 are cross-listed with EXSC activity courses)

- 120 Aerobic Dance
- 121 Folk and Square Dance
- 122 Modern Dance I
- 123 Modern Dance II
- 124 Polynesian Dance
- 125 Swing Dance
- 126 Ballroom Dance
- 127 Ballet
- 130 Tap

## Lower/Upper Division

### 112/312 Alexander Technique (1/2)

Introduces students to the principles of the Alexander Technique and the application of these principles in their major areas. The principles develop increased mind and body coordination and are most commonly applied to acting, singing, public speaking, musical instrument performance and athletic performance. (cross-listed with EXSC 112/312 and Music 312)

### 152/352 Mainstage Productions (1,1)

Credit may be received for significant participation in a Mainstage Theatre production. 152 is intended for freshmen and sophomores. 352 is intended for juniors and seniors.

## Lower Division

### 101 Introduction to the Theatre Arts (4)

A fundamental survey of the theatre arts that explores playwriting, criticism, direction, acting, and technical and design aspects from concept to production. The class emphasizes the ways gender and diversity issues have affected and continue to affect theatre.

### 131 Beginning Acting (4)

An introduction to the fundamental techniques of acting as a basis for developing oral and physical communication skills. Individual and group participation is emphasized.

### 133 Acting I (4)

Emphasizes the study of external and internal approaches to characterization; students participate in the analysis and performance of monologues and scenes. For majors, minors or students with acting experience.

### 160 Production Lab - Costumes (1)

An introduction to the tools and materials used in the production of costumes for the stage. Involves significant participation in the technical phase of stage production.

### 161 Production Lab - Scenery (1)

An introduction to the tools and materials used in the production of scenery and props for the stage. Involves significant participation in the technical phase of stage production.

### 162 Production Lab – Sound/Lighting (1)

An introduction to the tools and equipment used in the production of sound and lighting for the stage. Involves significant participation in the technical phase of stage production. Prerequisites: 160, 161, or 167.

### 163 Production Lab – Makeup (1)

Students explore the basic concepts and techniques of makeup used on stage and in media through lectures and practice and work on university productions.

### 167 Design and Production for the Stage and Media (4)

An introduction to the theories and practices of design and production for the stage and in the studio, including venue structures, design conceptualization and drawing, color theory, visual styles, basic CAD drafting, light theory and theatre safety.

## 232 The Oral Interpretation of Literature (4)

A study of literature from the point of view of the oral reader. The course is designed to aid students in their appreciation of prose, poetry, and drama.

## Upper Division

### 305 Playwriting (4)

This workshop course focuses on basic playwriting skills, with an emphasis on mastering plot, character, and dialogue development. Students will write and revise an original piece (cross-listed with English 305).

### 325 History of the Theatrical Arts (4)

A survey of forms and styles of theatre production in all world cultures from primitive periods through the 19th century and modern Asia and Africa.

### 331 Advanced Scene Study (4)

Advanced study of acting approaches focusing on 19th and 20th century plays. Students will analyze characters and perform scenes from selected realistic plays. Prerequisite: 131 or 133.

### 332 Introduction to Improvisation (1)

An introduction to the principles of improvisation as applied to acting technique. Students will perform comedy and serious improvisation.

### 333 Acting: Styles (4)

Intensive work in acting styles from various theatrical periods, including Greek, Shakespeare, Restoration, 20th century, and Avant-Garde. Prerequisites: 131 or 133 or consent of instructor.

### 334 Stage Speech (2)

The class will focus on the principles of vocal production for the stage, including alignment, respiration, phonation, resonance, and articulation. In addition, students will become familiar with the International Phonetic Alphabet, and utilize it for dialect work. Prerequisite: 131 or 133.

### 335 Movement for the Stage (2)

The study of the theories, applications and practices of body awareness, direction and movement as applied by actors in a variety of theatrical styles. Prerequisite: 131 or 133.

### 337 Dance for Music Theatre (2)

This course provides students the opportunity to learn and perform dance styles most common to musical theatre. Tap, jazz, character and basic partnering will be choreographed into three or four dances that will be performed at the end of the course. Course will also cover the history of dance in musical theatre in America. Prerequisite: Previous dance experience. (cross-listed with Music 337)

### 342 History of Drama (4)

A survey of dramatic literature from the beginnings of Greek tragedy to the rise of realism in the 19th century. Among the periods represented are Classical Greek, the Spanish Golden Age, the English Renaissance, 17th-century France and the Romantic Period. (cross-listed with English 342)

### 343 Modern Drama (4)

A survey of dramatic literature from the rise of realism in the 19th century to the triumph and

decline of modernism. Among the playwrights represented are Ibsen, Strindberg, Chekhov, Shaw, Pirandello, and Brecht. (cross-listed with English 343)

### **360 Advanced Production Lab (1)**

Involves significant participation in the supervision and execution of scenery, costumes, props, sound, lights, or publicity in a University production. Prerequisite: TA 160, 161, 162 or 163.

### **365 Makeup Design I for Stage and Media (2)**

Students explore the concepts of corrective makeup design through lecture and practice.

### **366 Makeup Design II for Stage and Media (2)**

Students explore the concepts of character and special effects makeup design through lecture and practice.

### **367 Light/Sound Design for Stage and Media (4)**

The study of lighting and sound as art forms with an emphasis on design concepts. Practical explorations of theories of light, color, and sound; the technology of production and control as applied to designing for the stage and media. Prerequisite: 167 or consent of instructor. 368 Scenic Design for Stage and Media (4) Presents problems in scenic design, painting, perspective, and execution of models and working drawings. Prerequisite: 167 or consent of instructor.

### **369 Costume Design for Stage and Media (4)**

A practical study of costumes for the stage. The course examines the history of clothing design, color theory, rendering techniques and design process from concept to execution. Students also explore the concepts of theatrical makeup and design through lecture and practice. Prerequisite: 167 or consent of instructor. (cross-listed with Art 369) 370 Acting for Musical Theatre (2) Musical Theatre Workshop is designed to develop a technique for musical solo and audition performances. The course will include song analysis, an acting approach to song and choice of material and technique. (cross-listed with Music 370)

### **420 Perspectives on Theatrical Performance (3)**

Analyzes the elements of the well-made play through readings, lectures, discussion and attendance of at least one production. Students examine the collaborative process of theatre.

### **431 Advanced Improvisation Techniques (1)**

The course is an advanced course in techniques and theories of improvisation. Students will hone improvisational skills in games and exercises and prepare for monthly performances. Audition/Permission of instructor required.

### **432 Acting Shakespeare (1)**

This course is an advanced study of Shakespeare for actors. Students will develop an understanding of preparing Shakespearean characters and text for audition and performance. Prerequisite: 133 or permission of instructor.

### **433 Acting for the Camera (4)**

Acting for the Camera provides students with techniques applicable to film and television performance. Students will apply skills to hands-on experience in front of the camera. Topics will include audition techniques, subtleties between film, television and commercial performance, and methods for transitioning from stage to camera. Prerequisite: 131 or 133.

### **440 Creative Dramatics for Children and Youth (3)**

Surveys the techniques and resources for children to express themselves through informal dramatics within the classroom or recreational situation. Prerequisite: Education 335 or consent of instructor. (cross-listed with Education 440)

### **451 Creative Project/Portfolio (1)**

A faculty supervised and reviewed demonstration of significant theatrical creative work in portfolio, production or showcase format. Senior Theatre Arts majors only.

### **452 Shakespeare (4)**

A study of selected plays and the sonnets of Shakespeare, with attention to theatrical, cultural and literary background. (cross-listed with English 452)

### **475 Directing I (4)**

The study of stage direction theory, play analysis, directorial practices and interpretation. Emphasis is placed on preparation and direction of scenes for class performance.

### **477 20th-Century Theatre (Capstone) (4)**

Further intense study of directing and dramaturgy for the stage covering 20th century drama. Included is the preparation and direction of a scene for class presentation.

### **482 Selected Topics (3-4)**

### **485 Seminar (3)**

### **490 Independent Study (1-4)**

### **492 Internship (1-4)** (graded P/NC only)

appropriate to the major. Students will select one of four areas for specialization: Christian Education, Church Administration, Worship and Music, or Youth and Family ministry.

### **Major Requirements for B.A. in Theology and Christian Leadership:**

46 credits minimum; Religion 100, 370, 435, 492; choose 4 credits from Religion 310-313 (Hebrew Bible/Old Testament); choose 4 credits from Religion 320-323 or 327 (New Testament); choose 4 credits from Religion 331-335 or 340-347 (Church History or Theology); choose 4 credits from Religion 350-356 (Ethics).

### **Emphasis Options:**

#### **Christian Education**

Take 4 courses from the following: Business 370 or Communication 348; Psychology 304 or 305; Communication 335 or Psychology 325 or Sociology 300; Sociology 320; Criminology 340 or 350.

#### **Church Administration Emphasis**

Take 4 courses from the following: Business 251 or 253; Business 301 or Communication 306; Business 342, 375, or 445; Business 381 or Communication 348; Business 361, 367, 449, or Communication 335; Business 501.

#### **Worship and Music Emphasis**

Take all of the following: Music 107, 108, 109, 110, 111, 112, 309; Religion 392; two semesters of voice, guitar, or keyboard (Music 113, 114, 116, 140, 141, 142, 143E, 340, 341, 342, 343E); two semesters of a choral ensemble (Music 150, 180, 350, 380).

#### **Youth and Family Ministry**

Take 4 courses from the following: Criminology 340; Theatre Arts 440; Business 370 or Communication 348; Communication 335 or Psychology 325; Psychology 304 or 305; Sociology 300, 320 or 370.

## Theology and Christian Leadership

In addition to the traditional religion major, the Religion Department is now offering a second major, Theology and Christian Leadership. Designed for students who want training in specific areas of lay ministry, the major includes current religion courses as well as courses in other departments and new religion courses to be developed appro-

## Women's Studies (minor)

The minor in Women's Studies focuses on gender as a primary category of human experience. The universality of this experience, combined with the uniqueness of its expression in

every individual, makes gender an ideal site for the rigorous inquiry and respectful dialogue that characterize a well-rounded liberal arts education.

At CLU, Women's studies is an interdisciplinary curriculum that examines the role of gender in history, the workplace and other social institutions. The program encompasses disciplines in the humanities and social sciences.

### **Women's Studies Faculty**

Professors Brubaker, Reaves, Wines  
Associate Professors Hoang, Nack  
Assistant Professors Wagerman, Yasuike

### **Requirements for Minor in Women's Studies:**

15 credits minimum; Women's Studies/ Sociology 210, Introduction to Women's Studies (4); select a minimum of 12 credits from the following: Communication 315, Small Group Communication; Criminology 430, Race, Ethnicity, Gender, and Crime; English 352, Gender and Literature; History 341, U.S. Women's History; History 343, Women in World History; Psychology 215, Perspectives on Women and Men; Religion 356, Sexual Ethics; Religion 374, Women and Religion; Sociology 300, Sexuality and Society; Sociology 322, Gender and Society; Sociology 340, Families and Intimate Relationships; Political Science 418, Women and Politics.

### **Lower Division**

#### **210 Introduction to Women's Studies (4)**

This interdisciplinary course explores some major issues such as cultural definitions of womanhood; women's roles in and perspectives on education, religion, politics, law, economics and health care; women and the arts; and feminist philosophy. (cross-listed with Sociology 210)

### **Upper Division**

#### **482 Advanced Women's Studies (4)**

This interdisciplinary course will pursue scholarship in women's studies at an advanced level, with an emphasis on various feminist theoretical perspectives. Topics will include feminist methodologies; gender as a category of analysis; theories of difference, gender, race, class and sexuality; feminist ethical and political theory; and policy perspectives on women's issues. Prerequisites: either Women's Studies/Sociology 210 or History 341.

#### **492 Internship (1-2)**

(graded P/NC only)

# Adult Degree Evening Program (ADEP)

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# Adult Degree Evening Program

The Adult Degree Evening Program is an expression of California Lutheran University's commitment to life-long learning. ADEP offers the same high quality educational program that is found in the traditional daytime program, but is tailored to meet the special needs of working adult students. The program's creative learning environment, liberal arts and professional curriculum and exceptional faculty offer a unique opportunity for the adult learner who is seeking personal and professional development.

## Admission

### Who May Apply?

The Adult Degree Evening Program has set minimum requirements to ensure that the adult orientation of the program is maintained. You may apply if you

1. have graduated from high school or possess a G.E.D. certificate
2. have completed 12 transferable semester hours of college credit
3. have a cumulative grade point average of at least 2.25
4. are at least 25 years of age (exceptions may be made for students with exceptional work experience and a letter of recommendation)
5. have substantial work experience

### How to Apply

1. Schedule an appointment with an advisor for a preliminary transcript evaluation and academic advisement;

2. Complete an application for admission and return it with an application fee to the ADEP Office;
3. Have official transcripts from all previously attended colleges sent to the ADEP Office.

At the time of your admission interview or shortly thereafter, you will be notified of the admission decision. If admitted, you will be sent information about registration procedures. Upon your acceptance, transfer credits from other colleges will be evaluated and the results mailed to you before the end of your first term.

### Provisional Admission

If you are unable to obtain an *official transcript* prior to the beginning of classes, you may be provisionally admitted for one term by submitting an unofficial transcript. You must also complete the admission procedures outlined above prior to registration. The official transcripts must be submitted prior to registering for a second term. Official transcripts must be submitted before financial aid may be awarded.

### Readmission of Former ADEP Students

If you were formerly enrolled as an ADEP student but have not attended four or more consecutive terms, you must apply for readmission by submitting an updated application form and meeting with an admission counselor. The curriculum requirements in effect at the time of your readmission will apply.

## Academic Policies

(See page 41.)

### Alternatives for Acquiring Credit

College Level Examination Program (CLEP) (see page 11)  
Credit by Examination (see page 38)  
Credit for Prior Experiential Learning (see page 38)  
Independent Study (see page 39)

### Course Load

Since most ADEP students are also employed, a normal course load is considered to be two courses per term (six to eight credits). The number of credits you take, however, is up to you as long as you don't exceed 10 credits per term. For financial aid and veteran's benefits, half time is considered to be three credits and full time is six credits.

### Concurrent Enrollment

If you are admitted as an ADEP student and wish to enroll in courses within the traditional CLU program or in another college or university, you must obtain approval from the Director of the Adult Degree Evening Program and the Registrar of the University prior to enrolling in the course. Normally, requests for concurrent enrollment at another institution will not be granted unless you demonstrate a compelling need to take the course at that location.

## Financial Information

### Tuition and Fees

Refer to [www.callutheran.edu/student\\_accounts/costs\\_adep](http://www.callutheran.edu/student_accounts/costs_adep).

php for current tuition and fees.

Tuition is due and payable on or before the first class meeting unless you have made alternative payment arrangements. Late payment fees are assessed on delinquent accounts. Students with delinquent accounts cannot register for the new term until fees for the prior term have been paid. All financial obligations must be met before academic records (diplomas, grade reports and transcripts) will be released. You may contact the Business Office for information regarding your student account status.

