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Graduate
EEO Statement

California Lutheran University admits qualified students of any race, color, gender, sexual orientation, religion, national or ethnic origin, marital status, disability, medical condition, or veteran status to all of the rights, privileges, programs and activities generally accorded or made available to students at the university. It does not discriminate on the basis of race, color, gender, sexual orientation, religion, national and ethnic origin, marital status, disability, medical condition, or veteran status in the administration of its educational policies, admissions policies, scholarship and loan programs and athletic and other university administered programs. California Lutheran University will maintain a policy of non-discrimination for students in compliance with all current and future federal regulations.

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.

Admission Office

60 West Olsen Road #1350
Thousand Oaks, CA 91360-2700
805-493-3135
877-CLU-FORU (258-3678)
FAX 805-493-3114
E-mail: cluadm@callutheran.edu
www.callutheran.edu
Student Grievance and Complaint Procedure

I. Definitions

A grievance arises when a student believes, based on established administrative policies and procedures, that he or she has been treated in an arbitrary or capricious manner by a university department or a representative of the university.

II. Grievances Covered by This Policy

A grievance against a university official arises when a student believes he or she has been treated unfairly by a department or university representative (faculty or staff) acting within their role and duty.

A grievance of personal misconduct by a faculty member or other university employee arises when a student believes he or she is the subject of inappropriate behavior outside of the employee’s role and duties within the university.

III. Grievances Not Covered by This Policy Include:

- Grade disputes, academic evaluation disputes and other matters related to a faculty member’s assigned duties. The grievance process for these disputes is found in the Academic Policies section of the University Catalog (p. 22).
- Issues of sexual harassment or discrimination. For further information on reporting, see Sexual Violence Resource Packet. (http://earth.callutheran.edu/student_life/wellness/sexual-assault-resources.php)

IV. Informal Grievance Resolution

Prior to bringing a grievance forward against a university office or representative acting within their role or duty, students are encouraged to attempt a good-faith resolution of the grievance. This attempt may be made with the party directly involved with the disputed matter, or with the head of the department or unit in which the grievance arises. Please note that there are cases when it is appropriate to go directly to the formal grievance resolution process.

Attempts at informal resolution should be initiated within 30 days of the incident in dispute.

V. Formal Grievance Resolution

Should a situation arise in which a student is unable to resolve his or her grievance informally, the university’s formal grievance process may be employed. This process, outlined below, should also be initiated within 30 days of the failed informal resolution if applicable.

Step I

A formal grievance is presented by the student in writing to the Provost Office. This written grievance must include the following:

- Name, address, phone number and email of the person making the grievance;
- Identification of the office or individual against whom the grievance is brought;
- A description of the specific university action or individual behavior resulting in this grievance;
- The date or period of time in which the behavior occurred and the location of the incident; and
- A listing of all individuals who witnessed any part of the incident in dispute.

If a grievance is against the Provost or staff in the Office of the Provost, then the formal grievance is presented by the student in writing to the Vice President for Student Affairs.

Step II

Upon receipt of the formal grievance, a designee is appointed by the Provost to investigate the dispute. Pertinent data (documents, interviews, etc.) will be gathered by the investigator and the matter will be handled in a timely manner.

If the grievance involves a university office or representative acting within their role or duty, the investigator will determine the involvement of pertinent supervisors, department chairs and deans, and present a report to the appropriate department for decision.

If the grievance is based on personal misconduct by a faculty member or other university employee, the investigator gathers pertinent information and presents it to either the pertinent dean (faculty complaint) or the Assistant Vice President for Human Resources (staff complaint).

Complaint Procedure
Students who have a complaint about their educational experience at California Lutheran University, which is not resolved through the above outlined internal University procedures, may contact the following California State agency for assistance. An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at:

Address: 2535 Capitol Oaks Drive, Suite 400
Sacramento, CA 95833

Telephone: (916) 431-6924
FAX: (916) 263-1897
Website: http://www.bppe.ca.gov
University Profile

Mission Statement

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.

Academic Excellence

California Lutheran University is a selective comprehensive institution offering undergraduate and graduate degrees in the liberal arts and sciences and professional fields. Central to the university’s academic excellence is a dedicated teaching faculty, who come to Cal Lutheran from some of the finest universities in the country.

Cal Lutheran offers undergraduate, graduate and professional programs through the College of Arts and Sciences, School of Management, Graduate School of Education, Graduate School of Psychology and Pacific Lutheran Theological Seminary (PLTS).

The university’s highly regarded graduate programs include doctorates in educational leadership, higher education leadership and clinical psychology, and master’s degrees in business administration, computer science, education, psychology, information systems and technology, economics, and public policy and administration. International programs include a full-time MBA for international students and an MBA in Europe. A number of post-graduate credential and certification programs are also offered. Graduate and certification programs are offered at PLTS.

Technology and the Quest for Knowledge

Information Technology and Services (ITS) delivers and supports high quality research and information technology tools for the Cal Lutheran community. The MyCLU portal provides a single gateway to many of the online resources available to students.

The university supports a mixed platform of Mac and PC computers in several labs on campus. In addition to open computer labs, Cal Lutheran provides wired and wireless network access to students free of charge through CLUnet. All residence halls are equipped with WiFi and wired network connections for student use.

CLUWnet provides wireless coverage to all buildings on campus and some outdoor areas. Students can connect their personal computer devices to the wireless network using their personal CLUnet account and password. The Help Desk offers support for CLUnet accounts including scheduling and trouble shooting for wired and wireless hookups.

Pearson Library is an integral part of ITS. The professional staff provides reference assistance as well as information literacy instruction for undergraduate and graduate level courses. One-on-one appointments and virtual one-on-one assistance is available, as well as the usual walk-up research and technology usage assistance. Library reference services that include real-time chat service, e-mail reference, and SMS messaging and mobile initiatives provide students with access to information wherever they are, whenever they need it.

Items not available in the library can be requested through Interlibrary Loan. The library’s online catalog, OCLC’s WMS, provides access to library collections via the Internet, offers a powerful discovery and delivery tool, and student-initiated functions like self renewal of books and placing holds on print resources.

For detailed information on ISS and Pearson Library, visit www.callutheran.edu/iss.

Prime Locations

Cal Lutheran’s main campus is located in the City of Thousand Oaks, situated midway between Santa Barbara and Los Angeles. This convenient location puts students within reach of a variety of cultural and recreational experiences, the beach and mountains, airports and the international business community.

The university’s proximity to the 101 technology corridor provides a highly skilled workforce the opportunity to pursue bachelor’s, master’s and doctoral degrees near their places of employment.

Cal Lutheran has established off-campus centers in Woodland Hills, Westlake Village, Oxnard and Santa Maria to better serve working adults who live in and around Los Angeles, the San Fernando Valley, northern Ventura County and the Central Coast. Pacific Lutheran Theological Seminary is located in Berkeley.

Off-campus Centers

For several decades, Cal Lutheran has provided the opportunity to complete graduate and teacher preparation course work in locations convenient to the working adult student. Graduate courses that are offered at the off-campus centers are identical to those offered on the main campus, and the
various degree program requirements are also the same. A site coordinator is available at each of the off-campus centers to provide support and assistance to students and faculty.

The School of Management offers master's degree programs at the Oxnard, Woodland Hills and Westlake centers as well as online. The Graduate School of Psychology offers master's degrees in counseling and clinical psychology and a doctorate in clinical psychology at the Oxnard Center. The Graduate School of Education offers master's degrees and credential programs at the centers in Oxnard, Woodland Hills and Santa Maria. PLTS offers master's degrees in divinity and theological studies, certification programs in theological studies and theological education for emerging ministries, and doctoral programs through Graduate Theological Union.

Woodland Hills Center
5925 Desoto Ave.
Woodland Hills, CA 91367
(818) 888-6414

Westlake Center
31416 Agoura Road #110
Westlake Village, CA 91361

Oxnard Center
The Palms
2201 Outlet Center Drive, Suite 600
Oxnard, CA 93036
(805) 485-6426

Santa Maria Center
708 S. Miller St.
Santa Maria, CA 93454

Pacific Lutheran Theological Seminary
2000 Center Street
Berkeley, CA 94704
(800) 235-7587 • (510) 524-5264

For information regarding offerings at these centers, please consult the Graduate Schedule of Classes published each semester, email clugrad@callutheran.edu or visit www.callutheran.edu/graduate.

The Thousand Oaks Campus

The main campus spans 225 acres set against scenic Mount Clef Ridge in the city of Thousand Oaks. At the heart of the beautifully landscaped campus is Kingsmen Park, surrounded by the university's academic and residential facilities.

Since the turn of the century, the university has added 13 major facilities on the main campus including the Spies-Bornemann Center for Education and Technology in 2002 and the Swenson Center for the Social and Behavioral Sciences in 2010, Cal Lutheran's first LEED-certified structure.

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. William Rolland Stadium opened in fall 2011 as a venue for football, soccer and intramural matches. The 16,000-square-foot facility also houses the William Rolland Gallery of Fine Art.

The LEED-certified Ullman Commons, completed in fall 2014, transforms the heart of the campus. The $15 million, 20,000-square-foot environmentally friendly two-level dining commons with adjoining Starbucks coffee bar provides a gathering place for undergraduate and graduate students, faculty, staff and visitors.

A new Student Union Building is slated to open by the end of 2015 on the site of the old Dining Commons. The 18,000-square-foot facility will house student life, student government and experiential learning, and expanded areas for student recreation.

Cal Lutheran’s strategic plan envisions new facilities for the creative arts, new and renovated science facilities, and new housing for the School of Management. The university focuses on environmental sustainability and responsible building practices in all facilities and operations.

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 be used "to cultivate a new crop of fertile, inquiring minds." 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 from California Lutheran College to California Lutheran University to better reflect its breadth of undergraduate, graduate and professional programs.

**Educational Objectives**

As a comprehensive university rooted in the Lutheran tradition, California Lutheran University views liberal learning, professional preparation, and character development as mutually supportive pillars of its educational excellence.

The liberal arts establish the essential foundations for defining challenges, integrating perspectives and articulating solutions, all of which comprise the cornerstone of lifelong learning. Professional programs provide the theoretical and practical framework for students to excel in specialized careers. Finally, a Cal Lutheran education must instill in students both the habits of heart and the convictions that will lead them to use their knowledge for service in their immediate communities and in society.

With varying degrees of emphasis, these basic elements undergird all of Cal Lutheran’s educational activities. They are delivered to students through academic and co-curricular programs, but also through pedagogical practices and the culture that permeates the campus.

The success of our academic and co-curricular programs will ultimately be measured not only by what our students learn in the classroom but also by their success in realizing and pursuing their individual passions. The distinction of a Cal Lutheran education is that its graduates are exceptionally well prepared for meaningful lives directed by a sense of vocation, leadership and service.

**Accreditations/Affiliations**

California Lutheran University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC).

The Graduate School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE), and the university is authorized by the California Commission on Teacher Credentialing to offer credentials. Pacific Lutheran Theological Seminary is accredited by the Commission on Accrediting of the Association of Theological Schools.

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

Cal Lutheran is also a member of the Association of American Colleges and Universities (AAC&U), Council for the Advancement and Support of Education (CASE), National Association of College and University Business Officers (NACUBO), the Lutheran Educational Conference of North America (LECNA) and the National Association for College Admission Counseling (NACAC).

California Lutheran University is one of 26 colleges and universities affiliated with the Evangelical Lutheran Church in America (ELCA).

For information regarding WASC accreditation, contact:

Western Association of Schools & Colleges
985 Atlantic Ave., Suite 100
Alameda, CA 94501
Phone: (510) 748-9001
Email: wascsr@wascsenior.org
Admission

Admission to Graduate Study

California Lutheran University seeks graduate students who possess qualities of intellect and character which will enable them to benefit from and contribute to a rigorous program of advanced studies. Each applicant is judged on individual merit without regard for race, creed, color, age, sex, gender, sexual orientation, national origin, religion, disability, medical condition, marital status, or veteran status. An otherwise qualified individual will not be excluded from admission solely by reason of differing physical ability.

California Lutheran University maintains a Graduate Admission Office staffed with admission counselors who are available to assist students with graduate admission planning. Prospective graduate students, including those seeking advanced credentials in education, should contact the Graduate Admission Office at (805) 493-3325 or (888) CLU-GRAD for an admission packet and enrollment information or go to www.callutheran.edu/admission/graduate.

The decision to admit a student to graduate study is made by the appropriate program director and the graduate admission committee. All persons seeking admission to graduate study will meet with an admission counselor and/or an adviser in the proposed major before a final admission decision is made.

Note: Admission decisions are based on the overall consideration of each application. The elective choices, academic major and relative difficulty of undergraduate work are considered.

Regular Graduate Standing Admission Requirements

Applicants are admitted to regular graduate standing when the following requirements are met:

1. The applicant has completed the bachelor’s (or higher) degree at a regionally accredited college or university. Normally, a minimum grade point average of 3.0 (on a 4.0 scale) is required.
2. The applicant has an acceptable score on the Graduate Record Examination or Graduate Management Admission Test, when required.
3. The applicant has completed all prerequisite courses required for the program in which the advanced degree is sought, and has completed all specific departmental or program admission requirements.
4. The applicant’s completed admission portfolio has been reviewed and the applicant has been recommended for acceptance by the program adviser and/or the graduate admission committee.

Provisional Acceptance

1. With the approval of an adviser during the interview/advisement process, an applicant may be permitted to enroll in graduate level courses on a provisional basis before all file materials have been received. The candidate must submit an application and application fee along with transcript information prior to enrollment. Students who are eligible for provisional admission must complete all the requirements for admission to regular graduate standing during the first semester of enrollment or upon the completion of six credits. Students will not be permitted to enroll for subsequent semesters if all admission requirements have not been completed.
2. Applicants that have not completed a bachelor’s degree but have no more than 12 units remaining for degree completion may be provisionally admitted for one semester. A grade point of 3.0 must be earned in the bachelor’s degree program.
3. Students who are provisionally admitted are not eligible for financial aid until they have been placed on regular standing.
4. Students may be admitted for graduate study on a conditional basis subject to special conditions which are determined by the program director. Students who successfully complete the special requirements will be placed on regular standing. Students not meeting these conditions will not be permitted to continue in the program.

Provisional Acceptance - 4 + 1 Program

CLU Undergraduates that have not yet completed a bachelor's degree and are in the final year and have no more than 24-30 credits remaining toward the degree may be provisionally admitted. Students may complete a maximum of three courses or nine credits as graduate credit in provisional admission status. A cumulative grade point average of 3.0 must be earned in the bachelor's degree program. This policy applies to graduate courses taken as graduate credit only.

Students must enroll in a full-time course load of undergraduate course work while in provisional admission status. Traditional undergraduates are allowed to take graduate course work in the Fall and Spring semesters only.

Cal Lutheran Alumni with business degrees are assured admittance if their undergraduate degree was completed with a 3.0 grade point average or higher in the upper division business courses.
Special Status Admission Requirements

Special Status standing is intended for those students who wish to enroll in graduate level courses but are not seeking a CLU graduate degree or credential. For example, Special Status is available for students who wish to take courses for transfer to another institution. Students applying for Special Status should meet with an admission counselor and academic adviser and submit the following materials to the Graduate Admission Office:

1. Application for admission
2. Paper application fee of $50 or online application fee of $25
3. Official transcript verifying bachelor’s degree (or higher) with an acceptable GPA

If a person who has been admitted to Special Status later decides to apply for Regular Graduate Standing, all admission requirements as described under regular graduate standing must be met. No more than 12 credits may be taken under Special Status and later applied to the master’s degree. Grades lower than ‘B’ cannot be applied to the degree.

Doctorate in Clinical Psychology Admission Requirements

PLEASE REFER TO THE DOCTORATE IN PSYCHOLOGY PAGE.

General Application Procedures

International applicants should also refer to “Admission Procedures for International Applicants” (below) which describes additional requirements for applicants who are not citizens or permanent residents of the United States.

1. Application for Admission to Graduate Study
   Applicants must complete an application for admission and submit the nonrefundable $50 application fee (or $25 fee for online applications).

2. Transcripts
   An official transcript from the college or university granting the applicant’s bachelor’s degree is required. Official transcripts reflecting records of any graduate work previously undertaken or completed should also be sent.
   Only degrees granted by regionally accredited U.S. institutions will be considered for acceptance. Applicants who are U.S. citizens or permanent residents and hold non-U.S. degrees must have their transcripts evaluated for equivalency to a U.S. bachelor’s degree by an equivalency evaluation agency. Equivalency evaluation agency referrals are available from the Graduate Admission Office.
   Students undertaking work for teaching credentials must also submit official transcripts, including transcripts which reflect all undergraduate course work taken at any college or university.

3. Letters of Recommendation
   Depending on the academic program, two letters of recommendation by associates who can attest to the candidate’s suitability for graduate work are required.

4. Personal Statement
   Persons applying for admission to one California Lutheran University’s graduate programs must submit an essay. This part of the application provides the candidate with the opportunity to demonstrate writing competency and communication skills that speak to individual departmental principles.

5. Test Scores
   Applicants with academic records which do not satisfy items listed below under “Waiver of Test Requirement” must submit appropriate test scores to demonstrate their potential to successfully complete a program of graduate study. Those seeking a program in Education, Psychology, or Computer Science should submit scores for the Graduate Record Examination (GRE). Applicants for the Master of Business Administration should submit scores for the Graduate Management Admission Test (GMAT). Applicants for the MSIST and MPPA programs may submit either GRE or GMAT scores. Applicants who are U.S. citizens or permanent residents who earned degrees from universities outside the U.S. may be required to take either the GMAT or GRE depending upon the requirements for the individual program to which they applied.

6. Waiver of Test Requirement
   The GRE or GMAT admission requirement may be waived for candidates who present an official transcript of previous college work from a regionally accredited college or university reflecting any one of the following criteria:
   a. An undergraduate, upper division grade point average of 3.0 or higher (on a 4.0 scale); or
   b. A combined grade point average of 3.0 or higher for the most recent 60 credits of study consisting of any of the following: graduate course work, upper division postbaccalaureate course work (exclusive of extension or continuing education work), and upper division undergraduate course work; or
   c. A minimum of nine credits of graduate course work completed with a 3.5 grade point average; or
   d. A previously earned master’s degree.
   Candidates who meet any of the above criteria and wish to have the test score requirement waived should complete and submit the “Petition to Waive the GRE or GMAT” form which is included with the application material.

7. Admission Interview
   Applicants must arrange to meet with an admission counselor and/or program adviser prior to registering for courses.

8. Specific Department or Program Requirements
Some of the University's advanced degree programs and the Teacher Preparation Program have requirements for admission in addition to the general requirements for admission to graduate study which are listed here. Applicants should consult the section of this catalog which pertains to their program to determine if any additional admission requirements exist.

9. Notification of Admission Decision
Candidates are notified of the admission decision soon after their admission portfolio is complete and all of the requirements of the admission process are satisfied.

Admission Procedures for International Applicants

International students seeking admission to graduate studies at CLU should submit the following:

1. A completed International Student Application along with the $50 paper application fee or $25 online application fee.
2. An English translation of official transcripts and degree or graduation certificates sent directly from the institution granting the bachelor’s degree, as well as transcripts of any graduate work previously undertaken. Photocopies sent directly by the applicant are not acceptable. A detailed transcript evaluation is required. This can be done through a credentials evaluation agency. For further information, please contact the CLU Graduate Admission Office.
3. An official copy of the test results of the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). For the TOEFL, the minimum acceptable score is 570 for the paper-based test, 230 for the computer-based test and 88 for the internet-based test. For the IELTS 6.5 is required. Students may be required to enroll in English classes after arrival in the United States if it is deemed necessary. Students who are graduates of an accredited college or university in the United States, or who have a degree from a college or university outside the United States in which the language of instruction is English, may request that the TOEFL requirement be waived. Additionally, students who successfully complete the university’s designated English language affiliate program may be eligible for an IELTS or TOEFL waiver.
4. Required admission tests appropriate to the degree program (GRE or GMAT). This requirement may be waived.
5. A current statement verifying that the applicant has sufficient financial resources to provide for academic and personal expenses while attending California Lutheran University.
6. A personal statement of no more than two typewritten pages, describing the reason for pursuing a graduate degree with California Lutheran University. This part of the application provides the candidate with the opportunity to demonstrate writing competency and communication skills, specify examples of leadership and discuss career goals. Applicants may also provide pertinent information that will assist program directors in selecting candidates who can most benefit from and contribute to the program.
7. Depending on the academic program two letters of recommendation.
8. A $250 nonrefundable deposit toward the student’s first semester tuition to be sent after notification of official acceptance. This must be received at least 60 days prior to the start of classes as confirmation of the student’s intent to enroll. Once the deposit is received, the Form I-20 will be mailed to the student which will enable the student to secure a visa from the nearest United States embassy or consulate.
Financial Aid

Introduction

Financial assistance is available to graduate, seminary and credential students who have been officially admitted into their programs and maintain satisfactory academic progress toward their degree. The purpose of financial aid is to assist qualified individuals in achieving their educational and professional goals. Aid is awarded based on academic merits, financial need, availability of funds, and individual eligibility criteria of students. Sources include federal, state, institutional and private resources in the form of grants, scholarships, loans and employment opportunities.

We encourage all students to research multiple sources of aid, including civic organizations, local businesses, and foundations. For seminarian students, most synods and districts and some congregations offer grants and/or loans for theological education. Seminarians should investigate and apply for such grants and/or loans directly to the respective agencies.

All Cal Lutheran students are encouraged to apply for financial aid. Cal Lutheran does not discriminate on the basis of race, color, national or ethnic origin, religious affiliation, age, gender, gender identity, sexual orientation, or disability in administering its financial aid programs.

For complete information on all available awards and financial aid policies please visit the Cal Lutheran Financial Aid website (https://www.callutheran.edu/financial-aid).

Information for students Using Vocational Rehabilitation and Employment benefits (CH31) or Post-9/11 G.I. Bill® (CH33)

A student using Vocational Rehabilitation and Employment benefits (CH31) or Post-9/11 G.I. Bill® (CH33) will be allowed to enroll in and attend courses and access campus facilities while the campus awaits payment for tuition and fees from the VA. While awaiting receipt of funds from the VA, California Lutheran University will not impose any penalty, charge late fees or require an eligible student to borrow additional funds to cover tuition or fees. This waiting period begins the date the student provides appropriate documentation and continues either until funds are received from the VA or until 90 days after the School Certifying Official has certified the student’s enrollment for tuition and fees.

To demonstrate current eligibility and intent to use Chapter 31 or 33 benefits, a student must provide the following documents:

- VA Form 28-1905 (Authorization and Certification of Entrance or Reentrance into Rehabilitation and Certification of Status); or

- Certificate of Eligibility (COE) or Education Enrollment Status form (printed from the VA website).

- A written request to use either VA Vocational Rehabilitation or Post 9/11 G.I. Bill benefits; and

- All additional information requested by the School Certifying Official to properly certify enrollment to the VA.

• Intake Form
• Certification Request Form
• The following forms can be submitted at https://www.callutheran.edu/veterans/forms.html

For more information regarding this policy, contact your School Certifying Official, Glen Peña at glenpena@callutheran.edu or (805) 493-3648

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

Application for Assistance

It is the responsibility of the student to indicate they wish to be considered and participate in financial aid programs offered through Cal Lutheran.

To qualify for assistance, all students must complete the Free Application for Federal Student Aid (FAFSA) and the CLU Graduate Financial Aid Application each academic year. The Title IV school code for California Lutheran University that students need to indicate on the FAFSA is 001133. Financial aid is awarded on an annual basis therefore students must reapply each academic year.

International Seminary applicants must submit an International Financial Aid Application to receive consideration for Cal Lutheran-PLTS Tuition Assistance.

Application forms can be found at on the Cal Lutheran Financial Aid Forms (https://www.callutheran.edu/financial-aid/forms) page.

Minimum Enrollment Requirements

To qualify for federal and state financial aid, including educational loan programs, all students must, at a minimum, be enrolled at least half-time in an eligible degree or certificate program. Graduate and teaching credential students must be enrolled full-time for majority of institutional based scholarships. Seminary students must be enrolled at least 3/4 time (9 credits) to qualify for institutional grants and scholarships. Unless otherwise instructed, students must be enrolled in at least one credit to receive private or outside scholarship funds. (Regardless of enrollment, students cannot
receive more than the cost of attendance in total financial aid.) Minimum enrollment guidelines vary by program type. Students must also be enrolled for the specified semesters or terms they will be receiving funds.

Changes in enrollment may result in adjustments or loss of financial assistance. It is important that students report all enrollment changes (additions, withdrawals, etc.) to the financial aid office.

The following enrollment guidelines apply to the programs at CLU.

**Teaching Credential Programs**

Full-time = 12 Credits  
Three-Quarter-time = 9 Credits  
Half-time = 6 Credits

**Graduate Programs**

Full-time = 6 Credits  
Half-time = 3 Credits

**Seminary Programs**

Full-time = 12 Credits  
Three-Quarter-time = 9 Credits  
Half-time = 6 Credits

**Graduate Scholarships**

Graduate scholarships are offered to graduate/credential students based on financial need, GPA, and at least half-time enrollment. In order to qualify for consideration, students must be officially admitted and have all required financial aid applications and documentation submitted prior to announced deadlines. See the Graduate Scholarship [page](https://www.callutheran.edu/financial-aid/scholarships-grants/graduate.html) for more information.

**PLTS Tuition Assistance**

PLTS Tuition assistance grants are available to seminarians on the basis of need and availability of funds. The Financial Aid Office awards these grants based on the information provided in the seminarian’s financial aid application materials.

PLTS Scholarships are awarded on the basis of merit, financial need, and availability of funds. The scholarships are awarded by the Financial Aid Office in conjunction with PLTS Admissions Office. Information is collected from admission application and financial aid application documents.

**Graduate Assistantships**

Each semester, a limited number of assistantships are offered to qualified graduate/credential students. The program was established as a method to provide qualified graduate/credential students with professional development experience, while completing their graduate/credential program.

A graduate assistantship provides a partial tuition remission award. Tuition remission of up to five credits per semester may be awarded in exchange for the student’s assistance in an academic area or administrative office. (Students must be registered for at least one more credit per semester than the number of credits which will be waived.) Students are required to work 40 hours for each credit earned. Assistants are under direct and assigned supervision of regular faculty members or administrators. Typical duties include educational research and administrative responsibilities. Because of the time required to perform this service, students who are employed full time usually do not qualify for the award.

Information about all requirements and the application process for graduate assistantships is available on the CLU website. Click on the "Graduate" tab at: Work Opportunities [page](https://www.callutheran.edu/financial-aid/work-opportunities.html#graduate)

**Student Employment**

Students are provided with student employment opportunities funded by the University. Please see information on specific job opportunities through the CLU student employment website at: Student Employment [page](https://www.callutheran.edu/students/employment)

**Congregational Partnerships in Education (CPE) Award**

This award allows any religious congregation to assist outstanding full-time graduate, seminary and credential 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 up to $2,500 per academic year. Awards without specific instructions, will be applied to the student’s account, in full, to the academic period selected by the Financial Aid Office. More information about the CPE Award is available on the CLU website at: Congregational Partners in Education [page](https://www.callutheran.edu/financial-aid/scholarships-grants/details/cpe.html)
Federal Loan Programs

Cal Lutheran participates in the federal Direct student loan program with two programs be available for graduate and seminary students. Eligibility is determined annually and is based on information provided on a seminarian’s application for financial aid and on satisfactory academic progress.

Loans must be repaid with interest and there are multiple repayment options and plans. Interest rates are determined by the federal government on an annual basis. More information about Direct Loan programs and repayment options may be found online on the Department of Education's student loan webpage (https://studentloans.gov/myDirectLoan/index.action).

Federal Unsubsidized Direct Loan

This fixed interest rate loan is available to students as determined by the FAFSA. The loan is certified by the school and funded by the U.S. Department of Education. A student must be enrolled at least half time to receive student loans. After the loan has been applied to charges owed, any remaining proceeds from the Stafford Loan will be issued as a refund after the end of the add/drop period or later for students who do not meet the priority deadline. More information on the loan program is available on the CLU Website at: Graduate Unsubsidized Direct Loan (https://www.callutheran.edu/financial-aid/loans/loan-types/direct-loan.html#graduate)

At the present time, the maximum amount that can be borrowed by a dependent student for an academic year is $20,500 for graduates and seminarian students. (Note, certain teacher certification students are only eligible for undergraduate level loans. Please contact the Office of Financial Aid for more information.) Borrowers may not exceed the total Federal Stafford limits set by the federal government.

The Unsubsidized Direct Loan does accrue interest after funds are disbursed. The borrower is responsible for interest that accrues while in school. Students have the option of making interest-only payments or allowing interest to accrue. There are many types of loan repayment programs listed on the www.studentloans.gov (https://www.studentloans.gov/myDirectLoan/index.action) website.

To apply for direct loans, students must complete a FAFSA form, accept the loan as part of the Financial Aid Award, and submit a Federal Master Promissory Note (MPN) and federal Entrance Counseling. These steps must be completed at www.studentloans.gov (https://www.studentloans.gov/myDirectLoan/index.action).

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

Direct Graduate PLUS Loan

The Direct Graduate PLUS Loan is a federal loan program to assist in financing a college education. It is available to Graduate students enrolled at least half time (at least 3 units per semester). Generally, a student can borrow up to the Cost of Attendance less any other Financial Aid he or she is receiving. The interest rate is sent annually by the federal government and interest begins to accrue on the loan following first disbursement of funds.

More information about this loan program is available on the CLU Website at: Graduate PLUS Loan (https://www.callutheran.edu/financial-aid/loans/loan-types/graduate-plus-loan.html)

Veterans’ Benefits and Responsibilities

Veteran’s Benefits and Responsibilities

As students of California Lutheran University, veterans or their eligible dependents may be entitled to education benefits through Veterans Affairs. All newly admitted students shall submit an Intake Form, (Located at www.callutheran.edu/veterans ) and upload required documentation and attend a GI Bill Orientation. All students who wish to use their benefits shall submit a Certification Request Form (Located at www.callutheran.edu/veterans) each semester or term they wish to use GI Bill benefits. Students who receive VA benefits are responsible for promptly notifying the VA Certifying Official in the Ahmanson Veterans Resources Office of changes in academic program, course load, address, marital or dependent status, and of withdrawal from one or more classes. Questions about enrollment status should be directed to the VA Certifying Official in the Ahmanson Veterans Resources Office (805)493-3648.

For information about benefits, contact the U.S. Department of Veterans Affairs (https://benefits.va.gov/benefits/) or the Ahmanson Veterans Resources Office.

Information for students Using Vocational Rehabilitation and Employment benefits (CH31) or Post-9/11 G.I. Bill® (CH33)

A student using Vocational Rehabilitation and Employment benefits (CH31) or Post-9/11 G.I. Bill® (CH33) will be allowed to enroll in and attend courses and access campus facilities while the campus awaits payment for tuition and fees from the VA. While awaiting receipt of funds from the VA, California Lutheran University will not impose any penalty, charge late fees or require an eligible student to borrow additional funds to cover tuition or fees. This waiting period begins the date the student provides appropriate documentation and continues either until funds are received from the VA or until 90 days after the School Certifying Official has certified the student’s enrollment for tuition and fees.

To demonstrate current eligibility and intent to use Chapter 31 or 33 benefits, a student must provide the following documents:

- VA Form 28-1905 (Authorization and Certification of Entrance or Reentrance into Rehabilitation and Certification of Status); or
· Certificate of Eligibility (COE) or Education Enrollment Status form (printed from the VA website).

· A written request to use either VA Vocational Rehabilitation or Post 9/11 G.I. Bill benefits; and

· All additional information requested by the School Certifying Official to properly certify enrollment to the VA.
  
  • Intake Form
  • Certification Request Form

The following forms can be submitted at https://www.callutheran.edu/veterans/forms.html

For more information regarding this policy, contact your School Certifying Official, Glen Peña at glenpena@callutheran.edu or (805) 493-3648

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

Additional Aid Opportunities

There are other scholarships and financial aid opportunities available through Cal Lutheran. Please refer to the Office of Financial Aid (https://www.callutheran.edu/financial-aid) website for information on Cal Lutheran Scholarships, private resources and other opportunities.

Satisfactory Academic Progress

Federal regulations require that institutions establish and implement a policy to measure if a financial aid recipient is making Satisfactory Academic Progress (SAP). Failure to meet the minimum standards following a review will result in loss of financial aid eligibility. Listed below are the minimum criteria students in their respective schools must maintain. The complete policies, including opportunities for reinstatement of aid eligibility, are available through the Cal Lutheran Financial Aid website on Financial Aid Eligibility (https://www.callutheran.edu/financial-aid/policies-eligibility/eligibility.html).

SAP Requirements for Graduate and Credential Students:

Students must meet three components of Satisfactory Academic Progress (SAP) in order to retain eligibility for financial aid:

1. GPA of at least 3.0

2. A 67 percent completion (PACE) rate of their coursework. This is measured in terms of: Cumulative hours completed/Cumulative hours attempted = PACE rate

3. Program completion prior to reaching 150 percent of the established program length.

The complete policy is available on the CLU website at: Graduate SAP Policy (https://www.callutheran.edu/financial-aid/policies-eligibility/eligibility.html)

SAP Requirements for PLTS Seminary Students:

Students must meet the following components of Satisfactory Academic Progress (SAP) in order to retain eligibility for financial aid:

1. GPA of at least 2.50

2. Completion of contextual education and formation requirements of the program with "CR"

3. A 67 percent completion (PACE) rate of their coursework. This is measured in terms of: Cumulative hours completed/Cumulative hours attempted = PACE rate

4. Program completion prior to reaching 150 percent of the established program length.

The complete policy is available on the CLU website on the: PLTS SAP Policy (https://www.callutheran.edu/financial-aid/policies-eligibility/eligibility.html)

Withdrawal Policy as it applies to Return of Title IV Aid

Students should refer to the official academic withdrawal policy described in the current course catalog (Undergraduate Catalog (http://catalog.callutheran.edu/undergraduate/academicpolicies), Graduate Catalog (http://catalog.callutheran.edu/grad/academicpolicies)). Students are considered to be recipients of Title IV federal financial aid if they are eligible to receive or have received funds from one or more of the following programs for the academic term in question: Federal Unsubsidized Direct Loan, Federal Subsidized Direct Loan, Federal Direct Plus Loan, Federal Pell Grant, and TEACH Grant. Students should be aware that federal aid is earned on a pro-rata basis determined by the amount of time that they are enrolled in their courses for a given academic period. For students who are receiving federal aid who withdraw from all courses before attending at least 60 percent of the semester, CLU is required by federal regulations to calculate how much federal aid funds the student has earned and how much of the aid must be returned. The amount of the federal aid ‘earned’ is determined by the withdrawal date provided by the Registrar’s Office and is plugged into a federal formula.
Financial Aid

The portion of federal aid that was not earned by a student will be returned to the federal government. To satisfy federal regulations, return to Title IV financial aid programs must be made in the following order: Federal Unsubsidized Direct Loan, Federal Subsidized Direct Loan, Federal Direct Plus Loan, Federal Pell Grant, and TEACH Grant. Please contact the Student Accounts Office to determine the amount that the student will be charged for the time they were enrolled; students will also be charged for any amounts that must be returned due to the calculation and these balances must be paid by the student.

If the calculation produces a credit to the student account (when the amount of aid earned is greater than the amount that has disbursed to the student’s account) any grant funds will be applied to the account without notification. However, please note that if Stafford or Plus Loan funds are eligible to disburse under these conditions the borrower will be notified via email informing them of their eligibility and the borrower must confirm in writing that they want the loan to be disbursed. If no confirmation is received by the Office of Financial Aid within 30 days, the loan will be cancelled.

Non-Title IV programs (such as scholarships, grants, Cal Grant, and Alternative Loans) are not part of the Return of Title IV aid calculation; however they may be subject to reduction in cases of withdrawal based on institutional policy.

Important Note: Do Not Leave School With Out Officially Withdrawing.

If you 'walk away' from your courses and fail all of the classes you were enrolled in you will be considered 'unofficially withdrawn'. Federal regulations require that the Office of Financial Aid complete a Return of Title IV calculation based on the midpoint of the term, which will significantly affect the amount of aid you will retain for the term.

Students who receive federal aid are subject to Federal Return of Title IV funds policies. These policies state that a student is only eligible for the percentage of aid that corresponds to the percentage of the term in which a student was enrolled. Students who withdraw prior to the end of the term will have their financial aid adjusted accordingly and may owe funds depending on the date of withdrawal.

Falsification of Information

The types of information covered by this policy include all documentation and information submitted to the Office of Financial Aid. A school must report any credible information indicating that an applicant for Federal Student Aid may have engaged in fraud or other criminal misconduct in connection with his or her application. These documents and information include, but are not limited to the following:

- Free Application for Financial Aid (FAFSA)
- Student Aid Report (SAR)
- Student and/or Parent Federal Tax Forms
- Documentation of U.S. Citizenship or Eligible Non-Citizen Status
- Formal forms of identification (i.e. driver’s license, social security cards, etc.)
- Academic documents relating to high school diploma or college course work
- Loan applications, Promissory Notes
- Scholarship applications
- Work Study authorization forms
- Work Study timesheets
- Any university financial aid forms and related documentation
- Any written, electronic, or verbal statements sent to or made to a university employee regarding the student’s financial aid application or financially related documents.

The integrity of the information presented in the financial aid process is of the utmost importance. Students should be aware that they will be held responsible for the validity of the information that is submitted by them or on their behalf to the Office of Financial Aid. If the University determines that a student or parent has provided falsified information, or has submitted forged documents or signatures, the following steps may be taken without prior notification to the student or parent.

The Office of Financial Aid will review the infraction and if a violation of this policy has occurred, the consequences may include but are not limited to:

- The student will be required to make full restitution of any and all federal, state, grant, and loan or work funds to which he or she was not entitled to.
- If the student is determined to be ineligible for financial aid because of a basic eligibility criterion, no further federal, state, or university funds will be awarded to the student for the academic period in question.
- The student may be ineligible for future participation in some or all financial aid programs for a minimum of one year or longer.
- The student will not be awarded funds to replace those lost because the student is considered to be ineligible due to dishonesty.

As required by federal and state law, the CLU Office of Financial Aid will report any infraction to the appropriate office or agency. These include but are not limited to: the US Department of Education, Office of the Inspector General, state agencies, or other entities that may take whatever action is required by law.

The above is in accordance with 34 Code of Federal Regulation 668.16(g).
Student Consumer Rights and Responsibilities

Education is a significant investment. To help students make good choices and decisions, CLU provides a variety of information on academic programs, facilities, dropout rates, full cost of attendance, refund policies and financial aid programs.

Student Rights

Students have the right to ask:

• I have the right to know what student financial aid programs are available at Cal Lutheran.
• I have the right to know the deadlines (if any) for submitting applications for each financial aid program.
• I have the right to know how my financial need was determined, including how various expenses in my budget are considered.
• I have the right to know what resources are considered in the calculation of my awards.
• I have the right to request an explanation of the various programs in my financial aid package.
• I have the right to consult with persons in the Financial Aid Office concerning my application for assistance, budgeting and/or financial problems which might arise.
• I have the right to cancel any loan proceeds received via Electronic Funds Transfer up to fourteen days after the credit has been applied.

Student Responsibilities

Students have the following responsibilities:

• I will check my Cal Lutheran e-mail on a regular basis.
• I must complete all application forms accurately and submit them on time to the appropriate office.
• I must provide correct information. In most instances, misreporting information on financial aid forms is a violation of federal law and may be a criminal offense, which could result in indictment under the U.S. Criminal Code.
• I must provide any additional documentation, verification information, or corrections requested by the Financial Aid Office or the agency to which I submitted my application before any funds will be disbursed.
• I am responsible for reading, understanding, and retaining copies of all forms I am asked to sign.
• I must accept responsibility for all agreements I sign.
• I am responsible for knowing the sources of financial aid, which I receive and whether the aid is a loan, grant, or scholarship. If the aid is a loan, I must know to whom repayment is to be made and the terms of repayment.
• I must keep the Financial Aid Office informed of my correct address at all times - while I am in school and after graduation - while any loans are outstanding.
• It is my responsibility to complete an exit interview online, prior to my separation from Cal Lutheran either by graduation or withdrawal.

For further information, contact the CLU Office of Financial Aid at (805) 493-3115.
### University Costs

The following costs are for the 2019-2020 academic year. Changes in costs will be listed on class schedules. The University reserves the right to change tuition and fees at any time.

## Graduate Tuition

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA</td>
<td>$855 per credit</td>
</tr>
<tr>
<td>MBA-EP</td>
<td>$1105 per credit</td>
</tr>
<tr>
<td>MS-IT</td>
<td>$855 per credit</td>
</tr>
<tr>
<td>MS-ECON</td>
<td>$855 per credit</td>
</tr>
<tr>
<td>MS-Management</td>
<td>$855 per credit</td>
</tr>
<tr>
<td>Financial Planning</td>
<td>$855 per credit</td>
</tr>
<tr>
<td>IMBA</td>
<td>$855 per credit</td>
</tr>
<tr>
<td>CFP Certificate Program</td>
<td>$645 per credit</td>
</tr>
<tr>
<td>MA-E/MS-E/TPP/Credential</td>
<td>$770 per credit</td>
</tr>
<tr>
<td>MPPA</td>
<td>$785 per credit</td>
</tr>
<tr>
<td>MS-Psych</td>
<td>$795 per credit</td>
</tr>
<tr>
<td>EdD</td>
<td>$985 per credit</td>
</tr>
<tr>
<td>PsyD</td>
<td>$1020 per credit</td>
</tr>
<tr>
<td>PLTS</td>
<td>$22,460.00 (annual flat rate 12-20 credits) $595 per credit if below 12 credits</td>
</tr>
</tbody>
</table>

## Fees (Fees are non-refundable)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Audit Fee</td>
<td>One half the tuition listed above</td>
</tr>
<tr>
<td>Comprehensive Exam Fee MFT Clinical Competence</td>
<td>$125</td>
</tr>
<tr>
<td>Comprehensive Exam Fee MFT Law and Ethics</td>
<td>$125</td>
</tr>
<tr>
<td>Comprehensive Exam Fee for MS Clinical Psychology</td>
<td>$250</td>
</tr>
<tr>
<td>Counseling Psychology Practicum Fee</td>
<td>$450.00 per credit hour</td>
</tr>
<tr>
<td>Counseling &amp; Guidance Comp Exam Fee</td>
<td>$200</td>
</tr>
<tr>
<td>Counseling &amp; Guidance Practicum Coordination Fee</td>
<td>$100</td>
</tr>
<tr>
<td>C &amp; G Field Studies Fee</td>
<td>$100 - $150</td>
</tr>
<tr>
<td>Ed.D Orientation Fee (non-refundable)</td>
<td>$200</td>
</tr>
<tr>
<td>Late Registration Fee (for registrations submitted after the first class meeting)</td>
<td>$50</td>
</tr>
<tr>
<td>Late Transaction Fee (for employer reimbursement applications and/or employer policy received after the second week of the semester)</td>
<td>$50</td>
</tr>
<tr>
<td>Teacher Prep Assessment Fee</td>
<td>$200</td>
</tr>
<tr>
<td>Thesis/Dissertation Binding Fee (minimum of three copies required)</td>
<td>$40 per copy</td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>See <a href="http://www.calutheran.edu/registrar">www.calutheran.edu/registrar</a></td>
</tr>
<tr>
<td>Graduation Fee (prior to filing deadline)</td>
<td>$100</td>
</tr>
<tr>
<td>Graduation Fee (after filing deadline)</td>
<td>$125</td>
</tr>
<tr>
<td>MPPA Comprehensive Exam Fee</td>
<td>$300</td>
</tr>
<tr>
<td>PSYC 577 Thesis Continuation Fee</td>
<td>$100/semester</td>
</tr>
<tr>
<td>PsyD Assessment Lab Fee (Fall and Spring of Year 2)</td>
<td>$500/semester</td>
</tr>
<tr>
<td>PsyD Practicum Fee (Fall and Spring of Year 2)</td>
<td>$900/semester</td>
</tr>
</tbody>
</table>
Graduate Housing

Private apartments and rooms are available for rent in the surrounding communities. CLU’s Director of Student Life may be contacted for housing assistance. Limited on-campus housing within the residence halls may be available for unmarried graduate and fifth-year students.

The Residence Life Office is able to assist graduate students in finding off-campus housing in the Conejo Valley area.

Payment Options

1. Payment in Full
   Tuition is payable in full at the time of registration or during the first week of the semester using one of the following methods:
   a. Personal check payable to CLU; or
   b. WebChecks and ACH payments made through CLUpay

2. Monthly Payment Plan
   Pay via ACH on an Automatic Monthly Payment Plan
   • Enrollment fees apply
   • No Interest
   • Plans available for 15-week, 11 week and 8-week terms
   • Employer Reimbursement participants do not qualify Email stuaccts@callutheran.edu or call (805) 493-3180 to speak to a CLU representative who will help you estimate your costs.

Financial Responsibility

CLU does not automatically drop students from a class if they register but do not attend. Students remain financially responsible for the tuition charges. To officially drop a class and be eligible for a tuition adjustment, students must either complete and submit an add/drop form or complete the change online using WebAdvisor. The add/drop form will be dated by the site coordinators at off-campus centers or by the Registrar’s Office on the Thousand Oaks campus.

WebAdvisor can be used to change your schedule through the first two weeks of the term. It is strongly suggested that you print a confirmation of the change for your records. In addition, you will receive a confirmation email at your CLUnet address, confirming the acceptance of the change in your registration status.

If, at any time, proof is required of a successful change in your enrollment, a copy of the confirmation and email will be required. The withdrawal date officially determines the tuition charges as follows:

All 15-week Semester Graduate Program

Drops or withdrawals within:
1st and 2nd week 100% Refund
3rd and 4th week 40% Refund
5th week 20% Refund
6th week No Refund

All 11-week Semester Programs

Withdrawal during the first two weeks of class allows a full refund of tuition charges. Withdrawal after the second week provides no tuition refund for students. A variation of this reduction policy may occur if the student has federal financial aid. Fees are not refundable. Please note that the dates used for reduction of charges are not the same dates used by the Registrar’s Office as last date for withdrawing from a class.

Weekend-Only Courses

Drops or withdrawals within:
1st week of courses 100% refund of tuition charges
2nd week or later No refund of tuition charges

All 8-week Online Programs

Drops or withdrawals within:
1st week of courses 100% refund of tuition charges
Financial Obligations

Academic records will not be released and students will not be permitted to register for classes if financial obligations for a previous semester have not been met. For information regarding student accounts or billing procedures, students should contact the CLU Business Office at (805) 493-3176.

Employer Tuition Reimbursement

Students who receive tuition reimbursement from their employer may delay payment for up to six weeks after the last day of the term. To take advantage of this deferred payment plan, it is your responsibility to:

- Submit a confirmation letter or company policy from your employer one time, prior to the start of your first term.
- Submit a completed Employer Reimbursement application prior to the term you begin your enrollment and annually each fall term thereafter.
- Statements are only available electronically
- If the application and/or company policy are received in the Student Accounts Office after the second week of the term, a $50 late transaction fee will be assessed.
- If your employer does not provide 100 percent reimbursement, you are responsible to pay the difference prior to the first class meeting.
- If your employer reimbursement plan has a maximum annual limit, CLU will cancel your deferral when that limit is reached. You will be responsible for payment of all tuition charges exceeding your policy limit prior to the first class meeting.

Applications are available on campus or under “Forms” on the Student Accounts Web page. The form may be downloaded and faxed to (805) 493-3886 or completed online and transmitted electronically to the Student Accounts Office.

Students are ultimately responsible for payment of their fees, tuition and costs. Payment of your account is expected when your employer reimburses you or no later than six weeks after the end of the term.

If full payment has not been received within six weeks from the end of the term, interest of 1.25 percent will accrue monthly on the entire unpaid balance. A hold will be placed on your account to prevent the release of transcripts and future registrations until your balance has been paid.

Rights and Responsibilities

Upon registration, the student agrees to accept the responsibility and legal obligation to pay all tuition costs, room and board fees (if applicable), and other special fees incurred or to be incurred for the student’s education.

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

A student’s failure to pay all university bills shall release the University of any obligation to continue to provide the applicable educational benefits and services, including statements of honorable dismissal, transcripts of records, diplomas or registrations. The student shall also be denied admittance to classes and the use of university facilities.

Information regarding student account balances will be released to the student only. To release financial information to a third party, students must provide written authorization to the Student Accounts Office.

Pacific Lutheran Theological Seminary (PLTS)

Tuition

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDIV-Annual Flat Rate (years 1 &amp; 2) (Enrolled 12-20 credits)</td>
<td>$22,460.00</td>
</tr>
<tr>
<td>MDIV, MTS, CATS, CTS, Unclassified (per credit)</td>
<td>$595</td>
</tr>
<tr>
<td>MA (per credit)</td>
<td>Set by GTU</td>
</tr>
<tr>
<td>MA Continuing Fee (per semester)</td>
<td>Set by GTU</td>
</tr>
<tr>
<td>TEEM (per course)</td>
<td>$995</td>
</tr>
</tbody>
</table>

Housing

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delaware Apartments - 1 bedroom (PLTS students)</td>
<td>$8,640.00</td>
</tr>
<tr>
<td>PLTS Students Total (9 months)</td>
<td>$8,640</td>
</tr>
<tr>
<td>Non-PLTS Seminary Students Total (9 months)</td>
<td>$13,090</td>
</tr>
</tbody>
</table>
Delaware Apartments - 2 bedrooms (PLTS students) $5,850 per student
Non-PLTS Seminary Students Total (9 months) $8,790 per student

### Housing Fees

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing Application</td>
<td>$0</td>
</tr>
<tr>
<td>Housing Deposit - Delaware Apartments 1 Bedroom (Footnote 2,3)</td>
<td>$500</td>
</tr>
<tr>
<td>Housing Deposit - Delaware Apartments 2 Bedroom (Footnote 2,3)</td>
<td>$500</td>
</tr>
<tr>
<td>Pet Deposit</td>
<td>$500</td>
</tr>
</tbody>
</table>

1. Per night dorm rate for intersession and summer non-dorm residents only
2. Housing deposit refundable except as clarified in the rental agreement
3. PLTS students may elect to sign deposit waiver

### Other Fees

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application for Admission</td>
<td>$25</td>
</tr>
<tr>
<td>PLTS Tuition Deposit</td>
<td>$100</td>
</tr>
<tr>
<td>Student Insurance (ELCA Seminary Requirement)</td>
<td>TBD</td>
</tr>
<tr>
<td>Student Association Fee (annual)</td>
<td>$150</td>
</tr>
<tr>
<td>Technology Fee (per Term) 4</td>
<td>$55</td>
</tr>
<tr>
<td>Audit Fee</td>
<td>50% of tuition rate</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Change of Enrollment Fee (per charge)</td>
<td>$0</td>
</tr>
<tr>
<td>Transcripts (per copy)</td>
<td>See <a href="http://www.callutheran.edu/registrar">www.callutheran.edu/registrar</a></td>
</tr>
<tr>
<td>Expedited Transcript Processing Fee</td>
<td>See <a href="http://www.callutheran.edu/registrar">www.callutheran.edu/registrar</a></td>
</tr>
<tr>
<td>Graduation Fee - before filing deadline</td>
<td>$100</td>
</tr>
<tr>
<td>Graduation Fee - after filing deadline</td>
<td>$125</td>
</tr>
<tr>
<td>Replacement Diploma Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Monthly Payment Plan (per term)</td>
<td>$50</td>
</tr>
<tr>
<td>Returned Payment Fee</td>
<td>$25</td>
</tr>
<tr>
<td>Affiliation Fee (ELCA requirement)</td>
<td>$1,050</td>
</tr>
<tr>
<td>Leave of Absence Fee</td>
<td>$0</td>
</tr>
<tr>
<td>ID card Replacement</td>
<td>$15</td>
</tr>
<tr>
<td>Campus Keycard Replacement</td>
<td>$100</td>
</tr>
</tbody>
</table>

4. Technology fee applies to all Graduate Students enrolled in 3 or more credits. Not applicable to non-credit programs and during inter-term. Fee capped at $250 maximum academic year.

### Refund Policy

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Termination on or before the Friday of the second week of classes</td>
<td>100%</td>
</tr>
<tr>
<td>Termination on or before the Friday of the fourth week of classes</td>
<td>40%</td>
</tr>
<tr>
<td>Termination after the Friday of the fifth week of classes</td>
<td>20%</td>
</tr>
<tr>
<td>Termination after the Friday of the fifth week of classes</td>
<td>0%</td>
</tr>
</tbody>
</table>
Academic Policies

Student Responsibility

It is the responsibility of each student to take the initiative to plan his or her own program and to meet graduation requirements in accordance with the University’s policies described in the catalog. As changes occur, it is the student’s responsibility to remain current. Advisers will assist the student in the task.

Student Access to Records

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974, as amended, (FERPA, also known as the Buckley Amendment) is a federal law which allows students the right to inspect their education records and provides that colleges and universities will maintain the confidentiality of those records.

The law basically says that no one outside the institution shall have access to the student’s education records nor will the institution disclose other than Directory Information from those records without the student’s written consent, except in an emergency.

A copy of the full text of the law is available at the Registrar’s Office. The only non-directory information California Lutheran University releases to a third party is academic standing, released only to parents of dependent students placed on academic probation or suspension.

Campus personnel who are allowed access to educational records are those who are acting in the student’s educational interest. This group is defined by the University to include personnel in the Registrar’s Office, Enrollment and Student Life, Financial Aid, Institutional Research and university officials with a legitimate educational interest as determined by the registrar. Faculty advisers are included under the latter category.

California Lutheran University’s FERPA policy allows university employees to release Directory Information to anyone, but we will not release information on students in bulk for commercial purposes (credit card agencies, etc.).

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 Cal Lutheran, 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.

California Lutheran University’s FERPA policy allows university employees to release Directory Information to anyone, including Scholarship donors, but we will not release information on students in bulk for commercial purposes (credit card agencies, etc.).

The items defined as Directory Information at California Lutheran University are:

- Name (includes Preferred First Name)
- Address (City and State only)
- E-mail address (California Lutheran University assigned only)
- Birth Date (date of birth is only released to official agencies as required for matching student records or as a validation of positive identification of a student when furnished by a person making an inquiry)
- Photographs and video recordings of students are permitted if there is not personally identifying information of the class or of the students in the class
- Dates of attendance
- Degree date
- Degrees awarded or anticipated; with honors and major
- Previous institution most recently attended (generally speaking released for athletes only)
- Participation in recognized campus activities or s
The only circumstances under which Cal Lutheran 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 have Directory Information withheld completely. This means the University will not release any information from education records, including the Items listed above, without prior written consent. If a student withholds directory information, the student’s name will not appear in the student directory. To request Directory Information be withheld, complete a “Request to Opt Out of Directory Information” form and file it with Academic Services. The form is in effect through the end of an academic year; it must be re-filed annually.

At Cal Lutheran, a school official may access education records as long as they have a 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 Cal Lutheran in an administrative, supervisory, academic, research or support staff position (including law enforcement personnel and health staff); a person or company with whom Cal Lutheran 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 Cal Lutheran 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 Cal Lutheran’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 and academic integrity on campus. Any behavior or act which might be defined as ‘deceitful’ or ‘dishonest’ will meet with appropriate disciplinary sanctions, including a grade of ‘F’ in a course, suspension, or dismissal from the university.

**Definition of Academic Dishonesty**

A general definition of academic dishonesty is “any behavior or act that implies an intent to make someone believe what is not true, as by giving a false appearance.” Since intellectual honesty is central to the academic enterprise, students and faculty must accept and respect the principle of acknowledging information, ideas and language that have been borrowed from someone else. Plagiarism (any failure to document sources), cheating, unethical computer use, and facilitation of academic dishonesty are examples of behavior which will result in strict disciplinary sanctions.

**Plagiarism**

Plagiarism occurs whenever a source of any kind has not been acknowledged. Every student must understand the correct procedures for acknowledging and identifying sources of borrowed material. The basic rule is this: Give credit where credit is due. In other words, if you include any material which is beyond your firsthand experience, and which is not common knowledge of scholars in your field, you must cite your source in a way that your reader can (a) find the source from the information in your reference and (b) immediately determine which information is your source’s contribution to scholarship and which is yours. Specifically:

- If you quote directly, using three or more words from the original source, you must place quotation marks around the quoted material and cite the source.
- If you paraphrase (rephrase in your own words), you must still cite your source, including a full documentation of reference; the best procedure is to acknowledge that you are paraphrasing.
- If you present material that may be common knowledge, but your arrangement or discussion of that material is borrowed, you must cite that source in a reference.

If you have any questions about proper ways of documenting sources in footnotes or bibliography, consult the department in which the course is taught. Departmental assistants, and/or the Writing Center are prepared to assist students in proper documentation forms.

**Cheating:** Cheating covers a wide range of academically dishonest behaviors including but not limited to:
• Turning in someone else’s work as your own
• Purchasing assignments or papers and claiming that work as your own
• Giving another student your work to pass off as his or her own
• Aiding other students by surreptitiously providing answers in an exam
• Copying another student’s answers in an exam setting, even if that student willingly provided the answers
• Using unauthorized material or resources (paper or electronic) when taking an exam. This includes use of cell phones or any other electronic resource that may either contain downloaded information or be able to access information electronically
• Distributing material unauthorized by the course instructor about any exam or assignment
• Asking a tutor to do assignments, papers, or exams for you
• Providing dishonest rationales or excuses when requesting special circumstances, or treatment which results in delayed or incomplete course requirements.

Academic Bribery: Soliciting, offering or accepting money, gifts or favors in order to alter or influence grades.

Deception: Providing false information when engaging in formal academic work including research deadlines, assignments, and tests. This includes providing false identification, false disability information in order to gain additional time when taking tests, providing false excuses when seeking deadline extensions, and falsely claiming to have submitted assignments.

Fabrication: Providing false data, information or citations in any academic work. This includes altering or making up data for use in experimental research and providing fake or altered quotes or bibliographic references for research.

Facilitating Academic Dishonesty: Intentionally helping students engage in acts of academic dishonesty. This includes improper grading of written/oral exams, grade fraud, negligence regarding conditions that foster cheating, or knowingly abet/allow cheating.

Identity Fraud: Asking another individual (this need not be a student – it can also be an external source for academic papers) to assume one’s identity for any academic purpose or offering to assume another student’s identity for an academic purpose. This can be done in exchange for money, gifts, or favors.

Multiple Submissions: Submitting work done in a previous class with the claim that it is new and original. While previous work may provide the basis for subsequent work, the prior work must be made known to and approved by the instructor.

Paper Mills: Providing papers to suppliers of academic papers for sale (‘Paper Mills’) is no different than providing papers to other students to pass off as original work, and is viewed as a form of Facilitating Academic Dishonesty. Papers published in ‘Open Access Journals’ or otherwise made available to the public with the sole intent of publication are acceptable.

Sabotage: Engaging in any activity that hinders or prevents another student from being able to complete their work. This includes altering or deleting resources or disrupting experiments. This can also include creating a condition that hinders the ability for other students to take tests.

Unethical Computer Use: Unethical computer use includes the use of any technology (which can include computers, cell phones, tablets, watches, etc.) or computer software (programs, documentation, data bases) in violation of copyright law. It also includes unauthorized use of computer software or hardware, such as use for private business, breaking access codes, and pranks resulting in damage to software or hardware, breach of privacy or confidentiality, or violation of copyrights.

Procedure for Disciplining Student Dishonesty
Whenever a member of the faculty or other university official has reason to believe that a student has committed a breach of academic honesty, the faculty member or official will confront the student, allowing the student an opportunity to speak on his/her behalf. If, in the opinion of the faculty member, a breach of academic honesty as defined above has clearly occurred, the faculty member or official must file a Report of Academic Dishonesty form with the Vice President for Academic Affairs. The form will be placed on file. This procedure should be completed as soon as is reasonably possible.

First Offense
If the Vice President for Academic Affairs determines this is a first offense, the disciplinary action will be handled by the professor. Possible sanctions may include an “F” on the assignment or an “F” in the course.

Policy Statement Pertaining To Graduate Students
Due to the serious nature of such an offense and the resulting questions regarding student ethics, doctoral programs may assign sanctions including academic probation, suspension from the university or dismissal from the university after a first offense with the approval of the Department Chair/Program Director, the Dean and the Vice President for Academic Affairs. Sanctions will be determined by reviewing each specific breach of academic honesty, the context of the breach and the nature of the breach.

Second Offense
If the Vice President for Academic Affairs determines this is a second offense, in addition to the sanctions imposed by the professor, the Vice President for Academic Affairs may choose to impose additional sanctions such as academic probation or suspension from school.

Third Offense

A third report of academic dishonesty will automatically result in the student's suspension or dismissal from the university.

Appeals

An allegation of cheating or an imposed sanction may be appealed to the Vice President for Academic Affairs, who will then constitute a special evaluation committee using the same procedures identified for grade challenges. Such a committee will be composed of three faculty, one appointed by each of the following:

- Dean of the School/College
- Chairperson of the Faculty Affairs and Development Committee
- Vice President for Student Affairs

The committee will choose its own chairperson. The committee will solicit written statements from all concerned parties and evaluate all available evidence. The committee will report its recommendation to the Vice President for Academic Affairs whose decision is final.

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.

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 15 weeks during the semester (or its equivalent).

The class hours per week are appropriately adjusted for the 11-week and 8-week online programs. The student spends two or three hours in preparation for one hour of class time.

Most courses are assigned three credits. Six or more credits is considered full time in all graduate degree programs. Four to five credits are considered ¾ time. Three credits is considered half time. Less than three credits is considered less than half time.

PLTS: Twelve credits is considered full time. Six credits is considered half time. Less than six credits is considered less than half time.

Registration Procedures

Registration procedures are outlined on the Registrar’s Office website at http://www.callutheran.edu/registrar. Students who are enrolled in an online program should also refer to instructions on the website at https://www.callutheran.edu/cif. To be officially enrolled in class, students must have their financial standing cleared by the Business Office and admission requirements cleared by the Graduate and Adult Admissions Office. Student registration is contingent upon remaining in good academic standing.

PLTS registration procedures are subject to revision as program management migrates to WebAdvisor. Please refer to the PLTS web site for current registration procedures: http://www.plts.edu/

Course Additions

Students may not add courses after the second class meeting of the semester. To add a course after initial registration, students should submit an Add/Drop form to the Registrar’s Office or use WebAdvisor which can be found at http://www.callutheran.edu

Withdrawal from Courses

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 or equivalent percentage of an 8 or 11 week term (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). The university does not automatically drop students who register for a course and then choose not to attend.

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
A student may audit a course with the approval of the instructor. The student will earn no credit and receive no grade and will not be required to complete assignments or take examinations. The student may not claim credit or challenge the course for credit at a later date. Adequate attendance for recording of “AU” on the student’s transcript must be verified by the instructor. The charges for auditing are listed in the section of this catalog titled University Costs. Auditing a class does not grant access to a course’s Blackboard page.

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 the total number of grade points earned by the total number of credits attempted, based on CLU course work. CLU policy does not allow for rounding up decimals when computing the GPA. When the GPA is recorded, it is truncated at the third decimal.

Only courses with grades of "C" (2.0) or better will be counted toward the total number of credits required for the degree. Courses resulting in a grade of C- or below must be repeated. A "B" (3.0) average is required for continued enrollment in the graduate program and for receiving the master's degree.

Students in the PsyD Program: Grades of B- or better are considered passing.

Graduate grades and grade points are assigned according to the following grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade points per attempted credit hour earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>WF</td>
<td>0.0</td>
</tr>
<tr>
<td>UW</td>
<td>0.0</td>
</tr>
</tbody>
</table>

The following grades are not used in computing the GPA:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade points per attempted credit hour earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>IN</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
</tr>
<tr>
<td>P</td>
<td>Passing</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
</tr>
<tr>
<td>NR</td>
<td>No Report</td>
</tr>
</tbody>
</table>

A grade of “IN” (Incomplete) may be assigned only in the case of a student who, for illness or other circumstances beyond his or her control, has missed a final examination or major piece of work. A student may not make up the Incomplete by repeating the course. Make-up work must be evaluated by the
instructor who assigned the original grade of Incomplete. If not made up within one year’s time, an “IN” automatically becomes an “NC.” A student may petition in writing to extend an “IN” beyond one year if there are extenuating circumstances.

“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.

Academic Probation and Disqualification

Academic Probation

A minimum 3.0 CLU GPA and cumulative GPA are required of all students enrolled in a graduate program or enrolled in the teacher preparation program. Students whose CLU or cumulative GPA falls below 3.0 will be placed on academic probation. Students on academic probation must bring their CLU GPA and cumulative GPA up to 3.0 in the following 15-week semester. Students in 8-week and 11-week programs are given two terms to bring their CLU GPA and cumulative GPA up to 3.0.

Students in Programs in the Graduate School of Psychology: Any single grade below a B- or No Credit in any course is considered failing and will result in academic probation and the convening of a faculty academic review meeting. Academic probation ends when the failed course has been repeated and passed.

Students in the Graduate School of Psychology Programs: Please refer to the policies in either the "Doctorate in Clinical Psychology" or the "Psychology Master's Programs” sections of this catalog for additional probation, remediation, and/or dismissal criteria that are program specific.

Students in Graduate Programs in the School of Management: A grade below a B- in any foundation course is considered failing. This will result in academic probation. Students may not repeat a foundation course more than once.

Students in a PLTS Program: A grade below a C is considered failing. This will result in academic warning or probation. Students may not repeat a core course more than once.

Academic Suspension

The following classes of students may be placed on academic suspension:

1. Students on academic probation, who fail to recover their CLU and cumulative GPA to 3.0 with in the next 15-week semester, or within two terms in 1-week or 8-week programs.
2. Students in programs in the Graduate School of Psychology who receive a second course grade below B- or No Credit during the lifetime of their program or who fail to meet the terms of their remediation plan.
3. Students in programs in the Graduate School of Psychology who receive a grade of F.
4. Students in graduate programs in the School of Management, who receive a grade below B- in any foundation course a second time.
5. Students who fail to fully participate in the Academic Support program.
6. Students who have been reinstated following suspension that fail to meet all readmission conditions specified for that individual at the time of readmission.

Students on academic suspension may not take courses at Cal Lutheran. Students who have been suspended from the University must submit a letter of appeal to be considered for reinstatement. All students who have been reinstated following suspension will be subject to rules that apply to students in their second semester on probation.

In order to establish the conditions that may lead to readmission, the letter of appeal must include the following:

• A written rationale for readmission
• A tentative plan for success if readmission is granted
• Transcripts of all work completed since suspension

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

Academic Disqualification

At the discretion of the appropriate committee, the following classes of students may be academically disqualified:

1. Students on academic probation, who fail to recover their CLU and cumulative GPA to 3.0 with in the next 15 week semester, or next two 11 week term or 8 week terms;
2. Students in programs in the Graduate School of Psychology who receive a second course grade below B- or No Credit during the lifetime of their program or who fail to meet the terms of their remediation plan.
3. Students in graduate programs in the School of Management, who receive a grade below B- in any foundation course a second time.
4. Students who fail to fully participate in the Academic Support program;
5. Students who have been reinstated following suspension that fail to meet all readmission conditions specified for that individual at the time of readmission.

If, following readmission on probation, a previously suspended student is suspended for a second time, that student is subject to academic disqualification.

Recommendations regarding student dismissal are made by the appropriate committee to the Dean. The Dean reviews any recommendation to dismiss and if in agreement, writes the letter of dismissal and sends it to the student (copying other relevant offices).

Students in the PsyD Program: Recommendations regarding student dismissal are made by the appropriate committee to the Dean. The Dean reviews any recommendation to dismiss and if in agreement, writes the letter of dismissal and sends it to the student (copying other relevant offices).

Students have one week to appeal academic disqualification. The appeal must be filed directly with the Provost. After one week, academic disqualification is not subject to appeal. Students on academic disqualification may not take any further courses at Cal Lutheran.

Repeated Courses
Students may repeat a course, unless otherwise specified, regardless of the grade received. Grades of C- or lower, however, cannot be used to meet degree program requirements and must be repeated. In calculating the GPA, grades for the initial attempt and all subsequent repeats will remain on the student’s academic record; however the higher grade will replace the lower grade in calculating the GPA. Credit for the course will be given only once and all repeated courses must be completed at CLU.

Students in the Graduate School of Psychology Programs: PsyD and Master's program grades below a B- must be repeated, and Master's program grades of No Credit must be repeated.

Students in the MBA Program: A grade below B- in any foundation course must be repeated. Foundation courses may only be repeated once.

Students in a PLTS Program: Grades of C- or below must be repeated.

Grade Reports and Transcripts
Grades for all courses, including those that may have ended prior to the last day of the semester, are processed at the semester’s closing date. Grades are available online through WebAdvisor at www.callutheran.edu. Grade reports will not automatically be mailed to students.

Official transcripts of a student’s complete record must be requested on-line through https://iwantmytranscript.com. The transcript charge is $5 per copy for an official transcript. Students who attended the University since Fall 1989 may request either paper or digital copies. Procedures for requesting a transcript may be found on the Registrar’s Office website at 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.

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 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 appropriate dean, who will follow the process described in the Faculty Handbook.

Transfer of Credit
Students may petition to transfer up to six semester credits of graduate course work taken at other regionally accredited colleges or universities to their program at CLU. Nine units may be transferred if the student has completed a previous master’s degree. Transfer work must be:

1. graduate level (applicable to a graduate degree at the institution granting credit)
2. completed within program completion time limit set by the School.
3. completed with a grade of at least “B”
4. documented by official transcripts from the institution
5. listed on a “Petition for the Transfer of Credit”

6. approved by the appropriate program director and dean. Transfer of credit from CLU to another institution requires approval of the receiving institution.

**Students in the PsyD Program:** PsyD students may transfer 9 units of acceptable coursework and may waive an additional 15 units.

Transfer of credit or course waivers are not granted for practica, internships, theses, dissertation, or elective courses. We consider these courses fundamental to the program’s character and must certify that students have received training according to those standards. Additionally, some topics in clinical psychology require ongoing training and development throughout our professional careers. These include ethics and cultural competency. As such, course transfers and waivers are not accepted for PSYD 763 – Ethics and PSYD 782 – Multicultural Psychology.

**Student in a PLTS Program:** Please visit the PLTS website for a complete listing at: http://www.plts.edu/

### Second Master’s Degree

A person seeking to earn a graduate degree at CLU who has already earned a graduate degree may petition to transfer up to nine credits of equivalent course work into the second degree program. The candidate must present satisfactory official evidence of course work completed in the first graduate program that would equate to the courses exempted in the CLU program. The final determination of degree requirements will be made by the program director and the appropriate dean.

### Modification of Academic Requirements

Students who wish to modify courses or program academic requirements may submit a “Graduate Petition Form,” available on the CLU website at www.callutheran.edu/registrar/forms, to the appropriate graduate office. All requests are reviewed by the appropriate program director and dean.

Waiving a course does not grant credit. It simply means the student does not have to enroll in the course and may substitute an elective course, if necessary.

### Independent Study

Independent study is research in an area not covered by course work listed in the CLU catalog and is always listed with the appropriate department number as “Independent Study.” Approval of independent study must be obtained by completing the appropriate request form available from the Registrar’s Office. The form must be signed by the student, instructor and appropriate program director and submitted to the Registrar’s Office by the last day to add a class. Standards and work requirements for independent study are the same as those for a course which is part of the regularly scheduled curriculum. Non-degree seeking students are not eligible to enroll in an Independent study.

**Students in the PsyD Program:** Independent studies are not permitted in the PsyD program to substitute for any course that is required for graduation. Additionally, students are not permitted to arrange tutorials with instructors to repeat failed courses. Failing a course requires one to retake the course when it is offered even if that means delaying internship or graduation. Students must take required courses at the times that they are offered and must take courses in their intended sequence.

### Academic Limits

A student’s program is limited to a maximum combination of 12 credits of course waivers, transfer of credit, credit by examination, tutorial work and independent study.

Academic programs have a program completion time limit that is determined by the School of the academic program. For the 2019-2020 catalog year, the specific program completion limits are being specified by the individual schools and compiled by Academic Services. Under special circumstances, prior to the end of the program completion time limit, students may petition for an extension of time. A student is considered to not have been continuously enrolled if she or he does not register for classes for one calendar year. Continuous enrollment or re-entry into a program requires normal progress toward a degree. Students who do not enroll continuously must meet with a university adviser prior to subsequent enrollments to determine if changes in the program have occurred. These students must also complete, with their adviser, a new program advisement form and admission application. Such students are subject to new program requirements and a review of course recency and transfer credit.

**Student in a PLTS Program:** Please see Transfer of Credits for more information regarding limits on the PLTS webpage.

### Comprehensive Examinations

Comprehensive exams are part of the degree requirements of some master’s programs. In addition, several programs include a comprehensive exam as an optional degree requirement. Given several times each year, these exams permit students to demonstrate their mastery of the knowledge and skills presented throughout their degree programs.

Students should see their program advisers for additional information about test schedules, formats, and preparation.
**Thesis or Project**

Students in the graduate programs in Education, Psychology, and Public Policy and Administration may be required or may elect to do a thesis or project as part of their degree program. Students registering for 599, 599A or 599B have one year to complete all thesis work. If more than one year is required, a student must re-register for the 599 Thesis course.

To be eligible for graduation in a given semester, a student must submit a minimum of three signed copies of the thesis or project for binding at least 15 days prior to the end of that semester.

**Completion of a Degree Program**

Students may graduate at various times during the year, depending on the program in which they are enrolled. MBA, MPPA, and MSCS students may graduate any one of four times during the year: May, August, November or February. Students in the Education or Psychology programs may graduate in May, August or December. The commencement ceremony is held once each year in May. Candidates for August graduation may participate in the May ceremony if they are within six credits of degree completion. Upon completion of all degree requirements, students are mailed an official copy of their transcript listing the degree earned. This is normally sent eight weeks after the semester ends. Diplomas are usually available within eight to 12 weeks of the end of the semester.

Two semesters prior to the semester in which candidates plan to complete the master’s degree program, they should complete the following:

- Make arrangements to take the comprehensive examination, if their program requires one
- Submit the “Application for Degree” to the Registrar’s Office. Refer to the Registrar’s Office website at www.callutheran.edu/registrar for application deadlines.
- Meet with an adviser to ensure all requirements are met (optional).
- Education students must complete an exit interview with the appropriate program director.

**Students in the PsyD Program:**

- For students wishing to walk in the ceremony for the master’s degree, students must have successfully completed all Year 1 coursework (fall, spring, and summer) and the Year 2 fall coursework, be on schedule to complete the PsyD Master’s Competency Exam, and be enrolled in Year 2 spring semester courses.
- Students may walk in the ceremony for the doctoral degree if by March 15 the student has enrolled in or completed internship, passed PSYD 733 Dissertation Research Seminar 3, and a received a statement from their dissertation chair that the student is highly likely to defend the dissertation by August or has already successfully defended the dissertation.
Academic Programs

System of Course Descriptions

Courses of study and descriptions are arranged according to course numbers within the departments. All graduate courses and some upper division undergraduate courses are listed in this catalog. Other undergraduate courses may be applicable to a master’s degree. For a complete listing of CLU undergraduate courses, consult the University’s undergraduate catalog. The course value in semester credits is indicated within parentheses after the course title.

Course Numbering System

Courses numbered 300-499 are upper division undergraduate level courses normally taken by juniors and seniors; however, approved courses in the 400-level may count as graduate credit if completed after admission to the graduate program.

Courses numbered 500-599 are graduate level. Not every university department offers a graduate program; however, all departments may offer the following graduate courses: 582 Selected Topics (1-4), 590 Independent Study (1-4).

Courses numbered 600-799 are doctoral level.

Courses numbered 800-899 are professional development courses designed to meet professional needs and to update and expand professional knowledge and skills. This upper division credit is available only to those who have at least a bachelor’s degree. Credit is not applicable toward a degree and is based on 15 hours of satisfactory participation in an organized continuing education program. With prior approval from the Director of Adult Education, credit may be applied toward a credential. Courses are normally graded on a Pass/No Credit basis.

Courses numbered 900-999 are Continuing Education Units (CEU). The CEU is a means for measuring and recording noncredit, postsecondary level study. A CEU is based on 10 contact hours of satisfactory participation in an organized continuing education program. These courses are not designed for application to a degree or credential, but rather for recording of noncredit course work.

Previous numbering

Prior to fall semester 2001, 600–699 numbered courses were offered for noncredit only and were ungraded. Prior to fall semester 2009, 700-799 numbered courses were offered for noncredit only and were ungraded. Participants in these courses were not able to claim credit or challenge the course for credit at a later date.

Prior to the fall semester 1975, all continuing education courses were numbered with upper division numbers (300 and 400 series) and a prefix of “C.” These courses were applicable to credentials for persons eligible for Fisher credentials and were applicable to a degree at CLU when indicated on the transcript record.

From fall 1975 through summer 1977, continuing education courses were numbered in an 800 level series. These courses were upper division level and normally enrolled students had baccalaureate degrees. Although the courses were designed primarily for professional improvement or advancement and not applicable to a degree or credential, persons could apply them to a credential where appropriate and with approval of the Chair of the Education Department. Application of the courses to a degree was at the discretion of the department involved.

Graduate Programs

California Lutheran University offers master’s degrees and credential programs both on campus and at off-campus centers. Information regarding specific locations and class schedules for each semester is available on the CLU website at www.callutheran.edu. The programs are as follows:

- Doctorate in Educational Leadership
- Doctorate in Higher Educational Leadership
- Doctorate in Clinical Psychology
- Master of Arts
  - Educational Leadership
- Master of Education in Teacher Leadership
- Master of Science
  - Clinical Psychology
  - 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
• Quantitative Economics
• Financial Planning
• Information Technology
• Management
• Special Education

• Master of Business Administration
  • (with professional tracks in):
    • Enterprise Innovation and Entrepreneurship
    • Finance
    • Human Capital Management
    • Information Technology
    • International Business
    • Marketing

• Executive Master of Business Administration
• Master of Business Administration in Financial Planning
• Master of Public Policy and Administration

Credentials
• Teaching
  • Preliminary Multiple or Single Subject
  • Clear Multiple or Single Subject

• Administrative Services
  • Preliminary
  • Clear

• Pupil Personnel Services
  • Clear (School Counseling and Child Welfare and Attendance * Authorizations)

  *Must complete PPS at CLU to be eligible for CWA Authorization

• Education Specialist
  • Preliminary (Deaf and Hard of Hearing Specialty)
  • Clear (Deaf and Hard of Hearing Specialty)
  • Preliminary (Mild to Moderate, Moderate to Severe Specialties)
  • Clear (Mild to Moderate, Moderate to Severe Specialties)
  • Level II (Mild to Moderate, Moderate to Severe Specialties)

Certificates
• Financial Planning
• Global Supply Chain Management
• Post MBA Certificate Program Series
• Post MSQE Certificate in Financial Economics and Risk Management

Authorizations
• Autism
• Computer Concepts
• Reading

Undergraduate Programs
California Lutheran University offers 36 major and 34 minor programs of study within the University’s three schools: School of Management, Graduate School of Education and College of Arts and Sciences.

Bachelor's Degree for Professionals
Bachelor's Degree for Professionals 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. The bachelor’s degree received through the Professionals program is the same high quality as that awarded in CLU’s traditional undergraduate program; however, classes are held in the
evenings and on Saturdays to accommodate the working adult. See the Bachelor's Degree for Professionals section of the Undergraduate catalog for additional information.

Institutes and Centers

The following CLU centers and institutes enhance scholarly activities, research opportunities and community outreach:

**Autism and Communication Center**

**California Institute of Finance**

**Center for Academic Service Learning**

**Center for Economic Research and Forecasting**

**Center for Economics of social Issues**

**Center for Entrepreneurship**

**Center for Equality and Justice**

**Center for Faith and Culture**

**Center for Non-Profit Leadership**

**Center for Performance Excellence**

**Center for Teaching and Learning**

**Community Counseling Services**

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

The online MBA in financial planning is an accelerated program where students earn their MBA and become eligible to sit for the CFP® Certification Examination. The course work is fully online and has a financial services focus and dedication. Courses are offered year round in five 8-week terms. For convenience and schedule flexibility, the online program is available to students as their schedules permit. Courses are taught by dedicated field experts and tenured faculty. The accelerated nature of the program allows students to complete their MBA in about a year and a half if desired. The financial planning program is registered with Certified Financial Planner Board of Standards, Inc.

**Continuing and Professional Education**

- Information Systems
- Information Technology
- Professional Development
- Opportunities for Educators

Continuing and Professional Education programs at California Lutheran University bring adult professionals together to share their wealth of experience and talents. For more than two decades, professionals have taken these courses for professional training and personal enrichment in the unique learning environment of personal support and service for which California Lutheran University is known.

These programs extend the unique cultural and scholarly resources of the University to professional and community audiences and involve the University in collaborations with external organizations to present programs and events which are not normally part of either an undergraduate or graduate degree program. Courses are offered on the Thousand Oaks main campus and at several off-campus locations to accommodate adults pursuing course work on a part-time basis.

Formal admission to the University is not required for enrollment, and there is no limit to the number of courses a person may take. These low-cost courses are normally graded on a Pass/No Credit basis. Varied program formats include evening and weekend courses, seminars and one-day exam preparation courses. For further information on any Continuing and Professional Education program, call (805) 493-3130 or email cpe@callutheran.edu.
Student Affairs

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 so that students may pursue individual interests, as well as dedicate themselves in service to others.

Within CLU’s community there are opportunities for worship, as well as cultural, social, recreational, 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 CLU’s academic life.

Campus Activities

A variety of activities are open to graduate students for free including athletic and cultural events. Please note, however, that events funded by ASCLU student fees are open to full-time traditional undergraduate students only.

Graduate and Professionals Student Council

The mission of the Graduate and Professionals Student Council is to serve as a voice to represent and advise California Lutheran University’s Graduate and Bachelor’s Degree for Professionals student body.

Meetings are open to everyone! If you are interested in attending meetings or possibly serving as a representative on the Council for your department or program, please visit the GPSC website at www.callutheran.edu/gpsc for more information.

Cultural Opportunities

CLU is an exciting place to be, with enthusiastic young artists preparing for careers in drama, music and the visual arts. Each year these students exhibit their fresh talents through numerous plays, concerts, recitals, and exhibitions. In addition to on-campus talent, visiting artists enrich CLU’s 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 photojournalist Val Mazzenga and authors Tim O’Brien, Kao Kalia Yang and Lisa See.

Included in the fall lecture series are the Harold Stoner Clark lectures. Fascinated by a philosophical sense of wonder about what lies just beyond the reach of scientific research, the late Harold Stoner Clark endowed this annual lecture series. Ecologist Sandra Steingraber, theologian Nancey Murphy, theoretical physicist Brian Greene, and philosopher David Chalmers 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 annual events including 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 regularly displays 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
• 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
• track and field
• soccer
• tennis
• golf
• water polo
• swimming and diving

Women's intercollegiate sports include:

• basketball
• cross country
• golf
• softball
• soccer
• track and field
• tennis
• volleyball
• water polo
• swimming and diving

Intramural Sports and Fitness

With emphasis on campus-wide participation, CLU's coed intramural sports program includes:

• basketball
• flag football
• softball
• volleyball
• innertube waterpolo
• indoor and outdoor soccer

In addition, there are many individual events including tournaments, outdoor recreation activities and a variety of other activities.

Recreational Facilities

There are a variety of campus recreational facilities available to graduate students enrolled in a minimum of six semester credits per semester. They include the Forrest Fitness Center and Soiland Recreation Center in the Gilbert Sports and Fitness Center, Samuelson Aquatics Center, and the Paulson tennis courts.

Service Opportunities

CLU is committed to preparing its students to serve their communities, both local and global. As an extension of this commitment, there are several organizations that provide students with opportunities to serve others.

Community Service Center (CSC)

The Community Service Center organizes service projects and provides a learning environment beyond the classroom. Involvement in the center's programs promotes leadership, social responsibility and an understanding and appreciation of differences.
The CSC coordinates a campus wide Service Day in the fall semester. In addition to helping with student matching and placement with local service organizations, the Center coordinates a number of weekend and longer service trips in Southern California and beyond. A primary focus of the CSC is on co-curricular service learning.

**Student Service Organizations**

Habitat for Humanity and other student clubs are active in service projects from building homes for the poor to providing necessities to children in Mexican orphanages.

**Worship Services**

**Sunday Night Worship**

The Lord of Life Student Congregation gathers weekly for Sunday Night Worship at 6PM. This worship of Word and Sacrament recalls the many ways God works to change us. Lord of Life is the student congregation on campus and welcomes all to worship and a variety of activities. LOL is a worshiping, caring, witnessing and learning community that is open to all students regardless of their denomination.

**Common Ground**

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

**University Chapel**

Thursday mornings from 11:25am - 12:00pm, 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.

**Wennes Interfaith Meditation Chapel**

People of all faith communities are invited to use the Wennes Interfaith 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, vocation, and spiritual counseling.

**Support Services**

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

**Career Services**

Career Services provides an array of individualized services and programs to students and alumni at no charge. We provide assistance in job and internship searches, including hundreds of weekly listings on internship, part-time, and full-time positions for all majors/programs at all career levels. Career Services works with more than 20,000 employer contacts and will help you target the employers you want to work for. We help with career assessments, resume writing, interviews, salary negotiations, and more. We also offer a job and internship fair every Spring Semester, a graduate school fair every Fall Semester, and graduate school advising for general programs and Pre-Med/Health and Pre-Law students. Complete a profile at [www.clupostings.com](http://www.clupostings.com) to get started.

Website: [http://www.callutheran.edu/students/career-services/](http://www.callutheran.edu/students/career-services/)

Facebook: [www.facebook.com/CLUcareer](http://www.facebook.com/CLUcareer)

Twitter: [www.twitter.com/CLUcareer](http://www.twitter.com/CLUcareer)

**Teacher Placement**

The School of Education provides a Teacher Placement Service to assist students and alumni in obtaining appropriate positions. For a fee, CLU’s Teacher Placement Service will establish and maintain an individual placement file which includes copies of teacher training experience data as well as recommendations of university instructors and supervising teachers. At your request, copies of the placement file are forwarded to prospective employers.

In addition, the School of Education’s annual Job Fair provides a forum for representatives of area school districts to meet with and interview students and alumni seeking employment in the teaching field.
For an additional fee, students and alumni can subscribe to a monthly bulletin of job listings. Interested students should contact the School of Education at (805) 493-3420 for further information.

### Multicultural and International Programs

The Multicultural and International Programs Office provides support services to foreign students (on student or exchange visitor visas). Services include local transportation assistance for new students to the campus; an international student orientation program; personal, academic and immigration advisement; cultural events; workshops; advisement to international/multicultural student clubs; and the coordination of a friendship program with American families in the community.

In addition, the office provides programs and services to Latino, African-American, Asian-American and Native American students. Support services include orientation for new students, academic advising, financial aid and scholarship information, personal and career advising. Cultural programs are provided throughout the year to highlight the contributions of people of color.

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 other 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 modular offices located between Swenson Center and F Building.

### The Writing Center

The Writing Center, in the 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.

### Academic Services

Academic Services at Cal Lutheran encompasses three main areas: Registrar Services, Student Success Services and Disability Support Services.

### Registrar Services

Registrar Services supports all constituents of Cal Lutheran through the delivery of Grades, Class Scheduling, Classroom Scheduling, Student Registration, Federal and State Compliance Reporting, FERPA Compliance, Transfer Articulation, Academic Transcripts, University Catalogs, PLTS Support, and Parent Portal Access.

### Student Success Services

Student Success Services serves the Cal Lutheran community. We also facilitate academic planning and support faculty advising and mentoring.

Additionally, every student is assigned a Student Success Counselor in Academic Services; each with their own alpha split listed on Academic Services website at callutheran.edu/academicservices.

- Work collaboratively with faculty in the advising and mentoring role
- Assist students with their academic records
- Provide academic support and resources
- Facilitate the academic planning process
- Answer questions about degree completion

### Disability Support Services

California Lutheran University is committed to providing equal educational opportunities to students with various documented disabilities who choose to self-identify. Students must register with Disability Support Services (DSS) in order to formally request and receive disability-related aids and services.

The DSS staff works together with the student, administrators, and faculty to assure access to course materials, classrooms and other campus buildings as well as on-campus programs and events. Reasonable accommodations and services are determined based on disability information and individual need. These include but are not limited to note-taker services, extended test time, alternative test location, books in alternative formats, housing accommodations as well as resources and referrals to other campus services.

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, Sections 504 and 508 of the Rehabilitation Act, University policies, and state requirements.

DSS is located in the Academic Services building. For more information, please visit our website at www.callutheran.edu/disabilities or email dss@callutheran.edu
Student Counseling Services

Student Counseling Services (SCS) is the campus office that provides enrolled students with personal counseling. SCS is located at 3222 Luther Street and provides confidential personal counseling in a new state-of-the-art facility free of charge for enrolled students (including Graduate students). Counseling is provided by appointment and without an appointment (in crisis circumstances). The counseling at SCS is provided by Licensed Psychologists and by Post-doctoral Fellows who work under the clinical supervision of fully-licensed psychologists.

Students come to SCS for assistance for various reasons. Some of the challenges with which SCS assists students include identity development issues (e.g., sexual identity or racial/ethnic identity difficulties), loneliness, anxiety (Post-traumatic Stress, Obsessive-Compulsive Disorder, Panic, etc.), depression, interpersonal conflicts, romantic relationship problems, sexual behavior concerns, suicidal feelings, substance use difficulties or uncertainties, and eating disorders. By request, SCS also provides educational programming in classes and in residence halls regarding mental health issues.

Students can call SCS to schedule an appointment or can come to the center and schedule an appointment live. Individual and group counseling are available. There is also a meditation room for self-guided work and biofeedback. To book an appointment- please call 493-3SCS (727). SCS is open M-F 9:00am - 5:00pm, except for lunch from 12:00pm-1:00pm.

Community Counseling Center

The counseling services of the Community Counseling Center are available to non-students of all ages, to couples, and to families. Assistance is provided in a variety of areas including assessment, personal growth, premarital counseling, couple conflict, family discord, sexual adjustment, substance abuse, separation, divorce, child and adolescent counseling, and personal loss. Fees for counseling services are determined on a graduated basis according to client income. The policy of the center is to provide relatively low cost services.

The center functions as a training facility for second-year graduate students in marriage and family counseling. Training is supervised by a licensed psychologist and/or a licensed marriage and child counselor.

Research in areas of family studies and human development is conducted at the center. The center is also a resource for meeting the educational needs of the community in areas such as parenting skills, parent-child relationships, communication skills and personal effectiveness. Faculty, staff, and community professionals participate in the design and delivery of the educational component of the center.

Pastors

The campus pastors are available for personal and spiritual counseling. Family crises, relationship issues, and vocational questions are among the many issues students may need to address.

Health Services

Health Services is available to all full-time or residential Cal Lutheran students. We provide treatment of injuries and illness, administer immunizations and preventive health services. For more complex medical issues, Health Services can refer students to appropriate medical care in the community. Please call (805) 493-3225 for an appointment.

Professional Care

A physician, physician assistants, and nurses help students meet their health care needs. The physician assistants are in attendance at regularly scheduled hours and the physician by referral only. Consultation, physical exams, referrals, immunizations, and care of common ailments are available to full-time or residential Cal Lutheran students. Prescription medications and lab tests are available at low cost. The charge for most office visits is $10. We take cash, check, and most credit and debit cards. For more information and current hours please see our website at www.callutheran.edu/health_services.

Required Forms

Prior to entering Cal Lutheran, students are required log on to the student health portal to submit a Medical History Form, Immunization Form, Meningitis Awareness Form, and a Tuberculosis Screening Form. In addition, students are required to upload an official copy of their Immunization Record. All undergraduate students are required to have the following immunizations: 1) two immunizations for Measles, Mumps and Rubella, 2) Hepatitis B series (three shots), a tetanus shot within 10 years (after completion of the primary childhood series), and a Meningitis ACWY immunization at 16 years old or later (such as Menactra or Menveo).