### **Student Status**

Student status definition for ADEP:

Full-time = six credits or more

Half-time = three to five credits

ADEP students must be at least half-time (three credits) to be eligible for federal loans. Limited financial aid may be available at less than half-time status.

### **Financial Assistance**

An advisor is available to help you assess financial need and an appropriate aid/payment program from various alternatives. Some of the options are listed below.

### **Employer Tuition Assistance Programs**

Many companies offer full or partial tuition assistance to employees who participate in work-related or degree-oriented college programs. California Lutheran University provides a deferred payment option for students who take advantage of their company's tuition reimbursement opportunities. Program details are available in the ADEP office.

### **ADEP Assistantships**

ADEP assistantships provide free tuition in exchange for work in the ADEP department. Normally, no more than four

free tuition credits will be granted during any one term. A minimum cumulative 2.50 GPA is required for eligibility. Typically, the student would need to be available during daytime hours to be eligible for an assistantship. The ADEP Assistantship application is available under the "Forms" section of the Financial Aid website.

### **ADEP Academic Scholarships**

Six nonrenewable merit scholarships for up to \$2,000 may be awarded each year to new degree-candidate students in the Adult Degree Evening Program who have demonstrated outstanding academic achievement. Individuals interested in competing for ADEP scholarships must submit a one- to two-page essay and have a minimum transfer GPA of 3.0 with at least 30 transfer credits. This competition is for first-time ADEP students only. Scholarship applications are available on the ADEP Web site under "Financial Aid."

### **ADEP Grant**

Students registered for at least six credits per term and who demonstrate financial need may qualify for an ADEP grant. Students must file a FAFSA (Free Application for Federal Student Aid) to be considered.

### **Cal Grant**

A California Grant based on need and GPA is available to eligible ADEP students. A FAFSA form (Free Application for Federal Student Aid) and a GPA verification form must be filed by March 2 of the previous year.

### **Federal Pell Grant Program**

Under this federal aid program, award amounts are based on need. A FAFSA form (Free Application for Federal Student Aid) must be filed for consideration.

### **Congregational Partners in Education (CPE) Award**

This renewable award allows congregations to assist outstanding students who have demonstrated a commitment to the life and work of their church. CLU will match gifts from the congregation in support of a student in \$100 increments to a maximum of \$1,000. Contact the Financial Aid Office for more information.

### **Federal Stafford Loan**

Eligibility for a Federal Stafford Loan is determined by the FAFSA (Free Application for Federal Student Aid). The government pays the accrued interest on the need-based **Subsidized** Stafford loan only. The **Unsubsidized** Stafford loan accrues interest while the student is in school; a student can choose to pay or defer the interest until the repayment period begins. A student may borrow up to the annual maximum of \$9,500 for freshmen, \$10,500 for sophomores and \$12,500 for juniors and seniors. The loan may be awarded as subsidized, unsubsidized or a combination of both. Students must be enrolled at least half time (three or more credits) to receive a federal Stafford loan. A separate electronic application is required, which is available via the student's award letter or online at [www.callutheran.edu/financialaid](http://www.callutheran.edu/financialaid) in the ADEP - Applying for Loans section.

### **Alternative Loans**

Private educational loans are also an option. The Financial Aid Office has information available online at [www.callutheran.edu/financialaid](http://www.callutheran.edu/financialaid) regarding alternative loan options. The interest rates for alternative loans are usually higher than the federal loan programs. Eligibility and availability are determined by the lender.

## Veterans Benefits

Students who may be eligible for veterans benefits should contact the Veterans Administration Office and the Registrar's Office at CLU for specific information. Students must submit a copy of their VA Certificate of Eligibility and complete a Veteran's School Form with the Registrar's Office. CLU is a Yellow-Ribbon Program participant.

## How to Apply for Financial Aid:

1. Complete the following forms:
  - a. ADEP Application for Admission
  - b. FAFSA (Free Application for Federal Student Aid)
  - c. ADEP Application for Student Financial Aid online at [www.callutheran.edu/financial\\_aid/forms/](http://www.callutheran.edu/financial_aid/forms/)
2. Turn in all of your completed financial aid forms and necessary supporting documentation to the Financial Aid Office by the deadlines indicated.
3. Accept the financial aid offered, in whole or part, by the reply date indicated on your award letter.

**You must be officially admitted to the University and registered for classes to receive financial aid.** Financial aid forms can be picked up at the ADEP or Financial Aid offices or online at [www.callutheran.edu/financial\\_aid/forms/](http://www.callutheran.edu/financial_aid/forms/).

## Degree Requirements

### General Degree Requirements

The requirements for the degrees of bachelor of arts and bachelor of science are designed to provide you with a broad program of liberal arts study and an opportunity to concentrate in the field of special interest. It is intended that at the undergraduate level the emphasis be placed on

acquiring a broad education in many subjects, leaving highly specialized and professional studies to the graduate school level.

ADEP advisors will assist you in preparing an individualized degree plan; nevertheless, you are ultimately responsible for seeing that your academic program includes all requirements for graduation.

1. Students must complete 124 semester credits. At least 40 of these must be upper division, that is junior or senior level courses (courses numbered 300-499).
2. 30 of the final 40 credits must be completed in residency. This requirement cannot be met using credit by examination, CLEP or community college.
3. Students must earn at least a 2.0 grade point average for all CLU work and also achieve a 2.0 on all combined CLU and other college work.

### General Education Requirements

You may have transferred some or all of the required general education courses from previous course work. However, if you still need any of the courses, you will find them as part of the Adult Degree Evening Program curriculum. General education includes:

#### I. Proficiencies

##### A. *Written Communication:*

1. English 111 – Freshman English with a grade of C or better
2. One upper division writing intensive course

##### B. *One speaking intensive course*

##### C. *Mathematical Reasoning:*

One course (beyond intermediate algebra) or proficiency exam

Depending on the student's score on the math placement test, the student may be required to take MATH 110 Intermediate Algebra as a prerequisite for higher level courses.

## II. Perspectives

### A. *Humanities:*

One religion course and three additional courses selected from religion, literature, philosophy, history or humanities.

### B. *Social Sciences:*

Two courses in different disciplines selected from specifically approved cultural anthropology, criminal justice, economics, cultural geography, political science, psychology, and sociology courses.

### C. *Natural Sciences:*

One course with a lab component: physical anthropology, astronomy, biology, chemistry, physical geography, geology, physics. Senior transfers (90 or more credits) who have completed two science courses without laboratory components will have met the natural sciences requirement.

### D. *Visual and Performing Arts:*

Once course, at least two credits.

## III. Cultures and Civilizations\*

A. *U.S. Diversity* – one course

## IV. Integrated Studies\*

A. *Integrated Studies Capstone* – one course (This course is part of the requirements for your major and may also be used to complete a perspectives requirement.)

\*The courses marked with an asterisk are not additional credit or course requirements. They are content requirements which may be met through a selection of courses which also meet major, elective, or other core requirements.

### Pass/No Credit

No general education requirements or any portion of the major (including supporting courses) may be satisfied by courses graded P/NC, except for specifically designated courses.

NOTE: Students transferring from California community colleges who, prior to transfer to CLU, have fully satisfied the Intersegmental General Education Transfer Curriculum (IGETC) need only complete the religion and oral communication requirements to meet the ADEP general education requirements. Students who do not complete the IGETC will follow the CLU general education requirements as stated above.

### Major Requirements

All students must complete an academic major as part of the requirements for the baccalaureate degree. Requirements for an academic major are as follows:

1. Completion of at least 32 credits in an area of concentration for the bachelor of arts or at least 36 credits for the bachelor of science.
2. Three upper division courses for the major, including the capstone, must be taken in residence at CLU.
3. A minimum grade point average of 2.0 is required in the major. Required support courses are not included in the major GPA.
4. At least 75 percent of the required courses for a major must be unduplicated with any other major or minor.

### Minor Requirements

Minors consist of a coherent set of related courses in a particular disciplinary or interdisciplinary area. An academic minor is not required for a degree, however if a student elects to earn a minor, he or she

1. must complete the specified 15–20 credits within the minor desired;
2. may not major and minor in the same department;
3. must complete at least 8 to 12 credits in upper division courses and at least two of those courses must be completed in residence at CLU;
4. must achieve a minimum GPA of 2.0;
5. may not count internships toward the minor unless specifically required by the minor;
6. may use only one independent study course to meet minor requirements;
7. at least 75 percent of the required courses for a minor must be unduplicated with any other major or minor.

### Degree Programs Offered

*(For course descriptions please see pages 53 through 113)*

## B.S. in Accounting

Required credits: 79 credits minimum; 62 upper division credits. 2.0 minimum GPA.

### Required Courses:

#### Busins

- BUS 251 Principles of Accounting (4)
- BUS 252 Managerial Accounting (4)
- BUS 352A Intermediate Accounting (4)
- BUS 352B Intermediate Accounting (4)
- BUS 357 Practicum in Accounting (2)
- BUS 367 Behavior in Organizations (4)
- BUS 374 Business Law (4)
- BUS 375 Principles of Marketing (4)
- BUS 391 Principles of Finance (4)
- BUS 451 Cost Accounting (4)
- BUS 452 Theory of Taxation (4)
- BUS 453 Auditing (4)

- BUS 454 Advanced Accounting (4)
- BUS 462 Tax II (4)
- BUS 484 Senior Seminar in Accounting (Capstone) (4)

### Economics

- ECON 200 Micro-Economics (3) and ECON 201 Macro-Economics (3)
- OR
- ECON 203 General Economics (5)
- ECON 311 Statistical Methods (4)

### Communication

- One of the following:
- BUS 301 Communication for Managers (4)
- COMM 306 Business and Professional Communication (4)

### Mathematics

- MATH 245 Applied Calculus (4)

### Ethics

- One of the following:
- PHIL 300 Ethics (4)
- PHIL 315 Social Ethics (4)
- PHIL 350 Technology and Value (4)
- REL 350 Christian Ethics (4)
- REL 354 Theology and Business Ethics (4)

## B.S. in Business Management

Required credits: 39 credits minimum; 28 upper division credits. 2.0 minimum GPA.

### Required Courses:

#### Business

- BUS 251 Principles of Accounting (4)
- BUS 252 Managerial Accounting (4)
- BUS 374 Business Law (4)
- BUS 310 Managerial Use of Information Systems (4)
- BUS 367 Behavior in Organizations (4)
- BUS 375 Principles of Marketing (4)
- BUS 391 Principles of Finance (4)
- BUS 469 Strategic Management (Capstone) (4)
- BUS 476 International Business Behavior (4)

### Economics

- ECON 311 Statistical Methods (4)

### Required Supporting Courses:

#### Economics

- ECON 200 Micro-Economics (3)
- ECON 201 Macro-Economics (3)

#### Communication

- BUS 301 Communication for Managers (4)

#### Mathematics

- MATH 115 Finite Mathematics (4)

#### Ethics

- One of the following:
- PHIL 315 Social Ethics (4)
- PHIL 350 Technology and Value (4)
- REL 350 Christian Ethics (4)

## Minor in Business Administration

Required credits: 20 credits minimum; 12 upper division credits. 2.0 minimum GPA.

### Required Courses:

- BUS 251 Principles of Accounting (4)
- BUS 252 Managerial Accounting (4)
- BUS 391 Principles of Finance (4)

### Elective Courses:

Two courses (8 units) from Business Administration curriculum (Bus 367, 374, 375, 381, Econ 311)

### Required Supporting Course:

- ECON 203 General Economics (5)

# B.S. in Computer Information Systems

Required credits: 48 credits minimum; 36 upper division credits. 2.0 minimum GPA.

### Required Courses:

- CSC 210 Introduction to Computer Programming (4)
- CSC 331 Systems Analysis (4)
- CSC 350 Data Communications and Networks (4)
- CSC 410 Database Management Systems (4)
- CSC 499 Senior Capstone Project (4)
- BUS 253 Accounting and Financial Info in Business (4)
- BUS 367 Behavior in Organizations (4)

### Elective courses in Major:

Sixteen (16) additional upper division Computer Science credits in which up to 8 credits can be substituted by recommended Business Administration courses.

### Mathematics

- MATH 241 Discrete Mathematics (4)

## Minor in Computer Information Systems:

20 credits minimum, 12 credits upper division; 12 credits Computer Science, Business Administration 367, 381.

# B.S. Degree in Computer Science

Required credits: 48 credits minimum; 36 upper division credits. 2.0 minimum GPA.

### Required Courses:

- CSC 210 Introduction to Computer Programming (4)
- CSC 220 Advanced Computer Programming (4)
- CSC 335 Software Engineering (4)
- CSC 340 Operating Systems (4)
- CSC 350 Data Communications and Networks (4)
- CSC 499 Senior Capstone Project (4)

### Elective Courses in Major:

20 additional upper division Computer Science credits

### Mathematics

- MATH 241 Discrete Mathematics (4)

## Minor in Computer Science

Required credits: 20 Computer Science credits minimum; 12 credits upper division.

## Five-Year BS/MS in Computer Science Program

The five-year BS/MS Computer Science Program is a challenging academic program for our most accomplished students. The program allows participants to obtain both a Bachelor of Science in Computer Science/Computer Information Systems and a Master of Science in Computer Science in five years. Participants are granted conditional admission and allowed to take graduate courses in computer science during their senior year, which can be used toward satisfying their M.S. degree requirements.

## Certificate in Information Technology

Required credits: 32 minimum; 20 must be upper division. 2.0 minimum GPA.

### Required Courses:

#### Computer Science

- CSC 210 Introduction to Computer Programming (4)
- CSC 220 Advanced Computer Programming (4)
- CSC 335 Software Engineering (4)
- CSC 340 Operating Systems (4)
- CSC 350 Data Communication and Networks(4)

#### Elective Courses

8 additional upper division Computer Science credits.

#### Mathematics

- MATH 241 Discrete Mathematics (4)

## Certificate in Information Systems

Required credits: 32 minimum; 20 must be upper division. 2.0 minimum GPA

### Required Courses:

#### Computer Science

- CSC 210 Introduction to Computer Programming (4)
- CSC 331 Systems Analysis (4)
- CSC 350 Data Communication and Networks (4)
- CSC 410 Discrete Mathematics (4)

#### Business

- BUS 253 Financial Information in Business Organization (4)
- BUS 367 Behavior in Organizations (4)

#### Elective Course

1 upper division Computer Science or Business course.

#### Mathematics

- MATH 241 Discrete Mathematics (4)

# B.A. Degree in Liberal Studies

Required credits: 80 credits minimum; 37 upper division credits. 2.0 minimum GPA.

### Required Courses:

- ENGL 111 Critical Reading and Writing (3)
- MUS 102 Fundamentals of Music (3)
- Natural Science w/lab (4)
- Natural Science w/lab (4)
- POLS 102 American Government (4)
- PSYC 200 General Psychology (4)
- EDGN 503 Intro to Special Education (3)
- EDTP 500 Social and Cultural Foundations of Education (3)
- EDTP 563 Microcomputers in Education (3)
- EDUC 362 Careers in Education (3)
- ENGL 312 The Teaching of Writing (3)
- ENGL 316 First and Second Language Acquisition (4)
- ENGL 335 Children's Literature (3)
- EXSC 354 Elementary School Physical Education (4)
- LIBA 325 Liberal Studies Seminar A,B,C (1,1,1)
- LIBA 402 Theories of Teaching and Learning (Capstone) (3)

### Ethics

One of the following:

- PHIL 315 Social Ethics (4)
- PHIL 350 Technology and Value (4)
- REL 350 Christian Ethics (4)

### History

One of the following:

- HIST 101 World Civilizations to 1500 (3)
- HIST 102 World Civilizations Since 1500 (3)

One of the following:

- HIST 326 The Era of The Civil War (4)
- HIST 341 U.S. Women's History (4)

## Literature

One of the following:

- ENGL 213 Literature of the Americas (4)
- ENGL 214 Contemporary Writers (4)
- ENGL 350 African-American Literature (4)
- ENGL 455 Major American Authors (4)

## Math

One of the following:

- MATH 115 Finite Math (4)
- MATH 151 Pre-calculus (4)

## Art

One of the following:

- ART 235 Photography (3)
- ART 380 Computer Graphics (3)

## Theatre Arts

One of the following:

- TA 131 Beginning Acting (4)
- TA 440 Creative Dramatics for Children and Youth (4)

# B.S. in Organizational Leadership

Required credits: 44 credits minimum; 40 upper division credits in Business Administration, Communication, Psychology and Religion. 2.0 minimum GPA.

### Required Courses:

- BUS 301 Communication for Managers (4)
  - BUS 361 Human Resource Management (4)
  - BUS 367 Behavior in Organizations (4)
  - COMM 342 Public Relations (4)
  - ECON 311 Statistical Methods (4)
  - PSYC 200 General Psychology (4)
  - PSYC 401 Social Psychology (4)
  - PSYC 447 Theories and Practice of Leadership (4)
  - PSYC 448 Organization Development (4)
  - PSYC 449 Managerial Leadership (4)
- One of the following:
- PHIL 315 Social Ethics (4)
  - PHIL 350 Technology and Value (4)
  - REL 350 Christian Ethics (4)

One of the following:

- PSYC 304 Child and Adolescent Development (4)
- PSYC 305 Adult Development and Aging (4)
- PSYC 325 Theories of Personality (4)
- PSYC 401 Social Psychology (4)

One of the following:

- PSYC 315 Principles of Learning and Memory (4)
- PSYC 321 Human Cognition (4)
- PSYC 340 History and Systems of Psychology (4)
- PSYC 416 Social Learning Theory (4)

### One capstone course from:

- PSYC 430 Applied Psychology Practicum (4)
- PSYC 494 Clinical Practicum (4)
- PSYC 495 Research Practicum (4)

### Elective Course:

4 additional Psychology credits.

### Minor in Psychology:

Required credits: 19 credits minimum; 12 credits upper division. 2.0 minimum GPA.

### Required Course:

- PSYC 200 Introduction to Psychology (4)

### Elective Courses:

15 additional Psychology credits. 12 credits must be upper division

# B.A. in Psychology

Required credits: 36 credits minimum; 24 credits upper division. 2.0 minimum GPA.

### Required Courses:

- PSYC 200 General Psychology (4)
- PSYC 222 Abnormal Psychology (4)
- PSYC 312 Research Design and Statistics I (4)
- PSYC 313 Research Design and Statistics II (4)
- PSYC 331 Psychological Assessment (4)

# Faculty Profiles

California Lutheran University's distinguished faculty come from some of the top institutions in the country and are dedicated to helping students achieve success. Small classes make it possible for faculty members to develop close mentoring relationships with students, and CLU maintains a

campus environment conducive to faculty and student interaction. The quality of this interaction sets CLU apart from other institutions of higher education. Since the University opened its doors to the first students in 1961, the quality of the faculty has been considered the institution's greatest asset and

one of the reasons the University was awarded accreditation by the Western Association of Schools and Colleges early on. Through the years, that tradition of faculty excellence has been maintained.



## **Ali Akbari**

*Professor of Business Administration, 1984  
M.A., Ph.D., University of Southern California*

A former researcher for the National Science Foundation, Ali Akbari has been active professionally — publishing articles, presenting papers, serving on professional programs and consulting. He has published two textbooks in economics: *Explorations in Macroeconomics and Economic Way of Thinking*. As Director of the CLU Center for Economic Research, Dr. Akbari developed an economic and business forecasting model that provides quarterly forecasts of economic activities in the major cities of Ventura County.



## **Gerhard Apfelthaler**

*Professor of International Business and International Management, 2009  
M.B.A., Ph.D., Vienna University of Economics and Business Administration*

A native of Austria, Gerhard Apfelthaler started his career at the Vienna University of Economics in Austria. After having served as an Austrian Trade Commissioner to the United States and as a Commercial Attaché at the Austrian Embassy in Singapore, he successfully built international business programs at two different universities in Austria before joining CLU. He teaches and publishes in the areas of international business, international market entry and cross-cultural management. He has published extensively on these topics and is a member of the Academy of Management, the Academy of International Business, the Strategic Management Society and the University Accreditation Board of Oman.



## **Michael J. Arndt**

*Professor of Theatre Arts, 1982  
B.A., Augsburg College  
M.F.A., University of Minnesota*

Besides teaching theatre courses in acting, directing and theatre history, Michael Arndt directs many of CLU's theatre productions. His recent CLU productions have included *Pericles: Prince of Tyre*, *Anatomy of Gray*, and *The Threepenny Opera*. Professor Arndt is also active in professional theatre and is founder and artistic director of the Kingsmen Shakespeare Company, a professional theatre company of CLU. Recent Kingsmen productions he has directed include *Macbeth*, *King Lear* and *Othello*.



## **Somnath Basu**

*Professor of Business, 1999  
B.A., University of Delhi  
M.B.A., Marquette University  
Ph.D., University of Arizona*

Somnath Basu is a professor of finance and Director of the California Institute of Finance at CLU. He is widely published and an award-winning teacher. He has significant consulting experience with U.S. Fortune 100 companies, advising institutional money managers and in developing proprietary finance and planning software. Dr. Basu serves on various boards and committees including the CFP (chaired the Model Curriculum Revision Committee) Board of Standards and the Financial Planning Association. He is co-author of *Investment Planning for Financial Professionals* (McGraw Hill, 2006).



## **Robert Beilin**

*Senior Lecturer in Graduate Psychology, 2009  
B.A., M.A., Ph.D., University of California, Los Angeles*

Robert Beilin is a licensed Marriage and Family Therapist and School Counselor. He has made presentations at the Association of Family and Conciliation Courts Southwest Regional and California Chapter Conference, the Ventura County Family Law Bar Association, and the Tenth Annual Forensic Mental Health Conference at Patton State Hospital among others. Beilin is a member of the American Association for Marital and Family Therapy, the Collaborative Family Law Professionals of Ventura and other professional organizations.

**William J. Bersley**

Associate Professor of Philosophy, 1980

B.A., Concordia Senior College, Ft. Wayne

M.Div., Concordia Theological Seminary, St. Louis

Ph.D., University of Colorado

Problems, logic, history of philosophy and philosophy of religion are among the topics Bill Bersley teaches at CLU. He received an NDEA Fellowship for his doctoral work at the University of Colorado and previously served as a parish pastor and campus pastor at Black Hills State College. Dr. Bersley enjoys running, tai chi chuan, singing, playing the guitar and drumming.

**William L. Bilodeau**

Professor of Geology, 1990

B.A., University of California, Santa Barbara

Ph.D., Stanford University

Prior to joining CLU's faculty, Bill Bilodeau taught for eight years at the University of Colorado, Denver, where he developed both an extensive knowledge of the local geology and a love for the Rocky Mountains. His research has centered on the regional structural geology, tectonics and sedimentary geology of parts of Colorado and Arizona. Dr. Bilodeau believes that geology is best learned in the field, so he includes many overnight field trips in his class activities. Outside the classroom, he enjoys hiking, camping, cross-

country skiing, reading science fiction and visiting an occasional Saturday morning garage sale.

**James Bland**

Assistant Professor of English, 2005

B.A., Vassar College

M.F.A., Cornell University

Ph.D., Harvard University

James Bland is director of the Creative Writing program at CLU and has a special interest in New Media and global entertainment. Dr. Bland has published poetry in numerous publications and was awarded the Academy of American Poet's Prize.

**James Arthur Bond**

Associate Professor of English, 2004

B.S., Ball State University

M.S., Ph.D., Indiana University

Jim Bond was the recipient of the William Riley Parker Teaching Award at Indiana University. He has considerable expertise in the areas of writing theory and pedagogy, American literature and periodicals, literacy and print culture studies, the Vietnam War in literature, children's literature, and English education. He has published two articles on prominent 19th-century periodicals for the multi-volume project *American History through Literature, 1870-1920* (Scribner's, 2006). Dr. Bond is also a Reader for the AP English Language Exam for Educational

Testing Service and a Reviewer for the AP Course Audit.

**Michael E. Brint**

Professor of Political Science and Uyeno-Tseng Professor of International Studies, 2000

B.A., University of California, Santa Cruz

Ph.D., University of Oxford, England

Michael Brint, Uyeno-Tseng Professor of Global Studies, created CLU's Study Abroad Program to Oxford, which pairs a traditional study abroad model with extensive European travel seminars. Previously, he was Director of the Integrated Program in Humane Studies and Associate Professor of Humane Studies at Kenyon College and also has served as a visiting professor at Stanford University, assistant professor of government and foreign affairs at University of Virginia, and Thomas Jefferson Professor at Cambridge University, England, as well as Chief Administrative Officer for Laureate Inc., an organization to improve institutional information, collaboration and student learning through the use of information technology.

**Christopher (Chris) Brown**

Assistant Professor of Mathematics, 2008

B.S., M.S., University of Missouri, Rolla

Ph.D. University of Colorado, Boulder

Before coming to CLU, Chris Brown was a visiting assistant professor of mathematics at The College of William and Mary, and also has held visiting positions at Kenyon College, the University of Northern Colorado, and the University of Colorado, Boulder. The subject of his doctoral dissertation was Connectedness and Reflections in Symmetry Algebras of Differential Equations, and his research interests include dynamics and game theory, with applications to ecology and finance. He is especially interested in problems of conservation and management in Caribbean marine turtle populations.

**Pamela K. Brubaker**

Professor of Religion, 1994

B.A., Roosevelt University

M.A., United Theological Seminary, Dayton

M.Phil., Ph.D., Union Theological Seminary, New York

A Christian social ethicist, Pamela Brubaker researches and publishes on topics of economic ethics and feminist studies in religion. She teaches courses in Christian and religious ethics. Dr. Brubaker is a member of the American Academy of Religion and the Society of Christian Ethics. She has participated in several World Council of Churches (WCC) consultations on economic globalization and attended the Ninth Assembly in Brazil in 2006.

**Lisa Buono**

Instructor in Education, 2005

B.A., University of California, Santa Barbara

M.A., California Lutheran University

Lisa Buono teaches a variety of courses in both the Pupil Personnel Services and the College Student Personnel programs in the Department of Counseling and Guidance, and serves as Field Work Coordinator for the department. Through a collaborative effort, she also taught distance-learning courses to counseling candidates in the Federated States of Micronesia. Prior to CLU, Buono taught at UCLA in the MFA Producer's Program.

**Barry Burns**

Instructor in Multimedia, 2005

B.F.A., University of Houston

Barry Burns has been teaching part time at CLU for more than 12 years. His prior experience in multimedia includes animation, art, broadcast, graphic communication, music and photography. He owned and managed the graphic design firm Fortuna Design. As an illustrator, he has been published in eight books on neuroscience including *The Human Brain* by Jackson Beatty of UCLA. In addition to teaching, Burns has a passion for painting and sculpture.

**Kristine D. Butcher**

*Professor of Chemistry, 1989*

*B.S., California Polytechnic State University, San Luis Obispo*

*Ph.D., Stanford University*

Kristine Butcher teaches a variety of chemistry courses, including general, physical and inorganic chemistry. Her current research examines the electronic structure and bonding properties of metallic carbides using molecular orbital calculations. Dr. Butcher is a member of the American Chemical Society and the National Science Teachers Association. She enjoys music, baseball and beachcombing.

**Nathan Carlson**

*Assistant Professor of Mathematics, 2009*

*B.A., Oberlin College*  
*M.A., Ph.D., University of Kansas, Lawrence*

Prior to joining the CLU faculty, Nathan Carlson held a postdoctoral position at the University of Arizona, which emphasized both research and teaching. His publications and research are in the area of point-set topology. However, his interest in math pedagogy has led him to work with middle school teachers as well as with university colleagues in the field. His work with curriculum and pedagogy led to a University of Arizona Math Department Teaching/Service award.

**Penchusee (Penny) L. Cefola**

*Associate Professor of English, 1987*

*B.A., Prasannit College of Education, Bangkok, Thailand*

*M.S., Ph.D., Georgetown University*

Penny Cefola earned her master's and doctorate in applied linguistics. She has taught linguistics and writing in Thailand, Korea, and China and is an active member of the American Association for Applied Linguistics (AAAL). She enjoys the atmosphere of a small university such as CLU and, as the founder and advisor of CLU's Asian Club and Friends, she has a special interest in motivating and encouraging minority students to strive for academic excellence. Dr. Cefola's textbook *Let's Do Linguistics: Applied Linguistics for Language Teachers* is used in her linguistics and language acquisition classes.

**Xiang Chen**

*Professor of Philosophy, 1992*

*B.A., M.A., Zhongshan University*  
*M.S., Ph.D., Virginia Polytechnic Institute and State University*

Xiang Chen teaches courses in the philosophy of science, logic, technology, and values and contemporary philosophy. His specialties include the philosophy and history of science and he has written numerous articles for academic

journals on these and other philosophy-related topics. A native of China, Dr. Chen formerly taught philosophy at Zhongshan University in Canton, China, and at Virginia Polytechnic Institute and State University.

**Jennifer Christian**

*Assistant Professor of Criminal Justice and Sociology, 2009*

*B.A., California State University, San Marcos*  
*M.A., Ph.D., Indiana University, Bloomington*

Jennifer Christian's dissertation on "Understanding the Intersection of Public Opinion, Media, and Elite Discourse on Policy Change" as well as numerous publications and presentations reflect her research and teaching interests in political sociology, public policy, public opinion, criminology, media, and law and society.

**Barbara Collins**

*Professor of Biology, 1963*

*B.S., Bates College*  
*M.A., Smith College*  
*M.S., Ph.D., University of Illinois*

Barbara Collins' main interests are botany and ecology. She loves teaching and enjoys leading field trips to the chaparral, deserts and mountains of Southern California. She teaches a summer course on the wildflowers of the Sierras, has extensively studied the flora of Southern California, and has assisted in several

environmental impact studies. Dr. Collins is the author of 10 textbooks, some of which are used in local colleges and universities. Her latest effort has been the production of a wildflower website that includes more than 3,000 photos of California plants indexed to common, scientific and family names.