A link to the student health portal will be emailed to you but you may also find more information and a link at www.callutheran.edu/students/health-services/policies/. Students whose forms are not completed and immunization record not uploaded to Health Services on time will be unable to register for the following semester.
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 their 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. Verbal abuse, harassment, retaliation, intimidation, or in any way threatening the well-being of another individual.
2. The physical abuse, harassment, retaliation, intimidation, or in any way threatening the health or safety of any person on or off University property.
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, or other stalking behaviors deemed inappropriate by the University.
4. Attempted or actual theft or unauthorized possession of University property or other property on campus.
5. Attempted or actual burglary of University property or other property on campus.
6. Attempted or actual theft or unauthorized possession of a University vehicle or other vehicles on campus.
7. Misusing, destroying, vandalizing, or attempting to destroy or vandalize University property or other property on campus.
8. Unauthorized entry or use of University facilities.
9. Failure to comply with the directions and/or requests of a University official (i.e., Campus Safety Officers or any University employees, including Resident Assistants) in the performance of his or her duties. Examples include, but are not limited to: obstructive behavior or refusal to provide information requested, evasiveness, running or leaving the scene when requested to remain present, hiding, and/or breaching a signed roommate contract as facilitated by a Residence Life and Student Conduct staff member.
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.
11. Creating excessive noise or disturbing the peace.
12. All forms of academic dishonesty (see “Academic Policies” for further information).
13. Knowingly furnishing false information to the University, forgery, alteration or misuse of University documents, or University instruments of identification.
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.
15. Actions violating University policies by a student’s guest.
16. Abuse of the Student Conduct System (see “Student Conduct System” for further information).

**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, suicide, physical abuse, fights and sexual assaults involve the use of alcohol or drugs by the individuals involved. Relevant sections of State and local statues regarding alcohol and drugs are summarized below.

**University Policy on Alcohol**

1. Campus standards do not allow alcoholic beverages, including empty alcohol containers on campus.
2. All persons in the presence of alcohol confronted by a university official (i.e., Campus Safety, Residence Life and Student Conduct staff, including Resident Assistants) 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.
3. Use or possession of alcohol by students off campus is subject to local laws and University discipline.
4. Undesirable behavior both on and off campus resulting from on or off campus use of alcohol is subject to University discipline.
5. Hosting groups or parties where large numbers of persons and/or large quantities of alcohol are present is a flagrant violation.
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.
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.
8. Due to health and safety risks, 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:

Faculty and professional staff members who live on campus are allowed to have alcohol in their residences, but may not serve alcohol to or in the presence of undergraduate students.

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.

Alcohol is allowed and may be served in the President’s Residence to guests other than undergraduate students at his or her personal discretion.

Communion wine at on-campus worship services is allowed.

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 never permitted at approved special events and all non-distilled spirits must be served by catering services holding license to do so. On campus University residential facilities will not be considered for this exception.

Students participating in Study Abroad programs sponsored through the Cal Lutheran Study Abroad Office are held to the “Guidelines on Alcohol and Illicit Drug Use” as outlined in the Study Abroad Handbook.

**Alcohol Policy Violation Sanctions**

Following is a list of the minimum sanctions for students found responsible for having violated 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, Educational Review, 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 issued an Alcohol Policy Review 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.
University Policy on Drugs

1. The use, possession, or trafficking of non-prescription amphetamines and barbiturates, narcotics, inhalants, LSD, marijuana, consumable items containing illegal drugs and/or other hallucinogenic agents is a violation of state and federal laws. Further, the non-prescription possession, usage, and/or trafficking of any of the above agents is in violation of the policies of California Lutheran University and can result in suspension, dismissal or expulsion from the University. Medically recommended marijuana is not recognized by federal law or by the University as a legal prescription. Therefore, possession of marijuana on campus for any reason is strictly prohibited. All drugs and paraphernalia will be confiscated and/or destroyed.

2. 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 prescribed or non-prescription amphetamines and barbiturates, narcotics, inhalants, LSD, marijuana and/or other hallucinogenic agents.

3. Being in possession of a prescription drug not prescribed to the student is prohibited and will be confiscated.

4. Being under the influence of illicit drugs is considered a violation of the University policy on Drugs.

University Policy on Paraphernalia

1. California Lutheran University prohibits the use or possession of paraphernalia or any object that can be used in the consumption or distribution of an illegal drug. Examples include, but are not limited to, a marijuana pipe, bong or blow tube, vaporizers, e-hookahs, a scale used for measuring quantities of an illegal drug, medical marijuana bags and containers, grinders, hookahs and hookah components. While these items can be used for legal purposes, they are prohibited because of their common misuse.

2. No drug related, or similarly offensive posters, stickers, caps, lights, etc., may be displayed in residence hall windows or on the outside of doors.

University Policy on Smoking

1. In accordance with the City of Thousand Oaks Municipal Code and University standards, no smoking is allowed in any building on the California Lutheran University campus or within 20 feet of any building. This includes vapor and e-cigarettes.

2. Hookah, hookah components, hookah/shisha/vaporizer pens and e-hookahs are strictly prohibited on campus.

3. Specifically designated smoking areas beyond 20 feet from any building will be determined by the supervisor of each residence hall complex.

4. For the Pacific Lutheran Theological Seminary campus: In accordance with the City of Berkeley Municipal Code, no smoking is allowed in any building on the Pacific Lutheran Theological Seminary campus or within 25 feet of any building—this includes vapor and e-cigarettes. Additionally, the City of Berkeley Municipal Code prohibits smoking in multi-unit housing and common areas. Common areas include adjacent streets, adjoining parking lots, nearby outdoor seating, shared outdoor spaces, and areas open to the public. Specifically designated smoking areas beyond 25 feet from any building or common area will be determined by PLTS Administrators. These designated smoking areas may be closed during seasons of high fire risk.

University Policy on Paraphernalia

1. California Lutheran University prohibits the use or possession of paraphernalia or any object that can be used in the consumption or distribution of an illegal drug. Examples include, but are not limited to, a marijuana pipe, bong or blow tube, vaporizers, e-hookahs, a scale used for measuring quantities of an illegal drug, medical marijuana bags and containers, grinders, hookahs and hookah components. While these items can be used for legal purposes, they are prohibited because of their common misuse.

2. No drug related, or similarly offensive posters, stickers, caps, lights, etc., may be displayed in residence hall windows or on the outside of doors.

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 and bullying based on sex (including pregnancy, childbirth, breastfeeding or related medical conditions), race, religion (including religious dress and grooming practices), color, gender (including gender identity and gender expression), national origin or ancestry, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, sexual orientation, veteran or military status or any other basis protected by federal, state or local law, ordinance, or regulation. California Lutheran University espouses values that infuse the academic and residential life of its campus. Expressed attitudes of condescension, hostility, role stereotyping, and social or sexual innuendo weakens 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-arts education. In addition, persons who harass others compromise their own integrity and credibility. Consequently, no form of harassment will be tolerated at California Lutheran University.

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. Harassment includes intimidation, invasion of privacy, or any threat to the well-being of a person or a group which is communicated verbally, in writing, or through contact by telephone, computer, a third party, or by any other means of communication. Forms of harassment include, but are not limited to:

1. 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.

2. Non-verbal/Visual/Electronic/Written: Conduct such as derogatory or inappropriate posters, pictures, cartoons, faxes, emails, text or instant messages, postings on social media sites or other applications, or drawings, suggestive objects or pictures, graphic commentaries, leering, obscene gestures.

3. Physical: Conduct such as unwanted physical contact including touching, interference with an individual’s normal work or movement, assault.
Retaliation

Retaliation is a violation of University policy to retaliate against anyone for exercising the right to make a complaint. This includes attempts or threats of retaliation, or efforts to impede an investigation. Retaliation is a violation of this policy whether or not the underlying claim of harassment, discrimination, sexual harassment or sexual misconduct is proven.

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.

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:

- Jim McHugh
  Title IX Coordinator, Special Assistant to the President for Athletic Affairs
  Gilbert Sports and Fitness Center
  (805) 493-3684
- Leanne Neilson
  Provost/Vice President for Academic Affairs
  Administration Building
  (805) 493-3145
- Melinda Roper
  Vice President for Student Affairs/Dean of Students
  Middle Modular Unit in front of Swenson Center
  (805) 493-3553
- Patricia Parham
  Asst. Vice President for HR
  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 and follow the link to the Online Student Handbook. To request a paper copy of the policies, contact the Residence Life and Student Conduct Office at conduct@callutheran.edu or (805) 493-3220.

Residence Life

The University is a residential institution with approximately 1,400 full-time undergraduate students residing on campus. There are suites available that are shared by two or three students. Students seeking housing should contact the Residence Life and Student Conduct Office in Mt. Clef Hall at (805) 493-3220.

Graduate Students

On-campus housing is available for graduate students. These suites have single bedrooms as well as full kitchens. Graduate rooms are available on a first-come first-served basis. Please contact the Residence Life and Student Conduct Office for more information and to fill out a housing application.

Campus Dining

The Centrum Café, located in the Orville Dahl Centrum adjacent to Alumni Hall, offers a variety of entrees, sandwiches, pizza, soup, and salads. Open 8 a.m. to 11 p.m. Monday through Thursday and 8 a.m. to 7 p.m. on Fridays for the convenience of evening students.

Jamba Juice is conveniently located in the courtyard near Ahmanson Science Center, Soiland Humanities Center and Spies-Bornemann Center for Education and Technology. It is open from 9 a.m. to 8:30 p.m. Monday through Thursday and 9 a.m. to 4 p.m. on Fridays.
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, School of Management, 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
Dean and Professor, School of 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.

Rose Aslan
Assistant Professor, Religion
Ph.D., University of North Carolina, Chapel Hill

Rose Aslan holds a B.A. in Near Eastern studies from the University of British Columbia, an M.A. in Arab and Islamic civilizations from the American University in Cairo, and a Ph.D. in religious studies, with an Islamic studies track, from the University of North Carolina at Chapel Hill. Rose designed and taught courses at UNC including Introduction to Islamic Civilizations; Space, Place and Religion (Sacred Space and Ritual in Islam); and Sufism. Her dissertation, “From Grave to Shrine: The Making of Sacred Place at the Tomb of ‘Ali ibn Abi Talib in Najaf,” studies the construction of sacred space and the development of ritual and identity at the shrine of ‘Ali in Iraq.

Jamie Banker
Assistant Professor, Graduate Psychology
M.A., University of San Diego

Jamie Banker is in the final stages of completing her Ph.D. in Marriage and Family Therapy at Virginia Tech. She received her M.A. in Marriage and Family Therapy from the University of San Diego and her B.A. in Human Development and Family Studies from Colorado State University. She served as a researcher on three funded research projects at Virginia Tech and also has worked as a research coordinator for a project that pertained to medical and mental health treatment of women who suffer from postpartum depression (PPD). She has received specialized training in areas such as psychological assessments, domestic violence, pregnancy counseling, and perinatal loss. She has extensive teaching and clinical skills, along with knowledge of issues in student affairs.

Chad L. Barber
Assistant Professor of Biology, 2011
Ph.D., University of California, Los Angeles
Chad Barber most recently worked as a postdoctoral fellow at UCLA, conducting research in immunology. He also has been teaching at Pepperdine University. He earned a B.S. in biology at Pepperdine, an M.S. in biology at California State University, Northridge, and a Ph.D. in molecular biology at UCLA. His research interests range from radiation biology to immunology, including “cell-cell interactions modulating signal transduction pathways” and various facets of immune cell development and function.

Jamie Bedics
Assistant Professor, Graduate Psychology
Ph.D., Fuller Graduate School of Psychology

Jamie Bedics holds a Ph.D. in Clinical Psychology from Fuller Graduate School, an M.S. in Clinical Psychology from the University of Utah, and a B.A. in Psychology from Penn State. He completed a clinical internship at the Portland VA Medical Center where he worked as a member of the dialectical behavioral treatment (DBT) team and was trained in evidence based treatments for post-traumatic stress disorder and depression. He recently completed a two year post-doctoral fellowship at the DBT Center of Seattle under the direction of Marsha M. Linehan, Ph.D. Dr. Bedics’ doctoral research involved a comparison of methods of observing how couples communicate during conflict and how different communication strategies relate to marital satisfaction and relationship commitment.

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 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.

Elizabeth Brennan
Associate Dean and Associate Professor, Graduate School of Education, 2011
Ph.D., Kent State University

Beth Brennan holds a B.A. in social work from Colorado State University and an M.Ed. and Ph.D. from Kent State University in Ohio. Her research interests include the history and foundations of children with disabilities, disability labels and service provision, and behavioral supports for students with autism. Her most recent academic appointment was as associate professor at Saint Mary’s College of California. Prior to that, she was a research coordinator for the Early Childhood Institute on Inclusion at San Francisco State University, where she also taught education courses. Brennan was a recipient of the Alice H. Hayden Award, presented annually to one U.S. doctoral student who demonstrates potential for leadership in teaching, scholarship and service on behalf of people with significant disabilities.

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.

Lisa Buono
Director of Bachelor's Degree for Professionals Program
Assistant Professor in Education, 2005
B.A., University of California, Santa Barbara
M.A., Ed.D., 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
Associate 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.

Peter Carlson
Assistant Professor of Religion, 2011
Ph.D., Claremont Graduate University

Peter Carlson’s B.A. in communication from Wheaton College led to a career in television production. Subsequently he earned his M.A. and Ph.D. in the history of Christianity from the Claremont School of Theology and Graduate University, respectively. Focusing on medieval and early modern Christianity, his research investigates the “intersections of material texts and religious practice.” Currently, he is researching the “Customal and Martyrology (as well as the rest of the library) of an obscure English monastic college known as the Boni Homines, or Good Men, in an effort to demonstrate the religious and educational roles that this unique order played in late medieval English society.”

Rachel Casas
Assistant Professor, Graduate Psychology
Ph.D., University of Iowa

Rachel Casas has completed a joint postdoctoral fellowship in interdisciplinary studies of culture, psychology and neuroscience at the UCLA Semel Institute for Neuroscience and Human Behavior and the USC Department of Psychology. Her research focuses on practical strategies to reduce ethnic and linguistic disparities in brain health. She earned a bachelor’s in psychology from CSU Northridge and a Ph.D. in clinical psychology from the University of Iowa.

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 Oriental philosophy, 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.

**Chien-Hsiung (Scott) Chiu**
Writing Center Director  
Assistant Professor, English  
Ph.D., Michigan State University

Scott Chiu taught at Michigan State University in the Department of Writing, Rhetoric and American Cultures for the past three years. His doctoral dissertation focused on negotiating linguistic certainty for English as a Second Language students at MSU’s writing center. He received his B.A. in English Literature and Language from Chinese Culture University in Taiwan, his M.A. in Linguistics from Fu Jen Catholic University in Taiwan, and his Ph.D. in Second Language Studies from Michigan State University.

**Carol Lynn Coman**
Associate Professor, School of Management, 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 sacrilege in American culture.

**Heidi Coronado**
Assistant Professor, Graduate School of Education, 2014  
Ph.D., Claremont Graduate University

Dr. Coronado is a faculty member of the Graduate School of Education and teaches in the Counselor Education Department. She has played many roles in the educational system and has worked in various educational national and international settings from kindergarten to the university level as a teacher, counselor, parent educator, college professor, and community activist. Dr. Coronado's work includes: ethnic identity development, educational access and resiliency in immigrant, 1st and 2nd generation Latino/a and indigenous youth; Indigenous epistemologies and wisdom traditions for youth empowerment; class, race, gender and ethnicity in education; critical pedagogy, and Indigenous/Latino/a mental health and healing practices. Through her work, she seeks to continue her activism and create positive change in the educational system. She has also has passion to inspire, encourage, and mentor students so that they will be able to pursue and achieve their goals and dreams.

**Michael Cosenza**
Associate Professor, Graduate School of 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.

**Jamshid Damooei**
Professor, School of Management, 1987  
B.Sc., University of Tehran, Iran  
M.Phil., University College London, 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.

John Deisz
Professor, Physics
Ph.D., The Ohio State University

John Deisz comes to CLU from the University of Northern Iowa (UNI), where he served as a professor in the Department of Physics for 15 years. At UNI, he designed and taught courses including Quantum Mechanics, Thermodynamics and Statistical Mechanics, and Computational Physics, and supervised undergraduate research in computational condensed matter physics. John holds a B.S. in physics and mathematics from North Dakota State University, an M.S. in engineering/applied science from the University of California, Davis, and a Ph.D. in physics from The Ohio State University. John will chair the Physics Department at CLU.

Erik Diaz
Assistant Professor, Theatre Arts, 2013
M.F.A., University of Connecticut

For the past six years, Erik Diaz served as the production director/production manager at the TriArts Sharon Playhouse in Sharon, Connecticut. He has been in charge of scenic design for more than 200 productions. He earned a B.A. in Theatre Scenic Design and Technical Direction from the University of Nebraska Omaha, and an M.F.A. in Theatre Scenic Design from the University of Connecticut.

Rainer Diriwächter
Associate 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, School of Management, 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 family 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.

Cary Dritz
Distinguished Educator, Graduate School of Education
Ed.D., Brigham Young University
Cary Dritz received his M.A. in counseling and guidance and M.S. in school leadership and administration from CLU before earning an Ed.D. in curriculum and instruction at Brigham Young University. He has served as an adjunct faculty member in the Graduate School of Education since 1980. Cary has held many positions in education administration, including associate superintendent, student services, with the Ventura County Office of Education; deputy superintendent with the Santa Clara County Office of Education; and assistant superintendent, personnel services, with the Simi Valley Unified School District. Cary will be overseeing CLU's new Woodland Hills cohort for the master's program in educational leadership.

Morris Eagle
Distinguished Educator in Residence, Graduate Psychology
Ph.D., New York University

Morris Eagle received his Ph.D. in Clinical Psychology from New York University. Dr. Eagle is a clinical supervisor at CLU’s Community Counseling and Parent Child Study Center and directs the Center’s weekly research meetings on attachment-based interventions and other outcome and process research. In addition, Dr. Eagle has been instrumental in developing the philosophy and focus of the doctoral program in clinical psychology. He is also a major contributor to and consultant for the CLU Intimate Partner Violence Intervention Program being funded by the Verizon Corporation. Dr. Eagle is the 2009 recipient of the Sigourney Award. This award, given by the American Psychological Association, is the most distinguished recognition in psychoanalysis. Dr. Eagle has authored over 150 journal articles and book chapters; and is the author of the book Recent Developments in Psychoanalysis: A Critical Analysis. His papers include attention to philosophical issues, to conceptions of mind, to views of psychopathology, theories of treatment and the relevance of attachment theory to psychoanalysis.

Therese Eyermann
Distinguished Faculty Fellow and Chair of the Educational Leadership Program, Graduate School of Education
Ph.D., University of California, Los Angeles

Therese Eyermann comes to CLU from California State University, Channel Islands, where she served as an assistant professor of psychology, chief of staff to the president and interim university advancement operations officer. Therese has taught as an adjunct faculty member in CLU’s educational leadership program since its inception in 2008. Her research interests include leadership identity development in college students, measured by a six-stage developmental process, based on the research of Komives, et al. She has served on the Ventura County United Way’s education focus team and the Ventura County Regional P-16 Council.

Sarah Fischbach
Assistant Professor, School of Management
Ph.D., New Mexico State University, Las Cruces, N.M.

Most recently, Sarah Fischbach taught Marketing Strategy and Consumer Behavior as a visiting professor at the Shilder College of Business at the University of Hawaii at Manoa. Prior to working in academia, Sarah was a national account manager for Office Depot’s business services division, where she was awarded the Chairman’s Circle Award as the top business manager in North America. Sarah’s research interests include personal selling, ethics and technology. Her recent conference presentations include “Understanding Graphic Narrative as a Marketing Education Tool” and “Determining the Right Mix: A Discussion of Theory, Research and Experience in Designing Blended Courses.”

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
Associate 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
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).

Michael Gagliardo
Associate Professor of Mathematics, 2011
Ph.D., University of Texas at Austin

Michael Gagliardo earned his B.S. in mathematics at Southwestern University and his M.A. and Ph.D., also in mathematics, at the University of Texas at Austin. Subsequently he taught at Jacksonville University in Florida, where he won the Excellence Award in Teaching and was heavily involved in the development of a curriculum using inquiry-based methods. His research interests include differential geometry, integrable systems, lie groups and wavelets.

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 playwriting contest. Gardner has directed the department’s Summer Theatre Workshop for Youth and has directed on the Equity Waiver circuit in Los Angeles.

William Gartner
Visiting Professor, School of Management
Ph.D., University of Washington

William Gartner has taught at Clemson University for the past nine years, as the Arthur M. Spiro Professor of Entrepreneurial Leadership in the Arthur M. Spiro Institute for Entrepreneurial Leadership, College of Business and Behavioral Science. He has held teaching positions at University of Southern California, San Francisco State University, and Georgetown University. He is on the editorial boards for the Journal of Business Venturing, the Strategic Entrepreneurship Journal, and Entrepreneurship Theory and Practice. His research received funding from the Small Business Administration, the Kauffman Foundation, the Coleman Foundation, the Hollingsworth Foundation, the U.S. Department of Education, the Small Business Foundation of America, the Corporate Design Foundation and the National Endowment for the Arts, and won awards from the Academy of Management, the Babson-Kauffman Entrepreneurship Research Conference and the Swedish Entrepreneurship Forum. He earned a B.A. in Accounting, an MBA and a Ph.D. in Business Policy from the University of Washington.

Virginia Gean
Visiting Lecturer, School of Management
MBA, Pepperdine University

Virginia Gean has taught as an adjunct professor in the School of Management since 2005. For the past 10 years, she has also taught as an adjunct faculty member at Pepperdine University. She is currently conducting research for a book compiling the stories of Christian CEOs. She received a B.F.A from the University of Georgia and an MBA with a focus in finance from Pepperdine.

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.

Molly George
Assistant Professor, Criminal Justice and Sociology
Ph.D., University of California, Santa Barbara

Molly George earned her B.A. with honors from the University of Denver. As a graduate student at UCSB, she earned both her M.A. with honors and Ph.D. in Sociology. Additionally she completed a Ph.D. certificate with a Feminist Studies doctoral emphasis. Her areas of specialization include the sociology of work and operations, research methods, gender, and social psychology. Her teaching interests extend to deviance and crime, social problems, law and society, social inequality, and the sociology of the family.

Marylie Gerson
Professor of Psychology, 2001
B.A., College of William and Mary
M.A., Ph.D., Princeton University

Marylie 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
Associate Professor, 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
Associate 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 commentator 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, School of Management, 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.
Monica Gracyalny  
Assistant Professor of Communications, 2011  
Ph.D., Arizona State  

Monica Gracyalny completed her Ph.D. in communication at Arizona State University and earned her B.A. and M.A., also in communication, at the University of Wisconsin, Milwaukee. Her research interests are interdisciplinary, as attested by her dissertation, which develops “a theoretical model specifying how the experience and expression of remorse lead to forgiveness in close relationships.”

David Grannis  
Assistant Professor, Communication, 2012  
M.F.A., University of California, Los Angeles  

David Grannis is not new to CLU, having taught film and television courses in the Communication Department for the last 16 years. Grannis has also served as CLU’s director of educational technology since 1999. He earned a bachelor’s in English and media studies from Sonoma State University and a Master of Fine Arts in motion picture and television production from UCLA.

Jacquelyn Greenhill  
Lecturer, Graduate School of Education  
M.S., California Lutheran University  

Jacquelyn Greenhill earned a B.S. in psychology, with an emphasis in family and child development, and an M.S. in special education from CLU. She has been a field supervisor and adjunct faculty member in the Learning and Teaching Department of the Graduate School of Education since 2012. She teaches special education teacher preparation classes for Level I and Level II candidates. Jacquelyn was a special education teacher in the Oak Park Unified School District for six years. Her private tutoring and academic coaching business, Greenhill Education Services, provides academic assessment for students from preschool through university.

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.

Dan Hamilton  
Associate 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.

Shauna Hannan  
Associate Professor, Homiletics, Pacific Lutheran Theological Seminary
Ph.D., Princeton Theological Seminary

The Rev. Shauna Hannan served for six years as an assistant professor of homiletics at Lutheran Theological Southern Seminary in Columbia, South Carolina. She taught classes such as Foundations in Preaching, Preaching Occasional Services (Stewardship, Funeral, Public Issues), Exegetical Options for the Preacher, and Incarnating the Sermon. Her research interests include Latin American homiletical pedagogy, preaching on public issues, and theology and economic justice. Shauna received a prestigious Wabash Center Writing Fellowship in 2012 and is currently pursuing a Master of Arts in creative writing.

Grady Hanrahan
Associate Provost of Experiential Learning, Research, and Faculty Development and 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.

Michael Hart
Assistant Professor, Music
M.A., University of Iowa

A native of Minnesota, Michael Hart received a Bachelor of Music degree in Music Education and a minor in Religion from Concordia College in Moorhead, Minnesota, a Master of Arts degree from The University of Iowa and is completing his Doctor of Musical Arts degree in Conducting with a secondary concentration in Tuba Performance from the same institution. He has been a faculty member at Iowa Wesleyan College and was a band director in the Minnesota public schools teaching at the elementary, junior high and high school levels. He has been a guest conductor and an adjudicator in Iowa, Minnesota, and Arizona.

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.

Kirstie Hettinga
Assistant Professor, Communication, 2013
Ph.D., The Pennsylvania State University

Kirstie Hettinga earned a B.A. in Mass Communication-Print Journalism and Theatre Arts and an M.A. in Mass Communication and Journalism from CSU Fresno, and a Ph.D. in Mass Communication from Penn State. For the past two years, she has served as a visiting assistant professor at Ursinus College in Pennsylvania. Her research interests pertain to the transformation of journalism through digital and mobile technologies, specifically addressing issues of accuracy and transparency and how standards are challenged by the tumultuous evolution of journalism.

Aaron Heresco
Assistant Professor, Communication, Bachelor’s Degree for Professionals
Aaron Heresco earned his Ph.D. in mass communication, with a graduate minor in social thought, from Penn State University in 2013. His academic interests include media theory and critical and cultural perspectives on the media. Aaron’s most recent research has examined the intersection of media and finance, specifically the CNBC television network’s role in representing finance capitalism and financialization. He was a recipient of the Harold F. Martin Graduate Assistant Outstanding Teaching Award at Penn State.

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
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.

Mary Holden
Lecturer, Physics
M.S., Alfred University, New York

Mary Holden has served as an adjunct faculty member at California Lutheran University, in the Physics Department. She is a glass scientist and ceramic engineer with industry experience at two temperature sensor companies. She has a B.S. in Ceramic Engineering and an M.S. in Glass Science from Alfred University in New York.

Rick Holigrocki
Professor and Dean, Graduate School of Psychology
Ph.D., University of Windsor, Ontario, Canada

Rick Holigrocki brings extensive administrative experience to CLU, having served as dean of the School of Psychological Sciences for the past four years at the University of Indianapolis, following eight years as director of clinical training there. His work has fostered interdisciplinary collaboration and the development of new curricula, and under his leadership, his school received the Inspiring Excellence for Diversity Award. Rick earned his bachelor’s degree in psychology and sociology from York University in Toronto, and his M.A. and Ph.D. in clinical psychology from the University of Windsor in Ontario, Canada. He completed a postdoctoral fellowship at the Menninger Clinic, where he worked as a staff clinical psychologist. He is currently a fellow of the Society for Personality Assessment.

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.

Virginia Ilie
Assistant Professor, Information Systems and Technology, School of Management
Ph.D., University of Central Florida

Virginia Ilie has held teaching positions at CSU Fullerton, Claremont Graduate University, Florida State University and the University of Kansas. Her research interests include system implementations, healthcare IT management, usability, interface design, performance measurement from
IT investments, and distance education. She earned a bachelor’s in business administration from the Academy of Economic Studies in Bucharest, Romania, and an MBA in finance and a Ph.D. in information systems both from the University of Central Florida.

Cynthia Jew
Professor, Graduate School 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. Recently she has published and presented in the area of Cultural Proficiency. As a co-author of the book Cultural Proficient Inquiry, she is a national presenter in using the framework to inform conversations at the school and university level. She is the 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. As a professor in the Department of Counselor Education at CLU, she teaches classes that prepare candidates for the school counseling profession.

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.

Kyle Johnson
Lecturer of Music and Coordinator of Chapel Music
D.M.A., University of Missouri- Kansas City Conservatory of Music and Dance

Dr. Kyle Johnson is Coordinator of Chapel Music, University Organist, and Lecturer of Music at California Lutheran University, where he teaches organ lessons and other classes. Shortly after arriving at CLU, he founded the CLU Chapel Choir, which is a cross-cultural ensemble consisting of students, faculty, staff, administrators and locals. Dr. Johnson’s choral anthem, Lamb of God, dedicated to the Chapel Choir, was recently accepted for publication by Augsburg Fortress. Dr. Johnson served for three years as Director of Music and Community Arts at St. Luke’s Lutheran Church of Logan Square in Chicago, Illinois, where he oversaw the church’s efforts to become a center for community building through the arts. He has also served on the music faculties of UMKC, Missouri Valley College, and State Fair Community College.

Edward H. Julius
Professor, School of Management, 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.

Kristopher Karsten
Assistant Professor of Biology, 2011
Ph.D., Oklahoma State University

Kris Karsten describes himself as “an ecologist who integrates evolution, behavior and physiology into research, mostly using lizards as a model system.” After earning his Ph.D. in zoology from Oklahoma State University, he conducted postdoctoral research at Texas Christian University. He also
holds a B.S. in biology from Truman State University and an M.S., also in biology, from TCU. As an instructor at the University of Central Oklahoma, he was recognized by the Alpha Lambda Delta Honor Society for teaching service in animal biology. He also won a zoology teaching assistant award at Oklahoma State.

Louise Kelly
Associate 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.’”

Victoria Kelly
Lecturer in Graduate School of Education
Director of Central Coast M.A. Leadership Program
Ed.D., University of California, Santa Barbara-Cal Poly, San Luis Obispo Joint Doctoral Program

Dr. Victoria Kelly is the Program Director for the Cal Lutheran Central Coast Learning Center in the Graduate School of Education's Educational Leadership Program. With over 20 years of experience working in school districts, Dr. Kelly has an excellent knowledge base of the educational system. Dr. Kelly was also involved in the Carnegie Project on the Education Doctorate (CPED), a three-year effort sponsored by the Carnegie Foundation and the Council of Academic Deans in Research Education Institutions to strengthen the education doctorate. Dr. Kelly contributed to discussions to redesign and transform doctoral education for the advanced preparation of school practitioners and clinical faculty, academic leaders, and professional staff in the California University system.

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.

Jason Kingsbury
Assistant Professor, Chemistry, 2013
Ph.D., Boston College

Jason Kingsbury served as an assistant professor of chemistry at Boston College for six years, receiving the prestigious Amgen New Faculty Award. Most recently, he served as a visiting assistant professor of general and organic chemistry at Pomona College. His research aims to engage advanced undergraduates in the challenging and creative aspects of multistep organic synthesis. He earned a B.A. in Chemistry from Hamilton College in New York and a Ph.D. in Organometallic Chemistry from Boston College. He was a National Institutes of Health Postdoctoral Fellow at Harvard University.

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.
Jodie Kocur
Associate 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.

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
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
Assistant Professor, School of Management, 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
Associate 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
Associate Professor, Graduate School 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 educational 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.

Schannae Lucas
Associate Professor of Criminal Justice, 2008
B.S., University of California, Irvine
M.A., Ph.D., Washington State University

Schannae 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.

Jacqueline Lyons
Assistant Professor of English, 2011
Ph.D., University of Utah

Jacqueline Lyons earned her B.A. in English and sociology at the University of Wisconsin, Eau Claire, her M.A. in creative writing at Colorado State University and her Ph.D. in literature and creative writing at the University of Utah. Her third volume of poetry won the 2010 Del Sol Poetry Prize; her other poems, essays and criticism have appeared in more than 25 journals and anthologies. She has taught at Washington State University, the University of Nevada, Las Vegas, and Colorado State, and was a Peace Corps volunteer in the southern African nation of Lesotho.

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), 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
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
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 Sasin 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.

Barbara McNulty
Lecturer, Biology
M.S., The George Washington University

Barbara McNulty holds a B.A. in Biology from Lafayette College and an M.S. in Biological Sciences from The George Washington University, where her thesis focused on “Hidden Electrophoretic Variation in a natural population of Drosophila melanogaster.” She has taught at CLU in the Biology Department since 2007. Prior to that she was a Research Technician at the Winthrop University Hospital Cancer Research Center, and held a Teaching Fellowship at The George Washington University.

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.

Ryan Medders
Assistant Professor, Communication
M.S., San Jose University

Ryan Medders is working to complete his Ph.D. at UCSB in Communication with an emphasis on technology and society. He received his M.S. in Mass Communication from San Jose State University, and his B.A. with a major in Political Science from Stanford. His research addresses the social and psychological effects of the media; his dissertation focuses on the effects of online news.

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
Professor, School of Management, 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, Graduate School of 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
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.

David Nelson
Associate Professor of History, 2011
Ph.D., Indiana University

David Nelson comes to CLU from Austin Peay State University, where he was recently recognized for excellence in teaching. He earned his M.A. and Ph.D. at Indiana University, where his major field was pre-modern East Asian history, and his B.A. at Utah State University, majoring in Asian studies and minoring in Chinese. Nelson’s research and teaching interests include samurai culture and Japan’s relationship with the Asian continent. As a faculty member at APSU in Clarksville, Tenn., he has served as history club adviser and involved his students in community service projects such as the cleanup of a local slave cemetery.

Michael Owens
Associate Professor, Graduate School of Education
Ph.D., University of Utah

For the past seven years, Michael Owens has taught in the Department of Administrative and Organizational Studies within the College of Education at Wayne State University in Michigan. He received his Ph.D. in educational leadership and policy from the University of Utah, and his M.Ed. in International Development Education from Brigham Young University. He joins the Graduate School of Education’s Department of Educational Leadership. Michael researches new qualitative and theoretical approaches from other fields and how to bring them into the realm of educational leadership research.

Dru L. Pagliassotti
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.yaoiresearchwiki.com) and The Harrow Press (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 Panesis
Executive Director, Center for Entrepreneurship, School of Management
MBA, Rutgers University

Michael Panesis has served as the entrepreneurial programs manager within the Technology Management Program (TMP) at the University of California, Santa Barbara, since 2011. Part of UCSB’s highly regarded College of Engineering, TMP teaches entrepreneurship and business principles to the entire campus. Michael’s responsibilities included running the annual UCSB New Venture Competition, an opportunity for UCSB students to showcase their business startup ideas in disciplines including materials science, clean tech, consumer electronics, software, environmental science and education.

Andrew Pattison
Instructor, School of Management, 2013
M.P.A., University of Colorado, Denver

Andrew Pattison has served as an adjunct faculty member at University of Colorado, Denver and CLU. He holds a B.A. in Biology from Skidmore College in New York, and an M.P.A. in Environmental Policy, Management and Law from the University of Colorado, Denver, where he is completing his Ph.D. in Public Affairs with a concentration in sustainable urban infrastructure. His research interests include theories of the policy process, the role of science and technical information in policymaking, and issues of social equity in sustainability and climate policy.

Michael Pearce
Associate 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.

Michael Quinlan
Visiting Lecturer of Chemistry, 2011
Ph.D., University of California, Berkeley
Michael Quinlan is not new to CLU, having taught in the chemistry department from 1996 to 1997. More recently, he served as general chemistry laboratory coordinator and a research associate at the University of Southern California. Quinlan earned his B.S. in chemistry at West Chester State College and his M.S. and Ph.D. in physical chemistry at the University of California, Berkeley – the latter after a period spent working in industry with SRI International.

Noelle Raffy
Assistant Professor, Theatre Arts
MFA, Carnegie Mellon University

Noelle Raffy earned a Bachelor of Fine Arts in fashion design from the Otis College of Art and Design, and a Master of Fine Arts in costume design from Carnegie Mellon University. Noelle comes to CLU from the University of California, Riverside, where she served as designer, costume shop manager and lecturer. She has taught Costume Design, Stage Makeup and the History of Dress, and worked on films such as the Oscar-nominated The Road, Shelter, Adventureland and Bridge to Nowhere.

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
Associate 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 Realwork 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 DisneyWorld’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.

**Judith Richards**
Visiting Lecturer, School of Management
MBA, Pepperdine University

Judith Richards has over 20 years of experience working for Fortune 200 corporations as a Vice President of Marketing. Her responsibilities encompassed advertising, training, marketing communications, sales, account management and marketing research. She won multiple honors for her work and served on the board of directors, executive committee, and as a corporate officer for the American Red Cross. As an adjunct professor at CLU for the past three years, Richards has taught Marketing Theory, International Marketing and Business Ethics.

**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.

**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.

**Diane Rodriguez-Kiino**
Assistant Professor, Department of Educational Leadership, School of Education
Ph.D., University of Southern California

Diane Rodriguez-Kiino holds a B.A. in Psychology from San Diego State, an M.Ed. from USC in College Student Personnel Services, and a Ph.D. from USC in Education Policy, with an emphasis on International Intercultural Education. Dr. Rodriguez-Kiino recently served as the Director of Campus Diversity in Santa Barbara and she continues to consult and lecture on the issues of campus diversity and equity. She is a respected and successful grant writer and has been published in various periodicals and journals, including the Journal of Hispanic Higher Education. She currently serves as a Research Consultant at the Center for Student Success at Berkeley. She will be teaching and advising students in CLU’s Higher Education Doctoral Program.
Theresa Rogers
Assistant Professor, Biology, 2013
Ph.D., The Ohio State University

Theresa Rogers most recently served as a visiting assistant professor of biology and environmental studies at Alma College in Michigan. Her research is focused on using molecular biology and genetics to study bacterial physiology. She holds a B.S. in Biology from The Ohio State University, an M.S. in Microbiology from the University of Georgia, and a Ph.D. in Microbiology from Ohio State. She served as a postdoctoral fellow in the Department of Microbiology and Immunology at University of Michigan.

Jean Kelso Sandlin
Associate Professor 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.

Lory Selby
Lecturer and Director of Assessment, Graduate School of Education
Ed.D., Pepperdine University

Lory Selby earned a B.S. in education from the University of Nevada, Reno, an M.A. in education (curriculum and instruction) from Cal Lutheran, and an Ed.D. in organizational leadership from Pepperdine University. Lory comes to CLU from Pepperdine University where she served as the Director of Assessment and Accreditation and an adjunct faculty member in the Social Entrepreneurship and Change Masters Program. She has taught classes such as “Program Evaluation and Information Management” and “Orientation to Accreditation – Your Commitment to Excellence.” She also served as the Accreditation Commissioner for the Association of Christian Schools International for ten years.

Andrea Sell
Assistant Professor, Psychology
Ph.D., Florida State University

Andrea Sell earned a B.S. in Psychology from the University of Florida, and an M.S. and Ph.D. in Cognitive Psychology from Florida State University. For the past two years, she has served as a postdoctoral scholar at the University of Kentucky. Her research approach is guided by theories that incorporate systems of perception and action-planning into higher-order cognition. In particular, she investigates the role of the spatial and motor systems in grounding abstract thought.

Christine Sellin
Professor of Art, 2006
B.A., University of California, Berkeley
M.A., University of California, Los Angeles
Ph.D., University of California, Los Angeles


Mary Jo Shane
Lecturer, School of Management, 2011
Ph.D., The Fielding Graduate Institute

Mary Jo Shane earned a B.S. in Commerce from DePaul University, an M.A. in organizational management from Antioch University, an M.A. in organizational development and a Ph.D. in human and organizational systems, both from The Fielding Graduate Institute. She has been an adjunct
professor of Management at CLU since 2005. Her research interests include virtual work, virtual teams and organizations, cross-cultural organizational issues, and ethnography.

**Ryan Sharma**  
Assistant Professor and Director of Clinical Training, Graduate School of Psychology  
Psy.D., University of Denver

Ryan Sharma is a Licensed Psychologist with five years of teaching experience in graduate psychology programs. Most recently he served as director of clinical training for the Department of Clinical Psychology at Antioch University in Santa Barbara. His research interests involve multiculturalism, specifically ethnic identity development and multiracial identity development. He earned a bachelor’s in psychology from Michigan State University, a master’s in clinical psychology from Pepperdine University, and a Psy.D. in clinical psychology from the University of Denver.

**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.

**Bethany Simmons**  
Assistant Professor, Graduate School of Psychology  
Ph.D., University of Louisiana at Monroe

Bethany Simmons comes to CLU from the University of Louisiana at Monroe, where she was an assistant professor in the Marriage and Family Therapy program, teaching courses at the master’s and doctoral levels. In addition, she served as the director of juvenile drug court and clinical services for three years, supervising a therapeutic services program provided by MFT student-interns as part of an interdisciplinary team with court officials. She is a Licensed Marriage and Family Therapy Supervisor (LMFT-S) and a Licensed Professional Counselor (LPC). Bethany’s research interests include self-reflexivity and the influence of epistemology on therapy practices.

**Terry Spehar-Fahey**  
Senior Lecturer 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**  
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 KUSC 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.**  
Executive in Residence in the School of Management, 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.

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.

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.

Linda-Marie Sundstrom

Assistant Professor, MPPA Program
D.P.A., University of La Verne

For the past seven years, Linda-Marie Sundstrom has taught at the Graduate Center for Public Policy and Administration at CSU Long Beach. She also served CSU Long Beach as the director of the Bureau of Government Research and Service, and internship coordinator for the Master in Public Administration (MPA) program. As a Fulbright Scholar, she taught in the Master of Public Administration Program, under the Office of the President of Ukraine. She holds a B.S. in business administration from California State Polytechnic University, Pomona, a master’s in public administration from CSU San Bernardino, and a doctorate in public administration from the University of La Verne.

Victor Thasiah

Assistant Professor of Religion, 2011
Ph.D., Oxford University

Victor Thasiah earned a B.A. in psychology at University of California, Santa Cruz, an M.Div. at Princeton Seminary and, after a research fellowship in theology at the University of Tübingen in Germany, a Ph.D. in theology at Oxford University. His subsequent career included teaching at Oxford
Faculty Profiles

University and Elmhurst College, service in the parish at Holy Cross Lutheran Church in Ojai, an editorship at The Journal of Lutheran Ethics, and leadership in the Evangelical Lutheran Church of America as assistant director for studies. In the latter role, he addressed "social issues theologically through policy research and development," led the ELCA "in engaging immigration reform, criminal justice system reform and genetics issues," and organized public discussions and lectures related to science and religion.

**Samuel Thomas**
Associate 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
Assistant Professor, Graduate School of Education
Ph.D., Claremont Graduate 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.

**Daniel Tillapaugh**
Assistant Professor, Graduate School of Education, 2015
M.Ed., University of Maryland
Ph.D., University of San Diego

Dr. Tillapaugh is an Assistant Professor in the Counselor Education department in the Graduate School of Education. With 10 years of professional experience as a student affairs administrator in a variety of settings, he completed his Ph.D. in Leadership Studies at the University of San Diego and his M.Ed. in Counseling and Personnel Services at the University of Maryland. Dr. Tillapaugh's research focuses on intersectionality and social contexts of higher education, college men and masculinities, LGBT issues in higher education, and leadership development and education. In the classroom, he teaches primarily in the Counseling and College Student Personnel program, including courses on college student development theory, leadership, administration, and organizational change in higher education, and practicum/fieldwork courses.

**Cecelia Travick-Jackson**
Associate 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.

**Janice Tucker**
Associate 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.

**Jennifer Twyford**
Assistant Professor, Graduate School of Psychology
Ed.S., University of Nevada, Las Vegas

For her dissertation, “Using Hope and Grit to Enhance Risk Assessment for Youth Offenders,” Jennifer Twyford conducted a countywide study of youth offenders, ages 12-18, investigating factors associated with risk and resiliency. She holds a bachelor’s in social science from California Polytechnic State University in San Luis Obispo, and a master’s and Ed.S. in educational psychology from the University of Nevada, Las Vegas. She is completing her doctorate in counseling, clinical and school psychology at UC Santa Barbara.

Gail E. Uellendahl
Professor, Graduate School of Education, 1997
B.A., Queens College
M.S., Hofstra University
Ph.D., New York University

Gail Uellendahl serves as Chair of the Department of Counselor Education 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 Department of Counselor Education, she is a practicing licensed psychologist.

Rafaela Fiore Urízar
Assistant Professor of Languages and Cultures (Spanish), 2011
Ph.D., University of Chicago

Since completing her Ph.D. in contemporary Latin American literature at the University of Chicago, Rafaela Urízar taught at the Catholic University of America. She earned her B.A. in literature at Universidad Católica Nuestra Señora de la Asunción in Paraguay and her M.A. in Spanish languages and literatures at the University of North Carolina at Chapel Hill. Her teaching and research interests include Latin American narratives of dictatorship and post-dictatorship; violence, memory and trauma; contemporary Transatlantic studies; relationships among visual arts, literature and popular culture; and women writers.

Vlad Vaiman
Associate Dean and Professor, School of Management, 2013
Ph.D., University of St. Gallen, Switzerland

Vlad Vaiman has served as a professor and director of graduate programs at Reykjavik University in Iceland. Prior to that, he was an associate professor at FH Joanneum, one of Austria’s leading universities. He has published three books on managing talent in organizations and his scholarly work has appeared in the International Journal of Human Resource Management, Academy of Management Learning & Education, Academy of Management Perspectives, Human Resource Management, Thunderbird International Business Review, and others. He is also a co-founder and editor-in-chief of the European Journal of International Management. He earned an MBA from the University of Wyoming and a Ph.D. in International Business from the University of St. Gallen in Switzerland.

John Villalpando
Associate Professor, Mathematics
Ph.D., Clemson University

John Villalpando has taught at Gonzaga University for the past nine years, receiving an Exemplary Faculty Award in 2008. His research papers, in the area of graph theory, give results concerning a parameter of vertex labelings of graphs. He earned his bachelor’s in mathematical sciences and visual arts from Eckerd College and both his master’s and doctorate in mathematical sciences from Clemson University.

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
Associate 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.

Sheridan Wigginton
Professor of Languages and Cultures, 2011
Ph.D., University of Missouri

Sheridan Wigginton comes to CLU from Briar Cliff University, where she chaired the Department of Spanish. Previously she taught at the University of Missouri, St. Louis, where she directed the Foreign Language Teacher Certification program while teaching Spanish in the Department of Anthropology, Sociology and Languages. After earning her B.A. in Spanish at Eastern Kentucky University, Wigginton completed an M.A. in Spanish and a Ph.D. in foreign languages curriculum & instruction at the University of Missouri, Columbia. She currently is working on a study of the impact of shifting racial and ethnic ideologies on “representations of ‘black identity’ in the school textbooks of the Dominican Republic.”

Paul Williams
Associate Professor, School of Management, 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.

Colleen Windham-Hughes
Assistant Professor, Religion
C. Phil., University of California, Santa Barbara

Colleen Windham-Hughes recently completed her Ph.D. dissertation, "The Horizon of Birth: Natality in Religious, Ethical, and Political Experience" at UCSB. A graduate of Whitter College, she earned her M.Div. at Claremont School of Theology, followed by a C.Phil. at UCSB. Her teaching interests include Christian traditions, Christian practices and ministries, social and political theory, and philosophy of religion. A deacon in the United Methodist Church, she brings experience in family and youth ministry and religious education to her role in developing the Theology and Christian Leadership major at CLU.

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-convened by CLU and the Huntington Library.

Paul Witman
Associate 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
Associate 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.

Ariana Young
Assistant Professor, Psychology, Bachelor’s Degree for Professionals
Ph.D., University at Buffalo, SUNY

Ariana Young completed her doctorate in Social-Personality Psychology at the University at Buffalo, SUNY. Her research examines how the self is influenced by the actual, imagined and implied presence of other people. Her work on parasocial relationships has earned considerable recognition and attention from news media. Ariana was the recipient of the 2012 Graduate Student Research Award for best paper in attitudes and social cognition from the Midwestern Psychological Association. In 2013, she received an Excellence in Teaching Award (a universitywide award) at the University of Buffalo.
University Governance

California Lutheran University was formally incorporated on Aug. 4, 1959. The governing bodies of the University are the Board of Regents and the Convocation.

Board of Regents

The 35-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. Its members meet four times per year. Learn more about our Board of Regents here (http://www.callutheran.edu/president/board-of-regents.php).

Convocation

The Convocation is a group of 85 people intended to serve as a link between the University, the Church and the greater community. It 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. The Convocation meets once annually, typically in the fall, to conduct official business and elect the University’s Board of Regents. Learn more about our Convocation here (http://www.callutheran.edu/university-ministries/church-relations/convocators).

Administrative Leadership

Chris Kimball  
President and Chief Executive Officer

Leanne Neilson  
Provost and Vice President for Academic Affairs

Karen Davis  
Vice President for Administration and Finance

Melinda Roper  
Vice President for Student Affairs and Dean of Students

Matthew Ward  
Vice President for Enrollment Management and Marketing

Regina D. Biddings-Muro  
Vice President for University Advancement

Melissa Maxwell-Doherty  
Vice President for Mission and Identity
Cal Lutheran Graduate Centers

California Lutheran University has multiple locations where courses are offered. For complete information regarding these sites and the programs offered, please refer to http://www.callutheran.edu/admission/graduate/
School of Management

Programs Offered

The University offers the following degree, and certificate programs through the School of Management:

- **Master of Business Administration** (General MBA or with professional tracks in):
  - Enterprise Innovation and Entrepreneurship
  - Finance
  - Human Capital Management
  - Information Technology
  - International Business
  - Marketing
- **Executive Master of Business Administration**
- **Master of Business Administration in Financial Planning**
- **Master of Public Policy and Administration**
- **Master of Science in Financial Planning**
- **Master of Science in Quantitative Economics**
- **Master of Science in Information Technology Management**
- **Master of Science in Management**
- **Certificates**
  - Post-MBA Certificate
  - Certificate in Advanced Financial Planning
  - Post-Masters Certificate in Financial Economics and Risk Management
  - Certificate in Data Analytics
  - Certificate in Global Supply Chain Management
  - Certificate in Information Technology Management

School of Management Policies

Academic Integrity

The educational programs at California Lutheran University’s School of Management are designed and dedicated to achieve academic excellence, honesty and integrity at every level of academic life.

This Policy and the Procedure for Reporting and Handling Violations of Academic Integrity in the School of Management are built upon the university’s framework, but are specific to the School of Management only. As stated in the Procedure For Reporting and Handling Violations of Academic Integrity in the School of Management (Section C below), students and faculty share responsibility for maintaining high levels of scholarship and academic integrity. In the same manner, faculty and students share an obligation to report violations of academic integrity to their Program Director.

Our definition of academic dishonesty is “any behavior or act that implies intent to make someone believe what is not true, as giving a false appearance.” Since academic honesty is central to the academic enterprise, students and faculty must accept and respect the principle of acknowledging information, ideas and language that have been borrowed from someone else. Plagiarism (any failure to document sources), cheating, unethical use of technology, and facilitation of academic dishonesty are examples of such behaviors.

Any behavior or act that falls within the definition of academic dishonesty will meet with appropriate disciplinary remedies. Due to the serious nature of such offenses and resulting questions regarding student ethics, graduate programs within the School of Management may assign remedies including academic probation, suspension or dismissal from the university after a first offense with the approval of the Dean and Vice President for Academic Affairs. Remedies will be determined by reviewing each specific breach of academic honesty, the context of the breach and the nature of the breach.

Attendance

**11 WEEK ON-CAMPUS FORMAT:** All students are expected to abide by the class attendance policy set forth by the instructor in each class in accordance with the policies set forth by the School of Management. Attendance at the first class meeting is mandatory unless properly excused by the class instructor. Students who do not attend the first class meeting of a course for which they are registered may be dropped from the course by the academic program that offers the course. This policy applies to all levels/types of courses (i.e., foundation, core, electives, etc.) and to all study centers. It remains the student’s responsibility to verify course drops dates to avoid academic and financial penalties.
Students may miss a maximum of three weekly class meetings. Attendance of less than 75% will be considered as insufficient. Failure to meet the individual course attendance requirements may result in a grade of F. When possible, students also must provide advance notice of absences, as well as relevant documentation regarding absences, to the instructor as soon as possible following the illness or event that led to the absence. Any arrangement to make up work because of class absence is the responsibility of the student. The instructor, who will explain the evaluation (grading) statement at the beginning of the term, determines the effect of absences upon grades.

8 WEEK ONLINE FORMAT: The mandatory attendance policy for all courses offered through the Online MBA at California Lutheran University serves to improve student learning and comply with federal regulations and financial aid policies. CLU Online MBA courses consist of synchronous and asynchronous activities. All activities are mandatory and in some way count towards the final grade. While the degree of participation in asynchronous activities (e.g. weekly assignments, threaded discussions, quizzes, etc. as outlined in the syllabus of an online course) is documented by the degree of completion and the quality of the outcomes, the degree of participation in synchronous activities (e.g. a weekly live chat session in a virtual classroom) is documented by the actual presence of a student during such activities. Based on this general policy, the following rules apply:

- Attendance of synchronous activities (e.g. weekly live chat session in a virtual classroom) is mandatory for all students and in all Online MBA courses.
- Students may be dropped from the course if they do not attend the first synchronous activity of the course (unless discussed with the instructor prior to the activity) and/or if they have not logged into the learning management system (online course) during the first week of the term.
- Students may miss a maximum of two synchronous activities. Attendance of less than 75% of a synchronous activity will be considered as insufficient (i.e. missed). Failure to meet the individual course attendance requirements may result in a grade of F.
- Students can make up for a maximum of two missed synchronous activities. In the case of a live chat session, students must listen to the archived chat session for that week and complete an assignment at the instructor’s discretion.
- In addition to these attendance requirements, each instructor will have separate grading policies concerning participation in synchronous activities.

The Master of Business Administration (MBA)

The MBA mission is to provide students with the knowledge, capabilities and awareness needed to operate effectively in the dynamic global environment and to aim to enhance economic, social and personal well-being.

Professional emphasis tracks in the program include Enterprise Innovation & Entrepreneurship, Finance, Technology Management, International Business, Human Capital Management, and Marketing. A general MBA is also an option.

Program Learning Outcomes

All MBA students will be involved with the common body of knowledge characteristic of all elements of leadership including the following:

1. FUNDAMENTALS: Graduates of the School of Management are equipped with knowledge of the essential concepts and tools in their professional field, as well as the ability to relate and apply theoretical concepts into practical situations both within their discipline and across disciplines.
2. PLANNING AND ORGANIZATION: Graduates of the School of Management have the ability to plan, organize, direct and control effectively in contemporary organizations.
3. INDIVIDUAL COMPETENCIES: Graduates of the School of Management have individual competencies related to critical and creative thinking, integrity and ethical judgment, and the ability to function in a complex and demanding professional environment.
4. INTERPERSONAL COMPETENCIES: Graduates of the School of Management have interpersonal competencies related to effective and appropriate communication and collaboration that support and enhance their individual and organizational effectiveness.
5. GLOBAL ENVIRONMENT: Graduates of the School of Management have a sound understanding of the global environment and its importance to organizational effectiveness, as well as the ability to successfully operate in an international context.
6. LEADERSHIP AND CHANGE: Graduates of the School of Management are able to demonstrate an understanding of the practice of effective and principled leadership including how to influence organizational change in complex and dynamic environments.
7. QUANTITATIVE AND QUALITATIVE TOOLS: Graduates of the Masters of Business Administration (MBA) program are able to appropriately use quantitative and qualitative methods and tools to identify and analyze business problems and opportunities.
8. TECHNOLOGY: Graduates of the Masters of Business Administration (MBA) program are able to effectively manage and utilize technology to collect, analyze, synthesize, present and employ relevant information for decision-making.
9. CORPORATE SOCIAL RESPONSIBILITY: Graduates of the Masters of Business Administration (MBA) program are able to make business decisions incorporating a distinct awareness of social responsibility, including, in particular, sustainable business practices.

Program Delivery

Students can select a “blended program” combining some traditional campus based courses with some online courses. The on-campus MBA courses are offered year round in four 11-week terms: Fall, Winter, Spring and Summer. Classes are scheduled in the evening once a week to accommodate adult learners who are employed full time and pursuing course work on a part-time basis. Occasionally, a class will be offered in a compressed weekend format or as an International travel course. The online MBA courses are offered year round in five 8-week terms. Please note only a General MBA is offered in the fully online format. Depending on admission requirements, some students may complete the program in as few as 12 months, though they
may take up to seven years, if they choose. Students who wish to proceed at a slower pace may do so, as long as they complete the program within seven years after their first registration.

Admission Requirements

International applicants are subject to separate admission procedures. For current admission procedures, international applicants (only) should consult the following: http://www.callutheran.edu/management

Candidates for admission to the MBA program should submit a complete application portfolio at least 45 days prior to the start of the term. Admission decisions for regular graduate standing are based on a review of the following materials in the candidate’s file:

1. A completed application form and non-refundable application fee;
2. Evidence of an interview with an admission counselor;
3. Official transcripts showing a bachelor’s degree from a regionally accredited U.S. institution. Normally, a grade point average of 3.0 or higher in upper division undergraduate work is expected;
4. Two letters of recommendation;
5. A personal statement;
6. Resume
7. Test scores. Applicants whose undergraduate records do not satisfy the criteria set forth in paragraphs A-D below must include Graduate Management Admission Test (GMAT) scores in their admission portfolio. The GMAT may be waived for candidates who present an official transcript of previous college work from a regionally accredited college or university reflecting any one of the following criteria:
   a. An undergraduate, upper division grade point average of 3.0 or higher on a 4.0 scale; or
   b. A combined grade point average of 3.0 or higher for the most recent 60 credits of study consisting of any of the following: graduate course work, upper division post baccalaureate course work (exclusive of extension or continuing education work), and upper division undergraduate course work; or
   c. A minimum of nine credits of graduate course work completed and a 3.50 grade point average; or
   d. A previously earned master’s degree.

Note:
1. For more information, see Admission Procedures.
2. All applicants who have completed their undergraduate work at an institution outside of the U.S. must submit GMAT and TOEFL scores and have their transcripts evaluated for equivalency to a U.S. bachelor’s degree.
3. Cal Lutheran Alumni with business degrees are assured admittance if their undergraduate degree was completed with a 3.0 grade point average or higher in the upper division business courses.

International Students

International students have unique admission requirements. They should refer to the admission requirements for international students listed in the general admission section of this catalog or at http://www.callutheran.edu/Management.

Requirements for the Master of Business Administration (MBA)

The MBA requires 45 credits of course work which must be completed within a seven-year period. Pass/Fail grading is not permitted for any courses taken towards graduation credit in the MBA and Post-MBA Programs.

Additional course work may be required for individuals whose academic records reflect the need for preparation in the areas of accounting/finance, communication, economics and/or statistics. The requirement for this preparation is determined during the admission process. These courses, which we call Business Foundations, are primarily designed for students who are admitted to the MBA program but do not have sufficient business and/or academic background. Basic knowledge of word processing, spreadsheet and database applications is expected.

Foundation Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 500</td>
<td>Foundation Adv Academic/Profession Pract</td>
<td>3</td>
</tr>
<tr>
<td>MBA 501</td>
<td>Foundations of Accounting</td>
<td>4</td>
</tr>
<tr>
<td>MBA 502</td>
<td>Foundations of Economics</td>
<td>3</td>
</tr>
<tr>
<td>MBA 503</td>
<td>Foundations of Business Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MBA 515</td>
<td>Adv Academic Skills Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

Core Courses (24 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 505</td>
<td>Enterprise Mgmt, Organztn &amp; Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MBA 506</td>
<td>Information Technology Management</td>
<td>3</td>
</tr>
</tbody>
</table>
Management Courses

All students are required to pick two courses. One course must align with the selected major. To obtain a general MBA in Management degree, students are required to take six courses from the list of Management courses.

Select two from the following one must align with the major:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 520</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MBA 521</td>
<td>Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>MBA 522</td>
<td>Innovative Business Models</td>
<td>3</td>
</tr>
<tr>
<td>MBA 523</td>
<td>International Business</td>
<td>3</td>
</tr>
<tr>
<td>MBA 524</td>
<td>Human Capital Management Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MBA 525</td>
<td>Sustainable Business Strategies</td>
<td>3</td>
</tr>
<tr>
<td>IT 509</td>
<td>Data Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Emphasis Choices

Students may choose to earn an MBA with an emphasis consisting of twelve credits in one of the majors below. This is in addition to the six management credits where one must align with the selected emphasis.

To obtain a general MBA in Management, students are required to take six courses from the list of management courses. The required core courses of 24 credits and three credit capstone course are the same for all of the MBA emphasis.

The emphasis choices are:

- Enterprise Innovation and Entrepreneurship
- Finance
- Human Capital Management
- International Business
- Marketing
- Technology Management

Enterprise Innovation and Entrepreneurship

Discover the natural advantages that result from your company’s small size, speed, agility, flexibility, sensitivity to customer’s needs, creativity, a spirit of innovation so you can successfully compete. You will become excited about the possibilities, the challenges, and the rewards of owning your own business. You will learn the tools necessary to become successful and be able to work at doing something you really love.

Select four of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 550</td>
<td>Agile Product Development</td>
<td>3</td>
</tr>
<tr>
<td>MBA 551</td>
<td>Entrepreneurial Marketing and Selling</td>
<td>3</td>
</tr>
<tr>
<td>MBA 552</td>
<td>Entrepreneurial Finance</td>
<td>3</td>
</tr>
<tr>
<td>MBA 553</td>
<td>Growth Stage Venture Management</td>
<td>3</td>
</tr>
</tbody>
</table>
Finance

The Finance emphasis develops financial managers who are aware of the external factors and are proficient in applying the most current tools and quantitative techniques to provide smooth running day-to-day operations, as well as contribute to the company's long-term success. Students will integrate financial strategy and product market strategy; define and measure asset and portfolio risk and return; and develop and implement capital and dividend policies. Depending on course selection, the skills taught in the Finance emphasis may also equip students to plan and implement their own financial plan, including managing a personal investment portfolio.

Select four of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 540</td>
<td>Financial Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MBA 541</td>
<td>Strategic Financial Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MBA 542</td>
<td>Investment and Portfolio Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 543</td>
<td>Real Estate Investments</td>
<td>3</td>
</tr>
<tr>
<td>MBA 544</td>
<td>Buyouts and Acquisitions</td>
<td>3</td>
</tr>
<tr>
<td>MBA 545</td>
<td>Behavioral Finance</td>
<td>3</td>
</tr>
<tr>
<td>MBA 552</td>
<td>Entrepreneurial Finance</td>
<td>3</td>
</tr>
<tr>
<td>MBA 561</td>
<td>International Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

or MBA 5STF Selected Topic course(s) developed for the major.

Human Capital Management

Discover the current state of Human Capital Management (HCM) and the environmental influences that contribute to organizational leveraging of human capital. Topics include but not limited to legal, social technological, global environment of HCM, as well as other contemporary HCM issues, such as talent management, strategic compensation structure, training and development, and employee relations.

Select four of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 570</td>
<td>Compensation Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 571</td>
<td>Talent Recruitment and Selection</td>
<td>3</td>
</tr>
<tr>
<td>MBA 572</td>
<td>Employee Relations</td>
<td>3</td>
</tr>
<tr>
<td>MBA 573</td>
<td>Training and Development</td>
<td>3</td>
</tr>
<tr>
<td>MBA 574</td>
<td>Global Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 575</td>
<td>Employment Law</td>
<td>3</td>
</tr>
</tbody>
</table>

or MBA 5STH Selected Topic course(s) developed for the major.

Technology Management

The Technology Management emphasis develops business leaders who understand the concepts and methods required to define, design, build, manage and evolve information technology. In addition, students will learn to align technology goals to strategic business goals, design client server applications, develop data communication and networking strategies, assess the business risks and rewards of new information technology, apply re-engineering principles to business processes, and understand the role of the technology manager in business planning.

Select four of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 512</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>IT 520</td>
<td>IT Strategy and Business Value</td>
<td>3</td>
</tr>
<tr>
<td>IT 522</td>
<td>Enterprise Systems</td>
<td>3</td>
</tr>
<tr>
<td>IT 523</td>
<td>IT Architecture and Infrastructure</td>
<td>3</td>
</tr>
<tr>
<td>IT 524</td>
<td>Emergent Technologies and Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

International Business

Designed to prepare graduates for professional careers in this borderless world economy. Today's need to be prepared to interact with other countries, cultures, beliefs and business systems. Therefore, future students of business will need to acquire rather complex skills attributed to cross-cultural management because today's business is increasingly global.
Select four of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 560</td>
<td>International Business Law</td>
<td>3</td>
</tr>
<tr>
<td>MBA 561</td>
<td>International Finance</td>
<td>3</td>
</tr>
<tr>
<td>MBA 562</td>
<td>International Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MBA 563</td>
<td>Global Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MBA 564</td>
<td>Applied International Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 574</td>
<td>Global Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>or MBA 5STM</td>
<td>Selected Topic course(s) developed for the major</td>
<td>3</td>
</tr>
</tbody>
</table>

**Marketing**

The Marketing emphasis prepares students to apply marketing research tools and concepts in domestic and international markets, identify strategic factors and trends, analyze the external environments, plan campaigns, and understand the application of the principal tools of marketing and sales management.

Select four of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 530</td>
<td>CRM in the Digital Age</td>
<td>3</td>
</tr>
<tr>
<td>MBA 531</td>
<td>Sales Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 532</td>
<td>Strategic Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>MBA 533</td>
<td>Strategic Brand Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 534</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MBA 535</td>
<td>Advertising Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 562</td>
<td>International Marketing</td>
<td>3</td>
</tr>
<tr>
<td>or MBA 5STM</td>
<td>Selected Topic course(s) developed for the major</td>
<td>3</td>
</tr>
</tbody>
</table>

**Courses**

**MBA 500. Foundation Adv Academic/Profession Pract. (3).**

This course provides the student with knowledge, skills and abilities to academic and professional practices that are needed in order to succeed in the CLU School of Management's graduate programs. The course focuses on the development of written and oral communication skills, computer skills, and creative and critical thinking. Students will learn how to plan, research, organize, prepare and professionally present major academic reports using current presentation technologies for team projects and individual assignments.

**MBA 501. Foundations of Accounting. (4).**

The first 40% of the course (approximately) focuses on financial accounting or the measuring, processing classifying, and reporting of financial information for external use. The remaining 60% of the course (approximately) focuses on managerial accounting or the presentation of financial information to management for internal decision making purposes.

**MBA 502. Foundations of Economics. (3).**

This course provides the groundwork for a general understanding of economics. It deals with both aspects of the study or economics (Micro and Macroeconomics). Microeconomics explains economic decision making by the individual economic agents, and Macroeconomics describes the working of an economic system and its behavior as a whole. In order to help students to get a better grasp of the pertinent discussions and follow them in a systematic order, the course is divided into five segments. 1) Introduction to Economics; 2) Market, Its Concept and working, Comparative Statics, Market Failure and Discussion of Efficiency; 3) Product & Factor Markets and Their Structure; 4) Macroeconomic Measurement, Models and Fiscal Policy; 5) Money, Banking and Monetary Policy.

**MBA 503. Foundations of Business Statistics. (3).**

This course is designed to help the entering MBA students to acquire a good intuitive grasp of statistics - what it is, how and when to apply statistical techniques to managerial situations, and how to interpret results. Various statistical and mathematical techniques will be presented to assist in solving problems encountered by corporate managers. Students need to demonstrate knowledge of the course concepts by knowing which decisions, comparisons, and inferences to make in the presence of uncertainty.

**MBA 505. Enterprise Mgmt, Organztn & Strategy. (3).**

Managers are called upon to make important choices that require a well-informed understanding of how organizations are designed and operate. Toward that end, they must be knowledgeable of all organization's functions (including accounting, finance, human resources, marketing, operations, etc.) and how these activities must be coordinated. Further, to achieve firm goals, managers are required to have a profound understanding of the industry and professional environment. This course introduces the functional areas of an organization, seeks to develop external environment analytical skills, and proposes theoretical and practical paradigms to effectively manage in an increasingly competitive global environment.
MBA 506. Information Technology Management. (3).
In today's dynamic and competitive economy, the ability of an organization to effectively leverage their existing and emerging information technologies is a critical success factor in gaining and sustaining a strategic advantage. This course introduces students to important concepts and techniques needed to understand and leverage information technology within an organizational context. Students will learn the fundamentals of design and implementation of information systems in the modern organization, business process improvement thorough the use of information technology, organizational data modeling, project management concepts, data governance mechanisms, technology-enabled change management among other.

MBA 507. Organizational Behavior. (3).
Investigation and consideration of individual and group behavior within an organizational context is explored. Focus is on the understanding and application of knowledge issues including motivation, group process, leadership, communication, performance enhancement, power and influence, creativity, conflict management, change, diversity and global issues. Integration of theory and practice from a managerial perspective are considered.

MBA 508. Business Ethics and Law. (3).
Law provides a set of rules for behavior in society. Ethics presents a menu of options for social actors. Law concerns what we are obligated to do; ethics concerns what we should do. This course presents the disciplines of law and ethics as complementary strategic tools to guide business leaders in making sound decisions as well as exercising moral judgment.

MBA 509. Marketing Management. (3).
With more and more products and services chasig fewer dollars, marketing strategy and plan execution is more important than ever. The goal of marketing is to plan, build, manage and grow ethical and profitable customer relationships over time. Marketing Management introduces students to the great variety of functions that must be managed in a marketing organization. Activities and issues addressed include product marketing and management, customer satisfaction, pricing, product launches, digital marketing, marketing information systems, channel management, marketing administration, industry marketing, marketing communications, lead management, event marketing, and marketing campaign strategy.

MBA 510. Strategic Decision Making. (3).
The main focus of this course is on the decision-making process and the role of management science in that process. Students need to demonstrate knowledge of the practical basis of the course by mastering and correctly applying the methods for making these decisions, comparisons, and inferences in business settings. The purpose of this course is to provide students with a sound conceptual understanding of the role management science plays in the decision-making process. The course is concerned with the wide variety of quantitative techniques currently being used in the field of operations research. Students must apply the management science model to generate solutions and recommendations for management.

MBA 511. Macroeconomics in the Global Economy. (3).
This course illustrates how contemporary macroeconomics theories and practice explain the current state of affairs in creating better opportunities for many people and business entities in the global economy. This course also explains and argues about the emergence of the crises that have shaken the economic foundations of many economies and regions in the world. The course brings attention to major current problems in the world such as Global Financial Crisis and its outcome in the form of increase in unemployment, high public debt, and growing poverty and income gap within a country and among the nations. The class provides ample opportunities for debating the contemporary and prevailing policy initiatives with respect to issues such as inflation, exchange rate regimes, fiscal rules and regulations. Students will have the opportunity to develop an international macroeconomic perspective. They are encouraged and assisted to use critical and deductive reasoning, adaptive thinking, ethical judgment in reaching the possible conclusions. This class will embark on helping the students to enhance their capacity to synthesize competing points of view and effective communication.

Finance and financial institutions as they relate to the firm and the flow of funds are studied. Emphasis is on the supply and demand of capital, principles and tools of business finance, money, and capital markets. Topics include: time value of money, valuation of securities, capital budgeting, Capital Asset Pricing Model (CAPM), market efficiency, risk and return analysis, working capital management, budgeting and planning, costs of capital, and financial ratio analysis.

This course provides the student with knowledge, skills and abilities to academic and professional practices that are needed in order to succeed in the CLU School of Management's graduate programs. The course focuses on the development of written and oral communication skills, computer skills, and creative and critical thinking. Students will learn how to plan, research, organize, prepare and professionally present major academic reports using current presentation technologies for individual assignments. Appropriate for students who lack academic writing and presentation experience or who have been out of the academic world for 5 or more years.

MBA 520. Marketing Research. (3).
Marketing Research consolidates inputs from a variety of sources, including its own surveys. The inputs are analyzed and the results made available in the form of position reports, from which marketing plans and marketing research reports are developed, which are used as inputs to strategic planning. The decision process and the marketing research process are introduced and the importance of the relationship between the two is stressed.

MBA 521. Corporate Finance. (3).
This course deals with corporate financial decisions involving long-term debt, dividend policy, equity, capital structure, cost of capital, and long-term financial planning. These issues will be addressed mostly in the context of the underlying theory and practice. End-of-chapter problems and other assignments are intended to illustrate how ideas introduced in the course are applied to real-world situations.
This course uses the business model framework to comprehensively explore ways that organizations innovate and change. By utilizing all of the core business courses in a cross-functional framework, students gain perspectives on ways organizations learn and adapt. The course is practice based, where knowledge is applied through exercises and outside projects.

MBA 523. International Business. (3).
Globalization is a reality for most industries and companies. This course introduces students to the global business environment in which organizations operate. It emphasizes political, economic, cultural, legal and technological influences on the design and execution of international strategy. The course particularly explores stages and challenges facing corporations in entering foreign markets and organizing cross-border activities. The course draws heavily on current literature in management, economics, marketing and organizational theory.

This course is an investigation into the current state of Human Capital Management and the environmental influences that contribute to organizational leveraging of human capital. Environmental concerns discussed will include legal, social, technological, and global as well as other contemporary Human Capital Management issues such as talent management, strategic compensation structure, and policies, procedures and protocols related to Human Capital Management for the present and future.

MBA 525. Sustainable Business Strategies. (3).
Sustainable businesses operate across all sectors from production of conventional goods/services to developing new breakthrough technologies. Companies that incorporate environmental, health and social value in their business activities show financial success, benefit many stakeholders, and can better leverage global challenges for long-term profitability and growth. This course explores the tremendous impact the sustainability movement is having on core business strategies and building competitive advantage. It catalogs the adoption of principles, polices and practices by mainstream corporations, and reviews how clean technologies are helping to optimize natural resource use while improving financial performance.

MBA 530. CRM in the Digital Age. (3).
Building profitable long-term customer relationships involves a keen understanding of consumer needs, want and psychographic patterns. This course focuses on leveraging the power of digital media platforms (including social media and mobile marketing) to create customer loyalty and engagement around an organization’s brand and the products and services they bring to the marketplace.

MBA 531. Sales Management. (3).
This course discusses sales problems and how to put in place sales management processes designed to solve these problems. The purposes and reasoning behind the material are emphasized and sales management principles are reinforced with actual examples. An effort is made to relate to the situations and realities students experience in the work place. Some topics covered include sales cycles, installing a sales process, strategic selling, selling to distributors, OEMs and VARs, telesales, telemarketing and direct marketing, sales planning, budgeting and reporting, sales compensation plans, sales forecasting, account and territory management, conducting sales effectiveness audits; sales automation and sales organization. Students are introduced to several structured approaches for defining and addressing selling problems and opportunities.

MBA 532. Strategic Public Relations. (3).
Public Relations has undergone rapid advances in technology and many of the old rules have changed dramatically. The emergence of the Internet and social media has transformed strategic planning and execution. But Public Relations is still about people and electronic communications still demands writing skills. This course will require students to evaluate challenges of executing relevant, effective public relation programs in an evolving, media-centric technology environment.

MBA 533. Strategic Brand Management. (3).
Key to the success of any marketing program is the ability to deliver an effective brand value proposition. Building, communicating and delivering upon the brand story leads to long lasting customer relationships. Students will explore the theories and challenges of brand management including building and measuring brand equity, evaluating brand communication strategies and creating meaningful brand experiences for customers in a media-rich, entertainment driven economy.

MBA 534. Consumer Behavior. (3).
Understanding the complexities of consumer buying behavior is crucial to creating and implementing effective marketing campaigns. This course is a dynamic analysis of the role of the consumer in the marketplace including the cultural, demographic and psychological influences on consumer buying behavior.

MBA 535. Advertising Management. (3).
A key component of the promotional mix, advertising plays a vital part in communication of organizational messaging. This course evaluates the theories and practices of effective advertising strategies including communication objectives, media selection & planning, implementation and evaluation.

MBA 540. Financial Strategy. (3).
This course deals with the corporate financial strategies as they relate to the areas of valuation, capital budgeting, financial distress, options, risk management, corporate restructuring, dividend policy, international finance, and mergers and acquisitions. These issues are addressed in the context of real case studies. Selected reading and research articles are intended to provide a foundation for introduced concepts and expost the student to the latest thinking in this area.

MBA 541. Strategic Financial Analysis. (3).
The course is designed to provide students with the skills necessary to exploit the richness of information available from financial statements. Upon completion of the course, students will have an appreciation for the usefulness and limitations of financial statements in asset valuation and credit analysis, and should be aware of much of the research that exists concerning the role of financial information in capital markets.
The Master of Business Administration (MBA)

MBA 542. Investment and Portfolio Management. (3).
This course is a study of the various type of available investments and the functions of financial intermediaries in money and capital markets. Study will also be given to the problems encountered in the management of a portfolio of investments.

MBA 543. Real Estate Investments. (3).
This course provides students with an introduction of the application of financial principles to the discipline of real estate. Students should leave this course with an understanding of: investment property analysis and evaluation, commercial real estate and single-family housing loan underwriting, real property valuation, the real estate capital markets, real estate ownership structures and taxation.

MBA 544. Buyouts and Acquisitions. (3).
Buyouts and Acquisitions (also known as Mergers & Acquisitions) is an advanced course in finance. This course includes up-to-date information on corporate practices relating to M&A. The contents of the course should benefit students who plan to work in investment banking, corporate development or management consulting. This is a fast paced course geared towards an interactive learning environment. The intent of this course is to study relevant areas that impact Mergers & Acquisitions, including fundamental financial analysis and valuation, legal/accounting issues, the process of buying and selling a company and post-merger integration. The course will be taught from the perspective of applying theory and fundamental analysis to Mergers & Acquisitions from the perspective of corporate development and investment banking. The course’s approach is intended to provide practical and real world application while developing the students’ conceptual and strategic thinking and decision-making skills. Guest speakers have included private equity investors, corporate development executives, M&A attorneys, and due diligence professionals.

MBA 545. Behavioral Finance. (3).
This seminar course is intended to explore the field of behavior and to promote an appreciation for the importance of human behavior in the spectrums of households, institutions and society. Behavioral science is an interdisciplinary body of knowledge with strong ties to the social sciences-psychology, sociology and anthropology, as well as to allied social sciences-such as economics and political science. Behavioral studies uses scientific methods to develop and empirically test theories about human behavior across all spectrums, therefore, the role of the scientific method in understanding and application of knowledge regarding topic areas is quintessential. This course is devoted to understanding the nature and role of reason, emotions and behavior in financial decision making under uncertainty. The three areas of decision-making behavior that will be thoroughly explored will be in the fields of investment, retirement savings and financial and mental health.

MBA 550. Agile Product Development. (3).
Agile product development techniques increase an organization's ability to create and deliver quality products and service faster. The course focuses on developing capabilities, practical tools and frameworks to get product - market fit faster by applying foundational concepts of product lifecycles and go-to-market strategies.

MBA 551. Entrepreneurial Marketing and Selling. (3).
This course explores the strategies and tactics used to market products and services with low marketing budgets and no brand history. The course covers various guerrilla marketing activities, social media strategies, public relations efforts, direct marketing and promotional event methods.

MBA 552. Entrepreneurial Finance. (3).
Entrepreneurial finance focuses on the valuation of emerging ventures and ways that resources are allocated and applied to new activities. The course addresses key questions which challenge all entrepreneurs: how much money can and should be raised; when should it be raised and from whom; what is a reasonable valuation of the startup; and how funding contracts are exit decisions should be structured.

MBA 553. Growth Stage Venture Management. (3).
This course focuses on venture growth after the initial startup of the firm. The course looks at the various managerial, operational, financial, HR and strategic issues facing organizations that experience substantial growth over time.

MBA 560. International Business Law. (3).
This course offers an overview of main areas of international business law which are important for global business executives. It provides an introduction to the international legal environment, including an overview on major legal traditions and their impact on the conduct of international business. The course examines fundamental legal frameworks governing global commerce and international trade relations. It explores topics such as international jurisdiction, global and regional trade agreements and bodies, as well as a broad range of regulatory and legal issues, such as the trade in goods and services, dispute settlement and foreign direct investment.

MBA 561. International Finance. (3).
This course is designed to familiarize students with the international capital environment and challenges faced by all companies seeking global successes. In addition to introducing interest rate parity, purchasing power parity and the international Fisher Effect, this course will cover the pragmatic aspects of finance such as the currency, futures, forwards and options markets. Updated forecasting techniques and methodologies on exchange rates, interest rates and country risk analysis will also be covered.

MBA 562. International Marketing. (3).
This course addresses the fundamental differences between domestic and international marketing. It provides students with the background and the tools necessary to develop techniques for preparing strategically oriented international marketing plans. Special attention will be given to the effect of the political, economic, cultural, legal and technological environment on product, distribution, pricing, and promotion strategies. The course will also explore how marketing mix decisions differ across various market entry modes, and it will discuss standardization vs. adaptation strategies at the intersection of market demands and corporate strategy.
MBA 563. Global Strategy. (3).
This course will explore advanced topics in managing the geographic scope of the firm. It asks questions such as when and why does a firm operating in multiple locations have competitive advantage over a collection of single-location rivals? When should international linkages be managed inside the firm, and when should they be left to market transactions or to collaborative alliances? Given a global strategy, how should the firm be organized to execute it? It addresses the creation of competitive advantage in the multinational firm as well as the complexities of managing a multinational firm. It will examine the nature of global industries and global competition to assist managers in understanding how to formulate and implement successful and adaptive strategies in an increasingly complex world economy. Topics include the globalization of industries, the organization of multinational enterprises, strategy in global firms that are also in multiple industries, multinational partnering, the organizational structure of complex global firms, and building global networks.

MBA 564. Applied International Management. (3).
All organizations are directly or indirectly affected by international management issues. This holds true for a small business as well as a major enterprise. Yet, too often, inadequate attention is paid to differing cultures, styles, customs and protocols involved with conducting business across national borders. This class is designed to introduce graduate students to some of the concepts and implications of the accelerating trend of increased globalization. Managing a culturally diverse work force within the same national boundaries will also be addressed. A combination of lectures, videos, case studies and hands-on activities will be used to present the subject in an experiential manner designed for practical application.

MBA 570. Compensation Management. (3).
This course will analyze wage, benefits, and salary administration in private and public organizations; total compensation systems; interrelationship among employee performance, intrinsic and extrinsic rewards, perceived equitable payments, and employee satisfaction; employee benefits; employee incentive programs. The integration into an organizational strategy will also be evaluated.

MBA 571. Talent Recruitment and Selection. (3).
This course is an investigation into the current, contemporary practices and models of selecting personnel for assignment to positions within organizations. Discussion of utility theory as well as various instruments for recruitment and selection will be discussed. An overview of succession planning for leadership will be integrated into the course. Examines skills and strategies in interviewing, selection, observation, and evaluations processes, issues related to supervision of staff, the process of progressive discipline.

MBA 572. Employee Relations. (3).
A discussion of the strategy of engaging unions, managing employee-management relations, discussions of Importance of understanding employee relations, Approaches to Industrial Relations - Unitary, Pluralistic, Marxist. Role of Three Actors to Industrial Relations- State, Employer & Employees, Causes for poor IR, Developing sound IR. Ethical approach to IR: Idea of trusteeship - Principles & features, Code of conduct. Case studies surrounding results of poor IR management.

MBA 573. Training and Development. (3).
Efficient and effective management of an organization's human capital is critical source of its competitiveness and sustainability. Additionally, the dynamic and largely uncontrollable nature of global, political, social, economic, technological, and organizational forces requires on-going strategic development of the skills and talents of an organization's employees for its very development and in some cases survival. Focused, outcomes-driven training and development is critically related to the traditional major goals of Human Capital Management: acquire, develop and maintain an organization's human capital. It is also a critical and direct strategic driver of organizational success.

This course aims at providing students with the knowledge essential to their successful undertaking of management responsibilities in the near future. The course encompasses key topics in International Human Resource Management with significant coverage of emerging theory and issues in this area. Globalization of business is forcing managers to grapple with complex issues as they seek to gain or sustain a competitive advantage. Faced with unprecedented levels of foreign competition at home and abroad, firms are beginning to recognize not only that international business is high on top management's list of, but also that finding and nurturing the human resources required to implement an international or global strategy is of critical importance. The role of human resource management in this complex, ever-changing world is central to this course.

MBA 575. Employment Law. (3).
Employment Law will introduce students to employment laws that have a substantial impact on organizations and the workforce environment. The course will focus on cases that have occurred in the regulatory environment of the employment relationship Lastly, this course will present to students a framework for becoming productive and effective employers and employees in the workplace.

MBA 590. Internship. (3).
Supervised internship in a company of student's choice (the internship position must be in line with his/her track specialization).

MBA 591. The Business Plan. (3).
The students will have a chance of completing a comprehensive business plan for a new venture. All arrangements for providing companies for the above project are made through the Cal Lutheran MBA program office.

MBA 592. Executive Roundtable. (3).
The intent of this course is to serve both as an elective for the Management and Finance emphasis areas in the MBA program or as an optional capstone for Finance majors. Of course, all emphasis areas are welcome to take the course for credit and all students (including undergraduates) are invited to attend the presentation and subsequent discussion for each executive speaker.

MBA 594. International Travel. (3).
International travel courses are organized by the School of Management in collaboration with relevant the University office.
MBA 595. Consulting to Business. (3).
This course is a study of the history and theory of management consulting from the late nineteenth century to the present day, with hands-on techniques and skills of the consulting process imparted via an actual business consulting project. Students will deliver individual and group consulting assignments to a local business client based at the CLU Center for Entrepreneurship or other local business sectors in LA and Ventura County. Topics can range from Business Plan Development, Channel Strategy development and implementation, Operational Improvements, Organizational Design and Optimization, etc. The project will have complexity that covers several areas in a business and is worth of being considered an MBA Capstone effort. This course enables students to apply the academic theory of management consulting to practical business operations.

MBA 599. MBA Project. (3).
Identified and supervised by a School of Management faculty member.

Executive MBA

The Executive MBA (EMBA) program at California Lutheran University is an elite program for seasoned professionals who have already achieved significant business success. Our interdisciplinary, experiential-driven curriculum is organized around five key areas:

- Leading Operations
- Managing Processes
- Leading People
- Leading Strategy
- Professional and Personal Advancement

After completing an EMBA degree, the student will have an in-depth understanding of the building blocks of business management, theories and practical tools in core subject areas. Furthermore, the student will possess critical and creative thinking skills to apply theories and related tools to solve business problems related to planning, organizing, leading and controlling in any organization, private or public, in a fast-paced domestic or global environment. Additionally, the students will have developed a better understanding of their strengths and weaknesses in interpersonal relations, teamwork and leadership.

The program features 16 courses, 3 credits each, delivered in a hybrid model (8 on-campus courses, 7 online courses and 1 travel course). The on-campus courses will be offered in a compressed weekend format.

Admission Requirements

The EMBA program begins each October and is delivered over 18 months to a cohort consisting of working professionals with a minimum of 5-7 years of relevant professional experience. Candidates for admission to the MBA program should submit a complete application portfolio at least 45 days prior to the start of the term. Admission decisions for regular graduate standing are based on a review of the following materials in the candidate’s file:

1. A completed application form and non-refundable application fee;
2. Evidence of an interview with an admission counselor;
3. Official transcripts showing a bachelor’s degree from a regionally accredited U.S. institution. Normally, a grade point average of 3.0 or higher in upper division undergraduate work is expected;
4. One letter of recommendation;
5. Interview with the Program Director;
6. Resume
7. Test scores. Applicants whose undergraduate records do not satisfy the criteria set forth in paragraphs A-D below must include Graduate Management Admission Test (GMAT) scores in their admission portfolio. The GMAT may be waived for candidates who present an official transcript of previous college work from a regionally accredited college or university reflecting any one of the following criteria:
   a. An undergraduate, upper division grade point average of 3.0 or higher on a 4.0 scale; or
   b. A combined grade point average of 3.0 or higher for the most recent 60 credits of study consisting of any of the following: graduate course work, upper division post baccalaureate course work (exclusive of extension or continuing education work), and upper division undergraduate course work; or
   c. A minimum of nine credits of graduate course work completed and a 3.50 grade point average; or
   d. A previously earned master’s degree.

Note:

1. For more information, see Admission Procedures.
Requirements for the Executive MBA

The Executive MBA requires 48 semester credits of coursework which must be completed within a seven-year period. Pass/Fail grading is not permitted for any courses taken towards graduation credit in the MBA and Post-MBA programs.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EMBA 500</td>
<td>Strategy Development in Global Context</td>
<td>3</td>
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<tr>
<td>EMBA 501</td>
<td>Ethical and Legal Practices in Business</td>
<td>3</td>
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<td>EMBA 502</td>
<td>Strategic Decision Making High Perform</td>
<td>3</td>
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<td>EMBA 503</td>
<td>Organizational Design</td>
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<td>EMBA 504</td>
<td>Finance for Executives</td>
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<td>EMBA 505</td>
<td>People Management</td>
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<td>EMBA 506</td>
<td>Marketing Management for Executives</td>
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<td>EMBA 508</td>
<td>Negotiations and Conflict Management</td>
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<td>EMBA 509</td>
<td>Information Systems for Executives</td>
<td>3</td>
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<td>EMBA 510</td>
<td>Global Economics</td>
<td>3</td>
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<tr>
<td>EMBA 511</td>
<td>Project Management</td>
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<tr>
<td>EMBA 512</td>
<td>Innovation/Organization Entrep</td>
<td>3</td>
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<tr>
<td>EMBA 513</td>
<td>Professional and Personal Development (Take three times for a total of 3 credits)</td>
<td>1</td>
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<tr>
<td>EMBA 514</td>
<td>Global Supply Chain Management</td>
<td>3</td>
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<tr>
<td>EMBA 520</td>
<td>Executive Business Immersion</td>
<td>3</td>
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<tr>
<td>EMBA 599</td>
<td>Final Project</td>
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</tr>
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Courses

**EMBA 500. Strategy Development in Global Context. (3).**

Globalization is a reality for most industries and companies. This course goes beyond a mere introduction to the global business environment in which organizations operate. This course will merge topics of strategy development with advanced issues of managing the geographic scope of the firm. The course asks questions such as when and why does a firm operating in multiple locations have competitive advantage over a collection of single-location rivals? When should international linkages be managed inside the firm, and when should they be left to market transactions or to collaborative alliances. Give a global strategy, how should the firm be organized to execute it? It addresses the creating of competitive advantage in the multinational firm as well as the complexities of managing a multinational firm. It will examine the nature of global industries and global competition to assist managers in understanding how to formulate and implement successful and adaptive strategies in an increasingly complex world economy. Topics include (but a not limited to) the political, economic, cultural, legal and technological environment of international strategy, an exploration of the stages and challenges facing corporations in entering foreign markets, the globalization of industries, the organization of multinational enterprises, strategy in global firms that are also in multiple industries, multinational partnering, the organizational structure of complex global firms, and building global networks.

**EMBA 501. Ethical and Legal Practices in Business. (3).**

This course addresses the ethical and legal issues that managers face in the practice of leadership. Special consideration is given to the intersection of ethics and law in the areas of business that impact organizational performance, such as freedom and responsibility; whistleblowing, privacy and employment issues; corporate governance; marketing and transparency; products liability and financial integrity.

**EMBA 502. Strategic Decision Making High Perform. (3).**

The main focus of this course is on the decision-making process and the role of management science and other quantitative methods in that process. Students will need to demonstrate knowledge of the practical basis of the course by mastering and correctly applying the methods for making these decisions, comparisons, and inferences in business settings. The purpose of this course is to provide students with a sound conceptual understanding of the role management science and other methods plays in the decision-making process. The course is concerned with the wide variety of quantitative techniques currently being used in the field of operations research. Students must apply the management science model to generate solutions and recommendations for top management aimed at achieving the high level of performance in their organizations. Additionally, this course will introduce MBA students to the art and science of data analytics.

**EMBA 503. Organizational Design. (3).**

Organization Design is a formal, guided process for integrating the people, information and technology of an organization. It is used to match the form of the organization as closely as possible to the purpose the organization seeks to achieve. Through the design process, organizations act to improve the probability that the collective efforts of members will be successful. This course focuses on effective organizational design in both traditional and innovative organizations, with special emphasis on innovative organizational forms that can provide strategic advantage. Topics include when to use functional, divisional or matrix organizations, how IT creates new organizational opportunities, and examples of innovative organization possibilities, such as democratic decision-making, crowd-based organizations internal resource markets, and other forms of collective intelligence.
EMBA 504. Finance for Executives. (3).
This course provides a framework, concepts, and tools for analyzing financial decisions based on fundamental principles of modern financial thought. It will examine the topics of financial statement structure, ratio analysis, cash flow and break-even analysis, cash management, cash budgets, capital budgeting, the NPV rule measuring risk, capital acquisition, securities market and capital structure. Upon completing this course, students should better read, understand, interpret and explain corporate financial management and investment decisions.

EMBA 505. People Management. (3).
This course will equip students with knowledge of processes and practical tools on how to connect organizational excellence to people management by systematically identifying, attracting, motivating, developing and retaining the organization’s best people. This course focuses on developing a strategic approach to managing core talent, which includes the enhancement of an employment brand in order to produce superior recruiting results, the formulation of integrated marketing and communication strategy to build brand awareness, and the implementation of techniques aimed to successfully manage employee retention and engagement, among others. The course identifies practices and solutions for increasing the likelihood of top talent remaining with the organization and becoming its future leaders.