**Carol Lynn Coman**

*Associate Professor of Business Administration, 1986*

*B.S., M.S., California State University, Northridge*

Professor Coman teaches courses at both the undergraduate and graduate levels, and her continuing research has been on assessment. Her work on assessment has been published, and she is frequently asked to present the results of her research at national and international conferences. In addition to on-campus courses, Coman leads International Business Seminars (IBS) that involve students in travel throughout Western Europe and visits to business entities during the course. Outside of her work at CLU, Coman also is a management consultant, specializing in financial and tax matters.

**Jonathan Cordero**

*Assistant Professor of Sociology, 2005*

*B.A., University of California, Berkeley*  
*M.A., Ph.D., University of California, Santa Barbara*

Jonathan Cordero is a

culture sociologist whose primary areas of research explore the intersection between culture and religion. Other areas of research interest include social theory, aesthetics, racial and ethnic relations, and social justice. He teaches courses in social theory, culture, religion, and racial and ethnic relations and is actively engaged in supporting diversity efforts on campus and in the community. Dr. Cordero is an award-winning professor who has published numerous articles on the topic of religion and popular culture. He is currently working on a book about sacrifice in American culture.

**Michael Cosenza**

*Instructor in Education, 2006*

*B.A., Queens College of the City University of New York*  
*M.Ed., California Lutheran University*  
*Ed.D. candidate, California Lutheran University*

Michael Cosenza's specialty is preparing candidates to become public school teachers, and he teaches courses in instructional methods with a focus in mathematics, science and technology integration. He also oversees candidate assessment including the administration of the California Teaching Performance Assessment (CalTPA) program and conducts seminars that prepare teacher candidates for the CalTPA. Prior to joining the CLU faculty, Cosenza taught for the Moorpark Unified School District. In addition to teaching he serves as the Professional Development School Coordinator and manages an elementary and single subject partnership with both the Moorpark Unified and Conejo Valley Unified School Districts.

**Lynn Creighton**

Senior Lecturer in Art, 2009  
B.S., Temple University  
B.A., M.A., California State University, Northridge

Lynn Creighton is an internationally recognized and exhibited sculptor who is known for her clay and bronze female figures. William Zimmer, contributing art critic for New York Times, wrote that her art suggests that "she has glimpsed through hallowed means that the core of life, its heart and spirit as well as its root, is women's special gift and responsibility." She has taught at CLU as an adjunct for the past five years and has also taught at a number of local universities and colleges.

**Jamshid Damooei**

Professor of Economics, 1987  
B.Sc., University of Tehran, Iran  
M.Phil., University College London, England  
M.Sc., Ph.D., Economics University of Surrey, England

Jamshid Damooei's scholarly work embraces a broad spectrum of current social and economic issues. During the last 10 years, he has become more focused on the study of California's economy and authored a number of reports and studies on economic analyses of social issues. Recently, Dr. Damooei's research studies have primarily been conducted within CLU's Center for Leadership and Values, of which he is co-director:

He is a former Director General of the Ministry of Economic Affairs and Finance in Iran and senior economist for the United Nations Development Programme (UNDP). Currently, he is a consultant for the United Nations and most recognized for his expertise on economic and institutional capacity building in East Africa and the Middle East.

**Rainer Diriwächter**

Assistant Professor of Psychology, 2005  
B.A., West Virginia University  
M.A., Ph.D., Clark University

Rainer Diriwächter is a native of Switzerland and has a strong background in the history of German psychology. He has published several articles and book chapters that highlight the contributions of "Ganzheitspsychologie" - the German holistic approach to psychology. His recent books include the international volume *Striving for the Whole: Creating Theoretical Syntheses* (Transaction Publishers) and *Innovating Genesis: Microgenesis and the Constructive Mind in Action* (Information Age Publishing), both published in 2008. Dr. Diriwächter is editor of the newly founded *Journal of Integrated Social Sciences* (JISS.org) and serves as an editorial board member for two peer-reviewed journals. He is faculty adviser to Psi Chi (the national honor society in psychology) and the Interdisciplinary Research Council.

**Sharon D. Docter**

Professor of Communication, 1992  
B.A., J.D., University of California, Los Angeles  
Ph.D., University of Southern California

An attorney with a doctorate in communication theory and research, Sharon Docter brings a special dimension to the Communication Department. Along with working in securities and general business litigation, she has studied regulations of broadcasting, cable television and telephone companies. Her current research examines the regulation of new technologies such as the Internet. Docter teaches courses in media law, public speaking, communication theories, argumentation and business law.

**Harry A. Domicone**

Professor of Business, 1993  
B.G.S., Ohio University, Athens  
M.B.A., California Polytechnic State University, San Luis Obispo  
Ph.D., University of Cincinnati

With special research interests in the strategic management of international entrepreneurship, Harry Domicone serves as Director of the International MBA Program and teaches a variety of management and other business courses. He currently consults in the areas of new venture development and fam-

ily and closely held businesses. He is a member of several professional organizations, including the Academy of Management, the Strategic Management Society and the Academy of International Business.

**Paul Egertson**

Senior Lecturer in Religion, 1992  
B.A., Pepperdine University  
M.Div., Luther Seminary  
Ph.D., Claremont School of Theology

Paul Egertson has been teaching full time or part time in the Religion Department at CLU since 1984. For 21 years, he served as pastor of four ELCA congregations in California and Nevada and for 12 years as Director of the Center for Theological Study, based at CLU. In 1994 Dr. Egertson was elected Bishop of the Southwest California Synod of the Evangelical Lutheran Church in America and served in that office from 1995 to 2001. His expertise lies in religious studies and Christian ministry.

**Deborah Erickson**

Associate Professor of Education, 2002  
B.A.E., M.A., Pacific Lutheran University  
M.A., California State University San Bernardino  
Ed.D., University of the Pacific

Deborah Erickson teaches in the master's programs in Educational Administration and Curriculum and Instruction as well as in

the doctoral programs. Her research interests are in the areas of the principalship, mentoring, and faculty induction. Previously, an elementary teacher, reading specialist and principal, she also served as Director of Curriculum and Student Services for the San Carlos School District. She has an extensive background in staff development and has worked as a consultant to urban charter schools.

**R. Guy Erwin**

Professor of Religion and History, 2000  
B.A., Harvard College  
M.A., M.Phil., Ph.D., Yale Graduate School of Arts and Sciences

Guy Erwin is the first full-time holder of CLU's first endowed chair, the Gerhard and Olga J. Belgom Chair of Lutheran Confessional Theology. He also serves as Director of the Segerhammar Center for Faith and Culture. In addition to a survey course in the history of Christianity, Dr. Erwin teaches seminar courses on medieval, Reformation and early modern history and theology, including the life and thought of Martin Luther. Almost all of his courses are cross-listed in both religion and history. He also offers instruction on liturgy and worship in cooperation with the Music Department and occasionally teaches ecclesiastical Latin as a tutorial. Erwin is a native of Oklahoma and an active member of the Osage Tribe of Indians.

**Karrolyne Fogel**

Associate Professor of Mathematics, 1999  
B.S., Santa Clara University  
Ph.D., University of Texas, Austin

Karrolyne Fogel's mathematical specialty is algebraic number theory. While her research is related to Stark's Conjecture, she is particularly fond of elliptic curves, a mathematical construct that played a vital role in Andrew Wiles' 1994 proof of Fermat's Last Theorem (which remained unsolved for 350 years). Her more recent interests include the mathematics of voting, and mathematics education, particularly at the elementary school level. She is an avid fan of astronomy and has been known to spot Venus during the daytime.

**Julia Lambert Fogg**

Assistant Professor of Religion, 2003  
B.A., Colgate University  
M.Div., Yale Divinity School  
Th.M., Candler School of Theology, Emory University  
Ph.D., Emory University

Julia Fogg teaches New Testament, Early Christianity, Christianity in culture, and Islam. In her research, Dr. Fogg explores the ways in which culture and social practices shape community expressions of faith. Although she specializes in Pauline studies, she pursues her interest in Liberation Theology, interfaith

conversations and creative pedagogies such as service-learning and often leads the Turkey Travel course. Fogg is also developing a model for bilingual, Latino/Chicano urban ministry in Pasadena.

**Robert Fraisse**

Distinguished Educator in Residence, School of Education, 2006  
B.S., California State University, Los Angeles  
M.S., California Lutheran University  
Ph.D., University of California, Santa Barbara

As Distinguished Educator in Residence in the School of Education, Robert Fraisse oversees CLU's growing Ed.D. programs. Dr. Fraisse has worked in the field of K-12 public education for almost 33 years. During much of that time, he served in leadership positions in three districts, most recently as Superintendent of the Conejo Valley Unified School District. As a higher education administrator, he enjoys helping prepare school leaders who are able to meet the challenges in today's K-12 education system.

**Gregory K. Freeland**

Professor of Political Science, 1991  
B.A., M.A., Ph.D., University of California, Santa Barbara

Greg Freeland is Chair of the Department of Political Science, Director of the Center for Equality and Justice and faculty adviser to Model United

Nations. He has worked on the New Sanctuary Movement for immigrant rights and delivered papers on the topic. Dr. Freeland is an active member of the American Political Science Association, the Western Political Science Association, and the Caribbean Studies Association. He received the John Randolph Haynes and Dora Haynes Foundation 2009 Faculty Fellowship for a study on "Redistricting by Citizen Task Force: An Analysis of the Impact on Ventura County" and previously received grants from the National Endowment for the Humanities for summer fellowships. Freeland is President of the Board of Directors of Central Coast Alliance United for a Sustainable Economy (CAUSE).

**Kenneth Gardner**

Professor of Theatre Arts, 1985  
B.A., State University of New York, Brockport  
M.F.A., Ohio University

In addition to his interest in theatre, Kenneth Gardner has produced a television show, has had two TV scripts optioned and worked as a script analyst for Meyers-Shyer Productions at Disney Studios. He has written and directed several original pieces with CLU students including *Mark Twain and the Ghost at the Stagecoach Inn*, a children's musical that was a semi-finalist in a national playwrighting contest. Gardner has directed the department's Summer Theatre Workshop for Youth and has directed on the Equity Waiver circuit in Los Angeles.

**Daniel M. Geeting**

Professor of Music, 1984  
B.A., California State University, Fresno  
M.M., University of Southern California  
D.M.A., University of Oregon

As Director of Instrumental Music, Dan Geeting conducts the University Symphony and Wind Ensemble, and directs the jazz Ensemble. As a clarinetist, he has played on sound tracks for motion pictures and television and has performed extensively as a recitalist. His latest recording project is a compact disk of the clarinet music of the renowned British composer Arnold Cooke. He has also recorded the clarinet works of another major British composer, Gordon Jacob. Both recordings are on the PROdigital label.

**Marylief Gerson**

Associate Professor of Psychology, 2001  
B.A., College of William and Mary  
M.A., Ph.D., Princeton University

Marylief Gerson teaches a wide variety of undergraduate and graduate courses including clinical, developmental, social and research psychology. She combines a background in university teaching with experience as a licensed clinical psychologist and strong research interests, leading to a number of professional publications in the field. Dr. Gerson's love of mentoring brought her to the CLU

community, where her goal is to excite and guide students in the many aspects of psychological inquiry.

**Michael Gerson**

Assistant Professor of Graduate Psychology, 2008  
B.A., California State University, Northridge  
M.A., California State University, Dominguez Hills  
Ph.D., California Graduate Institute

Michael Gerson brings nearly 30 years of experience to CLU as a graduate level instructor and clinician in clinical psychology and marriage and family therapy. Dr. Gerson has also taught courses at University of California, Los Angeles, Phillips Graduate Institute, California School of Professional Psychology, California Graduate Institute, and Loyola Marymount. He is licensed as a psychologist, marriage and family therapist, and psychoanalyst, and has served as an expert witness in criminal, child abuse, and domestic violence cases.

**Rahuldeep Gill**

Assistant Professor of Religion, 2009  
B.A., University of Rochester  
M.A., Ph.D., University of California, Santa Barbara

Rahuldeep Gill specializes in Sikh, Hindu and Muslim traditions, and has expertise in the Punjabi, Hindi, Urdu, Sanskrit, Persian and German languages. His dissertation is based on the works of the 17th century Sikh commenta-

tor Bhai Gurdas Bhalla. Through his writings, Dr. Gill "investigates the role of religious literature in defining communal identity and its implications for the interaction of religion and politics."



**Bruce Gillies**

Assistant Professor of Business, 2005  
B.S., University of the State of New York  
M.S., M.A., U.S. International University  
Psy.D., Alliant International University

Bruce Gillies holds a doctorate in industrial/organizational psychology. His varied career includes 21 years of active duty in the Navy as well as leadership positions at colleges and universities. At CLU, he teaches courses in both the MBA and undergraduate programs. With research interests in athletic team dynamics, sports psychology and leadership, Dr. Gillies has assisted the athletic department through the use of mental skills training, team dynamics and communication, and leadership trait identification.



**Herbert E. Gooch III**

Professor of Political Science, 1987  
B.A., University of California, Berkeley  
M.B.A., M.A., Ph.D., University of California, Los Angeles

Herb Gooch is Director of the Master's in Public Policy and Administration Program and Assistant Provost for Graduate Studies. He also chairs

the Lutheran Colleges Washington Semester consortium based in Washington, D.C. He teaches in both the graduate MPPA program and the undergraduate Political Science Department and is a frequent commentator in the media on local and national political events and trends. His interests include foreign travel, politics and movies.



**Joan Griffin**

Dean of the College of Arts and Sciences, 2007  
A.B., Washington University  
M.A., Ph.D., Harvard University

Joan Griffin came to CLU from Augsburg College in Minneapolis where she served as Associate Dean for General Education and as a faculty member in the English Department. In addition to chairing the Faculty Senate, she held leadership roles in the Honors Program and co-authored the institutional vision statement. Prior to Augsburg, Dr. Griffin taught at Wartburg College and Lakeland College and served as a teaching fellow at Harvard.



**Sandra Grunewald**

Assistant Professor of Business, 2004  
B.A., Augsburg College  
M.B.A., California Lutheran University

Sandra Grunewald teaches a wide variety of accounting, tax, and audit classes. She also has a CPA practice in Ventura,

and provides accounting, tax and consulting services for her clients, as well as training in the use of QuickBooks and other accounting software programs. Before coming to CLU, she owned Pacific Legal Arts College, a vocational school with branches in Oxnard, Camarillo, Bakersfield and Los Angeles. Grunewald is a graduate of the Ventura Police Academy and worked for the Port Hueneme Police Department for two years.



**Veronica Guerrero**

Assistant Professor of Business, 2005  
B.S., Cal Poly, San Luis Obispo  
M.B.A., California State University, San Jose  
Ed.D., Pepperdine University

Veronica Guerrero has more than 12 years of experience in marketing communications for companies such as BBDO, GRC International, 3Com and BearingPoint (formerly KPMG Consulting). She recently completed her doctorate in organizational leadership.



**Ronald Hagler**

Professor of Business, 1994  
B.A., Southern Illinois University  
M.B.A., The George Washington University  
Ed.D., University of Southern California

Ron Hagler has provided consulting services for more than 20 years for retail, manufacturing, professional service and

law firms. He has worked for Deloitte & Touche as their Southern California Area Controller and as a Legal Administrator for several law firms. He has served as an expert witness in wrongful termination issues and law firm dissolution. A retired U.S. Air Force pilot and Vietnam veteran, Dr. Hagler was awarded the Distinguished Flying Cross and five air medals for flying 126 combat missions.



**Dan Hamilton**

Assistant Professor of Business, 2009  
B.S., University of California, Davis  
M.S., Ph.D., University of California, Santa Barbara

Dan Hamilton is Director of Economics in the CLU Center for Economic Research and Forecasting (CERF). He began working professionally with economic forecast models in 1997 with the Wharton Econometric Forecasting Associates (WEFA) Group formed by Nobel Prize winner Lawrence Klein. In 2000, he joined the UCSB Economic Forecast Project with Bill Watkins. While with UCSB, Hamilton built and maintained a variety of forecast models in Eviews, including models of the United States, California and Oregon.



**Grady Hanrahan**

Associate Professor of Chemistry, 2007  
B.S., Indiana State University  
M.S., Southern Illinois University  
Ph.D., University of

Plymouth (England)

Postdoctoral research - Louisiana Universities Marine Consortium

Grady Hanrahan is the John Stauffer Endowed Professor of Analytical Chemistry. With experience in directing undergraduate and graduate research, he has taught in the fields of analytical chemistry and environmental science at California State University, Los Angeles. His research is focused on four main areas: bio- and environmental analytical method development; modeling of chemical species in environmental systems; chemometric experimental design, optimization and data analysis; and application of neural networks and evolutionary computing techniques for solving complex chemical problems.



**Paul Hanson**

Professor of History, 1978  
B.A., Luther College  
Ph.D., University of Chicago

Twice a Fulbright Scholar in India, Paul Hanson's research has focused on Islamic history in South Asia, especially the relationship of religion and political legitimacy. Other national fellowships and awards have enabled him to study in London, Sri Lanka and Jordan. Winner of the President's Award for Teaching Excellence, Dr. Hanson is known for his extensive use of images from his own travels in his classes. He is currently developing a reference collection of digitized images from Asia. Hanson has served as Co-director of CLU's Global Studies major and Coordinator of the Global Studies Program. He previously taught at St. Olaf College and Agra University in India.

**Steven Hawkins**

*Professor of Exercise Science, 2007*  
*B.S., M.S., Emporia State University*  
*Ph.D., University of Southern California*

Following completion of his doctorate in exercise science in 1999, Steven Hawkins joined the faculty of Kinesiology and Nutritional Science at California State University, Los Angeles where he worked until the spring of 2007. He also has an adjunct appointment in the Division of Biokinesiology and Physical Therapy at USC where he has taught graduate level physiology courses since 2002. Hawkins' research focuses primarily on musculoskeletal aspects of aging. He has also been involved in projects investigating skeletal muscle changes in response to acute and chronic exercise, as well as hormonal supplementation in older subjects.

**Timothy Hengst**

*Professor of Multimedia, 2001*  
*B.A., California Lutheran University*  
*M.A., Johns Hopkins University School of Medicine*

Tim Hengst, who serves as Director of CLU's Multimedia program, has illustrated more than 50 medical/surgical textbooks and has won numerous national awards in medical illustration, including three

Best Illustrated Medical Text awards from the Association of Medical Illustrators. After receiving his graduate degree in medical and biological illustration, Hengst illustrated for Dr. Denton Colley at the Texas Heart Institute and served as Director of Photography and Audiovisual Communications. He joined the faculty of the Art as Applied to Medicine graduate program at Johns Hopkins University School of Medicine serving as production manager in the medical art division and assistant professor in the graduate program. He has a freelance business that offers services in all areas of biomedical communications.

**Larkin Higgins**

*Professor of Art, 1985*  
*B.A., California State University, Long Beach*  
*M.A., California State University, Fullerton*  
*M.F.A., Otis College of Art and Design*

In addition to teaching courses in drawing, painting and interdisciplinary arts, Larkin Higgins involves herself with multiple creative media, actively exhibiting and publishing. Her artworks are in several permanent collections. *The Boston Globe, Antiques & the Arts Weekly* (New York), *U-Turn* (Chicago), *Artweek*, and *Los Angeles Times* are among publications that have included and/or reviewed her artworks. Anthologized by University of Iowa Press, Fossil Press and elsewhere, Higgins also

writes poetry and creates visual poetry for exhibits and publication.

**Haco Hoang**

*Associate Professor of Political Science, 2005*  
*B.A., University of California, Santa Barbara*  
*Ph.D., Boston University*

Haco Hoang was a Fulbright Scholar at the Institute of Southeast Asian Studies in Singapore and has taught courses on international relations, global studies, terrorism, ethnic conflict and genocide, public policy, and women in politics. Currently, she is the education policy consultant to promote youth environmental activism for Los Angeles Mayor Antonio Villaraigosa's Million Trees Los Angeles initiative. Her policy work and research have been profiled in the *Women's Policy Journal* of Harvard-Kennedy School of Government, *Hispanic Outlook in Higher Education* and other outlets.

**Andrea Huvard**

*Professor of Biology, 1991*  
*B.A., Trinity University*  
*M.S., San Diego State University*  
*Ph.D., University of California, Los Angeles*

Andrea Huvard's interests are in marine biology, invertebrate zoology and underwater videography. She has focused her recent career on the conservation and preservation of marine ecosystems through

education. In addition to research articles and textbook materials, her publications include a series of underwater videos that document coastal marine ecosystems of the Channel Islands and the Hawaiian Islands. Her current research involves a long-term study of how the input of anthropogenic nutrients can determine the diversity and distribution of certain organisms in marine ecosystems. As an administrator, she is interested in the interdisciplinary nature of modern science and how to deliver this to a new generation of university students.

**Cynthia Jew**

*Professor of Education, 2001*  
*B.A., University of Colorado, Denver*  
*M.A., University of Colorado*  
*Ph.D., University of Denver*

Cynthia Jew is a licensed psychologist and Certified School Psychologist. Her research expertise and interests include resiliency, family systems and cultural diversity. Author of the *Resiliency Skills and Abilities Scale*, her current research projects include work with cochlear implant users. Dr. Jew served as a school psychologist in Colorado and as an assistant professor of education at universities in Tennessee, Ohio, Colorado and California. At the University of Redlands, she was Program Coordinator for the School Counseling and PPS Credential Program as well as Project Director for the development of the school psychology program.

**Bonnie Johnson**

*Senior Lecturer in Business, 2004*  
*B.A., California State University, Fullerton*  
*M.B.A., Claremont Graduate University*

Bonnie Johnson is an economist with more than 25 years of financial management experience, including seven years at the CFO level. She has worked in various business environments and industries, including financial institutions, entertainment, manufacturing, education, wholesale distribution, staffing, real estate and not-for-profit.

**Kapp Johnson**

*Senior Lecturer in Business, 2006*  
*B.S., University of Wyoming*  
*M.A., Claremont School of Theology*  
*M.Div., Pacific Lutheran Theological Seminary*  
*J.D., University of La Verne College of Law*

Kapp Johnson is an ELCA pastor and attorney with a joint appointment in the School of Business and Department of Religion, where he teaches courses in biblical studies and business, economics and Christian ethics. His scholarly interests include biblical legal texts, Ezekiel, hermeneutics and the intersection between faith and the work place.

**Edward H. Julius**

*Professor of Business Administration, 1981*  
B.A., Rutgers University  
M.S., The Wharton School,  
University of Pennsylvania  
C.P.A. Certificate, State of  
Illinois

Ed Julius' specialty is financial accounting, which he teaches in the traditional undergraduate and ADEP programs. Professor Julius has published numerous learning and teaching aids to accompany accounting textbooks, as well as six highly regarded crossword puzzle books. He has also published four books on rapid calculation, one of which appears in seven languages and was a Book-of-the-Month Club selection for nine consecutive years. His outside interests include vintage jazz, Broadway musicals, pop culture, wordplay, comedy, old movies, bowling and the Boston Red Sox.

**Beverly Merrill Kelley**

*Professor of Communication, 1977*  
B.A., M.A., San Diego State  
University  
Ph.D., University of  
California, Los Angeles

Bev Kelley teaches mass, interpersonal and campaign communication as well as politics in cinema. She publishes in the subject areas of political communication, credibility theory and pedagogy. Her book *Reelpolitik: Political Ideologies in '30s and '40s Films* with a foreword by Steve Allen was published by Praeger in 1998. The sequel, *Reelpolitik II* which focuses on politics in mov-

ies of the '50s and '60s, was published in 2004 by Rowman and Littlefield. She is working on the third and final volume of the series. Dr. Kelley is frequently invited to speak at public events and writes a regular newspaper column for the *Ventura County Star*.

**Louise Kelly**

*Assistant Professor of Exercise Science, 2008*  
B.S.C., Ph.D. University of  
Glasgow

After completing a post-doctoral research fellowship in the Department of Developmental Medicine at the University of Glasgow, Louise Kelly accepted an appointment as a research associate in the Department of Preventive Medicine at University of Southern California. Dr. Kelly's research and publications speak to her interest in the effects of nutritional, socio-economic and environmental influences on the exercise habits, issues of obesity and related health problems of children. She recently completed two research projects funded by the National Cancer Institute. A grant from the National Center on Minority Health and Health Disparities is supporting a current project titled "Obesity in Minority Youth in Los Angeles: A Generation 'At Risk:'"

**Hala King**

*Associate Professor of Mathematics, 2002*  
B.S., M.S., American  
University of Beirut  
Ph.D., Stanford University

Hala King established herself as an effective teacher while serving as a member of the adjunct faculty at CLU. Recognized by her students as a faculty member who "goes the extra mile," Dr. King has a clear vocation for teaching. Her research interests lie in number theory and geometric analysis. She is committed to providing students with rich learning experiences and is involved in supervising undergraduate research at CLU.

**Eric Kinsley**

*Senior Lecturer in Music, 2009*

B.A., California State  
University Northridge  
M.A., California Institute of  
the Arts  
Ph.D., Manhattan School  
of Music

Eric Kinsley is a performing artist and educator who studied with Albert Fuller at Juilliard, Kenneth Cooper at Columbia, Trevor Pinnock of Guild Hall, and Leonid Hambro in New York City. He has performed and lectured widely in Los Angeles and has toured with the New York Contemporary Band, Pacific Classical Players, and as accompanist for Don Krim and Marlo Partamian. Kinsley has been seen and heard on National Public Radio and Television, as well as recorded concerts and radio shows for the Radio de Strato in Rome, and Sundays at 4 at the Bing Theatre. He has received grants from the NEA and the New York Harpsichord Society, and has written a book on the music of Franz Joseph Haydn.

**Steven C. Kissinger**

*Professor of Psychology, 1991*  
B.A., University of  
Wisconsin, Milwaukee  
M.A., Ph.D., Kent State  
University

Steven Kissinger teaches courses in experimental psychology. His research interests include physiology and animal models of learning and memory. His interests are not limited to the lab, however, as he also enjoys building furniture, remodeling houses and restoring antique communications equipment.

**Myungsook Klassen**

*Professor of Computer Science, 1998*  
B.S., Sogang University,  
Korea

M.S., Kansas State  
University  
M.S., Ohio State University  
Ph.D., Case Western  
Reserve University

Before coming to CLU, Myungsook Klassen held assistant and associate professorships at Chinese University of Hong Kong and at Soochow University in Taipei. In addition to her established research record and teaching skills, Dr. Klassen has several years of experience working in industry as a programmer and systems analyst. Her doctoral work and specialty lie in artificial intelligence (AI), machine learning and pattern recognition. Her recent research interest is in data mining, bioinformatics and Web mining.

**Jodie Kocur**

*Assistant Professor of Psychology, 2008*  
B.A., Pepperdine University  
M.A., Ph.D., Colorado State  
University

While completing her doctorate in counseling psychology, Jodie Kocur focused her clinical training on therapy and assessment with children, adolescents and families. She completed a clinical internship at The Help Group in Sherman Oaks where she was a therapist for children with special needs. She is currently working on completing the requirements for her licensure as a psychologist. Dr. Kocur's research interests include the developmental origins of the experience and expression of anger, as well as the impact of parental physical aggression on children. She runs a research team for students interested in working with her on these topics, but also enjoys mentoring students on their own research studies within the areas of developmental, clinical or counseling psychology.

**Halyna Kornuta**

*Associate Professor of Education, 2006*  
B.Ed., M.Ed., University of  
Saskatchewan  
Ed.D., University of San  
Diego

As Director of Educational Effectiveness, Halyna Kornuta collaborates and provides leadership within the University's academic community to continuously improve the quality of education for

the students. A former K-12 teacher and elementary school principal in Canada and Germany, Dr. Kornuta has provided leadership and volunteer service in Belize and Tonga, and at the YMCA World Council and International Women's Summit in Seoul, Korea. She studied international leadership at the University of San Diego and has traveled to more than 40 countries.



**Julie M. Kuehnel**  
Professor of Psychology,  
1975

B.A., California Lutheran College  
Ph.D., University of Texas, Austin

Julie Kuehnel co-chairs the Department of Psychology at CLU and is a coordinator of the Social and Behavioral Sciences Division. She is the second CLC graduate to return to CLU to teach. Her primary focus has been to challenge and engage students in the classroom and to mentor them towards fulfilling their career aspirations. Dr. Kuehnel has published a book on marital therapy, and journal articles and book chapters on behavior therapy. Her most recent book is a text titled *Evil Minds: Understanding and Responding to Violent Predators*, which she uses in her Criminal Psychology course. She is currently working on a supplemental text on the applications of learning theory to relationships. Dr. Kuehnel received the 2010 President's Award for Excellence in Teaching.



**Michele LeBlanc**

Associate Professor of Exercise Science, 2003  
B.S., Indiana University  
M.S., University of North Carolina  
Ph.D., Indiana University

Prior to her appointment at CLU, Michele LeBlanc held faculty positions at several universities and a research position as a Health Science Specialist in the Physical Medicine and Rehabilitation Gait Lab for the Greater Los Angeles V.A. Hospital. Her research focuses on flail-like motion and its role in many high velocity movements as well as how intersegmental dynamics contributes to human performance. Dr. LeBlanc has been funded by the United States Olympic Committee to serve as the biomechanist for American elite-level javelin throwers. She is currently conducting research on how exercise programs can effectively prevent falls in the elderly.



**Kirk M. Lesh**

Instructor in Economics, 2009  
B.S., University of Colorado, Boulder  
M.B.A., University of California, Irvine  
Ph.D. candidate, University of California, Santa Barbara

Kirk Lesh is Senior Economist at the CLU Center for Economic Research and Forecasting (CERF). His current research interests include the impact of public unions on governments and real estate. Prior to coming to CLU, he was the Real

Estate Economist at the Economic Forecast Project at UCSB, where he prepared and presented annual real estate forecasts for several communities in Central California. Additionally, Lesh served as a consultant on several large, community-orientated projects.



**Helen Ahm Lim**

Assistant Professor of Criminal Justice, 2005  
B.A., University of California, Irvine  
M.A., Ph.D., Indiana University

Helen Lim's research and teaching interests include hate crimes, criminology, race, gender and crime, and white collar crime. Her current research focuses on hate crimes against Asian Americans. Dr. Lim has held teaching positions at Indiana University and Raritan Valley College.