EMBA 506. Marketing Management for Executives. (3).
Today's executives are faced with the shifting demographic forces impacting consumer behaviors in a global marketplace. The ability for organizations to plan build, manage and grow ethical and profitable customer relationships is more important than ever. This course provides executives with insights and strategies for positioning their organizations and its associated products and/or services in highly competitive markets. Topics include customer loyalty, branding, pricing, promotion, digital marketing marketing information systems, channel management, marketing structures, industry marketing, marketing communications, lead management, and marketing campaign strategy.

EMBA 507. Leadership and Change Management. (3).
This course will cover and apply a variety of core concepts and theories related to leadership and leading change. Key models, theories, and practices from sociology, psychology and organizational science will be investigated which form the knowledge base for leadership and change management skills. The focus of the course is on identifying and developing key competencies and core skills such as delegation, leadership communication styles, issues related to leadership in a global context, models of leadership effectiveness, and implementing planned change efforts, all while setting MBA students up for continuous learning of these skills throughout their professional careers. To this end, students will be provided with: in-depth materials for every topic through soft-copies of recent significant articles on the topic self-evaluation instruments, and specific suggestions for further learning and development of skills through activities available throughout their program.

EMBA 508. Negotiations and Conflict Management. (3).
The course is designed to explore the major concepts and theories of the negotiation process. Special emphasis will be given to the dynamics of interpersonal and intergroup conflict and resolution. Topics addressed include interpersonal influence techniques plus strategies and tactics involved with improved bargaining and negotiation. Students will learn key negotiation skills through an interactive experience that includes case studies, reading, videos, and role-play simulations. Students will focus on the development of effective negotiation strategies and tactics. The course is designed to be relevant to the broad spectrum of negotiation challenges traditionally encountered by managers in business.

EMBA 509. Information Systems for Executives. (3).
The Information Systems for Executives course focuses on the links between business strategy and information technology, the organizational implications of information and information technology, and how to successfully incorporate information technology into organizations. Designed to address the needs of all executives, the course will prepare students with an understanding of technological vocabulary, data and information IT architecture and governance, emerging technologies and how they enhance core business functions, and demonstrating the business value of IT investment. Practice-based exercises and case studies will enhance the learning experience through modeling IT choices and information utilization, and information technology, the organizational implications of information and information technology, and how to successfully incorporate information technology into organizations. Designed to address the needs of all executives, the course will prepare students with an understanding of technological vocabulary, data and information IT architecture and governance, emerging technologies and how they enhance core business functions, and demonstrating the business value of IT investment. Practice-based exercises and case studies will enhance the learning experience through modeling IT choices and information utilization.

EMBA 510. Global Economics. (3).
This course provides insight into the complex working of macroeconomics from its contemporary theoretical perspective and practice. The course aims at providing an international perspective for the understanding of the subject matter and how current changes have given an ever-increasing reliance on the relevance and the necessity of macroeconomic decisions to be made in a coordinated manner among the nations in the emerging global setting. The course explains the current state of affairs in creating better opportunities for many people and business entities in the global economy. It explores the reasons for the emergence of many of the crises that have brought serious challenges in meeting the needs of balanced and well-functioning economies in many countries and regions of the world. It employs current examples such as the development of the Global Financial Crisis and its outcome in the form of increase in unemployment, high public debt and growing poverty and income gap within a country and among the nations. The class provides ample opportunities for debating the contemporary and prevailing policy initiatives with respect to issues such as inflation, exchange rate regimes, fiscal rules and regulation. Participants are encouraged and assisted to use critical and deductive reasoning, adaptive thinking and ethical judgment in reaching the possible conclusion.
EMBA 511. Project Management. (3).
Project management is an increasingly prominent and sought-after discipline within private and public organizations alike. More and more organizational managers aim to acquire project management skills to deliver company strategic objectives while applying proven project management principles to execute their projects. This course is an introduction to the basic fundamentals of project management designed for experienced managers. Specifically, the course will focus on building core competencies required to pass the Project Management Professional (PMP) certification examination. Students will receive a general baseline of project management knowledge based on the nine knowledge areas defined by the Project Management Institute (PMI).

EMBA 512. Innovation/Organization Entrep. (3).
A company's ability to succeed is an increasingly competitive global arena often depends on its ability to create new revenue streams and pursue new business opportunities. They must be faster, more creative, nimble, flexible and innovative. Or, in other words, they must develop a culture of corporate entrepreneurship and innovation - the practice of employing entrepreneurial skills and approaches within the context and the constraints of an established organization. The course will explore topics such as reasons and conditions for engaging in corporate entrepreneurship and innovation, the difference between innovation and entrepreneurship, different forms of corporate entrepreneurship, the creation of structures and processes supporting corporate entrepreneurship and innovation, the role of corporate culture, and others.

EMBA 513. Professional and Personal Development. (1).
This course, which is positioned and conducted throughout the MBA-EP study, aims to help students to increase their self-understanding regarding personal values, strengths and weaknesses, as well as to improve their ability to set and follow future goals both in personal and professional life. Through a variety of personality tests, personal development papers, short focus courses, group work consultations, coaching clinic, etc., students will have an excellent opportunity to develop the skills and mindset that really matters for achieving personal professional success. This is offered in one unit increments over three terms.

EMBA 514. Global Supply Chain Management. (3).
This course provides basic definitions and concepts for planning and controlling the flow of materials into, through and out of an organization. It explains fundamental relationships among the activities that occur in the supply chain from suppliers to customers. In addition, the course addresses types of manufacturing systems, forecasting, master planning, material requirements planning, capacity management, production activity control, purchasing, inventory management, distribution, quality management, and Lean manufacturing. The basic concepts in managing the complete flow of materials in a supply chain from suppliers to customers are covered in this basics module. This module covers manufacturing, distribution, service, and retail industries, which includes the fundamental relationships in the design, planning, execution, monitoring, and control that occur. This coursework is intended to prepare students for the first APICS Certification exam.

EMBA 520. Executive Business Immersion. (3).
This course in an integration of all the foundation courses of MBA to provide the student with knowledge, skills and abilities to academic and professional practices that are needed in order to succeed in the Cal Lutheran School of Management's EMBA graduate program. The course focuses on the development of written and oral communication skills, computer skills, and creative and critical thinking. Students will be introduced with the basic principles of accounting as a foundation for advanced studies and as vocational skills. This course will also help EMBA students to acquire a good intuitive grasp of statistics- what is it, how and when to apply statistical techniques to managerial situations, and how to interpret results. With all the combined knowledge, the course will also focus on providing with a general understanding of economics- micro and macro both.

EMBA 599. Final Project. (3).
Students will have a choice of completing a comprehensive business plan for a new venture or working on a consulting project with the local (or global) organization. All arrangements for providing companies for the above projects are made through the Cal Lutheran MBA program office.

The MBA in Financial Planning
The MBA in Financial Planning degree program helps finance-related professionals keep pace with growing market demand and stay ahead in an increasingly complex career field. In addition, this unique program, designed for mid-level professionals, allows students to meet the education requirements to sit for the prestigious CFP® Certification Exam.

A rigorous, MBA in Financial Planning curriculum is registered and recognized by the Certified Financial Planner Board of Standards, Inc. (CFP® Board) in Washington, D.C. Candidates who wish to sit for the CFP® Certification Examination must successfully complete a CFP® Board-Registered program.

The online MBA in Financial Planning courses are offered year round in five 8-week terms.

Nationwide, more than 300,000 professionals serve as financial planners and personal financial advisors. As of August 2018, only 75,000 have passed the rigorous examination that allows them to be called “certified financial Planners” or CFPs. Many of the planners work in finance and insurance industries, including securities and commodity brokers, banks, insurance carriers, and financial investment firms. However, about 30 percent of personal financial advisors are self-employed, operating small investment advisory firms, usually in urban areas.

Jobs in the financial planning profession are projected to grow in the next decade by more than 15 percent, a rate that is considerably greater than all other occupations. As the population ages and life expectancies rise, demand for financial planning services should increase. This is the expected driver for the robust growth of the industry.
Median annual earnings of wage and salary for personal financial advisors were $88,890 in May 2018. These statistics are sourced from the Occupational Employment Statistics (OES) survey program.

Cal Lutheran’s MBA in Financial Planning program is considered to be one of the leading graduate programs in the country. The key benefit of Cal Lutheran’s program is that our students receive a level of education that is generally not available elsewhere. Most programs in the country are either credentialing or undergraduate programs that fulfill only the most basic education required for a planner, and planners with graduate degrees are a rarity in the profession. Graduate students are better prepared to serve clients through higher levels of competency (possessing greater field-specific knowledge and the ability to apply advanced planning techniques) and ethical standards. These two most desired attributes of professional financial planners are also the hallmarks of the students and alumni of Cal Lutheran’s program.

The CFP® Board is a nonprofit professional regulatory organization that requires education, ethics requirements, examination and experience for Certified Financial Planner™ licensees. Along with completing the financial planning course work and passing the certification examination, the CFP® Board also requires successful CFP® licensees to have financial planning-related work experience and adhere to their Code of Ethics and Professional Responsibility. With CFP® certification now available in 26 countries, it is the most widely recognized and respected financial planning credential.

**Admission Requirements**

Admission decisions for regular graduate standing are based on a review of the following materials in the candidate's file:

1. A completed online application and non-refundable application fee
2. Interview with an admission counselor
3. Official transcripts showing a bachelor's degree from a regionally accredited U.S. institution or equivalent international course work
4. Two letters of professional recommendation
5. Personal Statement
6. Graduate Management Admission Test (GMAT) scores may be waived for candidates who present an official transcript of previous college work from a regionally accredited college or university reflecting any one of the following criteria:
   a. an undergraduate, upper division grade point average of 3.0 or higher on a 4.0 scale; or
   b. a combined grade point average of 3.0 or higher for the most recent 60 credits of study consisting of any of the following: graduate course work, upper division post baccalaureate course work (exclusive of extension or continuing education work), and upper division undergraduate course work; or
   c. a minimum of nine credits of graduate course work completed and a 3.50 grade point average; or
   d. a previously earned master's degree

Foundation courses may be needed for those who do not meet prerequisite requirements into the program. Such foundation courses do not count towards the degree.

**Admission Counseling**

Interested individuals should make an appointment for an interview with the Graduate Admission Counselor. This exploratory meeting will clarify individual program requirements and give prospective students an opportunity to ask questions. For application materials or an interview appointment, call toll free (805) 493-3325.

**Provisional Admission**

Under some conditions, after meeting with an admission counselor, a student may register for classes before completing the entire admission process. However, the Application for Admission, application fee, and a copy of a transcript showing a bachelor’s degree with an acceptable GPA and/or acceptable standardized test score must be on file in the Graduate and Adult Programs Office before the class registration can be accepted. Students are expected to complete all admission requirements in the first term of their program or they will not be permitted to enroll in subsequent terms. Provisionally admitted students are not eligible for financial aid.

**Courses**

**MFP 505. Enterprise Mgt, Org & Strategy. (3).**

Managers are called upon to make important choices that require a well-informed understanding of how organizations are designed and operate. Toward that end, they must be knowledgeable of all of an organization’s functions (including accounting, finance, human resources, marketing, operations, etc.) and how these activities must be coordinated. Further, to achieve firm goals, managers are required to have a profound understanding of the industry and professional environment. This course introduces the functional areas of an organization, seeks to develop external environment analytical skills, and proposes theoretical and practical paradigms to effectively manage in an increasingly competitive global environment. Cross-listed with MBA 505.
MFP 506. Information Technology Management. (3).
In today's dynamic and competitive economy, the ability of an organization to effectively leverage their existing and emerging information technologies is a critical success factor in gaining and sustaining a strategic advantage. This course introduces students to important concepts and techniques needed to understand and leverage information technology within an organizational context. Students will learn the fundamentals of design and implementation of information systems in the modern organization, business process improvement thorough the use of information technology, organizational data modeling, project management concepts, data governance mechanisms, technology-enabled change management among other. Cross listed with MBA 506.

MFP 508. Business Ethics and Law. (3).
Law provides a set of rules for behavior in society. Ethics presents a menu of options for social actors. Law concerns what we are obligated to do; ethics concerns what we should do. This course presents the disciplines of law and ethics as complementary strategic tools to guide business leaders in making sound decisions as well as exercising moral judgment. Cross-listed with MBA 508.

MFP 509. Marketing Management. (3).
With more and more products and services chasing fewer dollars, marketing strategy and plan execution is more important than ever. The goal of marketing is to plan, build, manage and grow ethical and profitable customer relationships over time. Marketing Management introduces students to the great variety of functions that must be managed in a marketing organization. Activities and issues addressed include product marketing and management, customer satisfaction, pricing, product launches, digital marketing, marketing information systems, channel management, marketing administration, industry marketing, marketing communications, lead management, event marketing and marketing campaign strategy. Cross-listed with MBA 509.

MFP 510. Strategic Decision Making. (3).
The main focus of this course is on the decision-making process and the role of management science in that process. Students need to demonstrate knowledge of the practical basis of the course by mastering and correctly applying the methods for making these decisions, comparisons, and inferences in business settings. The purpose of this course is to provide students with a sound conceptual understanding of the role management science plays in the decision-making process. The course is concerned with the wide variety of quantitative techniques currently being used in the field of operations research. Students must apply the management science model to generate solutions and recommendations for management. Cross listed with MBA 501.

MFP 511A. Macroeconomics for Investment. (3).
This course illustrates how contemporary macroeconomics theories and practice explain the current state of affairs in creating better opportunities for many people and business entities in the global economy. This course also explains and argues about the emergence of the crises that have shaken the economic foundations of many economies and regions in the world. The course brings attention to major current problems in the world such as Global Financial Crisis and its outcome in the form of increase in unemployment, high public debt, and growing poverty and income gap within a country and among the nations. The class provides ample opportunities for debating the contemporary and prevailing policy initiatives with respect to issues such as inflation, exchange rates regimes, fiscal rules and regulations. Students will have the opportunity to develop an international macroeconomic perspective. They are encouraged and assisted to use critical and deductive reasoning, adaptive thinking, ethical judgment in reaching the possible conclusions. This class will embark on helping the students to enhance their capacity to synthesize competing points of view and effective communication. Cross-listed with MBA 511.

Finance and financial institutions as they relate to the firm and the flow of funds are studied. Emphasis is on the supply and demand of capital, principles and tools of business finance, money, and capital markets. Topics include: time value of money, valuation of securities, capital budgeting, Capital Asset Pricing Model (CAPM), market efficiency, risk and return analysis, working capital management, budgeting and planning, costs of capital, and financial ratio analysis. Cross listed with MBA 513.

MFP 521. Introduction to Financial Planning. (3).
This is the introductory course in the Financial Planning (FP) program. As the name suggests, this course will introduce students to the general principles of Financial Planning. The course will begin by describing the FP process including the collection of data, financial statements and the budgeting process and the requirements of both the planner and of the profession (ethics, competencies, standards, regulations, etc.). The course will then establish the different areas of FP (law, taxes, insurance, investments, estate planning, etc.). The course will provide the appropriate foundation for the rest of the FP courses.

This course will primarily cover the following three areas: tax planning considerations, tax computations and tax planning strategies. The main focus will be on personal tax management and strategies.

MFP 525. Employee Benefits/Retirement Planning. (3).
This course will cover the requisite material for the field of financial planning. Students will begin by being versed in different benefits plans including disability and cafeteria plans as well as business applications of the above. The course will then cover retirement planning issues including Government Social Security, Medicare and Medicaid plans. Students will be exposed to needs analysis, different types and characteristics of retirement plans, distribution options, ethical considerations, etc. At the end of this segment, students should be able to recommend suitable retirement and portfolio plans. Prerequisites: MFP 521 and MFP 513.
The MBA in Financial Planning

MFP 526. Risk Management and Insurance. (3).
Insurance is an important aspect of a financial plan. In order to acquire and develop the requisite skills, students will be provided with a knowledge base in the evolving area of risk management. This course in Risk Management and Insurance will provide students with an understanding of the modern methods of appraising risk and the different tools and techniques used to manage it. The course will provide an in-depth introduction to insurance as the traditional tool of risk management. Life, health, property and casualty, liability and other forms of insurance will be examined in detail in this course. At the end of the course, students should be able to assess the risk exposure and tolerance of clients and the different ways in which different types of insurance can be used to manage risk. Prerequisites: MFP 521 AND MFP 513.

A significant task of a financial planner is to address the estate planning needs of clients. This complex legal area explores issues in transfer of property, wills, trust, gifts, etc. Related issues in valuation, taxes, documentation, etc., are also examined. This course will also delve into issues of probate, freezes, marital deductions, charitable contributions, charitable trusts and planning for incapacity. Special attention will be given to trusts, the use of insurance in estate planning, taxation issues in estate planning, etc. The course should provide students with the knowledge necessary to advise clients in estate planning matters as well as to recommend different plans and strategies. Prerequisites: BUS 521 and BUS 513.

MFP 530. Advanced Estate Planning. (3).
A significant task of a financial planner is to address the estate planning needs of clients. This course covers the more complex areas of trust and tax law not normally included in a financial planning program. The material covered is structured for those who tailor and administer financial and estate plans covering the most important planning concepts and examines the most important techniques used to set and meet the financial goals of the client and their families. The course should provide students with the knowledge necessary to advise clients in estate planning matters as well as to recommend different plans and strategies.

MFP 531. Sales Management. (3).
This course discusses sales problems and how to put in place sales management processes designed to solve these problems. The purposes and reasoning behind the material are emphasized and sales management principles are reinforced with actual examples. An effort is made to relate to the situations and realities students experience in the workplace. Some topics covered include sales cycles, installing a sales process, strategic selling, selling to distributors, OEMs and VARs, telesales, telemarketing and direct marketing, sales planning, budgeting and reporting, sales compensation plans, sales forecasting, account and territory management, conducting sales effectiveness audits; sales automation and sales organization. Students are introduced to several structured approaches for defining and addressing selling problems and opportunities. Cross-listed with MBA 531.

Small to medium-sized businesses and professional practices are a primary market for the experienced financial planner. It is pivotal for the planner to: understand and anticipate the client's risks and concerns, provide the client with workable and practical solutions to mitigate risks, and provide the client with viable incentive and reward packages to attract and retain highly skilled and valued employees. This course uses a theory-practice approach of readings, class discussion, discussion boards, assessment tools, and case studies to provide students with an in-depth analysis of these problems and their solutions.

MFP 535. Psychology and Cultural Dynamics. (3).
This course is part of a series of courses designed to prepare students to provide services customary of business professionals. Ultimately, the goal of the class is for students to enhance their potential to succeed in the business world by augmenting their skills and abilities to communicate and persuade effectively given cultural parameters. The present course will focus on the development of communication skills based on best practices, cultural realities, and methods from several fields central and peripheral to business and management. For example, students will formulate an individual orientation to communication based on theoretical leanings, empirical evidence, and personal preferences. Additionally, students will learn strategies to ascertain what clients attempt to communicate, and strategies to arrive at workable solutions to typical business communication challenges.

Influencing financial planning clients is a leadership event. Understanding the influential tactics that clients respond to is one of the key success skills that financial planners must master. Understanding the values that their clients have, identifying those values, understanding the goals of the clients, and succeeding in getting clients to change their spending, saving and earning strategies to achieve those goals is crucial to helping both the planner and client succeed. This course will focus on the social psychology of leading and influencing clients through behaviors that the planner displays, developing skills in evaluating client values, and preparing a plan for further development of their leadership skills. The course will stress theoretical approaches and models as well as practical application relevant for financial planners.

MFP 537. Retirement Income Planning. (3).
This course is intended to explore how financial planning practitioners bridge the gap between client's wealth and their cash flow needs during retirement. To do this we will explore the implications of longevity, inflation and return volatility on client funding needs. Students will create a pro-forma retirement budget in order to define both base and discretionary spending levels. Students will then use both Probability-based and Safety-first methods to determine appropriate asset allocations based on client risk tolerance and capacity. Comparisons will be made between Annuitized products (including Social Security) and capital assets to better understand the risks of both. Students will also explore alternative retirement products such as LT Care Insurance, Longevity Insurance, and Reverse Mortgages as ways to hedge against running out of assets during retirement.

MFP 541. Strategic Financial Analysis. (3).
The course is designed to provide students with the skills necessary to exploit the richness of information available from financial statements. Upon completion of the course, students will have an appreciation for the usefulness and limitations of financial statements in asset valuation and credit analysis, and should be aware of much of the research that exists concerning the role of financial information in capital markets. Cross-listed with MBA 541.
MFP 542. Investment and Portfolio Management. (3).
This course is a study of the various type of available investments and the functions of financial intermediaries in money and capital markets. Study will also be given to the problems encountered in the management of a portfolio of investments. Cross-listed with MBA 542.

MFP 543. Real Estate Investments. (3).
This course provides students with an introduction of the application of financial principles to the discipline of real estate. Students should leave this course with an understanding of: investment property analysis and evaluation, commercial real estate and single-family housing loan underwriting, real property valuation, the real estate capital markets, real estate ownership structures and taxation. Cross listed with MBA 543.

MFP 545. Behavioral Finance. (3).
This seminar course is intended to explore the field of behavior and to promote an appreciation for the importance of human behavior in the spectrums of households, institutions and society. Behavioral science is an interdisciplinary body of knowledge with strong ties to the social sciences-psychology, sociology and anthropology, as well as to allied social sciences-such as economics and political science. Behavioral studies uses scientific methods to develop and empirically test theories about human behavior across all spectrums, therefore, the role of the scientific method in understanding and application of knowledge regarding topic areas is quintessential. This course is devoted to understanding the nature and role of reason, emotions and behavior in financial decision making under uncertainty. The three areas of decision-making behavior that will be thoroughly explored will be in the fields of investment, retirement savings and financial and mental health. Cross-listed with MBA 545.

The purpose of the applied research course is to advance your expertise within a particular planning niche. Students will integrate material learned in prior financial planning courses with current research for the intended the purpose of creating a book, which positions you as a content expert. Applied research methodology to be explored includes: project design, exploratory research, analysis and presentation. A second benefit of the course is that you will learn how to self-publish within Amazon's CreateSpace.

MFP 598. Capstone Course in Financial Planning. (3).
This is the capstone course in Financial Planning and it will attempt to integrate the material in all other dedicated FP classes. Students will take this course only when they have finished all other courses successfully. This course will be structured as a casework course and the cases used will closely reflect the types of cases they may encounter both as financial planners and as part of their CFP TM Exams or Certification. Hence, each case will have components of all other FP courses and will integrate such material to reflect the complexities of real life clients. The course ends with an exam styled after the CFP Certification Exam. Successful students will not only be proficient in basic and advanced financial planning skills and competencies but also will most likely be successful in attaining their CFP certification. Prerequisites: MFP 521, MFP 525, MFP 526, MFP 527 AND MFP 513.

Master of Science in Financial Planning

Master of Science in Financial Planning

Focused on the "art and science" of financial planning, this program allows you to customize your courses and earn an accredited degree that positions you for success in your chosen career path. Our M.S. in Financial Planning degree requires students to successfully complete a program comprised of 12, three-credit hour courses (totaling 36 credits).

Track 1: M.S. + Eligibility for the CFP ® Exam
Consists of 10 core courses and two electives. Our courses are registered by the Certified Financial Planner (CFP) ® Board of Standards. Upon completion of the program, you will earn an M.S. in Financial Planning and gain eligibility to sit for the prestigious CFP ® Certification Exam.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFP 513 Financial Principles and Policies</td>
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</tr>
<tr>
<td>MFP 521 Introduction to Financial Planning</td>
<td>3</td>
</tr>
<tr>
<td>MFP 522 Tax Management and Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MFP 525 Employee Benefits/Retirement Planning</td>
<td>3</td>
</tr>
<tr>
<td>MFP 526 Risk Management and Insurance</td>
<td>3</td>
</tr>
<tr>
<td>MFP 527 Principles of Estate Planning</td>
<td>3</td>
</tr>
<tr>
<td>MFP 542 Investment and Portfolio Management</td>
<td>3</td>
</tr>
<tr>
<td>MFP 545 Behavioral Finance</td>
<td>3</td>
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<tr>
<td>MFP 598 Capstone Course in Financial Planning</td>
<td>3</td>
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<tr>
<td>MFP 597 Applied Research in Financial Planning</td>
<td>3</td>
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<table>
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<tr>
<th>Electives</th>
<th>Units</th>
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<tr>
<td>Select 2 courses from the following:</td>
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<tr>
<td>MFP 511A Macroeconomics for Investment</td>
<td>3</td>
</tr>
<tr>
<td>MFP 530 Advanced Estate Planning</td>
<td>3</td>
</tr>
<tr>
<td>MFP 531 Sales Management</td>
<td>3</td>
</tr>
<tr>
<td>MFP 534 Financial Planning Small/Family Business</td>
<td>3</td>
</tr>
</tbody>
</table>
### Master of Science in Financial Planning

**Track 2 M.S. only; for those with CFP ® certification**

Identical to the first track except for the fact that five of the introductory-level financial planning courses are replaced with advanced financial planning courses and interdisciplinary-study courses. Upon completion of the program, you will earn an M.S. in Financial Planning.

#### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFP 535</td>
<td>Psychology and Cultural Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>MFP 536</td>
<td>Social Psychology of Client Leadership</td>
<td>3</td>
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#### Electives

Select 4 courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>MFP 510</td>
<td>Strategic Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>MFP 511A</td>
<td>Macroeconomics for Investment</td>
<td>3</td>
</tr>
<tr>
<td>MFP 531</td>
<td>Sales Management</td>
<td>3</td>
</tr>
<tr>
<td>MFP 535</td>
<td>Psychology and Cultural Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>MFP 541</td>
<td>Strategic Financial Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Courses

**MFP 505. Enteprise Mgt, Org & Strategy. (3).**

Managers are called upon to make important choices that require a well-informed understanding of how organizations are designed and operate. Toward that end, they must be knowledgeable of all of an organization’s functions (including accounting, finance, human resources, marketing, operations, etc.) and how these activities must be coordinated. Further, to achieve firm goals, managers are required to have a profound understanding of the industry and professional environment. This course introduces the functional areas of an organization, seeks to develop external environment analytical skills, and proposes theoretical and practical paradigms to effectively manage in an increasingly competitive global environment. Cross-listed with MBA 505.

**MFP 506. Information Technology Management. (3).**

In today’s dynamic and competitive economy, the ability of an organization to effectively leverage their existing and emerging information technologies is a critical success factor in gaining and sustaining a strategic advantage. This course introduces students to important concepts and techniques needed to understand and leverage information technology within an organizational context. Students will learn the fundamentals of design and implementation of information systems in the modern organization, business process improvement thorough the use of information technology, organizational data modeling, project management concepts, data governance mechanisms, technology-enabled change management among other. Cross-listed with MBA 506.

**MFP 508. Business Ethics and Law. (3).**

Law provides a set of rules for behavior in society. Ethics presents a menu of options for social actors. Law concerns what we are obligated to do; ethics concerns what we should do. This course presents the disciplines of law and ethics as complementary strategic tools to guide business leaders in making sound decisions as well as exercising moral judgment. Cross-listed with MBA 508.

**MFP 509. Marketing Management. (3).**

With more and more products and services chasing fewer dollars, marketing strategy and plan execution is more important than ever. The goal of marketing is to plan, build, manage and grow ethical and profitable customer relationships over time. Marketing Management introduces students to the great variety of functions that must be managed in a marketing organization. Activities and issues addressed include product marketing and management, customer satisfaction, pricing, product launches, digital marketing, marketing information systems, channel management, marketing administration, industry marketing, marketing communications, lead management, event marketing and marketing campaign strategy. Cross-listed with MBA 509.

**MFP 510. Strategic Decision Making. (3).**

The main focus of this course is on the decision-making process and the role of management science in that process. Students need to demonstrate knowledge of the practical basis of the course by mastering and correctly applying the methods for making these decisions, comparisons, and inferences in business settings The purpose of this course is to provide students with a sound conceptual understanding of the role management science plays in the decision-making process. The course is concerned with the wide variety of quantitative techniques currently being used in the field of operations research. Students must apply the management science model to generate solutions and recommendations for management. Cross-listed with MBA 510.
MFP 511A. Macroeconomics for Investment. (3).
This course illustrates how contemporary macroeconomics theories and practice explain the current state of affairs in creating better opportunities for many people and business entities in the global economy. This course also explains and argues about the emergence of the crises that have shaken the economic foundations of many economies and regions in the world. The course brings attention to major current problems in the world such as Global Financial Crisis and its outcome in the form of increase in unemployment, high public debt, and growing poverty and income gap within a country and among the nations. The class provides ample opportunities for debating the contemporary and prevailing policy initiatives with respect to issues such as inflation, exchange rates regimes, fiscal rules and regulations. Students will have the opportunity to develop an international macroeconomic prespective. They are encouraged and assisted to use critical and deductive reasoning, adaptive thinking, ethical judgment in reaching the possible conclusions. This class will embark on helping the students to enhance their capacity to synthesize competing points of view and effective communication. Cross-listed with MBA 511.

Finance and financial institutions as they relate to the firm and the flow of funds are studied. Emphasis is on the supply and demand of capital, principles and tools of business finance, money, and capital markets. Topics include: time value of money, valuation of securities, capital budgeting, Capital Asset Pricing Model (CAPM), market efficiency, risk and return analysis, working capital management, budgeting and planning, costs of capital, and financial ratio analysis. Cross listed with MBA 513.

MFP 521. Introduction to Financial Planning. (3).
This is the introductory course in the Financial Planning (FP) program. As the name suggests, this course will introduce students to the general principles of Financial Planning. The course will begin by describing the FP process including the collection of data, financial statements and the budgeting process and the requirements of both the planner and of the profession (ethics, competencies, standards, regulations, etc.). The course will then establish the different areas of FP (law, taxes, insurance, investments, estate planning, etc.). The course will provide the appropriate foundation for the rest of the FP courses.

This course will primarily cover the following three areas: tax planning considerations, tax computations and tax planning strategies. The main focus will be on personal tax management and strategies.

MFP 525. Employee Benefits/Retirement Planning. (3).
This course will cover the requisite material for the field of financial planning. Students will begin by being versed in different benefits plans including disability and cafeteria plans as well as business applications of the above. The course will then cover retirement planning issues including Government Social Security, Medicare and Medicaid plans. Students will be exposed to needs analysis, different types and characteristics of retirement plans, distribution options, ethical considerations, etc. At the end of this segment, students should be able to recommend suitable retirement and portfolio plans. Prerequisites: MFP 521 and MFP 513.

MFP 526. Risk Management and Insurance. (3).
Insurance is an important aspect of a financial plan. In order to acquire and develop the requisite skills, students will be provided with a knowledge base in the evolving area of risk management. This course in Risk Management and Insurance will provide students with an understanding of the modern methods of appraising risk and the different tools and techniques used to manage it. The course will provide an in-depth introduction to insurance as the traditional tool of risk management. Life, health, property and casualty, liability and other forms of insurance will be examined in detail in this course.
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MFP 531. Sales Management. (3).
This course discusses sales problems and how to put in place sales management processes designed to solve these problems. The purposes and reasoning behind the material are emphasized and sales management principles are reinforced with actual examples. An effort is made to relate to the situations and realities students experience in the work place. Some topics covered include sales cycles, installing a sales process, strategic selling, selling to distributors, OEMs and VARs, telesales, telemarketing and direct marketing, sales planning, budgeting and reporting, sales compensation plans, sales forecasting, account and territory management, conducting sales effectiveness audits; sales automation and sales organization. Students are introduced to several structured approaches for defining and addressing selling problems and opportunities. Cross-listed with MBA 531.
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MFP 598. Capstone Course in Financial Planning. (3).
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Certificate in Financial Planning
The Certificate in Financial Planning is a program tailored for professionals who already have an MBA or other graduate business-related professional degree or those with significant experience in the financial planning field. The program consists of the eight financial planning courses (three credits each.) Candidates in the Certificate program will also be instructed in all the CFP Board’s Principal Knowledge Topics in financial planning, as prescribed by the Certified Financial Planner Board of Standards. Candidates who successfully complete this rigorous program will also be eligible to sit for the CFP® Exam.

Admission Requirements
This program is especially suitable for experienced professionals in the Financial Planning industry as well as those who have advanced degrees in business-related disciplines (e.g., MBA, MS in Finance, MAS, MS in Taxation, CPA, JD, etc.). While those with advanced degrees from regionally accredited U.S. universities will be automatically granted entry into the program, professionals from the field will be admitted only on a case-by-case basis after eligibility conditions have been met.

Master of Science in Management

31 Credits

Foundation Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>MSM 501</td>
<td>Foundations of Accounting</td>
<td>4</td>
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<tr>
<td>MSM 502</td>
<td>Foundations of Economics</td>
<td>3</td>
</tr>
<tr>
<td>MSM 503</td>
<td>Foundation of Business Statistics</td>
<td>3</td>
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Core Courses

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MSM 505</td>
<td>Enterprise Mgmt, Organization &amp; Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MSM 506</td>
<td>Information Technology Management</td>
<td>3</td>
</tr>
<tr>
<td>MSM 507</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MSM 508</td>
<td>Business Ethics and Law</td>
<td>3</td>
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<tr>
<td>MSM 509</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>MSM 513</td>
<td>Financial Principles &amp; Policies</td>
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Capstone

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<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>MSM 590</td>
<td>Internship</td>
<td>3</td>
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<tr>
<td>or MSM 594</td>
<td>International Travel</td>
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</table>

Courses

The first 40% of the course (approximately) focuses on financial accounting or the measuring, processing classifying, and reporting of financial information for external use. The remaining 60% of the course (approximately) focuses on managerial accounting or the presentation of financial information to management for internal decision making purposes.
MSM 502. Foundations of Economics. (3).
This course provides the groundwork for a general understanding of economics. It deals with both aspects of the study of economics (Micro and Macroeconomics). Microeconomics explains economic decision making by the individual economic agents, and Macroeconomics describes the working of an economic system and its behavior as a whole. In order to help students to get a better grasp of the pertinent discussions and follow them in a systematic order, the course is divided into five segments. 1) Introduction to Economics; 2) Market, Its Concept and working, Comparative Statics, Market Failure and Discussion of Efficiency; 3) Product & Factor Markets and Their Structure; 4) Macroeconomic Measurement, Models and Fiscal Policy; 5) Money, Banking and Monetary Policy.

MSM 503. Foundation of Business Statistics. (3).
This course is designed to help the entering MSM students to acquire a good intuitive grasp of statistics - what it is, how and when to apply statistical techniques to managerial situations, and how to interpret results. Various statistical and mathematical techniques will be presented to assist in solving problems encountered by corporate managers. Students need to demonstrate knowledge of the course concepts by knowing which decisions, comparisons, and inferences to make in the presence of uncertainty.

MSM 505. Enterprise Mgmt, Organization & Strategy. (3).
This course is designed to help the entering MSM students to acquire a good intuitive grasp of statistics - what it is, how and when to apply statistical techniques to managerial situations, and how to interpret results. Various statistical and mathematical techniques will be presented to assist in solving problems encountered by corporate managers. Students need to demonstrate knowledge of the course concepts by knowing which decisions, comparisons, and inferences to make in the presence of uncertainty.

MSM 506. Information Technology Management. (3).
In today's dynamic and competitive economy, the ability of an organization to effectively leverage their existing and emerging information technologies is a critical success factor in gaining and sustaining a strategic advantage. This course introduces students to important concepts and techniques needed to understand and leverage information technology within an organizational context. Students will learn the fundamentals of design and implementation of information systems in the modern organization, business process improvement thorough the use of information technology, organizational data modeling, project management concepts, data governance mechanisms, technology-enabled change management among other.

MSM 507. Organizational Behavior. (3).
Investigation and consideration of individual and group behavior within an organizational context is explored. Focus is on the understanding and application of knowledge issues including motivation, group process, leadership, communication, performance enhancement, power and influence, creativity, conflict management, change, diversity and global issues. Integration of theory and practice from a managerial perspective are considered.

MSM 508. Business Ethics and Law. (3).
Law provides a set of rules for behavior in society. Ethics presents a menu of options for social actors. Law concerns what we are obligated to do; ethics concerns what we should do. This course presents the disciplines of law and ethics as complementary strategic tools to guide business leaders in making sound decisions as well as exercising moral judgment.

MSM 509. Marketing Management. (3).
With more and more products and services chasing fewer dollars, marketing strategy and plan execution is more important than ever. The goal of marketing is to plan, build, manage and grow ethical and profitable customer relationships over time. Marketing Management introduces students to the great variety of functions that must be managed in a marketing organization. Activities and issues addressed include product marketing and management, customer satisfaction, pricing, product launches, digital marketing, marketing information systems, channel management, marketing administration, industry marketing, marketing communications, lead management, event marketing and marketing campaign strategy.

Finance and financial institutions as they relate to the firm and the flow of funds are studied. Emphasis is on the supply and demand of capital, principles and tools of business finance, money, and capital markets. Topics include: time value of money, valuation of securities, capital budgeting, Capital Asset Pricing Model (CAPM), market efficiency, risk and return analysis, working capital management, budgeting and planning, costs of capital, and financial ratio analysis.

MSM 590. Internship. (3).
Supervised internship in a company of student's choice.

MSM 594. International Travel. (3).
International Travel courses are organized by the School of Management in collaboration with relevant the University office. Msm-507.

Global Supply Chain Management

Certificate in Global Supply Chain Management

The Certificate in GSCM is an option for domestic and international candidates who need to gain or upgrade their supply chain management skills to meet current market demands as well as provide for the American Production and Inventory Control Society (APICS) certification.

This Certificate program is suitable for those students who have obtained a Bachelor's degree and are interested in managing or working in various aspects of the global supply chain.

The program will prepare students to optimize and support the business, as well as design innovative operating models and cost reduction strategies.
Required Course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSCM 504</td>
<td>Fund Global Supply Chain Mgmt</td>
<td>3</td>
</tr>
</tbody>
</table>

Take 12 Credits from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSCM 580</td>
<td>Global Strategic Sourcing</td>
<td>3</td>
</tr>
<tr>
<td>GSCM 581</td>
<td>Managing Global Production/Operation</td>
<td>3</td>
</tr>
<tr>
<td>GSCM 582</td>
<td>Total Quality and Service Management</td>
<td>3</td>
</tr>
<tr>
<td>GSCM 583</td>
<td>Logistics and International Trade</td>
<td>3</td>
</tr>
<tr>
<td>GSCM 584</td>
<td>Supply Chain Strategies Planning</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses

GSCM 504. Fund Global Supply Chain Mgmt. (3).
This course provides basic definitions and concepts for planning and controlling the flow of materials into, through and out of an organization. It explains fundamental relationships among the activities that occur in the supply chain from suppliers to customers. In addition, the course addresses types of manufacturing systems, forecasting, master planning, material requirements planning, capacity management, production activity control, purchasing, inventory management, distribution, quality management, and Lean manufacturing. The basic concepts in managing the complete flow of materials in a supply chain from suppliers to customers are covered in this basics module. This module covers manufacturing, distribution, service, and retail industries, which includes the fundamental relationships in the design, planning, execution, monitoring, and control that occur. This coursework is intended to prepare students for the first APICS Certification exam.

GSCM 580. Global Strategic Sourcing. (3).
This course covers skills necessary to pursue sourcing related careers in manufacturing, services, retailing, and government agencies, including discussion of cutting-edge negotiation and sourcing strategies pursued in exemplar firms. Strategic sourcing enhances value, ultimately impacting the profitability of an entire organization. In this core course, you'll learn how to develop and implement a sourcing strategy that aligns with overall competitive strategy. The course and the associated case studies, activities and discussions provide the context and a framework for making effective sourcing decisions including a comprehensive approach to strategic sourcing. The course objectives are: To expose candidates to leading edge concepts and principles in strategic sourcing as pursued by leading edge firms. To generate interest in pursuing sourcing as a viable career opportunity, be it in retailing, manufacturing, government agencies or non-profit organizations. To provide applied learning opportunities in strategic sourcing through a combination of case analyses, sourcing project and article reviews. To develop expertise in the areas of team building skills, presentation skills, analytical skills and report writing skills. We will use a variety of methods to achieve these objectives: case analysis, sourcing best practices project, article reviews and negotiation exercise.

GSCM 581. Managing Global Production/Operation. (3).
The objective of this course is to make the students to think about how supply chain management impacts all the areas and processes of the firm and its supply chain trading partners, to show how managers can improve their firm's competitive position by employing effective practices. This course of production and operations management covers all the processes, which combines and transforms various resources used in these subsystems of the organization into value added product/services in a controlled manner as per the policies of the organization. Major concepts like purchasing management, managing supplier relationships, ethical and sustainable sourcing etc., are explained in this course. Modern technologies like cloud computing, social media and advanced CRM are used as integrating the supply chain management concepts. This course is concerned with the transformation of that part of the organization that has a range of inputs into the required (products/services) having the requisite quality level.

GSCM 582. Total Quality and Service Management. (3).
The course aims to engage the student on contemporary issues pertaining to the management of quality in services and manufacturing, in international and domestic markets, as well as in the private and public sectors. Further, the conceptual and analytical skills developed in this course should enable the student to provide leadership in managing for quality. Much of what the student learns will be practitioner-oriented and directly applicable to the so-called "real-world". Informative readings on quality management topics from reputable journals, and experiential learning exercises and projects complement the text and shape learning in this class. The student is expected to engage the professor and his or her fellow students in the discussion of pertinent issues. Delivering quality service to clients, training the travel industry's human resource component, the meaning and importance of quality, value of the customer and service quality, quality management process, its impact on organizations and the significance of service quality to tourism and hospitality concepts together with the mechanism of quality management approach to providing service excellence through several advancements in quality such as benchmarking and total quality management.

GSCM 583. Logistics and International Trade. (3).
The course deals with managing and coordinating this global web of physical and information flows to remain competitive in a turbulent and changing marketplace. This globalization of supply chain continues apace there is a growing skills and skill gap for the availability of workforce with the knowledge and experience. This course also concentrates on the best practices that can be adopted in logistics to yield cost reduction and value addition. This course is designed to provide students with an understanding of the complexities of global trade, its impact on logistics, and key areas of concern for international logistics managers. Key topics are investigated such as: warehousing and materials handling, financial inflows involved in a supply chain, sustainability, risk management and supply chain security. The logistics and international trade program provides the knowledge needed by individuals to work within the global supply chain, helping to facilitate the movement of goods between countries. Students gain an understanding of the principles, practices and terminology of international trade logistics.
GSCM 584. Supply Chain Strategies Planning. (3).
In this focused program, we will approach the course by incorporating management, strategy, marketing and decision sciences to design and manage the supply chain effectively. Strategies in Supply Chains focuses on the innovative ways in which organizations can leverage the supply chain to create and capture value. question, consider, and reconsider every facet of your supply chain right from product design and manufacturing to sourcing, distribution, sustainability, even product recycling. Using research-driven frameworks and best practices, we will help students in developing a comprehensive, strategic, global approach to supply chain management, enabling them to expand into new markets faster, accelerate product development cycles, leverage partnerships, and develop new services. And most important, we will influence the strategic and organizational direction from a company’s point of view.

The Post Graduate Certificate Series
CLU’s Post Graduate Certificate Series enables those with graduate degrees to further distinguish themselves in the work force and advance their career opportunities by continuing to broaden their knowledge base.

Individuals who have already earned their MBA, MPPA or a similar advanced degree can earn a certificate in one of CLU’s MBA professional tracks by completing a set of four targeted courses. Additional courses may be required for students without an MBA degree to meet prerequisites for select Professional Tracks.

The Post MBA program is tailored to the working professional and a certificate of mastery can be completed in one year by attending class one evening per week.

Specifics of the Program—Cal Lutheran’s Post Graduate Certificate Program Series

- is offered exclusively to individuals who already hold an MBA or similar graduate-level degree.
- can be completed in one year by going to class one night per week, or by taking two years to complete the four courses. Courses are offered year-round (four 11-week in-class terms) giving certificate candidates flexibility to balance the demands of career and personal commitments with the pace of the program.
- is tailored to the working professional. Classes are held in the evening and, in some cases, on weekends.
- provides a choice of six professional tracks: Enterprise Innovation & Entrepreneurship, Finance, Human Capital Management, Information Technology, International Business, and Marketing. Course requirements will vary depending on applicant’s academic background and will be determined during the admission process.
- allows professionals to continue graduate-level study at a significantly discounted rate (see University Costs for tuition and fees).

Admission Counseling
Prior to enrollment in classes, applicants may make an appointment for an advisement interview with an admission counselor. This exploratory interview will clarify individual program requirements and provide the opportunity to answer students’ questions. If you would like advisement or wish to meet with an admission counselor, call (805) 493-3325 to schedule an appointment.

Admission Requirements
Candidates for admission to the Post Graduate Certificate Program Series should provide the Graduate Enrollment Office with the following:

1. A completed application form and non-refundable application fee.
2. Evidence of an interview with an admission counselor.
3. If your graduate degree was not earned at CLU, submit official transcripts of your graduate degree.¹

¹ Additional documentation may be required including undergraduate transcripts.

Registration
Once you receive an admission confirmation, you may register for classes by following the instructions on the Registrar’s Office website at www.callutheran.edu/registrar. There are four 11-week terms each year:

1. Fall (September-November)
2. Winter (November-February)
3. Spring (February-May)
4. Summer (May-August)

New students may begin the program at the start of any term once they have been admitted.
Program Completion
All work toward a certificate must be completed within two years. The term before completion of course work, students must submit an Application for Certificate to the Registrar’s Office. Upon completion of all course work, graduates will receive a certificate of mastery and official transcripts detailing their course work.

Professional Tracks

Master of Science in Quantitative Economics

The Master of Science in Quantitative Economics program emphasizes the development of applied economics concepts, theory, and applications. Program entrants can matriculate as one-year, full-time, in-residence students, or as part-time students who work during the day. The program is flexible enough to be done over three years allowing working professionals the opportunity to increase their human capital while maintaining their careers. All classes occur during the evening. Program entry points are in late August (Fall Term) or early June (Summer Term). The priority application deadline is 45 days prior to start of one of the program entry terms.

The goal of the program is to create a professional economist. This is a person who can speak and write the language of economics, is able to manipulate economic models, collect the relevant data to conduct empirical studies, and is proficient at communicating the results of their analysis to other economists as well as to the general public. While these should be the goals of any master’s level program in economics, our program goes farther. We add a forecasting component: graduates will be able to design economic forecast models, program them on a computer, and present the results to a public audience.

Full-time students are potentially eligible to work at CLU’s Economic Research and Forecast Center (CERF) where they work alongside supervising faculty and have the opportunity to participate in economic analysis.

M.S. Quantitative Economics program graduates will be well prepared to accept jobs in the economics, banking, corporate finance, public finance, money management, forecasting, marketing, and real estate fields. They will be particularly strong in financial analysis and risk management, data analysis and empirical computations including model design, database design, statistical estimation, and forecasting.

Key Program Components
Knowledge of economic theory guides applied economic data analysis. It allows the researcher to ask the appropriate questions. The program includes extensive theoretical training in microeconomics, macroeconomics, environmental economics, and in financial economics.

Applied economic data analysis requires extensive knowledge of economic data, statistical/econometric training, and familiarity with a moderate level of computer programming. The program includes a four-course sequence dedicated to econometrics, data, and computer software. Each course builds on the previous course(s). By the end of the program, the student can write a computer program that builds an economic forecast model and computes the forecast. Completing such a task requires the joint integration of economic theory, statistics/econometrics, data knowledge, and computer programming that makes most other empirical projects seem easy by comparison.

Admission Requirements
1. Bachelor’s degree with demonstrated quantitative ability
   a. Calculus: One course required; one year recommended
   b. Statistics: One course required; one year recommended
   c. Econometrics: One course highly recommended
   d. Computer Programming: Some familiarity and a willingness to learn required
2. Grade Point Average (GPA) of 3.0 or higher (or equivalent)
3. GRE of 1000 or GMAT of 500
4. Two letters of recommendation
5. Statement of Purpose
6. International applicants must provide evidence of English language proficiency
   a. TOEFL of 570/230/89; or
   b. IELTS 6.5; or
   c. Successful completion of the highest level of an English language program recognized by CLU
7. Work experience preferred but not required

1 GRE/GMAT may be waived, depending upon candidate’s academic background.
Courses

Operations Research will focus on linear programming and game theory. The theory behind linear programming will be revealed and a large variety of practical examples will be presented. Students will use the technique to solve practical problems on their own using computers at labs on campus. We will generalize the method to include non-linear programming, again with practical examples. Then we will study game theory. Game theory is one of the primary tools economists use to study strategic choices. One of many examples is pricing and entry behavior in oligopolistic markets. Finally we will relate game theory with linear programming as it is the case that certain types of games can be solved using linear programming. This is a tools class and no project will be required. Students will have extensive problem sets.

ECON 510. Econometrics 1. (3).
The first econometrics course will provide a thorough review of the classical regression model. Some instruction will occur in the computer lab, where students will be instructed how to run regressions using actual data. Problem sets and a practical regression-based project will be assigned to each student.

ECON 511. Econometrics 2. (3).
This class will build on the classical regression model. Students will learn cross-sectional and panel techniques. The use of instrumental and dummy variables will be discussed. Problem sets and a practical regression-based group project will be required.

ECON 512. Econometrics 3. (3).
The third econometrics course will emphasize time-series methods. We will begin with the serial correlation violation of the classical model. Then we will turn our attention to univariate and multivariate times-series econometrics. Students will spend time in the computer lab where they will apply the techniques they learn to the data. They will complete problem sets and complete a project using time-series econometric methods.

ECON 513. Economic Modeling. (3).
The modeling class will be a very practical hands-on class where the end goal is familiarity with constructing models of economic activity. This course will take place in the computer lab. We start with study of important data distinctions. Students will have access to the Center for Economic Research and Forecasting (CERF) database system. Forecast theory will be studied, including concepts such as model specification and forecast errors. Study of the modeling environment will include the model object, model structure, and practical forecasting considerations. Students will be assigned problem sets and a modeling project.

ECON 520. Microeconomic Theory - Part 1. (3).
This course introduces students to microeconomics, the study of allocating limited resources. The theories economists use to describe economic behavior will be extensively studied. The class will have two sections: Consumer Theory and Production Theory. Because microeconomics is a math intensive course students will be expected to know calculus. This is a tools class and no project will be required. Students will have extensive problem sets.

ECON 521. Microeconomic Theory - Part 2. (3).
This course is a continuation of microeconomics I. The purpose of the course is to combine consumer and producer theory into a general equilibrium framework. This course will study theories that analyze consumers and producers in a market economy.

This course will establish the core macroeconomic theoretical foundation for the program. It will include study of the traditional static Keynesian model. The remainder of the course will be spent on the infinite horizon representative agent model. Using this model, we will study fiscal policy. Policy implications for the various models will be a key part of the course. Class participation, problem sets, and a project will be required. Prerequisite: ECON 521.

ECON 531. Macroeconomic Theory - Part 2. (3).
This class continues the macroeconomic theory curriculum that was begun in Economics 530. The course will study monetary theory and policy, and current policy topics. The monetary theory and policy portion of the course will consist of the study of: money supply, money demand, interest rate theories, the costs and benefits of sound money policies, the theory of monetary policy, transmission mechanisms, and monetary policy strategies. Then the course will delve into current economic policy topics, where the topic may change over time. Students will be expected to participate in class discussions. The course will include a project.

Operations Research will focus on linear programming and game theory. The theory behind linear programming will be revealed and a large variety of practical examples will be presented. Students will use the technique to solve practical problems on their own using computers at labs on campus. We will generalize the method to include non-linear programming, again with practical examples. Then we will study game theory. Game theory is one of the primary tools economists use to study strategic choices. One of many examples is pricing and entry behavior in oligopolistic markets. Finally, we will relate game theory with linear programming as it is the case that certain types of games can be solved using linear programming. This is a tools class and no project will be required. Students will have extensive problem sets.

This course is an introduction to and study of the theory and practice of financial economics and financial engineering. Topics include an overview of financial markets and instruments, mechanics of derivative contracts, fundamentals of interest rates and discounting, principles of valuation, and applications to hedging and risk management.
ECON 544. Financial Economics Part II. (3).
This course is the second course on financial economics. Topics include the theory of derivatives valuation, numerical techniques used to value derivatives and implement hedging programs, interest rate modeling, market risk management, and Value at Risk.

This course is the third course on financial economics. Topics include credit risk management, risk management at financial institutions, bank capital requirements, and applications and opportunities for financial engineers. Students will be expected to design and implement a risk management program or financial engineering application.

ECON 555. Economics and Environmental Policy. (3).
The goal of this course is to provide extension and empirical application of microeconomic and econometric theories already studied in the MSQE program. The class will focus on the theory of public goods/externalities, regulation theory and empirical analysis in the context of environmental problems. We will examine when markets maximize net benefits to society and under what conditions they fail to do so. Market failures that we will discuss include public goods, externalities, and common pool problems. We will study non-market valuation of environmental goods and a few important econometric tools that are used to conduct policy analysis. The last part of the class will focus on the design of environmental policies to improve the performance markets. In addition to completing problem sets and 2 exams, each student will be responsible for 3-4 policy briefs, each of which involves writing and presenting economic analysis of specific environmental policies. Prerequisites: ECON-520 and ECON-521.

ECON 590. Independent Study. (1-4).


The Post-Master of Science in Quantitative Economics. Certificate in Financial Economics and Risk Management has a sequence of three courses that provide very marketable training in financial economics and risk management. The curriculum includes a project where the student will design and implement a risk management program or financial engineering application.

The certificate requires completion of all three classes listed below, 9 credits.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 543</td>
<td>Financial Economics Part I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 544</td>
<td>Financial Economics Part II</td>
<td>3</td>
</tr>
<tr>
<td>ECON 545</td>
<td>Financial Economics Part III</td>
<td>3</td>
</tr>
</tbody>
</table>

Master of Science in Information Technology

Information Technology (IT) is pervasive today and is at the core of almost any organization- for-profit, non-profit, or governmental. The Master of Science in Information Technology program (MS-IT) is designed to provide students with a solid and forward-thinking technical foundation used to effectively plan, design, implement and manage IT solutions and systems. It prepares students to be strong technical leaders, ready to lead IT-enabled organizational change.

If you want to expand and deepen your technical skills, add to your business knowledge and prepare for systems analysis, cybersecurity and project management, this degree is for you. As an MS-ITM graduate, you will be prepared for a number of positions in the IT field including senior systems analyst, applications development manager, data center manager, cybersecurity analyst, technical services director, software engineer, database administrator, database engineer, and computer scientist. Other management-oriented roles include project manager, program manager, information security manager, and line management roles in technical organizations.

Goals of the Program

MS-IT students will learn and build on the shared knowledge characteristic of all elements of technology leadership including the following:

1. The ability to solve problems, based on a knowledge of tools, concepts, and theories of information systems and other business disciplines;
2. The ability to transcend functional boundaries, particularly between technical and non-technical organizational functions, synthesizing and integrating information to make complex, short-term decisions with limited information, as well as conduct the research, competitive analysis, and environmental scanning necessary for long-term strategic decisions;
3. The ability to apply specialized skills to business and technical problems inherent in a rapidly changing global environment;
4. The ability to effectively harness and use information technology;
5. Effective written, oral and presentation skills;
6. The interpersonal and team leadership skills needed to build an organizational environment that is effective and conducive to collaboration;
7. A sense of professional and social responsibility in the conduct of technology management.
Academic Calendar

Master of Science in Information Technology courses are offered year round in four 11-week terms: Fall, Winter, Spring and Summer. Classes are scheduled in the evening once a week to accommodate adult learners who are employed full time and pursuing course work on a part-time basis. Occasionally, a class will be offered in a compressed weekend format or as an International travel course. Based on admission requirements, time to complete the program can take between one and seven years. Students must complete the program within seven years after their first registration.

Admission Requirements

International applicants are subject to separate admission procedures. For current admission procedures, international applicants should consult the following: www.callutheran.edu/management.

Candidates for admission to the MS-IT program should submit a complete application portfolio at least 45 days prior to the start of the term. Admission decisions for regular graduate standing are based on a review of the following materials in the candidate’s file:

1. A completed application form and non-refundable application fee;
2. Evidence of an interview with an admission counselor;
3. Official transcripts showing a bachelor’s degree from a regionally accredited U.S. institution. Normally, a grade point average of 3.0 or higher in upper division undergraduate work is expected;
4. Two letters of recommendation;
5. A personal statement;
6. Test scores. Applicants who undergraduate records do not satisfy the criteria set forth in one of the paragraphs 1-4 below must include Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE) scores in their admission portfolio. The GMAT may be waived for candidates who present an official transcript of previous college work from a regionally accredited college or university reflecting any one of the following criteria:
   a. An undergraduate, upper division grade point average of 3.0 or higher on a 4.0 scale; or
   b. A combined grade point average of 3.0 or higher for the most recent 60 credits of study consisting of any of the following: graduate course work, upper division postbaccalaureate course work (exclusive of extension or continuing education work), and upper division undergraduate course work; or
   c. A minimum of nine credits of graduate course work completed and a 3.50 grade point average; or
   d. A previously earned master’s degree.

Admission to the MS-IT program requires at least one year of work experience and one of the following:

• A prior technical bachelor’s degree and one year of hands-on programming coursework or work experience; OR
• A prior non-technical bachelor’s degree and three years of technical work experience, including one year of hands-on programming coursework or experience.

Note: All applicants who have completed their undergraduate work at other than a regionally accredited U.S. institution must submit GMAT scores.

Admission Counseling

Prior to enrollment in graduate classes, the applicant must make an appointment for an advisement interview with an admission counselor. This exploratory interview will clarify individual program requirements and provide the opportunity to answer students’ questions. Counselors are available by appointment.

Provisional Admission

Under some conditions, after meeting with an admission counselor and with the approval of the Program Director, a student may register for classes before completing the entire admission process. However, the Application for Admission, the $50 application fee, and a copy of a transcript showing a bachelor’s degree with an acceptable GPA and/or acceptable standardized test score must be on file in the Graduate and Adult Programs Office before the class registration can be accepted. Students are expected to complete all admission requirements in the first term of their program or they will not be permitted to enroll in subsequent terms. Provisionally admitted students are not eligible for financial aid.

International Students

International applicants are subject to separate admission procedures. For current admission procedures, international applicants should consult the following: www.callutheran.edu/management

Master of Science in Information Technology

The curriculum includes a total of 12 graduate courses (36 credits) total. Students will take eight core courses and four elective courses in their specialized track.
Students can obtain a general MS-IT degree by selecting elective courses across tracks. Students with backgrounds that are not in Information Technology (IT) or business may need foundation courses which do not count towards the 36 credits required for the degree.

**Required of all Students**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 508</td>
<td>Information Technology Management</td>
<td>3</td>
</tr>
<tr>
<td>IT 509</td>
<td>Data Management</td>
<td>3</td>
</tr>
<tr>
<td>IT 510</td>
<td>Software Planning and Development</td>
<td>3</td>
</tr>
<tr>
<td>IT 511</td>
<td>Data Communications and Networking</td>
<td>3</td>
</tr>
<tr>
<td>IT 512</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>IT 513</td>
<td>Information Security</td>
<td>3</td>
</tr>
<tr>
<td>IT 514</td>
<td>Distributed Systems (Information Technology Management Track)</td>
<td>3</td>
</tr>
<tr>
<td>IT 516</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
</tr>
</tbody>
</table>

**IT Track**

Take 4 courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 520</td>
<td>IT Strategy and Business Value</td>
<td>3</td>
</tr>
<tr>
<td>IT 521</td>
<td>Healthcare Information Technologies</td>
<td>3</td>
</tr>
<tr>
<td>IT 522</td>
<td>Enterprise Systems</td>
<td>3</td>
</tr>
<tr>
<td>IT 523</td>
<td>IT Architecture and Infrastructure</td>
<td>3</td>
</tr>
<tr>
<td>IT 524</td>
<td>Emergent Technologies and Issues</td>
<td>3</td>
</tr>
<tr>
<td>IT 582</td>
<td>Special Topic</td>
<td>3</td>
</tr>
<tr>
<td>IT 590</td>
<td>Internship</td>
<td>1-3</td>
</tr>
<tr>
<td>IT 599</td>
<td>IT Project (Track Related)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Data Analytics Track**

Take 4 from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 530</td>
<td>Principles of Data Analytics</td>
<td>3</td>
</tr>
<tr>
<td>IT 531</td>
<td>Data Mining</td>
<td>3</td>
</tr>
<tr>
<td>IT 532</td>
<td>Data Warehouse/Bus Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>IT 533</td>
<td>Big Data Technologies</td>
<td>3</td>
</tr>
<tr>
<td>IT 582</td>
<td>Special Topic</td>
<td>3</td>
</tr>
<tr>
<td>IT 590</td>
<td>Internship</td>
<td>1-3</td>
</tr>
<tr>
<td>IT 599</td>
<td>IT Project (track related)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Courses**

**IT 500. Foundations Adv & Prof Practices. (3).**

This course provides the student with knowledge, skills and abilities to academic and professional practices that are needed in order to succeed in the CLU School of Management's graduate programs. The course focuses on the development of written and oral communication skills, computer skills, and creative and critical thinking. Students will learn how to plan, research, organize, prepare and professionally present major academic reports using current presentation technologies for team projects and individual assignments.

**IT 501. Fundamentals of Java Programming. (3).**

Java is one of the most popular programming languages used by software developers today. This course introduces students to the fundamental programming concepts and techniques in object-oriented programming. This course has both theoretical and practical components. It provides students with a solid foundation needed to understand how computer programs work. Students will also learn how to write, execute and debug various Java programs. This is a foundation course for all students interested in a career in the Information Technology field whether they manage the technology or actively develop it. [Note: this is a prerequisite course for any student without technical background.].

**IT 502. Foundation of Business Statistics. (3).**

This course is designed to help the entering graduate students to acquire a good intuitive grasp of statistics - what is, how and when to apply statistical techniques to managerial situations, and how to interpret results. Various statistical and mathematical techniques will be presented to assist in solving problems encountered by corporate managers. Students need to demonstrate knowledge of the course concepts by knowing which decisions, comparisons, and inferences to make in the presence of uncertainty.
IT 508. Information Technology Management. (3).
In today's dynamic and competitive economy, the ability of an organization to effectively leverage their existing and emerging information technologies is a critical success factor in gaining and sustaining a strategic advantage. This course introduces students to important concepts and techniques needed to understand and leverage information technology within an organizational context. Students will learn the fundamentals of design and implementation of information systems in the modern organization, business process improvement through the use of information technology, project management concepts, data governance mechanisms, technology, project management concepts, data governance mechanisms, technology-enabled change management among other.

IT 509. Data Management. (3).
Data is a valuable organizational resource. As organizations collect more and more data, it becomes increasingly important to understand basic principles of how to store and manipulate organizational data in order to successfully run business operations. This course provides students with an introduction to the fundamental concepts, techniques and tools used in design, development and application of relational database technology in organizations. Topics include data modeling based on organizational requirements and data manipulation via structured query language tools.

IT 510. Software Planning and Development. (3).
This course uses structured software development methodologies to develop an understanding of the overall process of developing an information system starting with planning, analysis, design and implementation of the system. It focuses on the core set of skills that all analysts must possess, from gathering requirements and modeling business needs, to creating blueprints for how the system should be built and assessing usability of the system. The course also exposes students to various graphic modeling processes such as data flow diagrams used in business process reengineering, design of user interfaces and system behaviors.

IT 511. Data Communications and Networking. (3).
This course introduces the elements and architecture of computer and data communication networks, demonstrates the fundamental principles of computer networking, and provides experience in the practical use of current networking technology. Topics in this course include: network standards, protocols (TXP/IP), network architectures, network routing and switching, local area networks, wide area networks, knowledgeable decisions pertaining to strategies and architectures for the deployment of telecommunication technologies in organizations.

IT 512. Project Management. (3).
This course is an introduction to the basic fundamentals of project management based on the Project Management Institute (PMI) body of knowledge. All phases of the project management cycle are covered including project initiating, planning, executing, monitoring and controlling project status and post project lessons learned analysis. In addition, the course introduces the 10 project management knowledge areas as defined by PMI namely, project integration, scope, time, cost, quality, human resources, communications, stakeholder, risk, and procurement management. Project management best practices, tools and techniques along with constraints and trade-offs in managing projects are discussed. The course has a practical component with students executing projects as part of teams.

IT 513. Information Security. (3).
Security of informational assets has become a keenly debated issue for organizations. Effective information security management demands a clear understanding of technical as well as socio-organizational aspects. The purpose of this course is to prepare students to recognize the threats and vulnerabilities present in current information systems and how to plan for such risks. The course covers a broad range of topics including data classification, cryptography, network and application security, risk management, threat and vulnerability analysis, computer forensics, and policies and architecture designs. Students will have the opportunity to try real security and attack tools to understand how they work and how they might be used and counteracted.

IT 514. Distributed Systems. (3).
From mobile phones to the Internet, our lives depend increasingly on distributed systems linking computers and other devices together in a seamless and transparent way. This course provides students an understanding of the principles on which the Internet and other distributed systems are based, their architecture, algorithms and design and how they meet the demands of contemporary distributed applications through topics such as client/server software and N-tier architectures, middleware, Internet technologies, application development, system management, mobile and ubiquitous computing and distributed multimedia systems. Students will also learn the distributed systems infrastructure that supports Google both in terms of core search functionality and the increasing range of additional services offered by Google.

IT 515. Organizational Behavior. (3).
Investigation and consideration of individual and group behavior within an organizational context is explored. Focus is on the understanding and application of knowledge issues including motivation, group process, leadership, communication, performance enhancement, power and influence, creativity, conflict management, change, diversity and global issues. Integration of theory and practice from a managerial perspective are considered.

IT 516. Data Structures and Algorithms. (3).
Data structures are ways to organize, store and retrieve data while algorithms are strategies for processing the data to solve computational problems. Efficient computer applications require good use of data structures and algorithms. This course introduces students to analysis and design of fundamental data structures and algorithms that are the basis of modern applications today. Students will learn to write algorithms, evaluate tradeoffs between different algorithms and assess the efficiency of the best possible algorithm for solving complex computational problems. Pre-requisites: IT-508 and IT-501.
IT 520. IT Strategy and Business Value. (3).
This course explores strategic information technology management issues associated with doing business in digital times. It provides a framework to understand how information technology strategy aligns with business strategy and focuses on developing an understanding of the key information requirements for developing information technology strategy and systems architecture. Students are encouraged to think and behave strategically with respect to exploiting leading-edge technologies, and deliver the right business value with information technology. The course will focus on digital technology trends transforming how business is done, information management and architecture, e-business models and strategies, mobile commerce, social networking, engagement and social metrics and business process innovation.

IT 521. Healthcare Information Technologies. (3).
The current trend towards computerizing the healthcare industry through interoperable electronic health records (EHR) is creating very exciting opportunities for IT and business professionals in a diverse range of organizations including hospitals, IT firms (EHR vendors), government departments and health funds. This course is designed to introduce students to the various aspects of information management in healthcare organizations. Students will also gain a solid understanding of the healthcare field and how advanced information technologies can be used to reduce costs and improve the healthcare system overall. At the same time, the course focuses on unintended consequences resulting from deployment of advanced technologies in the healthcare field including user responses and usability considerations. Privacy and security laws in HIPAA will also be discussed.

IT 522. Enterprise Systems. (3).
Integration of information and processes is one of the biggest challenges faced by organizations today. Enterprise systems attempt to integrate all departments and functions across an organization onto a single computer system that can serve every department's particular needs for up-to-date and accurate data. These systems dictate a standard date format across the entire organization, they are modular and multifunctional. This course examines various type of enterprise systems such as enterprise resource planning (ERP) systems, supply chain management systems (SCM), customer relationship management systems (CRM) and knowledge management systems (KM) that support and enhance business activities. It provides an overview of the managerial and technical issues in selection and implementation of enterprise systems and technologies.

IT 523. IT Architecture and Infrastructure. (3).
Organizations entrust a large portion of their budget to people who lead and manage IT infrastructure and operations. The ability to respond dynamically to changing business requirements is paramount for IT infrastructure and operations (I&O) organizations. Virtualization, IT modernization, and real-time infrastructure architecture are increasingly essential to this agility. This class will balance hands on interaction with infrastructure technologies and equipment as well as applications of technologies and services. Other topics include enterprise architecture and governance, cloud computing, enterprise-wide efficiency, and green computing.

IT 524. Emergent Technologies and Issues. (3).
Organizations must structure themselves to deal with emerging technologies and making the right decisions, at the right time, can be critical to determining whether the organization succeeds or fails. This course provides students with a basic understanding of emerging technologies as they relate to innovation and information systems in organizations, and the management strategies required to understand, leverage, and benefit from these technologies. Students will identify current, real technologies that are emerging or about to emerge into the mainstream, investigate those technologies, and ones from recent history, from a number of perspectives, to look at the impact of technologies on systems, business operations, and corporate and technology strategy. They will study the impact, benefits and downsides of standards as they related to information technology and delve into how those standards, and other factors, might affect the timing for implementation of emerging technologies in organizations.

IT 530. Principles of Data Analytics. (3).
This course provides an introduction to the field of business analytics, which is defined as the extensive use of data, statistical and quantitative analysis, exploratory and predictive models, and fact-based management to drive decisions and actions. Topics include implementation of successful analytics platforms, big and little data, predictive analytics, social media analytics, mobile analytics and data visualization. Students use industry standard tools in practical projects.

IT 531. Data Mining. (3).
Data mining is the process of discovering patterns and associations in large data sets. It supports decision making by detecting patterns, devising rules, identifying new decision alternatives and making predictions. This course provides an overview of leading data mining methods and their applications to real-world problems. It is designed to provide students with the skills to conduct data mining and statistical analysis for dealing with analytical tasks such as prediction, classification, decision trees and clustering. Students will use available software to conduct various data mining analyses and understand the application of a wide range of modern techniques to specific managerial and analytical situations, and on model interpretation to specific managerial and analytical situations, and on model interpretation.

IT 532. Data Warehouse/Bus Intelligence. (3).
This course introduces the principles and procedures related to the design and management of data warehouse (DW) and business intelligence (BI) systems. The DW is the central data repository that is used for decision-support. BI refers to the analytical applications that users can interact with in making sense of the data. The course focuses on the data warehousing process including requirement collection, data warehouse architectures, dimensional modeling, extracting, transforming, and loading strategies, and creation of data marts. The course also uses data warehousing as a platform for BI applications, such as reporting, dashboards and online analytical processing (OLAP). By completing this course, students should understand the technologies used for decision-support and possess valuable analytical skills.
IT 533. Big Data Technologies. (3).
More and more organizations are collecting large amounts of data, much of it unstructured. Big data technologies can be used to store, process and analyze large amounts of data using a distributed environment. This course introduces students to the world of big data and associated technologies. The focus of the course is Apache Hadoop, which is an open source software project that enables, distributed processing of large data sets across clusters of commodity servers. The objective of this course is to provide students a foundation for understanding big data technologies and Hadoop in particular. Topics include Hadoop system architecture, Hadoop Distributed File System (HDFS), MapReduce programming model and design patterns and technologies surrounding Hadoop ecosystem such as Pig, Hive and Oozie. The course will also introduce big data science concepts and NoSQL database technologies.

IT 540. Digital Forensics. (3).
Modern technologies have created a myriad of ways that data can be stored and communicated - and hidden. Digital forensics is the science of finding those data after the fact. This course presents an overview of the principles and practices of digital investigation and prepares students to conduct a cyber forensics investigation in an organized and systematic way. The course allows students to develop skills in collecting, seizing and analyzing suspect devices, creating forensics images, recovering deleted data from various file systems and damaged media, applying digital forensics techniques to e-mail and other electronic communications and describing incident and intrusion response approaches, among other topics. PREREQUISITES: IT508 and IT513.

IT 542. Ethical Hacking. (3).
Ethical hacking or penetration testing is the act of breaking into a system with the permission and legal consent of the organization or individual who owns and operates the system, with the purpose of identifying vulnerabilities to strengthening the organization’s security. This course introduces students to the principles and techniques of the cybersecurity practice known as penetration testing and covers various tools and methods commonly used to compromise and control access to information systems. As part of this course, students will conduct hands-on penetration tests in a controlled lab environment, discover how system vulnerabilities can be exploited and learn how to avoid such problems in order to better secure organizational data and systems. Prerequisites: IT 508 and IT 513.

IT 544. Cloud Security. (3).
Cloud computing services (whereby distributed resources are rented, rather than owned) are being adopted across a variety of organizations yet many security challenges exist. This course introduces students to various cloud computing architectures and delivery models followed by a review of the security and privacy issues related to various types of cloud computing environments. The course covers aspects related to cloud security design, implementation, architecture, operations, controls, and compliance with regulatory frameworks for both cloud platforms & infrastructure security and cloud application security. Prerequisites: IT 508 and IT 513.

IT 546. Cybersecurity Risk Management. (3).
Protecting organizational assets against increased numbers of cybersecurity threats is of critical importance in all modern organizations. Having a cybersecurity plan and a governance structure in place for dealing with cybersecurity risks is a more successful strategy than recovering organizational systems after a cyberattack has occurred. This course introduces students to risk management approaches for identifying, analyzing and responding to cybersecurity risks, governance mechanisms, human resource security and business continuity. This course provides students with necessary skills required to formulate and implement a cybersecurity plan. Prerequisites: IT 508 and IT 513.

IT 582. Special Topic. (3).
This course is designed and taught by a rotating cohort of instructors and is dedicated to special topics in information technology not covered by the current curriculum. Special topics course vary and are used to introduce students to new topics in the Information Technology field.

IT 590. Internship. (1-3).
Internships are a valuable experiential learning tool where students engage in work with an organization on an approved topic. Students will write a comprehensive report based on their learning experience along with weekly logs and managerial evaluation. The report will be evaluated and graded by the instructor.

IT 599. IT Project. (3).
Students will work on proposing, developing and implementing a comprehensive project on concepts learned during their program. A project is a form of research aimed at creating or contributing new knowledge in a discipline or, an applied study that combines a specific topic with actual problems or issues within a setting.

Certificate in Information Technology and Data Analytics

The Certificate in IT Management is a four course option for professionals who need to gain or upgrade their IT skills to meet current market demands focusing on the managerial aspects of information technology.

This program is suitable for students who would like to become IT Managers, IT Project Managers, IT Consultants, IT Strategists, Chief Information Officers (CIO), or Chief Technology Officers (CTO) among others.

You will be prepared to create IT strategies that support the business, innovate with IT, and manage projects, as well as develop and maintain the IT architecture and infrastructure of an organization.

Take the 2 required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>IT 508</td>
<td>Information Technology Management</td>
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</table>
IT 512  Project Management  3

Take 2 elective courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>IT 509</td>
<td>Data Management</td>
<td>3</td>
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<tr>
<td>IT 510</td>
<td>Software Planning and Development</td>
<td>3</td>
</tr>
<tr>
<td>IT 511</td>
<td>Data Communications and Networking</td>
<td>3</td>
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<tr>
<td>IT 513</td>
<td>Information Security</td>
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<td>IT 514</td>
<td>Distributed Systems</td>
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<td>IT 520</td>
<td>IT Strategy and Business Value</td>
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<td>IT 521</td>
<td>Healthcare Information Technologies</td>
<td>3</td>
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<td>IT 522</td>
<td>Enterprise Systems</td>
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<td>IT 523</td>
<td>IT Architecture and Infrastructure</td>
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<td>IT 524</td>
<td>Emergent Technologies and Issues</td>
<td>3</td>
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<tr>
<td>IT 582</td>
<td>Special Topic (IT Management)</td>
<td>3</td>
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The Certificate in Data Analytics is a 4-course option for professionals who need to upgrade their IT skills to meet current market demands.

Data analytics is the systematic analysis and interpretation of data using various computational and statistical tools in order to support decision-making based on the scientific method.

This program will prepare you to create, develop and implement data models as well as work with big data sets using a real-world data cluster managed in-house to derive insights and make recommendations.

Take this required course

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<thead>
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<th>Credits</th>
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<tbody>
<tr>
<td>IT 509</td>
<td>Data Management</td>
<td>3</td>
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</table>

Take 3 courses from the following:

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</thead>
<tbody>
<tr>
<td>IT 530</td>
<td>Principles of Data Analytics</td>
<td>3</td>
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<tr>
<td>IT 531</td>
<td>Data Mining</td>
<td>3</td>
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<tr>
<td>IT 532</td>
<td>Data Warehouse/Bus Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>IT 533</td>
<td>Big Data Technologies</td>
<td>3</td>
</tr>
<tr>
<td>IT 582</td>
<td>Special Topic (Data Analytics)</td>
<td>3</td>
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</tbody>
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Master of Public Policy and Administration

The Master of Public Policy and Administration (MPPA)

The Master of Public Policy and Administration program is designed to meet the educational needs of management professionals in the public and nonprofit sectors. Its faculty, with a service orientation, is dedicated to the education of the whole person. The student body is excellent and diversified, being composed primarily of individuals who are working in various private, public or nonprofit organizations.

The basic purpose of the Graduate Program in Public Policy and Administration is to provide a broad-based education for individuals who wish to pursue careers in administration or policy making in a variety of public service positions. Program emphasis is on state and local policy issues. The program is designed to provide each student with:

1. A knowledge and understanding of administrative organizations and legal processes affecting public policy decision-making;
2. The ability to identify those human and ethical values that should underlie the work of a public administrator;
3. An understanding of the proper relationship between public administration and the citizenry;
4. The capability of developing a sound social strategy;
5. The ability to perform effectively in a leadership role under a variety of conditions; and
6. The competency to conduct and present research relevant to public policy and administration.

Courses

PA 500. American Foundations. (3).
This course is a prerequisite for foreign students entering the MPPA program. It is designed to prepare students and enhance their knowledge about American policy and administration and their skills for graduate study in the program. Credits for this class do not count towards the required 39 credits for the degree.
PA 501. Public Administration and Public Policy. (3).
Study of theories of administration and public policy to assist students in preparing for the MPPA comprehensive examinations.

PA 502. Public Policy Seminar. (3).
Small group tutorial experience designed for in-depth exploration of a topic or problem.

PA 505. Local Economic Development. (3).
This seminar examines strategies employed in the pursuit of state and local economic development. It emphasizes practical application and implementation of economic concepts and strategies which address the challenges of competitiveness, growth, sustainability, and community revitalization.

PA 507. Strategic Planning. (3).
This course provides an understanding and application of strategic planning and performance measurements in the public and non-profit sectors. It emphasizes the practical application of economic concepts and planning tools which address the challenges of competitiveness, growth, sustainability, and community revitalization.

PA 508. Sacramento Institute. (3).
The course provides a multi-perspective examination of policy development processes through first hand observation of the policy process. Students travel to Sacramento for a four-day seminar at the State Capital and interact with lawmakers, lobbyists, media, legislative analysts, regulators, political consultants and executive branch officials.

PA 510. Leadership. (3).
The course is designed to develop a set of core competencies and improve leadership practices. Topics covered include the historical development of leadership theories, communication, strategic analysis, leadership styles, organizational structure, and teambuilding.

PA 512. Communication Skills Public Adm. (3).
The course is intended to prepare students to think strategically about communication and to improve writing, presentation and interpersonal communication skills within a managerial setting. Professional and interpersonal dialogue and group communications will be explored. Managerial writing, public speaking, positive self-presentation and techniques for effective meetings will also be covered.

Study of current methods of conducting research in public administration.

PA 554. Public Budgeting. (3).
Public budget planning, formulation, analysis, and implementation. The fiscal role of government. The problems of revenue and expenditure planning, administration and control.

PA 556. Inter-Governmental Relations. (3).
An analysis of the problems, practices and decisions relating to the management and financing of inter-governmental projects and policies.


PA 565. Organizational Theory and Development. (3).
Organization, leadership and decision theory, and contemporary developments in management and behavioral sciences are emphasized.

PA 568. Ethics in Public Policy & Adm. (3).
An examination of moral issues which arise within a public organization, e.g., privacy, obligation to obey the law, government responsibility, etc.

PA 570. Civic Engagement. (3).
Examination of the forms and processes of civic engagement in contemporary settings of public and government. The class focuses on the organization and expression of public interests, and explores the means by which they are mediated and coped with by governing authorities.

PA 571. Non-Profit Management. (3).
The course is designed to introduce students to both principles and practices of management for nonprofit organizations. In addition to a survey of important issues facing the nonprofit sector and best practices, course topics will include governance, strategic planning, marketing, advocacy, public-private partnerships and fundraising.

PA 577. Negotiation and Conflict Management. (3).
This course is designed to explore the major concepts and theories of the negotiation process. Special emphasis will be given to the dynamics of interpersonal and intergroup conflict and resolution. Topics addressed include interpersonal influence techniques plus tactics and strategies involved with improved bargaining and negotiation. Students will learn key negotiation skills through an interactive experience that includes case studies, readings, videos and role-plays. Students will focus on the development of effective negotiation strategies and tactics. The course is designed to be relevant to the broad spectrum of negotiation challenges traditionally encountered by managers in business. (cross-listed with BUS 577).

PA 582. Selected Topics. (3).
Topics of current and particular interest or concern in public administration, e.g., arbitration and collective bargaining, criminal justice policy, environmental policy and public healthcare policy.
PA 590. Independent Study. (1-4).

PA 593. Public Administration Theory. (3).
Systematic analysis of the ideas and ideals which have influenced the study of public administration; exploring theories of public administration. Emphasis on state and local government.

PA 595. Implement & Analysis Public Policy. (3).
Examines how public policy is implemented and analyzed. Overview of change theory, systems analysis, and decision-making paradigms; concepts such as strategic planning, quality management, benchmarking and team building are addressed.

PA 596. Urban Policy and Planning. (3).
This course is designed to introduce students to the field of land use planning. It is intended to prepare students to make organizational decisions that will require a base of knowledge in urban planning concepts and policies, yet the course should interest any citizen concerned with how land use decisions impact their quality of life. Appropriately then, the focus of instruction will be on issues currently affecting Ventura County and its local municipalities - a lack of affordable housing, a displaced work force, and attempts to implement policies of smart growth and sustainability.

PA 598. Law and Public Policy. (3).
An analysis of the impact of court and legislative decisions on public policy, with particular emphasis on public institutions; how to conduct legal research; examining how public policy is shaped by law. Emphasis on researching and analyzing legal documents and appellate opinions pertinent to public policy. Topics include: employment discrimination; managerial liability for negligence in hiring, training, supervision, etc.; civil rights violations; employee rights in the workplace; and more.

PA 599A. Thesis. (3).

PA 599B. Project. (3).
Graduate School of Education

Programs Offered

The University offers the following degree, credential, and certificate programs through the Graduate School of Education:

Degrees

- Doctorate in Educational Leadership (Ed.D.)
- Doctorate in Higher Education Leadership (Ed.D.)
- Master of Arts (M.A.) in Educational Leadership
- Master of Science (M.S.) in Counseling with specializations in:
  - College Student Personnel
  - Pupil Personnel Services
- Master of Science (M.S.) in Special Education with specializations in:
  - Deaf and Hard of Hearing
  - Mild to Moderate
  - Moderate to Severe
- Master of Education in Teacher Leadership (M.Ed.)

Credentials

- Teaching
  - Preliminary Multiple or Single Subject
- Administrative Services
  - Preliminary
- Pupil Personnel Services
  - Clear (School Counseling and Child Welfare and Attendance* Authorizations)
    - *Must complete PPS at CLU to be eligible for CWA Authorization
- Education Specialist
  - Preliminary (Deaf and Hard of Hearing Specialty)
  - Preliminary (Mild to Moderate, Moderate to Severe Specialties)

Graduate School of Education Outcomes

The mission of California Lutheran 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. In accordance with the mission of CLU, the Graduate School of Education seeks to develop reflective, principled educators who STRIVE to:

- Serve as moral leaders
- Think critically to connect theory with practice
- Respect all individuals
- Include and respond to the needs of all learners
- Value diversity
- Empower participation in educational growth and change

Design of the Programs

California Lutheran University has designed graduate programs in education so candidates can complete a master’s or doctoral degree and an advanced credential concurrently. Credential programs meet all requirements established by the California Commission on Teacher Credentialing (CTC). Requirements for completion of the degree and the credential may not be exactly the same. Candidates may choose to complete a master’s or doctoral degree apart from a credential (except for the Master of Education, which must be completed in conjunction with the preliminary teaching credential) and vice versa. Undergraduate students seeking a basic teaching credential may include graduate course work in their program. Advisers will help to determine under what circumstances this may be possible.

Accreditation

The Graduate School of Education at California Lutheran University is accredited by the California Commission on Teacher Credentialing (CTC). All credential programs are approved by the CTC.
Graduate Admission

Persons interested in exploring educational opportunities for teacher education, credentials, advanced master’s and doctoral degrees offered by the Graduate School of Education should arrange an appointment with an admission counselor in the Graduate Admissions Office by calling (805) 493-3325.

Note: The University reserves the right during the course of study to continually evaluate the student’s suitability for professional involvement as a teacher, counselor, administrator, or in occupations in the field of college personnel services. The Graduate School of Education reserves the right to make necessary changes in procedures, policies, calendar, curriculum and costs. Programs are further subject to change as prescribed by the CTC. To review other procedures and policies please refer to the Graduate School of Education handbook (https://www.callutheran.edu/education/resources).

Courses

EDGN 503. Introduction to Special Education. (3).
The study of exceptional persons, special education programs, and current special education laws. Observations required. This course fulfills the CTC Ryan Clear mainstreaming requirement.

EDGN 509. Introduction to Educational Research. (3).
A core course designed to introduce educational practitioners to educational research. Through an examination of the nature of research, ethical and philosophical principles, types of research, and characteristics of data students will explore quantitative and qualitative methods of designing and conducting research in the context of educational settings.

Drawing from qualitative, quantitative, and combined applications of research this core course is designed to guide students through a systematic study of the interrelated activities embedded in the development of an action research project. Constructing a problem statement and research question will guide the preparation of a literature review and methodological plan.

EDGN 515. Advanced Educational Psychology. (3).
The learning process and its application in a variety of settings with students of diverse cultural, ethnic, racial, linguistic, and socioeconomic backgrounds.

EDGN 597. Professional Reading in Education. (1).
This course provides students an opportunity to deepen their professional knowledge and competencies through the reading and reflective analysis of an educational text of their choosing. Each student will choose a book from the Corwin Publishing catalog of books. The book choice must support the professional practice of the student. Each book selected for study will encompass readings and activities for one unit of credit. Students have three months to complete the coursework.

EDGN 599. Thesis Research. (3).
Building upon the literature and methodological plan developed during EDGN 510, this class supports the implementation, analysis, and presentation of a research thesis. Prerequisite: EDGN 510A.

EDGN 690. Independent Study. (1-4).

Doctorate in Educational Leadership Ed.D.

The Ed.D. program in Educational Leadership is designed for educators who wish to develop their professional skills and wish to become leaders in various educational fields. Graduates are prepared to serve in key administrative and instructional roles in public and private preschools, elementary and secondary schools; special education service units; state departments of education; community colleges; four-year colleges and universities; and other national and state organizations.

Program Outcomes

Reflective, principled Educational Leadership doctoral program graduates will be leaders who contribute to student success by:

- modeling moral and ethical practice;
- leading organizational change in a diverse society;
- establishing a caring and collaborative learning community;
- supporting the principles of teaching and learning;
- utilizing the principles of effective administration and technology;
- evaluating the individual, organizational and societal contexts of education;
- designing research that addresses educational issues.
Admission to the Doctoral Program in Educational Leadership

Candidates for admission to the Educational Leadership Doctoral Program should submit all application materials by January 15 for priority consideration for admission to the next summer term. Admission decisions for regular graduate standing are based on a review of the following items in the candidates’ portfolio:

1. A completed application form and non-refundable application fee
2. Official transcripts showing a master’s degree in education or a related field from a regionally accredited U.S. institution
3. A personal statement explaining student’s reasons for seeking an Ed.D. in Educational Leadership
4. Three letters of recommendation
5. A professional resume
6. A writing sample (e.g., chapter from thesis, article, paper or report)

After all paperwork has been received and processed, the candidate file will be reviewed and the candidate may be invited to interview with the doctoral degree admission committee.

8. Satisfactory completion of interview with the doctoral admission committee

Note: International applicants must submit the following:

1. An International Student Application Form and additional required documents
2. TOEFL scores if undergraduate work was completed at other than a regionally accredited U.S. institution

Courses

EDLD 502. Current Social, cultural, political Issues. (3).
An in-depth systematic study of the social, cultural, and political issues and trends that affect educational leaders in today’s American schools.

EDLD 504. School Law and Public Policy. (3).
Implications and trends of court decisions at the federal, state, and local levels as they affect the role of counselor, teacher, and administrator; their impact on district policy and finance, and on district and local programs and activities. Also studied is the importance of policy development and implementation and its impact on K-12 education.

EDLD 510A/510B. Action Research for Practitioners. (1,1).
This course provides a systematic study and analysis of current research and research methods for conducting action research projects. The objectives in this course focus on the knowledge base (A); the techniques (B); and applications of action research (C).

EDLD 510C. Action Research for Practitioners. (1).
This course provides a systematic study and analysis of current research and research methods for conducting action research projects. The objectives in this course focus on the knowledge base (A); the techniques (B); and applications of action research (C).

EDLD 550. Focusing on Student Achievement. (3).
An emphasis on using the California Standards for the Teaching Profession to guide instructional practice and the development of coaching and mentoring skills to promote student achievement.

An overview of curriculum; theory, development, organization, evaluation, improvement and implementation; historical background and comparative educational patterns; the social, psychological, and philosophical roots. Candidates learn how to evaluate curricular and instructional programs for their effective use and implementation. Candidates learn to apply, model, and analyze both formative and summative assessment strategies and demonstrate an understanding of standards-based accountability systems.

EDLD 570. Curriculum Leadership/Program Eval. (3).
An overview of curriculum; theory, development, organization, evaluation, improvement and implementation; historical background and comparative educational patterns; the social, psychological, and philosophical roots. Candidates learn how to evaluate curricular and instructional programs for their effective use and implementation. Candidates learn to apply, model, and analyze both formative and summative assessment strategies and demonstrate an understanding of standards-based accountability systems.

EDLD 572. Managing Resources. (3).
The processes of managing human and fiscal resources with a focus on student achievement, including the selection and hiring of employees, supervision and evaluation techniques, fiscal resources, and grant writing.

EDLD 580. Org Transformation/Leading Learning. (3).
A focus on school culture and its implications for student achievement. Candidates learn formative approaches to supervision practices that increase student achievement as well as how to evaluate instruction for school improvement. Current practices such as Response to Intervention (RTI) and Professional Learning Communities (PLCs) are studied.
EDLD 590. Independent Study. (1-4).

EDLD 591A/591B. Fieldwork Practicum. (1,1).

EDLD 591C. Fieldwork Practicum. (1).

EDLD 592. Professional Induction Plan a & B. (2).
The course is designed to assist and support the candidate in the development and assessment of the Personalized Induction Plan (PIP) to support the candidate in his or her professional and personal growth. The plan is developed in collaboration with candidate's supervisor (or designee), the candidate, and the candidate's faculty advisor. Prerequisites: The candidate holds a Preliminary Administrative Credential; The candidate is currently placed in an administrative position as found on the CBEDS document for his/her district.

EDLD 598. Action Research Project. (3).
This course is a culmination of EDLD 510 a, b, c coursework. The candidate completes a five-chapter paper of the action research project developed in EDLD 510 a, b, and c, including the following: introduction; literature review; methodology; discussion of data; analysis and findings.

EDLD 599A. Seminar: Professional Development. (1).
These one-unit courses, each designed to be taken over the period of one year, introduce the candidate to the electronic portfolio system and tools the candidate will need to successfully navigate course work and create an electronic portfolio for defense at the culmination of all course work. Topics covered will include developing professional goals based on self-assessments, presentation skills, developing a Web page, uploading to the electronic portfolio, and choosing learning activities to showcase benchmark assessments.

EDLD 601. Research Tools and Application. (3).
An introductory course that equips candidates with basic library, writing, technology, and research skills to be used in all courses in the program. Strategies and ethics of research provide the basis for designing research questions, selecting data collection strategies, and conducting basic data analysis. Candidates begin a comprehensive literature review in the course.

EDLD 603. Hist & Phil Fndn Educ Leadership. (3).
A historical survey of the competing philosophical bases for the creation and implementation of educational policy and practice, with particular attention to questions of equity and excellence in a multicultural society.