**Lisa Loberg**

Senior Lecturer in French, 2005  
B.A., California Lutheran University  
M.A., Boston College

Lisa Loberg is a half-time lecturer and Director of CLU's Study Abroad Program. She received her bachelor's degree magna cum laude in French and English and was a Pi Delta Phi (French National Honor Society) scholarship recipient for the Study Abroad Program at the Institute for American Universities in Avignon,

France. While working on her master's at Boston College, she served as a Teaching Fellow in the Department of Romance Languages and Literatures and received the Donald J. White Teaching Excellence Award. She has also worked for both the Boston College Center for International Studies and The American University of Paris.



**Kenneth Long**

Associate Professor of Biology, 1989  
B.A., San Francisco State University  
Ph.D., University of California, Santa Barbara

Kenneth Long teaches courses in vertebrate anatomy and physiology, cell biology and neuroscience. His general research interest is in neuroscience, specifically the cell biology of the vertebrate retina. Dr. Long involves undergraduates in research utilizing anatomical, biochemical and electrophysiological techniques. His outside interests include natural history, acoustic music and t'ai chi.



**Maureen Reilly Lorimer**

Assistant Professor of Education, 2009  
B.A., M.A., Pacific Oaks College  
Ph.D., Claremont Graduate University

Maureen Lorimer teaches educational foundations, methods and advanced methods courses in the teacher credential program as well as edu-

cational research courses in the M.Ed. program. She has had extensive experience in K-12 education as a classroom teacher; teacher mentor; staff development presenter and program coordinator. Her research interests include using arts education to promote social justice and equity in learning and teaching.



**Shannae Lucas**

Assistant Professor of Criminal Justice, 2008  
B.S., University of California, Irvine  
M.A., Ph.D., Washington State University

Shannae Lucas came to CLU from Lewis University, where she was an assistant professor of justice, law and public safety studies. She also has taught at Washington State University. Dr. Lucas' work has taken her to Garden Grove, Calif., where she worked on Monitor II/Special Projects for the Community Correctional Center and to Santa Ana, where she interned for the U.S. Probation and Parole Office. She also has considerable experience as a research assistant at Washington State.



**David J. Marcey**

Professor of Biology, 1999  
B.A., College of Wooster  
Ph.D., University of Utah

David Marcey is Fletcher Jones Professor of Developmental Biology and a member of Project Kaleidoscope's F21 (Faculty for the 21st Century). His research in *Drosophila*

developmental genetics has been funded by the American Cancer Society, NSF, and the Fletcher Jones Foundation. Dr. Marcey has considerable pedagogical experience with molecular modeling. His modeling website, The Online Macromolecular Museum ([www.callutheran.edu/BioDev/omm/gallery.htm](http://www.callutheran.edu/BioDev/omm/gallery.htm)), pioneered the use of Web-based tutorials in macromolecular structure. Marcey's tutorials, often co-authored with undergraduate students, have accompanied several prominent textbooks, and he has served on the editorial boards of *Biochemical and Molecular Biology Education* (Elsevier), *biomednet.com*, and Project MERLOT, an online peer reviewed journal of digital learning tools. He currently chairs the Committee of Examiners for the Graduate Record Examination in Biology (Educational Testing Service).



**Jose Marichal**

*Associate Professor of Political Science, 2004*  
*B.S., Florida State University*  
*M.S., Florida Atlantic University*  
*Ph.D., University of Colorado, Boulder*

Jose Marichal teaches and writes about public policy, race and politics, civic engagement, the Internet and politics, and community development. His current projects include examining how the Internet affects cross-cultural interaction, exploring the relationship between diversity and civic engagement, and identifying Latino youth understandings of civic leadership.



**Maura Martindale**

*Assistant Professor of Education, 2007*  
*B.A., Annhurst College*  
*M.Ed., Smith College*  
*Ed.D., University of Southern California*

Maura Martindale is Director of the Deaf and Hard of Hearing Program. Her specialization is in teaching spoken language to children with hearing loss and parent education. Dr. Martindale taught general education students in public schools in Connecticut before teaching and leading programs at John Tracy Clinic for Deaf and Hard of Hearing Children and in the USC graduate program.



**Charles Maxey**

*Professor of Management, 1991*  
*B.A., M.A., Ph.D., University of Illinois at Urbana-Champaign*

Charles Maxey serves as Dean of the School of Business and teaches courses in strategic management, human resources and organizational behavior. Author or co-author of numerous academic articles, he is also active as a business and litigation consultant and labor arbitrator. His previous academic appointments were at Northwestern University, Loyola University of Chicago and the University of Southern California, where he also served as Senior Associate Dean of the Graduate School

of Business. Immediately prior to joining CLU's faculty, Dr. Maxey was visiting professor of management at the Asian Graduate Institute of Business Administration in Bangkok, Thailand.



**Michael McCambridge**

*Associate Professor of Education, 2002*  
*B.S., Ohio University*  
*M.Ed., Pepperdine University*  
*Ed.D., University of San Francisco*

With 40 years of teaching and administrative experience at the elementary, middle school, secondary and higher education levels, Michael McCambridge maintains a deep interest in the growth and development of children and adolescents as they mature physically, cognitively, socially and morally. As a university professor, he creates opportunities for teachers and teachers in training to explore how teaching and learning theory inform good practices that result in academic, personal, social, and moral growth and development of K-12 students. Dr. McCambridge was awarded the President's Award for Excellence in Teaching in 2008 and was voted Professor of the Year for 2009 by the senior class.



**Thomas McCambridge**

*Associate Professor of Education, 1998*  
*B.A., M.Ed., Loyola University*  
*Ph.D., University of California, Los Angeles*

Thomas McCambridge teaches foundations and methods classes, supervises student teachers, and advises master's theses in the Teacher Preparation program. He also teaches historical and philosophical foundations of educational leadership and the capstone course in principles-based educational leadership in the Ed.D. program and advises dissertations. Dr. McCambridge's school experience includes 30 years of teaching English and history and serving as an administrator. His research and writing are focused on the roles of liberal education and moral education in public schools, and the importance of principles-based educational leadership.



**Robert J. Meadows**

*Professor of Criminal Justice, 1991*  
*B.S., Northern Arizona University*  
*M.S., Ed.D., Pepperdine University*  
*Ph.D., Claremont Graduate School*

Bob Meadows has had years of teaching and research experience in addition to time spent in law enforcement and private industry. His research and teaching interests include violence and victimization and legal issues in criminal justice. He is a member of several editorial boards and has authored a number of articles, research reports and books. His most recent books are *Understanding Violence and Victimization*, now in its fifth edition, and *Evil Minds*, both published by Prentice-Hall.



**Marja Mogk**

*Associate Professor of English, 2004*  
*B.A., University of Michigan*  
*Ph.D., University of California, Berkeley*

Marja Mogk's areas of expertise include medical humanities, studies on disability and aging, American and Native American literature, and dramatic and creative nonfiction writing. She is co-author of *Macular Degeneration: The Complete Guide to Saving and Maximizing Your Sight* (Ballantine, 2003).



**Wyant Morton**

*Professor of Music, 1992*  
*B.A., B.B.A., Gonzaga University*  
*M.M., D.M.A., University of Arizona, Tucson*

Wyant Morton is Director of Choral and Vocal Activities and Chair of the Music Department. In addition to overseeing the work of the CLU Choir, Morton conducts all of the choral ensembles in the Music Department, teaches conducting and supervises the voice faculty. He also maintains an active schedule as a guest conductor, clinician and adjudicator appearing throughout the United States and Canada and holds memberships in a number of professional organizations. In fall 2009, he launched Areté, a professional vocal ensemble in residence at CLU.

**Susan Murphy**

Associate Professor of Business, 2002  
B.B.A., M.B.A., Texas Tech University  
Ph.D., University of Illinois at Chicago

Susan Murphy teaches courses in human resources management, organization development and organizational behavior in the MBA, traditional undergraduate and adult degree programs. Dr. Murphy is author of an article on human relations titled "Understanding Social Loafing: The Role of Justice Perceptions and Exchange Relationship." She has served as a reviewer for professional journals and has additional research interests in trust, cross-cultural teams and organizational citizenship behavior.

**Nancy Myers**

Senior Lecturer in Education, 2005  
B.A., University of California, Santa Cruz  
M.A., California State University, Los Angeles

Nancy Myers is Coordinator of the Multiple Subjects Program in the School of Education and Director of the California Reading and Literature Project. She also teaches a variety of courses in the Teacher Education Department. Myers has worked in the field of K-6 public education for more than 20 years. As an educator, she is dedicated to empowering future and current teachers to "Be the change you want to see in the world" (Gandhi).

**Adina Nack**

Associate Professor of Sociology, 2003  
B.A., University of California, Irvine  
Ph.D., University of Colorado, Boulder

Adina Nack was founding Director of CLU's Center for Equality and Justice. Before coming to CLU, Dr. Nack served as Director of the Sexual Health Education Program at the University of Colorado at Boulder and was an assistant professor of sociology at the University of Maine. She is a medical sociologist who has been active in health education and research since 1994: her research focuses on sexual and reproductive health, social inequality, social psychology, gender and sexuality; Nack's academic articles have been reprinted in more than a dozen anthologies, and she has won awards for her research, teaching, activism and public policy work. Her research-based book on women's sexual health *Damaged Goods?* was published by Temple University Press in 2008.

**Dru L. Pagliassotti**

Professor of Communication, 1998  
B.A., University of California, Santa Barbara  
M.A., Ph.D., University of Southern California

Dru Pagliassotti teaches news writing, editing, Web publishing and film theory. Her research combines the study of mass media

with the sociology of gender and sexuality. She is currently examining the introduction and spread of yaoi manga and male/male romance novels within the West and is co-editor of the academic collection *Boys' Love Manga: Essays on the Sexual Ambiguity and Cross-Cultural Fandom of the Genre*, published by McFarland in 2010. Dr. Pagliassotti also runs The Yaoi Research Wiki ([www.yaioresearchwiki.com](http://www.yaioresearchwiki.com)) and The Harrow Press ([www.theharrowpress.com](http://www.theharrowpress.com)). Her romantic fantasy *Clockwork Heart* was published by Juno Books in 2008, and her contemporary horror *An Agreement with Hell* was published by Apex Book Company in 2010.

**Michael Pearce**

Assistant Professor of Art, 2005  
B.A., Dartington College of Arts  
M.F.A., University of Southern California  
Ph.D., Plymouth University, England

Michael Pearce is an accomplished oil painter, installation designer, and an award-winning theatrical scenic designer. He is Chair of the Art Department and curator of the Kwan Fong Gallery of Art and Culture, which under his direction hosts continuous exhibitions by well-known outside artists, as well as CLU faculty and students. He considers teaching painting and drawing to CLU students the most rewarding job of his life.

**Edlyn Vallejo Peña**

Assistant Professor of Education, 2009  
B.A., University of California, Santa Cruz  
M.Ed., Ph.D., University of Southern California

Edlyn Peña teaches a number of research methods and content courses in the area of higher education. She also serves on a number of dissertation committees for students pursuing the Doctor of Education. Peña served as an assistant professor of clinical education at USC, where, in addition to teaching courses at the master's and doctoral levels, she led workshops for the Doctoral Support Center to advise students through the dissertation process. Her areas of expertise include action research/collaborative inquiry in higher education, faculty development, and equitable educational outcomes for college students.

**Chang-Shyh Peng**

Professor of Computer Science, 1997  
B.S., National Taiwan University  
M.S., Ph.D., University of Texas at Dallas

Chang-Shyh Peng develops and teaches a wide spectrum of undergraduate and graduate level computer science courses. He also has considerable experience

in working with business to develop curricular offerings that are responsive to the needs of the corporate community. Dr. Peng's interests include Local Area Network/Wide Area Network, data communication and networking, parallel processing, client/server development and graphical user interface. He has published numerous articles on network simulations and modeling, fuzzy network applications, and design and analysis of algorithms.

**George J. Petersen**

Dean of the School of Education, 2010  
B.A., M.A., Ph.D., University of California, Santa Barbara

Most recently, George Petersen served as Co-director of the Joint Doctoral Program in Educational Leadership at University of California, Santa Barbara/California Polytechnic State University, San Luis Obispo. His former positions include Chair of the Department of Graduate Studies in the College of Education at Cal Poly and Associate Director of the University Council for Educational Administration, a national research and policy organization. Petersen has extensive experience in program and curriculum development, having designed and taught courses at the undergraduate, master's and doctoral levels. He has also written two books and numerous articles on educational leadership.

**Mindy Puopolo**

Assistant Professor of Psychology, 2004  
B.S., Plymouth State University  
M.Ed., Notre Dame College  
Psy.D., Pepperdine University

Mindy Puopolo is Director of CLU's Graduate Programs in Psychology. She has held adjunct teaching positions at California State University Northridge, where she earned an award as the Distinguished Faculty Member of the Year; and at Phillips Graduate Institute. Dr. Puopolo's research interests include gender and sexuality, peace psychology, cognitive psychology and attachment theory. Puopolo is a licensed clinical psychologist who specializes in neuropsychological assessment and psychodynamic psychotherapy with an emphasis on object relations theory. She maintains a private practice in Ventura County and serves as a reviewer for the California Board of Psychology's mandatory continuing education program.

**Eva Leticia Ramirez**

Associate Professor of Spanish, 1996  
B.A., M.A., Ph.D., Arizona State University

Eva Ramirez has taught courses on Spanish language, Latin-American culture and civilization, theory of contemporary

culture and Mexican literature. A researcher of Mexican and Latin American literature as well as literary and culture theory, Dr. Ramirez has published articles on Mexican literature and literary and nonliterary forms of sociocriticism on Mexico. She also works with the Upward Bound Program as a faculty adviser and a guest lecturer. She holds membership in a number of honorary societies and professional organizations, including Phi Beta Kappa.

**Bryan Rasmussen**

Assistant Professor of English, 2008  
B.A., University of Illinois, Urbana-Champaign  
M.A., Ph.D. Indiana University

Bryan Rasmussen is a former Charlotte W. Newcombe Fellow in Religion and Ethics (Woodrow Wilson Foundation) and has served as Managing Editor of the journal *Victorian Studies*. He specializes in British literary and cultural history of the 19th century. His current book project, *Spiritual Ethnographies: Science, Religion, and Ethics in the Nineteenth Century*, explores religion's role in shaping 19th-century social science. Dr. Rasmussen sits on the Advisory Board of CLU's Office of Undergraduate Research and enjoys mentoring students on guided research projects.

**Michaela C. Reaves**

Professor of History, 1987  
B.A., California Lutheran University  
M.A., California State University, Northridge  
Ph.D., University of California, Santa Barbara

Michaela Reaves specializes in American history, with an emphasis in sociocultural history. Her dissertation work was in the social organization of agrarian societies in California in the 1870s, and she recently published an essay for the Alexander Street Database on fractious farmers. She is working on a paper titled "The Colonial Crone: Women and Menopause in Colonial America." Dr. Reaves received the President's Award for Teaching Excellence in 2004 and has been chosen Professor of the Year three times. In 2008 she collaborated with the Moorpark Unified School District to bring a U.S. Department of Education grant for Teaching American History (TAH) to three local school districts.