EDLD 605. Instructional Leadership Modern Org. (3).
This course explores several major theories of learning, group process and organizational development, and the implications of those theories for diagnosis and action to influence learner outcomes. It includes emphasis on the problems, dilemmas, and opportunities for leaders in educational, public and human service organizations.

EDLD 607. Ethics and Values in Educational Leaders. (3).
This course guides candidates to understand and articulate individual and organizational values that shape the dynamic learning organization. Students make the connection between articulated values and ethical practices in our diverse communities.

A comprehensive review of the research literature related to designated themes and a general topic of research interest, with a focus on literature review of the anticipated dissertation topic. Candidates will complete the integrative literature review and begin framing research questions for further pursuit.

The use of data-based decision-making in modern, diverse organizational settings. The course builds on the prerequisite basic research methods course and includes problem posing and presentation and analysis of data.

EDLD 613. Qualitative Research Design and Analysis. (4).
An overview of qualitative research assumptions, characteristics, approaches, and techniques. Candidates will conduct a small-scale field-study.

EDLD 614. Policy Development & Political Influence. (3).
Provides an introduction to the various phases of policy making in education, including problem identification, policy development, policy analysis, political decision-making, policy implementation, and policy evaluation. The course includes study of organizational structures for educational decision-making at the federal, state, county, and local levels, with emphasis on how and where influence can be exerted.

EDLD 617. Leadership, Diversity & Inclusivity. (3).
This course examines the social ecology of American P-20 education through a lens of inclusion, social justice, diversity and equity. The course will focus on best practices as they inform policy and practice from early childhood education to postsecondary institutions. It will also concentrate on the influence of diversity, culture and society and politics on P-20 American education.

This course examines legal problems and issues as they affect students, faculty members, and administrators in American colleges and universities. Distinctions in the legal environments of public, private, and church-related institutions will be made. Emphasis will be placed on constitutional issues, contract law, federal and state regulation, liability, faculty and staff employment, and community relationships.

In this course, candidates receive the direction and guidance needed to develop their dissertation research proposals. At the end of the course, students will have a draft of their proposal, which must be presented to their dissertation committee.
EDLD 621. Int'l Comparative Educ Practices. (3).
This course will provide students with the opportunity to examine educational policy and practice through an international and cross-cultural lens. The focus of the course will be on (1) comparative educational policies and practices and their relationship with economic development, and (2) educational quality, standards, accountability, and reform. The course will involve a critical examination of relevant literature and the option of international travel to visit educational institutions and agencies of the selected country or countries.

EDLD 622. Program Evaluation. (3).
The application of quantitative and qualitative skills to guide the improvement of policymaking and practice in organizations. Candidates will conduct an evaluation study as part of this course.

EDLD 623. Student Success and Retention. (3).
This course will examine the current research and best practices relative to college student success and retention. Particular attention will be given to the demographic trends, co-curricular institutional practices, public policies, campus environments, and educational practices that contribute to student success and persistence.

EDLD 624. Leading Organizational Change/Developmt. (3).
Candidates examine approaches to studying and influencing organizational effectiveness. The course includes a study of leadership styles, conflict management, group dynamics, and change process.

EDLD 625. Colloquium in Principles-Based Ed Ldrshp. (3).
This is a colloquium; that is, class discussion based on close reading of common texts. The focus of the course is on the concept “principles-based educational leadership.” Candidates will be required to read a variety of texts which propose versions of principles-based educational leadership, to clearly and coherently define the meaning and implications of principles-based educational leadership, to examine the potential for application of principles-based educational leadership in actual educational situations, and to inquire into the connection between their dissertations and the principles of principles-based educational leadership.

EDLD 626. Managing Resources in Support Org Vision. (3).
A focus on human and material resources and the organizational patterns of education at the federal, state, county, and local levels. Emphasis is on the interrelationship of the educational bureaucracy as it relates to the framework of decision-making and the functions at the local level in meeting individual student needs. The course includes techniques and strategies for grant writing and managing grant funds.

EDLD 627. Administration in Higher Education. (3).
This course will focus on the best practices in college and university management and administration with an emphasis on planning, resource acquisition, resource allocation, human resource development, and organizational communication. Distinctions will be made among public, private, and church-related institutions of higher education.

EDLD 630. Research Seminar: Data Analysis. (4).
This course is intended to guide candidates through the organization and analysis of their dissertations data. Advanced topics in data analysis will be introduced, including multivariate statistics; factor analysis; and multilevel modeling. Other advanced qualitative topics including the use of computer programs for qualitative data analysis will be presented. Candidates will be expected to present a draft of the problem statement, literature review, and methods sections of their dissertations by the end of the summer seminar.

EDLD 631. Collaborative Research Groups. (3).
The purpose of this course is to provide support and direction for candidates at the dissertation stage. The course is organized for small groups of candidates to act as peer reviewers of their dissertations. Candidates meet online, in person, and in formal class settings to critique their work. Candidates act under the supervision of the course instructor and are expected to make weekly class presentations.

EDLD 632. Program Evaluation Seminar 1. (3).
NOTE: Candidates will remain continuously enrolled until the dissertation is completed. If additional time is required, candidates must register for two dissertation units per semester until the dissertation is successfully defended.

EDLD 635. Dissertation Seminar II. (4).
NOTE: Candidates will remain continuously enrolled until the dissertation is completed. If additional time is required, candidates must register for two dissertation units per semester until the dissertation is successfully defended.

NOTE: Candidates will remain continuously enrolled until the dissertation is completed. If additional time is required, candidates must register for two dissertation units per semester until the dissertation is successfully defended.

EDLD 637A. Prof Induction Plan Development a. (1).
The course is designed to assist and support the candidate in the development and assessment of the Personalized Induction Plan (PIP) to support the candidate in his or her professional and personal growth. The plan is developed in collaboration with candidate’s supervisor (or designee), the candidate, and the candidate’s faculty advisor.

EDLD 637B. Prof Induction Plan Development B. (1).
(second semester) The course is designed to assist and support the candidate in the development and assessment of the Personalized Induction Plan (PIP) to support the candidate in his or her professional growth. The plan is developed in collaboration with candidate’s supervisor (or designee), the candidate, and the candidate’s faculty advisor.
EDLD 638A. Collective Inquiry a. (1).
The course is designed to assist and support the candidate in the development of a year-long action inquiry that is based on the CPSELs. During fall semester, the candidate chooses an issue at his/her school site, develops research questions, engages the faculty, and collects data.

EDLD 638B. Inquiry Action B. (1).
(Second semester) The course is designed to assist and support the candidate in the development of a year-long action inquiry that is based on the CPSELs. During the fall semester, the candidate chooses an issue at his/her school site, develops research questions, engages the faculty, and collects data.

EDLD 682. Select Topic:. (3).

EDLD 690. Independent Study. (1-4).

Doctorate in Higher Education Leadership Ed.D.

The Ed.D. program in Higher Education Leadership is designed for leaders and administrators of colleges and universities (public and private, two-year and four-year, nonprofit and proprietary) who desire to enhance their abilities and position themselves for heightened leadership roles in a wide range of professional service areas (including student affairs, academic leadership, institutional advancement, athletic administration, or institutional assessment).

The purpose of the Ed.D. in Higher Education Leadership is to prepare reflective, principled leaders for higher education who:

- Understand the individual, organizational, and societal dynamics that affect college students and their success;
- Are effective in leading positive organizational change; and
- Are actively engaged in the national and international conversations surrounding the critical issues affecting higher education.

Program Outcomes
Reflective, principled Educational Leadership doctoral program graduates will be leaders who contribute to student success by:

- Modeling moral and ethical practice;
- Leading organizational change in a diverse society;
- Establishing a caring and collaborative learning community;
- Supporting the principles of teaching and learning;
- Utilizing the principles of effective administration and technology;
- Evaluating the individual, organizational and societal contexts of education;
- Designing research that addresses educational issues.

Admission to the Doctoral Program in Higher Education Leadership

Applicants for admission to the Ed.D. Program in Higher Education Leadership should submit all application materials by January 15 for priority consideration for admission to the next summer term. Admission decisions for regular graduate standing are based on a review of the following items in the candidate’s portfolio:

1. A completed application form and non-refundable application fee
2. Official transcripts showing a master’s degree in education or a related field from a regionally accredited U.S. institution
3. A personal statement explaining student’s reasons for seeking an Ed.D. in Educational Leadership
4. Three letters of recommendation
5. A professional resume
6. A writing sample (e.g., chapter from thesis, article, paper or report)

When the application is complete the file will be reviewed and the candidate may be invited to interview with the doctoral degree admission committee.

8. Satisfactory completion of interview with the doctoral admission committee

Note: International applicants must submit the following:

1. An International Student Application Form and additional required documents
2. GRE and TOEFL scores if undergraduate work was completed at other than a regionally accredited U.S. institution

Courses
An in-depth systematic study of the social, cultural, and political issues and trends that affect educational leaders in today’s American schools.
EDLD 504. School Law and Public Policy. (3).
Implications and trends of court decisions at the federal, state, and local levels as they affect the role of counselor, teacher, and administrator; their impact on district policy and finance, and on district and local programs and activities. Also studied is the importance of policy development and implementation and its impact on K-12 education.

EDLD 510A/510B. Action Research for Practitioners. (1,1).
This course provides a systematic study and analysis of current research and research methods for conducting action research projects. The objectives in this course focus on the knowledge base (A); the techniques (B); and applications of action research (C).

EDLD 510C. Action Research for Practitioners. (1).
This course provides a systematic study and analysis of current research and research methods for conducting action research projects. The objectives in this course focus on the knowledge base (A); the techniques (B); and applications of action research (C).

EDLD 550. Focusing on Student Achievement. (3).
An emphasis on using the California Standards for the Teaching Profession to guide instructional practice and the development of coaching and mentoring skills to promote student achievement.

An overview of curriculum; theory, development, organization, evaluation, improvement and implementation; historical background and comparative educational patterns; the social, psychological, and philosophical roots. Candidates learn how to evaluate curricular and instructional programs for their effective use and implementation. Candidates learn to apply, model, and analyze both formative and summative assessment strategies and demonstrate an understanding of standards-based accountability systems.

EDLD 570. Curriculum Leadership/Program Eval. (3).
An overview of curriculum; theory, development, organization, evaluation, improvement and implementation; historical background and comparative educational patterns; the social, psychological, and philosophical roots. Candidates learn how to evaluate curricular and instructional programs for their effective use and implementation. Candidates learn to apply, model, and analyze both formative and summative assessment strategies and demonstrate an understanding of standards-based accountability systems.

EDLD 572. Managing Resources. (3).
The processes of managing human and fiscal resources with a focus on student achievement, including the selection and hiring of employees, supervision and evaluation techniques, fiscal resources, and grant writing.

EDLD 580. Org Transformation/Leading Learning. (3).
A focus on school culture and its implications for student achievement. Candidates learn formative approaches to supervision practices that increase student achievement as well as how to evaluate instruction for school improvement. Current practices such as Response to Intervention (RTI) and Professional Learning Communities (PLCs) are studied.

EDLD 590. Independent Study. (1-4).
EDLD 591A/591B. Fieldwork Practicum. (1,1).
EDLD 591C. Fieldwork Practicum. (1).
EDLD 592. Professional Induction Plan a & B. (2).
The course is designed to assist and support the candidate in the development and assessment of the Personalized Induction Plan (PIP) to support the candidate in his or her professional and personal growth. The plan is developed in collaboration with candidate's supervisor (or designee), the candidate, and the candidate's faculty advisor. Prerequisites: The candidate holds a Preliminary Administrative Credential; The candidate is currently placed in an administrative position as found on the CBEDS document for his/her district.

EDLD 598. Action Research Project. (3).
This course is a culmination of EDLD 510 a, b, c coursework. The candidate completes a five-chapter paper of the action research project developed in EDLD 510 a, b, and c, including the following: introduction; literature review; methodology; discussion of data; analysis and findings.

EDLD 599A. Seminar: Professional Development. (1).
These one-unit courses, each designed to be taken over the period of one year, introduce the candidate to the electronic portfolio system and tools the candidate will need to successfully navigate course work and create an electronic portfolio for defense at the culmination of all course work. Topics covered will include developing professional goals based on self-assessments, presentation skills, developing a Web page, uploading to the electronic portfolio, and choosing learning activities to showcase benchmark assessments.

EDLD 601. Research Tools and Application. (3).
An introductory course that equips candidates with basic library, writing, technology, and research skills to be used in all courses in the program. Strategies and ethics of research provide the basis for designing research questions, selecting data collection strategies, and conducting basic data analysis. Candidates begin a comprehensive literature review in the course.

EDLD 603. Hist & Phil Fndn Educ Leadership. (3).
A historical survey of the competing philosophical bases for the creation and implementation of educational policy and practice, with particular attention to questions of equity and excellence in a multicultural society.
EDLD 605. Instructional Leadership Modern Org. (3).
This course explores several major theories of learning, group process and organizational development, and the implications of those theories for diagnosis and action to influence learner outcomes. It includes emphasis on the problems, dilemmas, and opportunities for leaders in educational, public and human service organizations.

EDLD 607. Ethics and Values in Educational Leaders. (3).
This course guides candidates to understand and articulate individual and organizational values that shape the dynamic learning organization. Students make the connection between articulated values and ethical practices in our diverse communities.

A comprehensive review of the research literature related to designated themes and a general topic of research interest, with a focus on literature review of the anticipated dissertation topic. Candidates will complete the integrative literature review and begin framing research questions for further pursuit.

The use of data-based decision-making in modern, diverse organizational settings. The course builds on the prerequisite basic research methods course and includes problem posing and presentation and analysis of data.

EDLD 613. Qualitative Research Design and Analysis. (4).
An overview of qualitative research assumptions, characteristics, approaches, and techniques. Candidates will conduct a small-scale field-study.

EDLD 614. Policy Development & Political Influence. (3).
Provides an introduction to the various phases of policy making in education, including problem identification, policy development, policy analysis, political decision-making, policy implementation, and policy evaluation. The course includes study of organizational structures for educational decision-making at the federal, state, county, and local levels, with emphasis on how and where influence can be exerted.

EDLD 617. Leadership, Diversity & Inclusivity. (3).
This course examines the social ecology of American P-20 education through a lens of inclusion, social justice, diversity and equity. The course will focus on best practices as they inform policy and practice from early childhood education to postsecondary institutions. It will also concentrate on the influence of diversity, culture and society and politics on P-20 American education.

This course examines legal problems and issues as they affect students, faculty members, and administrators in American colleges and universities. Distinctions in the legal environments of public, private, and church-related institutions will be made. Emphasis will be placed on constitutional issues, contract law, federal and state regulation, liability, faculty and staff employment, and community relationships.

In this course, candidates receive the direction and guidance needed to develop their dissertation research proposals. At the end of the course, students will have a draft of their proposal, which must be presented to their dissertation committee.

EDLD 621. Int'l Comparative Educ Practices. (3).
This course will provide students with the opportunity to examine educational policy and practice through an international and cross-cultural lens. The focus of the course will be on (1) comparative educational policies and practices and their relationship with economic development, and (2) educational quality, standards, accountability, and reform. The course will involve a critical examination of relevant literature and the option of international travel to visit educational institutions and agencies of the selected country or countries.

EDLD 622. Program Evaluation. (3).
The application of quantitative and qualitative skills to guide the improvement of policymaking and practice in organizations. Candidates will conduct an evaluation study as part of this course.

EDLD 623. Student Success and Retention. (3).
This course will examine the current research and best practices relative to college student success and retention. Particular attention will be given to the demographic trends, co-curricular institutional practices, public policies, campus environments, and educational practices that contribute to student success and persistence.

EDLD 624. Leading Organizational Change/Developmt. (3).
Candidates examine approaches to studying and influencing organizational effectiveness. The course includes a study of leadership styles, conflict management, group dynamics, and change process.

EDLD 625. Colloquium in Principles-Based Ed Ldrshp. (3).
This is a colloquium; that is, class discussion based on close reading of common texts. The focus of the course is on the concept “principles-based educational leadership.” Candidates will be required to read a variety of texts which propose versions of principles-based educational leadership, to clearly and coherently define the meaning and implications of principles based educational leadership, to examine the potential for application of principles-based educational leadership in actual educational situations, and to inquire into the connection between their dissertations and the principles of principles-based educational leadership.

EDLD 626. Managing Resources in Support Org Vision. (3).
A focus on human and material resources and the organizational patterns of education at the federal, state, county, and local levels. Emphasis is on the interrelationship of the educational bureaucracy as it relates to the framework of decision-making and the functions at the local level in meeting individual student needs. The course includes techniques and strategies for grant writing and managing grant funds.
EDLD 627. Administration in Higher Education. (3).
This course will focus on the best practices in college and university management and administration with an emphasis on planning, resource acquisition, resource allocation, human resource development, and organizational communication. Distinctions will be made among public, private, and church-related institutions of higher education.

EDLD 630. Research Seminar: Data Analysis. (4).
This course is intended to guide candidates through the organization and analysis of their dissertations data. Advanced topics in data analysis will be introduced, including multivariate statistics; factor analysis; and multilevel modeling. Other advanced qualitative topics including the use of computer programs for qualitative data analysis will be presented. Candidates will be expected to present a draft of the problem statement, literature review, and methods sections of their dissertations by the end of the summer seminar.

EDLD 631. Collaborative Research Groups. (3).
The purpose of this course is to provide support and direction for candidates at the dissertation stage. The course is organized for small groups of candidates to act as peer reviewers of their dissertations. Candidates meet online, in person, and in formal class settings to critique their work. Candidates act under the supervision of the course instructor and are expected to make weekly class presentations.

EDLD 634. Dissertation Seminar 1. (3).
NOTE: Candidates will remain continuously enrolled until the dissertation is completed. If additional time is required, candidates must register for two dissertation units per semester until the dissertation is successfully defended.

EDLD 635. Dissertation Seminar II. (4).
NOTE: Candidates will remain continuously enrolled until the dissertation is completed. If additional time is required, candidates must register for two dissertation units per semester until the dissertation is successfully defended.

NOTE: Candidates will remain continuously enrolled until the dissertation is completed. If additional time is required, candidates must register for two dissertation units per semester until the dissertation is successfully defended.

EDLD 637A. Prof Induction Plan Development a. (1).
The course is designed to assist and support the candidate in the development and assessment of the Personalized Induction Plan (PIP) to support the candidate in his or her professional and personal growth. The plan is developed in collaboration with candidate's supervisor (or designee), the candidate, and the candidate's faculty advisor.

EDLD 637B. Prof Induction Plan Development B. (1).
(second semester) The course is designed to assist and support the candidate in the development and assessment of the Personalized Induction Plan (PIP) to support the candidate in his or her professional growth. The plan is developed in collaboration with candidate's supervisor (or designee), the candidate, and the candidate's faculty advisor.

EDLD 638A. Collective Inquiry a. (1).
The course is designed to assist and support the candidate in the development of a year-long action inquiry that is based on the CPSELS. During fall semester, the candidate chooses an issue at his/her school site, develops research questions, engages the faculty, and collects data.

EDLD 638B. Inquiry Action B. (1).
(second semester) The course is designed to assist and support the candidate in the development of a year-long action inquiry that is based on the CPSELS. During the fall semester, the candidate chooses an issue at his/her school site, develops research questions, engages the faculty, and collects data.

EDLD 682. Select Topic:. (3).

EDLD 690. Independent Study. (1-4).

Master of Arts in Educational Leadership

The Master of Arts in Educational Leadership prepares candidates for leadership positions within an educational organization. Graduates of the program are prepared to serve as principals, teacher leaders and mentors, curriculum developers, and superintendents. The master’s program is a 30-unit program, which includes the Preliminary Administrative Services Credential (24 units).

Program Outcomes

Reflective, principled Educational Leadership program graduates will be educational leaders who promote the success of all students by:

1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;
2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
3. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;
4. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;
5. Modeling a personal code of ethics and developing professional leadership capacity;
6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
Admission to the Master of Arts in Educational Leadership Program

To assure a prompt admission decision, candidates for admission to the Master of Arts in Educational Leadership Program should submit all application materials by April 1st. All application materials are to be collected by the applicant and submitted together. Admission decisions for regular standing are based on a review of the following materials in the applicant’s file:

1. A completed application form and non-refundable application fee
2. Official transcripts verifying bachelor’s degree from a regionally accredited U.S. institution
3. Test scores from the Graduate Record Examination (GRE), or an approved petition to waive the examination on criteria cited below*
4. A personal statement following the guidelines included in the admission packet
5. Three letters of recommendation
6. Evidence of initial interview and program advisement with a faculty adviser

*Applicants whose undergraduate records do not satisfy the criteria set forth in paragraphs A-D below must include Graduate Record Examination (GRE) scores in their admission portfolios. The admission test may be waived for candidates who present an official transcript of previous college work from a regionally accredited college or university reflecting any one of the following criteria:

(a) An undergraduate, upper division grade point average of 3.0 or higher (on a 4.0 scale); or

(b) A combined grade point average of 3.0 or higher for the most recent 60 units of study consisting of any of the following: graduate course work, upper division postbaccalaureate course work (exclusive of extension or continuing education work) and upper division undergraduate course work; or

(c) A minimum of nine units of graduate course work completed with a 3.5 grade point average; or

(d) A previously earned master’s degree.

Note: All applicants who have completed their undergraduate work at an institution outside of the U.S. must submit GRE and TOEFL scores and have their transcripts evaluated by a CTC-approved agency for equivalency to a U.S. bachelor’s degree.

Note: Applicants for the Educational Leadership Program will need to submit verification of their teaching or services credential. If an applicant does not have a California teaching credential, a Certificate of Clearance will need to be obtained.

Courses

EDLD 502. Current Social, cultural, political Issues. (3).
An in-depth systematic study of the social, cultural, and political issues and trends that affect educational leaders in today’s American schools.

EDLD 504. School Law and Public Policy. (3).
Implications and trends of court decisions at the federal, state, and local levels as they affect the role of counselor, teacher, and administrator; their impact on district policy and finance, and on district and local programs and activities. Also studied is the importance of policy development and implementation and its impact on K-12 education.

EDLD 510A/510B. Action Research for Practitioners. (1,1).
This course provides a systematic study and analysis of current research and research methods for conducting action research projects. The objectives in this course focus on the knowledge base (A); the techniques (B); and applications of action research (C).

EDLD 510C. Action Research for Practitioners. (1).
This course provides a systematic study and analysis of current research and research methods for conducting action research projects. The objectives in this course focus on the knowledge base (A); the techniques (B); and applications of action research (C).

EDLD 550. Focusing on Student Achievement. (3).
An emphasis on using the California Standards for the Teaching Profession to guide instructional practice and the development of coaching and mentoring skills to promote student achievement.

An overview of curriculum; theory, development, organization, evaluation, improvement and implementation; historical background and comparative educational patterns; the social, psychological, and philosophical roots. Candidates learn how to evaluate curricular and instructional programs for their effective use and implementation. Candidates learn to apply, model, and analyze both formative and summative assessment strategies and demonstrate an understanding of standards-based accountability systems.

EDLD 570. Curriculum Leadership/Program Eval. (3).
An overview of curriculum; theory, development, organization, evaluation, improvement and implementation; historical background and comparative educational patterns; the social, psychological, and philosophical roots. Candidates learn how to evaluate curricular and instructional programs for their effective use and implementation. Candidates learn to apply, model, and analyze both formative and summative assessment strategies and demonstrate an understanding of standards-based accountability systems.
EDLD 572. Managing Resources. (3).
The processes of managing human and fiscal resources with a focus on student achievement, including the selection and hiring of employees, supervision and evaluation techniques, fiscal resources, and grant writing.

EDLD 580. Org Transformation/Leading Learning. (3).
A focus on school culture and its implications for student achievement. Candidates learn formative approaches to supervision practices that increase student achievement as well as how to evaluate instruction for school improvement. Current practices such as Response to Intervention (RTI) and Professional Learning Communities (PLCs) are studied.

EDLD 590. Independent Study. (1-4).

EDLD 591A/591B. Fieldwork Practicum. (1,1).

EDLD 591C. Fieldwork Practicum. (1).

EDLD 592. Professional Induction Plan a & B. (2).
The course is designed to assist and support the candidate in the development and assessment of the Personalized Induction Plan (PIP) to support the candidate in his or her professional and personal growth. The plan is developed in collaboration with candidate's supervisor (or designee), the candidate, and the candidate's faculty advisor. Prerequisites: The candidate holds a Preliminary Administrative Credential; The candidate is currently placed in an administrative position as found on the CBEDS document for his/her district.

EDLD 598. Action Research Project. (3).
This course is a culmination of EDLD 510 a, b, c coursework. The candidate completes a five-chapter paper of the action research project developed in EDLD 510 a, b, and c, including the following: introduction; literature review; methodology; discussion of data; analysis and findings.

EDLD 599A. Seminar: Professional Development. (1).
These one-unit courses, each designed to be taken over the period of one year, introduce the candidate to the electronic portfolio system and tools the candidate will need to successfully navigate course work and create an electronic portfolio for defense at the culmination of all course work. Topics covered will include developing professional goals based on self-assessments, presentation skills, developing a Web page, uploading to the electronic portfolio, and choosing learning activities to showcase benchmark assessments.

EDLD 601. Research Tools and Application. (3).
An introductory course that equips candidates with basic library, writing, technology, and research skills to be used in all courses in the program. Strategies and ethics of research provide the basis for designing research questions, selecting data collection strategies, and conducting basic data analysis. Candidates begin a comprehensive literature review in the course.

EDLD 603. Hist & Phil Fndn Educ Leadership. (3).
A historical survey of the competing philosophical bases for the creation and implementation of educational policy and practice, with particular attention to questions of equity and excellence in a multicultural society.

EDLD 605. Instructional Leadership Modern Org. (3).
This course explores several major theories of learning, group process and organizational development, and the implications of those theories for diagnosis and action to influence learner outcomes. It includes emphasis on the problems, dilemmas, and opportunities for leaders in educational, public and human service organizations.

EDLD 607. Ethics and Values in Educational Leaders. (3).
This course guides candidates to understand and articulate individual and organizational values that shape the dynamic learning organization. Students make the connection between articulated values and ethical practices in our diverse communities.

A comprehensive review of the research literature related to designated themes and a general topic of research interest, with a focus on literature review of the anticipated dissertation topic. Candidates will complete the integrative literature review and begin framing research questions for further pursuit.

The use of data-based decision-making in modern, diverse organizational settings. The course builds on the prerequisite basic research methods course and includes problem posing and presentation and analysis of data.

EDLD 613. Qualitative Research Design and Analysis. (4).
An overview of qualitative research assumptions, characteristics, approaches, and techniques. Candidates will conduct a small-scale field-study.

EDLD 614. Policy Development & Political Influence. (3).
Provides an introduction to the various phases of policy making in education, including problem identification, policy development, policy analysis, political decision-making, policy implementation, and policy evaluation. The course includes study of organizational structures for educational decision-making at the federal, state, county, and local levels, with emphasis on how and where influence can be exerted.

EDLD 617. Leadership, Diversity & Inclusivity. (3).
This course examines the social ecology of American P-20 education through a lens of inclusion, social justice, diversity and equity. The course will focus on best practices as they inform policy and practice from early childhood education to postsecondary institutions. It will also concentrate on the influence of diversity, culture and society and politics on P-20 American education.
This course examines legal problems and issues as they affect students, faculty members, and administrators in American colleges and universities. Distinctions in the legal environments of public, private, and church-related institutions will be made. Emphasis will be placed on constitutional issues, contract law, federal and state regulation, liability, faculty and staff employment, and community relationships.

In this course, candidates receive the direction and guidance needed to develop their dissertation research proposals. At the end of the course, students will have a draft of their proposal, which must be presented to their dissertation committee.

This course will provide students with the opportunity to examine educational policy and practice through an international and cross-cultural lens. The focus of the course will be on (1) comparative educational policies and practices and their relationship with economic development, and (2) educational quality, standards, accountability, and reform. The course will involve a critical examination of relevant literature and the option of international travel to visit educational institutions and agencies of the selected country or countries.

EDLD 622. Program Evaluation. (3).
The application of quantitative and qualitative skills to guide the improvement of policymaking and practice in organizations. Candidates will conduct an evaluation study as part of this course.

EDLD 623. Student Success and Retention. (3).
This course will examine the current research and best practices relative to college student success and retention. Particular attention will be given to the demographic trends, co-curricular institutional practices, public policies, campus environments, and educational practices that contribute to student success and persistence.

EDLD 624. Leading Organizational Change/Developmt. (3).
Candidates examine approaches to studying and influencing organizational effectiveness. The course includes a study of leadership styles, conflict management, group dynamics, and change process.

EDLD 625. Colloquium in Principles-Based Ed Ldrshp. (3).
This is a colloquium; that is, class discussion based on close reading of common texts. The focus of the course is on the concept "principles-based educational leadership." Candidates will be required to read a variety of texts which propose versions of principles-based educational leadership, to clearly and coherently define the meaning and implications of principles based educational leadership, to examine the potential for application of principles-based educational leadership in actual educational situations, and to inquire into the connection between their dissertations and the principles of principles-based educational leadership.

EDLD 626. Managing Resources in Support Org Vision. (3).
A focus on human and material resources and the organizational patterns of education at the federal, state, county, and local levels. Emphasis is on the interrelationship of the educational bureaucracy as it relates to the framework of decision-making and the functions at the local level in meeting individual student needs. The course includes techniques and strategies for grant writing and managing grant funds.

EDLD 627. Administration in Higher Education. (3).
This course will focus on the best practices in college and university management and administration with an emphasis on planning, resource acquisition, resource allocation, human resource development, and organizational communication. Distinctions will be made among public, private, and church-related institutions of higher education.

EDLD 630. Research Seminar: Data Analysis. (4).
This course is intended to guide candidates through the organization and analysis of their dissertations data. Advanced topics in data analysis will be introduced, including multivariate statistics; factor analysis; and multilevel modeling. Other advanced qualitative topics including the use of computer programs for qualitative data analysis will be presented. Candidates will be expected to present a draft of the problem statement, literature review, and methods sections of their dissertations by the end of the summer seminar.

EDLD 631. Collaborative Research Groups. (3).
The purpose of this course is to provide support and direction for candidates at the dissertation stage. The course is organized for small groups of candidates to act as peer reviewers of their dissertations. Candidates meet online, in person, and in formal class settings to critique their work. Candidates act under the supervision of the course instructor and are expected to make weekly class presentations.

EDLD 634. Dissertation Seminar 1. (3).
NOTE: Candidates will remain continuously enrolled until the dissertation is completed. If additional time is required, candidates must register for two dissertation units per semester until the dissertation is successfully defended.

EDLD 635. Dissertation Seminar II. (4).
NOTE: Candidates will remain continuously enrolled until the dissertation is completed. If additional time is required, candidates must register for two dissertation units per semester until the dissertation is successfully defended.

NOTE: Candidates will remain continuously enrolled until the dissertation is completed. If additional time is required, candidates must register for two dissertation units per semester until the dissertation is successfully defended.
EDLD 637A. Prof Induction Plan Development a. (1).
The course is designed to assist and support the candidate in the development and assessment of the Personalized Induction Plan (PIP) to support the candidate in his or her professional and personal growth. The plan is developed in collaboration with candidate's supervisor (or designee), the candidate, and the candidate's faculty advisor.

EDLD 637B. Prof Induction Plan Development B. (1).
(second semester) The course is designed to assist and support the candidate in the development and assessment of the Personalized Induction Plan (PIP) to support the candidate in his or her professional growth. The plan is developed in collaboration with candidate's supervisor (or designee), the candidate, and the candidate's faculty advisor.

EDLD 638A. Collective Inquiry a. (1).
The course is designed to assist and support the candidate in the development of a year-long action inquiry that is based on the CPSELs. During fall semester, the candidate chooses an issue at his/her school site, develops research questions, engages the faculty, and collects data.

EDLD 638B. Inquiry Action B. (1).
(second semester) The course is designed to assist and support the candidate in the development of a year-long action inquiry that is based on the CPSELs. During the fall semester, the candidate chooses an issue at his/her school site, develops research questions, engages the faculty, and collects data.

EDLD 682. Select Topic:. (3).
EDLD 690. Independent Study. (1-4).

Master of Science in Counseling and Pupil Personnel Services

This program is designed to prepare individuals to perform counseling services in schools at all grade levels. The Master of Science in Counseling and Pupil Personnel Services authorizes individuals to become school counselors in kindergarten through 12th grade. Candidates who complete a Master of Science in Counseling and Pupil Personnel Services are also eligible to become counselors at the college level.

Program Outcomes

Reflective, principled Counseling and Pupil Personnel Services program graduates will be able to:

1. Design, implement, and evaluate standards-driven, comprehensive counseling and guidance programs in K-12 schools that are needs based;
2. Consult and collaborate with teachers, parents, and other professionals in order to solve student problems;
3. Advise students about their educational and career plans;
4. Counsel students individually about their personal and social development;
5. Counsel students in groups about their personal/social and/or academic development;
6. Understand factors contributing to and methods and programs for supporting student success;
7. Enlist knowledge of social and cultural influences that may impact learning and demonstrate competence as an advocate for diversity and inclusion.

Admission to the Master of Science in Counseling and Pupil Personnel Services

To assure a prompt admission decision, applicants for admission to the Master of Science in Counseling and Pupil Personnel Services should submit all application materials by July 1 for fall semester and November 1 for spring semester. All application materials are to be collected by the applicant and submitted together. Admission decisions for regular standing are based on the following materials in the applicant’s file:

1. A completed application form and non-refundable application fee
2. Official transcripts showing a bachelor’s degree from a regionally accredited U.S. institution or equivalency
3. Test scores from the Graduate Record Examination (GRE) or an approved petition to waive the examination, based on criteria cited below*
4. A personal statement following the guidelines included in the admissions packet
5. Three professional letters of recommendation
6. Evidence of initial interview and program advisement with a faculty adviser

*Applicants whose undergraduate records do not satisfy the criteria set forth in paragraphs A-D below must include Graduate Record Examination scores in their admission portfolios. The admission test may be waived for applicants who present an official transcript of previous college work from a regionally accredited college or university reflecting any one of the following criteria:

(a) An undergraduate, upper division grade point average of 3.0 or higher (on a 4.0 scale); or

(b) A combined grade point average of 3.0 or higher for the most recent 60 units of study consisting of any of the following: graduate course work, upper division post-baccalaureate course work (exclusive of extension or continuing education work) and upper division undergraduate course work; or

(c) A minimum of nine units of graduate course work completed with a 3.5 grade point average; or

(d) A previously earned master’s degree.
Note: International applicants must submit the following:

1. An International Student Application Form and additional required documents
2. GRE and TOEFL scores if undergraduate work was completed at other than a regionally accredited U.S. institution

Note: Changes in state law may alter requirements.

Requirements for the Child Welfare and Attendance Specialization

Candidates who complete the current PPS Credential Program in School Counseling at CLU and hold a valid PPS credential in School Counseling are eligible for the CWA Specialization upon completion of EDCG 540. EDCG 540 may be taken concurrently with EDCG 534 (Field Studies II). This seminar includes an additional 150 field hours (50 may be taken during EDCG 533 and EDCG 534).

Courses

EDCG 504. School Law. (3).
Implications and trends of court decisions, federal, state, and local, as they affect the role of the counselor, teacher, and administrator; their impact on district policy and finance, and on district and local programs and activities.

EDCG 509. Introduction to Educational Research. (3).
A course designed to introduce educational practitioners to educational research. Through an examination of the nature of research, ethical and philosophical principles, types of research, and characteristics of data students will explore quantitative and qualitative methods of designing and conducting research in the context of educational settings.

EDCG 510A. Action Research. (3).
A systematic study and analysis of current research and methods of conducting research in educational settings. The objectives in this course focus on (A) knowledge base; (B) techniques; and (C) applications of action research. Prerequisite: EDCG 554.

EDCG 511. Program Assessment/Evaluation & Grant. (3).
This course addresses program assessment and evaluation as well as grant writing. In this course students will learn about the characteristics of program assessment and evaluation. Moreover, in this course students will learn about and become familiar with the grant writing process.

EDCG 512. Lifespan Human Development. (3).
A comprehensive review and advanced study of the maturation of both typical and exceptional persons, from birth to senescence in physical, social/ emotional, cognitive and language areas. The learning process and its application in a variety of settings with students of diverse cultural, ethnic, racial, linguistic, and socioeconomic backgrounds will be examined. This course will also examine the relationship between counselors and teachers in K-12 settings.

EDCG 513. College Student Development. (3).
This course will introduce candidates to theories of college student development and the processes by which they occur. Factors that impact student development will be discussed and application of theory to practice to maximize student learning in college settings will be fostered.

EDCG 515. Advanced Educational Psychology. (3).
The learning process and its application in a variety of settings with students of diverse cultural, ethnic, racial, linguistic, and socioeconomic backgrounds.

EDCG 521. Counseling Theory and Practice. (3).
Fundamentals of counseling: theoretical approaches, the counseling process, and cross-cultural perspectives. This course should be taken during the first semester offered.

EDCG 523. Group Process and Leadership. (3).
Group counseling: foundation process, techniques and application; lecture and laboratory. Prerequisite: EDCG 521.

EDCG 524. Consultation Collaboration & Supervsn. (3).
Theories and methods of effective consultation, collaboration and supervision in educational settings. Coordination of personnel and services that impact student learning.

EDCG 525. Interventions for Safe Schools. (3).
Models and methods for effective prevention and intervention programs for at-risk students.

EDCG 526. Microskills in Counseling. (3).
An emphasis on counseling knowledge and skills. Includes in-class monitored practice. Corequisite: EDCG 521. (Graded P/NC only).

EDCG 527. Educational and Career Planning. (3).
Theoretical approaches, resources and techniques utilized in assisting individuals to make their educational and career choices.
EDCG 528. Practicum. (3).
Supervised field placement in a school, postsecondary setting or community agency, with 100 (PPS) or 150 (CSP) field hours required. Candidates must be supervised by an experienced professional with an appropriate credential. Each student will be involved in on-site experiences which include the application of theory to practice. Permission of adviser and application required. Application must be submitted by the last month of the previous semester. Prerequisites: PPS Students-Proof of passage of CBEST and Certificate of Clearance, EDCG 504, 521, 523, 524, 526, 527, and 529 (EDCG 529 may be a co-requisite) and completion of 24 units; College Student Personnel Students - EDCG 521, 523, 526, 527, 530 and 531.

EDCG 529. Organization and Administration of PPS. (3).
Organization and administration of guidance and counseling services in the schools. Includes program planning, coordination, supervision, budgeting and evaluation.

EDCG 530. Organization & Administration CSP. (3).
Organization and administration of student affairs and services in higher education. Includes legal foundations, governance models, planning and goal setting, resource acquisition and allocation, personnel and financial management, training and evaluation. To be taken first semester offered.

EDCG 531. Programs & Functions in CSP. (3).
Overview and analysis of college student services, including historical and philosophical foundations, program components and standards, and evaluation. To be taken first semester offered.

EDCG 532. Systems Approaches in Schools:. (3).
Theoretical perspectives and application of systems leadership in school settings.

EDCG 533. Field Study in School Counseling I. (2).
Supervised field experience in a K-12 public school setting under the supervision of an experienced Pupil Personnel Services credential holder at either an elementary, middle school or high school, with 200-400 field hours required. Adviser approval and application are required. Prerequisite: EDCG 528 and recommendation of Counseling and Guidance faculty committee. (Graded P/NC only).

EDCG 534. Field Study in School Counseling II. (2).
Supervised field experience in a K-12 public school setting under the supervision of an experienced Pupil Personnel Services credential holder at either an elementary, middle school or high school, with 200-400 field hours required. The school level must differ from that in 533. The combined number of field hours required for the two courses (533 and 534) is 600. The two courses may not be taken concurrently. Adviser approval and application are required. Prerequisite: EDCG 533. (Graded P/NC only).

EDCG 535. Field Study in College Student Personnel. (2).
Supervised field experience in student services departments and programs in a post secondary setting under the supervision of an experienced college student personnel professional. Required number of hours: 150. Prerequisite: EDCG 528. Adviser approval and application are required. (Graded P/NC only).

An emphasis on school, home and community factors contributing to school attendance, related laws and intervention programs designed to enhance attendance and school safety. 150 hours of fieldwork at a school site is required under the supervision of an experienced PPS credential holder. Prerequisite: Completion of PPS in School Counseling.

EDCG 554. Educational Measurement. (3).
Assessment of typical and atypical pupils, including the preparation, selection, administration, scoring, and interpretation of culturally appropriate normed and criterion-referenced individual and group tests.

EDCG 566. Educational Leadership. (3).
The course is designed to develop an understanding of management and leadership theories, concepts, group processes, decision-making, and planning. A variety of leadership styles and practices which influence student and employee performance will be reviewed in these topical areas: power and influence, delegating, trust-building, vision and mission development, setting and fulfilling professional and/or personal objectives, situational, visionary and transformational leadership, impediments to leader effectiveness, organizational culture and principles of shared leadership.

EDCG 581. Diverse Perspectives Educ/Cultural Ldrsh. (3).
This is the foundational course in which the framework of Cultural Proficiency is introduced and woven throughout the Counseling and Guidance program. An exploration of candidates' self identity, beliefs and values, and the impact on their roles as counselors, advocates, and leaders in diverse and inclusive educational settings will be conducted.

EDCG 582. Legal and Ethical Issues in Higher Educ. (3).
This course provides an examination of the major legal and ethical issues confronting student affairs professionals and other administrators in higher education settings. Federal regulations and mandates, constitutional issues, tort liability, and contractual relationships will be covered. Ways of making practical decisions that are legally and ethically sound are examined. (This course also satisfies the Ed.D. law proficiency requirement.).

EDCG 583. Professional Development in Practice. (1).
Seminar on professional development opportunities and attendance at professional conference.
EDCG 584. Student Retention and Success. (3).
This course addresses: the history of college student retention and success in the United States; retention and success theories; and the retention trends and issues of four-year and two-year institutions. Specifically, this course emphasizes the retention and success of diverse student groups. Moreover, this course examines how retention and success is tracked and measured and practices and programs that contribute to the retention and success of all students.

EDCG 590. Independent Study. (1-4).

Master of Science in Counseling and College Student Personnel

The Master of Science in Counseling and College Student Personnel prepares professionals for careers in student affairs and student services in colleges, universities and community colleges. A master’s degree in this area prepares individuals to work in various functions of student services, including academic advising, career counseling, residence life, admission and enrollment management, student activities, disabled student services, multicultural affairs, international student programs and adult re-entry/post-traditional learners programs.

Admission to the Master of Science in Counseling and College Student Personnel

To assure a prompt admission decision, applicants for admission to the Counseling and College Student Personnel Program should submit all application materials by July 1 for fall semester and November 1 for spring semester. All application materials are to be collected by the applicant and submitted together. Admission decisions for regular standing are based on the following materials in the applicant’s file:

1. A completed application form and non-refundable application fee
2. Official transcripts showing a bachelor’s degree from a regionally accredited U.S. institution
3. Test scores from the Graduate Record Examination (GRE) or an approved petition to waive the examination, based on criteria cited below*
4. A personal statement following the guidelines included in the admissions packet
5. Three professional letters of recommendation
6. Evidence of initial interview and program advisement with a faculty adviser

*Applicants whose undergraduate records do not satisfy the criteria set forth in paragraphs A-D below must include Graduate Record Examination (GRE) scores in their admission portfolios. The GRE may be waived for applicants who present an official transcript of previous college work from a regionally accredited college or university reflecting any one of the following criteria:

a. An undergraduate, upper division grade point average of 3.0 or higher (on a 4.0 scale); or
b. A combined grade point average of 3.0 or higher for the most recent 60 units of study consisting of any of the following: graduate course work, upper division postbaccalaureate course work (exclusive of extension or continuing education work) and upper division undergraduate course work; or

c. A minimum of nine units of graduate course work completed with a 3.5 grade point average; or

d. A previously earned master’s degree.

Note: International applicants must submit the following:

1. An International Student Application Form and additional required documents
2. GRE and TOEFL scores if undergraduate work was completed at other than a regionally accredited U.S. institution

Note: Changes in state law may alter requirements.

Courses

EDCG 504. School Law. (3).
Implications and trends of court decisions, federal, state, and local, as they affect the role of the counselor, teacher, and administrator; their impact on district policy and finance, and on district and local programs and activities.

EDCG 509. Introduction to Educational Research. (3).
A course designed to introduce educational practitioners to educational research. Through an examination of the nature of research, ethical and philosophical principles, types of research, and characteristics of data students will explore quantitative and qualitative methods of designing and conducting research in the context of educational settings.

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Theoretical approaches, resources and techniques utilized in assisting individuals to make their educational and career choices.

EDCG 528. Practicum. (3).
Supervised field placement in a school, postsecondary setting or community agency, with 100 (PPS) or 150 (CSP) field hours required. Candidates must be supervised by an experienced professional with an appropriate credential. Each student will be involved in on-site experiences which include the application of theory to practice. Permission of adviser and application required. Application must be submitted by the last month of the previous semester. Prerequisites: PPS Students-Proof of passage of CBEST and Certificate of Clearance, EDCG 504, 521, 523, 524, 526, 527, and 529 (EDCG 529 may be a co-requisite) and completion of 24 units; College Student Personnel Students - EDCG 521, 523, 526, 527, 530 and 531.

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EDCG 534. Field Study in School Counseling II. (2).
Supervised field experience in a K-12 public school setting under the supervision of an experienced Pupil Personnel Services credential holder at either an elementary, middle school or high school, with 200-400 field hours required. The school level must differ from that in 533. The combined number of field hours required for the two courses (533 and 534) is 600. The two courses may not be taken concurrently. Adviser approval and application are required. Prerequisite: EDCG 533. (Graded P/NC only).

EDCG 535. Field Study in College Student Personnel. (2).
Supervised field experience in student services departments and programs in a post secondary setting under the supervision of an experienced college student personnel professional. Required number of hours: 150. Prerequisite: EDCG 528. Adviser approval and application are required. (Graded P/NC only).
An emphasis on school, home and community factors contributing to school attendance, related laws and intervention programs designed to enhance attendance and school safety. 150 hours of fieldwork at a school site is required under the supervision of an experienced PPS credential holder. Prerequisite: Completion of PPS in School Counseling.

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EDCG 590. Independent Study. (1-4).

Department of Learning and Teaching

Special Education/Deaf and Hard of Hearing Specialization

Candidates who are admitted to the Preliminary Education Specialist Credential – Deaf and Hard of Hearing program will enter as a cohort in the summer session only and participate in program activities in sequence.

It is possible to obtain the Master of Science in the Education of the Deaf without completing the credential requirements; however, CLU has developed the credential and master’s degree so candidates may work on the two concurrently. Requirements for completion of the two are not exactly the same. The master’s degree alone does not authorize the recipient to teach special education in K-12 public schools. To do so, the graduate student must meet California Commission on Teacher Credentialing (CTC) requirements and be recommended by the university.

Program Outcomes

Reflective, principled Deaf and Hard of Hearing teacher program graduates will be able to:

1. Assess learning of students with hearing loss;
2. Plan instruction and design learning experiences for students with hearing loss;
3. Understand and organize subject matter knowledge for students with hearing loss;
4. Create and maintain an effective environment for students with hearing loss;
5. Engage and support all students with hearing loss in learning;
6. Represent the different roles of a deaf educator, including interactions with parents and school staff;
7. Develop as a professional educator for students with hearing loss.

Admission to the Deaf and Hard of Hearing Program

CLU offers the Preliminary Education Specialist, Deaf and Hard of Hearing Teaching Credential. A general education teaching credential is not a prerequisite for completion of this credential.

To assure a prompt admission decision, applicants for admission to the Deaf and Hard of Hearing Program should submit all application materials by:
All application materials are to be collected by the applicant and submitted together. Admission decisions for regular standing are based on the following materials in the applicant file:

1. Minimum cumulative undergraduate GPA of 2.7 for credential-only programs; 3.0 upper division GPA for Master of Science in Special Education (M.S.)
2. Admission appointment with admission counselor
3. Application for Admission form and non-refundable application fee
4. Official transcripts from all previous colleges and universities
5. A personal statement following the guidelines included in the admission packet
6. Three academic or professional recommendations
7. For Master of Science applicants only, submission of GRE scores (unless Petition to Waive GRE Requirement is submitted and approved)
8. The admission test may be waived for applicants who present an official transcript of previous college work from a regionally accredited college or university reflecting any one of the following criteria:

(a) An undergraduate, upper division grade point average of 3.0 or higher (on a 4.0 scale); or
(b) A combined grade point average of 3.0 or higher for the most recent 60 units of study consisting of any of the following: graduate course work, upper division postbaccalaureate course work (exclusive of extension or continuing education work) and upper division undergraduate course work; or
(c) A minimum of nine units of graduate course work completed with a 3.5 grade point average; or
(d) A previously earned master’s degree

International applicants must submit the following:

1. An International Student Application Form and additional required documents.
2. GRE and TOEFL scores if undergraduate work was completed at other than a regionally accredited U.S. institution.

**Requirements for Continued Advancement into the Deaf and Hard of Hearing Program**

1. Bachelor’s degree or higher from a regionally accredited U.S. institution or equivalency
2. Certificate of Clearance (fingerprint clearance)
3. TB test (negative-results test taken within one year of program admission)
4. Basic Skills – verification of passing score on California Basic Educational Skills Test (CBEST) or equivalent
5. Subject Matter Competence – verification of passing score on California Subject Examinations for Teachers (CSET) or by completion of approved Subject Matter Program
6. U.S. Constitution - verification by official transcript or passage of exam

Authorized subjects include general subjects (CSET, Multiple Subjects) and single subjects of art, English, foreign language, mathematics, music, science and social science.

The Reading Instruction Competence Assessment (RICA) is not required for M.S. program completion, but is required for the preliminary credential.

Note: These requirements are subject to change by the CTC.

**Requirements for the Deaf and Hard of Hearing Preliminary Education Specialist Credential**

**Required Courses (40 units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDDH 500</td>
<td>Characteristics Learners With Hearing Ls</td>
<td>3</td>
</tr>
<tr>
<td>EDDH 502</td>
<td>Audiology: Diagnostics in Infants/Child</td>
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<tr>
<td>EDDH 504</td>
<td>Educational Audiolog/Hearing Child/Youth</td>
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<td>EDDH 508</td>
<td>Speech, Aural Habilitation &amp; Adv Commun</td>
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<td>EDDH 516</td>
<td>Language/Literacy Student W Hearing Loss</td>
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<td>EDDH 518</td>
<td>Early Childhood D/Hh &amp; Working Families</td>
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<td>EDDH 525</td>
<td>Academic Curriculum Grades K-5</td>
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<td>EDDH 527</td>
<td>Curriculum,Instruction &amp; Technology 6-12</td>
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<td>Course</td>
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<td>EDDH 545</td>
<td>Develop Audition/Speech/Spoken English</td>
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<td>EDDH 546</td>
<td>Inclusion/Collaboration/Itinerant</td>
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<td>EDDH 548</td>
<td>Teaching Students Hearing Loss/Special</td>
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<tr>
<td>EDDH 560</td>
<td>Extended Practicum and Seminar</td>
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**Total Hours**: 40

**Requirements for the Master of Science in the Education of the Deaf**

Candidates who satisfactorily complete the Preliminary course of study are eligible for the Master of Science degree in the Education of the Deaf with the following additional requirements: EDSP 510 and EDSP 599.

**Courses**

**EDDH 500. Characteristics Learners With Hearing Ls. (3).**
This course provides an introduction to the characteristics and education of diverse learners with a hearing loss, ages birth to 21. Topics include the history of deaf education, current research and trends, legal issues in deaf education, behavior management, professional resources, universal design for learning (UDL), ethical challenges, and their application to today's children and youth who are deaf or hard of hearing. Each lesson in the course constitutes a separate, discrete topic of importance in our field. Candidates will reflect on their experiences observing schools, programs, organizations, and companies for the deaf, meeting adults with hearing loss, and how new technologies and Universal Design for Learning impact diverse learners with hearing loss, including those with additional disabilities and English language learners.

**EDDH 501. Sign Language/Deaf Culture for Teachers. (2).**
This course enables the students to develop basic conversational skills in American Sign Language. This course will emphasize basic person to person conversational signing, including sign vocabulary, fingerspelling, numbers and expressive & receptive signing skills. Students will also learn the history of ASL as well as become knowledgeable of aspects of Deaf Culture. This course focuses on interpersonal communication. It emphasizes introducing language in context and reinforcement through various activities that are interactive. The student will be an active learner in this class and must be prepared to sign with the instructor and with peers during and outside of class.

**EDDH 502. Audiology: Diagnostics in Infants/Child. (3).**
Teachers, therapists and others who provide services to children with hearing loss need a basic introduction to: causes, types, degrees and measurement of hearing loss; the nature of sound; anatomy and physiology of the hearing mechanism; audiograms; classroom acoustics; amplification, and assistive listening devices, including cochlear implants and sensory devices for educational settings. Opportunities to observe (10 hours) assessment of hearing loss: newborn hearing screenings, ABR and OAE testing, and behavioral audiometry in young children are integral to the course as well as implications for early intervention, parent education, and language development.

**EDDH 504. Educational Audiolog/Hearing Child/Youth. (3).**
Course topics include pediatric audiological assessment; issues in early and later cochlear implantation; audiological recommendations for IFSPs and IEPs; device options; and the use of hearing technologies in school settings. Classroom acoustics, the use of FM systems, and collaboration between the parents, audiologist, SLP, and classroom teachers and aides will be integrated into strategies to maximize the sounds of spoken language for the development of literacy and academic English.

**EDDH 508. Speech, Aural Habilitation & Adv Commun. (3).**
This course will focus on the development and remediation of audition and spoken English language and speech in children and youth who are deaf or hard of hearing, including functional assessment, establishing goals/objectives for the IEP, diagnostic teaching and strategies for intervention. Candidates will observe speech/language therapy sessions for elementary, middle and high school students, with a special emphasis on assessments and the integration of audition and speech production into classroom settings. Special attention will be paid to students who use cochlear implants and digital hearing aids.

**EDDH 516. Language/Literacy Student W Hearing Loss. (3).**
This course is designed to develop an understanding of the nature of language and how it develops in typically developing children and children with a hearing loss, ages birth to 6. The more a hearing professional understands about how language develops in typically developing children the more informed their judgments about language programming for children with hearing loss will be. This course will begin with the nature of language, what we understand about it, how the theoretical perspectives about language acquisition have changed over the years, how these changes have influenced research and language programs for children who are deaf or hard of hearing. With this foundation, the course will explore: a) theories that address the development of language and literacy in typical children, b) the descriptive data that outlines language processes and growth in very young children, and c) how young children who are deaf or hard of hearing can acquire language and literacy in a developmental manner.
Parent/infant and preschool early intervention models for children who have been diagnosed with a hearing loss will be presented. Candidates will gain an understanding of typical and atypical infant and preschool-age child development, knowledge of a variety of appropriate assessments, strategies for guiding parents in natural settings as well as center-based programs, coordination of services for children with additional challenges, an understanding of participating in interdisciplinary teams, the ability to foster interagency collaborations, and skills to help families from diverse backgrounds. Legal, ethical, and linguistic factors will be discussed for this population. Candidates will develop skills in writing and implementing IFSPs and IEPs in a variety of settings. Candidates will participate in guided practicum experiences in parent-infant programs as well as in preschools (special day classes and inclusive settings). This course will examine parents' feelings, emotions, and attitudes related to the diagnosis, education, and challenges of raising a deaf or hard of hearing child. It will include readings, class discussions, lectures, role-play, observations in parent support groups and parent education classes, and parent guest speakers.

EDDH 520. Lang,Lit&CurAssmt SchChDH. (3).
This course will examine and apply language development principles to reading and writing development of school-age children with an emphasis on children whose hearing loss is identified late, who received access to the sounds of language later, or who are delayed in the development of a language system and peer-equivalent literacy skills. Issues related to: cultural differences, assessment and planning as part of the IEP process, language acquisition in special day classrooms, transition into the mainstream and general education curriculum, outcomes related to sign languages, and the role of families will be discussed. Prerequisites: EDDH 500, 502, 504, 506, 512.

EDDH 525. Academic Curriculum Grades K-5. (3).
Candidates will assess and develop academic goals and learning outcomes for the students with hearing loss, grades K-5. Candidates will develop IEPs integrating their knowledge of typical and atypical child development during the elementary school years, demonstrating Universal Design for Learning (UDL), accommodations and modifications to state content standards, as well as planning lessons for instruction with specific strategies for students with hearing loss and additional special needs and English Language Learners. Candidates will demonstrate knowledge of: planning and Instruction for English Language Learners; making content accessible for students with hearing loss and additional disabilities, such as autism; assessment and planning of instruction for grade levels (K-5) in a variety of instructional settings; sequencing and differentiating instruction using state-approved materials; best practices and strategies acquiring literacy and grade-level state content standards; and teaching compensatory strategies.

EDDH 527. Curriculum,instruction & Technology 6-12. (3).
Candidates will develop academic goals and learning outcomes for the students' IEPs integrating their knowledge of typical and atypical development during the middle and high school years, with accommodations and modifications as well as planning lessons in units of study for instruction with specific strategies for students with hearing loss and additional special needs. Candidates will demonstrate knowledge of: planning and Instruction for English Language Learners; models of placements, collaborations, transitions, and service delivery; students with hearing loss and multiple disabilities, such as autism; assessment and planning instruction grade levels (6-12); sequencing and differentiating instruction; and best practices and strategies acquiring literacy and grade-level content standards.

EDDH 545. Develop Audition/Speech/Spoken English. (3).
The course will allow candidates to teach speech and spoken English language instruction with children and youth with hearing loss, including those with additional challenges in a clinical practicum. Candidates will administer assessments in phonetic and phonologic speech, receptive and expressive language, and auditory skills in a one-to-one therapy setting. From the assessments, candidates will choose targets in each area, write lesson plans, choose appropriate materials, engage and monitor student learning during instruction, and integrate goals into each area using content-based themes. Opportunities for collaboration with the students' audiologists, therapists, teachers and parents will be integrated into the course. Candidates are expected to demonstrate effective and developmentally appropriate strategies and behavior management techniques during instruction. Candidates will participate in a 30-hour speech/spoken language practicum with children and youth with hearing loss in a one-to-one clinical therapy setting which integrates and demonstrates knowledge and skills from course work.

EDDH 546. Inclusion/Collaboration/Itinerant. (3).
This course is designed for Education Specialist candidates to address issues related to inclusion, itinerant teaching, and collaboration with all members of the school community for the benefit of students with special needs. Students with special needs, including those with hearing loss, need to be able to access the core curriculum to the maximum extent possible and within the least restrictive environment according to their IFSP, IEP, and ITP. Students become acquainted with IFSP, IEP and ITP documents which provide the foundation for professional team members to make decisions on goals, placement, and transitions across the lifespan. Universal Design for Learning will form the foundation for accommodations and modifications. Within a wide range of service delivery options, candidates will explore their roles as itinerant support teachers, co-teachers, consultation teachers, and student supporters within inclusive settings. Issues, standards, and goals related to English Language Learner will be integrated into course activities.

EDDH 548. Teaching Students Hearing Loss/Special. (3).
This course is a study of learners with hearing loss who are also diagnosed with additional special needs, and who need additional special education programming. Candidates will become knowledgeable and skilled in the assessment process with other professionals during various instructional designs such as co-teaching and consultations.

EDDH 553. Induction Plan Development and Assessment. (3).
The course is designed to assist and support the candidate in the development and assessment of the Individual Induction Plan to be completed within the first 120 days of employment under a Deaf and Hard of Hearing Preliminary credential. The plan is developed in collaboration with a school district support provider, the candidate, and the university. Professional Growth Activities (PGA) are approved non-university activities. The Induction Plan Development and Assessment are developed in consultation with the student, employer, and university.
EDDH 560. Extended Practicum and Seminar. (6).
This course is a practicum experience in teaching children and youth who are deaf and hard of hearing in school settings (elementary, middle or high school). The focus is on a systematic sequence of observations, applications, and evaluations of various pedagogical approaches in a variety of settings with various types of children who are deaf and hard of hearing. The candidate plans instruction for the class based on state-mandated content area standards. This course stresses the implementation of individual educational plans (IEPs) towards the achievement of English language literacy. Theory and research are integrated into a teaching experience designed to provide D/HH education specialists with a multiplicity of strategies and techniques for providing instruction for students with hearing loss, in collaboration with paraprofessionals, general educators, speech/language therapists, audiologists and other school professionals across the spectrum of educational options.

EDDH 582. Selected Topic. (1-4).
EDDH 590. Independent Study. (1-4).

Special Education/Mild to Moderate and Moderate to Severe Specializations

CLU offers Education Specialist Credentials in Mild to Moderate (M/M) and Moderate to Severe (M/S) specialization areas. A general education teaching credential is not a prerequisite for completion of an M/M or M/S Preliminary Education Specialist credential program.

Program Outcomes

Reflective, principled Special Education program graduates will be able to:

1. Assess special needs student learning;
2. Plan instruction and design learning experiences for students with special needs;
3. Understand and organize subject matter knowledge for special needs students;
4. Create, maintain and support an effective environment for special needs students;
5. Engage and support all special needs students in learning;
6. Represent the different roles of a special educator, including interactions with parents and school staff;
7. Develop as a professional special education educator.

Admission to the Special Education Program

To assure a prompt admission decision, candidates for admission to the Special Education Program should submit all application materials by

- July 1 for fall semester

Mild to Moderate and Moderate to Severe Programs only have one applications cycle which is July 1

All application materials are to be collected by the applicant and submitted together. Admission decisions for regular standing are based on the following materials in the applicant file:

1. Minimum cumulative undergraduate GPA of 2.7 for credential only programs; 3.0 upper division GPA for Master of Science in Special Education (M.S.)
2. Admission appointment with admission counselor
3. Application for Admission form and non-refundable application fee
4. Official transcripts from all previous colleges and universities
5. A personal statement following the guidelines included in the admission packet
6. Three academic or professional recommendations
7. For Master of Science applicants only, submission of GRE scores (unless Petition to Waive GRE Requirement is submitted and approved). The admission test may be waived for candidates who present an official transcript of previous college work from a regionally accredited college or university reflecting any one of the following criteria:

(a) An undergraduate, upper division grade point average of 3.0 or higher (on a 4.0 scale); or
(b) A combined grade point average of 3.0 or higher for the most recent 60 units of study consisting of any of the following: graduate course work, upper division postbaccalaureate course work (exclusive of extension or continuing education work) and upper division undergraduate course work; or
(c) A minimum of nine units of graduate course work completed with a 3.5 grade point average; or
(d) A previously earned master’s degree
Note: International applicants must submit the following:

1. An International Student Application Form and additional required documents
2. GRE and TOEFL scores if undergraduate work was completed at other than a regionally accredited U.S. institution

Requirements for Admission to the Education Specialist Credential Program

1. Bachelor's degree or higher from a regionally accredited U.S. institution or equivalency
2. Certificate of Clearance (fingerprint clearance)
3. TB test (negative-results test taken within one year of program admission)
4. Basic Skills – verification of passing score on California Basic Educational Skills Test (CBEST) or equivalent
5. Subject Matter Competence – verification of passing score on California Subject Examinations for Teachers (CSET) or by completion of approved Subject Matter Program
6. U.S. Constitution - verification by official transcript or passage of exam

The Reading Instruction Competence Assessment (RICA) is not required for M.S. program completion, but is required for the preliminary credential.

Note: These requirements are subject to change by the CTC.

Requirements for the Preliminary Education Specialist Credential in Mild/Moderate (M/M) and Moderate/Severe (M/S) Specializations

Required courses for both the Mild to Moderate and Moderate to Severe Preliminary Education Specialist Credential

(45 units)

<table>
<thead>
<tr>
<th>Credential Core Classes (45 units):</th>
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<tbody>
<tr>
<td>EDLT 500 Foundations of Education</td>
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<tr>
<td>EDLT 501 Theories of Teaching: Learning/Development</td>
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<tr>
<td>EDLT 502 Teaching English Learners &amp; Diverse Pop</td>
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<td>EDLT 503 Teaching Exceptional Learners Inclusive</td>
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<td>EDSP 521 Literacy/Language Diverse Classroom</td>
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<td>EDSP 545 Positive Behavioral Support</td>
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<td>EDSP 523 Planning and Instruction for Content</td>
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<td>EDSP 519 Assessmnt, Instruction &amp; Devlpmt</td>
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<td>EDSP 534 M/M: Field Study/Student Teaching/Semina</td>
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<td>EDSP 542A Field Study/Student Teaching</td>
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<td>EDSP 515 Educating Students With Autism Spectrum</td>
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<td>EDSP 532 Support Student Mild/Moderate Needs</td>
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<tr>
<td>EDSP 542B Field Study/Student Teaching</td>
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<tr>
<td>EDSP 545A Clinical Practicum</td>
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<td>EDSP 537 Support Student Moderate/Severe Needs</td>
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<td>Total Hours 44-53</td>
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Requirements for the Master of Science in the Special Education

Candidates who satisfactorily complete the Preliminary course of study are eligible for the Master of Science degree in Special Education with the following additional requirements: EDSP 510 and EDSP 599.

Due to CTC-mandated revisions to this program, a complete list of requirements was unavailable at the time of catalog publication. For a current list of requirements, please refer to the website at www.callutheran.edu/education.

Courses

EDSP 510. Action Research for Practitioners. (3).
This course is a systematic study and analysis of current research and research methods for conducting action research projects. The objectives in this course focus on the knowledge base of action research, the techniques used in action research, and applications of action research.
EDSP 515. Educating Students With Autism Spectrum. (3).
This course will examine: Autism Spectrum Disorders (ASD), with an emphasis on Autism and Asperger Syndrome; contemporary assessment strategies and tools; service delivery models and programs; best educational practices in teaching strategies and interventions; social/communicative development; Positive Behavior Support in creating a classroom/program and for assisting those with behavior challenges; comprehensive sensory supports; accommodations and modifications to support students in least restrictive environments and to access core curriculum; and communication models and strategies for effective partnerships with families, related service professionals, public and non-public agencies and other service providers. Fieldwork is required that documents experiences with students identified with ASD.

EDSP 519. Assessmnt, Instruction & Devlpmt. (3).
Formal and informal assessment procedures for linking assessment to instruction, determining the need and eligibility for services, designing instructional programs and developing IEP goals; legal and ethical considerations for assessment, issues of reliability and validity, and information regarding test design and statistics. Includes fieldwork that documents experiences across programs, disability and school ages.

EDSP 520. Application of Behavior Management. (3).
Examines basic classroom management strategies for general and special educational settings; provides information regarding individual behavior management strategies, specifically with respect to students with special needs; includes behavioral assessment and the design and implementation of behavioral plans to support students with behavioral difficulties in the general and special education classroom. Includes fieldwork that documents experiences across programs, disability, and school ages.

EDSP 521. Literacy/Language Diverse Classroom. (3).
Theory-based methods of instruction in reading and language arts in today's culturally diverse elementary classrooms.

EDSP 522. Planning and Instruction for Content. (3).
This course will provide an introduction to current methodologies and instructional strategies appropriate for concept development as well as attainment and the meaningful application of California Common Core Content Standards. Consideration will be given to the cross-cultural and heterogeneous nature of California's student population. We assume that all children can learn from well-prepared and encouraging teachers. Technology enhanced methods will also be introduced when appropriate. This course will include a study of the content as well as the goals from the California Common Core Content Standards.

This course examines Positive Behavior Support and School-wide PBS strategies for general and special educational settings and addresses issues related to inclusion, itinerant teaching, and collaboration with all members of the school community and families for the benefit of students with special needs. The candidate will examine information regarding individual behavior support strategies, specifically with respect to students with special needs. This course includes fieldwork in which students complete a PBS program plan. Students become acquainted with the foundations for professional team members to make decisions on goals, placement, and transitions across the lifespan. Within a wide range of service delivery options, candidates will explore their role as itinerant support teachers, co-teachers, consultation teacher, and student supporters within inclusive settings.

EDSP 527A. Creating/Extending Family Partnerships. (1).
EDSP 527B. Support Stu w MSD. (1).
EDSP 527C. Cont.Issues M/SD. (1).
EDSP 532. Support Student Mild/Moderate Needs. (3).
This 3-unit course is intended to provide the knowledge and skills required to educate students with Mild/Moderate Disabilities. The emphasis will be on the design and implementation of scientifically based best practices. Content will cover application of these principals within the context of meaningful and culturally sensitive family partnerships, professional collaboration, and promotion of inclusive educational practices.

EDSP 533. Curriculum-Math for Diverse Learners. (3).
EDSP 534. M/M: Field Study/Student Teaching/Semina. (1-10).
Candidates attend a seminar in conjunction with field study that addresses portfolio development, credential standards, and support services for teacher candidates. A university supervisor observes the candidate in his or her own classroom. Traditional student teaching and placement with a master teacher is also an option. Prerequisite: Recommendation of Special Education faculty committee. (Graded P/NC only).

EDSP 534A. Field Study/Stu Teachng With Seminar. (3).
Candidates attend a seminar in conjunction with field study that addresses portfolio development, credential standards, and support services for teacher candidates. A university supervisor observes the student in his/her own classroom. Traditional student teaching and placement with a master teacher is also an option. (Graded P/NC only). Prerequisite: Consent of special education advisor. 

EDSP 534B. Field Study/Student Teaching Benchmark 2. (6).
Candidates attend a seminar in conjunction with field study that addresses portfolio development, credential standards, and support services for teacher candidates. A university supervisor observes the student in his/her own classroom. Traditional student teaching and placement with a master teacher is also an option. (Graded P/NC only). Prerequisite: Consent of special education advisor.

EDSP 534D. Field Study/Student Teaching. (2).
Candidates attend a seminar in conjunction with field study that addresses portfolio development, credential standards, and support services for teacher candidates. A university supervisor observes the student in his/her own classroom. Traditional student teaching and placement with a master teacher is also an option. (Graded P/NC only). Prerequisite: Consent of special education advisor.

EDSP 537. Support Student Moderate/Severe Needs. (3).
This 3-unit course is intended to provide the knowledge and skills required to educate students with Moderate/Severe Disabilities. The emphasis will be on the design and implementation of scientifically based best practices. Content will cover application of these principals within the context of meaningful and culturally sensitive family partnerships, professional collaboration, and promotion of inclusive educational practices. Students will complete a comprehensive Case Study project including assessment, curriculum and program development demonstrating a variety of instructional strategies and ongoing evaluation to assess student performance and respond accordingly. The project will be field-based with skill development activities in the course.

EDSP 537A. Curr Inst Prog Dev Practicum. (1).

EDSP 538. Adv Issued Mild/Moderate Disabilities. (3).
Current and emerging research reflecting best and promising practices in the field. Topics vary but may include: alternative/non-traditional assessment theory and practice; alternative/non-traditional views of learning disabilities; culturally and linguistically diverse exceptional learners; neuropsychological research; language, literacy and cognitive development; socio-historical-political implications of disability and the social construction of difference; emotional disturbance; psychotropics/pharmacology and therapeutic intervention; and technology in special education.

EDSP 539. Curr Instr Prog Dev. (3).

EDSP 539A. Curr Instr Pro Dev Practicum. (1).

EDSP 540B. Adv Issued Moderate/Severe Disabilities. (3).
Current and emerging research reflecting best and promising practices in the field. Topics vary but may include: transition; independent and assisted living; continuing education; inclusion across educational, work, social/recreational and living environment settings; sexuality and students with M/S disabilities; emotional disturbance; socio-historical-political implications of disability and the social construction of difference; continued support services; and technology in special education.

EDSP 540D. M/M/S Assemnt, Curriculum, Developmt. (3).
Curriculum adaptation and instructional modifications for providing students with mild to moderate disabilities access to the core curriculum; selection of curricula and strategies to meet the individual needs of students in culturally and linguistically diverse settings; development of the Individual Educational Program/Individualized Transition Plan (IEP/ITP) objectives across domains. Includes fieldwork that documents experiences across programs, disability and school ages.

EDSP 540E. M/M/S Assemnt, Curriculum, Developmt. (3).
Curriculum adaptation and instructional modifications for providing students with mild to moderate disabilities access to the core curriculum; selection of curricula and strategies to meet the individual needs of students in culturally and linguistically diverse settings; development of the Individual Educational Program/Individualized Transition Plan (IEP/ITP) objectives across domains. Includes fieldwork that documents experiences across programs, disability and school ages.

EDSP 542. M/S: Field Study/Student Teaching. (8).
Candidates attend a seminar in conjunction with field study that addresses portfolio development, credential standards, and support services for teacher candidates. Recommendation of Special Education Faculty Committee. (Graded P/NC only).

EDSP 542A/542B. Field Study/Student Teaching. (3,6).

EDSP 542D. Field Study/Student Teaching. (2).

EDSP 545. Positive Behavioral Support. (3).

EDSP 545A. Clinical Practicum. (1).

EDSP 547A. M/M: Curriculum/Instruction in M/M. (3).
Curriculum adaptation and instructional modifications for providing students with mild to moderate disabilities access to the core curriculum; selection of curricula and strategies to meet the individual needs of students in culturally and linguistically diverse settings; development of the Individual Educational Program/Individualized Transition Plan (IEP/ITP) objectives across domains. Includes fieldwork that documents experiences across programs, disability and school ages.

EDSP 547B. M/S: Curriculum/Instruction M/S. (3).
Instruction, adaptation, modification, and integration of the core curriculum and specialized curricula across diverse settings, including general and special education, community, work, and recreational settings to develop academic, functional life skills, and basic skills in cognitive, social/emotional, motor, language, and behavioral domains. Includes fieldwork that documents experiences across programs, disability and school ages.

EDSP 547C. M/S: Communicate/Socialization/Life Skil. (3).
This course examines the development of communication, socialization, and daily living skills as related to the ability and opportunities for students with moderate to severe disabilities to access accommodations and modifications across school, work, home, and community settings; movement, mobility, sensory, and specialized health care needs required for meaningful participation across settings; and technology support to facilitate maximum participation in educational, social, work, and home settings. Co-requisite: EDSP 547P.

EDSP 547P. Clinical Practicum. (1).
Development of communication, socialization, and daily living skills as related to the ability and opportunities for students with moderate to severe disabilities to access accommodations and modifications across school, work, home, and community settings; movement, mobility, sensory, and specialized health care needs required for meaningful participation across settings; technology support. Includes fieldwork that documents experiences across programs, disability and school ages. Co-requisite: EDSP 547C.
EDSP 553. Induction Development & Assessment. (3).

EDSP 553A. Induction Plan Development. (1).
Assists and supports the candidate in the development of the Induction Plan to be completed within the first 120 days of employment under a Mild/Moderate or Moderate/Severe Preliminary Level I credential. The plan will be developed in collaboration with a school district support provider.

EDSP 553B. Induction Plan Assessment. (2).
Assists and supports the candidate in the development of assessment procedures for the activities listed in the Induction Plan. Emphasis will be placed on the candidate’s design and criteria for providing evidence of successful completion of the Induction Plan. The assessment plan and procedures will be implemented in collaboration with a support provider.

EDSP 582. Selected Topics. (1-4).

EDSP 595H. M/M/S: Collaborative Consultation. (3).
Collaborative consultation theories, models, and skills to work with students, families, school staff, and agency/community resources across culturally and linguistically diverse settings; basic counseling skills; coordination of services across regular and special education; family systems theory and approaches for consultation/counseling; working with transdisciplinary teams. Includes fieldwork that documents experiences across programs, disability, and school ages.

EDSP 599. Classroom Based Research Project. (3).
Class study for the development of an action research project and presentation. Admission to master’s program required. Prerequisite: EDSP 510.

Teacher Education

Just as the field of education is a versatile and multi-disciplined field, the Graduate School of Education at California Lutheran University offers a variety of avenues for students interested in teaching.

Academic course work is balanced by practical fieldwork in the public school classroom. Programs are jointly planned by CLU and educators in Ventura County. Practical fieldwork prepares potential teachers for classroom instruction, as well as for supervision of extracurricular activities and participation in faculty and parent meetings.

Applicants may apply to the credential program only or to a combined credential/M.Ed. program. The Master of Education is offered utilizing much of the course work required for a teaching credential. The master’s degree must be completed within seven years of initial registration. Units earned in student teaching and field study are not applicable to the master’s degree.

Program Outcomes

Reflective, principled Teacher Preparation program graduates will be able to:

• Make subject matter comprehensible to students:
  • TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

• Assess Student Learning:
  • TPE 2: Monitoring Student Learning During Instruction
  • TPE 3: Interpretation and Use of Assessments

• Engage and support students in learning:
  • TPE 4: Making Content Accessible
  • TPE 5: Student Engagement
  • TPE 6: Developmentally Appropriate Teaching Practices
  • TPE 7: Teaching English Learners

• Plan instruction and design learning experiences for students:
  • TPE 8: Learning about Students
  • TPE 9: Instructional Planning

• Create and maintain effective environments for student learning:
  • TPE 10: Instructional Time
  • TPE 11: Social Environment

• Develop as a professional educator:
  • TPE 12: Professional, legal and ethical obligations
  • TPE 13: Professional Growth

Note: Teacher credential program candidates are assessed using specific expectations for beginning teachers, known as Teacher Performance Expectations (TPEs). Candidates in the M.Ed. portion of the program are assessed using broader level program goals corresponding to the California Standards for the Teaching Profession (CSTPs). Candidate competencies in the TPEs are measured using the Teacher Performance Assessment (TPAs).
Admission to the Master of Education in Teacher Leadership (M.Ed.) Program

To assure a prompt admission decision, applicants for admission to the Teacher Education Program/Master of Education (M.Ed.) Program should submit all application materials by July 1 for fall semester; November 1 for spring semester; and April 1 for summer semester. All application materials are to be collected by the applicant and submitted together. Admission decisions for regular standing are based on the following materials in the applicant’s file:

1. A minimum cumulative undergraduate GPA of 2.7 for credential program; 3.0 upper division GPA for Master of Education (M.Ed.)
2. Admission appointment with an admissions counselor
3. Application for Admission form and non-refundable application fee
4. Official transcripts from all previous colleges and universities attended
5. A personal statement following the guidelines included in the admission packet
6. Three academic or professional recommendations
7. For M.Ed. applicants only, submission of GRE scores (unless Petition to Waive GRE Requirement is submitted and approved). The admission test may be waived for candidates who present an official transcript of previous college work from a regionally accredited college or university reflecting any one of the following criteria:
   a. An undergraduate, upper division grade point average of 3.0 or higher (on a 4.0 scale); or
   b. A combined grade point average of 3.0 or higher for the most recent 60 units of study consisting of any of the following:
      i. graduate course work
      ii. upper division postbaccalaureate course work (exclusive of extension or continuing education work)
      iii. upper division undergraduate course work; or
   c. A minimum of nine (9) units of graduate course work completed with a 3.5 grade point average; or
   d. A previously earned master’s degree from an accredited university

The University is authorized by the California Commission on Teacher Credentialing (CTC) to offer credential programs under the Teacher Preparation and Licensing Law of 1970 and subsequent revisions.

Requirements for Advancement to Candidacy

The Teacher Education program utilizes Blackboard and TaskStream systems for candidate instruction and assessment. These systems are used in all class work. This requires candidates to have ready Internet access, either at home or through the university library or graduate center computer labs.

Ongoing assessment of teacher candidate progress occurs through the California Teaching Performance Assessments (TPAs), supervised clinical fieldwork (student teaching), and various signature assignments. Through these assessments, each candidate demonstrates proficiency in the California Teaching Performance Expectations (TPEs) and their understanding of the university’s conceptual framework (STRIVE Statement). Explanation of the TPAs, TPEs and the STRIVE statement is available on the Graduate School of Education Web page.

Requirements for advancement to Methods course work:

1. Certificate of Clearance (fingerprint clearance)
2. Basic Skills
3. U.S. Constitution
4. Subject Matter Competence
5. Satisfactory completion of all Foundations course work (grade of “B” or better)
6. Payment of TPA fee

The California Teaching Performance Assessments (CalTPAs) were designed by the CTC along with the Educational Testing Service to measure the knowledge and skills of beginning teachers. The TPAs are designed to provide candidates with an opportunity to develop, refine and demonstrate teaching knowledge, skills and abilities.

The TPAs consist of four performance tasks that increase in complexity throughout the teacher education program. The four tasks are intended to be completed as candidates progress through the program. Tasks 1 and 2 are submitted as part of TPA Seminar 1 (EDTP 511 /EDTP 513 ) during Methods Block. Tasks 3 and 4 are submitted as part of TPA Seminar 2 (EDTP 512 /EDTP 514 ) during the Full-time Student Teaching Block of course work.

The TPAs serve as a summative criterion for recommendation for the teaching credential. Passing all four tasks with a score of 3 or better (on a 4 point rubric) is required to be recommended for a teaching credential. There is a fee of $500 paid prior to admission to the Methods Block of course work. This fee covers the cost of taking and assessing all four tasks, electronic portfolio subscription for submission of tasks, TPA Handbook and other printed materials.

Note: These requirements are subject to change by the CTC.
**Educ-Teacher Prep Courses**

**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.

**EDTP 506. Child & Adolescent Growth 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.

**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.

**EDTP 509. Introduction to Educational Research.** (3).  
A core course designed to introduce educational practitioners to educational research. Through an examination of the nature of research, ethical and philosophical principals, types of research, and characteristics of data students will explore quantitative and qualitative methods of designing and conducting research in the context of classroom settings.

**EDTP 510. Action Research for Practitioners.** (3).  
Drawing from qualitative, quantitative, and combined applications or research, the core course is designed to guide students through a systematic study of the interrelated activities embedded in the development of an action research project. Constructing a problem statement and research question will guide the preparation of literature review and methodological plan. Candidates will also submit an Application to Use Human Participants in Research to the Institutional Review Board. All work in this course will lead to the writing of a masters thesis. Pre-requisite: EDTP-509.

**EDTP 510C. Action Research Practitioners Tch Educ.** (3).  
Designed for candidates in the Department of currently teaching in a K-12 school setting. This course provides systematic study and analysis of current research and research methods for conducting action research projects. The objectives in this course focus on the (A) knowledge base, (B) techniques, and (C) applications of action research. Prerequisites: EDTP 554 and must be currently teaching with preliminary or clear credential or prior approval by advisor.

**EDTP 511. Teacher Performance Assessment.** (2).  
Candidates meet weekly, alternating each week with whole group sessions and small group sessions. Whole group sessions will begin with a two-day workshop which will provide an introduction to the four California Teaching Performance Assessments (TPAs), the 13 Teaching Performance Expectations (TPEs), Lesson Planning overview and the use of TaskStream. Whole group sessions will focus on the passage of the TPA's, which is a requirement of the California Commission on Teacher Credentialing. Preparation, submission and assessment of TPA 1 and TPA 2 will take place during this course.

**EDTP 512. Teacher Performance Assessment Elementary.** (1).  
Candidates meet weekly, alternating each week with whole group sessions and small group sessions. Whole group sessions will focus on the passage of the TPAs, which is a requirement of the California Commission on Teacher Credentialing. Preparation, submission and assessment of TPA 3 and TPA 4 will take place during this course. Small group sessions on alternating weeks will be facilitated by the supervisor and focus on the student teaching experience.

**EDTP 513/514. Teacher Performance Assessment Secondary.** (2,1).  
Candidates meet weekly, alternating each week with whole group sessions and small group sessions. Whole group sessions will begin with a two-day workshop that will provide an introduction to the four California Teaching Performance Assessments (TPAs), the 13 Teaching Performance Expectations (TPEs), an overview of lesson planning, and the use of TaskStream. Whole group sessions will focus on the passage of the TPA’s, which is a requirement of the California Commission on Teacher Credentialing. Preparation, submission and assessment of TPA 1 and TPA 2 will take place during this course.

**EDTP 520. Leadership/Law Diverse Class-Elementary.** (3).  
Designed to integrate theory into practice in the diverse classroom. Teacher candidates study the theories of leadership, classroom management, discipline and lesson planning required for an initial experience in the California classroom. Teacher candidates are placed in a classroom with a diverse student population to observe and implement teaching strategies necessary to address this student group. Concurrent with enrollment in (Elementary) Methods course work.

**EDTP 521. Literacy/Language Diverse Class-Elementry.** (3).  
Theory-based methods of instruction in reading and language arts in today's culturally diverse elementary classrooms.

**EDTP 522. Teaching I: Planning Methods Content-Ele.** (3).  
This course is a study of the content standards, learning goals and lesson planning strategies for mathematics and science education at the elementary school level. This course will provide an introduction to concept development, assessment and the meaningful application of mathematics and science learning in elementary classrooms. Additional focus will be on the integration of technology in the elementary curriculum. Consideration will be given to the cross-cultural and heterogeneous nature of California’s student population.
EDTP 523. Introduction to Clinical Fieldwork - Elem. (3).
Placement is made in an elementary school classroom with a diverse student population. Observation, development and implementation of classroom management and teaching strategies that foster academic achievement in all elementary subject areas. Development and implementation of strategies and adaptations to meet the needs of all sub-populations. Supervision will be provided by a cooperating teacher and a university field supervisor while working with individuals, small groups, and the entire class. (Graded P/NC Only).

An advanced course focusing on curriculum, long-term planning, unit development, instructional strategies, grouping strategies, adaptations and assessments for diverse students in the California elementary classroom. Attention will be given to the integration of content areas and technology through thematic teaching and incorporation of adaptations for English learners and students with special needs.

EDTP 530. Leadership/Law Diverse Class-Secondary. (3).
Teacher candidates study the theories of leadership, educational law, classroom management, and discipline strategies required for an initial experience in the California classroom. Teacher candidates are concurrently placed in a classroom with a diverse student population to observe, develop and implement teaching and classroom management strategies necessary to address this student group.

EDTP 531. Teaching I: Planning/Methods Content-Sec. (3).
This course is a study of the content standards and lesson planning strategies for all single subject content areas. This course will provide an introduction to concept development, assessment, and the meaningful application of content area learning in single subject classrooms. Good pedagogical practices regardless of subject area is the primary focus. Additional focus will be the integration of technology in the elementary curriculum. Consideration will be given to the cross-cultural and heterogeneous nature of California's student population.

EDTP 532. Literacy and Language in Diverse Classrooms - Secondary. (3).
This course will address methods of teaching reading in the content areas and development of English language literacy, assessment, technology, content standards, and common core standards as they impact student achievement.

EDTP 533. Introduction to Clinical Fieldwork - Secondary. (3).
Placement is made in a middle school classroom with a diverse student population. Observation, development and implementation of classroom management and teaching strategies that foster academic achievement in an appropriate single subject content area. RTI and English Language Development. Development and implementation of strategies and adaptations to meet the needs of all sub-populations. Supervision will be provided by a cooperating teacher and a university field supervisor while working with individuals, small groups, and the entire class. (Graded P/NC Only).

EDTP 535. Teaching II Subject Specific Pedagogy. (3).
An advanced strategies method course designed to integrate the theories underlying the pedagogical practices in the California classroom. Teacher candidates focus on advanced planning, unit planning, and grouping strategies in a secondary classroom. Specific attention will be made to designing adaptations and appropriate assessment practices for their specific content areas. Candidates will be concurrently placed in a public school classroom where they will design and implement varied plans and assess student performance. Please contact academic advisor for the appropriate section for your content area.

Semester-long full-time assignment in an elementary classroom with a diverse student population. Development and implementation of classroom management and teaching strategies that foster academic achievement in all content areas for all students. Development and implementation of lesson adaptations and assessment of student learning. Supervision by a cooperating teacher and a university supervisor while working with individuals, small groups, and the entire class. This course follows a shadow model (apprentice) and the candidate is expected to follow the hours of the school site and the cooperating teacher. (Graded P/NC Only).

EDTP 551. Health Education for Teachers. (3).
This course covers health-related issues and problems of K-12 students while focusing on the knowledge, skills, and abilities required to support the students' physical, cognitive, emotional and social well being. This course fulfills the CTC Ryan and 2042 Clear health education requirements.

EDTP 552. Field Study Elementary. (1-5).
In-service guidance and support for employed teachers in either public or private settings. Designed specifically for teachers who are working either without a credential (private school setting) or with an intern credential in the public school setting. The emphasis of the experience is on organization and implementation of effective teaching procedures and techniques. Field Study may be taken concurrently with (Elementary) Methods course work. Entrance to the Field Study program is based on written documentation from the employing agency and meeting with the University Credential Analyst and the Director of Placement and Assessment (Graded P/NC only).

EDTP 554. Educational Measurement - Teacher Prep. (3).
Assessment of typical and atypical pupils, including the preparation, selection, administration, scoring, and interpretation of culturally appropriate normed and criterion-referenced individual and group tests. Prerequisite: Preliminary teaching credential.

EDTP 556. English Learners & Special Needs Populations. (3).
An advanced course of study regarding the methodology and pedagogy needed to teach English learners and special populations. Candidates will build on the knowledge, skills, and strategies acquired during preliminary preparation teaching coursework and clinical practicum. A special emphasis is placed on the needs of K-12 Latino populations. This course is part of a 9-unit program for the California Clear Credential for multiple and single subjects. Offered Online.
EDTP 557. Pedagogy for Effective Teaching: English Learners and Special Needs. (3).
This course in first and second language acquisition deals with an overview of some aspects of linguistic theories. The course further deals with language acquisition, theories, legal implications, and accountability factors related to language learning among both native and non-native speakers of English. Delivery of instruction, school/district programs and services, assessment and accountability, and inclusionary practices for English language learners are emphases for this course. Fieldwork is required. This course fulfills the CTC 2042 Clear English learner requirement. Offered Online.

EDTP 558. Health Environment & Integration Technol. (3).
An advanced course of study regarding the methodology and pedagogy needed to create a healthy learning environment as well as integrating technology as a teaching and learning tool. Teacher candidates build on the knowledge, skills, and strategies acquired during preliminary preparation teaching coursework and clinical practicum. A special emphasis is placed on the needs of K-12 Latino populations. This course is part of a 9-unit program for the California Clear Credential for Multiple and Single Subjects. Offered Online.

EDTP 559. Professional Inquiry in Classroom II. (3).
This inquiry-based course guides and informs teachers about their professional growth. The purpose of formative assessment is to improve teaching, as measured by the CSTPs, in relation to the state-adopted academic content standards and performance levels for students. In collaboration with a support provider in the field, teachers assess their practice with a set of specific criteria. They develop and implement an action plan as well as research the impact of instruction on student achievement. This course is part of a 9-unit program for the California Clear Credential for multiple and single subjects. Offered Online.

Semester-long full-time assignment in a single subject secondary classroom with a diverse student population. Development and implementation of classroom management and teaching strategies that foster academic achievement for all students incorporating both content standards and common core standards. Development and implementation of lesson adaptations and assessment of student learning. Supervision by a cooperating teacher and a university supervisor while working with individuals, small groups, and the entire class. This course follows a shadow model (apprentice) and candidate is expected to follow the hours of the school site and the cooperating teacher. (Graded P/NC Only).

EDTP 563. Microcomputers in Education. (3).
Foci 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. This course fulfills the CTC basic technology requirement.

EDTP 572. Field Study - Secondary. (1-5).
In-service guidance and support for employed teachers in either public or private settings. Designed specifically for teachers who are working either without a credential (private school setting) or with an intern credential in the public school setting. The emphasis of the experience is on organization and implementation of effective teaching procedures and techniques. Field Study may be taken concurrently with (Secondary) Methods course work. Entrance to the Field Study program is based on written documentation from the employing agency and meeting with the University Credential Analyst and the Director of Placement and Assessment. (Graded P/NC only).

EDTP 582. Selected Topics. (2).

EDTP 590. Independent Study. (1-4).

Drawing from the work completed in EDTP-510, candidates will continue to draw from qualitative, quantitative and combined applications of research to complete a systematic study in an educational setting. Research data is gathered and analyzed leading to the completion of a written master's thesis. Public presentation of the candidate's work culminates this course.

EDTP 599C. Classroom Based Research Project. (3).
Class study for the development of an action research project and presentation. Admission to master's program required. Prerequisites: EDTP 510C and must be currently teaching with preliminary or clear credential or prior approval by advisor.

Edu-Teaching and Learning Courses

EDLT 500. Foundations of Education. (3).
This course will examine the historical, social, and cultural foundations of American education as seen through a historical narrative with an emphasis on the diversity of contemporary schooling. Students will be provided with an introduction to issues, trends, education theory and practice. Additionally, major philosophies of education which have informed American education and how they affect schooling in a society of multiple cultures will be explored. 10 hours of fieldwork is required.

EDLT 501. Theories of Teaching-Learning/Developmt. (3).
This course explores the factors influencing development, academic achievement, and behavior in P-20 Learners and the learning theories that support these goals. 15 hours of Fieldwork required.

EDLT 502. Teaching English Learners & Diverse Pop. (3).
This course in teaching English Language Learners and Diverse Populations examines first and second language acquisition with an overview of aspects of linguistic theories as well as social and cultural factors influencing language acquisition. The course further explores theories, legal implications, and accountability factors related to language learning among both native and non-native speakers of English. Delivery of instruction (including technologies), school/ district programs and services, assessment and accountability, and inclusionary practices for English language learners are emphases for this course. 10 hours of fieldwork is required.
EDLT 503. Teaching Exceptional Learners Inclusive. (3).
This course examines supports for exceptional learners in inclusive environments. This course will explore the learning and behavioral characteristics of individuals with exceptionalities; the theory and practices of special education service delivery models; current state and federal special education laws, with an emphasis on the Individualized Educational Program and partnerships with families; the definitions of each exceptionality; the history of special education services to individuals in the US; the theory and practices of Evidence Based Practice for individuals with exceptionalities and assessment practices guiding such practices; assistive technologies; and current philosophical positions and challenges in special education. 5 hours of fieldwork is required.
Graduate School of Psychology

Graduate School of Psychology: Integrating Science, Theory, and Application

GSoP students gain a rigorous grounding in psychological science and theory and are guided in its application to clinical activities, consultation, and research.

Degree Programs Offered

- **Doctorate in Clinical Psychology (PsyD)**. This is a 5-year (114 credit hour) APA-accredited PsyD program that is designed to develop students’ clinical skills through the integration of practice and research. Students are trained to be competent in research and scholarship and appreciative of human diversity through serving the underserved. Students are prepared for careers as a licensed doctoral-level clinical psychologists in settings such as medical centers, universities, prisons, or community counseling centers.

- **Master of Science in Counseling Psychology (MFT)**. This is a 2-year (60 credit hour) counseling psychology (MFT) program that prepares graduates for careers as licensed marriage and family therapists or entry into doctoral MFT, clinical, or counseling programs. A 3-year part-time option is also available. The program focuses on teaching students a relational and systemic model for providing counseling services.

- **Master of Science in Clinical Psychology**. This is a 2-year (37 to 40 credit hour) program that employs a scientist-practitioner model and emphasizes the development of skills in research and statistics and specialized clinical training. Most students complete this program as a way of preparing themselves for entry into a doctoral program. Graduates may be involved in activities as diverse as measuring the efficacy of clinical programs, developing new methods of assessment, or providing consultation to organizations.

GSoP Community Counseling Services

A key component of the graduate school of psychology is CLU Community Counseling Services. Through clinics located in Oxnard and Westlake Village, GSoP students provide low fee bilingual counseling services to adults, children, adolescents, couples, and families in our community. Student practicum experiences are fully integrated with the academic degree programs and all clinical activities are supervised by licensed clinical supervisors.

GSoP Mission

Our mission is to provide graduate students in clinical and counseling psychology with a high-quality, relevant, educational experience that integrates theoretical and applied learning. Class sizes are small which allows for personalized attention in a well-supervised, hands-on learning environment. All programs emphasize collaboration between students, staff, and faculty to promote integrity, ethics, innovation, professional development, diversity, equity, and inclusion. We serve the community, diverse populations, and the underserved in Ventura and Western Los Angeles counties through clinical services, outreach, community partnerships, and research.

GSoP Vision

We aspire to be a national leader in mental health educational programs. We are committed to providing quality academic programs and clinical services developing additional clinical, research, and educational partnerships; fostering leadership, innovation, professional success, diversity, equity, and inclusion of students, staff, and faculty; increasing Graduate School of Psychology visibility and reputation regionally and nationally; and improving through the mechanisms of accreditation, program review, and stakeholder consultation.

Accreditation

The PsyD program is accredited by the American Psychological Association.

Doctorate in Clinical Psychology

Mission Statement

The PsyD program in Clinical Psychology is grounded in the practitioner-scholar model with training that underscores the integration of theory and research. The program teaches a variety of theoretical perspectives, emphasizing a developmental understanding of human behavior. The program seeks to establish strong foundations for critical thinking. A commitment to ethical principles, with an appreciation of issues of diversity, service and social justice is a core component of the program.

Educational Objectives

1. To develop clinical skills that are founded on the integration of practice and research
a. Students will understand the scientific research behind psychological assessment and develop skills in assessment

b. Students will develop skills in diagnosis and clinical conceptualization

c. Students will understand and apply evidence-based practices for a wide range of psychological problems

d. Students will exemplify professional values, attitudes, and behavior including reflective practice

e. Students will gain knowledge of and skills in applying ethical and legal issues in the practice of psychology

f. Students will learn proficiency in relationships

2. To develop competence in research and scholarship

a. Students will understand the scientific foundations of the broad and general areas of psychology

b. Students will appreciate and develop skills in science and research

3. To instill an appreciation of human diversity by serving the underserved

a. Students will gain competency in cross-cultural psychology, including personal awareness, knowledge of cultural factors, and skills in culturally-sensitive psychological services

b. Students will build skills in client advocacy

Program Philosophy

The educational model of the PsyD Program in Clinical Psychology at Cal Lutheran is based on the practitioner-scholar model, which was developed for professional schools who were focused on training clinicians and awarded the PsyD degree (Nelson & Messenger, 2003). This training model places particular emphasis on the clinical aspects of professional work while retaining the rigorous and prudent standards for knowing and utilizing the extant research. In addition to maintaining the standards of the practitioner-scholar model, our program is unique in that we place further emphasis on and training in research.

The foundation of Cal Lutheran’s PsyD Program in Clinical Psychology is built upon the deliberate integration of research and clinical practice. As an institution, Cal Lutheran has adopted three Core Commitments that guide its mission and are manifest in the vision for advanced training in clinical psychology. Liberal Learning encompasses the critical thinking that is essential for psychologists to be effective in all domains of their work while preparing for life-long learning. Professional Preparation is exemplified by integrating the theoretical, research, and practical frameworks for students to excel as skillful clinicians. Finally, students who will become exceptional citizens and leaders of their communities for psychological good through their work with the underserved will understand the university’s focus on Character and Leadership Development. The PsyD Program in Clinical Psychology will prepare students to become licensed clinical psychologists and will have a distinctive emphasis in understanding how research contributes to and informs clinical practice.

To these ends, the PsyD program has three goals:

1. To develop clinical skills that are founded on the integration of practice and research

2. To develop competence in research and scholarship

3. To instill an appreciation of human diversity by serving the underserved

This approach to clinical training demonstrates the program’s emphasis beyond the broad and general foundations of psychology to embrace the fundamental characteristic of evidence-based clinical practice: integration. We aim to ensure that our students are sufficiently knowledgeable about different approaches and change principles so that they can make informed judgments regarding which approach is effective for particular sets of problems with certain clinical populations having specific cultural characteristics. That is, clinicians must be flexible, knowing what works for whom through an integration of the best available research, the client’s contextual background and preferences, and clinical judgment. The PsyD Program at California Lutheran University is proud to offer a contemporary, integrated model of professional psychology designed to further the science of behavior and uplift the human condition.
Admission Requirements

Students with a bachelor’s degree in psychology or a related major and students with a master’s degree in psychology or a related major may apply. Students will need to demonstrate their abilities to succeed in a doctoral level program through GPA, GRE scores, research experience and experience in the field. Students will also need to have well developed writing skills. In addition, students need to demonstrate potential as clinicians by their abilities to engage with and develop interpersonal relationships. The need to target and enroll students from diverse backgrounds will be a priority in recruiting. Ventura County has a strong need for clinical psychologists who are bilingual in English and Spanish and efforts will be made to target potential students who are fluent in both languages. Addressing diversity has been a priority at Cal Lutheran and will be a priority in the PsyD program as well.

The Priority deadline for the following fall semester is December 1st. Applications received after the December 1st deadline will be considered if there is still space available in the cohort.

The PsyD program will consider students when the following requirements have been met:

1. Bachelor’s degree from a regionally accredited institution.
2. Overall undergraduate GPA of 3.0 or better or overall graduate school GPA of 3.5 or better.
3. GRE General Exam - The general test for the Graduate Record Exam (GRE) is required. The test should be taken within the past 5 years. 50th percentile on the Verbal, Quantitative, and Analytical Writing scales is preferred. The psychology subject test of the GRE is recommended but not required.
4. Applicants are required to have at least 3 credit hours of statistics with a grade of B or higher preferred and an additional 12 hours of undergraduate or graduate psychology courses. Courses must have been completed within the last 7 years.
5. Official transcripts.
6. Personal statement: Essay stating how the PsyD Program's philosophy fits with the applicant's goals for pursuing a doctoral degree.
7. Clinical Experience Form
8. Research Experience Form
9. Completed application and application fee
10. Two letters of recommendation
11. Interview (for those invited)
12. Writing sample (completed at interview)

International students must provide the following:

1. TOEFL score of at least 600
2. Proof of financial sponsorship
3. Financial statements

Comprehensive Evaluation of Professional Competencies

- Students and trainees in professional psychology programs (at the doctoral, internship, or postdoctoral level) should know—prior to program entry, and at the outset of training—that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.
- As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one’s own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).
• This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee’s conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program’s evaluation processes.

• Although the purpose of this policy is to inform students and trainees that evaluation will occur in these areas, it should also be emphasized that a program’s evaluation processes and content should typically include: (a) information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable); (b) information regarding the primary purpose of evaluation (e.g., to facilitate student or trainee development; to enhance self-awareness, self-reflection, and self-assessment; to emphasize strengths as well as areas for improvement; to assist in the development of remediation plans when necessary); (c) more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and (d) opportunities for remediation, provided that faculty, training staff, or supervisors conclude that satisfactory remediation is possible for a given student-trainee. Finally, the criteria, methods, and processes through which student-trainees will be evaluated should be clearly specified in a program’s handbook, which should also include information regarding due process policies and procedures (e.g., including, but not limited to, review of a program’s evaluation processes and decisions).

Program Probation and Dismissal

• Program probation occurs when the student incurs concerns about professional performance or otherwise shows deficiencies in the stated program competencies (please see the section titled, “Competencies Paradigm in Doctoral Education” above). Prior to being placed on program probation, students will be reviewed by the core faculty of the PsyD program, who will determine an appropriate remediation plan in consultation with appropriate administrators. The remediation plan for the student will identify the specific program competency or competencies that need improvement and will articulate a path forward that will help the student be successful. The plan will include a.) a description of the problem and means by which it was communicated to the student, b.) the stated duration of the probationary period, c.) the responsibilities of the student, d.) the responsibilities of the program, and e.) the method of evaluation at the end of the probationary period. Students who are unable or unwilling to follow their remediation plan may be dismissed from the program.

• While program probation can occur whenever there is concern about student readiness for the profession (please see “Statement of Comprehensive Evaluation of Professional Competencies” above), the following is a non-exhaustive list of circumstances that may automatically trigger program probation:
  • The student fails the Written Competency Exam (Multiple Choice portion) twice.
  • The student fails the Clinical Competency Exam (Vignette portion) once.
  • Academic, professional, or clinical deficiencies in any of the program competencies as noted by the faculty, staff, or supervisors.
  • The student engages in behavior that violates any of the rules or guidelines of the American Psychological Association’s Ethical Principles of Psychologists and Code of Conduct or California Lutheran University’s Standards of Conduct (see links above under “Student Roles and Responsibilities”; the perceived severity of the offense is at the discretion of the faculty and associated university administrators and can determine whether the student receives probation or dismissal).

• Similar to the policies around program probation, academic dismissal can occur whenever the student incurs serious or repeated concerns regarding their fitness for the profession. Some examples of circumstances that can result in dismissal from the program include but are not limited to:
  • The student does not pass the Clinical Competency Exam (Vignette portion) after two attempts.
  • The student does not pass the Written Competency Exam (Multiple Choice portion) after three attempts.
  • The student is unable or unwilling to follow a remediation plan, or is unable to demonstrate sufficient improvement on a remediation plan.
  • The student engages in unlawful behavior or violates any of the rules or guidelines of the American Psychological Association’s Ethical Principles of Psychologists and Code of Conduct or California Lutheran University’s Standards of Conduct (see links above under “Student Roles and Responsibilities”; the perceived severity of the offense is at the discretion of the faculty and associated university administrators and can determine whether the student receives probation or dismissal). All issues and decisions related to student misconduct as defined by the CLU Student Handbook or other unlawful behavior is handled by the CLU Student Conduct System under the auspices of Student Life. The full description of the definitions, processes, and potential outcomes can be found at: http://www.callutheran.edu/students/student-conduct/student-handbook.html

Courses

PSYD 701. Research Seminar 1. (1).
Throughout the first two years of the program, five to seven students work with a faculty member who mentors student research. The class will introduce various research methodologies used in clinical psychology and assist students in exploring their research interests.

PSYD 702. Research Seminar 2. (1).
A continuation of PSYD-701, this course will focus on introducing students to various research tools and strategies as students develop their research projects. Specific attention will be given to developing the literature review. It is expected that students will complete their literature reviews over the summer. Course offered as Pass/Fail.
PSYD 703. Research Seminar 3. (1).
A continuation of PSYD-702, this course assists students in becoming familiar with completing IRB forms, developing the methodology sections of their research projects, and examining the ethics of research and data collection. By the completion of this course, students are expected to have a completed proposal and be ready for data collection. Course offered as Pass/Fail.

A continuation of PSYD-703, this course focuses on the completion of the dissertation proposal, including the methodology and data analytic strategies. By completion of this course, students are expected to have successfully defended their dissertation proposal. Pre-requisite: PSYD-703.

PSYD 705. Research Methods. (3).
This course examines both quantitative and qualitative research designs most frequently used in psychological and social science research. Special attention will be given to understanding experimental designs, group comparisons, case studies, survey research, psychometric studies, grounded theory, and meta-analyses. Students will learn to distinguish the nature of designs that enable casual inferences from those that do not, evaluate the appropriateness of conclusions derived from psychological research, and articulate strengths and limitations of various research designs. Aspects of individual and cultural diversity will also be covered as well as the ethics related to protecting human participants in research.

PSYD 706. Statistics and Data Analysis. (3).
This course examines quantitative research designs including experimental, quasi-experimental, multivariate, cross-sectional and longitudinal studies. In addition, students will gain experience using SPSS for analysis of variance and covariance, simple effects analysis, factorial designs and multivariate analysis of variance.

PSYD 711. Colloquia 1. (1).
Professionals in the mental health field will conduct presentations on a wide range of issues that are relevant to careers in psychology. By drawing on local resources, the colloquia series addresses issues that are particularly applicable to our neighboring communities. The colloquia also include formal clinical case presentations from students, faculty and invited guests. Course offered as Pass/Fail.

PSYD 712. Colloquia 2. (1).
Continuation of PSYD 711. Course offered as Pass/Fail.

PSYD 713. Colloquia 3. (1).
Continuation of PSYD 712. Course offered as Pass/Fail.

PSYD 714. Colloquia 4. (1).
Continuation of PSYD 713. Course offered as Pass/Fail.

PSYD 716. Biological Aspects of Behavior. (3).
This course examines brain-behavior relationships. An emphasis is placed on understanding neuropsychological functions, physiological mechanisms and biochemical processes.

PSYD 717. Human Development. (3).
This course examines theory and research related to lifespan development. Clinical application of course material will be emphasized.

This course examines current theory and research in human cognitive and affective. The impact of cognitive and affective processes on the individual are studied and applied to clinical material.

PSYD 719. Social Psychology. (3).
This course examines the social and cultural bases of human behavior by examining relevant theory and research. Consideration is given to the ethnic/cultural issues that impact clinical practice.

PSYD 721. Practicum 1. (2).
The Practicum is structured to provide clinical experience in conducting psychotherapy. Students provide psychotherapy services to clients at the Community Counseling and Parent Child Study Center under the close supervision of licensed clinicians who are part of the Psy.D. program's clinical faculty. In addition to direct face-to-face contact and supervision, the practicum also provides supervised training in assessment, using standard test batteries that include intelligence tests, projective tests and self-report inventories. In practicum, students acquire the skills to present test findings to their clients and integrate assessment into their clinical practice.

PSYD 722. Practicum 2. (2).
Continuation of PSYD 721.

PSYD 723. Practicum 3. (2).
Continuation of PSYD 722.

PSYD 724. Practicum 4. (2).
Continuation of PSYD 723.

PSYD 725. Practicum 5. (2).
Continuation of PSYD 724.

PSYD 726. Practicum 6. (2).
Continuation of PSYD 725.
PSYD 728. Case Conference 1. (1).
As part of this yearlong seminar, students present information from clinical intakes that they are conducting as part of their practicum, as well as information on ongoing treatments, to a small group of peers and supervisors. The case conference gives each student the opportunity to develop skills in discussing presenting problems, diagnostic impressions, psychodynamic case formulation and treatment planning.

PSYD 729. Case Conference 2. (1).
Continuation of PSYD 728.

This course is designed for five to seven students led by a faculty member who will mentor students through the dissertation project process. Students will support one another by acting as peer mentors in the course as dissertation proposals are explored. Course offered as Pass/Fail.

A continuation of PSYD-731, this course continues to provide support for students as they actively develop their dissertation projects. At the conclusion of this course, students are expected to have completed their proposals, chosen a dissertation committee, and successfully defended their proposals. They should be ready for data collection and analysis over the summer. Course offered as Pass/Fail.

A continuation of PSYD-732, this course supports students as they analyze data and begin to write the results chapter of their dissertation projects. Course offered as Pass/Fail.

A continuation of PSYD-733, this course provides support for students as they complete their dissertation projects. In addition, students explore various methods of presenting their research including journal articles, conferences and community forums. Students are expected to complete their final defense by the conclusion of this course and are encouraged to present and publish their work. Course offered as Pass/Fail.

PSYD 735. Dissertation Supervision. (2).
This course is intended for students who have not completed their dissertations within the first four years of coursework and who require additional supervision.

PSYD 740. Diagnostic Interviewing. (2).
Diagnostic and therapeutic interviewing skills are essential for a clinician. In this course, students will develop techniques for conducting diagnostic interviews of clients with a range of symptoms and psychological disorders. The course involves hands-on interviewing exercises and a review of etiological and treatment issues specific to psychological disorders, such as anxiety, depression and eating disorder. Includes interviewing strategies that focus on symptoms, behaviors and dynamics that are specific to each disorder.

PSYD 741. Basic Attending Skills. (2).
This course examines one of the basic skills necessary for effective psychotherapy - the development of listening skills. The course explores concepts such as empathy, sympathy, reassurance, the importance of process versus content, and the importance of examining obstacles that interfere with a therapist's basic listening skills, including countertransference.

PSYD 743. Child and Adolescent Interventions. (2).
This course will examine specific treatment strategies for psychotherapy from the approaches of psychodynamic, cognitive-behavioral and family systems theories. Students will learn how to organize their clinical interventions according to these psychotherapeutic models and how to direct their treatment goals accordingly.

PSYD 744. Prin Psychodynamic/Psychotherapy. (3).
The course surveys some of the basic treatment modalities that fall under the rubric of psychodynamic psychotherapies, including perspectives from object relations, self psychology, ego psychology and interpersonal psychology. Students develop the capacity for distinguishing and finding points of convergence between the different theoretical perspectives and their application in clinical practice. Traditional concepts such as transference, countertransference, resistance, neutrality and compromise formation are discussed. This course also addresses the role of enactments, self-disclosure and insight in effecting therapeutic change.

PSYD 745. ABA and CBT Interventions. (3).
This course examines the conceptual foundations underlying behavioral and cognitive approaches to assessment and treatment. The principles and techniques of applied behavioral analysis and cognitive behavioral therapy will be reviewed. In addition, relevant outcome research will be presented to support the use of these therapies with specific populations.

PSYD 746. Couples and Family Therapy. (2).
This is an advanced course on the study of conjoint therapy with couples and families. A number of theoretical perspectives and related clinical techniques will be studied including cognitive-behavioral, system theory and psychodynamic approaches. The intervention techniques can be applied with pre-marital couples for couple enrichment and as part of psychotherapy with distressed couples. Interventions will be taught for dealing with a variety of marital and divorce issues, e.g., dual-career, multicultural/multinational, domestic violence, alcoholism and remarriage. Instruction is through lecture, discussions, role-playing and video. Students will complete a course project either through a practicum experience or some other applied experience developed with the instructor.
PSYD 747. Group Psychotherapy. (2).
This course is designed to help students learn about group theory and the practice of group psychotherapy. Students acquire information and skills on different types of psychotherapy groups, including inpatient and outpatient groups, as well as psycho-educational groups, symptom-focused groups (e.g., eating disorder group), and others. The course examines the value, as well as the potential for iatrogenic effects, of group work as it is impacted by diagnostic categories, age populations and other relevant factors.

PSYD 750. Child and Adolescent Disorders. (3).
This course will integrate psychological and neuroscientific research on child and adolescent development with issues of learning disabilities, behavioral and impulse disorders, addictions and other psychopathologies. The student will understand how psychological, social, cultural and biological factors influence the problems and disorders experienced by children and adolescents.

PSYD 751. Personality and Dissociative Disorders. (3).
This course is designed to review the major theories of personality and dissociative disorders, addressing psychoanalytic, behavioral and humanistic schools of thought, as well as biological approaches that include the study of genetics and heritability. The course takes a developmental approach to the study of these disorders and examines points of convergence and divergence between the different theories.

PSYD 752. Mood and Anxiety Disorders. (3).
This course provides an in-depth examination of mood disorders (e.g., depression, bipolar disorder, dysthymia) and anxiety disorders (e.g., obsessive-compulsive disorder, phobia, panic disorders). The course examines the etiology and course of the disorders from multiple perspectives. In addition, the course requires a critical review of psychotherapeutic interventions that have been proven effective from a variety of theoretical and treatment modalities. The most current approaches to assessment are reviewed.

PSYD 753. Gender and Sexual Disorders. (2).
This course will explore gender and sexual disorders from multiple perspectives including historical, object relational, attachment, cognitive, behavioral, systems, biological and social. Diagnostic criteria and etiology will be examined while considering the influence of culture and societal values. Multiple treatment approaches and interventions will be examined as found in relevant research. Students will explore their own sexual attitudes and develop an awareness of and comfort with the complexities of human sexuality.

PSYD 754. Substance Abuse. (2).
The course examines the major theories addressing substance abuse. Students will understand substance abuse from a variety of theoretical frameworks (including psychoanalytic, behavioral, humanistic and social learning theory), as well as findings from neuroscience. The course emphasizes a developmental perspective in the understanding of this issue.

This course examines major theories on the etiology of schizophrenia and other cognitive disorders and their symptomatic manifestations. The course includes a historical overview of the disorders as well as recent findings from the fields of biology and neuroscience. The course also includes a review of medications and the neural pathways by which psychotropic medications are thought to affect thought disorders.

PSYD 756. Intro to Dialectical Behavior Therapy. (3).
Dialectical behavior therapy (DBT) is a comprehensive and flexible cognitive-behavioral intervention combining change strategies and acceptance strategies that are commonly encountered in many successful interventions for mental health problems. Through DBT one learns behavioral assessment and strategies, acceptance and validation, communication and case management strategies, problem solving and crisis management and many other principles and techniques that are widely used throughout psychological services.

Dialectical behavior therapy (DBT) is a comprehensive and flexible cognitive-behavioral intervention combining change strategies and acceptance strategies that are commonly encountered in many successful interventions for mental health problems. Through DBT one learns behavioral assessment and strategies, acceptance and validation, communication and case management strategies, problem solving and crisis management and many other principles and techniques that are widely used throughout psychological services.

PSYD 758. Methods Suicide Risk Assessmnt & Mgmt. (3).
Students in this course will learn the risk factors predictive of suicide, gain familiarity with research examining the function of suicide, become proficient in conducting suicide risk assessments, learn principles of crisis intervention, and become proficient at conducting crisis interventions in a variety of clinical scenarios.

PSYD 761. Professional Seminar. (2).
The purpose of this course is to assist students in the development of a professional identity. Students will investigate the various roles of clinical psychologists. They will examine practice issues in light of relevant ethical and legal issues. Each student will develop a plan for transitioning from student to professional.

PSYD 762. Test and Measurement. (3).
This course introduces students to test theory and the psychometric properties of tests. Controversies and ethical issues in assessment are explored from both a quantitative and qualitative perspective. Particular attention is given to potential test biases and the potential misuse of testing in clinical psychology.
PSYD 763. Ethics. (3).
This course is designed to explore the advanced legal and ethical issues for professional psychology. Students will examine and discuss complex and controversial legal and ethical issues as they pertain to clinical practice and research. Students will be expected to demonstrate a good working knowledge of many legal and ethical concepts and to demonstrate their ability to offer a critical analysis of the professional literature. Classroom discussion is an essential part of this course and students are expected to come to each meeting prepared to ask questions and debate topics. Several take-home assignments and a final exam will also be used to assess grades.

PSYD 770. Assessment: Cognitive. (3).
This course is designed to provide graduate level students with training in the administration, scoring and interpretation of the current editions of the Wechsler Adult Intelligence Scale (WAIS-IV), the Wechsler Intelligence Scale for Children (WISC-IV), and the Woodcock-Johnson Achievement Test (WJ-III). In addition, other measures of cognitive assessment will be reviewed. Issues relating to the appropriate use of intelligence tests, theories of intelligence, ethical test use, testing culturally diverse populations, integration of data and effective report writing will be addressed.

PSYD 771. Assessment: Personality. (3).
This course is designed to provide graduate level students with training in the administration, scoring, and interpretation of personality measures including projective drawings, sentence completion, Thematic Apperception Test (TAT, CAT, RAT), Minnesota Multiphasic Personality Inventory-2 (MMPI-2, MMPI-A), Millon Clinical Multiaxial Inventory-III (MCMI-III), California Personality Inventory-R (CPI-R), Beck Depression Inventory-II (BDI-II), and the Achenbach Child Behavior Checklist (CBCL). In addition, other measures of personality assessment will be reviewed. Issues relating to the appropriate use of personality measures, theories of personality, ethical test use, testing culturally diverse populations, integration of data and effective report writing will be addressed.

PSYD 777. Introduction to Mindfulness. (3).
During the past 30 years, the eastern traditions of meditation and mindfulness have been increasingly and systematically integrated into western medicine and psychotherapy. The practice of meditation has improved recovery rates from severe physical illness, improved pain management, reduced relapse rate for depression and improved general attention, concentration and overall well-being in clinical and non-clinical populations. The purpose of this course is to provide students with a theoretical background and understanding of traditional Zen practice, review the empirical literature that has integrated eastern practices in psychotherapy and to gain experience in the practice of mindfulness meditation.

PSYD 780. A History of Psychology. (3).
The intention in this course is to guide the student to understand Western psychological science through its history, and through the histories of the societies in Europe and North America within which that science has been embedded. The goal is to have the student become aware that today’s psychology is not just a discipline of the 20th/21st century; rather that its roots lie within “long-forgotten” texts that still influence our thoughts today. By the end of this course students will have learned the major philosophical perspectives governing the various schools of psychology and be able to draw more solid connections from past to present. Students will furthermore come to understand contextual relevance and most importantly learn ways to approach research through guiding theory. In the end, it should become clear to students why ignoring the legacy of their intellectual ancestors would be a grave mistake; the great dinosaurs from the old schools of psychology are still able to teach us ‘modern’ psychologists plentiful.

PSYD 781. Consultation/Supervision. (3).
This course examines the role of psychologists as consultants and as supervisors. Theories of consulting and supervising will be presented, as well as experiential exercises. Students will consider the roles of consultant and supervisor from developmental perspectives.

PSYD 782. Multicultural Psychology. (3).
This course exposes students to the field of multicultural psychology, which includes science, theory, and practice related to multiple aspects of diversity and identity. Students will learn the historical progression of the science of stereotyping and prejudice as well as the models that describe identity development relevant to social categories. Students will also study the psychological consequences of oppression and learn how to incorporate cultural and contextual factors into assessment, case conceptualization, and treatment planning. Parts of this course will involve experiential exercises and writing assignments designed to increase self-awareness of issues related to diversity.

PSYD 783. Intimate Partner Violence. (3).
This course will examine the history of intimate partner violence from multiple perspectives including psychological and psychosocial understandings. Current research will be presented and multiple theoretical frameworks will be explored. In addition, the course will review current approaches to treating clients who have been exposed to intimate partner violence including evidence-based practices. Cultural understanding and influences will also be studied.

PSYD 784. IPV: Adv Clinical Applications. (3).
This course will provide an in-depth examination, analysis and evaluation of current practices utilized in working with clients who have been exposed to intimate partner violence. Students will examine research, view video of therapy sessions and present their own work with clients.

PSYD 790. Neuropsychoanalysis. (3).
This course will provide an interface between modern neuroscientific research and psychoanalytic theory and practice. Students will explore the relationships between brain structure and function as they relate to the phenomenological expression of the human condition. They will examine how brain development may underlie both psychosexual and psychosocial maturity and the implications of these changes for psychotherapy. By building from the neuroscience of understanding brain injuries and anomalies, we will consider how psychogenic processes may involve similar biological and anatomical systems. The student will also become versed in the modern scientific epistemologies of complex dynamic systems. These epistemologies will also be integrated with psychoanalytic concepts in consideration of expanding our conventional understanding of depth psychology.
PSYD 791. Psychopharmacology. (2).
This course will examine the principles of psychopharmacology and will review individual classes of drugs as well as their mechanisms. Special attention will be given to drug-to-drug interactions, particularly with the elderly. Students will become familiar with the FDA drug review process and will consider relevant legal and ethical issues.

PSYD 792. Advanced Topics. (3).

PSYD 793. Dissertation Completion. (3).

PSYD 794. Independent Study. (1-4).

PSYD 795. Internship 1. (0.5-3).

PSYD 796. Internship 2. (0.5-3).

PSYD 797. Dissertation Continuation. (1-3).

PSYD 798. Internship. (3.00).

Psychology Master's Programs

The psychology graduate programs at California Lutheran University are designed to develop competencies and skills for students to pursue a career in the helping professions. Master of Science degrees are offered in Counseling Psychology (with an Emphasis in Marital and Family Therapy) and in Clinical Psychology.

The MS Counseling Psychology program provides comprehensive and practical training focused on the development of counseling skills. This program meets all academic requirements for the California state license in marital and family therapy.

The MS Clinical Psychology program provides training in quantitative methods that is tailored toward preparing students for doctoral study in psychology or immediate employment in administrative or research positions related to work in the clinical and health sciences. The program supports open science initiatives and provides instruction in the latest technological advances in statistical methods.

The psychology graduate programs can be completed using either a part-time or full-time schedule, which range from two years to three years for completion. The part-time schedule (2.5 to three years) is recommended for students with demanding work or personal responsibilities.

Students attend classes during the fall and spring semesters and also in summer terms. Classes are scheduled in the late afternoon and evening, and some classes are offered on Saturdays.

Graduate classes are taught by full-time professors and by professionals who integrate experiences from their professional practice into the classroom. The University takes pride in its accomplished faculty members who are committed to excellence in teaching.

Courses in the MS programs are 500 level courses. 700 level courses are doctoral courses taken by permission only.

Admission Requirements

Applicants to the Counseling Psychology and the Clinical Psychology programs will be considered for admission for the fall term only. Preference will be given to complete application portfolios submitted by January 15. All application documents and required interviews should be complete at least 45 days prior to the beginning of the desired start term. Admission requirements are as follows.

1. Prerequisites:
   a. The Counseling Psychology (MFT) program requires prior coursework that includes:
      i. At least 3 credit hours of statistics and an additional 9 hours of undergraduate or graduate psychology courses. Grades of B or higher are preferred.
   b. The Clinical Psychology program requires prior coursework that includes:
      i. At least 3 credit hours of statistics with a grade of B or higher preferred and an additional 12 hours of undergraduate or graduate psychology courses.

2. Interviews. Applicants should schedule an appointment with an admission counselor as early as possible. They will then be referred to the program director for a personal interview and program advisement.

3. Application. Applicants must submit a completed application form with a $50 application fee.

4. Transcripts. An official transcript showing a bachelor’s degree from a regionally accredited institution is required.

5. The general test for the Graduate Record Exam (GRE) is required for the Clinical Psychology program and recommended for the Counseling Psychology (MFT) program. The test should be taken within the past 5 years. 50th percentile on the Verbal, Quantitative, and Analytical Writing scales is preferred. The psychology subject test of the GRE is recommended but not required.

6. Two Recommendation Forms.

8. Resume or Curriculum Vitae

Note: Applicants to the MS Counseling Psychology program must demonstrate personal aptitude for work as a marriage and family therapist. Letters of recommendation should address the aptitude and/or experience of the applicant for work in marriage and family therapy. The personal statement submitted by the applicant should include an examination of significant influences and events that have helped develop present values and approach to life, as well as ways in which these factors may contribute to preparation for a career as a therapist. Psychological testing may be used as an aid in determining readiness for graduate study in this program.

The University reserves the right throughout a student’s course of study to continually evaluate his or her personal suitability for professional involvement as a counselor. As part of this process, all MS Counseling Psychology students will be evaluated at the end of the first year to determine their suitability for proceeding on to the counseling practicum component of the program.

The Master of Science In Clinical Psychology

The Master of Science degree in Clinical Psychology is a 37- to 40-credit program emphasizing both research and clinical skills. This combination provides a strong foundation for continuing studies at the doctoral level or employment. The development of research skills takes place through completing advanced courses in statistics and research methods. Students have the option of successfully completing a comprehensive examination or of conducting their own research study and completing a thesis (which involves an additional three credits of coursework, for a total of 40 credits).

Clinical skills are developed in many of the courses offered in the Clinical Psychology program. Students gain an understanding of psychological disorders and methods of treating those disorders. They also develop skills in research methods, advanced statistical methods related to clinical psychology and specialized clinical training. Students are exposed to an overview of psychological testing and psychometric theory, and they learn how to effectively engage in program evaluation. Ethical issues related to research are emphasized in the program.

The Clinical Psychology program offers students the option of completing two courses in their second year that include advanced training in clinical or statistical methods.

A number of career options are available to graduates of the Clinical Psychology program. The curriculum is designed to prepare students who plan to continue their graduate studies in a doctoral program. The program is also a pathway for students who desire to complete a terminal master’s degree in psychology and do not intend to become a licensed practitioner. Many of our graduates choose this career path and are successfully employed overseeing treatment programs in mental health agencies. Graduates are also qualified for registration in California as a psychological assistant to work under the supervision of a licensed psychologist. They may also work in the community college system as instructors of psychology or as counselors.

Newly admitted students start the Clinical Psychology program in the summer or fall semester. Completion of the program generally takes two years if full-time and three years if part-time.

Program Probation, Remediation, and Dismissal (MS Clinical Psychology)

Program Probation

Program probation occurs when the core faculty of the MS Clinical Psychology program documents concerns about a student’s professional performance or a student’s performance in meeting professional competencies. Prior to being placed on program probation, a student will be reviewed by the core faculty of the program who will determine an appropriate remediation plan in consultation with appropriate administrators. Some examples of circumstances that can result in program probation include but are not limited to:

1. The student fails the Competency Exam twice.
2. Academic or professional deficiencies in any of the program competencies as noted by the faculty, staff, or supervisors.
3. The student engages in behavior that violates any of the rules or guidelines of the American Psychological Association’s Ethical Principles of Psychologists and Code of Conduct or California Lutheran University’s Standards of Conduct; the perceived severity of the offense is at the discretion of the faculty and associated university administrators and can determine whether the student receives probation or dismissal.
4. Evidence of impairment that compromises academic or practicum activities.

Remediation

A remediation plan is written for a student if a concern has been raised about the student by a committee or external site. The remediation plan for the student will identify the specific program competency or competencies that need improvement and will articulate a path forward that will help the student be successful. The plan will include the:
1. Description of the problem and means by which it was communicated to the student,
2. Duration of the probationary period, not to exceed three semesters,
3. Responsibilities of the student,
4. Responsibilities of the program, and
5. Method of evaluation at the end of the probationary period.

As part of a remediation plan the student may be required to retake coursework. Remediation ends if sufficient progress has been made on the remediation plan. In the event the problem has not been remediated, the student may be reviewed for suspension or dismissal.

Dismissal

Similar to the policies around program probation, academic dismissal can occur whenever a student incurs serious or repeated concerns regarding his or her fitness for the profession. Recommendations regarding a student’s dismissal are made by the program faculty to the Dean. A student has one week to appeal to the Provost a decision to dismiss. Some examples of circumstances that can result in dismissal from the program include but are not limited to:

1. Students who are unable or unwilling to follow a remediation plan, or are unable to demonstrate sufficient improvement on a remediation plan.
2. MS Clinical Psychology students who do not pass the Competency Exam three times
3. Academic or professional deficiencies in any of the program competencies as noted by the faculty, staff, or supervisors.
4. Students who engage in unlawful behavior or violate any of the rules or guidelines of the American Psychological Association’s Ethical Principles of Psychologists and Code of Conduct (MS Clinical Psychology student) or California Lutheran University’s Standards of Conduct (the perceived severity of the offense is at the discretion of the faculty and associated university administrators and can determine whether the student receives probation or dismissal).
5. Evidence of impairment that compromises academic or practicum activities.

Grading For MS Counseling Psychology Practicum Courses. Students taking Practicum (591, 592, 593, 594, 589S) complete class requirements in Practicum Seminar (this includes attending classes and completing case presentations) and clinical requirements at their practicum site.

1. Pass is assigned when all class assignments and clinical requirements have been met, or, in the case of PSYC 589S, the clinical portion of the remediation plan has been successfully completed.
2. IN is assigned in a practicum course if students meet any of these conditions: (a) one outstanding practicum seminar assignment, (b) have made insufficient progress in meeting clinical requirements in any practicum course, or (c) have not met all of the clinical requirements at the end of PSYC 593 (e.g., 225 clinical hours, community outreaches, turning in BBS paperwork, finishing documentation/case files). Students must register in PSYC 594 Counseling Practicum Continuation to complete any clinical requirements.
3. No Credit is assigned when academic or professional concerns have been raised in a practicum seminar or on practicum. Such grades lead to review for probation or dismissal. If probation is indicated, as part of the remediation plan students may be required to take PSYC 589S Supplemental Counseling Practicum. Depending upon the remediation plan, PSYC 589S may be required prior to or at the same time as repeating the failed course.

Program Probation, Remediation, and Dismissal

(MS Counseling Psychology)

Program Probation

Program probation occurs when the core faculty of the MS program documents concerns about a student’s professional performance or a student’s performance in meeting professional competencies. Prior to being placed on program probation, a student will be reviewed by the core faculty of the MS program who will determine an appropriate remediation plan in consultation with appropriate administrators. Some examples of circumstances that can result in program probation include but are not limited to:

1. The MS Counseling Psychology student fails either the Law and Ethics or Clinical exams twice.
2. Academic, professional, or clinical deficiencies in any of the program competencies as noted by the faculty, staff, or supervisors.
3. The student engages in behavior that violates any of the rules or guidelines of the AAMFT Code of Ethics, CAMFT Code of Ethics or California Board of Behavioral Sciences (BBS) or California Lutheran University’s Standards of Conduct; the perceived severity of the offense is at the discretion of the faculty and associated university administrators and can determine whether the student receives probation or dismissal.

4. Evidence of impairment that compromises academic or practicum activities.

Remediation

A remediation plan is written for a student if a concern has been raised about the student by a committee or training site. The remediation plan for the student will identify the specific program competency or competencies that need improvement and will articulate a path forward that will help the student be successful. The plan will include the:

1. Description of the problem and means by which it was communicated to the student,
2. Duration of the probationary period, not to exceed three semesters,
3. Responsibilities of the student,
4. Responsibilities of the program, and
5. Method of evaluation at the end of the probationary period.

As part of a remediation plan the student may be required to retake coursework and for practicum/clinical remediation may be required to add one or two credits of PSYC 589S: Supplemental Counseling Practicum. Remediation ends if sufficient progress has been made on the remediation plan. In the event the problem has not been remediated, the student may be reviewed for suspension or dismissal.

Dismissal

Similar to the policies around program probation, academic dismissal can occur whenever a student incurs serious or repeated concerns regarding his or her fitness for the profession. Recommendations regarding a student’s dismissal are made by the program faculty to the Dean. A student has one week to appeal to the Provost a decision to dismiss. Some examples of circumstances that can result in dismissal from the program include but are not limited to:

1. Students who are unable or unwilling to follow a remediation plan, or are unable to demonstrate sufficient improvement on a remediation plan.
2. Students who fail either the Law and Ethics or Clinical exam three times.
3. Students who do not pass the Law and Ethics and Clinical exam within two years of each initial registration.
4. Academic, professional, or clinical deficiencies in any of the program competencies as noted by the faculty, staff, or supervisors.
5. Students who engage in unlawful behavior or violate any of the rules or guidelines of the AAMFT Code of Ethics, CAMFT Code of Ethics or California Board of Behavioral Sciences (BBS) or California Lutheran University’s Standards of Conduct (the perceived severity of the offense is at the discretion of the faculty and associated university administrators and can determine whether the student receives probation or dismissal).
6. Evidence of impairment that compromises academic or practicum activities.

Courses

PSYC 501. Dialectical Behavior Therapy Skills. (2).
The purpose of this course is to provide an introduction to Dialectical Behavior Therapy (DBT) skills training. Students are provided with a review of the theory, research, and practical application of DBT Skills across a variety of settings and populations.

PSYC 510. Psychopathology. (3).
Study of psychopathology using the DSM-5, including etiology, assessment, diagnosis, treatment and prognosis. Prerequisite: Undergraduate course in abnormal psychology.

PSYC 512. Counseling Theories. (3).
The objectives of the course are to introduce students to traditional and contemporary models of counseling. Topics include theory and interventions stemming from psychodynamic, humanistic, cognitive-behavioral, and systemic approaches.

PSYC 515. Psychopharmacology. (2).
Students gain an understanding of the role of pharmacology in the treatment of mental disorders. They become familiar with major classifications of psychotropic drugs and learn their modes of action.
PSYC 516. Counseling Skills. (2).
This course provides opportunities for students to learn theories and skills that are essential to the counseling relationship and process. The objectives of this course are to develop mastery of the theoretical material and basic skills in the practical aspects of counseling. Topics include: developing an alliance, counseling techniques, change processes, and systemic and relational factors impacting intervention. The course involves exposure to the therapy process through application of course topics to clinical examples.

PSYC 517. Lifespan and Family Development. (3).
Course examines the developmental changes and sociocultural events that take place during an individual lifespan from infancy to old age with a focus on development within the family. Topics include psychological characteristics, systemic and relational contexts, personal challenges and developmental opportunities for each individual and family developmental stage.

PSYC 518. Gender and Sexuality. (3).

PSYC 520. Law and Ethics. (2).
Law and ethics applicable to the professional practice of counseling and psychotherapy; scope of practice issues; mandated reporting laws including the assessment and reporting of child abuse.

PSYC 521. Clinical and Research Ethics. (2).
The purpose of the course is to cover a range of topics related to the values and ethics of conduct in clinical psychology. Clinically, the course will review issues related to ethics in private practice including privacy, confidentiality, and dual relationships. In terms of research, the course will review topics related to the values associated with open science including the importance of transparency, replication, and reproducibility.

PSYC 522. Cultural Diversity. (2).
Cultural variations in lifestyle and values, and the relationship of cultural issues to treatment procedures.

PSYC 524. Substance Abuse and Dependency. (3).
Course examines the impact of substance abuse and dependency on individual and family functioning. Topics include effects of psychoactive substances on the user and significant others, theories of substance abuse, diagnosis, and systemic assessment and treatment considerations.

PSYC 526. Domestic Violence and Abuse. (2).
Meets the California licensure requirement for training in assessment, detection, and intervention of domestic violence, interpersonal partner violence, and child abuse.

PSYC 530. Diagnostic and Therapeutic Interviewing. (3).
Knowledge and skills necessary for evaluations, diagnosis, preliminary case formulation, recommendations, and appropriate referrals. Communication skills are developed for effective therapeutic interactions.

The purpose of this course is to provide students with basic skills required for competent practice of cognitive and behavioral therapies. Topics include behavioral assessment and analysis, behavior skills training, cognitive restructuring, contingency management, and exposure based procedures.

PSYC 533. Program Evaluation: Model & Techniques. (3).
This course covers basic concepts and procedures for evaluating service programs in clinical, health, and educational settings. The course serves as a graduate level introduction to program evaluation for students preparing for careers in education and the social and behavioral sciences. Prerequisites for the course include a basic knowledge of statistics and measurement.

PSYC 534. Group Therapy. (2).
The objectives of the course are to expose the students to theoretical models and research about group psychotherapy and provide students with the skills and knowledge to become comfortable and confident in the role of group psychotherapist. Topics include: therapeutic factors, group processes, change processes, and group leadership. The course also provides students with the skills to critically evaluate a variety of group psychotherapy techniques.

PSYC 540. Principles & Techniques Child Therapy. (3).
This course is designed to help the student appreciate the special nature of child psychotherapy. The course will explore a variety of therapeutic orientations including the psychodynamic, family systems, cognitive-behavioral and narrative approaches. Students will be expected to provide a critical analysis of the literature as well as be willing to explore their own personal views and beliefs. The course will teach the student to assess children for treatment and to arrive at a working diagnosis. The multifaceted issues of ethnicity and culture will also be examined as will issues of divorce, loss of caretakers and domestic abuse. The student will be expected to become familiar with both research and clinical literature as it relates to psychotherapy with children and to produce a scholarly research project. Lectures, movies and classroom activities will all be part of the educational experience.

PSYC 541. Principles & Techniques Adolescent Therapy. (3).
Course explores a variety of systemic therapeutic models of working with adolescents and their families. Topics include assessment and treatment considerations specific to adolescent development, parent-child relationships and family therapy.
PSYC 542. Principles & Techniques Couples Therapy. (3).
The objectives of this course are to introduce students to family systems and other perspectives related to clinical work with couples and for students to learn various techniques and ways to apply theory specific to intervening with couples in a therapeutic context. Topics include: Theoretical approaches to couples therapy, specific issues that impact couples, and couples therapy techniques.

PSYC 543. Principles & Techniques Family Therapy. (3).
The objectives of this course are to expose students to traditional and contemporary family therapy approaches and have the opportunity to apply theory to clinical examples and their own families of origin. Topics include systems theory, family relationships, and principles of applying family therapy techniques.

PSYC 544. Theories of the Recovery Model. (3).
Principles and philosophy of working with adults with serious mental illnesses. Use of functional assessment methods to analyze behavioral assets, excesses and deficits in order to define and plan rehabilitation goals.

PSYC 545. Techniques of the Recovery Model. (3).
Application of behavioral and social learning principles in working with adults with serious mental illnesses. Development of the ability to conduct skills training necessary for consumers to maintain independent living skills, interpersonal skills, social perception skills, problem-solving skills, and vocational skills.

PSYC 546. Psychological Trauma Concepts & Theories. (3).
This course focuses on the fundamental concepts, models and theories of psychological trauma. These topics include the definition of trauma; the history of trauma studies and treatment; the continuum of trauma; DSM 5 diagnostic criteria for PTSD and other trauma-related disorders; the role of dissociation in trauma; co-occurring disorders; types of trauma and traumatic stressors; theoretical models of traumatic stress and trauma treatment; and concepts of self-regulation. Attention will be paid to the relationship of trauma to physiology and neuro-biology; psychopharmacology; memory; development of the self; personality and character development; and other developmental, social and cultural factors. Students have an opportunity to investigate and research an area of individual interest in the field of trauma studies.

PSYC 547. Psych Trauma: Assessment & Intervention. (3).
This course focuses on trauma assessment and treatment exploring topics such as risk assessment, resourcing, trauma processing, transference and countertransference issues, vicarious traumatization and therapist self-care, trauma integration and post-traumatic growth, treating child trauma victims, treating dissociation, and using mindfulness techniques and the expressive arts in trauma treatment. Students will have an opportunity to explore and practice trauma-oriented interventions. Pre-requisite: PSYC 546.

PSYC 550. Psychological & Relational Assessment. (3).
Course provides an introduction to the assessment process and the role it plays in systemic treatment. Topics include the clinical application of specific psychological and relational assessments that are used when working systemically with individuals, couples and families.

PSYC 552. Psychometrics: Theory & Methods. (3).
Psychological assessment is a standard course in the training of a clinical psychologist and in the social and behavioral sciences in general. Standardized measures are used across all areas of social and behavioral science research and support researchers' ability to understand a variety of areas of interested form intelligence and personality to job performance evaluation. This course exposes students to methods by which social and behavioral scientists effectively measure these constructs. The course will review the philosophical and empirical underpinnings of measurement. Concepts including reliability and validity will be reviewed along with the practical application for conducting analyses in the R statistical programming language.

PSYC 560. STATS I: Exploratory Data Analysis. (3).
A good deal of statistics and research in psychological science involves the ability to conduct descriptive analyses and data visualizations. These skills can vary from data manipulation (arranging, renaming, filtering) and summarizing and basic statistical modeling. In this introductory course, students will be introduced to the R statistical programming language and provided training in these basic competencies.

Research methodology, with a focus on developing skills in utilizing the professional literature. Emphasis will be given to helping students become knowledgeable consumers of research. Prerequisite: Undergraduate course in statistics.

PSYC 562. Advanced Statistics. (3).
Advanced statistical methods, including univariate and multivariate analysis of variance, correlation, multiple regression, factor analysis, and other methods. Computer applications of statistical software for data analysis purposes will be emphasized. Prerequisites: Undergraduate statistics plus undergraduate experimental psychology or research methods.

PSYC 564. Advanced Research Methods. (3).
Research and evaluation methodology, including consideration of experimental, quasi-experimental, and other methods. Students write a detailed prospectus of a research project applying research methodology to a topic of interest. Prerequisite: PSYC 562.

PSYC 565. Research Practicum. (3).
Applied knowledge base and research skills necessary for successful completion of a thesis. Requires completion of the first three chapters of the thesis. Prerequisites: PSYC 564.

PSYC 566. Thesis. (3).
Supervised experience in conducting research for writing the master's thesis.
PSYC 567. STATS 3: Hierarchial Linear Mdlng. (3).
The course provides an introduction to the basic concepts and applications of hierarchal linear models (HLM). Research data in the social sciences are often grouped in ways that impact our statistical analyses (e.g., marital status, school/clinic/hospital setting, repeated treatment sessions). The course will cover growth curve modeling and meta-analysis as well as introduce models for dichotomous outcomes. The objective of the course is to provide students with an understanding of when and why HLM should be used and how to effectively apply the models to answer questions.

PSYC 569. Career Counseling: Theory & Practice. (3).
This course provides an overview of the models, systems, processes, programs, and procedures facing career counselors today. Methods of client analysis, vocational selection instruments, and new theories will be discussed. Students will leave this course with an ability to provide career counseling, an understanding of the underlying psychological foundations of career counseling, and the information needed to synthesize their own models of career counseling.

PSYC 570. Theories of Latino Counseling. (3).
The Latino Counseling Track with an emphasis on Theory explores psychological theories of development, pathology and normal functioning as examined from a Latino cultural perspective. The track considers issues such as the definition of self in Latino cultures and the implications that a different construction of self has for theories of development and treatment. The course challenges precepts in our psychological theories: For example, from what perspective is a culture-bound syndrome defined?; or, What is the role of a transitional object in a culture that values separation and individuation differently? The course provides a basic foundation for exploring techniques of psychotherapy with Latino populations.

PSYC 571. Techniques of Latino Counseling. (3).
The Latino Counseling Track with an emphasis on Technique draws on the theoretical implications covered in Part I of the Latino Track with an emphasis on Theory. In this course students see how theoretical implications find application in the clinical setting. The course addresses, for example, the possible function of code switching (switching between two languages) in the treatment of bilingual patients by bilingual therapists and its implications in terms of anxiety and defense. How do familial values get enacted in the treatment of patients of the same culture? What are the implications for treatment of culture bound syndromes, such as ataqué de nervios? Prerequisite: PSYC-570.

PSYC 574. Attachment Theory. (3).
Attachment theory deals with the central human question of the formation of lasting connections. The course introduces students to the fundamentals of attachment theory as well as to basic research on various aspects of the theory. The course provides a developmental perspective on infant, child, and adult attachment. It also focuses on the interaction between the attachment and other behavioral systems, including the caregiving and sexual systems.

PSYC 575. Attachment Techniques. (3).
Drawing on the research and theoretical work examined in Attachment, Part I: Theory; this course reviews a number of attachment-based clinical applications in the work with couples, families, children and individuals. The course explores how current interventions with mothers who suffer from post-partum depression change the quality of a child's attachment, and how treatment with couples that focuses on elucidating attachment styles leads to meaningful change in quality of the relationship. The course critically examines current research assessing the clinical applications of attachment-based interventions. Prerequisite: PSYC-574.

PSYC 577. Family Mediation Theory and Research. (3).
This course will examine theories of conflict, family dynamics of divorce, child development implications, and mental health issues in divorce. Models of mediation of family disputes and alternate dispute resolution models will be introduced. Other topics to be studied include the legal context underlying divorce, legal remedies and limitations, as well as mental health interventions, including co-parenting therapy, reunification of parents and alienated children, and parent plan coordination.

PSYC 578. Family Mediation Application/Practice. (3).
Observation of and in vivo practice in family mediation of child custody and related issues will be introduced in this course. An overview of and practice in family mediation techniques will be presented. A main focus will be on the application of the theories covered in the first course on Family Mediation. Other topics will include management of conflicted families, interaction with court mediators, attorneys, and judicial officers and the principles of expert testimony. Prerequisite: PSYC-577.

PSYC 580. Theories of Counseling and Spirituality. (3).
This course will examine the ways in which spirituality is an influence upon the human experience. We will examine spirituality both from a theological perspective as it takes shape in various religions and as it impacts persons as a private and transcendent process. The goal of the course is to draw comparisons between psychotherapy and spirituality as processes that influence personal growth and change and to appreciate the role of spirituality in mental health recovery.

PSYC 581. Techniques of Counseling & Spirituality. (3).
This applied course picks up from the discussions of spirituality theories in the previous course and extends them into contributions for psychotherapeutic interventions. In particular, schools of psychotherapy represented by psychoanalysis, Jungian, existential/humanistic and the neurosciences will be used as the models for applying spirituality to the healing process. The student will learn how various interventions from these models address the transpersonal dimension of psychotherapy and how to consider the interventions as part of a comprehensive treatment approach. Prerequisite: PSYC-580.

PSYC 582. Selected Topics. (3).
Topics of current and particular interests or concern in counseling or clinical psychology. Students may enroll in more than one selected topics course.
PSYC 583. IPV: Adv Research, Theory & Technique. (3).
This course will examine the history of intimate partner violence from multiple perspectives including psychological and psychosocial understandings. Current research will be presented and multiple theoretical frameworks will be explored. In addition, the course will review current approaches to treating clients who have been exposed to intimate partner violence including evidence-based practices. Cultural understanding and influences will also be studied.

PSYC 584. IPV: Adv Clinical Applications. (3).
This course will provide an in-depth examination, analysis and evaluation of current practices utilized in working with clients who have been exposed to intimate partner violence. Students will examine research, view video of therapy sessions and present their own work with clients.

PSYC 589S. Supplement Counseling Practicum. (1-2).
The Supplemental Practicum is a supervised field experience that assists the student in remediating deficiencies that have come to the attention of the Practicum Committee. The specific nature of the practicum and its foci vary and are tailored to meet the training requirements of the student. Specifics of the Counseling Practicum vary, depending on the requirements of the Remediation Plan. Students attend practicum seminar while acquiring supervised clinical hours at either the CLU Community Counseling Services or an approved external practicum site. Clinical hours are applicable toward licensing requirements. There is an expectation of 10 hours of availability at the practicum site per week, per credit hour. Practicum fee in addition to tuition. This course does not substitute for the three required counseling practicum courses. Pre-requisite(s): PSYC 520, PSYC 530, Individual Therapy Requirement, completion of a minimum of 17 semester credits of coursework and consent of the Practicum Committee.

PSYC 590. Independent Study. (1-4).
Approved research in an area not covered by course work listed in this catalog.

PSYC 591. Counseling Practicum I. (2).
Students attend practicum seminar while acquiring supervised clinical hours at either CLU Community Counseling Services or an approved external practicum site. Students complete practicum seminar and clinical site requirements. Completion of PSYC 591, 592 and 593 constitutes a 12-month practicum. Clinical hours are applicable toward licensing requirements. Practicum fee in addition to tuition. Prerequisites: PSYC 520, 530, Individual Therapy Requirement, a minimum of 17 semester credits or coursework and consent of the Director or Clinical Training.

PSYC 592. Counseling Practicum II. (2).
Students attend practicum seminar while acquiring supervised clinical hours at either CLU Community Counseling Services or an approved external practicum site. Students complete practicum seminar and clinical site requirements. Completion of PSYC 591, 592 and 593 constitutes a 12-month practicum. Clinical hours are applicable toward licensing requirements. Practicum fee in addition to tuition. Prerequisites: PSYC 591.

PSYC 593. Counseling Practicum III. (2).
Students attend practicum seminar while acquiring supervised clinical hours at either CLU Community Counseling Services or an approved external practicum site. Students complete practicum seminar and clinical site requirements. Completion of PSYC 591, 592 and 593 constitutes a 12-month practicum with the expectation of a minimum of 225 supervised clinical hours. Clinical hours are applicable toward licensing requirements. Practicum fee in addition to tuition. Prerequisites: PSYC 592.

PSYC 594. Counseling Practicum Continuation. (1-2).
This elective permits additional supervised clinical hours and does not substitute for the three required counseling practicum courses. Students attend practicum seminar while acquiring supervised clinical hours at either the CLU Community Counseling Services or an approved external practicum site. Clinical hours are applicable toward licensing requirements. There is an expectation of 10 hours of availability at the practicum site per week, per credit hour. Practicum fee in additional to tuition. Pre-requisites: PSYC 530, PSYC 520, Individual Therapy Requirement, completion of a minimum of 17 semester credits of coursework and consent of the Practicum Committee.

PSYC 599C. Thesis Continuation. (0).

PSYC 599D. Thesis Supervision. (1).
Pacific Lutheran Theological Seminary

- **Welcome to Pacific Lutheran Theological Seminary** ([https://www.plts.edu](https://www.plts.edu)) (PLTS) of California Lutheran University ([https://www.callutheran.edu](https://www.callutheran.edu)) is a seminary of the Evangelical Lutheran Church in America. ([http://www.elca.org](http://www.elca.org)) We are a faith and learning community dedicated to excellence in theological education for developing leaders for the church in the world. Our bustling downtown location, dynamic faculty, cutting-edge curriculum, closely-knit community, and membership in the multi-denominational and multi-religious Graduate Theological Union ([https://www.gtu.edu](https://www.gtu.edu)) provide a unique setting for wrestling with issues of Christian faith, discipleship, and the communication of the Gospel to a world in need of truly good news.

Four orienting perspectives characterize PLTS’ role in the church and our approach to theological education:

- **Nurturing a life-giving relationship with God** includes embracing and sharing the life-changing power of God’s love through Jesus and cultivating spiritual practices and skills for building community that strengthens people spiritually.

- **Intellectual engagement with Scripture, faith traditions, and the world** involves hearing and interacting with theological voices from the margins of power and privilege and putting Christian beliefs and practices into collaborative engagement with other religious traditions and secular disciplines.

- **Faithful social transformation** grounded in the good news of Jesus Christ endeavors to build communities of resistance and hope by integrating the spiritual and political dimensions of life through theological reflection, social analysis, and implementing strategies to work for justice and ecological healing.

- **Learning through a socio-ecological lens** that looks at race, class, gender, and earth in order to develop competencies for effective community engagement in diverse cultural and political contexts.

is an inclusive community and offers hospitality to all who participate in our programs of study. As disciples of Christ committed to public leadership among God’s people in diverse and changing cultural contexts, we eagerly learn from and welcome one another’s diversity, including, but not limited to, theological perspective, race, ethnicity, nationality, gender identity, relationship status, age, physical ability, social and economic status, and sexual orientation.

**Community Day**

Students are expected to regularly participate on Wednesday in Community Day at PLTS. On Community Day, we gather for Eucharist, formation events and/or in formation groups, and lunch together. The Worship Committee coordinates the Wednesday worship offerings on campus, working with faculty, staff, and seminarians in the preparing and leading of campus worship. For more information about how you might get involved, please contact Dr. Carol Jacobson and Dr. Shauna Hannan.

**PLTS Academic Policies**

**University Graduate Academic Policies**

Please refer to the Graduate Academic Policies in this catalog at:

http://catalog.callutheran.edu/grad/academicpolicies/

**Academic Policies**

All Pacific Lutheran Theological Seminary academic policies and procedures (including but not limited to curricular, registration and enrollment, course learning, and academic performance policies and procedures) are subject to standard California Lutheran University policies and procedures. Any variance in policies and procedures in the PLTS Catalog are superseded by those of California Lutheran University unless determined otherwise.

I. Curricular Policies

A. **Four-year Degree Requirement**

 Normally, a seminarian cannot be awarded the MDiv or MTS without first receiving a four-year college degree. A seminarian will not be admitted to the second year of full-time degree work unless all work for the college degree is completed.

B. **Transfer of Course Credits**

Upon review by the Office of the Dean and evaluation by the Office of the Registrar, up to one year of coursework with a grade of C (or equivalent) or above may be transferred into a PLTS program. Undergraduate level courses are not transferable. In order to qualify for the PLTS MDiv degree, a seminarian presenting credits for transfer must normally be in full-time residence at PLTS for at least the final year of course work.
C. Requirement Exemptions

Seminarians may be exempted from required courses by:

1. Examination

This especially applies to first-year language, Bible, and history courses prior to the opening of fall semester. The successful completion of an examination does not carry course credit but permits the seminarian to substitute advanced courses in the subject area. Work in addition to the examination or specific advanced courses may be prescribed.

2. Equivalent Courses

Equivalent courses taken at another graduate-level school. To establish equivalency, in addition to a transcript record, seminarians should provide a course syllabus to be reviewed by the faculty of a subject area. Equivalency does not necessarily carry course credit.

D. Variance from Prescribed Program Procedure

In all cases of variance from the prescribed program, the seminarian should confer with their academic advisor, who will be in consultation with the Office of the Dean. Consultation with the Office of the Dean will be required before approval is final. The seminarian is responsible to see that a record of permission for the variance is included in their file by the Office of the Dean.

E. Full-Time Descriptions for Programs

A full-time program is defined as 12 credits per semester. 6 credits per semester is the minimum required to qualify for financial aid.

Note: Assuming a year-long internship, the MDiv seminarian starting prior to 2018 must average 27 credits per year of coursework in order to graduate in four years in the MDiv. For the seminarian starting the MDiv in 2018, the seminarian must average 36 credits per year of coursework in order to graduate in three years in the MDiv.

G. Maximum Time Allowed to Complete Programs

MDiv (starting 2018): 4 years + internship
MDiv (prior to 2018): 6 years + internship
MTS: 4 years
CTS and CATS: 2 years

Note: Credit transferred to programs is applied to time allowed in all programs.

1. Minimum Tuition Requirements

The allowable minimum tuition paid for the MDiv (prior to 2018) completed at PLTS must equal full-time tuition for six semesters, plus internship year charges based on charges in effect during the years of enrollment. For the MDiv (starting in 2018), the minimum tuition paid must equal full-time tuition for four semesters, plus internship year charges based on charges in effect during the years of enrollment. For seminarians transferring from other schools, minimum tuition required for the MDiv and MTS degrees will be adjusted according to a determination of the number of credits transferred to the PLTS degree program.

II. Registration and Enrollment Policies

A. Course Planning

Seminarians are expected to take courses as prescribed in the curricula which apply to their programs and classes upon entrance to PLTS. Seminarians must have prior permission for any variance. This permission is recorded on the Completion, Waiver, Substitution or Delay of Required Course Form available from the Office of the Dean and online (https://www.plts.edu/students/forms.html). The form must be completed and submitted to the Office of the Dean before a seminarian can register for a substituted class. There is normally a limit of two special reading (independent study) courses during the seminary program. Exceptions to this policy are approved by the academic advisor in consultation with the Office of the Dean.

The seminarian should also be cognizant of the fact that classes are scheduled with the prescribed course sequence in mind. Variance in the program may result in schedule conflicts. In the case of a schedule conflict, the regularly scheduled required course has priority. Seminarians starting in 2018 are required to submit a Program Variance Form (found online (https://www.plts.edu/students/forms.html)) prior to going off the recommended sequence for their program. To view individual progress towards a degree, seminarians can use the Program Evaluation tool under Students in WebAdvisor in their MyCLU.

B. Area and Free Electives
Electives may be taken from among appropriate courses offered by any of the members of the GTU combined faculties. Beyond the courses offered through PLTS and affiliated GTU schools, seminarians may participate in the program offerings of the centers related to the GTU. Courses cross-listed in two areas (for example, STNTxxxx) can only be used to satisfy electives in the area listed first (in this case, ST) unless determined otherwise by the area faculty and approved by the Office of the Dean.

Full-time degree seminarians may also register for one course each term at the University of California at Berkeley or other accredited institutions in the area (i.e., Mills College or Holy Names College). Contact the Office of the Dean or the GTU Common Registrar for cross-registration details.

C. Residential and Online Courses

One-third of course credits applied toward completion of the MDiv must be taken in residence. For the MDiv prior to 2018, 26.5 credits must be residential. For the MDiv starting in 2018, 24 credits must be residential. For the MTS, 37.5 credits must be residential.

D. Summer Session Credit

Seminarians may apply credit received from courses in GTU school summer sessions to elective requirements with permission of the Office of the Dean. Seminarians wishing to apply credit from other continuing education courses must receive prior approval from the Office of the Dean, and credit is subject to transfer credit policies.

E. Registration

Registration for all courses, required and elective, takes place under the direction of the Office of the Registrar at the time and place announced prior to each semester. The one exception is courses offered by UC Berkeley; registration for these courses is usually well in advance of GTU registration. Therefore, seminarians wishing to take such courses should make early inquiry regarding dates. A full-time degree seminarian may take one course per semester at the UC Berkeley at no charge. Registration instructions from the Office of the Registrar are sent via e-mail to seminarians for each term. Please note: Requests for admission to limited-enrollment classes may be submitted two or more weeks before classes begin.

F. Normal Course Load

A normal course load is considered to be 12-15 credits per semester. A seminarian in good standing may take 18 credits. More than 15 credits requires the permission of the Office of the Dean after approval by the seminarian’s academic advisor, and may result in the payment of additional tuition.

G. Change of Enrollment

Changes made during the first two weeks of a term do not incur any tuition charges. Thereafter, charges may apply. After the deadline for registration, any change in enrollment will require an Enrollment Petition found under Forms (https://www.plts.edu/students/forms.html). No changes of enrollment (dropping or adding a course, changing credits or grading option) are permitted after the tenth week of the semester. With the permission of the instructor, a seminarian’s academic advisor, and the Office of the Dean, a seminarian may be allowed to withdraw from a course after the deadline. In such a case, the instructor has the option of recording a grade of W that will be placed on the seminarian’s transcript. The instructor also has the option to include an explanatory letter that will be placed in the seminarian’s file.

Satisfactory Academic Progress

California Lutheran University is required to ensure that students receiving federal and/or institutional financial assistance meet minimum Satisfactory Academic Progress (SAP) requirements.

Students must meet minimum requirements in Grade Point Average (GPA), completion of courses, and be making steady progress toward degree completion. Students who do not maintain SAP requirements will lose their eligibility for some or all financial aid programs.

Students’ progress is evaluated at the conclusion of each term and all work is evaluated cumulatively, even work completed in semesters when no financial aid was received.

The Pacific Lutheran Theological Seminary (PLTS) SAP is designed to take into consideration program requirements, contextual education, and formational requirements appropriate to the certificate and degree programs of a theological seminary. The PLTS SAP procedure is designed to encourage success by making provisions for each seminarian to steadily work towards graduation requirements as well as maximize opportunities for improvement through personal effort and institutional support.

Note, though not the minimum requirement necessary to meet progress, PLTS strongly encourages seminarians to maintain a 3.0 or better cumulative GPA throughout their tenure at the Seminary.

PLTS SAP requirements:

1. **GPA**: Maintain a cumulative minimum 2.50 GPA. Successful completion of a course requires a grade of “C” or better. Repeated courses are treated per the institution’s standard Repeated Coursework Policy (https://www.callutheran.edu/financial-aid/policies-eligibility/repeated-coursework.html).

2. **Satisfactory Contextual Education and Formation Requirements Completion**: Completion of contextual education and formation requirements of the program with a Pass (P) grade;
3. **Satisfactory Enrollment and Completion of Course Load (Pace):** Students must achieve a 67% successful completion rate of their cumulative coursework in order to remain eligible for financial aid. This is measured in terms of total units completed divided by total units attempted.

4. **Satisfactory Advancement in the Program (Maximum Time Frame):** Completion of the certificate or degree in the maximum time allotted to complete the program; 150% of the units required to receive the degree or certificate. MDiv (prior to 2018): 79.5 x 150% = 119 maximum attempted units; MDiv (starting in 2018): 73 x 150% = 109 maximum attempted units; MTS: 49.5 x 150% = 74 maximum attempted units; CATS 24 x 150% = 36 maximum attempted units.

**Satisfactory Academic Progress Procedure**

At the end of each semester, the Office of the Dean in conjunction with the Financial Aid Office reviews the academic records of progress for each seminarian to determine if the seminarian made Satisfactory Academic Progress. Students will be notified in writing and through electronic communication when it is determined they are NOT meeting minimum SAP standards. The notification will include their standing and steps for expected improvement.

**Level 1: SAP Notice:**

When a student is still maintaining SAP standards but is in danger of going below standards the school will notify the student through a “SAP Notice” status. Such situations warranting a “SAP Notice” might include but is not limited to:

1. A seminarian receiving one or more F's/Fail/NC's in any term, and/or whose cumulative grade point average (GPA) has fallen below a 3.0 average but remains above 2.5
2. A seminarian who will exceed the maximum time allotted to complete a program in the next academic year.

While on SAP Notice a seminarian is eligible to receive all types of financial aid. The Notice will include a statement that failure to meet minimum SAP standards at the conclusion of following semester may result in placement on Financial Aid Warning. In some cases, students may receive multiple SAP Notice status determinations (i.e. multiple semesters of maintaining minimum GPA but also earning grades less than “C” in one or more classes).

**Level 2: SAP Warning:**

A student is placed on SAP Warning the first time (or any time after a successful semester) they fail to meet one or more of the minimum SAP standards.

1. During the semester a seminarian is on warning, they will remain eligible to receive all types of financial assistance programs.
2. The warning will include written notification to the seminarian that failure to meet SAP in the following semester will result in being ineligible for institutional and federal financial aid in future semesters.
3. A student cannot receive Warning status in consecutive semesters.

Note: With being placed on warning, the Office of the Dean may advise the seminarian to follow up with a spiritual care team member about vocational discernment.

The seminarian’s academic advisor is notified that the seminarian has been placed on warning, and a Formation Conversation is scheduled to determine or revise a Program Success Plan that includes a course of action for improvement or completion in the next term. The course of action will be placed on file.

**Level 3: SAP Suspension:**

Following a semester on SAP Warning, if a student does not meet all SAP standards they will be placed on SAP Suspension and made ineligible for federal, institutional, and other types of financial aid. The student remains ineligible for financial aid until they have successfully completed one of the following processes to take them off SAP Suspension:

1. Meet all SAP Standards
2. Successfully appeal the suspension and be placed on SAP Probation

Students may continue to be enrolled in the Seminary but will not be eligible for financial aid programs while in the Suspended Status.

**SAP Probation and Reinstatement of Aid Eligibility:**

Students may become eligible for financial aid through one of two processes.

1. Meet all SAP Standards. When they have completed a semester and are in good standing in GPA, Pace, and Maximum Time Frame standards they must notify the Office of the Dean and the Financial Aid Office to request to have their aid reinstated. The reinstatement is not retroactive and only applies in semesters moving forward in the program.
2. Appeal Process (SAP Probation)

A student may appeal the suspension for extenuating circumstances. Extenuating circumstances include, but are not limited to, personal illness/accident; serious illness or death to an immediate family member; or other reasons beyond the reasonable control of the student.

1. The student must complete the SAP Appeal Form and include all requested documentation and an academic plan outlining their educational plan through graduation.
2. Appeals must be submitted within 30 days of the date of the SAP notification.
3. Appeals will be reviewed by the Appeals Committee
4. Students will be notified of the determination of the Appeals Committee and the decision is final.
5. Denied appeals mean the student is ineligible for financial aid.
6. Approved appeals mean the student is placed on “SAP Probation” and allowed to continue to receive financial aid as long as they:
   a. Continue to improve their SAP standards and make satisfactory progress toward graduation. Failure to meet SAP Standards or meet all requirements of probation will result in immediate SAP Suspension.
   b. Meet all requirements outlined for the student’s specific Probation plan and follow all special instructions provided in the appeal approval letter.
7. Probations can be one or more semesters. The length is determined the Appeal Committee. Probation lengths are determined the ability and length of time needed to meet all SAP Standards before Maximum Time Frame is expired
8. Probation lengths are not automatically extended
9. The SAP Probation status is lifted once the student is in good standing on all SAP standards.

Note: All students must be in good standing with SAP requirements and all internship prerequisites must be completed prior to beginning an internship program.

Satisfactory Academic Progress

California Lutheran University is required to ensure that students receiving federal and/or institutional financial assistance meet minimum Satisfactory Academic Progress (SAP) requirements.

Students must meet minimum requirements in Grade Point Average (GPA), completion of courses, and be making steady progress toward degree completion. Students who do not maintain SAP requirements will lose their eligibility for some or all financial aid programs.

Students’ progress is evaluated at the conclusion of each term and all work is evaluated cumulatively, even work completed in semesters when no financial aid was received.

The Pacific Lutheran Theological Seminary (PLTS) SAP is designed to take into consideration program requirements, contextual education, and formational requirements appropriate to the certificate and degree programs of a theological seminary. The PLTS SAP procedure is designed to encourage success by making provisions for each seminarian to steadily work towards graduation requirements as well as maximize opportunities for improvement through personal effort and institutional support.

Note, though not the minimum requirement necessary to meet progress, PLTS strongly encourages seminarians to maintain a 3.0 or better cumulative GPA throughout their tenure at the Seminary.

PLTS SAP requirements:

1. **GPA**: Maintain a cumulative minimum 2.50 GPA. Successful completion of a course requires a grade of “C” or better. Repeated courses are treated per the institution’s standard Repeated Coursework Policy (https://www.callutheran.edu/financial-aid/policies-eligibility/repeated-coursework.html).
2. **Satisfactory Contextual Education and Formation Requirements Completion**: Completion of contextual education and formation requirements of the program with a Pass (P) grade;
3. **Satisfactory Enrollment and Completion of Course Load (Pace)**: Students must achieve a 67% successful completion rate of their cumulative coursework in order to remain eligible for financial aid. This is measured in terms of total units completed divided by total units attempted.
4. **Satisfactory Advancement in the Program (Maximum Time Frame)**: Completion of the certificate or degree in the maximum time allotted to complete the program; 150% of the units required to receive the degree or certificate. MDiv (prior to 2018): 79.5 x 150% = 119 maximum attempted units; MDiv (starting in 2018): 73 x 150% = 109 maximum attempted units; MTS: 49.5 x 150% = 74 maximum attempted units; CATS 24 x 150% = 36 maximum attempted units.

Formation Conversation Process

This process is designed to provide a means to assess a seminarian who demonstrates a need for growth in areas of ministry preparation via their behaviors and interactions in learning and/or other seminary settings. This process is also used when a seminarian is not making satisfactory academic progress.

The process is intended to provide the seminarian with honest and constructive feedback about these growth areas and to determine an appropriate course of action for the seminarian to take in order to address these growth areas.

Below are the steps of this process:

1. **Review in Executive Session of the Faculty**

   If a need for growth in areas of ministry preparation are expressed during an executive session of the faculty, and it is deemed necessary, the academic advisor will have the responsibility for arranging a formation conversation meeting with the seminarian.
2. Meet with the Seminarian

The academic advisor will make an appointment with the seminarian to 1) meet in person to notify the seminarian of the need for a formation conversation, 2) review the formation conversation process with the seminarian, and 3) refer the seminarian to spiritual care for support through this process. [The advisor can request that another faculty member be present if this is desired.]

3. Documenting Details

The academic advisor will follow up with faculty members who have expressed concerns about the seminarian during the review in executive session to document details as appropriate. This documentation serves as the basis for outlining the reasons for calling the formation conversation.

4. Conversation Composition

A conversation consists of the seminarian, the seminarian’s academic advisor, a second faculty member, and a member of the Spiritual Care Team as an observer. If the matter involves Contextual Education matters, a representative from the Contextual Education Office may also be present.

5. Observer Selection and Responsibilities

The seminarian selects an observer from among the Spiritual Care Team members. The seminarian will need to give written release to the observer to hear the details of the conversation. The release form will be provided by the academic advisor. The observer may ask clarifying questions during the process.

6. Schedule a Conversation

The academic advisor will schedule a formation conversation meeting that will work for all parties and notify all parties of the date, time, and location.

7. Outline Growth Areas in Preparation for Ministry

The academic advisor provides the seminarian with an outline of reasons for calling the formation conversation. This outline provides the grounds for the ensuing conversation to give concrete means for the seminarian to address growth areas.

8. Distribute the Outline in Preparation for Conversation

Copies of the outline are distributed by academic advisor in advance of the conversation. All distributed materials are considered “Confidential” and may not be copied or shared. Distributed materials will be returned to the academic advisor following the conversation, and all surplus materials will be destroyed in an appropriate manner by the academic advisor.

9. Formation Conversation

The academic advisor begins by providing reasons for the conversation. [1] (p. ) Discussion then occurs among the faculty representatives regarding all pertinent information, and questions are prepared for the conversation with the seminarian. The seminarian and observer are then invited into the conversation. In conversation with the seminarian, the conversants will develop appropriate outcomes or conditions to address the growth areas or an agreed upon plan to address program success (Program Success Plan). [2]

10. Meeting Outcomes to Address Growth Areas or Following a Plan to Address Program Confusion

The determination that the seminarian has fulfilled all outcomes or conditions, or is effectively utilizing the plan developed will be brought to the faculty by the academic advisor following completion or at the end of any specified timeline and a follow-up conversation. Should the seminarian request an extension to fulfill specified outcomes or conditions, the academic advisor will bring this request to the faculty for consideration.

[1] (p. ) Additional structural clarity to the process is as follows: Prayer, Preparation (the members of the conversation will discuss the seminarian’s circumstances, consider the seminarian’s gifts for ministry, and determine questions to ask or areas of concern to pursue with the seminarian), Invitation (the seminarian and the observer will be invited into the meeting), Prayer, Conversation (the members of the conversation will have conversation with the seminarian, naming gifts, asking questions, pursuing growth areas, and identifying potential ways to grow), Deliberation (the seminarian and observer will leave the meeting to wait for a decision to include conditions, and the members of the conversation will deliberate in order to come to a decision), Decision (a decision with outcomes/conditions will be made during deliberation), Invitation (the seminarian and observer will be invited into the meeting and the decision will be communicated to the seminarian), and Prayer.

[2] (p. ) The course of action for improvement may include a reduced course load, taking one or more courses as Pass/Fail, other requirements that maximize improvement in the following semester, and/or regularly scheduled meetings with the seminarian’s academic advisor. The course of action for completion must include a schedule with deadlines for completing the outstanding program requirements.
ADVISEE RESPONSIBILITIES

As a student, you are empowered to plan and are responsible for your program and any licensure process you are in. Your responsibilities include:

NOTING CALENDAR INFORMATION

• Knowing and meeting deadlines for all Classroom, Contextual Education, Licensure (Candidacy), and Academic programming, and any other deadline related to your study and vocational preparation.

CHECKING COMMUNICATIONS

• Regularly checking your seminary email account and/or having your seminary email account forward to the email account you regularly check.

KNOWING PROGRAM REQUIREMENTS

• Reviewing your program evaluation in MyCLU to become familiar with your program requirements and to regularly check on your progress.
• Being knowledgeable about your program requirements.

PLANNING AND MAINTAINING YOUR PROGRAM

• Planning your program requirements with advice from your advisor.
• Fulfilling your program requirements.
• Keeping records of your program progress.
• Submitting appropriate Forms (https://www.plts.edu/students/forms.html) for fulfilling course, program, and licensure requirements.
• Contacting the Associate Dean (cevans@plts.edu) and Registrar’s Office (purmort@callutheran.edu) if you notice discrepancies in your program evaluation and/or need your program updated.

SEEKING CONTEXTUAL EDUCATION ADVICE

• Noting information about contextual education requirements sent out by email from the Contextual Education Office.
• Making an appointment with Dr Leslie Veen (lveen@plts.edu), Director of Contextual Education, to discuss contextual education requirements of your program, including enrollment; placement; and questions, issues, or concerns that arise while in placement.
• Updating your advisor about what Dr Veen advises regarding contextual education requirements after you have checked in with Dr Veen.

SEEKING ADVISING RECOMMENDATIONS

• Attending the semestery Registration Hub information sessions in preparation for registration or any other registration information session offered;
• Making an appointment and meeting with your advisor at least once each semester for program review, program planning, and registration.
• Coming prepared for your advising appointment by reviewing information emailed by the Associate Dean and the Registrar’s Office and/or distributed during the Registration Hub, reviewing your program evaluation, reviewing your program recommended sequence, reviewing course offerings for the upcoming sessions/semesters for which registration is opening, and locating suitable courses to fulfill program requirements in the recommended sequence.
• Consulting your advisor before making registration or program changes.

SEEKING LICENSURE (CANDIDACY) RECOMMENDATIONS

• Checking with the Associate Dean regarding licensure (candidacy) timing, scheduling, and questions.
• Updating your advisor about recommendations from the Associate Dean.
• Attending licensure (candidacy) workshops offered by the Associate Dean.
• Submitting forms and paperwork to seminary and synod offices to schedule and complete licensure (candidacy) requirements and interviews.

REGISTERING FOR COURSES

• Registering for courses during each registration period.
• Verifying your registration by reviewing your class schedule.
Notifying the Associate Dean and Registrar’s Office if there is a discrepancy in your registration.

SEEKING ACADEMIC SUPPORTS

- Being in conversation with your instructors in advance about absences, assignment questions, and difficulties with assignments.
- Making arrangements with support services, including Disability Support Services (https://www.callutheran.edu/students/disability-services) if you require accommodations, the Writing Center (https://www.callutheran.edu/students/writing-center) if you require writing assistance, and the GTU Library Reference Desk (https://www.gtu.edu/library/get-help/contact-us) if you require research assistance.

CHECKING IN WITH FINANCIAL AID AND/OR VETERANS RESOURCES

- Consulting with the Financial Aid Office and/or Veterans Resources before making registration or program changes, including changes recommended by your advisor, the Associate Dean, and/or Registrar’s Office. You are responsible for checking with Financial Aid and/or Veterans Resources about how a recommended change might affect your financial aid, financial aid status, and/or veterans benefits. You are responsible for adjusting your program accordingly to meet your financial aid needs and requirements, and notifying your advisor, the Associate Dean, and/or the Registrar’s Office of these changes and why.

TAKING CARE OF HOLDS AND PAYING FEES

- Checking your MyCLU to see if there are holds on your account: Business, Registrar, Program, Library, Veterans, etc.
- Doing what is needed to clear holds.
- Paying any fees related to holds, not registering for courses on time, etc.

CHECKING IN REGARDING PLACEMENT

- Making a plan (https://www.plts.edu/students/documents/GraduationPlanWorksheet.pdf) for post-graduation support, living, and working arrangements.
- Meeting with the Associate Dean regarding ecclesial placement (assignment).
- Consulting with Career Services (https://www.callutheran.edu/students/career-services) about interim placement while awaiting call and/or about long-term placement opportunities.

BEING EMPOWERED AND RESPONSIBLE

- Understanding that your advisor, Contextual Education Director, Associate Dean, and Registrar’s Office are here to assist you, and you are ultimately responsible for meeting your course, sequencing, registration, program, and licensure (candidacy) requirements as well as seeking the supports you need.

Programs Offered

The University offers the following degrees and certificates through the Pacific Lutheran Theological Seminary (PLTS):

- Master of Divinity Degree
- Master of Theological Studies
- Certificate of Theological Studies
- Certificate of Advanced Theological Studies
- Certificate of Theological Education for Emerging Ministries (T.E.E.M.)

Master of Divinity

The Master of Divinity (M.Div.) is a professional degree designed to develop biblical, theological, historical, practical, and contextual competencies, and to integrate these competencies in the practice of leadership in congregations and related ministry settings. The M.Div. prepares students for Word and Sacrament ministry in the ELCA, ordained ministry in another Christian tradition, Word and Service ministry in the ELCA especially in chaplaincy or other professions requiring a 72 credit hour degree, and specialized lay ministries.

The M.Div. degree program consists of 73 credit hours of coursework, contextual coursework, and co-curricular requirements. The minimum for full-time status for the M.Div. program is 12 credits per semester. A normal course load to complete the program in two academic years plus internship is 15 credits per semester. Intensive courses during two January terms and one May term are also required. Core courses must be taken with PLTS faculty. Substitutions to this requirement must be approved by the faculty member teaching in the area and by the Office of the Dean.

Contextual coursework include Ministry in Context, Clinical Pastoral Education, and Internship. Contextual courses require a one-time completion of a professional boundaries workshop prior to beginning at a site.
Ministry in Context is defined as 6 preparation and contact hours per week in a congregation for two semesters and in a community organization for one semester and receives 0.00 credit hours per semester.

Clinical Pastoral Education is normally completed in an ACPE accredited site during the first summer in program.

Internship ordinarily consists of 40 contact hours per week over the course of twelve months. Internship includes weekly pastoral visits, worship leadership, administrative duties, and other responsibilities as agreed upon. Internship is or exceeds the equivalent of enrollment in full-time coursework at PLTS.

A student preparing 1) for specialized lay ministry, 2) for Word and Service ministry in the ELCA, or 3) for ordained ministry in another Christian tradition will be in contact with the Contextual Education Office in order to prepare a plan for how to meet the internship requirement in a way that fulfills respectively 1) the student’s vocational requirements, 2) the requirements of ELCA candidacy for Word and Service ministry, or 3) the licensure requirements of the student’s Church body or denomination. For a student who is a member of a denomination that does not require internship, this requirement may be waived by petition to and vote by the faculty.

Co-curricular completion requirements include two semesters of participation in a Spiritual Care Group, two semesters of participation in a Spiritual Practice Group, a one-time professional boundaries workshop, an annual anti-racism training, a Safe Zone training, and other workshops and trainings designated as course pre-requisites.

**Master of Theological Studies**

The Master of Theological Studies (MTS) is a degree designed to integrate general theological disciplines and specialized competencies in preparation for academic or ministerial vocations. The MTS provides two years of graduate theological study of the core of church theology with a Lutheran emphasis—Bible, history, theology, and ethics and cultures. The MTS requires a focused specialization/area concentration and synthesis. A diaconal concentration is available for those preparing for Word and Service rostered leadership.

The MTS consists of 49.5 credit hours, including one semester of a 1.5 credit MTS seminar [FT 2095 Fieldwork/Project Development], and 15 specialization credit hours devoted to the research and preparation of a thesis [25-35 pages in length], preparation for comprehensive examinations, or preparation and completion of a project [with a written component of at least 10 pages] related specifically to a student’s chosen specialization. The MTS seminar will guide the student through the preparation and completion of an MTS thesis/project proposal. 25.5 of the 49.5 course credits must be taken at PLTS. A full-time MTS program is defined as at least 12 credit hours per semester. A normal course load is considered to be 12 credits per semester.

**Certificate of Theoretical Studies**

The Certificate of Theological Study (CTS) is awarded to those who complete one year of theological study (at least 12 credit hours per semester for 2 semesters) by seminarians interested in furthering their theological education. Courses in the areas of Bible, church history, systematic theology, and Christian ethics or cross-cultural studies (12 units total) must be taken from PLTS faculty members. The remainder of the seminarian’s program (12 additional units) is arranged to meet her or his special interests and goals. Due to federal regulations on gainful employment programs, the CTS is not eligible for federal financial aid.

**Certificate of Advanced Theological Studies**

The Certificate for Advanced Theological Studies (CATS) is awarded to those who complete one year of theological study (at least 12 credit hours per semester for 2 semesters). The CATS may also include internship (except international students). The CATS is designed for seminarians who already hold an MTS or MDiv degree (or their equivalents) in another institution [e.g., roster-seeking MTS or MDiv seminarians graduated from non-ELCA seminaries needing to fulfill core Lutheran courses and other requirements of the Lutheran-Year-In-Residence, including contextual education and formation requirements]. At least one-half of the units must be taken from PLTS faculty members. For a seminarian who desires to complete the CATS and for whom denominational requirements do not include contextual education requirements, these requirements may be waived by petition to and vote by the faculty.

**Certificate of Theological Education for Emerging Ministries (T.E.E.M.)**

The TEEM program develops leaders whose gifts are particularly needed for the mission of the church in urban, rural and specific ethnic-cultural ministries. TEEM begins when candidates ministering a congregation are given entrance by the Bishop and Candidacy Committee. Three years of study combines 16 courses and 4 workshops held on the PLTS campus in October and January and at Luther Seminary in June. Seminarians prepare for classes through self-study at home with the guidance of a local (academic) mentor pastor, along with a supervised Internship and a unit of Clinical Pastoral Education (CPE). The Theological Education for Emerging Ministries (TEEM) is granted by PLTS to seminarians who have fulfilled the ELCA’s academic and candidacy requirements for ordained ministry. An Award of Affiliation may be earned by students whose synod does not require the full certificate. A student must complete at least three of the courses listed below.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TMPS 1000</td>
<td>Pastoral Care</td>
<td>1</td>
</tr>
<tr>
<td>TMOT 1015</td>
<td>Introduction to Old Testament</td>
<td>1</td>
</tr>
</tbody>
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California Lutheran University
TMOT 1010  Old Testament Prophets  1
TMNT 1010  Introduction to New Testament  1
TMNT 2000  Pauline Epistles  1
TMFT 2000  Ministry in Context  1
TMHM 1051  Preaching I  1
TMHM 2051  Preaching II  1
TMHR 1000  World Religions  1
TMHS 1000  Church History  1
TMHS 1001  Lutheran Confessions  1
TMST 1004  Systematic Theology I  1
TMST 2004  Systematic Theology II  1
TMLS 1030  Lutheran Liturgy  1
TMED 1015  Christian Education  1
TMCE 1000  Christian Ethics  1

Workshops
TMFT 1010  Evangelism  0
TMFT 1015  Youth Ministry  0
TMFT 1020  Stewardship  0
TMFT 1092  Teem Internship  0
TMFT 1005  E.L.C.A. Polity  0
TMFT 1025  Safe Boundaries  0

Biblical Studies Courses

BS 224. Esegesis Workshop: Greek. (1).
This course is designed to apply the basic linguistic tools learned in Biblical Greek to the task of interpreting the biblical text in the context of preaching. This course focuses on the text selected in Biblical Preaching. The emphasis is on understanding the nuances of approaching the text in its original language with the purpose of making it available to a worshipping audience.

BS 1002. Basic Greek I. (3).
Taught by SFTS. Introduction to basic grammar and vocabulary needed to begin reading biblical Greek. This course or the equivalent is a prerequisite for Basic Greek II, the intensive course given during January Intersession.

BS 1003. Basic Greek II. (3).
Taught by SFTS. Intensive introduction to working with the Greek text of the NT; assumes familiarity with the Greek alphabet and some basic vocabulary and grammatical concepts. Class meets at SFTS. 1/7/19 - 1/25/19.

BS 1010. Elements of NT Greek. (3).
Taught at CDSP. This course offers an introduction to the Hellenistic (Koine) language as found in the New Testament. The emphasis is on exposure to the basic features of New Testament Greek, the use of exegetical tools and the ability to use Greek for practical purposes such as preaching and teaching in the context of ministry. Assignments include daily quizzes, written homework assignments, exams and short exegesis exercises. The course is primarily intended for students in MDiv programs or the equivalent; all are welcome to enroll.

BS 1020. NT Greek I: An Introduction. (3).
Taught by GTU. Introduction to basic grammar and vocabulary needed to begin reading biblical Greek. This course or the equivalent is a prerequisite for Basic Greek II, the intensive course given during January Intersession.

BS 1021. NT Greek II: An Introduction. (3).

BS 1036. Ecclesiastical Latin I. (3).
Taught at JST. This first half of a year's course aimed at preparing students to read (with a dictionary) Latin from Vulgate to recent Vatican documents. No prerequisites except rediness to come to class and study two/three hours in preparation. Daily recitation, occasional quizzes, midterm and final. Text: J.F. Collins, "A Primer of Ecclesiastical Latin" (CUA Press).