**Craig Reinhart**

Associate Professor of Computer Science, 2002  
B.S., California State University, Northridge  
M.S., Ph.D., University of Southern California

Craig Reinhart came to CLU from the computer science industry where he directed research in high-level visualization

and image processing programs. The author of a number of articles and conference papers, Dr. Reinhart worked at Hughes Aircraft and the Rockwell International Science Center before becoming the manager of a software development company where he patented a number of innovative processes.

**Karen Renick**

Professor of French, 1972  
Certificat du Lycée Climatique de Gérardmer, France  
B.A., Occidental College  
M.A., Middlebury College  
Ph.D., University of Southern California

Besides teaching intermediate and advanced French courses, Karen Renick has led several classes to France to study the country's culture and civilization. A member of the Paris Advisory Council in conjunction with the Study Abroad programs in France, she also supervises student teachers of French in CLU's undergraduate and graduate programs. Dr. Renick serves as National Editor of the Pi Delta Phi newsletter; member of the Pi Delta Phi Executive Board and liaison with the Délégation du Québec of Los Angeles. She is also a member of several professional organizations.

**Daniel Restuccio**

Instructor in Multimedia, 2003  
B.F.A., Syracuse University

Daniel Restuccio is West Coast Editor of *Post Magazine*, a trade publication that covers production and post-production in the film and television industry. He is owner and Chief Creative Officer of Realworld Entertainment, which is currently in production on a digital feature project and completing post production on three documentaries. He is a former producer at Walt Disney Interactive and Walt Disney Imagineering and has worked on a number of Disney projects for Disney-World's EPCOT Center; Disney/MGM Studios and the DiscoverQuest series. For his high-tech multimedia work for the AT&T InfoQuest Center; he received a CINE Gold Eagle Award, an ITVA Silver Award, and a Bronze Award from the Houston and New York International Film Festivals.

**Dennis Revie**

Professor of Biology, 1988  
B.A., Ph.D., University of California, Davis

Dennis Revie's current research is focused on understanding the replication of several mammalian viruses. The majority of the work focuses on understanding the replication of the Hepatitis C virus (HCV), which causes

liver and blood diseases. One student project involved determining if HCV, HIV (which causes AIDS) and Human Herpes Virus 6 (HHV-6) can simultaneously infect the same cells. Another project, done in collaboration with the California Institute of Molecular Medicine (CIMM), involves looking at different strains of Feline leukemia virus (FeLV), a major cause of leukemia in cats. Dr. Revie and his students are also working on other genomics projects, in collaboration with another university and on their own.



**L. Jeanne Ricci**

Senior Lecturer in Education, 2009  
B.A., Northeast Louisiana University  
M.A., California Lutheran University

Jeanne Ricci is Coordinator of Teacher Candidate Placement and a part-time faculty member. She has been particularly active in facilitating CLU's partnerships with Moorpark Unified School District, where she worked for many years as a teacher, program coordinator, project director and elementary principal. As principal, she provided strong leadership for Walnut Canyon, a magnet school for the visual and performing arts. Ricci is a member of the Association of California School Administrators and has been honored with a number of professional awards. Before moving to California, she was a classroom teacher in Louisiana, Texas and Florida.



**Jane Rider**

Assistant Professor of Exercise Science, 2003  
B.S., M.S., Truman State University  
Ph.D., University of Utah

Jane Rider has taught in the Exercise Science Department since 1996. Her specialty area includes the pedagogy courses. A former coach, Dr. Rider has held a variety of positions at Truman State University, University of Utah, Cerritos Junior College, Chapman University and the Boise Unified School District. Her areas of interest include women in sport, running, strength training and scuba diving.



**Linda A. Ritterbush**

Professor of Geology, 1981  
B.S., M.S., California State University, Northridge  
MAGL, Fuller Theological Seminary  
Ph.D., University of California, Santa Barbara

Linda Ritterbush teaches courses in geology (paleontology, historical geology, water resources) and in the interdisciplinary environmental science major, for which she is current Program Director. Trilobites (fossil arthropods) are a recurrent fascination for Dr. Ritterbush, who has published on extinction patterns, paleoecology, and functional morphology of Agnostid Trilobites. She also speaks and writes

on science and religion topics, including evolution controversies and ethical food production. In her spare time, she enjoys hiking, backpacking, kayaking, food gardening, music and reading.



**Mariana Robles-Dalany**

Assistant Professor of Education, 2009  
B.A., University of Southern California  
M.A., California State University, Los Angeles  
Ph.D., Claremont Graduate University

Mariana Robles-Dalany is Coordinator of the Liberal Studies Program and teaches education courses. She has taught and served as an administrator in both public and private K-12 schools in California, most recently as Lower School Director of Polytechnic School in Pasadena. As a native Spanish speaker and first generation college graduate, she has a keen understanding of the needs and challenges faced by a growing number of California students as reflected in her dissertation titled "Voices of Success: Narratives of College-Bound Latinas." Her interests are in brain research as it relates to attachment theory, child development, and parenting.



**Renee Rock**

Senior Lecturer in Business, 2007  
B.A., California Lutheran University  
M.A., California State University, Northridge

Renee Rock began her career as a grant writing consultant for a local nonprofit organization. After entering an MBA program, she went to work for a venture capital company developing business and marketing plans for high-tech startup companies. In 2002, she started her own communications company and has worked with an impressive list of clients including Toyota, Honeywell and Fleetwood. She recently earned a master's in rhetoric and composition from Cal State Northridge where she has taught composition courses.



**Robert (Bob) Rumer**

Instructor in Physics, 2008  
B.S., Johns Hopkins University  
M.S. University of California, Berkeley

Bob Rumer has had 25 years in design, management and marketing of medical instruments, computers, storage systems and semiconductors. He focuses on teaching introductory-level physics and engineering classes in order to spark student interest in science and technology. Rumer's passion for teaching extends beyond his university courses. He promotes engineering to middle school and high school students, and developed and managed the AP outreach program for physics, chemistry, and calculus in 2007 and 2008.



**Jean Kelso Sandlin**

Instructor in Communication, 2007  
B.A., M.P.A., California Lutheran University

Jean Kelso Sandlin joined the CLU faculty after more than 20 years of professional experience in advertising, public relations and journalism. Most recently, she served as creative director for an agency in the Pacific Northwest. Her expertise includes strategy, copywriting and corporate social responsibility. She has directed campaigns for nonprofit organizations, education, government, waste management, healthcare and "green" retailers. Her research interests include social media, digital literacy, authenticity in new media, storytelling in new media and sustainability.



**Sigmar Schwarz**

Professor of English, 1972  
B.A., Augustana College, Sioux Falls  
M.A., Ph.D., University of Southern California

A past Woodrow Wilson Fellow and NDEA Fellow, Sig Schwarz is interested in non-Western and minority studies. He currently teaches a seminar in non-Western writers and emphasizes the Afro-American, Chicano and Native American "voices" in his writing and literature courses. Dr. Schwarz does research on the subjects of romanticism and phenomenology. He is active in the Modern Language Association and the National Council of Teachers of English.

**Christine Sellin**

*Assistant Professor of Art, 2006*  
 B.A., University of California, Berkeley  
 M.A., University of California, Los Angeles  
 Ph.D., University of California, Los Angeles

Christine Petra Sellin completed her advanced degrees in 17th century Dutch art history, and her research concentrates on religious art, literature, and narrative imagination in the early modern northern Netherlands. In addition to scholarly articles, Dr. Sellin published her first book, *Fractured Families and Rebel Maidservants: The Biblical Hagar in Seventeenth Century Dutch Art and Literature*, in 2006 (Continuum Books/T&T Clark, London). Her new book, *From Unholy to Holy: The Four Female Ancestors of Christ According to the Gospel of Matthew*, (with medievalist Ruth Mellinkoff) is slated for publication in early 2010 (Ruth Mellinkoff Publications, Los Angeles).

**Michael Shaw**

*Professor of Physics, 2002*  
 B.S., University of California, Berkeley  
 M.S., Ohio State University  
 Ph.D., University of California, Santa Barbara

Michael Shaw performed his post-doctoral studies at the University of Cambridge, England. Prior to his current appointment, he was Manager,

Design and Reliability Department, Rockwell Scientific. Dr. Shaw enthusiastically seeks to apply his lifelong fascination for the relationships between the structure and properties of all forms of matter to topics in aerospace, power electronics, biomaterials and astrophysics through individual research projects with undergraduate students in his lab. He has received several awards for his publications and presentations, and has more than 45 publications, including a recently published book.

**Dennis Sheridan**

*Professor of Education, 2006*  
 B.A., Louisiana Tech University  
 M.Ed., Louisiana State University  
 M.A., Ed.D., Southwestern Baptist Theological Seminary  
 Ph.D., University of California, Los Angeles

Dennis Sheridan joined the School of Education faculty as a professor in the doctoral program and as Director of the Higher Education Leadership Program. His career in education began in 1975 as a high school teacher of English and social studies. It then took an interesting turn as he transitioned into the field of College Student Affairs, first at Texas Christian University and then at California Baptist University where he served as Vice President for Student Affairs for 10 years. Prior to CLU, Dr. Sheridan spent 12 years on the graduate faculty at Azusa Pacific University, chairing the Department of Higher Education and Organizational Leadership.

**Nate Sinnott**

*Assistant Professor of Theatre Arts, 2009*  
 B.A., Slippery Rock University  
 M.F.A., University of Tennessee, Knoxville

Nate Sinnott has worked in theatre for more than a decade, designing more than 50 productions representing a wide range of genres. During that time, he has taught at Santa Rosa Junior College and Playhouse Merced as well as at a number of high schools. Through his teaching as well as theatre design, he hopes to communicate the vital role that arts play in culture.

**Beth Anderson Smith**

*Associate Professor of Education, 2000*  
 B.S., Ph.D., University of Colorado  
 M.A., Point Loma Nazarene College

Beth Anderson Smith teaches and supervises teacher candidates pursuing their single subject credentials and master's in education. She has been a bilingual educator for 25 years, in addition to earning her Ph.D. in social, multicultural and bilingual foundations of education and bilingual teacher certification from San Diego State University. She has taught, supervised and led professional development activities at all educational levels (K-12, adult education and higher education) and has had

substantial experience with culturally and linguistically diverse students, families and communities both in California and Colorado.

**Terry Spehar-Fahey**

*Instructor in Art, 2006*  
 B.A., University of California, Los Angeles  
 M.B.A., Loyola Marymount University

Terry Spehar-Fahey earned her bachelor's degree in painting, sculpture and graphic arts. She has held various teaching and corporate positions in the arts and in business. For the past 20 years, she has been represented by a number of galleries in California including Gallerie Barjur in Mammoth Lakes and High Studio Art Gallery in Moorpark. Spehar-Fahey teaches drawing, watercolor and visual arts in education hoping to inspire her students with the joy of making art that reflects their unique self. She is interested in the study of creativity, art and neuroscience and in the role that the arts can play in mental health. Her latest work is derived from that interest.

**Mark Spraggins**

*Associate Professor of Music, 1998*  
 B.A., Auburn University  
 M.A., Butler University  
 D.M.A., University of Southern California (ABD)

Mark Spraggins is active as a composer, musician, and educator. He has composed works for symphony orchestra,

choir, wind ensemble, percussion ensemble and various chamber groups. He has received a number of notable awards for his compositions including first prize in the 2000 MACRO international choral competition. He has received commissions from the Indianapolis Youth Symphony and Indianapolis Children's theater among others. In addition, his music has been performed live on KJSC Los Angeles (Public Radio). Dr. Spraggins has also written and produced music for television programs on the History Channel and the A&E Network.

**Harry Starn Jr.**

*Instructor in Business, 2009*  
 B.S., United States Military Academy, West Point  
 M.S., University of Colorado, Boulder

Harry Starn is Executive in Residence in the MBA in Financial Planning Program and serves as Associate Director of the California Institute of Finance. His professional certifications include the Chartered Financial Analyst (CFA) and the Certified Financial Planner (CFP®) designations. Starn has taught in the online MBA in Financial Planning Program since 2005 and has more than 20 years of experience in the financial services industry. He manages the fee-only financial planning practice Action Financial Planning LLC. Prior to starting his own practice in 1996, he worked as a registered representative with Financial Network Investment Corporation and later served as the Manager of Special Directors' Services with Lipper Analytical Services, Inc., a consulting department to the mutual fund industry.

**Diana Stephens**

*Instructor in Education, 2006*  
 B.A., California State University, Los Angeles  
 M.A., University of Redlands  
 M.A., Ph.D. Candidate, Fielding Graduate University

Diana Stephens teaches a variety of courses focused on the theoretical and practitioner skills of professional school counselors. She supervises counseling candidates in k-12 settings, fostering their skill development as school counseling leaders and regularly participates in regional, state and national conferences conducting professional development workshops and presentations. She serves as a Board Member for the Ventura County School Counselors Association and is a Board Institutional Representative for the California Commission on Teacher Credentialing, assessing school counseling programs throughout the state. As Project Coordinator for a grant-funded partnership between CLU and Ventura Unified School District, Dr. Stephens works collaboratively with the superintendent, principals, teachers and school counselors creating systemic change by infusing social emotional curriculum into schools.

**Brian Stethem**

*Instructor in Art, 2005*  
 B.A., California Lutheran University  
 M.F.A., California Institute of the Arts

Brian Stethem has been a fine art photographer for more than 20 years and has exhibited throughout California. In addition to his fine art work, Stethem is a commercial photographer, creating portrait, event publication and advertising photographs. He also works as a professional retoucher for a commercial photography studio.

**Bruce R. Stevenson**

*Associate Professor of English, 1996*  
 B.A., California Lutheran University  
 M.A., Ph.D., University of Colorado, Boulder

Bruce Stevenson serves as Coordinator for the Humanities Division and teaches courses in American literature, history of the novel, literary criticism and early American fiction. His scholarship centers on the post-Revolutionary novel in America and on the ways the discourse of the period articulates social and political anxieties. Dr. Stevenson's most recent project focuses on the Perez Morton/Frances Apthorp scandal in 1788 Boston and on the ways the scandal impacted the intentions behind the

writing of the first American novel, *The Power of Sympathy*. Dr. Stevenson is also the faculty sponsor for CLU's chapter of Sigma Tau Delta, the international English honor society.

**Walter K. Stewart**

*Professor of German, 1979*  
 B.A., California State University, Northridge  
 M.A., Ph.D., University of California, Los Angeles  
 A specialist in German language and literature, Walter Stewart also lectures on German and American film genres, film structure and criticism and in selected philosophy courses. Dr. Stewart publishes widely on various subjects including Goethe's works, Nietzsche's philosophy, European and American folklore and structuralism. He also maintains membership in the Goethe Society of North America, the Modern Language Association and other professional organizations.