BS 1037. Ecclesiastical Latin II. (3).
Taught by JST. A continuation of Ecclesiastical Latin I. Same text, same requirements. My hope is to finish the Collins Text before the end of the term and have time for reading of real texts from Bible and Christian Latin authors such as Augustine and Aquinas.
BS 1042. Latin I & II: Intensive Study. (6).
This six week course (June 12-July 21) covers two semesters of Latin. The course offers an introduction to the grammar and syntax of Latin. The goal is to learn Classical and Medieval Latin well enough by the end of Semester II to read accurately, precisely, and without extensive help. Exercises and readings are drawn from original texts of Classical and Medieval authors. There is strong emphasis on etymology, vocabulary, and comparative grammar. The three paperback textbooks are Wheelock's Latin, 7th edition (2011); Workbook for Wheelock's Latin by Paul Comeau and Richard LaFleur (2000); and Thirty-Eight Latin Stories Designed to Accompany Wheelock's Latin by Anne Groton and James May (2004). Grades for each semester are made up of four components: class participation including regular quizzes, written exercises, tests every four chapters (of 40 chapters overall), and a cumulative exam at the end of the semester. The course fulfills the Latin requirement for the JST or Boston College School of Theology & Ministry S.T.L. degree. Professor Greg Carlson is happy to answer questions about the course.

BS 1110. Biblical Hebrew. (3).
Taught by PLTS and CDSP. The purpose of this course is to provide the student with a working knowledge of Biblical (Classical) Hebrew; by the end of the course, the student will be able to read any passage of narrative in the Hebrew Bible with the aid of a lexicon (dictionary). The ability to reach this goal is dependent upon three primary areas of comprehension: 1) Knowledge of the Hebrew writing system (consonants and vowel points), 2) Knowledge of Hebrew grammar and basic syntax, and 3) Knowledge of Hebrew vocabulary. Classroom time will be primarily devoted to introducing and reviewing these various facets. The primary place where the student will learn the language is in his or her own private, independent study. The learning of a new language is extremely time-intensive. The student should be prepared to spend 2 to 3 (or more) hours every day in preparation. Success in this program is almost solely dependent upon the dedication of the time and energy of the student to this class. This requirement of the class cannot be emphasized enough.

BS 1120. Basic Hebrew I. (3).
Taught by SFTS. An introduction to the basic phonology and morphology of biblical Hebrew. This course or the equivalent is a prerequisite for Basic Hebrew II, the intensive course given in January Intersession.

BS 1121. Basic Hebrew II. (3).
Taught by SFTS. The second (intensive) half of a course aimed at enabling students to achieve reading knowledge of biblical Hebrew. Class meets weekdays, at SFTS. BS1120 or equivalent] 1/7/19 - 1/25/19.

BS 1127. Elementary Biblical Hebrew I. (3).
Taught at GTU. This is the first half of a year long course introducing the basic grammar of biblical Hebrew. The course focuses on the basics of phonology (sounds), morphology (forms), and syntax (word order and function) for biblical Hebrew. The primary purpose of this course is to establish a foundational understanding of biblical Hebrew for students pursuing further study of the language. Issues of exegesis and interpretation will be discussed where appropriate, but the main focus of this course will be learning the grammar of biblical Hebrew. [20 max enrollment].

BS 1128. Elementary Biblical Hebrew II. (3).
Taught by GTU. This is the second half of a year long course introducing the basic grammar of biblical Hebrew. The course focuses on the basics of phonology (sounds), morphology (forms), and syntax (word order and function) for biblical Hebrew. The primary purpose of this course is to establish a foundational understanding of biblical Hebrew for students pursuing further study of the language. Issues of exegesis and interpretation will be discussed where appropriate, but the main focus of this course will be learning the grammar of biblical Hebrew. [BS 1127 or equivalent; 20 max enrollment].

BS 1145. Introduction to Biblical Greek. (1.5).
This course is designed to provide students with the basic linguistic tools to approach the Greek New Testament. This course focuses on vocabulary, grammar, and short translations. The emphasis is on becoming familiar with the basic grammatical structure of Koine Greek.

BS 1200. Rhetorical Use of Texts. (3).
Taught by PSR. This course is co-taught by Aaron Brody and Sharon Jacob. This course will introduce students to methodologies of interpretation of sacred texts. Focus will be placed on various texts of the Hebrew Bible and New Testament, but will include comparative texts from other sacred traditions (ancient Near Eastern, Mediterranean, and Hindu). Methods explored may include literary criticism, text criticism, and source criticism, material cultural approaches, arts and religion approaches, postcolonial, and critical race/ethnicity methods. Assignments will include several reflection papers. Assessment will be based on those papers and class participation and class presentations.

BS 1250. Using Biblical Languages. (3).
Taught by GTU/ABSW. This course introduces students to the fundamental skills of biblical interpretation including basic Greek and Hebrew analysis of biblical texts, the use of key Hebrew and Greek grammatical and lexical aids in both print and electronic resources. Students will also be introduced to basic linguistic theory and a wide range of methods of biblical criticism. Required course for MDiv students.

BS 1900. GTU Holy Land Tour/Seminar. (1.5).

Taught by CDSP and JST. The goals of this course are: to continue the study of Hebrew in 2 semesters of Elementary Hebrew (building vocabulary, morphology, syntax) and to read significant prose sections of the Hebrew Bible. At conclusion of semester course students will have developed greater proficiency in Biblical Hebrew narrative (oral reading and translation). Regular reading (oral) and translation, weekly quiz on vocabulary & morphology. [2 semesters Elementary Hebrew; Auditors with faculty permission].

Taught by DSPT. Students in the course continue the reading of biblical prose narrative begun in fall semester, with attention to the critical apparatus of BHS and some textual witnesses from Qumran. Attention given also to oral reading of the texts. Assessment by regular class participation and by two examinations. [Faculty consent required; Interview required].
Taught by SFTS. This course will give students exposure to translating a range of Hebrew texts. Students will learn nuances of Hebrew grammar, syntax, and the text critical apparatus while reading Hebrew Scripture. The class will also raise issues of how translation matters for biblical exegesis. Pass/Fail only.

Taught by ABSW. The goals of this course are: to review the grammar (morphology and syntax) learned in first year; to increase vocabulary knowledge; to introduce students to prose readings from the Hebrew Bible (especially from narrative texts). Prerequisites: 2 semesters of elementary Hebrew.

Taught by DSPT. This course is designed to develop proficiency in reading and translating New Testament Greek. For that purpose, it includes a revision of some elements of verb morphology, verbal aspect (tenses) and grammar. It nevertheless mostly consists in translating and analyzing sections of Luke, Acts and some letters from the Pauline corpus, paying special attention to syntax. The course also introduces the student to the usage of the critical apparatus of NA28. [Two semesters of Greek or equivalent; 20 max enrollment; Auditors excluded].

BS 2245. Exegesis Workshop: Greek. (0).
This course is designed to apply the basic linguistic tools learned in Biblical Greek to the task of interpreting the biblical text in the context of preaching. This course focuses on the text selected in Biblical Preaching. The emphasis is on understanding the nuances of approaching the text in its original language with the purpose of making it available to a worshipping audience.

BS 2575. Jesus and Judaism. (1).
Taught by JST. In accord with Vatican II's call for the Church to "search" its spiritual and historical ties to "Abraham's stock" (Nostra Aetate 4), this bridge course investigates the Jewishness of Jesus in the context of Palestinian Judaism of the Greco-Roman era. The course will (1) relate elements of the Gospels' narratives of Jesus' life to historical and literary developments of Second Temple Judaism, (2) compare Jesus' interpretations of Mosaic ritual laws and ethical norms to other, roughly contemporaneous Jewish teachings, and (3) examine the conflict stories in the Gospels in the light of political and social tensions of Judean life under Roman rule. Required Text: The Jewish Gospels: The Story of the Jewish Christ by Daniel Boyarin.

BS 3900. Margins, Speak. (3).
Taught by PSR. This course is a seminar on global hermeneutics and the Bible. We will concentrate on the study and critique of particular interpretations of the New Testament coming from marginalized communities that have at one time or another felt disenfranchised, powerless, and voiceless. Such communities take it upon themselves to resist the dominant interpretations and in so doing they begin to create a space in which their voices can be heard and empowered. Special attention will be given to critical approaches, issues of identity, colonialism and resistance, and the ideological spectrum between the margins and the center. In so doing, this course serves the stated program goal of helping students attend to "the continuing importance and practice of interpretation of texts and their communities in history and culture." During the semester, we will read and study biblical texts using different perspectives within a postmodern ideological framework. Under this postmodern lens, all interpretations of the biblical text -- whether historical, theological, literary or of any other kind; and whether presented by the instructor or the students -- are partial and non-universal readings. All real readers, flesh-and-blood readers like us, read subjectively and partially.

BS 4014. Advanced Greek. (3).
Taught by SFTS. THE SYMPOSIUM: This course will read selected portions of Plato's Symposium, which is one of the best known prose texts in Attic Greek. The class will translate the text and discuss its grammatical features focusing on the syntax of each sentence and morphology of the vocabulary. Pertinent philosophical ideas of Plato will also be discussed as they shed light on the linguistic features of the given text.

BS 4430. Dead Sea Scrolls & Scriptures. (3).
Taught by JST. Survey of the Dead Sea Scrolls (DSS), their discovery, archaeology and publication. Contents will include: sectarian writings, pseudepigrapha, apocrypha and biblical texts found in the Qumran `library'. Special focus on Jewish interpretations of Scriptures and their significance for understanding Judaism of the Second Temple / New Testament eras. Lecture / seminar format; student presentations/ book review/ research paper; intended for Advanced Students (M.A., S.T.L., PhD, ThD, STD); texts read in English (special sessions for students who read Hebrew). [Courses in OT and NT; Faculty Consent required; 15 max enrollment; Auditors with faculty permission].

BS 5000. Qumran Literature. (3).

BS 6005. Texts and Methods. (3).
Taught by JST. This seminar is required of all doctoral students enrolled in the concentrations of Hebrew Bible/ Old Testament and New Testament. Hermeneutical theories, methods, and approaches for biblical texts. Focus: accounts of dreams and visions in the New Testament. Evaluation: presentations, written assignments: hardcopy and online, major research paper. [Faculty Consent required; Auditors excluded].

BS 8100. Introductory Biblical Languages. (3).
This course introduces participants to the learning and use of Biblical languages through Bible Software. Participants will learn the basic morphology, syntax, and grammar of Biblical Hebrew and Biblical Greek in order to deploy this learning in the use of software. The course aims to equip participants with the initial skills needed to perform exegesis. Participants will be assessed by short quizzes, written assignments, and practice sessions. (Counted as Elective Credit).

BS 8260. Baldwin, Bible & Social Justice. (3).
Taught by ABSW. James Baldwin's biblical canon in "Go Tell It on the Mountain" and "The Fire Next Time" will be explored to identify his use of OT/NT texts to carve out a unique expression of social justice. Baldwin's texts, including texts to be selected by students, will help each participant to develop their own Baldwinian applied justice portfolio.
Ethics Social Courses

CE 1051. Intro to Christian Ethics. (3).
Taught by PSR. ONLINE Leading churches, social advocacy groups, and nonprofit organizations through processes of moral discernment and decision-making has never been quite so challenging. Over the past half-century churches have been pushed from their once privileged place at the very center of social and public life to the very margins. In addition, ongoing church scandals and what some view as unwarranted intrusions into the political arena have further eroded the moral authority traditionally accorded to churches, clergy, and other religiously identified leaders and fostered a profound skepticism and even hostility towards organized religion. This entry level course takes seriously the challenges and opportunities for doing Christian Ethics in a Postmodern context. Rather than an "issues" or "rules" -based approach, the class will focus on the key concepts, tools, and skills that students will need to clarify their own beliefs and perspectives, understand the "art" of moral reflection and discernment, and provide ethical leadership and guidance to others. This is a required course for MDiv students. This ONLINE course meets asynchronously using Moodle from 6/4/18 - 6/15/18. It has no required meeting times. High-speed internet connection required.

This course introduces the practice and theory of moral formation, discernment, and conduct through the lens of Christian Ethics. Ethics is viewed as the art-science bringing Christian traditions and critical theory to the tasks of: 1) discerning what is right for any given situation, 2) finding moral-spiritual power to act on that discernment, and 3) discovering what forms individuals and society toward the good and what mal-forms away from it. The course includes some emphasis on Anglican and Lutheran perspectives, and holds social transformation toward justice and ecological well-being as an inherent aim of Christian Ethics. This course is jointly offered by CDSP & PLTS.

Taught by DSPT. This seminar course will examine human sexuality from the perspective of the Roman Catholic tradition as experienced in various cultural contexts and in dialogue with other religious traditions. The investigation includes an examination of the Church teachings and studies by leading theologians that explore topics such as marriage, family life, single life, and celibacy. The interreligious component seeks to foster a dialogue between the Roman Catholic Church and other faith communities concerning the core topics of the course. Method of evaluation consists of two 8-10 page papers (mid-term and final), weekly moodle posts, and group presentations. The course is intended for MA/MTS, MDiv students. PHD and DMin students are welcome but must register for a course upgrade and complete a 20 pages research paper for their final paper. [Faculty Consent required; 15 max enrollment; Auditors with faculty permission].

Taught at JST. This course is a theologically and scientifically informed reflection on major issues in Christian sexual ethics, with an emphasis on the Catholic tradition. Topics include: sex and sexuality, Biblical norms for sex, marriage and divorce, celibacy, homosexuality, pre-marital sex, pornography, contraception, et al. Format is reading/discussion and lecture. Student evaluation will be based on reflection papers on the reading and a final paper on a related topic of the student's choice. [Previous study of fundamental moral theology or a graduate introductory course in ethics; Faculty Consent required].

Taught at JST. This course examines three central but often-neglected questions in Catholic social ethics. How can human labor be most life-giving? To what extent should we rethink family arrangements and gender roles in our new millennium? In what ways does our Christian vocation to care for the natural environment call for new commitments? Drawing upon recent developments such as the social teachings of Pope Francis, we will engage in moral reasoning about many issues that shape our cultural and physical environment. We will also investigate diverse Christian resources for social activism in response to the challenges of our times. Expect a combination of lecture, seminar format and student presentations. Requirements will be tailored for students in any masters or doctoral program.

CE 2012. Health Ethics. (3).
Taught at SKSM. Health and medicine lie at the intersection of theologies, morals, and our bodies. This course provides a foundation in bioethics and the complexities of health, illness and health care. Students develop the ability to apply ethical theory and biopolitical knowledge to key health issues, such as end-of-life decision-making, patient-provider relationships, responsible research, genetic/reproductive technologies, and the care of vulnerable populations, organ donation, and crisis medicine. The course includes a significant "laboratory" component, in which students develop and lead hands-on analysis of key concepts and ethical problems in order to produce valuable arguments for bioethical debate as well as pastoral leadership.

CE 2013. Morality & Ethics. (3).
Taught by ABSW. This course is part of the 5 course Public Theology program. The class will be geared toward assisting the student in establishing a systematic personal ethical method from which one does their work--training clergy and community leaders to bring their spiritual perspective to the most pressing social issues of our time - and assisting them in creating ways to have their voices be heard. INTERSESSION 2018 Class meets daily, 1/16/18-1/20/18, from 9:00am-5:00pm at ABSW.

CE 2016. Family Ethics. (3).
Taught by JST. The course will engage Christian thinking on sex, gender, marriage, family, and children. By taking family as its primary frame, the course carves out a space at the intersection of sexual ethics and social ethics. Questions include: Why do Christians care about family? What is sex for? What is gender and does it matter? What does justice have to do with marriage? Readings: Catholic and Protestant theologians, social scientists, critical theorists. Format: reading, discussion, and lecture. Student evaluation will be based on weekly reading responses, discussion, a take-home exam, and a final paper. Students should have taken one prior course in ethics.
CE 2045/2056. Fundamental Moral Theology. (3,3).
Taught by DSPT. This course (designed for the MA/MDiv/MTS levels) will consider the fundamental principles of moral theology (the teleological drive for happiness and perfection, the moral virtues, freedom and voluntariness, natural law, prudence, the determinants of the moral act, moral "objectivity" and intentionality) from the perspective of the Roman Catholic tradition, particularly in the lineage of Aquinas. We will also examine in some detail the contemporary debate over the nature and importance of the "indirectly voluntary." Students should be prepared to engage in disciplined and critical reading and thinking in the Aristotelian/Thomist tradition, and be willing and able to synthesize a large amount of sometimes complex and difficult material; this is not an easy course. The format is lecture, with opportunity for questions and discussion; students will be required to write a book review and take an in-class final examination. Class attendance is required. [Auditors with faculty permission].

CE 2056. Introduction to Christian Ethics. (3).
This course introduces the field of Christian ethics by (1) studying major theoretical approaches, in particular focusing upon Anglican and Lutheran conceptions, and (2) exploring how Christians might address contemporary ethical issues. The course thus aims to advance students' historical and theoretical knowledge but to do so in a way that provides resources for contemporary moral decision-making and pastoral leadership. The structure of the course will combine lectures with class discussions throughout. Evaluation will be based upon a vocabulary quiz, a mid-term paper, a final paper, and class participation.

CE 2500. Ethics & Economics. (3).
Taught by JST. This course brings the insights of religious social ethics and Christian theology to bear on current economic realities. How may we relate the tradition of Christian reflection on economic justice (such as the documents of modern Catholic social teaching) to the task of advancing justice for individuals, social groups and entire societies? Students will develop their skills in social analysis and the application of theological principles. They will contribute to group presentations that help their classmates explore the justice dimensions of such realities as the globalization of markets, environmental degradation, international financial institutions, social inequality and migration. We will consider threats to authentic human development such as poverty, terrorism, and consumerism as well as public policies that address these concerns in a prudential way. Expect a combination of lecture, seminar format and student presentations. Requirements will be tailored for students in any masters or doctoral program.

CE 2506. Introduction to Biomedical Ethics. (3).
Taught by JST. An introduction to major methodological and practical questions in biomedical ethics. In this course, we'll consider topics including methodologies, beginning of life issues, (e.g., reproductive technologies, stem life issues. (e.g., assisted suicide and pastoral care in the hospital setting. Topics may change if students wish to pursue a particular interest. Grades will be based on class participation, weekly reflection papers, and a final project. While there is no prerequisite for this course previous study of ethics will be helpful. [Faculty Consent required].

CE 3050. Catholic Social Teaching. (3).
Taught at DSPT. This is a seminar course focused on the Roman Catholic social teaching as expressed in the encyclical tradition from Leo XIII to Pope Francis and the Regional Bishops' Conferences of the Catholic Church. The study will examine the development of Catholic social thought as it emerges from the reading of the "signs of the times" in light of sacred scripture, natural law, and virtue. Method of evaluation consists of two 8-10 page papers (mid-term and final), weekly Moodle posts, group presentations, and monthly news analysis. The course is intended for MA/MTS, MDiv students. PHD and DMin students are welcome but must register for a course upgrade and complete a 20 pages research paper for their final paper. [Faculty Consent required; 15 max enrollment; Auditors with faculty permission].

CE 3080. Earth Ethics As Justice Ethics. (3).
This course addresses the unprecedented moral challenge facing humankind in the early 21st century. The challenge is to forge ways of living that Earth can sustain while also building social justice between and among societies. The course engages that challenge through the lens of Christian ethics. The complex intertwining of ecological destruction with racism and economic injustice on local and global scales will be a central focus. Methodological resources include liberation ethics, Earth ethics, inter-faith perspectives, eco-feminist perspectives, and eco-hermeneutics. The informing undercurrent of the course is the quest for hope and moral-spiritual agency in the face of seemingly insurmountable obstacles. The course functions as a seminar in which all participants are responsible for leading class discussion of readings.

CE 3615. Ethics & Spiritlty of Ministry. (3).
Taught by JST. What makes a good minister? What makes a bad minister? Who do you hope to become in the course of your ministry? What sustains and enlivens pastoral ministry? What particular issues and concerns are of significance in the practice of ministry? In this course, we will bring into dialogue aspects of the ethics and spirituality of ministry in various contexts: parishes, schools, prisons, etc. The aim is to develop an account of some of the virtues relevant to pastoral ministry. This account should both reflect the best aspects of the ministers who have been formative for us, and serve as a guide in our own future practice of ministry. I assume that all students bring to this class some experience in volunteer or professional ministry. While it is not a requirement of this class that students be engaged in practical ministry during this term, I strongly encourage you to do so. The course is organized according to four salient virtues for ministry: self-care, justice, fidelity and trustworthiness, and is most suitable for M.Div. and ministry-related MA students. This class is taught as a seminar. Grading will be based on weekly reflection papers, discussion facilitation, class participation, and a final paper or project. [One prior graduate level introductory moral theology or ethics class is required; Faculty Consent required; 15 max enrollment; Auditors excluded].

CE 4006. Violence, Justice and Mercy. (3).
Taught by JST. This course will consider the difficult topics of war, incarceration, sexual violence, racism, torture, and migration using the framework of justice and mercy. In each case we will ask: What does justice require? What does mercy require? Can we make sense of suffering? Is forgiveness desirable or necessary? Is healing possible? Immersion component: a one week immersion trip over spring break to El Paso/Juarez is required. Format: reading/seminar-style discussion. Student evaluation will be based on weekly one-page reading reflection papers, discussion, and a final paper. Students should have taken one prior course in ethics. [Faculty Consent required; 12 max enrollment].
CE 4035. Issues in Virtue Ethics. (3).
Taught by JST. Contemporary ethics is witnessing a resurgence of virtue and character-based modes of ethical reflection. However, one consistent challenge to this methodology is to question its adequacy as an action guide: is virtue ethics adequate to provide moral “traction” in difficult questions? How might a virtue-based approach affect analysis of moral issues? Students will delve into classical and modern virtue ethics rooted in the Thomistic/ Aristotelian tradition, and will engage two topics of their own choice using virtue ethics methodology. Grading will be based on questions posted to the course Moodle site, final paper, class participation and class presentation. [One previous class in moral theology or Christian ethics at the graduate level, or extensive work in ethics at the undergraduate level; Faculty Consent required].

CE 4040. Sexual Ethics. (3).
Taught by SKSM. Sexuality is sacred. This intensive course examines the role of sexual health for faith communities and their leaders. Students will engage key theological, ethical and public health perspectives on themes in sexual ethics, including: sexual freedom and responsibility, pleasure and desire, boundaries and consequences, heteropatriarchy and resistance, responding to violence and misconduct, abortion care, reproductive technologies, and prophetic witness for sexual justice. The course also provides students pursuing ministry and leadership within a tradition the opportunity to demonstrate their competency in professional clergy sexual ethics and promoting sexually healthy congregations. Particular emphasis is paid to queer and womanist/feminist voices on sexuality and faith. Evaluation is based on participation and discussion leadership, as well as case study analysis. It is open to both high- and low-residence students who have consistent access to technology requirements. Students should have taken the ECO Seminar, passed another course related to systemic oppression, or be willing to take a pre-course module. Relates to SKSM Threshold 5 and fulfills required course content for MFC Competency 2 [25 max enrollment; Auditors excluded].

CE 5002. Methods in Ethics. (3).
Taught by JST. Clear understanding of ethical method is a fundamental tool for teaching and research in ethics and moral theology. In ethics, methodology determines what “counts” as relevant information, the process by which that information is used, and the nature of an adequate response to a moral question. This seminar will explore the major methods used in Christian ethics and apply them to contemporary issues. Class format is lecture/discussion; weekly short papers and a final major paper on a topic of the student’s choice are required. This class is intended for GTU PhD students, JST-SCU STD and STL (comps option) students, and advanced master's degree students in all programs. [Faculty Consent required].

CE 5008. Introduction to Bioethics. (3).
Taught by GTU. This seminar will provide an overview of bioethics. Starting with the dominant philosophical approach, the course will then look to Christian approaches to bioethics. The remainder of the course will be spent examining particular issues in bioethics, including stem cell research, cloning, organ transplantation, and genetic engineering. Students will be asked to present materials related to one of the issues, write a reflection paper on a second of the issues, and write a final paper constructing a position on an issue in bioethics. No prior experience in science or ethics needed.

CE 5600. Climate Justice Climate Ethic. (3).
This course will use methodologies of Christian ethics to examine: 1) the climate crisis as a moral matter in relationship to various forms of structural injustice including injustice grounded in race/ethnicity, class, and colonialism, and 2) pathways for addressing the climate crisis. Special attention will be given to global - local connections and perspectives from marginalized communities. Methodological resources include liberation ethics, Earth ethics, post-colonial perspectives, eco-feminist perspectives, and eco-hermeneutics. This is a seminar course involving extensive reading, writing, collaborative knowledge building, and discussion grounded in the reading. Assignments include a paper, research into the climate justice movement, peer-teaching, and occasional short written assignments. The informing undercurrent of the course is the quest for hope and moral-spiritual agency in the face of seemingly insurmountable obstacles. [15 max enrollment].

CE 8109. Intro to Christian Ethics- O.L. (3).
Taught by PSR. MORAL DECISION MAKING IN A POSTMODERN WORLD Leading churches, social advocacy groups, and nonprofit organizations through processes of moral discernment and decision-making has never been quite so challenging. Over the past half-century churches have been pushed from their once privileged place at the very center of social and public life to the very margins. In addition, ongoing church scandals and what some view as unwarranted intrusions into the political arena have further eroded the moral authority traditionally accorded to churches, clergy, and other religiously identified leaders and fostered a profound skepticism and even hostility towards organized religion. This entry level course takes seriously the challenges and opportunities for doing Christian Ethics in a Postmodern context.Rather than an “issues” or “rules” -based approach, the class will focus on the key concepts, tools, and skills that students will need to clarify their own beliefs and perspectives, understand the “art” of moral reflection and discernment, and provide ethical leadership and guidance to others. Intended audience: MAST, MDiv, MTS students. ONLINE Sept 4 - December 14, 2018.

ONLINE COURSE. This course is jointly offered by CDSP & PLTS. This course introduces the practice and theory of moral formation, discernment, and conduct through the lens of Christian Ethics. Ethics is viewed as the art-science bringing Christian traditions and critical theory to the tasks of: 1) discerning what is right for any given situation, 2) finding moral-spiritual power to act on that discernment, and 3) discovering what forms individuals and society toward the good and what mal-forms away from it. The course includes some emphasis on Anglican and Lutheran perspectives, and holds social transformation toward justice and ecological well-being as an inherent aim of Christian ethics.

Taught by SFTS ONLINE - From a global interdisciplinary perspective, we consider theories of religious violence and the nature of religiously inflected conflicts. We will address theological ethics, theories and practices of peacebuilding that claim to bring about a just, decolonial peace. The course will consider ethical responses to war (pacifism, just war, just peace, humanitarian intervention), and normative regimes and peace movements that respond to violence. This hybrid course also includes three US Institute of Peace short online modules and four face to face sessions. Hybrid meeting times: We will meet four times during the semester on Friday 12-2pm. (February 8, March 1 and May 10; other meeting TBA.).
CE 8147. OL: Intro to Christian Ethics. (3).
Taught by PSR. MORAL DECISION MAKING IN A POSTMODERN WORLD Leading churches, social advocacy groups, and nonprofit organizations through processes of moral discernment and decision-making has never been quite so challenging. Over the past half-century churches have been pushed from their once privileged place at the very center of social and public life to the very margins. In addition, ongoing church scandals and what some view as unwarranted intrusions into the political arena have further eroded the moral authority traditionally accorded to churches, clergy, and other religiously identified leaders and fostered a profound skepticism and even hostility towards organized religion. This entry level course takes seriously the challenges and opportunities for doing Christian Ethics in a Postmodern context. Rather than an "issues" or "rules"-based approach, the class will focus on the key concepts, tools, and skills that students will need to clarify their own beliefs and perspectives, understand the "art" of moral reflection and discernment, and provide ethical leadership and guidance to others. Intended audience: MAST, MDiv, MTS students. ONLINE Sept 3 - December 13, 2019.

CE 8210. Intro to Christian Ethics. (3).
This online course introduces the field of Christian ethics by (1) studying major theoretical approaches, in particular focusing upon Anglican and Lutheran conceptions, and (2) exploring how Christians might address contemporary ethical issues. The course thus aims to advance students' historical and theoretical knowledge but to do so in a way that provides resources for contemporary moral decision-making and pastoral leadership. The course will be conducted online and asynchronously. Students will be required to read assigned texts, submit reflection papers on a regular basis, participate in online discussions, and write a final paper. NOTE: This course is jointly offered by CDSP & PLTS. [30 max enrollment].

CE 8212. Health Ethics. (3).
Taught by SKSM. Health and medicine lie at the intersection of our religion/spirituality, values, and bodies. This course provides a foundation in bioethics and the complexities of health, illness and health care. Students develop the ability to apply ethical theory and bio-political knowledge to key ethical issues, such as end-of-life decision-making, patient-provider relationships, genetic/reproductive technologies, the care of vulnerable populations, organ donation, and crisis medicine. The course includes a significant "laboratory" component, in which students develop and lead discussion of key concepts and cases in order to provide valuable arguments and cultivate pastoral leadership. the course requires weekly consistent on-line community building and peer-to-peer accountability practices, which enhance the learning and engagement for all. Relates to SKSM Threshold 5 and MFC Competency 2 and 4. [Students are expected to have taken an introductory course in ethics, have significant undergraduate philosophy or ethics experience or some equivalent educational experiences in a related field. Final acceptance to the course will be determined on a case-by-case basis. Students should contact the instructor to discuss their interests and experiences. 25 max enrollment].

Field Education Courses

FE 1005. Concurrent Field Study I. (3).
For PSR students. hour per week on-campus class and 15 hours per week on-site basic field education. 2-semester long course. Must take both semesters in sequence to get credit. Fulfills Basic Field Education requirement. Pass/Fail only. To enroll, student must have made arrangements for an approved field education placement with the Director of Field Education.

FE 1006. Concurrent Field Study II. (3).
For PSR students. 3 hour per week on-campus class and 15 hours per week on-site basic field education. Second part of 2-semester long course; must take both to get credit. Fulfills Basic Field Education requirement. Pass/Fail only. To enroll, student must have made arrangements for an approved field education placement with the Director of Field Education.

FE 1011. Internship I. (0).
For PSR students. Full-time on-site field education. Arranged in consultation and with approval of Field Education faculty. Pass/Fail only. To enroll, students must have made arrangements for an approved field education placement with the Director of Field Education. [Faculty Consent required; Auditors excluded].

FE 1145. Ministry Context I: Gathered Community. (0).
The Ministry in Context series is designed to expose Master of Divinity candidates to the basic, various, and complex areas of ministry in a congregation and beyond the congregation, through time-limited direct observation and hands-on practice. Students are provided with opportunities for exposure to the broad and complex areas of ordained ministry. Through the exposure that Ministry in Context provides and the reflection sessions with the supervising pastor and the lay committee, the student will have the opportunity to reflect on their developing sense of God's call to the ordained role. The Ministry in Context series at PLTS extends over two academic years. The student is placed in a parish for 2 semesters and in various para-church organizations for the final semester for six hours weekly. PREREQUISITES: Reading Congregations and Ministry in Context I.

FE 1146. Ministry Context II: Gathered Community. (0).
The Ministry in Context series is designed to expose Master of Divinity candidates to the basic, various, and complex areas of ministry in a congregation and beyond the congregation, through time-limited direct observation and hands-on practice. Students are provided with opportunities for exposure to the broad and complex areas of ordained ministry. Through the exposure that Ministry in Context provides and the reflection sessions with the supervising pastor and the lay committee, the student will have the opportunity to reflect on their developing sense of God's call to the ordained role. The Ministry in Context series at PLTS extends over two academic years. The student is placed in a parish for 2 semesters and in various para-church organizations for the final semester for six hours weekly. PREREQUISITES: Reading Congregations and Ministry in Context I.
FE 1147. Ministry Context III: Sent Community. (0).
PRE-REQUISITE: MINISTRY IN CONTEXT I AND II The Ministry in Context series is designed to expose Master of Divinity candidates to the basic, various, and complex areas of ministry in a congregation and beyond the congregation, through time-limited direct observation and hands-on practice. Students are provided with opportunities for exposure to the broad and complex areas of ordained ministry. Through the exposure that Ministry in Context provides and the reflection sessions with the supervising pastor and the lay committee, the student will have the opportunity to reflect on their developing sense of God's call to the ordained role. The Ministry in Context series at PLTS extends over two academic years. The student is placed in a parish for 2 semesters and in various para-church organizations for the final semester for six hours weekly.

FE 1200. Anti-Racism Training. (0).
Required annually for ALL certificate and degree programs (except while on project/internship) and is a prerequisite for project/ internship. Meeting info TBA.

FE 1201. Discerning Appropriate Pastoral Boundaries. (0).
Discerning Appropriate Pastoral Boundaries Workshop. Prerequisite for ANY field placement in any degree program including Teaching Parish and Internship. Class meeting information TBA.

FE 1205. Professional Boundaries. (0).

FE 1220. Teaching Parish. (0).
Three semesters required of PLTS MDiv students prior to Internship.

FE 1810. Shin Buddhist Services & Ceremonies. (3).
SHIN BUDDHIST SERVICES AND CEREMONIES Teaches chanting and ceremonial required for ministerial service in the Jodo Shin Hongwanji-ha tradition. Offered every other semester.

FE 2000. Clinical Pastoral Education. (12.00).

FE 2002/2002. CPE for PLTS/Elca Candidacy, Clinical Pastoral Education. (0,0).
Requires at least 20 hours per week. Participate in ministry to persons, and in individual group reflection upon that ministry. Theoretical material from theology, the behavioral sciences, and pastoral care. Integrates theological understanding and knowledge of behavioral science into pastoral functioning. Taken at a center approved by the Assoc. for CPE under the supervision of an ACPE accredited supervisor who reports progress to student's Field Education Director and writes evaluations to be placed in the student's permanent file. Requires at least 20 hours per week. Participate in ministry to persons, and in individual group reflection upon that ministry. Theoretical material from theology, the behavioral sciences, and pastoral care. Integrates theological understanding and knowledge of behavioral science into pastoral functioning. Taken at a center approved by the Assoc. for CPE under the supervision of an ACPE accredited supervisor who reports progress to student's Field Education Director and writes evaluations to be placed in the student's permanent file.

FE 2091. Field Education Placement I. (3).
For CDSP students. Supervised ministry in approved placements in the student's living and learning context, for students in a low-residence program. Weekly on-line check-in. Assignments: a learning covenant, weekly meetings with supervisor, weekly online reflections, keeping a journal, special reports as needed, timely completion of evaluation forms. Pass/Fail only. [PIN code required; contact cmccall@cdsp.edu. Auditors excluded].

FE 2180. Intro to Theological Field Ed I. (3).
For CDSP students. Supervised ministry in approved placements, for students in the residential program. Weekly class sessions. Format: Lecture, discussion, and small groups. Assignments: a learning covenant, weekly reflection papers, timely completion of evaluation forms. CDSP students in first year of field education. Pass/Fail only. Students must have made arrangements for an approved placement. PIN code required; contact cmccall@cdsp.edu.

FE 2203. Cross-Cultural Experience. (0).
Supervised field experience in Asian American, Latino, African American, American Indian and other multi-cultural communities. PLTS MDiv, MCM, and MTS students only. [FE 2204; Auditors excluded].

FE 2250. Clinical Pastoral Education. (0).
Clinical Pastoral Education is a program of supervised, experience-based learning in pastoral care certified by the Association for Clinical Pastoral Education (ACPE). CPE brings theological students and ministers from different denominations and faiths into supervised clinical settings in which students provide care for persons in crisis. Through feedback from peers and teachers in the group setting, students develop new awareness of themselves as persons and of the needs of those to whom they minister. Successful completion of one unit of CPE is required before a student may begin an internship placement.

FE 2620. Theology of Ministry Practicum. (6.00).
E elective course in special Contextual Education placement or field research for Evangelism and Justice requirements. [Auditors excluded].

FE 3300. Advanced Theological Field Ed I. (3).
For CDSP students. Second year of supervised ministry in approved placements and weekly class sessions on campus. Format: Seminar. Assignments: weekly reflection paper, approved learning covenant, end of term evaluations. Pass/Fail only. Students must have an approved field placement. [Pass/fail only; PIN required; contact cmccall@cdsp.edu].
FE 4012. Clinical Pastoral Education. (1-10).
This course is for Starr King students engaged in part-time or full-time Clinical Pastoral Education. Participate in ministry to persons, and in individual group reflection upon that ministry. Theoretical material from theology, the behavioral sciences, and pastoral care. Integrates theological understanding and knowledge of behavioral science into pastoral functioning. Upon completion, a written evaluation from the program supervisor will be placed into the student's permanent files. Discuss first with your advisor and then faculty. Final evaluation from CPE supervisor needs to be sent to faculty by the last day of the semester to receive credit. Every year SKSM offers an orientation to CPE and to the application process; students are responsible for applying and securing a place in a CPE program. Please check the SKSM Student Handbook for more information. Auditors excluded.

FE 4020. Internship. (0).
PLTS students only. Completed Requirement/Not Completed Requirement (CR/NC) only.

FE 4053. Congregational Fieldwork. (0.5-5).
For SKSM students. Fieldwork is an opportunity to put into action the theory learned in the classroom. Working in a congregation gives the student a chance to develop their unique pastoral voice while navigating complexities of a congregation's history, culture, systems, and ethos. Fieldwork placements may include: teaching a religious education class for children or adults, working with a youth group, serving on a pastoral care team, participating in a stewardship campaign and more. Please arrange with the professor. Faculty Consent required; Auditors excluded.

FE 4061. Community Fieldwork January. (0.5-2).
Taught by SKSM. Field work describes an involvement in community work for up to 15 hours a week with the ongoing support of a mentor. Community Field Work includes work in gender, racial and economic justice, queer activism, disability advocacy, immigration issues, environmental responsibility, civil liberties protection, HIV response, youth at risk, peace building, participating in a fundraising campaign for a non for profit or grassroots organization, chaplaincy, teaching and more. Students should discuss the field work opportunity with their advisor before making arrangements with the professor. Student and community mentor should discuss and sign a learning agreement before the official beginning of the field work experience. Midterm and final student/mentor evaluations will also be required by midterm and the last day of SKSM classes. All forms available from the professor at the beginning of the semester and on the SKSM Website. Please see Student Handbook for more information. [Faculty Consent required; 30 max enrollment; Auditors excluded].

FE 4063. Community Field Work Summer. (0.5-5).
For SKSM students. Field work describes an involvement in community work for up to 15 hours a week with the ongoing support of a mentor. Community Field Work includes work in gender, racial and economic justice, queer activism, disability advocacy, immigration issues, environmental responsibility, civil liberties protection, HIV response, youth at risk, peace building, participating in a fundraising campaign for a non for profit or grassroots organization, chaplaincy, teaching and more. Students should discuss the field work opportunity with their advisor before making arrangements with the professor. Student and community mentor should discuss and sign a learning agreement before the official beginning of the field work experience. Midterm and final student/mentor evaluations will also be required by midterm and the last day of SKSM classes. All forms available from the professor at the beginning of the semester and on the SKSM Website. Please see Student Handbook for more information. Faculty Consent required; Auditors excluded.

FE 4450. Internship. (6).
Candidates for ELCA ordination are required to complete 12 months of full-time internship in a congregation or an agency/congregation combination, under the supervision of an experienced pastor. The purpose of internship is to facilitate student vocational skill development and assist in student pastoral formation. Supervising pastors work with students in the various areas of pastoral ministry and reflect with them about their learning and growth in regular supervisory sessions. The internship lay committee also meets regularly with the intern and is involved in the preparation of the intern for ordained ministry. Quarterly and cumulative evaluation reports are submitted to the Office of Contextual Education by the supervisor, intern, and internship lay committee.

Functional Theology Courses

FT 0005. Reading Theological French. (0).
Taught by GTU. ^Au commencement etait le Verbe . . .^ (Jean 1:1). The focus of this course is to enable theological reading and research in French. The course focuses on learning the language, i.e., grammar and vocabulary. The course also develops and improves comprehension, translation, and summarization skills, while engaging theological writing and the Bible, and develops French pronunciation. The course is excellent preparation for the GTU Modern Foreign Language Exam administered by the GTU each year in September, February, and May. Successful completion of the course, including a French language proficiency exam administered at the end of the course, with a B or better grade will certify proficiency in French for the GTU Common MA and Doctoral degree programs. Contact the instructor at . Cost for course is $650. Class meets weekdays, 7/9/18-8/3/18, from 9:00am-12:00pm, at GTU Student Lounge. [Beginning to Intermediate French strongly desired; if you are just starting in French, please contact the instructor; 15 max enrollment; Auditors excluded].

FT 0006. Reading Theological German. (0).
Taught by GTU. ^Im Anfang war das Wort . . .^ (Johannes 1:1) This course teaches German to facilitate reading and research at a graduate level. The instructor focuses on grammar and vocabulary, with particular attention to specialized theological/exegetical language. A good deal of time will be spent on translation and comprehension of previous GTU German exams, and on developing effective strategies for covering a good deal of material in a minimum of time. The course is excellent preparation for the GTU Modern Foreign Language Exam administered by the GTU each year in September, February, and May. Successful completion of the German language proficiency exam administered at the end of the course will certify proficiency in German in the GTU Common MA and Doctoral degree programs. Cost for course is $650. Class meets weekdays, 7/9/18-8/3/18, from 9am-12pm at GTU HEDCO. [15 max enrollment; Auditors excluded].
FT 0007. Reading Theological Spanish. (0).
Taught by GTU. "En el principio, exista el verbo . . . " (Juan 1:1) This course will teach Spanish with a particular emphasis on reading and researching at the graduate level. The instructor will focus on grammar and vocabulary to strengthen the students' ability to read, understand and translate passages. Most of our time will be spent reviewing grammar, verb conjugations, idiomatic phrases as well as practicing translation and comprehension with previous GTU Spanish exams. The course is excellent preparation for the GTU Modern Foreign Language Exam administered by the GTU each year in September, February, and May. Successful completion of the Spanish language proficiency exam administered at the end the course will certify proficiency in Spanish for the GTU Common MA and doctoral degree programs. Cost for the course is $650. Class meets weekdays, 7/9/18-8/3/18, from 3:00pm-6:00pm, at GTU Student Lounge. [Contact instructor for prerequisites; 15 max enrollment; Auditors excluded].

FT 1002. Research & Writing Lab Seminary Context. (0).
Working on a paper, thesis, or class presentation? Need help with overcoming procrastination, writer's block, or writer's anxiety? The purpose of this lab is to offer a weekly block of time wherein an instructor is present to offer support for, and feedback on, student research, writing, time management, and goal setting. This communal environment provides accountability and energy to increase motivation and productivity. The instructor is available during this time-block to meet with students one-on-one in a nearby room for periods of fifteen minutes to half an hour as needed.

FT 1023. Finding Place, Making Space. (1.50).
Christianity has often given attention to time. In this experiential course, we will engage with questions of place. How do we learn about and facilitate a community through making decisions related to changing space and contexts? How do we create sacred spaces? What do we do within our spaces? How do we think about things as idols or icons? What are our attachments? Why? What from our current space needs to be incorporated for continuity, and how can it be made new? How do we consider aesthetics and ethics together? How do we connect our community to a wider community? How will we engage our neighbors in public spaces? How do we communally understand public spaces as "our" spaces (parks, trails, etc)? What do the spaces we create and the contexts we participate in communicate about our answer to the questions, "Who do you say that I am?", "Who do we say that we are?", and "What is important?" Evaluation will be based on participation and reflection papers. Pass/Fail only.

FT 1024. Formation for Ministry Group. (0).
Required for MDiv, MTS degree and CATS students. [5 max enrollment per section].

FT 1062. Interdisciplinary Lectures. (1.5).
Each week a different member of the SFTS faculty will address a common theme from the perspective of his or her discipline, providing students an opportunity to broaden and integrate learning in a key field. The course is required for all MDiv students entering in/after fall 2014 and is open to all masters degree students. Attendance is mandatory, a brief reflection paper is required. Pass/fail only.

FT 1063. Foundations for Ministry. (3).
Taught by CDSP. MDiv/CAS study and for ministry in the Episcopal Church, including reading theologically and historically, using the basic tools of congregational analysis and practical theology, and developing some familiarity with the applications of critical theory and intercultural competency. Through readings, discussion, practical work, and collaborative projects, students will engage the self-reflective and growing process of developing the identity and skills appropriate to an Anglican ministry leader. Course format is seminar and discussion based; evaluation through reflection and research papers and in-class presentations. Intended audience: MDiv/CAS/MTS students, particularly in the Anglican context. (Note: this course was previously listed as RSFT 1615). [Auditors with faculty permission].

FT 1075. Writing for Grad Theo Studies. (1.5).
Taught by PSR. This course will examine writing genres and skills central to graduate theological study. Within their degree programs, students already produce many different kinds of writing, such as personal reflection papers, analyses of case studies, and research papers. This course aims to orient students to these various genres and their distinctive purposes. We will identify key conventions of common academic and theological genres. We will also identify and practice methods of reading and writing that will help students write effectively throughout their coursework. Special attention will be given to two important and importantly different genres: the theological reflection and the academic research paper. Additional genres and writing practices studied will be selected based on student interest. Through writing exercises, workshops of student writing, and discussions of exemplars, students will develop, reflect on, and refine their abilities to communicate clear and complex ideas for their seminar studies and beyond. Meeting times TBD.

FT 1109. Theological Writing I. (1.5).
Taught by ABSW. First semester of a required course for entering ABSW seminarians - open to other GTU students. Students will learn skills of academic writing, critical analysis, and articulation of objectives. Writing samples and instructor feedback integrate theory and praxis.

FT 1111. Graduate Theological Writing. (1.5).
Taught by ABSW. Second semester of a required course for entering ABSW seminarians - open to other GTU students. Students will learn skills of academic writing, critical analysis, and articulation of objectives. Writing samples and instructor feedback integrate theory and praxis.

FT 1130. Church Leadership. (3).
Taught by ABSW. To prepare as ministry leaders in the 21st century, students will be exposed to new paradigms of church leadership. This introductory course designed to provide Masters of Divinity Students with basic principles of church as non-profit administration and management including navigating boards and organizational structures as systems, understanding budgets, assessing organizational capacity, developing staff and /or layty, and understanding social location (i.e., contextual /cultural dynamics of the neighborhood and community). Students will learn organizational concepts, such as transformational leadership, adaptive change, conflict resolution, fund development, and member equipping. Course will include periodic papers and as a final project - an organizational assessment.
FT 1145. Spanish for Worship I. (1.5).
A beginning course on Spanish language acquisition focused on worship leadership in Spanish. "Spanish for Worship I" students will study grammatical principles and will practice their usage in liturgical and biblical sources. The course will include, among other things, class discussions on biblical material, grammar quizzes, liturgical presentation projects, and a visit to a Spanish-speaking worship service of the students' choice. While the course will utilize Lutheran liturgical materials, the course is open to all GTU students.

FT 1146. Spanish for Worship II. (1.5).
PRE-REQUISITE: SPANISH FOR WORSHIP I Spanish for Worship II is a course on Spanish language acquisition focused on worship leadership in Spanish. This course builds and expands on the grammatical and practical work covered in Spanish for Worship I, a prerequisite for this course. This course will include, among other things, class discussions on biblical material, discussions on selections from Luther's Small Catechism, liturgical presentation projects, a visit to a Spanish-speaking worship service, and the production and sharing of a statement of faith written in Spanish.

FT 1203. Academic Theology Writing & Researching. (2).
PRE-REQUISITE: Methods and Hermeneutics I This course is a general introduction to the tasks of conducting research in order to write academic theological arguments. The course focuses on honing the skills you already have in order to research more efficiently, and writing more precisely in a theological setting (papers, sermons, bible studies, etc.).

FT 1239. Organizing for Public Ministr. (3).
Taught by CDSP. This course focuses on developing skills, tools, and theoretical/reflective capacity for community organizing around multiple issues within a ministry context, and is taught by a team of experienced trainers from IAF (the nation's oldest network of faith-based and community organizations) with additional theological reflection and context provided by a CDSP professor. Format will include lectures, discussion, role-play, small group work, and reading. For those taking the course for academic credit, additional reading and writing, including pre-reading and a pre-course paper as well as a final paper, will be required. The course is open to all members of the seminary community and will also include local non-credit participants from community organizing projects.

FT 1277. Reading Congregations. (1.5).
This course assists M.Div students in establishing and integrating observational skills and tools of critical theological reflection for the purpose of discerning the socio/political, historical, liturgical, and theological "cultures" of selected congregations. We observe and analyze a variety of congregations at Sunday worship in order to identify the particular cultural and contextual dynamics operative within these congregations. We identify and reflect upon how worship space is organized and utilized in these communities; how the worshiping community integrates itself into the contexts in which it is located what worship means to both clergy and lay members in these communities; and how worship embodies and expresses a particular community's understanding of who God is and how God works in the world. Central to the course are the development of effective observational and reflective skills; preparation of written summaries of site observations; and identifying needs and goals for each student's future teaching parish site [Lutherans only] in consultation with the PLTS Office of Contextual Education. Graded coursework consists of written reflections and a final oral exam.

FT 1853. Spanish for Worship I. (3).
Spanish grammar, syntax and vocabulary with the goal of equipping students to lead worship services in Spanish. (To be followed by Spanish for Worship II.) Spanish for Worship I starts with review of basic Spanish grammar as refresher of prior Spanish language study and advances from there by abstracting grammatical principles and vocabulary from liturgical, ministry, and biblical sources. Recommended: One year of college Spanish or equivalent. Beginning students are welcome if intentional in dedicating extra time and work to catch up to level of course.

FT 1854. Spanish for Worship II. (3).
Classroom, face-to-face course. Continuation of Spanish for Worship I. Course focuses on liturgical, ministry, biblical, and theological resources to build language proficiency and confidence in the proclamation of Word and Sacrament liturgies in Spanish-speaking or bilingual contexts. Prerequisites: Spanish for Worship I. Students not having taken Spanish for Worship I could petition professor to enroll if having taken a minimum of two years of college Spanish.

FT 1856. Spanish Immersion: Los Angeles. (3).

FT 1902. Leadership in Ministry. (1.5).
Taught by CDSP. An introduction to a variety of multi-disciplinary tools for leadership in ministry. Through shared learning and case studies, together with theologicalreflection on our own practices, we will develop the courage and imagination needed for leadership. Pre-course readings, lecture, discussion, case studies. Evaluation: class participation, final paper. Audience: low-residency students.

FT 1927. Social Transformation in Action. (1.5).
Taught by PSR. Under the PSR Stackable Curriculum, every student will engage in experiential learning during the intersession of their first or second year. Students will engage with the principles of community organizing and transformational change within a theological and social justice framework. Course begins with readings, lectures, and discussions. 3-4 Bay Area social justice organizations and movements will present opportunities for onsite work in various topic areas. Once students select a site, they will participate for 24 hours of experiential learning work (over 5.5 days), then re-convene for final discussions, summary, and closing. Students following Stackable Curriculum programs get priority registration; others may participate as space is available. Course meets daily, 1/14/19-1/16/19 and 1/22/19 from 10am-2pm at Holbrook 133. [24 max enrollment].

FT 2095. Fieldwork Or Project Development. (1.5).
Seminar for PLTS students to assist in developing their required major paper or project (required for the MTS degree). In addition, for those students seeking rostered status in the ELCA, attention will be given to design and implementation of supervised fieldwork that satisfies both the PLTS degree and ELCA candidacy requirements.
Taught by SFTS. Worship is the portal through which visitors find a spiritual home, members grow to greater discipleship and the whole congregation is inspired to “go and do likewise” in the world. The need is great for vital worship at the epicenter of congregational life. This core worship course for MDiv, MA/MTS, or DMin students will explore not only theology and history of worship as well as ritual theory, but also the depths of spirituality, excellence of practice in sensory-rich communication and intentional preparation needed by leaders of the 21st century church for worship that revitalizes congregations. Course is a combination of lecture, discussion, and practice. Evaluation is based on written papers and practical projects. Class will meet in person every two (2) weeks with brief online reflections on readings due every week.

FT 2203. Cross-Cultural Experience. (0).
Supervised field experience in Asian American, Latino, African American, American Indian and other multi-cultural communities. PLTS MDiv and MTS students only.

FT 2204. Ministry Across Cultures. (3.00).
In this course the student will gain increased awareness of our diverse cultural values & pieties; discuss the intersection of ethnicity/race and socioeconomic class, and its repercussions for ministry; reflect theologically on our role as church leaders in the multicultural society of the U.S.; explore ways of practicing anti-racism in our Church; discern specific issues impacting ministry with African Americans, Latinos, Asian Americans, and Anglo Americans in the multicultural context of the United States. Lecture/discussion/films/guest speakers/research presentation/exam. [Auditors with faculty permission]

FT 2208. Bay Area Immigrant Intensive. (1.5).

FT 2255. Church Leadership. (1.5).
This course will explore theological understandings of leadership, various styles of leadership and their effectiveness in different settings, dynamics of power and appropriate professional boundaries, and the practical skills needed to run a small non-profit such as a church parish. Students will engage material on these subjects through course readings, class discussions, reflection papers, and a group project and presentation. Required for PLTS M.Div. students prior to internship.

FT 2525. Evangelical Justice Outreach. (1.5).
This course uses lecture/discussion to explore the following aspects of evangelism: Biblical basis, conceptual models based on differing theological approaches, practical models (e.g. community organizing), role of prayer, models for spiritual renewal, relationship with justice, assessment and critique of historic and new tools, and cultural sensitivity and appropriateness.

FT 2534. Church Leadership. (3).
This course will explore theological understandings of leadership, various styles of leadership and their effectiveness in different settings, dynamics of power and appropriate professional boundaries, and the practical skills needed to run a small non-profit such as a church parish. Students will engage material on these subjects through course readings, class discussions, reflection papers, and a group project and presentation. Required for PLTS MDiv students prior to internship.

FT 2820. Church Administration As Minis. (3).
Taught by SKSM. Course Description: Ministry is relational. This is crucial in all areas of parish administration-budgets, pledge drives, fund-raisers, building campaigns, staff oversight, volunteer support, facilities, long-range planning. What is the pastor's role? Where to prod and when to defer to lay leaders? When to hold a program or a committee together or let it fall apart? How to supervise staff and what to pay? We will consider ministering in "after pastor" congregations and the experiences of leaders of color in dominant-culture congregations. To consider personal balance and boundaries as professionals, we will interview ministers about their stresses and lessons. In class discussions and papers, we will reflect on articles, books, case studies, sermons. Semester project with an in-class presentation based on your goals and interests. Materials are intended for UU students but course is open to other students on an ordination track. Please contact the instructor; approval needed for all students. This course meets the SKSM Threshold: 1) Life in Religious Community and Interfaith Engagement and MFC Comp: 5) Administration.

FT 2923. Orgntznl Leadrshp Ch & Commnty. (3).
Taught by PSR. This course is an excursion into various forms of organizational leadership in church and community. It includes pre-requisites for leadership, defining leadership, and embodying leadership. The course lifts up the importance of the self and what leaders bring to leadership. It explores the dynamics between the leaders and the communities (or organizations) they serve. The course seeks to the soul of the students. Course format: seminar. Evaluations based on class discussion, reflection papers, research papers. Intended audience: MDiv/MA/MTS/MAST/Dmin.

FT 2942. Evangelism. (3).
This course uses lecture/discussion to explore the following aspects of evangelism: Biblical basis, conceptual models based on differing theological approaches, practical models (e.g. community organizing), role of prayer, models for spiritual renewal, relationship with justice, assessment and critique of historic and new tools, and cultural sensitivity and appropriateness.

FT 3150. Disciples, History and Polity. (3).
Taught by PSR. Utilizing historical, theological and cultural methods and approaches, this class will survey and examine the Christian Church (Disciples of Christ), from its founding two centuries ago to its contemporary expressions. The course will explore the present design and functioning (polity) of the Christian Church (Disciples of Christ) in its congregational, regional, and general manifestations. We will analyze the theological roots and developments of the Disciples tradition, and discuss the directions of mission, ministry, and ecumenism within the contemporary witness and work of the Christian Church (Disciples of Christ). This course fulfills the denominational requirement in Disciples history and polity for ordination. The course is designed for M.Div. students seeking ordination, but others may enroll.
FT 3950. 21st Century Evangelism. (1.5).
Taught by PSR. This course introduces the theological and practical dimensions of evangelism in the context of the 21st century and with special emphasis on the United Methodist Church. We shall investigate the theological basis of the Christian evanglistic message and think together about the ways this message can be shared in our present reality. Class format: seminar, lecture/class-discussion. Evaluation method: attendance and participation, small reflection papers, book review, and final paper. Course meets daily, 1/22/19-1/25/19, from 8:10am-12:30pm at PSR 5.

FT 4082. Effective Change in Orgs. (1.5).
Innovating is at the core of successful enterprises today whether in congregations, or start-ups, or nonprofit agencies. It requires diligence, discipline and the credible projections of future trends and competitive forces. It requires imagination, focus and human resources. It also requires shared tools, practices and habits of mind. This course will introduce students to the tools and practices of innovation, deep congregational insight, and design thinking in churches. This is a learn-by-doing lab. Students will work collaboratively to understand and then solve challenges of today's congregational systems. The goal of this course is to equip students with skills and practices that drive administration and management in pastoral organizations, business and social innovation. These practices enable one to meaningfully contribute to congregation-centered problem solving; they emphasize empathy, flattened hierarchies and networked decision making with large and small churches. Students will be introduced to research methods, ethnographic interviewing/observation, analysis and synthesis, reflective thinking, persona and scenario creation, ideation processes, rapid prototyping, collaboration, concept testing, iterative design and narrative communication.

FT 4670. Public Ministry. (3).
This course will explore the calling and opportunities for the church and its members to engage in ministry beyond the walls of the church itself. We will study theologies of the Public Church and also analyze various models for Christian engagement in community organizing, advocacy, and direct services. The course will challenge students to conduct research in these areas and to integrate that with on-the-ground possibilities in their community. Evaluation will be based upon participation in class discussion, a class presentation, smaller writing assignments and a larger research project.

FT 4680. Public Ministry (distance). (0).

FT 8124. Formation for Ministry Group (online). (0).
Required for MDiv degree online students. [Online PLTS students only].

Taught by SFTS. Worship is the portal through which visitors find a spiritual home, members grow to greater discipleship and the whole congregation is inspired to "go and do likewise" in the world. The need is great for vital worship at the epicenter of congregational life. This course will explore the theology, history and ritual study of worship, excellence of practice in sensory-rich communication and intentional preparation needed by leaders of the 21st century church for worship that revitalizes congregations.

FT 8227. Reading Congregations. (3).
This online course assists M.Div. students in establishing and integrating observational skills and tools of critical theological reflection for the purpose of discerning the socio/political, historical, liturgical, and theological "cultures" of selected congregations. We observe and analyze a variety of congregations at Sunday worship in order to identify the particular cultural and contextual dynamics operative within these congregations. We identify and reflect upon how worship space is organized and utilized in these communities; how the worshiping community integrates itself into the contexts in which it is located what worship means to both clergy and lay members in these communities; and how worship embodies and expresses a particular community's understanding of who God is and how God works in the world. Central to the course are the development of effective observational and reflective skills; preparation of written summaries of site observations; and identifying needs and goals for each student's future teaching parish site. [Lutherans only] in consultation with the PLTS Office of Contextual Education. Graded coursework consists of written reflections and a final oral exam.

FT 8250. OL Ritual Practice and Curating a Life. (1.5).
Taught by SFTS. ONLINE (RITUAL PRACTICE AND CURATING A LIFE OF DEPTH FOR NONES) Research points to increased diversity in the US population when it comes to "spirituality." Many are finding meaning in ways that do not involve traditional religious affiliations—as the term "Nones" describes. This course will look creatively at the ways that life-passage ritual practices and activities for curating a life of depth might be articulated for the religiously unaffiliated. A live and recorded videoconference at the beginning and end of the semester (scheduled according to the availability of the participants enrolled) will bookend an independent study format wherein students choose from a list of research materials, find their own materials related to their inquiry, and share their findings online with other participants. Optional opportunities will be offered to be part of creative projects related to this topic with the instructor, live or online.

FT 9100. Addiction, 12 Steps & Church. (1.5).
Why is there a seminary course on addictions? Are there connections between addictions and the spiritual life and, if so, what are they? How might these issues affect or even shape our lives as ministers? How do our personal and individual values, life experience, and limitations impact our ability to deal with these issues and the people in whom they are embodied? How might God be manifesting in all this? The goal of the course is to familiarize church leaders with the issues of alcoholism/addiction and the 12 step process. This familiarization with alcoholism/ addiction will help church leaders so that they can recognize issues around alcoholism/addiction and refer parishioners to 12 step meetings and trained counselors. We shall try to maintain, or at least come back regularly to, a theological perspective. As we do all this, we shall become comfortable with the language and concepts of addiction and recovery. We shall move rapidly through a large amount of material. References will be available for those who wish to pursue topics in greater depth. We shall look at addiction from the standpoint of the addicted person, the significant other people who get caught up in the process with the addiction (co-dependents), the Church as extended family, and the issues as they relate to the larger community.

FT 9200. Special Topics. (1-3).
Special topics course. May be taken more than once.
HOMILETICS Courses

This course is designed to introduce students to the necessary elements of biblical preaching. Students will learn and appropriate a particular biblical exegetical method for preaching in order to prepare, preach and reflect upon three sermons throughout the course. Particular attention will be paid to the effect context has on the preaching task. Through seminar discussion, lectures, preparation and preaching of sermons, oral and written sermon response, and various writing assignments (including online posts), students will begin to develop and articulate their own theology of proclamation. This course must be taken concurrently with the accompanying “Exegesis Workshop.” Students will have completed one full year of courses. Successful completion of a course in Gospels is required.

HM 1001. Introduction to Preaching. (3).
Taught by SFTS. Introduction to the composition and delivery of sermons with attention given to hermeneutical and theological issues. Examination of selected homiletical models. Practice preaching. Instructor and class critique. Sermon recording option. SFTS core course.

HM 1003. Prophetic Preaching. (3).
Taught by SFTS. This course is co-taught by Jana Childers and Yolanda Norton. This course exists at the intersection of biblical studies, preaching and worship. Students will examine the character and nature of biblical prophecy. The course also asks students to examine examples of prophetic preaching in various cultural traditions. Students will be asked to engage different social issues and currents in the sermons that they write, preach, and evaluate.

HM 1073. Foundations of Preaching. (3).
Taught by DSPT. In this course, the student is given the fundamental elements of preaching, preparation of Scriptural text for proclamation, the study and prayer over the text of Scripture, the composition of a homily founded upon and flowing from the text to facilitate an encounter with Jesus and His saving grace and the actual practice of proclaiming the Scriptures and preaching upon them. [Faculty Consent required; 12 max enrollment].

HM 2100. Introduction to Homiletics. (3).
Taught by GTU and CDSP. This is a basic (introductory) course in the theory and practice of liturgical preaching. The class will be centered on the practice of preaching by students, as well as the skills of careful listening and the offering of constructive criticism for the benefit of all participants. The particular emphasis of this homiletics course will be on lectionary-based preaching in a eucharistic context. In addition, there will be reading and discussion on various models of homily preparation valuing ecumenical resources, the various texts in any community which contribute to contextualized preaching, as well as some of the important and emerging contemporary issues in preaching. NOTE: Cross-Registration is not permitted during Early Registration. If space is still available when general registration opens in January, non-CDSP students may register at that time. [PIN code required; contact ghudgins@ses.gtu.edu].

HM 2230. Liturgical Preaching. (3).
Taught by DSPT. In this course, the student is given the fundamental elements of preaching, preparation of Scriptural text for proclamation, the study and prayer over the text of Scripture, the composition of a homily founded upon and flowing from the text to facilitate an encounter with Jesus and His saving grace and the actual practice of proclaiming the Scriptures and preaching upon them. In this course, the student will explore the elements of preaching within the context of the liturgy of the Church and its celebration of the sacraments. [Faculty Consent required; 12 max enrollment].

HM 2244. Preaching: Theology & Praxis. (3).
Taught by PSR. This course will familiarize students to diverse theologies and understandings of preaching so that they will come to understand preaching in their local contexts. Discussions will focus on biblical exegesis, interpretation, sermon form, orality, the person of the preacher, sermon delivery, issues of authority and the ethics of preaching. Weekly assigned readings. Students will preach two sermons in class which will be evaluated by professor and students.

This course is designed to introduce students to the necessary elements of biblical preaching. Students will learn and appropriate a particular biblical exegetical method for preaching in order to prepare, preach and reflect upon three sermons throughout the course. Particular attention will be paid to the effect context has on the preaching task. Through seminar discussion, lectures, preparation and preaching of sermons, oral and written sermon response, and various writing assignments (including online posts), students will begin to develop and articulate their own theology of proclamation. [Substitutes for HM-2525 Biblical Preaching].

HM 2258. Prophetic Preaching. (3).
Taught by ABSW. This intermediate lecture/discussion course will equip students with the theories and practical skills of biblical interpretation and sermon design in many settings of prophetic ministries in the 21st century postcolonial societies. Each student will prepare and preach two sermons in class, one on a given text and the other on a student's chosen text of his or her interest, and write a 10-15 page paper. [Basic preaching or IDS 2260; 12 max enrollment].

HM 2252. Biblical Preaching. (3).
This course uses lecture/discussion to explore strategies regarding sermon content, design, and delivery. Each student prepares sermons and preaches them in class. Evaluation is based on written assignments, sermon preparation, and sermon delivery. Pass/Fail only. Required for PLTS MDiv students prior to internship.

HM 4007. Advanced Thematic Preaching. (3).
Taught by SKSM. This is an advanced hybrid course in thematic preaching intended for students with preaching experience who seek to further develop their own unique preaching presence and voice. Topics will focus on thematic development, use of poetic voice, effective sermon construction, pulpit presence, and preaching through the liturgical year. This course utilizes a high level of peer collaboration and review. All religious traditions are welcome. Some of our students (a maximum of four) will be joining us from offsite. If you plan to take this course as a low resident student, you need to have access to video recording equipment (the quality from a laptop is sufficient) in order to present your sermons. [Faculty Consent required; 15 max enrollment].

HM 4015. History/Theology of Preaching. (3).
This course is co-taught by Shauna Hannan and Sangyl Park. This seminar-style course is a study of representative treatises on preaching beginning with Augustine’s De Doctrina Christiana leading up to contemporary homiletical theory. The influences of classical rhetoric and theological commitments upon various homiletical theories will be examined. The course is required for GTU Ph.D. students in Homiletics. Advanced Master’s students are welcome and encouraged to request permission to take the course. [Faculty Consent required; Auditors excluded].

HM 4087. Contemporary Preaching Theor. (3).
Taught by ABSW. This advanced seminar, designed for advanced Masters and Doctoral students, will deal with various theories around the New Homiletic and related preaching theories which have been discussed for the past four decades. Successful students will have a good grasp of trends in preaching theories that are being dealt with among mainline North American scholars. Students will make presentations, write book reviews and research papers, and take a part in discussion around a selected author or topic each week. A prerequisite: an introductory or basic preaching course.

HM 5015. History & Theology of Preaching. (3).

HM 6010. Homiletical Pedagogy. (3).
This doctoral level course is required for GTU Ph.D. students with a concentration in homiletics. The course consists of observing, participating in and reflecting on various components of an introductory preaching course. In addition, the course will include a seminar-style component in which students will present mini-lectures, share book reviews, and workshop an Introductory Preaching course syllabus. [12 max enrollment].

HM 8101. Introduction to Preaching. (3).
Taught by ABSW. This online course is designed to enable the students to learn the theoretical and practical elements of contemporary preaching; students will be guided to enhance the practical skills of biblical exegesis and the development and delivery of their sermons that are relevant in today's world. The readings for the class will include diverse theological and cultural traditions to expand students' horizon. Students will preach two sermons for the class. [Auditors excluded] SPRING 2019 SECTION: Introduction to the composition and delivery of sermons with attention given to hermeneutical and theological issues. Examination of selected homiletical models. Practice preaching. Instructor and class critique. Sermon recording option. SFTS core course. Online version of course HM-1001 [8 max enrollment].

HM 9840. St: Homiletics. (1.5-3).
Special homiletics topic course. May be taken more than once.

Historical ST/Systematic Theol Courses

HSST 0005. Ancient/Medieval Jewish Civilization. (0).
Taught by GTU. Ancient Medieval Jewish Civilization This course will examine Jewish civilization from its beginnings in ancient Israel through its development in medieval times. We will examine features of Jewish communal life, as well as the intellectual and religious currents among Jews in the ancient and medieval periods. This course will provide an understanding of the continuities and discontinuities in Jewish history and the overall process of cultural change in Judaism. This course is required for all M.A. and Certificate students at CJS. Weekly response papers/Final Exam.

HSST 0007. Modern Jewish Intell & Cult Th. (0).
Taught by GTU/Center for Jewish Studies This course will investigate major themes in the intellectual and cultural history of the Jews from the seventeenth to the twentieth centuries. It will take some of the key thinkers of this period as the lens through which to view cultural developments. The course will start with Shabbatai Zvi and Baruch Spinoza in the seventeenth century and Moses Mendelssohn and Israel Baal Shem Tov in the eighteenth. Other Jewish writers and thinkers we will study include Berthold Auerbach, Heinrich Graetz, Hermann Cohen, Emma Lazarus, Yehuda Leib Gordon, Theodor Herzl, Martin Buber, Franz Rosenzweig, Hannah Arendt and Gershom Scholem. We will use the third volume of the Culture of the Jews as a background text.

HSST 1112. History of Christianity II. (3).
This course will concentrate on the 16th-century reformation and then explore selected developments in the following centuries chosen for their importance in understanding the challenges of contemporary ministry. Emphasis on reading primary texts and focus on issues of defining the church, the basis for truth claims, and the social and political contexts of Christian witness. (Flexible Life Students Only Except By Permission).

HSST 1114/1114. History of Christianity I. (3,3).
Taught by CDSP. Introduction to the history of the Church, from the second century through the end of the Middle Ages. The course will focus on primary sources attached to key events, with lectures and class discussions. The course will be evaluated through short papers on the primary sources (3 papers of 4-5 pages each) and a final examination. The course is intended for MDiv and MA/MTS students. [Auditors with faculty permission]. Taught by CDSP. Introduction to the history of the Church, from the second century through the end of the Middle Ages. The course will focus on primary sources attached to key events, with lectures and class discussions. The course will be evaluated through short papers on the primary sources (4 papers of 2---4 pages each) and a final examination. The course is intended for MDiv and MA/MTS students.
HSST 1115. History of Christianity II. (3).

Taught by CDSP. Introduction to the history of the Church, from the fifteenth century through the twentieth. The focus will be on the western (Latin) Church. The course will focus on primary sources attached to key events, with lectures and class discussions. The course will be evaluated though short papers on the primary sources (4 papers of 2-4 pages each) and a final examination. The course is intended for MDiv and MA/MTS students.

HSST 1125. Lutheran Theology: Sources & Hermeneutic. (3).

A study of Lutheran theology with the texts in the Book of Concord in light of their historical roots, significance in Lutheran tradition and global Christianity, and contemporary theological and spiritual considerations. With an ecumenical orientation, the 16th century documents are engaged, critically and constructively, as a companion and living sources for Lutheran spirituality and ministry globally speaking, and for Lutheran spiritually and socially attentive theology that is transformative and speaks to and empowers action vis-a-vis issues of justice and equity and spirituality. Students are invited to explore ways to creatively, faithfully, and intelligently articulate and apply Lutheran hermeneutics in different situations, with new conversation partners and approaches, and with new voices. The study involves an excursion to the specific faces and phases of Lutheranism in the Americas, the place of Lutheran tradition in the framework of global Christianity and the ecumenical scene. [The course prepares ELCA candidates for their required theological review essays.] This course is offered as a seven-week intensive.

HSST 1126. Reading Christian Theology in Context. (3).

This course will introduce students to a variety of Christian teachers and theologians and thereby, with their texts, provide students with a framework for the study of Christian faith in context, familiarity with major developments in theological inquiry, and a map for the diversity of sources and voices that speak particularly to the Christian experience of faith over centuries. Chronologically, the materials engaged range from the 3rd century Christian Creeds to the Enlightenment, concluding with the challenges presented in the post-Holocaust and Scientific revolutions reality. The focus in the study is theological, and the primary intent is to connect students with the Christian sources and hermeneutical explorations. Students are invited to orient towards a critical constructive look into their own faith traditions, historical or theological analysis, and/or methodological and source-critical issues.

HSST 2023. Ancient/Medieval Jewish Thought. (3).

Taught by GTU. Ancient Medieval Jewish Civilization This course will examine Jewish civilization from its beginnings in ancient Israel through its development in medieval times. We will examine features of Jewish communal life, as well as the intellectual and religious currents among Jews in the ancient and medieval periods. This course will provide an understanding of the continuities and discontinuities in Jewish history and the overall process of cultural change in Judaism. This course is required for all M.A. and Certificate students at CJS. Weekly response papers/Final Exam.

HSST 2025. Modern Jewish & Cult Th. (3).

GTU/Center for Jewish Studies This course will investigate major themes in the intellectual and cultural history of the Jews from the seventeenth to the twentieth centuries. It will take some of the key thinkers of this period as the lens through which to view cultural developments. The course will start with Shabbatai Zvi and Baruch Spinoza in the seventeenth century and Moses Mendelssohn and Israel Baal Shem Tov in the eighteenth. Other Jewish writers and thinkers we will study include Berthold Auerbach, Heinrich Graetz, Hermann Cohen, Emma Lazarus, Yehuda Leib Gordon, Theodor Herzl, Martin Buber, Franz Rosenzweig, Hannah Arendt and Gershom Scholem. We will use the third volume of the Culture of the Jews as a background text.

HSST 2902. Lutheran Confessional Writings. (3).

This course will examine the writings of the “Book of Concord” in their historical context, as theological documents, and with regard to their importance for contemporary proclamation and pastoral care. Lecture/discussion; midterm and final case studies. Required for second-year PLTS MDiv students and first-year MTS students.

HSST 4000. Gender and Judaism. (3).

Taught by GTU/Center for Jewish Studies. This course will explore the intersection between gender and Judaism by exploring the role of gender ideologies in Jewish texts from the Bible to contemporary philosophy; the gendered character of Jewish historical experience; and Judaism as a continually evolving mode of constructing gender. We will begin with reading a few general introductions to the study of gender and religion, moving on to such topics as feminist and queer readings of the Bible and rabbinic sources; childrearing in medieval Jewish life; women in mystical discourse and Hasidic experience; and sexuality and secularization. Seminar will meet in April and May only, on Wednesday and Friday mornings 9:40am-12:30pm.

HSST 4157. Orthodox Xtn Ch:history/Thlgry. (3).

Taught by GTU. This course is an introductory survey of the history and theology of the Orthodox Christian Church. Beginning with the Church's pre-Byzantine roots, the course will sketch the development of Orthodox Christianity through the Christological, Trinitarian, and Iconoclastic controversies. Historical inquiry will be given to topics such as sin, salvation, and eschatology, as well as Byzantine art, music, and liturgy. The course combines lecture and seminar formats. Evaluation based on classroom participation, one short paper, a classroom presentation, and a final synthesis paper.

HSST 4204. Luther, the Bible, & the Jews. (3).

Martin Luther did not know any practicing Jews but he wrote about the Jewish faith throughout his career. He inherited and developed ingredients for a Christian theology and biblical hermeneutics that are of supersessionist nature. This seminar will probe the logic, ingredients, and context of Luther’s comments about the Jews, particularly in his biblical hermeneutics and Christology. Attention will be given to his predecessors and contemporaries, as well as (select) subsequent appropriations of anti-Jewish ideologies in the early twentieth-century. In the post-Holocaust world of theology and history writing, and prompted by the 500th anniversary of the Reformation in 2017, a critical re-assessment of the legacy of one of the most influential Christian teachers facilitates the necessary theological adjustments with the fundamentals of Christian faith for the sake of its transformative relevance in today’s global and inter-faith context. This 4000-level course is open to advanced Master's level students and PhD candidates.
HSST 4224. Women and the Reformation. (3).
Women were deeply immersed in and affected by the Reformation of the sixteenth century and contributed in the shaping of their respective traditions. In this class, we will examine women’s theological voices and their reactions to the new developments in theology and spirituality - and thereby critically assess the reality of the Reformations’ impact with attention to gender factors. The contributions of women from different geographical contexts and factions (Lutheran, Calvinist, Anabaptist, Catholic) are interpreted in light of their published works and with interdisciplinary approaches (theology/history/community study). This 4000-level seminar, open to MA students, is designed to foster methodological innovation by re-interpreting a significant component of Christian tradition, by including women’s works in the corpus of Christian theology, and by doing theological work with historical materials.

HSST 4450. Freedom Theology With Martin Luther. (3).
We will examine a selection of Martin Luther’s works, employing different hermeneutical approaches 1) to re-engage Luther towards in-depth understanding of his theological motifs, arguments, contributions, and shortcomings in light of his own context, and 2) to re-engage Luther theologically with contemporary questions in mind, particularly focusing on the topic of “freedom”. A selection of contemporary interpreters will be consulted. In addition, the class provides first-hand familiarity with Luther’s 16th century texts, a lens for critical assessment of the interpretative traditions and trends in Luther scholarship, practice in critical reading of historical texts, and immersion in constructive Christian theology with a focus on the highly relevant topic of “freedom”.

HSST 4700. Classics of Xian Journey. (3).
Taught by CDSP. This is a course in historical Christian spirituality, reading classic texts by very diverse writers who used the motif of journey or pilgrimage. It reaches from the second century to the twentieth. The readings change each year, but have included Perpetual of Carthage, Ignatius of Antioch, Origen, Augustine, Gregory of Nyssa, Bernard of Clairvaux, Bonaventure, Dante, Julian of Norwich, Martin Luther, John Bunyan, Teresa of Avila, and Evelyn Underhill. Readings are subject to change until the syllabus is published. Lectures and discussions of the texts. Course work is evaluated through two papers of 8-10 pages each. It is intended for MDiv and MA/MTS students.

HSST 4802. English Reformation. (3).
Taught by CDSP. During the sixteenth century, Christians in England underwent a series of changes in their religion, some violent and rapid, others uneven and slow, that made the country Protestant. During those changes a wide range of writings was produced, many official documents from government and church, that helped shape the changes. In turn, some of those documents gained various degrees of authority in the Anglican church of subsequent centuries. This is a “great books” course, studying those influential documents in their historical context. Extensive reading in primary sources and two papers of seven to ten pages are required. [Pre-requisite: introductory study of the history of Christianity].

HSST 8100/8100. History of Christianity II. (3,3).
Taught by PSR. This course will concentrate on the 16th-century reformation and then explore selected developments in the following centuries chosen for their importance in understanding the challenges of contemporary ministry. Emphasis on reading primary texts and focus on issues of defining the church, the basis for truth claims, and the social and political contexts of Christian witness. Lecture/discussion; 25-30 page journal on the reading and class material. This ONLINE course will concentrate on the 16th-century reformation and then explore selected developments in the following centuries chosen for their importance in understanding the challenges of contemporary ministry. Emphasis on reading primary texts and focus on issues of defining the church, the basis for truth claims, and the social and political contexts of Christian witness. Lecture/discussion; 25-30 page journal on the reading and class material.

HSST 8115. Hist of Christianity II Online. (3).
Taught by CDSP. Introduction to the history of the Church, from the fifteenth century through the twentieth. The focus will be on the western (Latin) Church. The course will focus on primary sources attached to key events, with lectures and online class discussions. The course is intended for MDiv and MA/MTS students.

HSST 9100. Special Topics. (3).
Special topics course. May be taken more than once.

HSST 9200. Special Topics: (3.00).
Special topics course. May be taken more than once.

HSST 9400/9820. Special Topics. (3,3).

History Courses

HS 1041. Introduction Christian History. (3).
Taught by PSR. This course provides an introductory overview of Christian history with a focus on important theological, spiritual, social, and ecclesiastical issues as they were shaped and understood by the laity, institutional authorities, and a variety of religious leaders. Class format will include lectures and class discussions based on the reading and interpretation of primary and secondary texts. Requirements: online discussion forums; the writing of six analytical essays; several pop quizzes; and two take-home written exams. This is a basic survey course in the History of Christianity intended primarily for MDiv, MA, and MTS students. It satisfies the basic history requirement for PSR's degree programs.
HS 1080. History I. (3).
Taught by SFTS. CHRISTIANITY FROM JEWISH SECT TO COLONIAL CHURCHES This course is an introduction to the history of Christianity and historical theology from the second to the seventeenth centuries. During this time, Christianity developed the main features of what is today the world's largest religion. Along the way, Christianity was transformed again and again as it adapted to vastly different, changing cultural and social environments. This course is about Christianity in the real world. You will learn how to study the origins and development of beliefs and practices, but you will also study much more. The course will introduce you to the continuities and varieties of Christian experience and belief in different times and places, from the Roman Empire to Persia, China, Africa, Europe, and Latin America, and you will be introduced to the complexity of Christianity's social, cultural, and political entanglements in all these places. The course will help you learn to break down real life situations and understand the fine points at which religious innovation and change occur, even when people try to resist change or return to the past. Audio files of weekly lectures, illustrated with slides, and videos are provided for each week. Readings from primary sources in translation are indicated on the course schedule. The readings will illustrate history, but more importantly, they will give you the opportunity to develop basic skills in assessing and evaluating the belief and behavior of religious communities in the real world. Weekly exercises will ask you to apply analytical skills, draw conclusions, and communicate them to your peers. You will be introduced to the history of the interpretation of the bible on the example of commentaries on the first day of creation in Genesis 1. You will learn about the historical entanglement of Judaism, Christianity, and Islam. You will read and study several theological and mystical classics. You will be exposed to the politics, ideas, and actions that gave rise to Protestantism and the intimate relationship of Protestant and Catholic reforms. You will discover the birth of the tension between theology and natural science. Finally, you will be encouraged to apply the critical skills and aptitudes you are developing in your study of the past to situations of religious life, leadership, and service today.

HS 1081. History II. (3).
Taught by SFTS. CHRISTIANITY FROM COLONIAL CHURCHES TO GLOBAL RELIGION This course is an introduction to the history of Christianity from the Sixteenth century to the present. During this time, Christianity became the largest religion in the world. Along the way, it was transformed again and again as it adapted to vastly different, changing cultural, social, and political environments. Topics will include the roles of Christian churches in European colonialism, the impact of expanding cultural networks across the globe on religious knowledge, cultural hybridization; Christianity and the rise of nation-states; the conflict of religion and science; the role of Christianity in slavery and in anti-slavery, suffrage, fascist, and labor movements; the rise and fall of American denominations; and the competition of orthodox and pluralistic theologies. Lectures, readings in primary sources, discussions. Midterm and final examinations (term papers may be substituted).

HS 1105. History of Christianity I. (3).
Taught by DSPT. History of the Church from the Apostolic Period until the end of the Middle Ages, focusing, in particular, on its transformation from a small Jewish sect into the international Church of the middle ages. Some attention will be paid to the development of doctrine, but more emphasis will be placed on piety and worship, dissent, missions, mysticism, ecclesiastical organization, and Church relations to secular government. [25 max enrollment; Auditors with Faculty permission].

HS 1120. History of Christianity. (3).
Taught by PSR. This course is a basic introduction to the history of Christianity for students in a variety of programs of theological education. The format includes lecture, reading, class discussion, and the possibility of collaborative projects. The course will treat Christianity as a world religion, and will offer students ways of focusing on denominational history or the history of particular traditions, interpretation of Christianity to non-Christian communities, or the exploration of a particular theme or problem in the history of Christianity. The course will include attention to institutional church developments, theology, and the relationships of Christianity and society. Students will gain skills in finding and interpreting historical evidence, reading and using historical books and articles critically, and the ability to craft a good historical essay or presentation that could be used in an educational setting outside the classroom. Grading will be based on class participation including four written discussion forums on Moodle, and three written assignments.

HS 1220. Living Tradition. (3).
An introduction to theology and ministry in the Lutheran context with special attention given to Martin Luther's life and basic theological writings, the subsequent influences of Orthodoxy and Pietism, the Neo-Lutheranism(s) of the 19th century, and the Luther Renaissance of the 20th and 21st centuries. The course is also intended to assist students with their work in core courses that deal with questions of Lutheran identity and mission and for the kind of theological integration and reflection that takes place in the teaching parish. (Flexible Life Students Only Except By Permission).

Taught by ABSW. Beginning in Europe and tracing its development in America, this course will survey the history of the Baptist traditions. Attention will be given to prominent persons who helped shape the tradition as well as key social and theological issues that helped define Baptist over the years. This course is also presented as partial fulfillment of the regional polity requirement for ordination in the ABC/USA.

HS 2012. American Lutheranism. (3).
What has it meant to be a Lutheran in "America," i.e., in the United States? What might it mean to be one now? How might we develop an understanding of "American" Lutheranism as a cultural process whereby individuals and groups map, construct, and inhabit worlds of meaning? In addressing these questions, we will consider significant aspects of "American" Lutheran life??immigration and ethnicity, belief and identity, theology and confession, institutional arrangements, gender, religious practice and piety. Evaluation will be based on participation in class discussion, written assignments, and a final paper. The course will meet three times in-person during the course of the semester: 9/3, 10/15 & 12/10. The September and October meetings are both on Tuesday from 12:40pm to 2:00pm. The one in December is TBA.
St. John Chrysostom is justly celebrated for his intense concern for the poor and disenfranchised. However, some of his views (such as his attitude toward women) are written off as being due to the limitations of time and culture. Using English translations of Chrysostom's homilies, this course will examine his views on the social fabric in relation to his overarching concern that his flock will attain the kingdom of heaven and to his understanding of what it means to be human. The students will be invited to examine their conceptions of social justice in light of their own basic presuppositions and understandings of humanity. The course will be discussion driven. Evaluation will be based on weekly written reflections, participation in classroom discussions, and one research paper.

HS 2195. Church: Modern to Contemporary. (3).
Taught by DSPT. CHURCH HISTORY, 1451-2013: A SURVEY OF THE LIFE AND STORY OF THE CATHOLIC CHURCH FROM THE FALL OF CONSTANTINOPLE TO THE FIRST DECADE OF THE 21ST CENTURY While the intent is to trace the general trends and conditions that shaped the Church Catholic during 500 years, the opportunity is given students to study more localized events and traditions, noting where movement has taken place to renew the Church and re-launch the Gospel mission. HS2195 is primarily a survey course. FORMAT: Lectures, with some group work. Evaluation: Annotated bibliography, two book reviews, class presentation.

HS 2316. Augustine: Brilliant, Hip, Disobedient, and Heretical - Saint?. (3).
TAUGHT BY ABSW. This course will combine pastoral experience with historical research to offer an accessible and lively introduction to the Christian spiritual classic, Augustine's Confessions. How did a brilliant, hip, disobedient, and heretical African student end up as a Roman bishop and a saint? Augustine himself told the story of his past as a testimony to divine wisdom and love. In this class we will read the story again to illuminate Augustine's conversion for new generations. Students will do a careful reading of Augustine's works: The Confessions, The Trinity, Marriage and Virginity, and his letters, 100-155 as well as discuss Augustine's struggle with the Donatists.

HS 2442. Don Bosco Builder. (3).
Taught by DSPT. This course surveys the life and times of John Melchior Bosco ("Don Bosco," 1815-1888) from the founding of the Salesian Society (1859) and the unification of Italy (1861) to his death (1888), with particular attention to the political, social, and religious context. This context is particularly important because these twenty-five plus years saw an ongoing laicization of society, an end of the pope’s temporal power, and the diminished influence of the Church in society, first under the governments of the historic Right (1861-1876), then under those much more hostile of the radical Left (1876-1891). Against this turbulent scenario, the course surveys the consolidation and expansion of the Salesian Society and the extraordinary diversification of the Salesian apostolate in the lifetime of the Founder. Format: Lecture, reflection papers. Intended Audience: MDiv, MA/MTS. [12 max enrollment].

HS 2498. Church to 1400. (3).
Taught by JST. This lecture/discussion course is an historical survey of Christianity from the 1st century CE to the 15th and the eve of Modernity. As surveys go, it's meant to lend an impression that lingers-one that informs broadly but also relies on occasionally closer scrutiny of select topics. The course is studiously multi-disciplinary, approaching major developments in the Christian churches from a variety of historical perspectives and original sources. Requirements include two short essays (5-7 pages): an analysis of one of our assigned original sources and a non-textual analysis--some work of art or architecture from the historical periods covered. Each student will present for discussion one of the original sources in the syllabus. Finally, students will participate in small group 'Pastoral Application Projects' which entail communicating historical material in particular pastoral settings.

HS 2751. History of the Eastern Church. (3).
Taught by ABSW. This course surveys the history of “Eastern” Christianity from late antiquity (age of the emperor Justinian) until the present day. The focus will be on the formation three characteristic components of Eastern Christianity: institutions, liturgy and piety, and mysticism and theology. The focus will be on Greek Christianity in the earlier part of the course and Slavic Christianity in the later. We will include Eastern Catholics, Copts, and Assyrian Churches as well as Eastern Orthodox. Relations with the Christian west will also be considered. [20 max enrollment].

HS 2776. Church: 1400 to Present. (3).
Taught by JST. This lecture/discussion course is an historical survey of Christianity from the 15th century to the present. As surveys go, it's meant to lend an impression that lingers-one that informs broadly but also relies on occasionally closer scrutiny of select topics. These topics include Christianity in the late medieval world, the Reformation, early Jesuit history, faith and the Enlightenment, missiology and the Church in the 20th century. The course is studiously multi-disciplinary, approaching major developments in the Christian churches from a variety of perspectives and historical sources.

HS 3577. Homosexuality & Christianity. (3).
Taught by PSR. This course offers an historical overview and survey of attitudes toward homoeroticism and homosexuality in ancient, medieval, and modern Christianity in the West and in present-day American Christianities. Several key figures, texts and movements will be considered and analyzed with a view toward understanding and interpreting their impact on contemporary debates. Seminar format; research paper and two (2) in-class presentations are required.

HS 4001. Swedenborg in History. (3).

HS 4144. Luther and Reformations. (3).
An examination of Catholic and Protestant Reformations broadly conceived, from the late Middle Ages to the late sixteenth century, from Conciliarism to the Formula of Concord and the immediate aftermath of the Council of Trent. Special attention to Martin Luther, his life, his theology and biblical scholarship, his spirituality, and his polemic against others, including Muslims and Jews. Discussion of the reception and impact of Luther’s ideas in theology and culture more generally, in the past and in the present present, and in light of the 500th anniversary of the publication of the Ninety-Five Theses in 2017.

HS 4191. Postcolonial Theory & Theology. (3).
Taught by PSR.
HS 4476. Heresies and Inquisitions. (3).
Taught by DSPT. Students in this seminar will read and discuss the sources for Christian dissenting movements during the period 1000-1400. Focus will be on “popular” heresies: Cathars, Waldensians, Joachites, Fraticelli, Dolcinites, Free Spirits, witches etc. We shall also examine how Orthodoxy responded to dissent: persuasion, coercion, repression, and inquisition. The goal of this course will be acquiring the background and techniques needed to understand and interpret original sources on dissent and its repression in the middle ages. The outcome will be that the student is able to write an original research paper, potentially publishable as an article, on some aspect of medieval dissent or its repression, using original sources and showings control of modern scholarly literature on the topic. [10 max enrollment].

HS 4525. The Seven Councils. (3).
Taught by DSPT. The Ecumenical Councils from Nicaea (325) to Nicaea II (787). Theology and Practice of the Conciliar Principle. The dogmatic and disciplinary canons. The interaction of ecclesial and imperial power. Significant personalities and issues. Greek useful but not necessary. Format: lecture/discussion. Research paper and class presentation. [Faculty Consent required; Auditors excluded].

HS 4575. The Other Christian in History. (3).
Taught by PSR. Historical exploration of Western Christian attitudes toward outsiders and aliens from the early Christian era through the early 21st century. Consideration will be given first to theoretical issues involved in the study of “the other” in Christian history, and topics treated will include pagans, heretics, witches, Jews, Muslims, foreigners, immigrants, homosexuals, and members of “minority” groups. Seminar format; two analytical essays; one research paper and two (2) in-class presentations. Intended for MDiv, MA and PhD/ThD students. [Faculty Consent required; 12 max enrollment].

HS 4701. Swedenborg in History. (3).
HS 5022. New Religious Movements. (3).
Taught by GTU. This seminar will introduce students to the research field of New Religious Movements and to the structure and content of the Doctoral Program in New Religious Movements at the GTU. It will initiate students to the techniques of research, introduce some methodologies appropriate to the field of New Religious Movements, survey broadly the two historical periods (nineteenth century alternative movements and twentieth-century alternative movements), and promote skills in organizing and writing. The seminar will be geared specifically to the needs and interests of doctoral students in New Religious Movements, but students from other fields and other programs are welcome. Informed classroom participation is 75% of the final grade, final research paper or pastoral project is 25%.

HS 5133. From 3 Popes to 2 Councils. (3).
Taught by DSPT. After the disputed election of two Popes in 1378, Europe was uncertain which claimant was the true pope and a schism followed. Reform of the church, in head and members, was now demanded on all sides. The schism was healed through the efforts of a generation of canonists, theologians, and secular rulers, with the Church joyfully reunited through the work of the Councils of Constance (1414-18) and Basel (1431-1449). This course will cover the currents of renewal, collegiality, and reform in the Church that continued through the Catholic and Protestant reformations and which find echoes in both Vatican I and II.

HS 8010. History I. (3).
Taught by DSPT. CHRISTIANITY FROM JEWISH SECT TO COLONIAL RELIGION. (ONLINE VERSION) This course is an introduction to the history of Christianity and historical theology from the second to the seventeenth centuries. During this time, Christianity developed the main features of what is today the world’s largest religion. Along the way, Christianity was transformed again and again as it adapted to vastly different, changing cultural and social environments. This course is about Christianity in the real world. You will learn how to study the origins and development of beliefs and practices, but you will also study much more. The course will introduce you to the continuities and varieties of Christian experience and belief in different times and places, from the Roman Empire to Persia, China, Africa, Europe, and Latin America, and you will be introduced to the complexity of Christianity’s social, cultural, and political entanglements in all these places. The course will help you learn to break down real life situations and understand the fine points at which religious innovation and change occur, even when people try to resist change or return to the past. Audio files of weekly lectures, illustrated with slides, and videos are provided for each week. Readings from primary sources in translation are indicated on the course schedule. The readings will illustrate history, but more importantly, they will give you the opportunity to develop basic skills in assessing and evaluating the belief and behavior of religious communities in the real world. Weekly asynchronous exercises will ask you to apply analytical skills, draw conclusions, and communicate them to your peers. The learning community will be reinforced by periodic web conferences. You will be introduced to the history of the interpretation of the bible on the example of commentaries on the first day of creation in Genesis 1. You will learn about the historical entanglement of Judaism, Christianity, and Islam. You will read and study several theological and mystical classics. You will be exposed to the politics, ideas, and actions that gave rise to Protestantism and the intimate relationship of Protestant and Catholic reforms. You will discover the birth of the tension between theology and natural science. Finally, you will be encouraged to apply the critical skills and aptitudes you are developing in your study of the past to situations of religious life, leadership, and service today.

HS 8020. Baptist History and Polity. (3).
Taught by ABSW. ONLINE Beginning in Europe and tracing its development to America, this course will survey the history of the Baptist traditions that contributed to the present theological and ethical principles understood as Baptist polity. To identify oneself as Baptist is not a monolithic understanding. Students will find a very diverse practice. In this online course, attention will be given to prominent persons shaping the tradition. Students shall engage in weekly interactive exchange as discussion of readings and exploration of mutual congregational experiences. This course may fulfill the Baptist polity course requirement for ordination in the American Baptist Churches, USA. The exchange should be a fun learning experience through committed readings and invigorating exchange among students with input from the professor.
HS 8100. History of Christianity I. (3).
This online course will trace the history of Christian communities from their inception through the late medieval period. Emphasis on close reading of primary texts and issues of power, authority, the nature of discipleship, and the social and political contexts of Christian witness. Lecture/discussion; four 3-5 page papers and either a written take-home or oral final exam. Required for PLTS MTS and MCM students not taking HS 1112 or HS 2012. (Flexible Life Students Only Except By Permission).

HS 8200. Church History. (3).
Taught by ABSW. This ONLINE course will survey the history of Christianity from its earliest beginnings up to the eve of the Reformation. Special attention will be given to prominent leaders who help shape Christian doctrine. Moreover, key theological, political and social issues will be addressed and primary texts will be used to enhance group discussion.

HS 8417. Hstry of Xnty in Pacific Reg. (3).
Taught by PSR, ONLINE. HISTORY OF CHRISTIANITY IN THE PACIFIC REGION, a course designed as an elective for MDiv, MA, DMin and PhD students. The usual historical narratives that have helped mainline, ecumenical, and progressive American Christians define their identity do not seem as relevant in the Pacific world where so many do not share the cultural and historical experience from which these narratives derive. In this class we will take a different look at the history of Christianity in the Pacific world and work to build historical narratives that will inspire and undergird the work of strengthening and re-shaping Christian communities for the future and illuminate the relevance of Christian thought and practice for addressing the problems facing Pacific societies. Students will learn skills for finding and interpreting sources of information about history, creating plausible historical narratives, and viewing historical events and persons from more than one point of view. This is an ONLINE course. There will be 4 synchronous webinars scheduled after the first meeting of the class and is otherwise asynchronous. The course will be available on the GTU Moodle platform and will involve students in a number of learning experiences. Grades will be based on written work in the class, the quality of engagement in class conversations, quizzes, and small collaborative projects. PhD students will be expected to use more than one language in their research work. [Auditors excluded].

Liturgical Studies Courses

LS 1010. PLTS Worship Preparation. (0).
Worship preparation for PLTS chapel. Pass/Fail only.

LS 1012. Living Worship. (2).
This two-semester collaboratory course is designed through both classroom work and lab work to explore the histories and theologies of Lutheran worship, including its global expressions; to articulate a theology of baptism and communion; to prepare worship for weekly PLTS chapel services; to work with members of the pastoral care class to prepare services for life passages; and to embody postures, gestures and rubrics to find and develop their own styles of worship leadership. Evaluation will be based on participation, worship preparation, and written assignments.

LS 1012A. Living Worship Part A. (2).
This is the first of a two-semester collaboratory course is designed through both classroom work and lab work to explore the histories and theologies of Lutheran worship, including its global expressions; to articulate a theology of baptism and communion; to prepare worship for weekly PLTS chapel services; to work with members of the pastoral care class to prepare services for life passages; and to embody postures, gestures and rubrics to find and develop their own styles of worship leadership. Evaluation will be based on participation, worship preparation, and written assignments.

LS 1012B. Living Worship Part B. (2).
This is the second of a two-semester collaboratory course is designed through both classroom work and lab work to explore the histories and theologies of Lutheran worship, including its global expressions; to articulate a theology of baptism and communion; to prepare worship for weekly PLTS chapel services; to work with members of the pastoral care class to prepare services for life passages; and to embody postures, gestures and rubrics to find and develop their own styles of worship leadership. Evaluation will be based on participation, worship preparation, and written assignments.

LS 1020. Chapel Reflection Ritual Lab. (1.5).
Taught by SKSM. Chapel Reflections is an experiential class that workshops SKSM Chapel worship toward creating deeper understanding of and skills for ritual creation. Chapel services are defined as “an opportunity for the whole school to come together for worship and renewal... rooted in Unitarian Universalist practices and heritage present in our community.” Each session of Chapel Reflections will reflect on ritual leadership demonstrated in the preceding chapels. Through focused reflection, students will have an opportunity to more deeply engage their understanding and implementation of successful community-building devotional workshop practices. Chapel Reflections students are expected to attend SKSM weekly Tuesday afternoon chapel service. [15 max enrollment; Auditors excluded].

Taught by PSR. For many communities of faith, worship forms the heart of their life together. It is a place where participants learn the behaviors, rhythms, and patterns of faith that form them for lives of spiritual and social transformation. In this introduction to the practice of worship, we will examine the ways in which worship both shapes and is shaped by culture, history, theology, language, and practice. As we investigate the different movements and rhythms of worship and sacraments, students will learn to harness the power of embodied spiritual and ritual practices in different ministry contexts by critically and constructively engaging liturgical texts and contexts, by designing multisensory, intercultural, and meaningful worship services, and by practicing their leadership of different elements of worship, all while immersing themselves in their own unique religious/denominational, historical, and cultural styles of worship. This lecture/discussion course will be evaluated by attendance, participation, weekly critical and constructive reflections, midterm exam and final worship design synthesis project. [Auditors with faculty permission].

Taught by JST. the Eucharist from historical, liturgical-theological, spiritual, musical and pastoral points of view. In this course will be studied the structural elements of the order of the Mass from the following points of view: 1. Historical aspects 2. Liturgical and theological aspects / Documentation 3. Reflection / The mystagogical implications 4. Musical aspects 5. Pastoral aspects.

LS 2171. Worship Lab. (3).

Taught by ABSW. This course is co-taught by Jennifer Davidson and Nancy Hall. Students enrolled in this course will develop practical worship planning skills that are intentionally multicultural, historically informed, and theologically robust. Participants will be given the opportunity to engage in discussion and hands-on creation of different elements of worship in a collaborative environment. Mindful participation in worship experiences will be cultivated through weekly, focused worship journals that encourage students to pay attention to particular themes related to course content. Students need to attend weekly worship experiences in order to fulfill the worship journal requirement. Required readings will help inform students' perspectives. Guest speakers will provide rich and diverse perspectives on worship planning approaches. This course is taught from and toward Christian worshipping contexts. It is primarily intended for MDiv and MCL degree programs, although MA students with a particular interest in worship may also enjoy this course.

LS 2175. Plan Worship- Day Season Theme. (1.5).

Taught by ABSW. Using as our course textbook "The New Manual of Worship," (Judson Press, April 2018) by Dr. Nancy Hall, students will explore basics of worship planning, the Christian liturgical year, and special days, seasons, and themes that are part of congregational life. We'll be writing prayers, creating liturgies, and singing hymns and songs for various occasions. Weekly reading assignments will include thought-provoking articles from online blogs, journals, and other sources on the nature of worship in an era of shifting demographics, interfaith partnerships, and boundary-crossing theologies. Learn about online and print resources that will help you plan innovative and rich worship and music experiences for any congregation. This course is open to all students in the GTU and also to community members and auditors -- lay persons, directors and ministers of music, pastors and ministry staff....all denominations and faith traditions....everyone is warmly welcomed! [Auditors with faculty permission].

LS 2225. Living Worship A. (2).

Utilizing both classroom and practicum work, this two-semester course will immerse students in the exploration of histories, theologies, and contexts of Lutheran worship in local and global expressions; preparation of worship for weekly seminary chapel services; development of working theologies of baptism, communion, and worship; engagement with ritual care practices and services for life passages; and embodiment of postures, gestures, rubrics, and contents in order to find and develop their own worship leadership style. Evaluation will be based on participation, worship preparation, and written assignments.

LS 2226. Living Worship B. (2).

PRE-REQUISITE: LIVING WORSHIP A Utilizing both classroom and practicum work, this two-semester course will immerse students in the exploration of histories, theologies, and contexts of Lutheran worship in local and global expressions; preparation of worship for weekly seminary chapel services; development of working theologies of baptism, communion, and worship; engagement with ritual care practices and services for life passages; and embodiment of postures, gestures, rubrics, and contents in order to find and develop their own worship leadership style. Evaluation will be based on participation, worship preparation, and written assignments.

LS 4220. Research in Music & Liturgy. (3).

M.Div. Course Courses

MDV 3010. PLTS Exchange Program. (0).

ELCA SEMINARIES’ J-TERM CROSS-REGISTRATION COURSES The ELCA Seminaries’ J-Term Reciprocity Program permits degree students enrolled at any of the ELCA seminaries to cross-register for select J-Term courses hosted by the other ELCA Seminaries. Only the courses listed below are available for cross-registration. For further information, consult the host seminary’s website or Registrar. For on-campus courses, students are expected to contact the host seminary regarding housing arrangements (the cost of which is the student’s responsibility).


For MTS/MDiv degree students preparing for comprehensive examinations, writing a thesis, or completing a project. 0.0-6.0 units.

New Testament Studies Courses

NT 1001. NT Introduction: Paul. (3).

Taught by SFTS. This course is an examination of Paul's life, letters, and theology, as well as of the deutero-Pauline letters and theology. Debated today, e.g., are Paul's relationship to Jesus, more broadly his relationship to contemporary Judaism(s), whether justification by faith is the center of his theology, his attitude to women's leadership in the congregations, what Paul meant by advising slaves to remain in their "call," his relationship to Roman imperialism, and how the deutero-Pauline epistles (re)interpret Paul's theology and ecclesiology. This introduction to Pauline letters will also include practicing exegesis, as well as increasing awareness of Judeo/Greco/Roman culture, religion, and society, e.g., of the houses in which Pauline congregations lived and worshipped. The course is partly taught as a "flipped classroom": Flipped classroom is a form of blended learning in which students learn content online by watching video lectures, and in tutorials is done with teachers and students discussing questions. Evaluation: Final examination, book review MDiv, MA/MTS.
NT 1002. Intro to the New Testament. (3).
This course is an introduction to the field New Testament Studies, providing a representative view of the various components within the contemporary study of the discipline, its texts and contexts. First, we will explore "traditional" approaches to the New Testament, focusing on the texts and contexts of the past, and how recent scholarship has defined some of the main topics (Composition, Synoptic problems, etc.). Second, using more recent developments in the discipline, we will attend to different trajectories of interpretation that pay close attention to the way different communities understand, represent, and re-appropriate the New Testament for different theological and ideological purposes (Imperial and Postcolonial Studies, Feminist and Queer Approaches, Liberationist Readings).

NT 1003. Intro to New Testament. (3).
Taught by DSPT. This course will introduce the issues basic to the study of New Testament texts, reviewing the historical and social contexts, surveying the literature in terms of its referents and rhetoric. There will be an emphasis on the continuity between the two biblical testaments. The basic critical tools of modern biblical study will be utilized. The format will be lecture and discussion, with prepared participation expected and occasional short written assignments anticipated. [Faculty Consent required; 20 max enrollment; Auditors excluded].

NT 1004. NT Introduction: (3).
Taught by GTU. GOSPELS AND ACTS. This course is a general introduction to the canonical and apocryphal Gospels and Acts in early Christian literature. Major methodological issues in current Gospel scholarship will be introduced first. Then, each text of the Gospels and Acts will be interpreted in terms of its literary characteristics, historical background and theological ideas. Throughout the course, explicitly or implicitly, hermeneutical implications of the critical interpretation of the bible will be raised and discussed. This course is taught by PhD student Grace Eunhye So with a Newhall Award, under the supervision of Dr. Eugene Eung-Chun Park.


Taught by PSR. The purpose of this course is to introduce students to the collection of writings that we come to call the New Testament. In this course students will become familiar with the historical context, culture, and the politics that lead to the production of this text. In addition to the traditional historical critical approach to the text, students will be introduced to other methods such as feminist, queer, postmodern, and postcolonial readings that will help us deconstruct these texts and reconstruct interpretations that are socially, ethically, and politically relevant to the world we live.

NT 1014. NT Introduction: Gospels. (3).
Taught by SFTS. This course is a general introduction to the canonical and apocryphal Gospels and Acts in early Christian literature. Major methodological issues in current Gospel scholarship will be introduced first. Then, each text of the Gospels and Acts will be interpreted in terms of its literary characteristics, historical background and theological ideas. Throughout the course, explicitly or implicitly, hermeneutical implications of the critical interpretation of the bible will be raised and discussed. This course is co-taught by Dr. Eugene Park and Grace Eunhye So with a Newhall Award.

NT 1016. Critical Intro to NT. (3).
Taught by PSR. This introductory course to the New Testament begins by familiarizing students with some basic issues of the text (manuscript transmission, translation, and canon) and the Greco-Roman and Judaic context of its writing. We will then focus on the diverse body of texts that form the NT itself, paying special attention to various methodologies of interpretation and the perspectives they represent. Intended Audience: MDiv, MA.

NT 1070. Introduction to N.T Greek. (3).
Part one of a two semester course sequence designed to enable students to read the Greek New Testament. With the aid of Accordance Bible software, students learn Greek vocabulary and grammar inductively by reading the Gospel pericopes from John assigned to Lent and Easter for Year A of the Common Lectionary. Extensive online resources are supplemented by a two-hour weekly in-class discussion session. Non-PLTS students enrolled in the course may purchase the required software at a considerable discount through PLTS. Required for PLTS MDiv students who have not elected the Spanish alternative or have not otherwise fulfilled the language requirement.

NT 1074. Reading NT Texts in Greek. (3).
Part two of a two semester course sequence designed to enable students to read the Greek New Testament. Some attention will also be given to the Septuagint. With the aid of Accordance Bible software, students learn Greek vocabulary and grammar inductively by reading each week one or more pericopes assigned by the Common Lectionary to the following Sunday. Non-PLTS students enrolled in the course may purchase the required software at a considerable discount through PLTS. Required for PLTS MDiv students who have not elected the Spanish alternative or have not otherwise fulfilled the language requirement.

NT 1075. Interpreting the Gospels. (3).
This course introduces the four canonical gospels and several apocryphal gospels, with a focus on their theologies as well as on contemporary methods of interpretation. The class is primarily for pastors who will be preaching, reflecting ethically, and giving pastoral care to parishioners in dialogue with these gospels with their narratives and words of Jesus. [20 max enrollment].

NT 1215. The Gospel of John in Greek. (3).
By reading selected portions of John’s Gospel in Greek, students will build vocabulary while constantly reviewing morphology and grammar. Designed for beginning level students who have completed one semester of Greek. Required of PLTS MDiv students who have not met the Greek requirement. Lecture/discussion. Weekly quizzes.
Taught by SFTS. This is an introduction to major hermeneutical theories from Romanticism to modernity and the standard exegetical methods currently practiced in New Testament interpretation. Theoretical discussion will be followed by interpretation of selected passages from various parts of the New Testament. Due attention will be given to the ordination exam of the PCUSA, while the course aims at wider applicability. Lecture and discussion. Final exegesis paper. MDiv/MATS/MABL/MA. [Elementary Greek].

NT 2225. Ancient Context, present, consequence. (1.5).
This course is an introduction to the field of Pauline Studies, providing a representative view of the various components within the contemporary study of the discipline, its texts and contexts. First, we will explore "traditional" approaches within Pauline Studies, focusing on the texts and contexts of the past, and how recent scholarship has defined some of the main topics (Law, Grace, Israel, etc.) Second, using more recent developments in the discipline, we will attend to different trajectories of interpretation that pay close attention to the way different communities understand, represent, and re-appropriate Paul for different theological and ideological purposes (Imperial and Postcolonial Studies, Feminist and Queer Approaches, Liberationist Readings).

NT 2235/2238. The Synoptic Gospels. (3,3).
Taught by DSPT. This lecture course first reviews critical and methodological issues in the study of the Synoptic Gospels. Exegesis of selected passages will be used to provide in-depth understanding of the origins of the Synoptic traditions and their theology, ecclesiology and eschatology as seen in the life, Passion, and Resurrection of Jesus and in the early Church. This discussion will include the Christological titles, the miracles of Jesus, the parables of the Kingdom, the Sermon on the Mount, the Passion Narrative, and the Resurrection Narrative. Students will be expected to provide a one-page response to eight selections of readings to be posted on moodle. By the end of the course the student will have an understanding of the first-century historical background to the gospels in the Jewish and Greco-Roman worlds and be able to discuss the historical and theological issues of the Synoptic Gospels against the background of first-century Judaism. Evaluation will be based on the weekly essays (25%), a mid-term (20%), an 8-12 page research paper (25%), and a final examination (30). [Introduction to New Testament or equivalent - consult with professor if in doubt; PIN code required; 25 max enrollment].

Taught by DSPT. This course will be a basic introduction though at the intermediate level to the fourth Gospel, studying its literary character in detail, with some emphasis as well on its historical issues and reception within the tradition. The structure and symbolism will receive special attention, with students expected to use modern methods (as well as classic methods) to explore these features. Some previous critical study of the NT (either an introduction or another NT course) is required, since the basic tools of NT study must already be in hand. Short written assignments (three to five) and substantial reading of secondary sources and class participation will be used to evaluate student progress. [Faculty Consent required; 20 max enrollment; Auditors excluded].

NT 2257. Gospel of Mark: Then and Now. (3).
Taught by GTU. An examination of key themes of the Gospel of Mark, focusing on the implications for contemporary exegesis and application. Topics may include apocalyptic, miracles, the role of women, and Christian-Jewish relations. Format: seminar with some lecture material. Assignments include discussion, short responses, and a final paper. Audience: MDivs and MAs. [20 max enrollment].

NT 2416. Teach/Preach Jesus History. (3).
Taught by ABSW. This course introduces students to the history and methods of historical Jesus research, and examines how the Jesus of history can be effectively taught and preached in the contemporary church context. The course will compare gospel and Pauline traditions as well as consider the influence of ancient Mediterranean cultures and values. Throughout the course we will consider how historical Jesus ideas can shape views of spirituality, human rights, and God. Students will be asked to offer their own narratives of the "Jesus of history." Class meets weekdays, 1/7/2019-1/18/2019, from 6:10pm-9:30pm at ABSW.

NT 2500. Paul. (3).
An examination of Paul’s life, letters, and theology, as well as of the deutero-Pauline letters and theology. Debated today, e.g., are Paul’s relationship to Jesus, more broadly his relationship to contemporary Judaism(s), whether justification by faith is the center of his theology, his attitude to women’s leadership in the congregations, what Paul meant by advising slaves to remain in their “call,” his relationship to Roman imperialism, and how the deutero-Pauline epistles (re)interpret Paul’s theology and ecclesiology. This introduction to Pauline letters will also include practicing exegesis, as well as increasing awareness of Judeo/Greco/Roman culture, religion, and society, e.g., of the houses in which Pauline congregations lived and worshipped.

NT 2508. Pauline Epistles. (3).
Taught by CDSP. An examination of Paul’s letters in their original socio-historical and religious context. Various methods and approaches in biblical interpretation will be used to understand the possible meanings of specific texts and their relevance for contemporary Christians and ministry. Format: Lecture, seminars, online discussions, group discussions. Evaluation: short papers and exegesis paper Audience: MDiv/MA/MTS.

NT 2523. Paul’s Letters-Context & Thlgy. (3).

NT 2530. Methods/Study of the Synoptics. (3).
Taught by JST. Canon, Gospel literary genre. Synoptic fact. Contents and theological perspectives of the synoptic gospels. Introduction to exegetical methods such as historical criticism, narrative criticism and reader’s response. Format: Lectures/discussion. Evaluation: Written assignments/research paper/in class and online discussions. The course is intended for MDiv, MTS, MA, and STL students. [20 max enrollment].
NT 4416. In Many Ways: History Reception Hebrews. (3).
Taught by JST. “In the past, God spoke to our ancestors in many times and many ways.” (Heb 1:1 CEB) These are the first words of the letter to the Hebrews. The course focuses on the many ways the letter to the Hebrews has been read through the centuries and of the roles it has played. It is therefore a course on the history of the reception of this document. Besides, students enrolled in the course will gain a sense of the organization of the document itself, of the major hypotheses about its origins, of theories about the study of reception, and of questions concerning the ethics of biblical interpretation. The format of the course is a seminar: It involves a few lectures, much class discussions; Student presentations and papers. Reading knowledge of a two or three ancient or modern languages is desirable. [Faculty Consent required; 15 max enrollment; Auditors excluded].

Taught by JST. Study of Luke-Acts from narrative perspective. Focus on its perspectives on Jesus, the Spirit, the disciples, the Church, the role of women, and salvation. Format: Lecture/seminar. Evaluation: Participation and research papers. Greek not mandatory but helpful. [Faculty Consent required; 15 max enrollment; Auditors excluded].

NT 4900. As Never Seen Before: Visions in NT. (3).
Taught by JST. This seminar will examine material from the NT which describe visionary experiences found in the synoptic Gospels, the Acts of the Apostles, 2 Corinthians, and Revelation. It will use approaches from cultural anthropology, intertextuality, narrative criticism, and media studies to study these segments of the NT. Format: lectures/seminar. Evaluation: student presentations, short written assignments, term paper. [15 max enrollment; Auditors excluded].

NT 5462. NT & Critical Theol. (1.5).
Seminar. New Testament Studies comprise a wide array of methods and hermeneutical approaches to the biblical texts. In addition to Historical-Critical, Literary, and Socio-Scientific Approaches, Cultural Studies and Ideological Criticism have offered in the last twenty-five years ground-breaking insights on the biblical texts and, more importantly, on the nature, boundaries, and scope of the discipline of Biblical Studies itself. In the present seminar we will explore these trajectories of interpretation with particular attention to Postcolonial, Queer, and Critical Race Studies. [Faculty Consent required; 10 max enrollment].

NT 6001. Texts and Methods NT. (3).
Taught by SFTS. The Text and Methods seminar is an introduction to the state of biblical studies and the primary methodologies for New Testament. It provides hermeneutical theories from standard historical critical methods to new approaches like postcolonial theory currently practiced in New Testament interpretation. Theoretical discussion will be followed by interpretation of selected passages from various parts of the New Testament. We will focus on 1/2 Corinthians and Ephesians. Format: Seminar. Evaluation: Final exegetis paper, three reflection papers. Audience: Doctoral Students, advanced MABL. [Faculty Consent required].

NT 8109. Intro to New Testament Online. (3).

NT 8114. NT Intro: Gospels - ONLINE. (3).
Taught by SFTS. This online course is a general introduction to the canonical and apocryphal Gospels and Acts in early Christian literature. Major methodological issues in current Gospel scholarship will be introduced first. Then, each text of the Gospels and Acts will be interpreted in terms of its literary characteristics, historical background and theological ideas. Throughout the course hermeneutical implications of the critical interpretation of the bible will be raised and discussed.

NT 8115. Intro to Gospels & Acts. (3).
Taught by ABSW. This ONLINE course is an introduction to the New Testament Gospels and Acts and other (extra-canonical) early Christian literature as part of the interpretation of early Christianity. The course is designed to help students to engage theoretical frameworks and cultivate critical skills for ongoing independent interpretation, questioning, debate and engagement. The overarching organization of this course is historical-cultural-critical.

NT 8175. Interpreting the Gospels. (3).
This online course introduces the four canonical gospels and several apocryphal gospels, with a focus on their theologies as well as on contemporary methods of interpretation. The class is primarily for pastors who will be preaching, reflecting ethically, and giving pastoral care for parishioners in dialogue with these gospels with their narratives and words of Jesus.

NT 8200. OL Mthds: Study of the Synoptics. (1.5-3).
Taught by JST. Canon, milieu, Gospel literary genre. Synoptic fact. Contents and theological perspectives of the synoptic gospels. Introduction to exegetical methods such as historical criticism, narrative criticism and reader’s response. Format: Readings, audio podcasts, discussion forum, wiki. Evaluation: Written assignments/participation. This is the online version of NT2530 Methods: Study of the Synoptics designed for MDiv/MTS/MA. Course can be taken for 1.5-3.0 units. [15 max enrollment; Auditors excluded].

NT 8250. OL: Exegeting the Parables of Jesus. (3).
Taught by CDSP. ONLINE: This course explores the parables of Jesus in their historical, cultural, and literary contexts. We will study specific parables determining the critical theological themes in them and their various meanings. Also, we will address the questions of how the parables fit into the teachings of Jesus and later into the teachings of the early church and fathom the significance for the church today. [Max enrollment: 15].

Taught by JST. Exegetical and theological study of Paul’s letters as expressions of an early Christian contextual theology. Location of each letter in the whole Pauline corpus. Survey of theological themes with emphasis on their contemporary relevance. Audio podcasts. Discussion forums/assignments/research paper. [Faculty Consent required; 15 max enrollment; Auditors excluded].
NT 8450. Gospel of Matthew in Contexts. (3).
This is an on-line course on the Gospel of Matthew in its historical setting in the first century Mediterranean world. The class will introduce the current status of Matthean scholarship and discuss a major shift of perspectives among contemporary Matthean scholars regarding the author's relation with Judaism. Then important passages in Matthew will be interpreted through standard exegetical methods and major themes of Matthew's theology will also be discussed accordingly. Along with the historical critical method(s), which is the primary interpretive tool in this course, the class will explore some of the newer reading strategies that constitute part of the rubric of postmodern hermeneutics to see how the ancient text could come alive and shed light on contemporary issues. [Faculty permission required; 20 max enrollment].

This course is an advanced survey of theoretical and methodological approaches to New Testament Texts. This course divides contemporary biblical scholarship in five over-arching paradigms: historical-critical, literary, socio-scientific, theological, and ideological. We will explore the historical development of these paradigms and investigate how they build upon each other, their conflictive relationships and research agendas, and how they envision the future of the discipline at the theoretical/philosophical, theological, and ecclesial levels. The emphasis will be on ideological and theological approaches that expand the field of New Testament Studies beyond its traditional boundaries. Accordingly, the course is an exploration of Feminist, Queer, Postcolonial, Marxist, Animal Studies, and Contextual Liberationist Methodologies.

Old Testament Studies Courses

Taught by DSPT. This course provides a basic overview of biblical material, starting “at the beginning” and concluding with the expulsion of Jews from the Jerusalem area in the year 135 C.E.

OT 1070. Introduction to the OT. (3).
Taught by SFTS. This course offers a critical introduction to the Old Testament/Hebrew Bible. Students will learn about the ancient Near Eastern context of the OT/HB, the history of ancient Israel, the different parts and books within the OT/HB, the processes from oral original to canonical books, different streams of tradition (theologies) within the OT/HB, etc. Evaluation method: classroom participation, several short exams, three short papers. [Auditors with faculty permission].

This course provides a survey of the Old Testament, focusing on the texts in their historical and literary contexts. Students will learn to read the texts from various perspectives and evaluate the notion of the literature as sacred texts both for ancient readers as well as contemporary faith communities. Evaluation will be based on participation in interactive discussions, content quizzes, written assignments and examinations. [PIN required; contact jgonzalezc@cdsp.edu].

OT 1080. Introduction to Old Testament. (3).
Taught by ABSW. This course will provide a basic introduction to the study and message of the OT. The successful student will have 1) acquired a socio-cultural and theological overview of the Old Testament with foci on basic content as well as critical issues and exegetical and hermeneutical methodologies; 2) developed a self-awareness concerning his/her own social location and its relationship to the reading, thinking, and doing of biblical, historical, and theological work.

OT 2054. Beyonce and the Hebrew Bible. (3).
Taught by SFTS. This course will explore the social discourse and politics surrounding the music and public persona of Beyonce Knowles. The course will use Knowles as a paradigmatic figure to explore issues of womanist thought, with particular interest in topics of race, class, and gender, focusing on concepts of sexuality, embodiment, agency, etc. These popular social and political issues will serve as a framework to evaluate various texts in the Old Testament/Hebrew Bible. [Faculty Consent required; 20 max enrollment; Auditors with faculty permission].

OT 2056. Film & the Hebrew Bible. (3).
Taught by CDSP. An examination of the interface between biblical literature and film, especially movies, documentaries, and educational material, with reception theory as the methodological framework.

OT 2057. Talking Book: Hebrew Bible & Black CultuyAnd Black Culture. (3).
Taught by SFTS. This course will explore the reception history of the Hebrew Bible in Black communities, particularly in the 20th and 21st century. The course will ask students to exegze texts that have had substantial influence in the Black communities and then evaluate literature, film, and music's engagement of the biblical corpus. [20 max enrollment]

OT 2076. Womanist-Feminist Biblical Interpretation. (3).
Taught by SFTS. WOMANIST-FEMINIST BIBLICAL INTERPRETATION This course will use intersecting disciplines of ethical theory and literature as tools to construct various approaches to womanist and feminist biblical hermeneutics. As such, the class will require students to develop paradigms for understanding concepts of race, ethnicity, and gender as competing and intersecting realities both within the Bible and in its use and misuse in reader reception throughout history.

OT 2094. Pentateuch & Former Prophets. (3).
Taught BY DSPT. This course, proceeding by lecture and discussion, will involve close, critical and careful study of the Pentateuch and Former Prophets (Joshua through 2 Kings), highlighting the main historical/ social issues, the literary tools useful for analysis, and the relevance of the books to various communities receiving them, including ourselves. The books of Genesis and Deuteronomy will anchor study of the other books. Issues of land- its fruitfulness and fragility—will be central. Participants can expect to write about 25 pages, likely in shorter and focused segments (though to write a research paper is an option). Regular, prepared participation is also expected, demonstrating familiarity with both texts and methods of study. [Faculty Consent required; 20 max enrollment; Auditors excluded].
Taught by JST. A socio-historical and literary survey of the Pentateuch and Histories with attention to the effects of culture upon both the composition and reception of these writings in faith communities. The course provides a foundation in critical methodologies and in the theory and practice of exegesis. In addition, we will wrestle with pastoral dimensions of our study - i.e. what is the relationship of these biblical criticisms to the kinds of interpretations made of the Bible in pastoral places outside the academy; what kinds of ethical, social, and ideological impact does the Bible and its interpretation have in our world? [Faculty Consent required; 20 max enrollment].

OT 2145. Intro to the Book of the 12. (3).
Taught by CDSP.

OT 2146. Biblical Prophets. (3).
Taught by DSPT. The course will survey the biblical prophets (except Daniel), though in varying depth. The course will focus particularly on diverse ways in which prophets and the texts we have communicate: with discussion of relevant historical data (8th-5th centuries), with particular emphasis on literary and rhetorical features, and with attention to how contemporary scholars interpret the texts now. The course will make use of lecture and discussion, including five short written assignments designed to indicate how well the student has grasped the major ways in which prophets communicate. Reading will include substantial portions of the biblical latter prophets (15 books) and some secondary literature as well. Alternative assignment: Students wishing to write a 15-25 page research paper with faculty guidance will have that option. [Faculty Consent required; 20 max enrollment; Auditors excluded].

OT 2172. Bible and Archaeology. (3).
Taught by SFTS. This seminar will include introductory material about how the field of archaeology informs biblical students. In particular the course will evaluate how material evidence excavated in Israel/Palestine has informed particular theories around the historicity and meaning of specific Old Testament texts. The course will meet three times during the Spring semester and will culminate with a two-week trip to Israel during the summer of 2018 [dates TBD]. Students are responsible for the additional cost associated with travel. No credit will be given without the trip. Mandatory first meeting is February 2, 2018, 3-6pm. Two additional meeting dates will be decided at this first gathering. [OT 1070; Faculty Consent required].

OT 2608. Wisdom/Writings. (3).
Taught by DSPT. The course provides a survey of most (not all) the books from the Old Testament/Hebrew Bible’s wisdom and writing materials, focused around a particular pair of questions related to answerable living: What is the good life envisioned and described? How do humans achieve and/or receive it? The course is aimed at the intermediate level (so for MA/MDiv/MABL students) who ideally will have had an introduction to OT (e.g., BSSP 1066, Modules A, B). The course is lecture/discussion, with the format varying from session to session. Required will be a good deal of reading (biblical and secondary), active presence and participation, three to five short written assignments, a willingness to engage critical issues of biblical study. Grades will be based on effective discussion and presentation of material well-understood and made useful for participants. Alternative assignment: Those needing a research paper may request to do one. [A recent critical introduction to OT; Faculty Consent required; 20 max enrollment; Auditors excluded].

OT 3205. OT Exegesis: Exodus. (3).
Taught by CDSP. This course will focus on historical, literary, and ideological themes in and around the book of Exodus. The class will attend to the various social, cultural, and religious practices that influenced the construction of narrative, law, and poetry within Exodus. In addition, students will be exposed to Ancient Near Eastern literature that provide a parallel literary and ideological framework to the biblical text. Further, students will be asked to think critically about how Exodus has functioned throughout history, focusing on various kinds of reader-response, post-colonial, discursive criticism of the text. In exploring the range of hermeneutical issues at play with the text, students will be asked to contend with complex issues of how the book of Exodus functioned as both positive and pernicious for both its ancient and contemporary audiences.

OT 3275. Old Testament Exegesis. (3).
Taught by SFTS. RUTH: This seminar surveys and discusses recent literary approaches to the book of Ruth from the late 20th century until now. The introduction of the course deals with conventional questions such as place and date of composition, and political, sociological, and theological features of the narrative. The remaining of the course focuses on literary interpretations of the text with attention to the various methods and approaches used to examine the Ruth story.

OT 4000. Literary Criticism & the OT. (3).
Taught by JST. A survey of the history of literary criticism and an overview of modern literary theory itself, with special attention to its various systems and approaches. An examination of methods for biblical study that have developed with reference to these literary approaches. An examination of how these methods are applied in the criticism of actual biblical texts. [Facult Consent; 12 max enrollment].

Taught by JST. This course offers a postcolonial study of the Jacob/Joseph Narratives (Gen 25.19-50.26). The concept of tribe is a significant identity marker in both biblical Israel and in Africa. Biblical Israel is an amalgam of tribes (the sons of Jacob). The Jacob - Joseph stories are narratives of identity formation. So too postcolonial African states are amalgams of tribes with contrasting and sometimes competing identities but also shared traditions and values that hold them together. How do these ancient and contemporary narratives function in the construction of both national as well as tribal identity? What are the peculiarities/boundaries of the tribes? What are their shared traditions and values?.

OT 4109. Josh & Judg-Afr/Afr Am Persp. (3).
Taught by JST. JOSHUA AND JUDGES - AFRICAN/ AFRICAN AM PERSPECTIVES This course studies the narratives of the books of Joshua and Judges with particular attention to issues of land, inter-tribal relations, and issues of identity as tied to land. In addition to exegetical study, readings of African and African American scholars will form the basis of much of this investigation.
OT 4390. Wisdom/Writings. (3).
Taught by JST. A seminar for advanced students [MA, STL, MDiv] that explores the Wisdom books of the Hebrew Bible (especially Proverbs, Job, Ecclesiastes) and some Deuterocanonical Books (especially Ben Sira, Wisdom of Solomon, Baruch) and prose works (Esther, Judith, Tobit, Song of Songs, Additions to Daniel & Esther). Assessment: seminar participation, class presentation and research paper. [Faculty Consent required; 12 max enrollment; Auditors with faculty permission].

OT 4420. Old Testament Prophets. (3).
Taught by JST. An investigation of the historical, compositional, and literary dimensions of the prophetic books of the Hebrew Bible. An exploration of how the message of the biblical prophets integrates the theological traditions of the past with the distinctive socio-cultural realities of their own context. Central to these investigations will be our study of these biblical texts in conjunction with relevant outside readings as well as contemporary ministerial issues and challenges with which they intersect [Faculty Consent required; 20 max enrollment].

OT 4421. Jeremiah and Empire. (3).
This course examines the book of the prophet Jeremiah and its historical context amidst the Neo-Assyrian and Neo-Babylonian empires. The portrayal of the prophet in the theo-political roles as advisor to kings, divine messenger to peoples and nations, as well as representative of YHWH will be explored, especially as this sheds light on the peculiarities of prophecy in this book. Exploration of the text will call attention to theological, liturgical and societal implications for contemporary faith communities. This exploration will be done with the help of postcolonial theory, empire studies and other critical theory. Evaluation of the course includes class participation, written assignments and an exegetical project. Fulfills PLTS Prophets requirement for PLTS students. [An intro course in OT; Auditors with Faculty permission].

OT 4422. Reading Isaiah With Hope & Peace. (3).
Taught by CDSP. This course examines the book of Isaiah from the central Jewish and Christian frames of hope and peace. These major foci, hope and peace, present the opportunity to interrogate the total scope of the book of Isaiah as well as its constituent parts. Hope and peace will also assist in reading the book in the midst of contemporary challenges such globalization, war, terrorism, national security, ethnic identity and boundaries. Participants will spend time reflecting on theological appropriations of the book of Isaiah in the context of the book itself and various present day social settings. Participants will be assessed based upon discussions, written assignment, presentations, and project development. This course fulfills the Prophets requirement for PLTS students.

OT 4462. Women in Deuteronomy History. (3).
Taught by GTU. This course studies the Dueteronomistic History with particular focus on the stories of women in the texts and how they may be interpreted by contemporary audiences. Socio-historical research will be used to elaborate upon the context of women within these narratives, providing grounding for the consideration of what alternative readings are possible when a feminist critical lens is applied to the text. This course is taught by PhD student Sarah Kohles with a Newhall Award, under the supervision of Gina Hens-Piazza.

OT 5130. Elijah/Elisha Traditions. (3).
Taught by JST. A weekly reading of the Hebrew text of the Elijah/Elisha stories (I Kgs 17-II Kgs 10) followed by an overview of the tradition of interpretation of individual stories in this cycle with particular attention to the historical, literary, and theological elements of each tale. Recent approaches and their challenge to traditional interpretations of these narratives will also be a focus of discussion. [Faculty Consent required; 12 max enrollment].

OT 8107. Intro to OT - ONLINE. (3).
Taught by SFTS. Online version of OT-1070: This course offers a critical introduction to the Old Testament/Hebrew Bible. Students will learn about the ancient Near Eastern context of the OT/Hebrew Bible, the history of ancient Israel, the different parts and books within the OT/Hebrew Bible, the processes from oral original to canonical books, different streams of tradition (theologies) within the OT/Hebrew Bible, etc. Evaluation method: classroom participation, several short exams, short three short papers. [Auditors with faculty permission].

OT 8174. Introduction to OT. (3).
Taught by ABSW. This ONLINE course will provide a basic online introduction to the study and message of the OT. The successful student will have 1) acquired a socio-cultural and theological overview of the Old Testament with foci on basic content as well as critical issues and exegetical and hermeneutical methodologies; 2) developed a self-awareness concerning his/her own social location and its relationship to the reading, thinking, and doing of biblical, historical, and theological work.

OT 8175. Intro to Old Testament- Online. (3).
This online course provides a survey of the Old Testament, focusing on the texts in their historical and literary contexts. Students will learn to read the texts from various perspectives and evaluate the notion of the literature as sacred texts both for ancient readers as well as contemporary faith communities. Evaluation will be based on participation in interactive discussions, content quizzes, written assignments and examinations. [PIN required; contact jgonzalez@cdsp.edu].

Religion Psych Courses

PS 1006. Intro to Pastoral Care. (3).
This course aims to introduce students to the history, practice, and theology of pastoral care in Christian traditions. Students will use most of the class time to discuss readings and engage in the analysis of case studies in small groups, though the instructor will give short lectures to present background information supplemental to the readings for each week. The course assumes no prior knowledge or experience in pastoral care. The course will place special emphasis on pastoral care in diverse contexts, for and by people of color, LGBTQ persons, and other underrepresented groups, in order to prepare students for a wide array of possible settings for pastoral care, and students will be encouraged to think critically about categories such as race, gender, and sexual orientation.
PS 1009. Introduction to Pastoral Care. (3).

The purpose of this course is to grow in self-understanding as helping persons to understand the context for situations of care, to learn an approach to pastoral care that can serve as a framework for working with people in a variety of crisis situations, to foster empathetic ways of listening and responding and to develop skills of self-criticism about our pastoral care work. These aims will be developed through assigned readings, class lecture and discussions, and role playing practice in small groups. [30 max enrollment].

PS 1010. Intro to Pastoral Theology. (3).

Taught by CDSP. This is a basic course with focus on practical application in pastoral ministry based on sound pastoral theological understanding. It will explore all the areas in congregational life in which pastoral ministry might be needed. Based on lectures, readings and conversations, students will be required to develop the appropriate response in certain situations using preaching skills, counseling, and other forms of pastoral ministry. We will also look at the restrictions under which counseling can take place or is required as directed by national or diocesan church canons. Based on role-playing, written reflections and classroom participation students will be graded on a pass/fail basis. Students may also audit the course. This course is intended for M.Div and MA/MTS students.

PS 1014. Introduction to Pastoral Care. (3).

Taught by SFTS. This is an introductory course in the important ministry of pastoral care and counseling. It is designed to introduce the M.Div. student to the basic concepts, dynamics, issues and skills necessary for effective pastoral care. This course will teach both theory and the skills of pastoral care. The course will include lectures and skill practice small groups. This course requirements include regular attendance, personal reflection papers, quizzes, and a final case study.

PS 1016. Past Counseling: process/Skills. (3).

Taught by DSPT. Highlighting pastoral case material and interpersonal process, the course introduces students to the basic interviewing skills of pastoral counseling and provides an overview of clinical psychopathology. This course understands psycholog¬ical distress within the context of pastoral counseling from a biopsychosocial and spiritual perspective. The challenges of trauma, addiction, and recovery are especially highlighted. Through interviewing and group facilitation, students will hopefully experience themselves as pastoral agents of healing. Taught from a clinical psychodynamic perspective with attention to professional ethics for pastoral ministers, direct experience with underserved populations is required - students will be offered short term pastoral opportunities with homeless populations recovering from trauma and/or addiction. These community engaged learning opportunities are scheduled for some late afternoons on Friday and/or two Saturdays during the semester. Regularly scheduled sessions meet at St. Albert Priory in Oakland. Intended audience: MDiv, MA, MTS COURSE GOALS: 1) Provide an overview of the spectrum of abnormal psychology and how to identify and work with psychopathology within pastoral counseling. 2) Offer the content and skills foundation for a practical and experiential understanding of clinical assessment, formulation, and therapeutic interventions and how they serve as resources for effective and ethical pastoral counseling. 3) Develop the basic scholarly foundation for students seeking careers in clinical psychology, pastoral counseling, or related fields.

PS 1026. Intro to Pastoral Care/Theo I. (1.5).

Taught by CDSP. This is the first part of an introductory course in practices of care for ministry in communities of faith. In various ways over the full stretch of this course (including both PS 1026 and PS 1027), we will look at (1) aspects of human emotional/relational/spiritual need (2) as that is shaped by cultural values and societal power dynamics, and ask (3) how our theology listens to, critiques and revisions human need, cultural values and societal dynamics and (4) where that all leads us in terms of practices of care. In Week One (PS 1026) we will focus more on individuals' need for care, especially in crises and everyday change involving loss. In Week Two (PS 1027) we will think more in terms of systemic understandings of congregations and families and cross-cultural perspectives, and how these insights can inform our patterns of care. Throughout we will maintain the emphasis on the communal and cultural context for our caring, raise the justice questions, and ask what hope and meaning faith provides. Format for Week One: lecture/discussion, student presentations of care-receivers' stories, conversations to practice/model listening. Assignments include pre-course reading and an interview with a care-receiver; class presentation, and a post-course reflection paper. Class meets daily, 1/14/19-1/18/19, from 1:30pm-5:30pm at CDSP.

PS 1027. Intro Pastoral Theo/Care II. (1.5).

Taught by CDSP. This is the second part of an introductory course in practices of care for ministry in communities of faith. In various ways over the full stretch of this course (including both PS 1026 and PS 1027), we will look at (1) aspects of human emotional/relational/spiritual need (2) as that is shaped by cultural values and societal power dynamics, and ask (3) how our theology listens to, critiques and revisions human need, cultural values and societal dynamics and (4) where that all leads us in terms of practices of care. In Week One (PS 1026) we will focus more on individuals' need for care, especially in crises and everyday change involving loss. In Week Two (PS 1027) we will think more in terms of systemic understandings of congregations and families and cross-cultural perspectives, and how these insights can inform our patterns of care. Throughout we will maintain the emphasis on the communal and cultural context for our caring, raise the justice questions, and ask what hope and meaning faith provides. Format for Week Two: lecture/discussion, student presentations, conversations to practice/model listening. Assignments include pre-course reading, a ministry case study involving family or congregational dynamics, class presentation, and a post-course reflection paper. Class meets daily, 1/21/19-1/25/19, from 1:30pm to 5:30pm at CDSP. [PS 1026].

PS 1060. Pastoral Care & Congregations. (3).

This survey course is designed to introduce students to the fundamentals of pastoral care, including its history, literature, theories and practices. Students will explore pastoral theology and pastoral care practice as essential components within Christian and other faith traditions and parish ministry. In this respect, students will further explore the nature of holistic care for individuals and families within faith and social communities. Through film, lectures, texts/reading and class discussions, this course will consider pastoral care and counseling principles and approaches and their relationship to common issues and concerns, e.g., worship and spiritual needs, marriage and family, sexuality, boundaries, illness, loss, grief, death and dying. In light of the fact that students find the role plays very helpful in their formation as pastoral care providers, this class will be taught twice each week; one class is devoted to lecture and the other class is a lab structure for modules (role plays). [20 max enrollment].
PS 1062. Congregational Care. (3).

PS 1145. Pastoral Care I. (1.5).
Part I of the Pastoral Care sequence. Theory and practice of pastoral care within diverse cultural and socio-economic contexts. Integration of biblical, theological, liturgical, spiritual, psychological, and sociological perspectives and resources. Emphasis on the application of family systems and family life cycle theory to self, pastoral care in diverse contexts, and personal faith development. Role-playing, cases, films, lectures, small groups.

PS 1146. Pastoral Care II. (1.5).
Part II of theory and practice of pastoral care within diverse cultural and socio-economic contexts. Integration of biblical, theological, liturgical, spiritual, psychological, and sociological perspectives and resources. Emphasis on the application of family systems and family life cycle theory to self, pastoral care in diverse contexts, and personal faith development. Role-playing, cases, films, lectures, small groups, etc. PREREQUISITES: Pastoral Care I.

PS 1366. Psychology of Flourishing. (1.5).
Taught by GTU. EXPLORING SPIRITUAL GROWTH IN COMMUNITY Informed by the fields of positive psychology and Christian spiritual formation, this course will examine the possibility of cultivating our lives of faith and community in a culture that pushes us to live shallowly and relate to other people superficially. We will look at recent writing on flourishing (including Susan Phillips’s “The Cultivated Life: From Ceaseless Striving to Receiving Joy”) and moral community (including Jonathan Haidt’s “The Righteous Mind: Why Good People Are Divided by Politics and Religion”). Practices of personal and communal development will be taught in an environment of mutual interest and respect for individual differences. We anticipate a lively and diverse mix of class participants, and the class is open to all. Evaluation will be based on a self-analysis paper (3000-4000 words) of one's spiritual and moral foundations and practices, integrating texts, classroom discussions, and more. Course will meet on two Saturdays.

PS 1461. Ritual Design. (1).
Taught by PSR. This is one part of a 3 module class of 1 credit units each. You must also register for Communication and Empathy to complete the course. As a required course in the Stackable Curriculum for MDiv students in their first year, it provides an introductory and hands on approach to leading religious communities. Each class will meet on Thursday afternoons for a total engagement of 4-5 weeks per module. This one unit module introduces the basic principles of Communication for first-year stackable curriculum students through an extended reflection on practices of “Communication” as a spiritual trait for leaders of communities involved with social justice and transformation. The course is organized around lectures and discussions, with the expectation of a research paper at the end. Students will engage with readings through personal reflections and regular writing and discussion exercises. Class meets 2/7/2019-3/7/2019.

PS 1462. Communication. (1).
Taught by PSR. This is one part of a 3 module class of 1 credit units each. You must also register for Ritual Design and Empathy to complete the course. As a required course in the Stackable Curriculum for MDiv students in their first year, it provides an introductory and hands on approach to leading religious communities. Each class will meet on Thursday afternoons for a total engagement of 4-5 weeks per module. This one unit module introduces the basic principles of Communication for first-year stackable curriculum students through an extended reflection on practices of “Communication” as a spiritual trait for leaders of communities involved with social justice and transformation. The course is organized around lectures and discussions, with the expectation of a research paper at the end. Students will engage with readings through personal reflections and regular writing and discussion exercises. Class meets 3/14/2019-4/11/2019.

PS 1463. Empathy. (1).
Taught by PSR. This is one part of a 3 module class of 1 credit units each. You must also register for Ritual Design and Communication to complete the course. As a required course in the Stackable Curriculum for MDiv students in their first year, it provides an introductory and hands on approach to leading religious communities. Each class will meet on Thursday afternoons for a total engagement of 4-5 weeks per module. This one unit module introduces the basic principles of Pastoral Care and Theology for first-year stackable curriculum students through an extended reflection on “Empathy” as a spiritual trait for leaders of communities involved with social justice and transformation. The course is organized around lectures and discussions, with the expectation of a research paper at the end. Students will engage with readings through personal reflections and regular writing and discussion exercises. Class meets 4/18/2019-5/23/2019.

PS 2862. Pastoral Care in Anger & Conflict. (1.5).
Taught by ABSW. For spiritual caregivers, anger—both within ourselves and encountered in those for whom we are caring—is often misunderstood, and anger and conflict frequently create an apparent impasse in ministry. To address this situation, students in this course will learn about the physiology of emotions (specifically anger), explore their own personal/cultural/familial awareness of anger, engage in theology of anger and conflict, and practice strategies for offering spiritual care with angry persons and/or in conflictual interactions. Course format includes discussions, lectures, simulated pastoral encounters, films, and student presentations. Evaluation will be based on class participation, reflection papers, and a case study.

PS 8106. Online- Intro to Pastoral Care. (3).
Taught by PSR. This online course aims to introduce students to the history, practice, and theology of pastoral care in Christian traditions, although it is open to students of any religious background or no religious background. Students will use online tools to discuss readings and engage in the analysis of case studies, though the instructor will give short lectures to present background information supplemental to the readings for each week. In addition, students will attend a small number of face-to-face meetings with their classmates to practice their pastoral care skills; these meetings will be scheduled in the first week of class according to student availability. Students will be evaluated through discussion board participation, presentations, reflection papers, and a research paper. The course assumes no prior knowledge or experience in pastoral care, and is a required course for the MDiv program. The course will place special emphasis on pastoral care in diverse contexts, for and by people of color, LGBTQ persons, and other underrepresented groups, in order to prepare students for a wide array of possible settings for pastoral care, and students will be encouraged to think critically about categories such as race, gender, and sexual orientation.
PS 8430. Forgiveness. (3).
Taught by SKSM. FORGIVENESS & MORAL REPAIR In this on-line class, we will meet people from all over the world, from a variety of religious and cultural traditions, who have practiced forgiveness as a means of healing, reconciliation and/or liberation. We will also explore the concept of “moral repair” or how we individually and collectively might apologize, repent, and/or make amends after wrong-doing. Through readings, films, and spiritual practice exercises we will develop our “forgiveness” muscles. We will also explore ways of using forgiveness to strengthen our pastoral, prophetic and public ministries. This class will be experientia and multi-faith, drawing on personal and communal narratives, neuroscience, and psychology. Evaluation will be based on weekly reflections, spiritual practice exercises, and class discussion.[Faculty Consent required; 20 max enrollment; Auditors excluded].

PS 8450. Illness, Health & Healing. (3).
Taught by SKSM. This course invites students to listen for the voices of the ill, even when those voices are full of pain or have been long ignored. Students will develop spiritual care skills and practices to promote health and healing that will enhance their ministries and their lives. The course will draw from narrative medicine as well as scriptures and healing stories from a variety of religious traditions. Format: Class Discussion. Method of Evaluation: weekly reflections, spiritual practice exercises, and projects. Intended audience: M.Div., MASC, MA. This online course is asynchronous. Low residency. Relates to Threshold #: 5; 7; and 8relates to MFC Competencies #: 2; 3; and 6 [20 max enrollment; Auditors excluded].

Systematic Theology Courses

ST 1084. Systematic Theology I. (3).
Taught by SFTS. The first semester of a two-semester introduction to Christian theology. Beginning with the meaning of religious faith, we move into the method question of the relation between divine revelation and the authority of scripture, human reason and experience. From there, we investigate the meaning of God using ancient and contemporary Trinitarian theology; Reformed theologian John Calvin, feminist theologian Elizabeth Johnson, and Latin American theologian Gustavo Gutierrez. We conclude with differing understandings of creation, and God’s relationship to human suffering. Three exams (with option of substituting papers for exams). This course is the prerequisite for ST 1085, Systematic Theology II. [Auditors with Faculty permission].

ST 1085. Systematic Theology II. (3).
Taught by SFTS. This course is the second semester of a two-semester introduction to Christian theology. The purpose is to help the student gain a basic knowledge of the principal topics of the theology of the universal church, especially as these topics are understood in the Reformed tradition and in conversation with feminist and other contemporary theologies. Beginning with the doctrine of humanity, we look at our original goodness and our fall into relational forms of sin as pride, despair and denial. Next, we look at the person and work of Jesus Christ, from a variety of perspectives. We look deeply at the meaning of our being “saved by grace through faith alone,” and the roles of the divine Spirit and human spirit in bringing about our healing. We conclude with the nature of the Christian spiritual life, including sanctification and vocation, the church and its mission in the world and sacraments.

ST 1086. Theological Thinking. (3).
Taught by PSR. Theology concerns words, wordings, the Word, or speech about the divine. Long ago, Anselm defined theology as faith seeking understanding. This course offers a space to continue a search that humans have engaged in for millennia-making sense of faith, and the Christian faith in particular. We will learn from the wisdom and the shortcomings of those who have preceded us in seeking to talk meaningfully and responsibly about various theological topics and how they help one to think about social transformation. In addition, we will learn from contemporary quests and concerns as we become active participants in the theological process today.

ST 1091. Theology: Nature & Method. (3).
Taught by DSPT. This course (formerly titled “ST-1710 Theology: Method & Structure”) is an introduction to the nature, method, sources, and structure of theology, focusing on (but not limited to) the Roman Catholic tradition and St. Thomas Aquinas in particular. Issues to be considered include: the nature of theology, its method, the relationship between philosophy and theology, the theology of revelation, and the respective roles of scripture, tradition, magisterium, faith, and reason in theology. The course also introduces students to writing research papers in theology. Format: Lecture & discussion, with some student presentations. Assignments for evaluation: (1) class participation; (2) oral reports; (3) one research paper (in stages, including proposal, initial version, & final version) of 4000-5000 words. Intended audience: MA, MDiv, and MTS. students.


Taught by JST. The purpose of this survey course is to provide an overview of the development of the theology of the Holy Spirit from its scriptural foundations, its early patristic development focusing mostly on Augustine and Gregory of Nyssa as exemplars of Western and Eastern approaches, key developments in East and West after the medieval schism, and some modern pneumatological developments in the work of Sarah Coakley, Robert Doran, Hans Urs von Balthasar, John Zizioulas, and others. Sacramental, ascetic, pastoral, and ecclesiological issues will be considered throughout the course. The format of the course is lecture and discussion, with assessment conducted via short papers and a final examination. The course is designed for all MDiv, MTS, and MA students. [30 max enrollment].

ST 2012. Theology of Pope Francis. (3).
Taught by JST. This course will examine the writings and addresses of Pope Francis in order to articulate his animating theology and spirituality. The course is open to any degree-seeking student. Assessment will be based on participation (including presentations) and papers. [15 max enrollment].

ST 2013. Political Theological Context Africa. (3).
Taught by JST. Suitable for MDiv, MTS and MA; can be upgraded for STL and STD.
Taught by JST. This course examines the nature and function of theology through a systematic inquiry into the dynamics of faith and revelation, the role of scripture and tradition, the use of religious language and symbols, the genesis of doctrine, the operation of theological method, and the relationship of theology to praxis. This course introduces basic theological concepts and terms, exposes students to a range of major theologians and theological styles, and situates the study of theology in the life and ministry of the Church. For these reasons, this course can serve as an introduction to the study of theology. It is designed for MDiv students and others in first degree programs (MA, MTS, etc.). This course will use a lecture/discussion format. Evaluations will be through short papers, class presentations and two exams.

ST 2029. Contemporary Anglican Theologians. (3).
Taught by CDSP. This course will examine the work of several Anglican-identified theologians treating a variety of themes and topics. This will allow us to encounter and learn from the many ways in which Anglican theologies are engaged theologies, theologies that challenge us to rethink how we imagine and interact with both church and world, and that provoke deep transformations in the lived life of faith. This is a seminar course focused on close reading and discussion of texts by Sarah Coakley, Kelly Brown Douglas, Jay Emerson Johnson, William Stringfellow, Kathryn Tanner, Keith Ward, and Rowan Williams, along with a few stand-alone articles. The requirements are active classroom participation and a research paper of 18-20 pages on the work of an Anglican theologian not encountered directly in the course readings, selected in consultation with the instructor. The course is appropriate for students in all degree programs and there are no prerequisites.

ST 2160. Introduction to Theology. (3).
Taught by PSR. The course emphasizes liberatory, and contemporary thought, through brief but in-depth encounters with historically pivotal or influential essays, texts, thinkers, and ideas. Students will learn to use and interpret basic theological concepts and models, using traditional vocabularies (doctrines of God, creation, theological anthropology, Christology, suffering and evil, soteriology, pneumatology, eschatology) by engaging a variety of theological texts critically and creatively. Students will be invited to participate as theologians while gaining a sense of how theology is a temporal, contextual, ongoing and imaginative endeavor, in which present articulations are flooded with, produced by, argue with, extend, contradict, and depart from inherited claims about the relations between God, Jesus/Christ, the Holy Spirit, humanity, life, and the universe(s). Course format: Lecture and discussion. Evaluation: Class participation, Moodle posting, 2 brief papers and term paper.

ST 2188. Thlgy I:Introducing Practice. (3).
Taught by CDSP. This course is the first in a two-course sequence that introduces students to the core topics and methods of Christian systematic theology. Although special emphasis is placed on the Anglican tradition, students encounter the central theologians and theological perspectives necessary for an adequate foundation in Christian theology. In this first course, the theological topics considered are: God, creation, Trinity, christology, theological anthropology, sin and salvation, grace, and pneumatology. The course is taught primarily as a seminar, with the instructor presenting material that is then discussed in depth by the class in order to elucidate the salient terms, debates, and themes of the topic at hand. Writing assignments consisting of reading response papers on class readings and short essays, also based on class readings, are the central requirements. [Faculty consent required].

ST 2190/2225. Constructive Theology. (3,3).
In this course you will be introduced to the disciplines of constructive theology - its methods, its sources, and its expressions in various faith communities. You will consider the doctrines of the Christian tradition in their biblical, historical and present-day developments; interacting with voices both ancient and contemporary from a variety of communities, contexts and concerns. Together we will learn how to engage the work of theology today, using the resources of our Christian traditions and other scholarly disciplines for the sake of developing the systematic/constructive habitus you will need in order to serve as theological leaders in a variety of communities and ministries. Lecture and discussion format. Three written assignments (research paper/constructive project/credo essay) and class participation form the bases of student assessment. (This course is an approved substitution for ST 2003 Systematic Theology.).

ST 2232. Histircal Devlopment of Christology. (3).
Taught by DSPT. The primary purpose of this lecture course (designed for the MA/MDiv/MTS levels) is to survey the main lines of Christological development from the earliest Patristic writers through Aquinas. The areas of particular concentration will be the Patristic development from Nicea to Constantinople III and Aquinas’ Christology and soteriology. Its secondary purpose is to survey the main lines of Marian doctrine, both as it has evolved historically, as it is being revised by contemporary authors. Modern and contemporary developments in Christology, including the various “Quests” of the historical Jesus, will be covered in ST 3115, Contemporary Christology, in the spring semester of 2016. The requirements for the course are attendance, and 20 pages of written work distributed over three essays. NOTE: this course is a prerequisite for ST 3115. [Auditors with Faculty permission].

ST 2300. Trinity. (3).
Taught by DSPT. Beginning with the scriptural understanding of the Trinity, the course will trace the development of the doctrine, especially in the theology of Thomas Aquinas, and then examine certain contemporary approaches to the doctrine against that background (Schleiermacher, Barth, Rahner, Moltmann, Boff, LaCugna). Lecture/ discussion. One 15-20 page research paper or two 7-10 page research papers. Intended audience: MA/MTS/MDiv.

ST 2320. Theology of the Cross. (3).
Taught by CDSP. In this seminar style course, we will consider the problem of the cross in Christian theology, discipleship, and pastoral practice. As a course in systematic theology, we will look at texts within the tradition and seek to analyze the way or ways the cross functions within particular theologians and theological systems. The course will rely heavily on class participation, a set of small take home essays for the mid-term, and a major final assignment. The final assignment will have options around its format, including multi-media, a sermon series and reflections, or a research paper. Ultimately, the students will answer the question as part of their final assignment: "Is the Cross redeemable"? The course is intended for all Master’s level students including MA, MTS, and MDIV. [12 max enrollment].
Taught by JST. The first sessions of the course will explore the formative developments of Christology in the early centuries of the church, exploring how the Christological diversity of the New Testament is constrained towards the more metaphysical debates leading to Chalcedon (451). We shall then examine the extent to which the definition of Chalcedon truly answers the questions it seeks to settle, and briefly considers the later fate of “Antiochene” and “Alexandrian” emphases in Scholastic and Protestant Christology, focusing especially on the communication of idioms. We will then turn to the “liberal” Protestant critique of Chalcedonianism and compare it with a variety of modified Chalcedonian positions in the contemporary period, including feminist/liberationist approaches. The course will conclude with a discussion of black/Asian/Latin American approaches, emphasizing the need to reinterpret the Chalcedonian idiom in different cultural contexts. [25 max enrollment; Auditors with faculty permission].

ST 2458. Introducing Ecclesiology. (3).
Taught by JST. This lecture course is an introduction to ecclesiology. We will survey biblical, historical, cultural, and theological resources for the understanding of the Christian churches, with particular emphasis on ecumenical concerns and global perspectives. By considering the social and cultural contexts, we will survey the various ways in which the Christian community has understood itself historically, and the polar tensions that have perdured into the present. Among the issues to be discussed are the purpose or mission of the Church, its relationship to the world, and the interaction between local and global churches. The class is taught from a Roman Catholic perspective with cross-reference to Protestant and Orthodox ecclesialities. Foundation course for MDiv and MTS students. ThM/STL/STD students should consult with the instructor for a semi-independent coursework on ecclesology SRC-8888. [25 max enrollment].

ST 2488. Theology II: Deepening the Practice. (3).
Taught by CDSPI. This course is the second in a two-course sequence that introduces students to the core topics and methods of Christian systematic theology. Although special emphasis is placed on the Anglican tradition, students encounter the central theologians and theological perspectives necessary for an adequate foundation in Christian theology. In this final course, the theological topics considered are: church, sacraments, Christianity and interreligious relations, eschatology, theological method, and hermeneutics. The course is taught primarily as a seminar, with the instructor presenting material that is then discussed in depth by the class in order to elucidate the salient terms, debates, and themes of the topic at hand. Writing assignments consisting of reading response papers on class readings and short essays, also based on class readings, are the central requirements. [PIN required; contact smacdougall@cdisp.edu.]

ST 2547. Theologies of Liberation. (3).
Taught by JST. Beginning with the Latin American Catholic experience of liberation after the Second Vatican Council, this course offers students the theological methodology to examine liberative aspects within ecclesial movements such as comunidades de base. The North American, Asian, and African context will be examined in-depth with important social justice themes including marginalization, migration, trauma, etc. In the first part of the course, students will engage Latin American liberation thought through the works of Gustavo Gutiérrez, Jon Sobrino, Paolo Freire, and CELAM. In the second part of the course, students will engage the stages of development within a specific context-in order to critique as well as to construct-a spirituality of liberation. The final portion of the course allows students to further imagine the emergence of theologies of liberation by comparing movements from various regions of the world. A Spring Break immersion from March 23 to 30, 2019 to the El Paso, TX/Ciudad Juárez, Mexico border is part of the course requirements. Admission is limited to 10 students. Students will be expected to pay for their airfare; room and board expenses for JST students will be covered by the school budget. This course is suitable for all programs and can be upgraded if necessary.

Taught by JST. This course studies the theology of liberation from the perspectives of African and African American experiences. It presents and analyzes the origins, the sources, the challenges and fundamental concepts and themes of African and African American liberation theologies. It also discusses major African and African American liberation theologians, comparing them, contrasting them, and evaluating their contributions and their theological relevance. It shows how African and African American liberation theologians promote the connection between the proclamation of Christian faith and the struggle for liberation, calling Christians for a preferential option for the poor and for social justice, and presenting God as a God of the poor and for the poor, a God of the oppressed, a God of liberation, who is against all forms of oppression and imperialism. Sensitive to the ecumenical perspective of liberation theologies, our reading list includes both catholic and protestant liberation theologians from Africa and from America. [20 max enrollment].

ST 2645. Theological Anthropology. (3).
Taught by JST. Theological Anthropology studies the reality and mystery of our human existence in light of Christian traditions of philosophy, theology and scripture, with a particular focus on the Catholic tradition. It attempts a foundational theological inquiry into human self-understanding, including concepts of person, affectivity, sexuality, individuality and community. This examination will also be informed by what we know from contemporary social and natural sciences. A major portion of the course will consider examine the human-divine relationship through the Christian narratives of creation-redemption, grace-sin, and the final fulfillment of human existence. Discussions in the course will invite dialogue with perspectives on the human person offered by non-Christian religions. [20 max enrollment].

ST 2661. Introduction to Eschatology. (3).
Taught by JST. This foundational course takes as its starting point Monika Hellwig’s definition of eschatology as “the systematic reflection on the content of our Christian hope.” In addition to examining the scriptural sources and classical patristic and medieval developments of theologies of “the last things” (death, judgment, heaven, hell, and purgatory, and the general resurrection), we will explore contemporary pastoral and social dimensions of eschatology in terms of liturgy, ecclesiology, and social justice. The course is intended for MDiv students and others in first-degree programs (MA, MTS, etc.) with a built-in option to upgrade to the 4000 level for STL and doctoral students. This course will use a lecture/discussion format with occasional guest speakers. Assessment is based on class presentations, short writing assignments, and a final paper. STL and doctoral students with the upgrade will submit a 20-25 page paper on a topic within eschatology relevant to their own research and approved by the instructor. [Auditors with faculty permission].
ST 2664. Christian Eschatology. (3).
Taught by PSR. Christian Eschatology: Theology from the Edges explores the Christian eschatological imagination through a careful engagement with pre-modern and contemporary texts dealing with the theological category of the future. Students will be encouraged to reflect on the ways in which visions of the future inform particular (and often ambiguous) social and political dispositions and sensibilities. Course will include readings from pre-modern sources (Augustine and Joachim of Fiore) and contemporary theological works: Jürgen Moltmann, Rubem Alves, Catherine Keller and also a section on contemporary fiction dealing with the post-apocalyptic imagination. Class format: lecture/discussions. Requirements include: class participation, a theological essay, and a final creative project.

ST 3067. Theology of Sacraments. (3).
Taught by DSPT. This course will introduce students to systematic theological reflection on the sacraments in general and on each of the seven sacraments. While other traditions will be touched upon, the focus will be on the Roman Catholic tradition, especially as found in the teachings of St. Thomas Aquinas. In this tradition, it is believed that (1) the sacraments, being instituted by Christ and deriving their own power from him, introduce us to his divine life; and (2) these sacraments are celebrated by the Church, so that this life may be professed and shared. This course focuses primarily on the first of these two fundamental aspects of the sacraments, although the second (liturgical) aspect will be presented in many ways. Format: lecture and discussion. Requirements: weekly questions & comments in response to assigned readings, 2 essays of 300-1000 words, brief presentations, annotated bibliography, and a final exam. Intended Audience: MDiv or MA Theology students; other graduate students admitted with permission. [An introductory course in sacramental theology; Auditors excluded].

ST 3115. Contemporary Christology. (3).
Taught by DSPT. This lecture course (designed for the MA/MDiv/MTS levels) will trace the modern development of the various "Quests of the Historical Jesus" (First, Second, Third), with particular emphasis on Edward Schillebeeckx' hermeneutical and theological principles and James Dunn's historical Christology, as well as on several other important "Third Quest" figures (Crossan, Brown, Meier, Wright, Theissen, and Sanders). Requirements for the class are regular attendance, and 20 pages of writing (to be distributed over three essays assigned by the instructor). The prerequisite for the class is to have completed ST 2232 (Historical Development of Christology) or its equivalent (work assuring a fairly comprehensive knowledge of the Patristic/ conciliar development of Christology from Ignatius of Antioch through Constantinople III, and of Aquinas' understanding of the hypostatic union in the framework of his metaphysics of "esse"). [ST 2232 or equivalent; Faculty Consent required; Auditors with Faculty permission].

ST 3128. Theological Anthropology. (3).
Taught by DSPT. This course is an introduction to historical and contemporary issues in Christian anthropology, with an emphasis on the theology of Thomas Aquinas. It will consider (a) the human person created in the image of God, according to the states characterized by innocence, sin, law, grace, and glory; (b) historical justification & nature/grace controversies; and (c) hope & eschatology. Format: Lecture & discussion. Assignments for evaluation: (1) class participation; (2) a book review; (3) an essay, based on the readings, of 1500 to 3000 words, and (4) two popular-style short articles (suitable for a weblog, bulletin, or popular periodical), based on the readings, each of 600 to 1500 words in length. Intended audience: M.A., M.Div., and M.T.S. students.

ST 3462. Can Eschatology Be Saved?. (3).

ST 3530. Spirit/s & Pneumatology. (3).
Taught by GTU. This course explores the Christian understanding of the Holy Spirit within a pluralistic global context. Among the major topics covered will be the history of the development of doctrines related to this branch of theology, along with an examination of how these have been imagined, encoded, and deployed across time and place. Other relevant exploratory areas include the felt presence of the Spirit at work in the world and Church as well as the relationship between body and spirit. Finally, in light of contemporary contextual theologies, how do African, Asian, Latin American and feminist theologies of the Spirit engage these questions? How might we make sense of Spirit and spirits in the experience of indigenous Amerindian religious contexts and compare and contrast them to Christian elaborations of divine Spirit as a cosmic, creative, invigorating and animating force? The course will conclude with discussion of Spirit/s in other religious traditions. Some readings will be in Spanish, although Spanish is not required and is being taught by a Ph.D doctoral student in systematic theology in conjunction with a missiologist. This course is taught by PhD student Cecilia Titizano with a Newhall Award, under the supervision of Eduardo Fernandez.(Lecture/Seminar format. Papers and Presentation. Open to various levels with an opportunity for upgrading).

ST 4042. Christianity & Dharma Religions. (3).
Taught by GTU. This lecture/seminar course will introduce students to the ongoing dialogue between Christianity and the religions of India, focusing on Hinduism and Jainism, but also the multifaceted reality of Indian Christianity. Students will explore a number of important themes developed by these different religions through the concurrent reading of foundational texts from the Christian, Hindu and Jain traditions. The class will also explore fundamental principles of inter-religious dialogue and comparative theology and encourage students to develop their own theology of religions. The class is geared to advanced masters students, though doctoral students are also welcome to attend. Active participation in all classes, ten reflection papers and a final reflection paper are required. Participation in this class is required for all students taking part in the inter-religious immersion to India sponsored by the Jesuit School of Theology and the Dharma Civilization Foundation usually the following January. [Faculty Consent required].
ST 4043. Theology of Mercy. (3).
Taught by JST. The course explores topics in the theology of god in light of challenges to systematic theologians issued by Walter Kasper in his recent book “mercy” (2014) to offer a more adequate and biblically based treatment of mercy as a divine attribute. Hans Urs von Balthasar, Gregory of Nyssa, Aquinas, and Sarah Coakley are among authors considered in response to Kasper. The course will consist in lectures, student-led discussions, and presentations based on final research papers of 20-25 pages. The course is designed for advanced MDiv, MTS, MA, and doctoral students. [12 max enrollment].

ST 4150. Constructive Theology. (3).
Taught by ABSW. n this capstone course, students will engage in a process of coming to understand themselves as life-long theological readers and writers in service to whatever form their life and ministry may take after seminary. Through encounters with classical and contemporary Christian theological themes, students will have ample opportunity to grapple with and articulate their own constructive theologies in conversation with others. Students will engage womanist, black liberation, Dalt, disability, Pentecostal, feminist, queer, minjung, Latin@, and other liberalatory theologies in this course. Our theological conversations will be supported and enabled through regular written assignments including journaling, class discussion, and prayerful disciplines. This course is taught from a commitment to liberative pedagogy (see bell hooks and Paulo Friere), and is a blend of active learning, discussion, and interactive lecture where students' voices and journeys are valued. This is a required course for ABSW students nearing the end of their degree program. Students from across the Graduate Theological Union are most welcome.

ST 4152. Vatican II: Theological Import. (3).
Taught by JST. Lecture/seminar studying the theological importance of the Second Vatican Council by careful reading of the council documents, as well as of historical and critical commentaries, and its influence on ecumenical and inter-religious dialogue. More than fifty years after the council, its full impact and implementation are still being realized. Weekly papers, brief class presentations, final research paper. Intended for advanced MDiv, MA/STL, PhD/STD students. [25 max enrollment; Auditors with faculty permission.]

Taught by CDSP. This seminar for advanced students in all GTU degree programs (upgrade is available for doctoral students) will explore the theological intersections of eros, embodiment, and human relationality through the lenses of Christian systematic theology broadly and of queer theology more specifically. In critical conversation with work on the theological dimension of sexual desire, queer theory and queer theology, and nuanced views of gender and embodiment, this course will examine how sacred and carnal desires converge in actual bodies, reconfiguring relational possibilities as part of the inbreaking of the eschatologically “new.” Active seminar participation and occasional leadership, brief reading responses, and a final theological research paper are the course requirements. [Faculty consent required; contact smacdougall@cdsp.edu. Auditors with faculty permission.] Prerequisites: ST-2188 and ST-2488 or equivalent introduction to Christian systematic theology.

ST 4184. Cross-Cultural Christologies. (3).
Taught by JST. This seminar course is a cross-cultural approach to Christology. By considering the social and cultural contexts of Euro-American, Latin American, African, and Asian Christians, we will survey the various ways that these communities have experienced the person and work of Jesus Christ. In addition, we will look at the non-Christian views of Christ (e.g., Buddhist, Hindu, Jewish and Muslim). With an emphasis on ecumenical concerns and global perspectives, we will bring new perspectives and responses to the old question that Christ posed to his followers: “Who do you say that I am?” Open primarily for advanced master and doctoral students. [Faculty Consent required; 15 max enrollment].

ST 4205. Theology of the Holy Spirit. (3).
Taught by GTU. This class examines the historical development of the doctrine of the Holy Spirit. Initially, it will trace the emergence of the Spirit from testimonies in the Biblical times and Early Christian writings. After that it will turn to the Classical Antiquity’s construction of Pneumatological doctrine in light of Trinitarian controversies, and medieval scholastic and mystical experiences of the Spirit. Finally, concluding appraisals of contemporary Pneumatological doctrines will explore and relate the presence of the Spirit to existing social, political, scientific, and ecological discussions. Overall, this class will ecumenically engage the doctrine of the Spirit as developed in the Roman Catholic, Orthodox, and broader Protestant traditions. At the same time, the course will seek to transcend these ecclesial boundaries, charting the presence of the Spirit “who blows where it will,” and placing the broader theological discussion within inter-religious and interdisciplinary studies. The format of the course will be a seminar style, with discussion of the assigned readings, student presentations, and lectures by the instructor. It is open to all MDiv/MA/STL students, although doctoral students may also attend. This course is taught by PhD student Ivan Vukanovic with a Newhall Award, under the supervision of Thomas Cattoi.

ST 4211. Theological Aesthetics Cross & Race. (3).
Taught by JST. This course begins with an analysis of Hans Urs von Balthasar’s “cruciform” theological aesthetics as exemplified in sections of his Glory of the Lord series, after which students will proceed to a reading of James Cone’s cruciform aesthetics in the context of US race relations in The Cross and the Lynching Tree and other selections. The reading materials will be accompanied by the professor’s lectures and student-led class discussions. The final part of the course consists in a theological-aesthetic reading of theologies of reconciliation in a South African post-apartheid context and students’ seminar presentations on cruciform racial reconciliation in historical or contemporary contexts of their choice. Students will be evaluated on their presentations, some reflective writing, and a final paper of 20-25 pages, which can be either a thought paper or a research paper. For this advanced course, background coursework in any or all of the following areas will be presumed: fundamental theology, theological anthropology, Christology, and Trinitarian theology. The intended audience is students in the MDiv, MA/MTS, STL, or doctoral programs of their various institutions. [30 max enrollment].

ST 4419. Theology of Suffering. (3).
Taught by JST. Seminar on theological interpretations of suffering, drawing on biblical, theological, literary and artistic expressions of the human drama. Weekly reading and viewing assignments, informed discussion and summary papers; class presentations. Intended for advanced MDiv, MA/STL/PhD/STD students. [Faculty Consent required; 15 max enrollment; Auditors with faculty permission].
ST 4421. Theological Synthesis/ Suffering. (3).
Taught by JST. THEOLOGICAL SYNTHESIS FROM A SUFFERING WORLD begins from the multifaceted mystery of suffering to seek a Christian theological synthesis that speaks in our contemporary world to our suffering and our hope. The starting point is the reality and the mystery of suffering. In the first part of the course we probe suffering from a range of perspectives to understand better what it is and how we encounter God in terms of it. Preeminent among the distinctions that give rise to an effective Christian theological synthesis is the notion of historical suffering for which the methods of political, liberation, and feminist theologies will be especially relevant. The second part of the course is concerned with theological synthesis in terms of and speaking from the reality of suffering. Here we begin with theological anthropology, a biblically based theology of God, Christology, soteriology, eschatology and ecclesiology in a way that relates these classical Christian dogmas to one another, to spirituality, and to ministry. This course was designed with STL, MA, and advanced MDiv and MTS students in mind. [Faculty Consent required; 18 max enrollment].

ST 4826. Person, the Self, the Sciences. (3).
Taught by JST. This seminar explores theological interpretations of the human person (theological anthropology) in the context of social, psychological, and evolutionary/neuro-scientific contributions to the field: the emergence of consciousness in cultural context; the role of autobiographical and social/ community memory in forming identity; the structures and constraints that shape human freedom. Class participation, and presentations, annotated bibliographies, final 20 page research project. Advanced MDiv/MA/MTS/STL. [Faculty Consent required; 15 max enrollment].

ST 5931. Natsci & Multifaith Context. (3).
Taught by GTU/PLTS. This seminar expands the conversation in Christian theology and the natural sciences to include multi-faith perspectives drawn from Hinduism, Islam, and Judaism. The focus will on two scientific topics, scientific cosmology and evolutionary biology. The writings of religious scholars will include those of Jonathan B. Edelmann and Sangeetha Menon (Hinduism); Geoffrey Cantor, Marc Swetlitz, Daniel C. Matt, and Norbert Samuelson (Judaism); Mehdi Golshani, Bruno Guiderdoni and Seyyed Hossein Nasr (Islam); Ian Barbour, John Polkinghorne, Ted Peters, and Robert John Russell (Christianity). We will draw on the writings of Francis J. Clooney regarding comparative theology as a catalyst for the inter-faith conversations, as well as on the biographical writings of international scientists of committed religious faith published through the CTNS program “Science and the Spiritual Quest.” [Auditors with faculty permission].

ST 6007. Theology & Ethics Seminar, (3).
Taught by GTU. The Theology and Ethics Seminar will introduce first year doctoral students to foundational themes, texts, and concepts defining the contemporary study of Theology and Ethics through its concentrations at the GTU including, but not limited to: Aesthetics, Ethics, Christian Theology, Hindu Theology, Islamic Philosophy and Theology, Comparative Theology, and Theology and Science. Theology is variously experienced and expressed in religions-systematic, mythopoeic, mystical, textual, aesthetic, ethical, emotive, and embodied. We will explore both the doctrinal frameworks of theology as well as the diverse forms through which it is delivered and understood, with particular attention to sources of justice and virtue ethics, particularly in terms of their social, economic, and environmental implications. Featured guest lectures and in-class student interactive forums will offer additional opportunities for negotiating the field through interdisciplinary and interreligious pathways. Requirements include student presentations, attendance at occasional GTU colloquia, and a final research paper. Appropriate for PhD/ThD.

ST 8108. Systematic Theology I Online. (3).
Taught by SFTS. This online course covers the first half of an introduction to Christian theology. Beginning with the meaning of religious faith, we move into the method question of the relation between divine revelation and the authority of scripture, human reason and experience. From there, we investigate the meaning of God using ancient and contemporary Trinitarian theology; Reformed theologian John Calvin, feminist theologian Elizabeth Johnson, and Latin American theologian Gustavo Gutierrez. We conclude with differing understandings of creation, and God's relationship to human suffering. Three exams (with option of substituting papers for exams). This course can be followed with Systematic Theology II Online, which finishes the second half of introducing Christian theology. [Auditors with faculty permission].

ST 8109. Systemic Theology II. (3).
Taught by SFTS. ONLINE This course is the second semester of a two-semester introduction to Christian theology. The purpose is to help the student gain a basic knowledge of the principal topics of the theology of the universal church, especially as these topics are understood in the Reformed tradition and in conversation with feminist and other contemporary theologies. Beginning with the doctrine of humanity, we look at our original goodness and our fall into relational forms of sin as pride, despair and denial. Next, we look at the person and work of Jesus Christ, from a variety of perspectives. We look deeply at the meaning of our being "saved by grace through faith alone," and the roles of the divine Spirit and human spirit in bringing about our healing. We conclude with the nature of the Christian spiritual life, including sanctification and vocation, the church and its mission in the world and sacraments. This course is the online version of ST-1085.

ST 8210. Contextual Christologies. (3).
ST 8218. Thlgy I: Intro Practice-Online. (3).
Taught by CDSP. This online course is the first in a two-course sequence that introduces students to the core topics and methods of Christian systematic theology. Although special emphasis is placed on the Anglican tradition, students encounter the central theologians and theological perspectives necessary for an adequate foundation in Christian theology. In this first course, the theological topics considered are: God, creation, Trinity, christology, theological anthropology, sin and salvation, grace, and pneumatology. The course is taught primarily as a seminar, with the instructor presenting material that is then discussed in depth by the class in order to elucidate the salient terms, debates, and themes of the topic at hand. Writing assignments consisting of reading response papers on class readings and short essays, also based on class readings, are the central requirements. [PIN required; contact smacdougall@cdsp.edu].
ST 8284. Theology As Living Conversation. (3).
Taught by ABSW. In this online theology course, students will be introduced to the complex and diverse discipline of Christian theology, conceived as a living conversation that takes place across time and cultures. The course will encourage students to claim their own places in this living conversation, and to grow into their identities as valued, theological conversation contributors, self-aware of their own social and cultural locations. Students will engage various theological methods including ordinary theology, practical theology, liturgical theology, systematic/constructive theology, science and theology, and public theology. Students' understandings will be assessed through written work, online discussion forums, a media-appropriate project (for example Twitter/Storify, blog, letter to the editor, newsletter article, etc.) and an imaginative dialogue with a theologian. The course will be taught from a commitment to liberative pedagogy (see bell hooks and Paulo Friere) in which students' voices and experiences are encouraged and valued. This course is appropriate for MDiv, MCL, STM, and MA students, and satisfies the required core theology course for Junior Colloquium at American Baptist Seminary of the West. Students from across the Graduate Theological Union are most welcome and encouraged to take the course.

ST 8288. Theology II: Deepening Practice Online. (3).
Taught by CDSP. This online course is the second in a two-course sequence that introduces students to the core topics and methods of Christian systematic theology. Although special emphasis is placed on the Anglican tradition, students encounter the central theologians and theological perspectives necessary for an abiding presence in Christian theology. In this final course, the theological topics considered are: church, sacraments, Christianity and interreligious relations, eschatology, theological method, and hermeneutics. The course is taught primarily as a seminar, with the instructor presenting material that is then discussed in depth by the class in order to elucidate the salient terms, debates, and themes of the topic at hand. Writing assignments consisting of reading response papers on class readings and short essays, also based on class readings, are the central requirements. [PIN required; contact smacdougall@cdsp.edu.]

ST 8301. OL Unitarian Universal Theology. (3).
Taught by SKSM. Unitarian Universalist Theologies: This reading-intensive online course grounds its exploration in the fundamentals of liberal theology, through a survey of Unitarian Universalist voices. Its main purpose is to engage those considering UU ministry in the practice of theological reflection while exploring some of the historical, philosophical, and theological contexts shaping Unitarian Universalism as we know it today. This course is not intended to replace a class in systematic theology. Students will be expected to complete the reading, write a brief weekly reading response, and participate in dialogue about personal and spiritual responses to the topics each week. All students are required to submit a final paper on their own personal theology. Prerequisites: A) a systematic theology class or B) UU History before or concurrently with this course. Relates to Starr King Threshold 1 and MFC Competency 6. This course is online only. Students must contact the instructor via e-mail prior to enrolling in order to receive permission to register. Registration is contingent upon faculty approval. [Faculty Consent required; 25 max enrollment].

ST 8391. Christology: Ancient & Modern. (3).
Taught by JST. The first sessions of the course will explore the formative developments of Christology in the early centuries of the church, exploring how the Christological diversity of the New Testament is constrained towards the more metaphysical debates leading to Chalcedon (451). We shall then examine the extent to which the definition of Chalcedon truly answers the questions it seeks to settle, and briefly considers the later fate of “Antiochene” and “Alexandrian” emphases in Scholastic and Protestant Christology, focusing especially on the communication of idioms. We will then turn to the “liberal” Protestant critique of Chalcedonianism and compare it with a variety of modified Chalcedonian positions in the contemporary period, including feminist/liberationist approaches. The course will conclude with a discussion of black/Asian/Latin American approaches, emphasizing the need to reinterpret the Chalcedonian idiom in different cultural contexts. [Faculty Consent required].

ST 8401. ONLINE Unitarian Univ Theology. (3).
Taught by SKSM. ONLINE - Unitarian Universalist Theologies: This reading-intensive online course grounds its exploration in the fundamentals of liberal theology, through a survey of Unitarian Universalist voices. Its main purpose is to engage those considering UU ministry in the practice of theological reflection while exploring some of the historical, philosophical, and theological contexts shaping Unitarian Universalism as we know it today. This course is intended to provide a deep engagement with modern Unitarian Universalist theologies and is not intended to replace a class in systematic theology. Students will be expected to complete the reading, write a brief weekly reading response, and participate in dialogue about personal and spiritual responses to the topics each week. Students may choose to skip submitting reading responses for two of the weeks during the semester. All students are required to submit a final paper on their own personal theology during the final week of the course. [Faculty Consent required; 20 max enrollment; Auditors excluded].

ST 9300. Special Topic.: (1.5-3).
Special topics course. May be taken more than once.

Theology Education Courses

ED 1050. Retreat Planning: Theology & Practice. (1).
Taught by JST. This workshop offers students the opportunity to plan retreats appropriate for audiences in different pastoral settings. It will involve exploring themes, designing talks, designing activities, and discussing best practices. The course allows students to integrate different areas of their theological studies as applied to the praxis of retreat-giving. Class meets Saturdays, 1/26/19-2/2/19, from 8:30am-5:00pm.
Taught by PSR. This course explores five themes: the who, what, why, where, and how of Christian religious education. Philosophy of education and ministry will be framed through readings, praxis and discussion. The goal is to review and renew each participant's approach to educational ministries in diverse context by critically reflecting on the sometimes uncomfortable relationship between the having of novel/great ideas and pragmatism. Specifically, participants are hoped to be able to: 1. differentiate different approaches to religious education, and understand the fundamentals of critical pedagogy as a framework for religious education; 2. understand the nature of Christian Religious Education and its theological, historical, and educational contexts from critical pedagogical perspective; 3. identify their own assumptions about and approaches to Faith Education, and how these are derived from and influence their own personal, social, political, cultural, racial, and religious contexts; 4. critically evaluate these approaches through readings, lectures, small group work, and other class activities; 5. articulate and develop in a written form their own theology of education; and 6. develop skills to create and facilitate communities of learning and teaching, and, through small group work, learn the basics of curriculum development. A participatory and empowering approach to Critical Christian Religious Pedagogy will be utilized throughout the course. Each participant is strongly encouraged to have a specific educational setting for praxis. [Auditors with faculty permission].

ED 1225. Postmodern Christian Education. (3).
Taught by CDSP. Faith in a pluralistic, postmodern culture cannot simply be absorbed from one’s community; it must be constructed. Influenced by insights of developmental psychology, ethnography and sociology, this course prepares students to prepare programming and shape formation experiences rooted in an understanding of the context in which individuals live and worship. Assignments include an opening paper in which students explore their theology and teaching philosophy, a reflective ethnographic paper on an unfamiliar community of faith, a 20-minute teaching presentation and a final paper reflecting on the opening paper in light of the experiences of the semester. [PIN code required; contact ssinger@cdsp.edu. Auditors with faculty permission].

Taught by SKSM. Sunday school is dead, long live Sunday school? How are progressive congregations teaching and how are learning ministries adapting to new technology, counter oppressive pedagogies, contemporary family life issues and changes in volunteer culture? Participants in this course will visit and engage with congregational programs and develop skills for leading faith communities into the future. Each student will practice teaching and learn self-reflective techniques in an integrative project, curriculum design or immersion experience. This course is HYBRID. [Faculty Consent required; 12 max enrollment; Auditors excluded].