**Russell L. Stockard Jr.**

*Associate Professor of Communication, 1991*  
 B.A., Harvard College  
 M.A., Harvard University  
 M.B.A., University of California, Los Angeles  
 Ph.D., Stanford University

Russell Stockard's interests include new media, particularly

marketing and advertising on the World Wide Web and use of new media by diasporic communities of color; sports-related marketing and media; media management; cultural studies; environmental communication; tourism and Caribbean and Latin American studies. His previous professional experience includes satellite communications, telecommunication and cable television. He is active in the Caribbean Studies Association and formerly served as president of the Southern California Chapter of the National Association of Minorities in Cable. Dr. Stockard has done broadcast journalism in Costa Rica and for KCLU-FM, a National Public Radio affiliate located on the CLU campus.

**Jarvis Streeter**

*Professor of Religion, 1988*  
 B.A., University of Southern California  
 M.Div., Luther Theological Seminary  
 S.T.M., Yale University  
 Divinity School  
 Ph.D., Southern Methodist University

A specialist in historical, systematic and philosophical theology, Jarvis Streeter has particular interests in the Christian doctrines of Christology, soteriology, human nature and sin as well as historical Jesus studies and the relationship between science and theology. He has served as a parish pastor, taught high school in an East African village and worked on an archaeological excavation in Israel. Dr. Streeter also studied as a Research Fellow at Yale University and is a member of the American Academy of Religion.

**John Tannaci**

*Assistant Professor of Chemistry, 2008*  
 B.S., Stanford University  
 Ph.D. University of California, Berkeley

John Tannaci's research is informed by both his undergraduate field of chemical engineering and graduate work in chemistry. Dr. Tannaci likes to teach chemistry within the context of simple biochemistry and/or technology, and is interested in developing interdisciplinary course materials on organic electronics, semiconductor processing, renewable energy, polymer chemistry and nanotechnology. His interest in science education has prompted him to participate in outreach programs to elementary and middle schools.

**Sam Thomas**

*Assistant Professor of Religion, 2006*  
 B.A., St. John's University  
 M.A., University of Notre Dame  
 M.Div., Yale University  
 Divinity School  
 M.A., Ph.D., University of Notre Dame

Samuel Thomas conducts research on the Hebrew Bible and early Jewish texts and traditions, focusing especially on the Dead Sea Scrolls. His interests also include archeology; the formation of early Christianity in its various manifestations, and the history of Jewish-Christian relations. He is the author of *The 'Mysteries' of Qumran: Mystery, Secrecy and Esotericism in the Dead*

Sea Scrolls (Society of Biblical Literature / Brill, 2009). Dr. Thomas is Associate Director of the Center for Equality and Justice, is active in campus sustainability initiatives, and teaches a course in environmental ethics. In addition to his academic work, Thomas cultivates his passion for furniture making, poetry and literature, and service and social justice.



**Nathan L. Tierney**

*Professor of Philosophy, 1990*  
*B.A., University of Melbourne*  
*Ph.D., Columbia University*

Nathan Tierney's main area of interest is ethics. Among other courses, he teaches ethical theory and social ethics in the undergraduate program and business ethics in the MBA program. He is the author of several papers on ethics and the book *Imagination and Ethical Ideals* (State University Press of New York, 1994). He is currently writing a book titled *Global Justice in War and Peace*. He serves on the advisory board of the Global Ethics and Religion Forum and is a partner in the ethics consulting service, Philosophy in the Real World.



**Cecelia Travick-Jackson**

*Assistant Professor of Education, 2003*  
*B.S., Hampton University*  
*M.Ed., University of Hartford*  
*Ph.D., University of New Mexico*

While earning a doctorate in language, literature and sociocultural studies, Cecelia Travick-Jackson focused her dissertation on the role and relationship of religion to academic success among African-American women in academia. With an undergraduate degree in theater and a master's in secondary education, she has more than 20 years of experience as a high school teacher and drama director. At CLU, Dr. Travick-Jackson teaches courses in action research and advises master's students with action research projects.



**Diana Tsaw**

*Assistant Professor of Business, 1994*  
*B.S., California State University, Long Beach*  
*M.B.A., University of Southern California*  
*J.D., Loyola Law School L.L.M., New York University*

Diana Tsaw has served as a human resources manager, a corporate and tax attorney and a senior international banking executive, including assignments in Singapore and Hong Kong. Her experience and areas of expertise include legal matters, organizational behavior and international business.



**Janice Tucker**

*Assistant Professor of Education, 2004*  
*B.A., Memorial University of Newfoundland*  
*M.Ed., Mount Saint Vincent University*  
*Ed.D., Indiana University*

Janice Tucker teaches courses in the master's and doctoral programs in Educational Leadership that focus on educational policy, organizational change and leadership in the K-12 system. Her prior experience includes classroom teacher and administrator in K-12 schools, curriculum consultant in elementary education and eight years in administration at the district level as Assistant Superintendent of Elementary Education and Assistant Director of Programs (K-12). Dr. Tucker has taught at both Mount Saint Vincent University and Indiana University. In addition to teaching and advising graduate students at CLU, she coordinates the Professional Clear Administrative Services Credential Program and regularly presents papers at national and international conferences.



**Gail E. Uellendahl**

*Professor of Education, 1997*  
*B.A., Queens College*  
*M.S., Hofstra University*  
*Ph.D., New York University*  
 Gail Uellendahl serves as Chair of the Counseling and Guidance Department where she teaches a variety of courses focused on the theory and practice of counseling. She came to CLU with more than 16 years of experience designing and implementing college counseling programs at Queens College of the City University of New York. Dr. Uellendahl has a long history of advocacy for students with disabilities and has received numerous grants and awards for her work in this area. Her current research focuses on school counseling practice. In addition to her duties in the Counseling and Guidance Program, she is a practicing licensed psychologist.



**James Valadez**

*Professor of Education, 2003*  
*B.A., University of California, Santa Cruz*  
*M.A., University of California, Los Angeles*  
*Ph.D., University of California, Santa Barbara*

James Valadez's recent research focuses on using the National Assessment of Educational Progress to examine the status of science education in the U.S. He has also published studies investigating the social, cultural and economic factors that influence the educational decision-making of immigrant Latino students. Dr. Valadez is a member of the Educational Leadership faculty and teaches Research Methods in the doctoral program. He also directs the K-12 doctoral program.



**Seth Wagerman**

*Assistant Professor of Psychology, 2007*  
*B.A., California State University, Northridge*  
*M.A., Ph.D., University of California, Riverside*

Seth Wagerman has published articles and made presentations on his research regarding the dynamic interaction of persons, situations and behavior. In ongoing research with students, he has attempted to create trait-based templates for all 12 astrological sun

signs in order to examine the relationships between astrological predictions, self-reported personality, and the implications of social priming. He is also creating a protocol meant to validate a measure of "Academic Entitlement" across educational institutions of varying levels. Dr. Wagerman acts as adviser to the CLU Psychology Club and Chair of the Student Life Committee.



**Bill Watkins**

*Associate Professor of Economics, 2009*  
*B.S., California State University, Northridge*  
*M.S., Ph.D., University of California, Santa Barbara*

Bill Watkins is Executive Director of CLU's Center for Economic Research and Forecasting (CERF) and Director of the new M.S. in Economics program, which he helped to launch. Prior to coming to CLU, Watkins served as Executive Director of the University of California, Santa Barbara Economic Forecast Project. During his tenure, he expanded the project's publications and geographic scope and enhanced its reputation. Previously, he served as an economist in the Monetary Affairs Division of the Board of Governors of the Federal Reserve System in Washington, D.C. Watkins has been widely published in academic journals, traditional media and new media and is quoted regularly by news organizations throughout the world on the issues of demographic trends, economic development, workforce issues, equity and California economics.

**Allison Wee**

*Assistant Professor of English, 2008*  
*B.A., St. Olaf College*  
*Ph.D., University of Minnesota*

Allison Wee received her doctorate in English, specializing in British literature from the Victorian and Modernist periods. A literary historian at heart, her research focuses on government censorship, specifically, the uneven application of Britain's 19th-century obscenity law. Her wide-ranging teaching interests include classical literature, contemporary young adult literature, sex and gender studies, and general college writing skills. Before coming to CLU, she taught at several strong liberal arts colleges in the Midwest, including Carleton, Grinnell and Luther.

**Darylene Williams**

*Senior Lecturer in Education, 2006*  
*M.S., California Lutheran University*  
*M.A., Azusa Pacific University, Pasadena*  
*Nazarene College*

Darylene Williams holds master's degrees in both special education and curriculum and

educational leadership. As a faculty member in the Special Education Program, she brings 25 years of experience working with K-12 general and special education students, and providing post high school transition support for individuals with special needs. She has been actively involved in the Ventura County beginning teacher support program and in the supervision of student teachers from California State University, Northridge.

**Paul R. Williams**

*Associate Professor of Business Administration, 1992*  
*B.S., Old Dominion University*  
*M.B.A., Washington University*  
*Ph.D., Claremont Graduate School*

Paul Williams, a Chartered Financial Analyst and a Registered Investment Adviser, teaches classes in both the undergraduate and graduate programs, including Corporate Finance, Financial Analysis, Investments, International Finance and Financial Strategy. Prior to joining CLU, he spent more than 20 years with Atlantic Richfield in numerous management positions related to Marketing, Finance and Strategic Planning.

**Joan Wines**

*Professor of English, 1976*  
*B.A., M.A., University of Detroit*  
*M.A., Ph.D., University of Southern California*

In addition to her duties as Chair of the English Department, Joan Wines has been the adviser for CLU's award-winning literary publication *Morning Glory* for the past 12 years. She also directs the Writing Center and the Center for Teaching and Learning (CTL). The CTL provides CLU faculty with one-on-one and group support that includes integrating technology into course redesigns and a Thursday Teaching and Learning series. Much of her scholarship is centered in this area. Dr. Wines is active in the Aldous Huxley research community and was an organizer for the 2008 International Huxley Symposium co-convended by CLU and the Huntington Library.

**Paul Witman**

*Assistant Professor of Business, 2006*  
*B.S., University of California, Los Angeles*  
*M.S., Ph.D., Claremont Graduate University*

Paul Witman teaches Information Technology Management. His research interests are in software development and reuse, information

security, Internet value for businesses, and the scholarship of teaching and learning. Prior to joining the CLU faculty, he served as Director of Integration Engineering for Digital Insight Corp. and as Director of Global Delivery Systems at Citibank.

**Akiko Yasuike**

*Assistant Professor of Sociology, 2006*  
*B.A., Kwansai Gakuin University*  
*B.A., Gonzaga University*  
*M.A., California State University, Northridge*  
*Ph.D., University of Southern California*

Akiko Yasuike is a sociologist whose research interests include gender, families, immigration, ethnic identity and Japanese society. Educated both in Japan and the United States, she brings international and cross-cultural perspectives into class discussions and raises awareness of global and cultural diversity in students. Dr. Yasuike is currently Program Coordinator of the Gender and Women's Studies minor and Assistant Director of the International Studies program. She is actively involved in the Japanese community in Southern California and serves as a board member for the U.S. Japan Relationship Fund, Inc.

# University Governance

California Lutheran University was formally incorporated on Aug. 4, 1959. The governing bodies of the University are the Convocation, the Board of Regents, the President's Cabinet and the Faculty.

## President's Cabinet

The President's Cabinet consists of the President, the five divisional vice presidents including the Provost and Vice President for Academic Affairs, the Vice President for University Advancement, the Vice President for Administration and Finance, the Vice President for Student Affairs and Dean of Students, the Vice President for Enrollment Management and Marketing. The Cabinet also includes the Director of Church Relations, the Director of Human Resources, the Special Assistant to the President for Diversity and the Associate Vice President for University Relations.

The President's Cabinet is the senior executive and administrative body of the University. Under the direction of the president, it is responsible for policy making, strategic planning and implementation, budget, and ensuring that institutional energies and resources are focused on accomplishing the mission and vision of the University.

## Board of Regents

The 27-member Board of Regents directs the administration through its policy-making role, safeguards the mission and assets of the University, authorizes budgets and strategic plans, elects the president of the University, and approves the appointment of chief administrative officers and faculty.

## Convocation

The 85-person Convocation, which ratifies the election of the University's Board of Regents, represents the corporation of California Lutheran University. The Convocation is made up of members of the five synods of Region II of the Evangelical Lutheran Church in America, faculty, students, the university president and members-at-large. Convocators serve as ambassadors, counselors, recruiters and development support for the University throughout a broad geographic area on the Pacific Coast and in the Southwestern region of the United States.

## ADMINISTRATION

### Office of the President



Chris Kimball, Ph.D.  
President and Chief  
Executive Officer

The Revs. Melissa Maxwell-Doherty '77, M.Div., and Scott Maxwell-Doherty '76, M.Div.  
University Pastors

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for Academic Affairs

Joan Griffin, Ph.D.  
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and Sciences

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Education

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Associate Provost for  
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Maria Kohnke, M.S.  
Associate Provost for  
Academic Services and  
Registrar

### Division of Administrative Services

Karen Davis, MBA '95  
Vice President for  
Administration and Finance

Ryan Van Ommeren, M.S.  
Associate Vice President  
for Facility Operations and  
Planning

Susan Tolle, M.S.  
Director of Human  
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### Division of Enrollment Management and Marketing

Matt Ward, Ph.D.  
Vice President for  
Enrollment Management  
and Marketing

### Division of Student Affairs

William Rosser, M.S.  
Vice President for Student  
Affairs and Dean of Students

### Division of University Advancement

Steve Wheatly '77, J.D.  
Vice President for University  
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### Division of University Relations

Lynda Paige Fulford, M.P.A.  
'97  
Associate Vice President for  
University Relations

## BOARD OF REGENTS

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Regional Public Affairs  
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Michael Pearce, Ph.D.  
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the Convocation**

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Daniel Pell  
Quinn Stone

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Newton, Mass.

Dr. and Mrs. Mark  
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Dr. and Mrs. Jerry H.  
Miller  
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**Former University  
Presidents**

John R. Sladek, Ph.D.  
2006-2007

Luther S. Luedtke,  
Ph.D.  
1992-2006

Jerry H. Miller, D.D.  
1981-1992

Mark Mathews, D.B.A.  
1972-1980

Raymond Olson, D.D.\*  
1963-1971

Orville Dahl, Ed.D.\*  
1959-1962

\*Deceased

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# Campus Information

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# California Lutheran University



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## **Important Campus Phone Numbers**

### **Area Code 805**

Academic Affairs .....	493-3145
Admission Office .....	493-3135
	1-877-CLU-FORU (258-3678)
	e-mail: <a href="mailto:cluadm@callutheran.edu">cluadm@callutheran.edu</a>
Alumni Office .....	493-3170
Bookstore.....	493-3270
Business Office - Student Accounts.....	493-3176
Campus Ministries.....	493-3228
Career Services Center.....	493-3200
Center for Academic and Accessibility Resources .....	493-3260
Continuing & Professional Education .....	493-3130
Faculty Secretaries.....	493-3450
Financial Aid .....	493-3115
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Security - Emergency.....	493-3911
Security - Office .....	493-3208
Student Affairs.....	493-3553
Student Employment.....	493-3301
Student Union Building.....	493-3302
World Wide Web.....	<a href="http://www.callutheran.edu">www.callutheran.edu</a>