This course provides a basic orientation to Christian educational ministries in a parish setting. Our focus will be toward expanding and enhancing our understanding of the nature and practice of Christian education; exploring in both theory and practice the vocation of teaching; considering what is currently known about how learning occurs; and practicing an ongoing conversation about the meanings of the gospel message. Required of PLTS MDiv students prior to internship. Lecture/discussion, with weekly reflections and final project. Pass/Fail only.

ED 2225. Christian Faith Formation: Pedagogies. ().
This course provides a practically minded orientation to Christian faith formation, paying close attention to a diversity of pedagogies and a variety of practices that can encourage growth in faith and Christian living for all ages. We concentrate upon: .

ED 2226. Christian Faith Formation: Contextual. (0.5).
This fully online, asynchronous course is the continuation of Christian Faith Formation: Pedagogies and Practices, however it can be taken independently as a component of any supervised fieldwork curriculum. It is intended to guide you in your development of a contextual curriculum project, to be designed, taught and evaluated in your internship or field education site. Prior graduate level study of diverse pedagogical theories and effective educational practices is essential to a successful project. This course is offered on a pass-no credit basis. If a letter grade is requested in writing, one will be provided.

ED 2753. High School Topics in Equity. (1.5).
Taught by JST. High school education intersects with issues of race, orientation, and gender. These dimensions are in play in both overt and subtle ways, from the classroom to the Immersion trip, the volleyball court, or the service learning site. The aim of this course is to introduce students to the complex equity issues in Bay Area Catholic High Schools, and to also build a framework and language to be effective in their educational ministry. A key component of this course is deepening student’s personal understanding of systemic racism and privilege, and to analyze how their own positionality informs how they see the world.

ED 2755. Parish Administration. (3).
Taught by JST. The course will cover many practical topics related to serving as a pastor or pastoral associate in a Catholic parish. Specific topics are: “Strength Based Leadership” and leadership practices for building strong working teams; stewardship; human resource and employment basics; the diocesan Catholic school system; parish budgets and finance councils; parish pastoral councils and volunteers; and self-care.

ED 3230. Relig Education Crit Pedagogy. (3).
Taught by PSR. RELIGIOUS EDUCATION AND CRITICAL PEDAGOGY: A CHRISTIAN APPROACH What is religious education? How have we done and how might we want to do in the future? The course introduces religious education from a perspective of critical pedagogy. Students will explore the six paradigms of religious education (tradition-centered, person-centered, justice-centered, family-centered, faith community-centered, and earth-centered educations) and examine them with critical theories, including race theory, postcolonialism, and feminism. The class will use the forms of lecture, student presentation, and small group discussion. Reading materials include, but are not limited to, the writings of Jack Seymour, Richard Osmer, Thomas Groome, and Mary Elizabeth Moore for RE, and Paulo Freire and bell hooks for critical pedagogy. This is a synchronous hybrid course, which means that students can join the class either in person or through Zoom. (It is expected that students choose either way and stick to it throughout the course.) [30 max enrollment].
ED 4072. Adult Religious Education. (3).
Taught by SKSM. Amidst growing consensus that people joining progressive churches seek personal growth and spiritual deepening, most Unitarian universalist congregations do not provide adequate programs to meet this need. This course provides students with an overview of the theory and practice of adult and multigenerational religious education in the progressive church. The second half of the course will be conducted as a seminar with students researching existing adult and multigenerational faith development/religious education/spiritual deepening programs and making constructive proposals for best practices in congregations. Participants will be evaluated on weekly participation and a final project. The course is suited to MDiv, MA/MTS, DMin, and certificate students. While the course touches on all of the SKSM thresholds, it is most related to #7, 5, 4, and 2. It also addresses MFC competencies #3, 4, and 7. This is a residential course accepting students participating through distance technologies. [12 max enrollment].

ED 4212. Intro to Liberal Religious Ed. (3).
Taught by SKSM. This course provides a broad introduction to the theory and practice of liberal religious education, with an emphasis on Unitarian Universalist congregations. Students of all religious traditions are welcome. Topics include an overview of the history and philosophy of Unitarian liberal education, teaching methods and learning processes, theories of human development, the congregation as an educating community, current approaches and innovations in religious education for all ages, collegial relationships and professional standards for religious educators, and curriculum resources. Coursework includes a field placement (approximately three times a month) in a local congregation's religious education ministry, weekly journaling, periodic written assignments, responsibility for leading class openings and discussions, and a final project of significance to the student's future ministry. [Faculty Consent required; 12 max enrollment].

ED 4700. Interreligious Learning & Edu. (3).
Taught by PSR. INTER-RELIGIOUS LEARNING AND EDUCATION Increasing religious conflict and violence based on ignorance and indifference call for inter-religious learning as a necessary and alternative religious practice today. This course surveys histories, theories, and practices of inter-religious learning and education. The course also explores issues and problems related to inter-religious engagement in particular religious, cultural, and historical contexts, and deals with subject matters, such as pluralism, identity, religion, and postmodern philosophies. Students participate in conversations with their own religious and cultural backgrounds, and find ways to apply inter-religious education to their own contexts as they conduct either a research project with their working theories or a practice project which presents a thorough plan for an inter-religious curriculum, ministry, or any other activity. [20 max enrollment].

ED 8110. Postmodern Christian Education. (3).
Taught by CDSP. Faith in a pluralistic, postmodern culture cannot simply be absorbed from one's community; it must be constructed. Influenced by insights of developmental psychology, ethnography and sociology, this course prepares students to prepare programming and shape formation experiences rooted in an understanding of the context in which individuals live and worship. Assignments include an opening paper in which students explore their theology and teaching philosophy, a reflective ethnographic paper on an unfamiliar community of faith, a 20-minute teaching presentation and a final paper reflecting on the opening paper in light of the experiences of the semester. This course is the online version of ED 1225. [15 max enrollment; PIN code required; auditors excluded; contact ssinger@cdsp.edu].

Taught by PSR. CRITICAL RELIGIOUS PEDAGOGY: A CHRISTIAN APPROACH This course explores five themes: the who, what, why, where, and how of Christian religious education. Philosophy of education and ministry will be framed through readings, praxis and discussion. The goal is to review and renew each participant's approach to educational ministries in diverse context by critically reflecting on the sometimes uncomfortable relationship between the having of novel/great ideas and pragmatism. Specifically, participants are hoped to be able to: 1. differentiate different approaches to religious education, and understand the fundamentals of critical pedagogy as a framework for religious education; 2. understand the nature of Christian Religious Education and its theological, historical, and educational contexts from critical pedagogical perspective; 3. identify their own assumptions about and approaches to Faith Education, and how these are derived from and influence their own personal, social, political, cultural, racial, and religious contexts; 4. critically evaluate these approaches through readings, lectures, small group work, and other class activities; 5. articulate and develop in a written form their own theology of education; and 6. develop skills to create and facilitate communities of learning and teaching, and, through small group work, learn the basics of curriculum development. A participatory and empowering approach to Critical Christian Religious Pedagogy will be utilized throughout the course. Each participant is strongly encouraged to have a specific educational setting for praxis. This ONLINE course meets asynchronously using Moodle (http://gtu.edu/library/students/moodle-help). High-speed internet connection required. (Occasional synchronous class meetings maybe scheduled; see syllabus for details.) NOTE: This course is the ONLINE version of ED 1135, CRITICAL RELIGIOUS PEDAGOGY: A CHRISTIAN APPROACH. Only students taking the course as an online course should register using this course number; all others should register for ED 1135.

ED 8226. OL: Christian Faith Formation:. (0.5).
This fully online, asynchronous course is the continuation of Christian Faith Formation: Pedagogies and Practices, however it can be taken independently as a component of any supervised fieldwork curriculum. It is intended to guide you in your development of a contextual curriculum project, to be designed, taught and evaluated in your internship or field education site. Prior graduate level study of diverse pedagogical theories and effective educational practices is essential to a successful project. This course is offered on a pass-no credit basis. If a letter grade is requested in writing, one will be provided. [ED-2225 Christian Faith Formation: Pedagogies and Practices; 30 max enrollment].
Undergraduate
EEO Statement

California Lutheran University admits qualified students of any race, color, gender, sexual orientation, religion, national or ethnic origin, marital status, disability, medical condition, or veteran status to all of the rights, privileges, programs and activities generally accorded or made available to students at the university. It does not discriminate on the basis of race, color, gender, sexual orientation, religion, national and ethnic origin, marital status, disability, medical condition, or veteran status in the administration of its educational policies, admissions policies, scholarship and loan programs and athletic and other university administered programs. California Lutheran University will maintain a policy of non-discrimination for students in compliance with all current and future federal regulations.

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.

Admission Office

60 West Olsen Road #1350
Thousand Oaks, CA 91360-2700
805-493-3135
877-CLU-FORU (258-3678)
FAX 805-493-3114
E-mail: cluadm@callutheran.edu
www.callutheran.edu
Student Grievance and Complaint Procedures

I. Definitions

A grievance arises when a student believes, based on established administrative policies and procedures, that he or she has been treated in an arbitrary or capricious manner by a university department or a representative of the university.

II. Grievances Covered by This Policy

A grievance against a university official arises when a student believes he or she has been treated unfairly by a department or university representative (faculty or staff) acting within their role and duty.

A grievance of personal misconduct by a faculty member or other university employee arises when a student believes he or she is the subject of inappropriate behavior outside of the employee’s role and duties within the university.

III. Grievances Not Covered by This Policy Include:

• Grade disputes, academic evaluation disputes and other matters related to a faculty member’s assigned duties. The grievance process for these disputes is found in the Academic Policies section of the University Catalog (p. 250).
• Issues of sexual harassment or discrimination. For further information on reporting, see Sexual Violence Resource Packet. (http://earth.callutheran.edu/student_life/wellness/sexual-assault-resources.php)

IV. Informal Grievance Resolution

Prior to bringing a grievance forward against a university office or representative acting within their role or duty, students are encouraged to attempt a good-faith resolution of the grievance. This attempt may be made with the party directly involved with the disputed matter, or with the head of the department or unit in which the grievance arises. Please note that there are cases when it is appropriate to go directly to the formal grievance resolution process.

Attempts at informal resolution should be initiated within 30 days of the incident in dispute.

V. Formal Grievance Resolution

Should a situation arise in which a student is unable to resolve his or her grievance informally, the university’s formal grievance process may be employed. This process, outlined below, should also be initiated within 30 days of the failed informal resolution if applicable.

Step I

A formal grievance is presented by the student in writing to the Provost Office. This written grievance must include the following:

• Name, address, phone number and email of the person making the grievance;
• Identification of the office or individual against whom the grievance is brought;
• A description of the specific university action or individual behavior resulting in this grievance;
• The date or period of time in which the behavior occurred and the location of the incident; and
• A listing of all individuals who witnessed any part of the incident in dispute.

If a grievance is against the Provost or staff in the Office of the Provost, then the formal grievance is presented by the student in writing to the Vice President for Student Affairs.

Step II

Upon receipt of the formal grievance, a designee is appointed by the Provost to investigate the dispute. Pertinent data (documents, interviews, etc.) will be gathered by the investigator and the matter will be handled in a timely manner.

If the grievance involves a university office or representative acting within their role or duty, the investigator will determine the involvement of pertinent supervisors, department chairs and deans, and present a report to the appropriate department for decision.

If the grievance is based on personal misconduct by a faculty member or other university employee, the investigator gathers pertinent information and presents it to either the pertinent dean (faculty complaint) or the Assistant Vice President for Human Resources (staff complaint).

Complaint Procedure
Students who have a complaint about their educational experience at California Lutheran University, which is not resolved through the above outlined internal University procedures, may contact the following California State agency for assistance. An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at

Address: 2535 Capitol Oaks Drive, Suite 400
Sacramento, CA 95833
Telephone: (916) 431-6924
FAX: (916) 263-1897
Website: http://www.bppe.ca.gov
President's Message

Your college years can be some of the most transformative and satisfying. It can be a time to challenge yourself, discover new passions, question your beliefs, and embrace opportunities. You will do this both inside and outside of the classroom — whether over a cup of coffee with friends, alongside a faculty mentor in the lab, or on the job while working on- or off-campus.

This catalog is here to help you make sense of the time you will spend inside the classroom (though sometimes even your coursework will take you out of a traditional classroom). The lessons you will learn in these classes from our esteemed faculty are the strong foundation upon which your degree from Cal Lutheran is built.

California Lutheran University itself was built on the foundation of a man with a vision. In 1959, Richard Pederson donated his family’s ranch land to be used for a Lutheran institution of higher education. This is the land that now supports your classrooms, residence halls, chapel, dining commons, gym, fitness center, and stadium, among other things. It also supports the ideals of Lutheran higher education, including critical inquiry into matters of both faith and reason while nurturing the moral and spiritual development of every student.

At Cal Lutheran, you will see these ideals realized in the form of outstanding academic and professional programs within a culture of openness, inclusion, and respect. As a Cal Lutheran student, you will be held to high academic standards, provided opportunities for real-world learning experiences, and given the support to achieve success in your scholarly and extracurricular pursuits.

All of us at Cal Lutheran are here to ensure your experience as a Cal Lutheran student is a worthwhile one and one that helps you in your journey to discover and live your purpose—now, let’s get started!

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

Cal Lutheran is a selective, private liberal arts university based in Thousand Oaks with additional locations in Woodland Hills, Westlake Village, Oxnard, Santa Maria and Berkeley. Its 225-acre main campus sits on land donated by Richard Pederson, a son of Norwegian immigrants. Founded in 1959 as California Lutheran College, it welcomed its first students in 1961 and won accreditation from the Western Association of Schools and Colleges (WASC) during the first academic year. In 1986, the name was changed to California Lutheran University to better reflect the breadth of undergraduate, graduate and professional programs. Today, with an enrollment of 4,100 students, Cal Lutheran offers bachelor’s, master’s, doctoral, credential and certificate programs through its College of Arts and Sciences, School of Management, Graduate School of Education, Graduate School of Psychology and Pacific Lutheran Theological Seminary. Members of the Cal Lutheran student body come from across the nation and around the world and represent a diversity of faiths and cultures. For more information, visit www.CalLutheran.edu.

Accreditations and Affiliations

Cal Lutheran is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC).

The Graduate School of Education is accredited by the National Council for Accreditation of Teacher Education, and the University is authorized by the California Commission on Teacher Credentialing to offer credentials.

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

Cal Lutheran is also a member of the Association of American Colleges and Universities (AAC&U), Council for the Advancement and Support of Education (CASE), National Association of College and University Business Officers (NACUBO), the Lutheran Educational Conference of North America (LECNA) and the National Association for College Admission Counseling (NACAC).

Cal Lutheran is one of 26 colleges and universities affiliated with the Evangelical Lutheran Church in America (ELCA).

The University’s intercollegiate athletic programs compete in the Southern California Intercollegiate Athletic Conference (SCIAC), NCAA Division III.

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: wascsr@wascsenior.org

Technology and the Quest for Knowledge

Information Technology and Services (ITS) delivers and supports high quality research and information technology tools for the Cal Lutheran community. The MyCLU portal provides a single gateway to many of the online resources available to students.

The University supports a mixed platform of Mac and PC computers in several labs on campus. In addition to open computer labs, Cal Lutheran provides wired and wireless network access to students free of charge through CLUnet. All residence halls are equipped with WiFi and wired network connections for student use.

CLUWnet provides wireless coverage to all buildings on campus and some outdoor areas. Students can connect their personal computer devices to the wireless network using their personal CLUnet account and password. The Help Desk offers support for CLUnet accounts including scheduling and trouble shooting for wired and wireless hookups.

Pearson Library is an integral part of ITS. The professional staff provides reference assistance as well as information literary instruction for undergraduate and graduate level courses. One-on-one appointments and virtual one-on-one assistance is available, as well as the usual walk-up research and technology usage assistance. Library reference services that include real-time chat service, e-mail reference, and SMS messaging and mobile initiatives provide students with access to information wherever they are, whenever they need it.

Items not available in the library can be requested through Interlibrary Loan. The library’s online catalog, OCLC’s WMS, provides access to library collections via the Internet, offers a powerful discovery and delivery tool, and student-initiated functions like self renewal of books and placing holds on print resources.

For detailed information on ISS and Pearson Library, visit www.callutheran.edu/iss.
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.

Cal Lutheran 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 meetings 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.

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) through the Common Application with the non-refundable $25 application fee. Fall application deadlines are as follows.

   **For First Year Applicants:**
   - Deadline to apply for Early Action: November 1
   - Deadline to apply for spring: November 1
   - Deadline to apply for Regular Decision: January 1

   **For Transfer Applicants:**
   - Priority Deadline for Fall semester admission: March 15
   - Regular Admission Deadline for Fall Semester: June 1
   - Spring Application Deadline: October 1

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 30 semester hours or 45 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 Cal Lutheran before enrolling.

3. **Test Scores**
   Freshman applicants are required to submit results from either the SAT or ACT. Test scores recorded on the official high school transcript will be considered official. Transfer applicants with at least 30 semester hours or 45 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** - www.collegeboard.org
   (866) 630-9305

   **ACT** - www.act.org
   (319) 337-1000

   **TOEFL** - www.toefl.org
   **IELTS** - www.ielts.org (http://www.ielts.org)
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.

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 Cal Lutheran admission counselor.

6. Notification of Admission Decisions

**Freshman applicants**: Cal Lutheran offers a non-binding Early Action Plan whereby students completing applications by November 1 will be notified by mid-January. Students who have their application complete by the Regular Decision deadline of January 1 will be notified by April 1. Students who complete their files after January 1 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 $450 enrollment deposit no later than May 1 to secure their place in the class. Extensions may be granted upon request to the Director of Undergraduate Admission.

**Right to Withdraw Offer of Admission**

By applying for admission to California Lutheran University, applicants certify that the information they provide in their applications is their own work and, to the best of their knowledge, is complete and accurate. As also noted in the application materials, California Lutheran University reserves the right to withdraw an offer of admission under certain circumstances, including but not limited to:

1. If there is a significant drop in academic performance, a failure to graduate (in the applicant's current program), or a failure to satisfy a prerequisite or condition of admission;
2. If there has been a misrepresentation in or a violation of any of the terms of the application process; or
3. If the University learns that an applicant has engaged in behavior prior to the first day of California Lutheran University attendance that indicates a serious lack of judgment or integrity.

**Admission of Freshman Students**

Students accepted for admission to Cal Lutheran 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 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 are encouraged to apply for transfer admission. To apply as a transfer applicant, refer to the catalog section "Admission of Transfer Students."

**Admission of Transfer Students**

Cal Lutheran 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 their previous college.

Transfer 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 transferable GPA. In addition, students must complete Freshman English Composition with a grade of C or better and complete Intermediate Algebra or higher to be eligible for admission.

If the transfer applicant’s record is deficient in meeting the admission requirements, the Admission Committee may require further evidence of the applicant’s ability to complete a program successfully.

Transfer applicants with fewer than 30 semester hours or 45 quarter hours of credit will be evaluated under the requirements for freshman admission. Students interested in transferring with less than 30 semester hours or 45 quarter hours must provide final high school transcripts, official SAT or ACT scores and course registration at their current college or university.
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, official test results from either the SAT or ACT, official English certified transcripts, personal essay, letter of recommendation and proof of English proficiency.

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; computer-based score of 213 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.

Students who successfully complete the university’s designated English language affiliate program, or 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 Proof of English Proficiency requirement.

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

Deferral Policy

Students who have successfully gained admission to Cal Lutheran may defer their enrollment up to one year by submitting their enrollment deposit by May 1 and 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 be reconsidered for admission 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.

Readmission of Former Cal Lutheran Students

A current Cal Lutheran student who has not been enrolled in classes 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 Cal Lutheran, an official transcript (showing good standing) must be submitted 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 Cal Lutheran 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

Individuals not interested in pursuing a degree may be admitted as a non-degree seeking student. This student is not a candidate for a degree from Cal Lutheran, but may enroll in courses for credit. They may subsequently become a candidate for a degree by successfully completing the standard undergraduate admission process. Non-degree students are not eligible for Cal Lutheran financial assistance and must 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 Cal Lutheran under this status. Non-degree students may not enroll in an Independent Study or Internship.

(International non-degree students may not attend Cal Lutheran for more than two semesters and must be full-time students.)

An inquiry form for non-degree status is available on the Registrar website.

Admission of High School Students

High school students of superior ability may apply for enrollment into selected courses. Students must submit an inquiry form for non-degree status along with consent and recommendation of the high school counselor or teacher. Course availability for high school students will be determined by the Registrar’s Office through instructor approval.

Admission of Re-entry Students

Applicants who have not been enrolled in a college/university for five or more years may be considered for admission on a case by case basis. Each application will be reviewed by the Admission Committee and evaluated in light of the alternate supplementary material that is made available.
Admission of Homeschooled Students

The academic potential of homeschooled students is evaluated the same as applicants from public or private schools. 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 Undergraduate Admission, directly from the GED test center.

• Homeschooled students are also encouraged to complete an interview with a Cal Lutheran admission counselor prior to submitting his or her application.

• The primary teacher/administrator of the home school may be asked to provide:
  • 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 Cal Lutheran’s core course requirements may be requested. The synopsis should include a brief description (paragraph) of each of these courses.
  • 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.
  • 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 may petition 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.

International Baccalaureate (IB)

Cal Lutheran 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.

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.

Advanced Placement Credit

<table>
<thead>
<tr>
<th>AP Examination</th>
<th>Grade</th>
<th>Units (credit in appropriate courses)</th>
<th>Course Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art: Studio General</td>
<td>4,5</td>
<td>3</td>
<td>Art Elective</td>
</tr>
<tr>
<td>Art: Studio-Drawing</td>
<td>3,4,5</td>
<td>3</td>
<td>ART 160</td>
</tr>
<tr>
<td>Art: History of Art</td>
<td>3,4,5</td>
<td>3</td>
<td>ART 111</td>
</tr>
<tr>
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Financial Aid

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

All Cal Lutheran students are encouraged to apply for financial aid. Cal Lutheran does not discriminate on the basis of race, color, national or ethnic origin, religious affiliation, age, gender, gender identity, sexual orientation, or disability in administering its financial aid programs.

For complete information on all available awards and financial aid policies please visit the Cal Lutheran Financial Aid website (https://www.callutheran.edu/financial-aid).

Students need to complete the Free Application for Federal Student Aid (FAFSA) to apply for financial aid which is available online at www.fafsa.gov. The Title IV school code for California Lutheran University that students need to indicate on the FAFSA is 001133.

Procedures

To be considered for all types of financial assistance, the applicant needs to 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 Cal Lutheran 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.gov (http://www.fafsa.gov). The Title IV school code for California Lutheran University that students need to indicate on the FAFSA is 001133
3. If selected for verification, students must submit all requested documentation to the Office of Financial Aid within 30 days of receipt of the letter from the Office of Financial Aid.

After a student is awarded financial aid, an email notification is sent to the student’s callutheran.edu email address and the student can review the award through the Self-Service option in WebAdvisor. Incoming new students also receive a paper financial aid award letter. The student must accept the award(s) he or she wants and decline the award(s) he or she does not want. If the student chooses to borrow funds, he or she must follow the steps to complete the loan application and complete a Master Promissory Note and Entrance Counseling (if applicable).

To receive the full amount of federal and state grant aid and 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 per semester. Students enrolled in less than 12 undergraduate units per semester will not be eligible for institutional gift aid and will most likely see a reduction in federal and state grant aid. Students must be enrolled in at least six undergraduate units per semester to be eligible for federal loans.

If a student is in his or her last semester prior to graduation and requires less than 12 units to complete his/her graduation requirements, he or she will only be eligible to receive a prorated amount of institutional gift assistance and federal loan funds. Please contact the Office of Financial Aid for more information.

New Students

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

California residents who are applying for a Cal Grant must complete the FAFSA and the Cal Grant GPA Verification Form by March 2. The GPA Verification Form is available at www.csac.ca.gov (http://www.csac.ca.gov) and is normally completed using the student’s high school grade point average (GPA) or the GPA submitted by the student’s community college of attendance.

Renewal Applicants

Financial aid awards are made for one year only. Renewing students must re-apply each year by resubmitting/renewing the FAFSA. Failure to submit the FAFSA may result in a reduction of federal and/or institutional aid. Please note that CLU will submit all renewing students’ GPAs to the California Student Aid Commission (CSAC) for consideration for Cal Grant by March 2. CLU students who have not completed or transferred in at least 24 units must request the GPA Verification Form be submitted by the previous institution attended.

Academic Scholarships and Visual and Performing Arts Scholarships are renewable if the student maintains Satisfactory Academic Progress (SAP) requirements and meets all department requirements.

Dependency Status

Students are generally considered as dependent students for financial aid purposes unless one of the following criteria is met. A student is considered “independent” if he or she falls within one of the following categories at the time the FAFSA is filed:
1. Is 24 years of age or older.
2. Is a veteran of the U.S. Armed Forces.
3. Is currently serving on active duty in the U.S. Armed Forces for purposes other than training.
4. Is pursuing a master's or doctoral degree.
5. Is married.
6. At any time after age 13, both parents are deceased, were in foster care or were a dependent or ward of the court.
7. Has children he or she financially supports more than 50%.
8. Has legal dependents (other than children or a spouse) he or she financially supports more than 50%.
9. Is an emancipated minor as determined by a court in the student’s state of legal residence.
10. In a legal guardianship as determined by a court in your state of legal residence.
11. Other categories as listed on the FAFSA regarding being an unaccompanied youth who was homeless or were self-supporting and at risk of being homeless.

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

**Cal Lutheran Academic Scholarship**

Academic Scholarships are awarded to new freshman and transfer students who qualify. Scholarships 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 Satisfactory Academic Progress (SAP) to be eligible for financial aid, including Academic Scholarships. To meet SAP, a student must have a cumulative GPA of 2.0 or higher, must complete at least 67% of units attempted, and must not exceed the maximum time frame outlined in the SAP policy.

**Cal Lutheran Presidential Scholarship**

Presidential Scholarships recognize and reward graduating high school seniors in the top tier of Cal Lutheran’s 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 are renewable for up to four years as long as the student maintains meets Satisfactory Academic Progress. The scholarships awarded through this program will replace any Academic Scholarship the student received at the time of admission and will also replace the Cal Lutheran Guarantee Scholarship in its entirety if it is higher.

**Cal Lutheran Public Price Promise Scholarship**

Cal Lutheran offers first-year and transfer students who are also admitted to UCLA, UCSB, UC Davis, UC Berkeley, UCSD or UC Irvine a renewable scholarship based on the Cost of Attendance (COA) at Cal Lutheran and the average COA of these six public institutions. The scholarship makes the cost of tuition at Cal Lutheran approximately the same as the average cost of attending these six state institutions. To receive the Cal Lutheran Guarantee Scholarship in subsequent years, the student must meet SAP standards. The scholarship is renewable for up to four years **based on the student’s grade level at time of enrollment**. The Cal Lutheran Public Price Promise Scholarship will replace any Cal Lutheran Academic Scholarship the student received at the time of admission and will also replace the Presidential Scholarship in its entirety, if the Public Price Promise 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 Cal Lutheran. For students planning to enroll in fall semester the application information, deadlines and audition dates may be viewed on the VAPA webpage (https://www.callutheran.edu/financial-aid/scholarships-grants/details/vapa.html). For spring enrollment, students are considered on a case-by-case basis by the faculty if funds are available. For more information, please contact the Admission Office.

**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. Cal Lutheran will match gifts from the congregation in support of a student up to a maximum of $2,500 as long as the student is enrolled full time (12 units per semester).

**Partners In Ministry Scholarship**

The ELCA Pastor’s Family Award of $4,000 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 (12 units per semester).

**Cal Grant**

Awards of up to $9,084* for Cal Grant A and up to $10,756* for Cal Grant B and Access are offered by the California Student Aid Commission to newly eligible students who are residents of California, have financial need as defined by the state, and who meet the academic and income/
asset requirements in effect at the time of application. A Cal Grant GPA Verification Form is required for first-time applicants. The Verification Form and the FAFSA must be submitted by March 2 to be considered for eligibility.

* These amounts are subject to change based on the annual amounts as determined by the California Student Aid Commission (http://www.csac.ca.gov) and funding available from the state of California.

**Federal Pell Grant**
Federal Pell Grant is available to undergraduate students with exceptional financial need. To apply, students must complete the FAFSA form. For 2017-2018, eligible students received up to $5,920* if they meet eligibility requirements.

*This amount is subject to change each year depending on government regulations and the federal budget allocations. Please go to the Office of Financial Aid's website for the most up-to-date information.

**Federal Supplemental Educational Opportunity Grant (FSEOG)**
Federal SEOG is provided to eligible students with extremely high financial need. Unlike Federal Pell Grants, FSEOG funding is very limited. Cal Lutheran receives a specified amount of FSEOG funds each school year. Once those funds are depleted, no additional awards can be made to students.

**Student Employment**
The Student Employment Office coordinates part-time, opportunities for all on- and off-campus federal and campus work-study positions on the student employment website. Positions are posted as they become available. All Cal Lutheran students seeking employment information may contact the Student Employment Office (https://www.callutheran.edu/students/employment) for further information.

**Federal Work-Study**
Federal Work-Study (FWS) is a part-time 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 obtaining a position as job availability is limited. FWS jobs are highly competitive and it is the student’s responsibility to be proactive in applying and following up with prospective employers.

Students may still qualify for student employment jobs at Cal Lutheran even if they are not eligible for the Federal program.

**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 $5,000 per year at Cal Lutheran. Students are awarded a Federal Perkins Loan by the Office of Financial Aid based on EFC, need, and grade level. If a student is offered a Perkins Loans, he or she must complete Entrance Counseling and an application in order to receive the loan.

Repayment begins nine months after graduation or at the time the student leaves the University or drops below half-time enrollment. 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. Exit Counseling is required prior to leaving Cal Lutheran, graduating, or when the student is no longer eligible to receive a Perkins Loan.

For more information on the Perkins loan please see the CLU webpage on Perkins Loans (https://www.callutheran.edu/financial-aid/loans/loan-types/perkins-loan.html).

*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 at any time. Please check with the Office of Financial Aid on the current state of this program.

**Federal Direct Student Loan**
The Federal Direct Loan program is divided into two types of loans – subsidized and unsubsidized. Both have fixed rates (please contact the Office of Financial Aid for the most current interest rate information) and are available to students who are fully admitted to an eligible program of study and are enrolled at least half time (for traditional undergraduate students this means being enrolled in at least six units per semester).

The U.S. Department of Education funds the loan. Students must apply and may need to complete Entrance Counseling. At the present time, the maximum amount that can be borrowed by a dependent student for an academic year is $5,500* for freshmen (up to $3,500 of this amount may be subsidized); $6,500* for sophomores (up to $4,500 of this amount may be subsidized); and $7,500* for juniors, seniors and teacher preparation students (up to $5,500 of this amount may be subsidized).

At the present time, the maximum amount that can be borrowed by an independent student for an academic year is $9,500* for freshmen (up to $3,500 of this amount may be subsidized); $10,500* for sophomores (up to $4,500 of this amount may be subsidized); and $12,500* for juniors, seniors and teacher preparation students (up to $5,500 of this amount may be subsidized).
The federal government pays the interest on the subsidized Direct Loan while the student is enrolled in school at least half time (at least six units per semester). Students who do not qualify for the subsidized Direct Loan may borrow the unsubsidized Direct Loan which does accrue interest. 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 an online loan application.

For more information on student loans visit the CLU webpage on Direct Loans (https://www.callutheran.edu/financial-aid/loans/loan-types/direct-loan.html).

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

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

Direct Parent PLUS Loan

Direct Parent Loans for Undergraduate Students (PLUS) are available to biological parents or stepparents who are listed on the FAFSA of dependent undergraduate students. The interest rate is fixed at 6.41 percent*. The annual loan limit is the student's cost of attendance minus other financial aid the student is receiving.

If the Direct PLUS loan is denied, the dependent student will be eligible for additional unsubsidized Direct Loan money in the following annual amounts: for freshmen and sophomores $4,000, and for juniors and seniors $5,000.

For more information on parent loans visit the CLU webpage on PLUS Loans (https://www.callutheran.edu/financial-aid/loans/loan-types/parent-plus-loan.html).

*Interest rates are subject to change annually based on government regulations. Please contact the Office of Financial Aid for the most up-to-date information.

Private Loans

Alternative Student Loans are loans that are available to students who need additional assistance after exhausting any Direct Student Loan and/or Direct PLUS Loan options. These loans are borrowed by students for their educational related expenses, they are credit based and require a credit check and oftentimes a co-signer/endorser on the loan. Private loans are borrowed from banks, credit unions, or private education lending institutions. They can have variable or fixed interest rates and may have lending fees associated with the loan. For more information and to compare lenders and loan conditions please visit the CLU webpage on alternative loans (https://www.callutheran.edu/financial-aid/loans/loan-types/alternative-loans.html).

Resident Assistantships

Resident Assistantships are awarded with financial aid funds. 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 hourly paid positions. Students must adhere to student employment guidelines as outlined for Federal Work-Study (FWS) and Campus Work-Study (CWS) students. Students who are Departmental Assistants cannot be Resident Assistants or have another on-campus job through Federal or Campus Work-Study.

Veterans’ Benefits and Responsibilities

Veteran’s Benefits and Responsibilities

As students of California Lutheran University, veterans or their eligible dependents may be entitled to education benefits through Veterans Affairs. All newly admitted students shall submit an Intake Form, (Located atwww.callutheran.edu/veterans ) and upload required documentation and attend a GI Bill Orientation. All students who wish to use their benefits shall submit a Certification Request Form (Located at www.callutheran.edu/veterans) each semester or term they wish to use GI Bill benefits. Students who receive VA benefits are responsible for promptly notifying the VA Certifying Official in the Ahmanson Veterans Resources Office of changes in academic program, course load, address, marital or dependent status, and of withdrawal from one or more classes. Questions about enrollment status should be directed to the VA Certifying Official in the Ahmanson Veterans Resources Office (805)493-3648. For information about benefits, contact the U.S. Department of Veterans Affairs (https://benefits.va.gov/benefits/) or the Ahmanson Veterans Resources Office.

Information for students Using Vocational Rehabilitation and Employment benefits (CH31) or Post-9/11 G.I. Bill® (CH33)

A student using Vocational Rehabilitation and Employment benefits (CH31) or Post-9/11 G.I. Bill® (CH33) will be allowed to enroll in and attend courses and access campus facilities while the campus awaits payment for tuition and fees from the VA. While awaiting receipt of funds from the VA, California Lutheran University will not impose any penalty, charge late fees or require an eligible student to borrow additional funds to cover tuition or fees. This
waiting period begins the date the student provides appropriate documentation and continues either until funds are received from the VA or until 90 days after the School Certifying Official has certified the student’s enrollment for tuition and fees.

To demonstrate current eligibility and intent to use Chapter 31 or 33 benefits, a student must provide the following documents:

- VA Form 28-1905 (Authorization and Certification of Entrance or Reentrance into Rehabilitation and Certification of Status); or
- Certificate of Eligibility (COE) or Education Enrollment Status form (printed from the VA website).
- A written request to use either VA Vocational Rehabilitation or Post 9/11 G.I. Bill benefits; and
- All additional information requested by the School Certifying Official to properly certify enrollment to the VA.

- Intake Form
- Certification Request Form

The following forms can be submitted at https://www.callutheran.edu/veterans/forms.html

For more information regarding this policy, contact your School Certifying Official, Glen Peña at glenpena@callutheran.edu or (805) 493-3648

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

ROTC Scholarship Program

Students who qualify may enroll UCLA’s Army ROTC program and attend Cal Lutheran as a part of the Crosstown Partnership agreement. Cal Lutheran agrees to apply academic units earned in the ROTC programs to transfer in as elective credits toward graduation at Cal Lutheran. For further information on ROTC and possible scholarships, contact the Ahmanson Veterans Resources Office (805)493-3648.

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 (https://www.bia.gov) (BIA).

Additional Aid Opportunities

There are other scholarships and financial aid opportunities available through Cal Lutheran. Please refer to the Office of Financial Aid (https://www.callutheran.edu/financial-aid) website for information on endowed Cal Lutheran Scholarships, private resources and other opportunities.

Student Responsibility of Reporting Changes

It is the student’s responsibility to report any change in status or financial resources while receiving financial aid. Failure to do so may result in denial of further financial aid.

The Office of Financial Aid receives periodic reports from the Housing, Registrar, and Payroll offices listing student resources in the form of room and board awards, nontaxable income (VA, 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.

If students have questions about the eligibility requirements of a specific award program he or she should contact the Office of Financial Aid.

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

Satisfactory Academic Progress (SAP)

In accordance with Federal Financial Aid Regulations, financial aid recipients are required to meet SAP requirements toward graduation in order to continue to receive financial aid.

In order to receive financial aid (which includes Cal Lutheran Academic Scholarships, Cal Lutheran Scholarships, Cal Lutheran Grants/Match Programs, Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), Cal Grants, Federal Work-Study (FWS), Perkins Loans, Federal Direct Loans, Direct PLUS Loans, and Alternative Loans certified by Cal Lutheran), a student must be enrolled in an eligible program of study that leads to a Bachelor’s Degree. In addition, there are three requirements that students must meet to be eligible to receive financial aid:

1. **Qualitative requirement:** 3.00 is the minimum grade point average (GPA) the student must maintain;
2. **Quantitative requirement:** maintain a 67% course completion rate or pace to graduate in a timely manner. Calculated through examining the number of units the student completes versus the number of units attempted.

3. **Maximum Timeframe:** Students must complete their program in 150% of credits/time it is projected to take. This is the maximum length of time for which the student may receive financial aid.

   *To learn more about the SAP policy and other academic progress policies that affect continued eligibility for federal, state, and/or institutional funding, please refer to the SAP policy (https://www.callutheran.edu/financial-aid/policies-eligibility/eligibility.html) on the Office of Financial Aid website.

**Withdrawal Policy in Regards to Return of Title IV Funds**

Students should refer to the official academic withdrawal policy described in the current course catalog (Undergraduate Catalog (p. 250), Graduate Catalog (p. 26)). Students are considered to be recipients of Title IV federal financial aid if they are eligible to receive or have received funds from one or more of the following programs for the academic term in question: Federal Direct Unsubsidized Loan, Federal Direct Subsidized Loan, Federal Perkins Loan, Federal Direct Plus Loan, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, and TEACH Grant. Students should be aware that federal aid is earned on a pro-rata basis determined by the amount of time that they are enrolled in their courses for a given academic period.

For students who are receiving federal aid who withdraw from all courses before attending at least 60 percent of the academic period, Cal Lutheran is required by federal regulations to calculate how much federal aid funds the student has earned and how much of the aid must be returned. The amount of the federal aid ‘earned’ is determined by the withdrawal date provided by the Registrar’s Office and is plugged into a federal formula.

The above is in accordance with 34 Code of Federal Regulation 668.16(g).

The portion of federal aid that was not earned by a student will not be returned to the federal government. To satisfy federal regulations, Return to Title IV financial aid programs must be made in the following order: Federal Direct Unsubsidized Loan, Federal Direct Subsidized Loan, Federal Perkins Loan, Federal Direct Plus Loan, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, and TEACH Grant. Please contact the Student Accounts Office to determine the amount that the student will be charged for the time they were enrolled, students will also be charged for any amounts that must be returned due to the calculation and these balances must be paid by the student. Please note if you are a work-study employee, you are no longer eligible to receive payment from Federal Work-Study funds effective immediately when you withdraw.

If the calculation produces a credit to the student's account (when the amount of aid earned is greater than the amount that has disbursed to the student's account) any grant funds will be applied to the account without notification. However, please note that if Direct or Plus Loan funds are eligible to disburse under these conditions the borrower will be notified via email informing them of their eligibility and the borrower must confirm in writing that they want the loan to be disbursed. If no confirmation is received by the Office of Financial Aid within 30 days, the loan will be cancelled.

Non-Title IV programs (such as scholarships, grants, Cal Grant, and Alternative Loans) are not part of the Return of Title IV aid calculation; however they may be subject to reduction in cases of withdrawal based on institutional policy.

**Important Note:** Separating from Cal Lutheran without officially withdrawing can cost you.

If you 'walk away' from your courses and/or fail all of the classes you were enrolled in you will be considered ‘unofficially withdrawn’. Federal regulations require that the Office of Financial Aid complete a Return of Title IV calculation based on the midpoint of the term, which will significantly affect the amount of aid you will retain for the term. Please note it is VERY IMPORTANT to complete a Separation Form with the Registrar’s Office.

**Student Rights and Responsibilities**

**Student Rights**

1. I have the right to know what student financial aid programs are available at Cal Lutheran.
2. I have the right to know the deadlines (if any) for submitting applications for each financial aid program.
3. I have the right to know how my financial need was determined, including how various expenses in my budget are considered.
4. I have the right to know what resources are considered in the calculation of my awards.
5. I have the right to request an explanation of the various programs in my financial aid package.
6. I have the right to consult with persons in the Financial Aid Office concerning my application for assistance, budgeting and/or financial problems which might arise.
7. I have the right to cancel any loan proceeds received via Electronic Funds Transfer up to fourteen days after the credit has been applied.

**Student Responsibilities**

1. I will check my Cal Lutheran e-mail on a regular basis.
2. I must complete all application forms accurately and submit them on time to the appropriate office.
3. I must provide correct information. In most instances, misreporting information on financial aid forms is a violation of federal law and may be a criminal offense, which could result in indictment under the U.S. Criminal Code.
4. I must provide any additional documentation, verification information, or corrections requested by the Financial Aid Office or the agency to which I submitted my application before any funds will be disbursed.

5. I am responsible for reading, understanding, and retaining copies of all forms I am asked to sign.

6. I must accept responsibility for all agreements I sign.

7. I am responsible for knowing the sources of financial aid, which I receive and whether the aid is a loan, grant, or scholarship. If the aid is a loan, I must know to whom repayment is to be made and the terms of repayment.

8. I must keep the Financial Aid Office informed of my correct address at all times - while I am in school and after graduation - while any loans are outstanding.

9. It is my responsibility to complete an exit interview online, prior to my separation from Cal Lutheran either by graduation or withdrawal.

**Falsification of Financial Information**

The types of information covered by this policy include all documentation and information submitted to the Office of Financial Aid. A school must report any credible information indicating that an applicant for Federal Student Aid may have engaged in fraud or other criminal misconduct in connection with his or her application. These documents and information include, but are not limited to the following:

- Free Application for Financial Aid (FAFSA)
- Student Aid Report (SAR)
- Student and/or Parent Federal Tax Forms
- Documentation of U.S. Citizenship or Eligible Non-Citizen Status
- Formal forms of identification (i.e. driver’s license, social security cards, etc.)
- Academic documents relating to high school diploma or college course work
- Loan applications, Promissory Notes
- Scholarship applications
- Work-Study authorization forms
- Work-Study timesheets
- Any university financial aid forms and related documentation
- Any written, electronic, or verbal statements sent to or made to a university employee regarding the student’s financial aid application or financially related documents.

The integrity of the information presented in the financial aid process is of the utmost importance. Students should be aware that they will be held responsible for the validity of the information that is submitted by them or on their behalf to the Office of Financial Aid. If the University determines that a student or parent has provided false information, or has submitted forged documents or signatures, the following steps may be taken without prior notification to the student or parent.

The Office of Financial Aid will review the infraction and if a violation of this policy has occurred, the consequences may include but are not limited to:

- The student will be required to make full restitution of any and all federal, state, grant, and loan or work funds to which he or she was not entitled to.
- If the student is determined to be ineligible for financial aid because of a basic eligibility criterion, no further federal, state, or university funds will be awarded to the student for the academic period in question.
- The student may be ineligible for future participation in some or all financial aid programs for a minimum of one year or longer.
- The student will not be awarded funds to replace those lost because the student is considered to be ineligible due to dishonesty.

As required by federal and state law, the Cal Lutheran Office of Financial Aid will report any infraction to the appropriate office or agency. These include but are not limited to: the US Department of Education, Office of the Inspector General, state agencies, or other entities that may take whatever action is required by law.
University Costs

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

Enrollment Deposit

A $450 non-refundable enrollment deposit is required of all new students.

Housing Damage Deposit

A $400 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
- Review your online pre-bill in WebAdvisor
- Fill out the online Payment Contract located on the Cal Lutheran Student Accounts website
- 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 supplies. Average cost of books for one semester is $850.

Payment Methods

Paying in Full

The student account balance is paid in full prior to the beginning of the registered term or by the financial clearance deadline.

Pay by Check

Please include your student ID number on the check and mail to:

California Lutheran University
Business Office #1220
60 West Olsen Road
Thousand Oaks, CA 91360

Pay online through CLUpay

CLUpay allows students to:

- Make tuition and deposit payments online
- Receive email and text notifications when interest accrues on your account
- View and print your most recent monthly statements and billing history
- View e-payment history
- Create a unique login for authorized users, i.e., parents, etc.
- Enroll in an automatic monthly payment plan
- Set up eRefunds to get refunds faster
- Initiate international wire transfers

Electronic Statements and Payment Opportunities on CLUpay

1. Login to MyCLU
2. Open WebAdvisor
3. Click on CLUpay
Authorizing Users for Electronic Account Access

1. Login to MyCLU
2. Open WebAdvisor
3. Click on CLUpay
4. Create Authorized User PIN

Pay via ACH on an Automatic Monthly Payment Plan

1. Enrollment fees apply
2. Plans available for 15-week semesters and 11-week terms
3. Employer Reimbursement participants do not qualify
4. Contact us at stuaccts@callutheran.edu or call (805) 493-3180 to speak to a Cal Lutheran representative who will help you estimate your costs.

Finance Charge

A finance charge of 0.83 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

Cal Lutheran provides students and parents the convenience of online billing and payment options through CLUpay. Email notifications are sent to students via their Cal Lutheran email accounts. CLUpay offers unique login PINs for authorized users, i.e., parents, employers, etc. Paper statements are only sent to the home address prior to the beginning of each semester. CLUpay accounts need to be checked monthly for new charges, credits, and/or assessed interest.

Financing Alternatives

Contact the Cal Lutheran 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 emailed to you at your Cal Lutheran email address. If you do not receive this confirmation email, 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 email 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. Cal Lutheran 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: 80% refund of tuition charges
2. Withdrawal or course drops during third and fourth weeks of semester: 40% refund of tuition charges
3. Withdrawal or course drops during fifth week of semester: 20% refund of tuition charges
4. Withdrawal or course drops after the fifth week: no refund

**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 $200 cancellation fee. Cancellations after August 1 will be charged $400.
Student Vehicles

To assist Campus Security, all vehicles must display a current Cal Lutheran 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 http://www.callutheran.edu/safety_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.

Costs for the Academic Year 2019-2020

Tuition

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition - Full-time (12-18 credits per semester)</td>
<td>$43,900.00</td>
</tr>
<tr>
<td>Student Fees (per semester)</td>
<td>$131.25</td>
</tr>
<tr>
<td>Technology Fee (Per semester)</td>
<td>$110.00</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard residence halls</td>
<td>$3,795.00</td>
</tr>
<tr>
<td>Kramer</td>
<td>$5,465.00</td>
</tr>
<tr>
<td>Mogen Hall</td>
<td>$5,465.00</td>
</tr>
<tr>
<td>Grace Hall/Trinity Hall</td>
<td>$6,075.00</td>
</tr>
<tr>
<td>Trinity Studio</td>
<td>$6,380.00</td>
</tr>
</tbody>
</table>

Room - Graduate Students

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grace Hall - Graduate</td>
<td>$15,300.00 (academic year)</td>
</tr>
</tbody>
</table>

Board (per semester)

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 Meal Plan (50 Points) per semester</td>
<td>$3,255.00</td>
</tr>
<tr>
<td>210 Block Plan (50 Points) per semester</td>
<td>$3,225.00</td>
</tr>
</tbody>
</table>

Additional Board Options for Mogen, Kramer, Grace, Trinity halls and houses per semester:
### University Costs

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>190 Block Meal Plan (50 Points)</td>
<td>$3,020.00</td>
</tr>
<tr>
<td>Combo 25 Meal + $200</td>
<td>$245.00</td>
</tr>
<tr>
<td>Combo 50 Meal + $200</td>
<td>$367.50</td>
</tr>
</tbody>
</table>

### University Fees

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition each semester</td>
<td>$21,950.00</td>
</tr>
</tbody>
</table>

NOTE: Full-time students (those taking 12-18 hours per semester) will be charged $20,440.00 each semester plus $1,315 for each credit in excess of 18. Part-time students (1-11 credit hours) will be charged $1,315 per credit.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee (paid once, nonrefundable)</td>
<td>$45.00</td>
</tr>
<tr>
<td>Audit Fee (per credit if less than full time)</td>
<td>$710.00</td>
</tr>
<tr>
<td>Credit by Examination (Fees are paid prior to taking exam; see Academic Services for forms)</td>
<td>Fees Vary</td>
</tr>
<tr>
<td>International Student Fee (per year) (Fall $750, Spring $800)</td>
<td>$1550</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Private Music Fees (excluding tuition)</td>
<td>$330 per credit</td>
</tr>
<tr>
<td>STAR Program</td>
<td>$500</td>
</tr>
<tr>
<td>Student Fee (per semester)</td>
<td>$131.25</td>
</tr>
<tr>
<td>Study Abroad Program</td>
<td>$200</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$110 (per semester)</td>
</tr>
<tr>
<td>Theatre Arts - Alexander Technique (excluding tuition) (per unit)</td>
<td>$330 per credit</td>
</tr>
</tbody>
</table>

### Physical Education Fees (excluding tuition)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Golf ACTV-104</td>
<td>$220</td>
</tr>
<tr>
<td>Tang Soo Do ACTV-148</td>
<td>$40</td>
</tr>
<tr>
<td>Outdoor Adv. Skills ACTV-144</td>
<td>$100</td>
</tr>
<tr>
<td>Health &amp; Wellness ACTV-111</td>
<td>$100</td>
</tr>
<tr>
<td>Alexander Technique ACTV 112 &amp; ACTV 312</td>
<td>$240</td>
</tr>
</tbody>
</table>

* Fees are determined by outside contractors and are subject to change without notice.
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. Cal Lutheran offers a broad range of opportunities for students to pursue individual interests as well as dedicate themselves in service to others.

Within Cal Lutheran’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 Cal Lutheran, 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 Cal Lutheran, 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. For a list of activities and events, please visit the Student Events calendar at http://www.callutheran.edu/thehub.

Theatre Arts

Cal Lutheran 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 Cal Lutheran campus, provides students with professional theatre intern opportunities. Cal Lutheran’s theatre faculty are working professionals who help students connect with the theatre and film industry.

Fine Arts

Student artists will want to join Cal Lutheran’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 Kappa Delta (Sociology), Alpha Mu Gamma (Foreign Language), Alpha Phi Sigma (Criminal Justice), Omicron Delta Kappa (Leadership), Pi Sigma Alpha (Political Science), Phi Alpha Theta (History), 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 Cal Lutheran’s literary magazine, Morning Glory; the weekly student newspaper, The Echo; and multicultural journal, The Word. Courses to hone writing skills are offered through the English and Communication departments.

Music

Cal Lutheran’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

Leadership Awards, Buh Bye Bash, and Safe Spring Break are examples of events and programs sponsored by the Office of Student Life. Additionally, the Programs Board of the Associated Students of California Lutheran University (ASCLU) organizes a wide variety of events throughout the year. Both the Office of Student Life and the ASCLU offices are currently housed on the lower level of the Student Union.

Community Service and Interfaith Center

The Community Service Center, which is part of Student Life, serves to engage students in sustainable service outside the classroom; to develop active citizens that will be knowledgeable of the difference an individual can make within their community. We strive to create a student body committed to lifelong service and justice in a global society. In keeping with Cal Lutheran’s mission to educate leaders committed to service and justice, we create service opportunities that match community needs and student interests.
The CSC connects individuals and groups to volunteer opportunities relating to their interests. In addition, students can participate in a winter or spring Alternative Break trip. Past locations include: Florida, New Mexico, El Salvador, Costa Rica, and Cambodia. Whether you're an experienced volunteer or want to get involved for the first time, we have a variety of ways for you to explore service. Join us! Please visit our website at www.callutheran.edu/students/community-service/

**Wellness Resources**

Wellness Resources is an open space for all students to gain access to information and resources about their well-being. Students can come to the Wellness Resources office looking for answers to questions or other resources related to staying active and fit, nutrition, anxiety, mindfulness, sexual health, drug and alcohol use, or sexual violence and assault prevention. The Wellness Resources Office is part of Student life and is located in the Student Union adjacent to Student Life.

Visit our website for 24 hour a day resources and up to date information: http://www.callutheran.edu/students/wellness/

**Student Clubs and Organizations**

Cal Lutheran has approximately 100 active student clubs and organizations. Examples include:

- Accounting Association
- Adventure Club
- American Medical Student Association
- College Democrats
- College Republicans
- Dance Team
- Feminism Is…
- CLU French Club
- Habitat for Humanity
- Knights Rugby
- Knights Lacrosse
- Latin American Student Organization
- Lord of Life
- Math Club
- Philosophy Club
- Pi Sigma Alpha
- PRIDE
- Psi Chi Connection
- Psychology Club
- The Secular Student Alliance
- United Students of the World

A full listing of currently active clubs and organizations can be found at www.callutheran.edu/students/clubs/directory.html

**Associated Students of California Lutheran University (ASCLU)**

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, Director of Relations, and Director of Finance, 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 the Homecoming Monte Carlo, competing for the Crown, Let It Snow, and several other campus favorites. The Senate develops legislation to make recommendations to the University for campus improvements, approves student clubs and organizations, 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

Cal Lutheran 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 Cal Lutheran students.

Cultural Events Series

Cal Lutheran’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 Tim O’Brien, Kao Kalia Yang and Lisa See; 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. Ecologist Sandra Steingraber, theologian Nancey Murphy, theoretical physicist Brian Greene and philosopher David Chalmers 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

Cal Lutheran’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 Cal Lutheran’s own collection, the Kwan Fong Gallery of Art and Culture and Overton Hall regularly display art and special exhibits.

Recreation and Athletics

Intercollegiate

Cal Lutheran 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, Chapman University, Claremont-Mudd-Scripps Colleges, University of La Verne, Occidental College, Pomona-Pitzer Colleges, University of Redlands and Whittier College. Cal Lutheran 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
- Water polo

Women’s intercollegiate sports include:

- Basketball
- Cross country
- Golf
- Soccer
- Softball
- Swimming and diving
- Tennis
Recreational Sports

This program exists on campus to provide opportunities in recreational athletics for the Cal Lutheran campus community. Cal Lutheran’s current intramural program offers multiple fall and spring leagues including basketball, volleyball, outdoor and indoor soccer. In addition, numerous tournaments are held annually including cosmic dodgeball, capture the flag, softball, and kickball. All intramural sports teams are coed, creating an inclusive environment for all participants.

In addition to intramural leagues and tournaments, Recreational Sports also coordinates outdoor recreation opportunities for students – from large-scale camping trips, snowboarding, kayaking in Channel Islands, hikes in the LA and Ventura counties, and surf trips to the local beaches.

The Recreational Sports office also provides a substantial inventory of rental equipment including surf boards, tents and other camping equipment. A full list of rental equipment can be found at https://www.callutheran.edu/students/outdoor-recreation/equipment-rentals.html

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 and must have completed the online liability waiver for entry. Equipment includes free weights, weight machines and cardio equipment. The department also offers various fitness classes such as Yoga, Zumba, Pilates, and boot-camp.

Recreational Opportunities

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

Campus Ministry

You are a seriously connected individual: electronically, emotionally, socially, academically, spiritually, and globally. Just like you, Campus Ministry is connected. In fact we are in the business of making connections. So let’s make some connections - between classroom and life, between faith and research, between service to humanity and vocation, between identity and purpose, between you and the God that loves you.

By design, practicing one’s faith causes connections. Worship is one way to connect with God. Worship opportunities include University Chapel on Thursdays, Lord of Life Student congregation worship on Sunday, Common Ground evening Worship on Wednesdays all held within Samuelson Chapel. Prayer and Reflection, a brief time to pause and remember the faith you have within and the God that knows you, is held on the Woodland Hills and Oxnard campuses midweek. Celebrating and remembering numerous Jewish holiday traditions are part of the regularly scheduled calendar of Campus Ministry events. Faith forming opportunities are offered through small groups, service learning projects, and educational offerings to further your growth in faith.

The Wennes Interfaith Meditation Chapel is open for prayer and contemplation. Prayer mats and resources from the world's major religions are available for your use. You are welcome to enter the Meditation Chapel through the outside door adjacent to the doors of Samuelson Chapel. Behind Samuelson Chapel is a Labyrinth. The Labyrinth is another means to encounter focused prayer for all faith traditions. You can also access the many Sabbath Hour resources provided by Campus Ministry on our website. Callutheran.edu/university_ministries/campus-ministry/ (http://www.callutheran.edu/mission-identity/campus-ministry)

Campus Ministry endeavors to create a web of connections reminding us that we are connected to God and neighbor. ELCA Campus Pastors Scott and Melissa Maxwell-Doherty and Rabbi Belle Michael welcome all those who wish to share a common faith in God. Got faith, doubt, and hope? Bring it, regardless of your denominational, religious, or spiritual affiliation. You are invited and encouraged to express and explore your connection to a living God.

The Office of Campus Ministry is located in Samuelson Chapel.

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 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.callutheran.edu/students/career-services/jobs-internships). This site, which can only be accessed by students and alumni, includes an employer database with more than 20,000 employer contacts along with student profiles that let the Career Services staff know what the student’s career interests are. Profiles can be completed to activate a targeted email service for related jobs, internships, events, and workshops.

Each year Career Services puts on various events including a Career & Intern Expo and Graduate School Fair. For a list of all services offered, visit the Career Services website at Callutheran.edu/career_services/ (http://www.callutheran.edu/students/career-services), which is updated each month.

Professional Reference Service

(Graduate School of Education ONLY)

The Professional Reference Service assists Graduate 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 Graduate School of Education for more information.

Office of International Students and Scholars, Center for Global Engagement

The University recognizes the benefits of exchange between students of various cultures and backgrounds and encourages interaction among its diverse student body. The Office of International Students and Scholars (https://www.callutheran.edu/students/international) is dedicated to providing the highest quality service possible for the support of all international students and faculty, while supporting the institution’s mission. OISS provides support for immigration matters and global engagement through cultural exchange.

Immigration advisement includes a wide portfolio of regulatory compliance work to keep students, faculty and staff informed of U.S. government policies impacting the institution’s eligibility to host international students. Programs offered to support international students include, but are not limited to: orientation, immigration advisement, online communication, travel advisement/signatures, immigration benefits/status application guidance, support letters (e.g., for visitors’ visas, driver’s licenses, social security numbers, etc.), tax compliance workshops, and visas beyond the H1-B workshops (with immigration attorney).

The OISS also provides campus-based engagement opportunities to strengthen intercultural competence and global awareness, with an emphasis on direct interactions between international and U.S. domestic students. Examples of programs offered include, but are not limited to: International Peer Mentors, International Education Week Activities, Country Cluster Socials, World Fair (international festival of food, trivia, & activities), International Women’s Day Celebration, and International Student Advisory Council.

Academic Services

Academic Services at Cal Lutheran encompasses three main areas: Registrar Services, Student Success Services and Disability Support Services.

Registrar Services

Registrar Services supports all constituents of Cal Lutheran through the delivery of Class Scheduling, Classroom Scheduling, Student Registration, Federal and State Compliance Reporting, FERPA Compliance, Transfer Articulation, Academic Transcripts, University Catalogs, PLTS Support, and Parent Portal Access.

Student Success Services

Student Success Services serves the Cal Lutheran community by offering the Students Taking Academic Responsibility Program (STAR), Student Success Workshops, Academic Difficulty Notices, Undergraduate Advisor Changes, 4 to Finish Program. We also list tutoring schedules by department, facilitate academic planning, and support faculty advising and mentoring.
Additionally, every student is assigned a Student Success Counselor in Academic Services; each with their own alpha split listed on Academic Services website at callutheran.edu/academicservices.

- Work collaboratively with faculty in the advising and mentoring role
- Assist students with their academic records
- Provide academic support and resources
- Facilitate the academic planning process
- Answer questions about degree completion

**Disability Support Services**

California Lutheran University is committed to providing equal educational opportunities to students with various documented disabilities who choose to self-identify. Students must register with Disability Support Services (DSS) in order to formally request and receive disability-related aids and services.

The DSS staff works together with the student, administrators, and faculty to assure access to course materials, classrooms and other campus buildings as well as on-campus programs and events. Reasonable accommodations and services are determined based on disability information and individual need. These include but are not limited to note-taker services, extended test time, alternative test location, books in alternative formats, housing accommodations as well as resources and referrals to other campus services.

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, Sections 504 and 508 of the Rehabilitation Act, University policies, and state requirements.

DSS is located in the Academic Services building. For more information, please visit our website at www.callutheran.edu/disabilities or email dss@callutheran.edu

**Student Support Services Program**

Student Support Services (SSS) is a federally funded grant program that aims 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 a disability are eligible for SSS. Students who meet the eligibility requirements may apply to be a part of the program by visiting our website: www.callutheran.edu/students/support-services/

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 on to graduate or professional schools upon completing their degree.

Program elements include: SOAR (Summer Orientation to Academic Resources) summer bridge program, Student Success Plans, academic planning, tutoring, student leadership program, cultural events, study skills seminars, graduate school workshops, FAFSA workshops, financial literacy 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 full-time or residential Cal Lutheran students. We provide treatment of injuries and illness, administer immunizations and preventive health services. For more complex medical issues, Health Services can help students access appropriate medical care in the community. Please call (805) 493-3225 for an appointment.

**Professional Care**

A physician, physician assistants, and nurses help students meet their health care needs. The physician assistants are in attendance at regularly scheduled hours. Consultation, physical exams, referrals, immunizations, and care of common ailments are available to full-time or residential Cal Lutheran students. Prescription medications and lab tests are available at low cost. The charge for most office visits is $10. We take cash, check, and most credit and debit cards. For more information and current hours please see our website at www.callutheran.edu/health_services.

**Required Forms**

Prior to entering Cal Lutheran, 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/. Students whose forms are not completed and submitted to Health Services on time will be unable to register for the following semester.

**Counseling and Psychological Services (CAPS)**

Counseling and Psychological Services (CAPS) (www.callutheran.edu/studentcounseling) provides currently-enrolled students with confidential, short-term therapy. CAPS is located at 3222 Luther Avenue and provides confidential personal counseling in an accessible, converted house. Therapy is provided by appointment and, in emergency situations, without an appointment. Counseling is provided by licensed psychologists, post-doctoral residents, and practicum trainees. All trainees work under the clinical supervision of licensed psychologists.

Students come to CAPS for various reasons. The pressures and the demands students face can create stress that impairs academic performance and negatively impacts students’ emotional health. Some of the challenges with which CAPS assists students include identity development issues, loneliness, anxiety, post-traumatic stress, etc., depression, vocational counseling (choosing a major and/or a career path), interpersonal conflicts, romantic relationship problems, sexual behavior concerns, suicidal feelings, and substance use difficulties or uncertainties. By request, CAPS also provides educational programming in classes and in residence halls regarding mental health issues.

To schedule an appointment, please call 805-493-3727. CAPS is open M-F 9:00am - 5:00pm, except for lunch from 12:00pm-1:00pm and Chapel Hour.

**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 Cal Lutheran 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 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 (e.g., 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 Cal Lutheran 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 Cal Lutheran campus or within 20 feet of any entrance to any building.

4.2 Hookah and hookah components are strictly prohibited on campus.
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 Nonverbal/Visual**: Conduct such as derogatory or inappropriate posters, pictures, cartoons, faxes, emails, 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 email 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 Nonverbal/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
Cal Lutheran 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 and follow the link to the Online Student Handbook. To request a paper copy of the policies, contact the Residence Life and Student Conduct Office at reslife@callutheran.edu or (805) 493-3220.

**Residence Life**

The University is primarily a residential institution with more than 1,300 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 Cal Lutheran. 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 Bachelor's Degree for Professionals 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.

**Room Applications and Assignments**

Housing contracts are submitted online 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 Cal Lutheran’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

Cal Lutheran 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.

Residence Hall Vacation Schedule

All first year residence halls are closed during the winter holiday. 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, winter 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

California Lutheran University offers 38 major and 34 minor programs of study within the University’s three schools:

School of Management
Graduate School of Education
College of Arts and Sciences

There are four divisions and 20 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
- Music Department
- Theater Arts and Dance Department
- Visual Arts

Natural Sciences Division
- Biology Department
- Chemistry Department
- Computer Science Department
- Exercise Science Department
- Earth and Environmental Science Department
- Mathematics Department
- Physics Department

Social Sciences Division
- Communication Department
- Criminology and 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
- American Studies
- Art
- Asian Studies
- Biochemistry and Molecular Biology
- Business Administration (Traditional)
- Business Management (Bachelor's Degree for Professionals)
• Chemistry
• Communication
• Computer Information Systems
• Computer Science
• Criminology and Criminal Justice
• Dance
• Economics
• English
• Entrepreneurship
• Environmental Science
• Environmental Studies
• Ethnic Studies
• Exercise Science
• Film and TV
• Financial Planning
• French
• Gender and Women's Studies
• Geology
• German
• Global Business
• Global Studies
• History
• History Pedagogy
• Hospitality and Tourism Management
• Interdisciplinary
• Interdisciplinary Educational Studies
• Legal Studies
• Marketing Communication
• Mathematics
• Multimedia
• Music
• Music Production
• Organizational Leadership (Bachelor's Degree for Professionals)
• Philosophy
• Physics
• Political Science
• Psychology
• Religion and Theology
• Science (Applied Scientific Computing)
• Sociology
• Spanish
• Theater Arts
• Theology and Christian Leadership

Minor also offered
Minor only offered

Preprofessional Programs

Church Vocations

Cal Lutheran 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. Students could major in Theology and Christian Leadership and choose the emphasis area relevant to their vocational goals or they could choose a 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
could major in Music and minor in Religion with a Church Vocations emphasis or major in Theology and Christian Leadership with a specialization in Worship and Music and perhaps also add a Music major with emphasis in organ performance. Advisers can help students choose the option which best suits their particular needs.

Preseminary

Cal Lutheran has several program options that are appropriate for students preparing to go to seminary, including two Religion majors and three Religion 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 one of our campus pastors.

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.

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 Exercise Science with a Health Professions concentration. For more information, see Steven Hawkins in the Exercise Science Department.

Bachelor’s Degree for Professionals

The Bachelor’s Degree for Professionals is a bachelor’s degree program designed to meet the needs of 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. Bachelor's Degree for Professionals candidates are at least 22 years of age and must have a minimum of 12 transferable credits and substantial work experience.

Degrees are offered in accounting, business management, communication, computer information systems, computer science, organizational leadership, and psychology. For information regarding campus locations, visit www.callutheran.edu/professionals and learn more about which majors are offered at the main campus, at the Oxnard Center, or the Woodland Hills Center.

For admission details, check our website at www.callutheran.edu/professionals/admission 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 Clinical Psychology
- Master of Arts
Academic Programs

- Educational Leadership
- Master of Education in Teacher Leadership
- Master of Science
  - Clinical Psychology
  - 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
  - Financial Planning
  - Information Technology
  - Management
  - Quantitative Economics
  - Special Education
- Master of Business Administration (with majors in):
  - Enterprise Innovation and Entrepreneurship
  - Finance
  - Human Capital Management
  - International Business
  - Marketing
  - Technology Management
- Master of Business Administration for Executives
- Master of Business Administration in Financial Planning
- Master of Public Policy and Administration

Credentials

- Teaching
  - Preliminary Multiple or Single Subject
  - Clear Multiple or Single Subject
- Administrative Services
  - Preliminary
  - Clear
- Pupil Personnel Services
  - Clear (School Counseling and Child Welfare and Attendance* Authorizations)
- Education Specialist
  - Preliminary (Deaf and Hard of Hearing Specialty)
  - Clear (Deaf and Hard of Hearing Specialty)
  - Preliminary (Mild to Moderate, Moderate to Severe Specialties)
  - Clear (Mild to Moderate, Moderate to Severe Specialties)
  - Level II (Mild to Moderate, Moderate to Severe Specialties)

Certificates

- Financial Planning
- Global Supply Management
- Post MBA Certificate Program Series

Authorizations

- Autism
- Computer Concepts
- Reading
Graduate Catalog

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
www.callutheran.edu

Special Academic Opportunities

Honors

The University Honors Program (UHP) provides enhanced educational opportunities for Cal Lutheran’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 Cal Lutheran, although other admitted students may submit an appeal to the Director of the University Honors Program to be considered 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 complete one of two year-long foundational seminar series. 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 foundational seminar series is Social and Natural Sciences. Two interdisciplinary courses introduce students to academic disciplines within the social sciences and the natural sciences. In HNRS 120, students will explore research and apply analytical perspectives from related fields of study to examine social issues, public policies, and institutions. As the course progresses, students will focus more in-depth on contemporary issues, drawing on readings and lectures from experts who will bring to bear relevant theories and methods from their respective academic disciplines. HNRS 130 places the natural sciences in larger social and cultural contexts. The course includes experiential learning labs in which students learn about California natural history and natural history field practices. It aims to providing them with an amateur’s set of tools and skills to increase their knowledge of the natural world, as well as to help students understand the role of nature study in the context of conservation issues and practices relevant to California.

Requirements for completion of the Honors Program

During their second, third and fourth years, University Honors students must complete at least three honors seminars on special topics (preferably one in each year) to graduate with University Honors. Transfer students will be required to complete at least three upper-division honors seminars to achieve University Honors. Students who successfully complete these criteria will receive University Honors upon graduation. Students who complete all five courses and maintain a CLU GPA of 3.5 or higher will receive University Honors with Distinction upon graduation.

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. Bachelor's Degree for Professionals 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. Bachelor's Degree for Professionals students need to contact and submit applications to the Bachelor's Degree for Professionals 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 by Examination

Students in good standing may challenge for credit most courses listed in the Cal Lutheran 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 Academic Services, 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 Cal Lutheran. Credits by exam do not count as residency credits.

College Level Examinaton Progam (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 tests offered, equivalencies, and credits is available below. For further information, students should contact the Center for Academic and Accessibility Resources at (805) 493-3260.

*CLEP fulfill Lower Division work only.
*CLEP's cannot be used to fulfill the following CORE requirements: Global Perspectives, History, US Diversity, Literature, Writing or Speaking Intensive.

<table>
<thead>
<tr>
<th>CLEP Test</th>
<th>CLU Equivalency</th>
<th>Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Accounting</td>
<td>BUS 251</td>
<td>3</td>
</tr>
<tr>
<td>Information Systems and Computer Applications</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Business Law</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Management</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>American Literature</td>
<td>General Elective</td>
<td>6</td>
</tr>
<tr>
<td>Analyzing and Interpreting Literature</td>
<td>General Elective</td>
<td>6</td>
</tr>
<tr>
<td>College Composition Modular</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>English Literature</td>
<td>General Elective</td>
<td>6</td>
</tr>
</tbody>
</table>
American Government  POLS 102  3
History of the US I: Early Colonization to 1877  General Elective  3
History of the US II: 1865 - Present  General Elective  3
Human Growth and Development  General Elective  3
Introduction to Psychology  PSYC 200  3
Introductory Sociology  SOC 101 (must earn a passing score of 70 for credit)  3
Principles of Macroeconomics  General Elective  3
Principles of Microeconomics  General Elective  3
Western Civilization I: Ancient Near East to 1648  General Elective  3
Western Civilization II: 1648 to Present  General Elective  3
Calculus  MATH 251  3
Chemistry  CHEM 151 (no lab)  4
Pre-Calculus  MATH 151  3
College Mathematics  Core 21 Math Requirement  3

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.

Bachelor’s Degree for Professionals 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. Cal Lutheran 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. Cal Lutheran students may enroll in courses at those institutions. Academic units earned in the ROTC programs are counted as elective credits toward graduation at Cal Lutheran. For further information on ROTC and possible scholarships, please use the contact information below.

Air Force Reserve Officers Training Corps (AFROTC)

The Air Force Reserve Officer Training Corps (AFROTC) program’s mission is to develop young men and women into quality leaders for the United States Air Force. Air Force ROTC prepares college students to become an Air Force Officer while also earning their college degree. Air Force ROTC also offers a variety of scholarships for students currently in college that can help relieve the financial burden of earning a college degree.

The program consists of a one hour academic course for the first and second year students, and a three hour course for the third and fourth year students. All students must also participate in a weekly one-hour Physical Training session and a two-hour leadership laboratory that facilitates the application of leadership theory.

Students attending Cal Lutheran can participate in Air Force ROTC at UCLA. For more information, please contact the UCLA Department of Aerospace Studies at (310) 825-1742.
Scholarships

ROTC Scholarships are awarded on a competitive basis to U.S. citizens regardless of parents' income. Scholarships provide tuition, a book allowance, fees, and a tax-free monetary allowance between $300 and $500 per month during the academic year. Applications for scholarships may be obtained at http://www.afrotc.com or by calling (310) 825-1742.

Undergraduate Study

The four-year program is available to first-term freshmen and those full-time students with at least three and one half years of undergraduate and/or graduate study remaining. The program consists of an initial two-year General Military Course, or GMC (Aerospace Studies 1A, 1B, 1C, 20A, 20B, and 20C), followed by a two-year Professional Officer Course (POC) described under Two-Year Program. GMC participation requires one hour of academic class and two hours of leadership laboratory each week during the academic year. Students incur no military obligation for GMC participation unless they qualify and accept an Air Force ROTC Scholarship during or after their sophomore year. Students who complete GMC and wish to enter POC attend a four-week field training course the summer following GMC completion. At field training, students are provided meals, quarters, clothing, and travel and incidental expenses. Subjects covered at field training include junior officer training, aircraft and aircrew orientation, career orientation, survival training, base functions, Air Force environment, and physical training.

Institutes and Centers

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

- Autism and Communication Center
- California Institute of Finance
- Center for Academic Service Learning
- Center for Economic Research and Forecasting
- Center for Economics of Social Issues
- Center for Entrepreneurship
- Center for Equality and Justice
- Center for Faith and Culture
- Center for Non-Profit Leadership
- Center for Performance Excellence
- Center for Teaching and Learning
- Community Counseling Services

Office of Education Abroad, Center for Global Engagement

As part of the University’s mission to “educate leaders for a global society,” Cal Lutheran highly encourages students to engage in education abroad opportunities. Students broaden their horizons and gain a more global perspective through participation in abroad experiences, including but not limited to: traditional summer/semester/year-long study abroad programs, short-term faculty-led programs, international internships, and overseas research opportunities. These international experiences help students develop essential skills for future careers in an increasingly interconnected world.

Cal Lutheran has programs and partnerships in more than 75 countries with a wide range of affordable credit- and non-credit-bearing overseas options. Financial aid and scholarships are also available for most program options.

While studying abroad, students often take a mix of courses that fulfill CORE-21 requirements, such as literature, social sciences, and upper-division religion. Courses abroad can also fulfill major/minor requirements. With proper approval, courses taken abroad transfer back to Cal Lutheran as major, minor, core, or elective credit. In addition to academic courses, many programs feature internships service-learning opportunities, and research.

All students are eligible! Cal Lutheran is committed to supporting every student interested in going abroad. To participate in a traditional semester abroad program, undergraduate students should have at least second-semester sophomore standing. Eligibility for other programs varies for undergraduate and graduate students. For participation in any program option, students must be in good standing with the institution. Students abroad remain subject to the policies of the University based on their continuing relationship with California Lutheran University. Violations of host country laws and program policies while abroad may result in disciplinary action at Cal Lutheran.

Since space is limited for some programs, students are advised to begin planning more than a year in advance and to visit the Office for Education Abroad located in the Center for Global Engagement as early as possible in their academic career to research possible destinations. Students should
also work closely with their faculty adviser and map out a tentative four-year plan that includes classes to be taken abroad. Additional information is available at www.callutheran.edu/studabroad.
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 Cal Lutheran, 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.

California Lutheran University’s FERPA policy allows university employees to release Directory Information to anyone, including Scholarship donors, but we will not release information on students in bulk for commercial purposes (credit card agencies, etc.).

The items defined as Directory Information at California Lutheran University are:

- Name (includes Preferred First Name)
- Address (City and State only)
- E-mail address (California Lutheran University assigned only)
- Birth Date (date of birth is only released to official agencies as required for matching student records or as a validation of positive identification of a student when furnished by a person making an inquiry)
- Photographs and video recordings of students are permitted if there is not personally identifying information of the class or of the students in the class
- Dates of attendance
- Degree date
- Degrees awarded or anticipated; with honors and major
- Previous institution most recently attended (generally speaking released for athletes only)
- Participation in recognized campus activities or sport

The only circumstances under which Cal Lutheran 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 have Directory Information withheld completely. This means the University will not release any information from education records, including the items listed above, without prior written consent. If a student withholds directory information, the student's name will not appear in the student directory. To request Directory Information be withheld, complete a “Request to Opt Out of Directory Information” form and file it with Academic Services. The form is in effect through the end of an academic year; it must be re-filed annually.

At Cal Lutheran, a school official may access education records as long as they have a 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 Cal Lutheran in an administrative, supervisory, academic, research or support staff position (including law enforcement personnel and health staff); a person or company with whom Cal Lutheran 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 Cal Lutheran 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. Cal Lutheran’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 Cal Lutheran'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 and academic integrity on campus. Any behavior or act which might be defined as 'deceitful' or 'dishonest' will meet with appropriate disciplinary sanctions, including a grade of ‘F’ in a course, suspension, or dismissal from the university.

**Definition of Academic Dishonesty**

A general definition of academic dishonesty is “any behavior or act that implies an intent to make someone believe what is not true, as by giving a false appearance.” Since intellectual honesty is central to the academic enterprise, students and faculty must accept and respect the principle of acknowledging information, ideas and language that have been borrowed from someone else. Plagiarism (any failure to document sources), cheating, unethical computer use, and facilitation of academic dishonesty are examples of behavior which will result in strict disciplinary sanctions.

**Plagiarism**

Plagiarism occurs whenever a source of any kind has not been acknowledged. Every student must understand the correct procedures for acknowledging and identifying sources of borrowed material. The basic rule is this: Give credit where credit is due. In other words, if you include any material which is beyond your firsthand experience, and which is not common knowledge of scholars in your field, you must cite your source in a way that your reader can (a) find the source from the information in your reference and (b) immediately determine which information is your source's contribution to scholarship and which is yours. Specifically:

- If you quote directly, using three or more words from the original source, you must place quotation marks around the quoted material and cite the source.
- If you paraphrase (rephrase in your own words), you must still cite your source, including a full documentation of reference; the best procedure is to acknowledge that you are paraphrasing.
- If you present material that may be common knowledge, but your arrangement or discussion of that material is borrowed, you must cite that source in a reference.

If you have any questions about proper ways of documenting sources in footnotes or bibliography, consult the department in which the course is taught. Departmental assistants, and/or the Writing Center are prepared to assist students in proper documentation forms.

**Cheating**: Cheating covers a wide range of academically dishonest behaviors including but not limited to:

- Turning in someone else’s work as your own
- Purchasing assignments or papers and claiming that work as your own
- Giving another student your work to pass off as his or her own
- Aiding other students by surreptitiously providing answers in an exam
- Copying another student’s answers in an exam setting, even if that student willingly provided the answers
- Using unauthorized material or resources (paper or electronic) when taking an exam. This includes use of cell phones or any other electronic resource that may either contain downloaded information or be able to access information electronically
- Distributing material unauthorized by the course instructor about any exam or assignment
- Asking a tutor to do assignments, papers, or exams for you
- Providing dishonest rationales or excuses when requesting special circumstances, or treatment which results in delayed or incomplete course requirements.

**Academic Bribery**: Soliciting, offering or accepting money, gifts or favors in order to alter or influence grades.
Academic Policies

Deception: Providing false information when engaging in formal academic work including research deadlines, assignments, and tests. This includes providing false identification, false disability information in order to gain additional time when taking tests, providing false excuses when seeking deadline extensions, and falsely claiming to have submitted assignments.

Fabrication: Providing false data, information or citations in any academic work. This includes altering or making up data for use in experimental research and providing fake or altered quotes or bibliographic references for research.

Facilitating Academic Dishonesty: Intentionally helping students engage in acts of academic dishonesty. This includes improper grading of written/oral exams, grade fraud, negligence regarding conditions that foster cheating, or knowingly abet/allow cheating.

Identity Fraud: Asking another individual (this need not be a student – it can also be an external source for academic papers) to assume one’s identity for any academic purpose or offering to assume another student’s identity for an academic purpose. This can be done in exchange for money, gifts, or favors.

Multiple Submissions: Submitting work done in a previous class with the claim that it is new and original. While previous work may provide the basis for subsequent work, the prior work must be made known to and approved by the instructor.

Paper Mills: Providing papers to suppliers of academic papers for sale ('Paper Mills') is no different than providing papers to other students to pass off as original work, and is viewed as a form of Facilitating Academic Dishonesty. Papers published in ‘Open Access Journals’ or otherwise made available to the public with the sole intent of publication are acceptable.

Sabotage: Engaging in any activity that hinders or prevents another student from being able to complete their work. This includes altering or deleting resources or disrupting experiments. This can also include creating a condition that hinders the ability for other students to take tests.

Unethical Computer Use: Unethical computer use includes the use of any technology (which can include computers, cell phones, tablets, watches, etc.) or computer software (programs, documentation, data bases) in violation of copyright law. It also includes unauthorized use of computer software or hardware, such as use for private business, breaking access codes, and pranks resulting in damage to software or hardware, breach of privacy or confidentiality, or violation of copyrights.

Procedure for Disciplining Student Dishonesty

Whenever a member of the faculty or other university official has reason to believe that a student has committed a breach of academic honesty, the faculty member or official will confront the student, allowing the student an opportunity to speak on his/her behalf. If, in the opinion of the faculty member, a breach of academic honesty as defined above has clearly occurred, the faculty member or official must file a Report of Academic Dishonesty form with the Vice President for Academic Affairs. The form will be placed on file. This procedure should be completed as soon as is reasonably possible.

First Offense

If the Vice President for Academic Affairs determines this is a first offense, the disciplinary action will be handled by the professor. Possible sanctions may include an 'F' on the assignment or an 'F' in the course.

Policy Statement Pertaining To Graduate Students

Due to the serious nature of such an offense and the resulting questions regarding student ethics, doctoral programs may assign sanctions including academic probation, suspension from the university or dismissal from the university after a first offense with the approval of the Department Chair/Program Director, the Dean and the Vice President for Academic Affairs. Sanctions will be determined by reviewing each specific breach of academic honesty, the context of the breach and the nature of the breach.

Second Offense

If the Vice President for Academic Affairs determines this is a second offense, in addition to the sanctions imposed by the professor, the Vice President for Academic Affairs may choose to impose additional sanctions such as academic probation or suspension from school.

Third Offense

A third report of academic dishonesty will automatically result in the student's suspension or dismissal from the university.

Appeals

An allegation of cheating or an imposed sanction may be appealed to the Vice President for Academic Affairs, who will then constitute a special evaluation committee using the same procedures identified for grade challenges. Such a committee will be composed of three faculty, one appointed by each of the following:

- Dean of the School/College
- Chairperson of the Faculty Affairs and Development Committee
- Vice President for Student Affairs
The committee will choose its own chairperson. The committee will solicit written statements from all concerned parties and evaluate all available evidence. The committee will report its recommendation to the Vice President for Academic Affairs whose decision is final.

**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. All academic policies stated in the catalog must be met by both the first and second degree, if the second degree is completed simultaneously or sequentially. 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 Cal Lutheran 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 Bachelor's Degree for Professionals section of the catalog for enrollment regulations applicable to Bachelor's Degree for Professionals students. A typical semester load is 15 to 16 credits. Special permission is necessary to carry a load of more than 18 credits per semester. A fee will be charged for each credit beyond 18. (See section on University Costs.)

**Registration Procedures**
Students must register either in person or online prior to the beginning of each semester. Registration procedures are available on the Registrar’s Office Web page.

To be officially enrolled in class, students must have their schedule of classes 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. After the first week of the semester, all classes require instructor permission to add.

**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 or equivalent percentage of an 8 or 11 week term (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). The university does not automatically drop students who register for a course and then choose not to attend.

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. Auditing a class does not grant access to a course’s Blackboard page.

Repeated Courses

Students may repeat a course, 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 Cal Lutheran. 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. Cal Lutheran 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 Cal Lutheran must be repeated at Cal Lutheran in order for a grade of C- or below to be removed from the GPA. Repeated courses are not included in the residency requirement.

Transfer Credits

Cal Lutheran 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 Cal Lutheran 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 Cal Lutheran 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 Cal Lutheran. Credits by exam do not count as residency credits.
2. 33% of a major’s upper division Required Courses and Required Electives must be taken in residence at Cal Lutheran. Internships and Independent Studies are excluded from this calculation unless they are required for the major.
3. Credits used to meet the requirement for a bachelor’s degree may not be used for a credential or master’s degree.
4. No more than three semester credits combined of physical activity (ACTV) and intercollegiate athletics (ATHL) may be counted toward the 124 credits required for graduation. (Exercise Science majors may count no more than seven credits.)
5. Credit in career/work experience may be earned at Cal Lutheran, 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. Bachelor’s Degree for Professionals 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.
14. Petitions for exceptions to policy must be made within **one year of the missed deadline for the occurrence** requiring an exception. This limit includes petitions for such requests as late adds and late drops of courses.

**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 on-line through MyCLU or on https://www.callutheran.edu/students/registrar/transcripts.html. The University has appointed Credentials Inc. as the designated agent for processing and sending official electronic transcripts on behalf of California Lutheran University. The PDF transcript that is produced using this service contains the identical information as the printed transcript and can be certified as unaltered by uploading the file to the company’s website that is provided during the delivery process. Credentials Inc. has been granted the authority to deliver all such electronic transcript requests on behalf of California Lutheran University and respond to any inquiries regarding the transactions. 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** – traditional undergraduate enrolled for 12 or more semester credits or Bachelor's Degree for Professionals students enrolled in six or more semester credits per term.
- **Three-quarter time** – traditional undergraduate enrolled for nine to 11 semester credits or Bachelor's Degree for Professionals students enrolled in five semester credits per term.
- **Half time** – traditional undergraduate enrolled in six to eight semester credits or Bachelor's Degree for Professionals students enrolled in three to four semester credits per term.
- **Less-than-half time** – traditional undergraduate enrolled in less than six semester credits or Bachelor's Degree for Professionals students enrolled in less than three semester credits per term.

**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 Cal Lutheran grade point average (Cal Lutheran GPA) is computed by dividing total number of grade points earned by the total number of credits attempted, based on Cal Lutheran course work.

The following grades are used in calculating grade point averages:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade points per attempted credit hour earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Grade</td>
<td>Grade points per attempted credit hour earned</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>Barely Passing</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
</tr>
<tr>
<td>UW</td>
<td>Unofficial Withdrawal</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal Failing</td>
</tr>
</tbody>
</table>

The following grades are not used in computing the GPA:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade points per attempted credit hour earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>IN</td>
<td>Incomplete</td>
<td>No grade points, no credit given</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
<td>No grade points, no credit given</td>
</tr>
<tr>
<td>P</td>
<td>Passing</td>
<td>No grade points, credit given</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit</td>
<td>No grade points, no credit given</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>No grade points, no credit given</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>No grade points, no credit given</td>
</tr>
<tr>
<td>NR</td>
<td>No Report</td>
<td>No grade points, no grade report submitted by faculty</td>
</tr>
</tbody>
</table>

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. For traditional undergraduate students, 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. For Bachelor's Degree for Professionals students, an IN automatically becomes an F if not made up by the last day of the following term.

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, Cal Lutheran 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 - Traditional Undergraduate 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.

Bachelor's Degree for Professionals: Dean's Honor List-Students whose Cal Lutheran institutional GPA is 3.6 or above and who are enrolled for 24 or more graded credits during an academic year (fall-summer) shall have their names placed on the Dean's Honor List for that academic year. Grades earned from removal of an "incomplete" will be considered at the time of determination of the Dean's Honor List.

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 Cal Lutheran and on all combined Cal Lutheran and other college work attempted. They must also have completed at least 30 graded semester credits at Cal Lutheran 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 Cal Lutheran’s website under WebAdvisor. 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 Cal Lutheran 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 suspension from further work at the University.

Students on academic probation will be required to meet with an academic counselor in Academic Services and enroll into the University’s academic assistance program known as Students Taking Academic Responsibility (STAR). These requirements are mandatory for their registration to be considered official for the ensuing semester. Their student success counselor and faculty advisors will monitor their academic progress.

Students with a Cal Lutheran or cumulative GPA that falls below a 2.0 will be placed on academic probation. Once placed on academic probation, students must meet the minimum following criteria:

1. Fully participate in the STAR program;
2. Earn a 2.0 or higher semester GPA;
3. Earn a 2.0 or higher Cal Lutheran and cumulative GPAs.

Students who meet all three criteria will be removed from academic probation. If these criteria are not accomplished, students may be placed on academic suspension. Students who meet criteria 1 and 2 but not 3 may be granted a second semester on probation.

Students having attained a semester GPA above 2.0 in the first semester on probation may be given a second semester on probation in which to raise the Cal Lutheran and cumulative GPAs to 2.0 or above. Students who have returned to probation in the second semester and who have not achieved above a 2.0 Cal Lutheran or cumulative GPA will normally be placed on academic suspension.
Academic Suspension

The following classes of students may be placed on academic suspension:

1. Students who fail to achieve a 2.0 or higher semester, Cal Lutheran, and cumulative GPAs in the first semester after being placed on academic probation;
2. Students who fail to fully participate in the STAR program;
3. Students who have been granted a second semester on probation who fail to raise their semester, Cal Lutheran, and cumulative GPAs to 2.0 or higher;
4. Students who have been reinstated following suspension that fail to meet all readmission conditions specified for that individual at the time of readmission.

Students on academic suspension may not take courses at Cal Lutheran. Academic suspension normally lasts for one full academic year; however, students may be reinstated after one semester if they complete a semester of full-time letter graded coursework and earn a semester GPA at or above a 3.0 at another accredited institution.

Students who have been suspended from the University must submit a letter of appeal to be considered for reinstatement. All students who have been reinstated following suspension will be subject to rules that apply to students in their second semester on probation.

In order to establish the conditions that may lead to readmission, the letter of appeal must include the following:

• A written rationale for readmission
• A tentative plan for success if granted readmission
• Transcripts of all work completed since suspension

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 with a Cal Lutheran and cumulative GPA at 2.0 or above are eligible for intercollegiate competition and/or participation in any activity that requires absence from classes. Eligibility shall be further dependent on conformity to the declared standards of deportment at Cal Lutheran.
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 readmission 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 Bachelor's Degree for Professionals (p. 429) should consult the section of the catalog for that program.

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 Cal Lutheran work and also achieve a 2.0 on all combined Cal Lutheran 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. 33% of a major’s upper division Required Courses and Required Electives must be taken in residence at Cal Lutheran. Internships and independent studies are excluded from this calculation unless they are required for the major.
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.
5. All major courses and required supporting courses taken outside of Cal Lutheran after matriculation require prior approval by that major’s department chair or program director and Academic Services.

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. A major or minor in the same department must be unduplicated, with no courses in common;
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. Multiple minors must have no duplication.
8. All minor courses and required supporting courses taken outside of Cal Lutheran after matriculation require prior approval by that minor's department chair or program director and Academic Services.

NOTE: Students should refer to the “Limits on Credit” section under Academic Policies (p. 250).
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.

Cal Lutheran’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.

1. Proficiencies (any individual course, may only satisfy one requirement within this section)
   Since these are competency and not course requirements, students who satisfy these requirements through examination will not receive course credit.
   a. Written Communication:
      i. ENGL 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 ENGL 110 as a prerequisite to ENGL 111.
      ii. 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 GREE 326; for Hebrew, the requirement is met with HEBR 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.

2. Perspectives
   a. The Humanities:
      i. History - one course.
      ii. Literature - one course.
      iii. Philosophy - one course.
      iv. Religion - REL 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.

3. Cultures and Civilizations
   a. Global Perspectives: One course.
   b. U.S. Diversity: One course.

4. 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: Students transferring from California community colleges who, prior to transfer to CLU, have fully satisfied the CSU GE-Breadth Certification need only complete one upper division religion course and a third humanities course (if separate courses from Philosophy and Literature are not completed as part of the CSU GE-Breadth) to meet the CORE-21 general education requirements.

NOTE: A single course may satisfy a maximum of four (4) graduation or program requirements.
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 Cal Lutheran maintains a campus environment conducive to faculty and student interaction. The quality of this interaction sets Cal Lutheran 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, School of Management, 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 Cal Lutheran 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
Dean and Professor, School of 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 Cal Lutheran. 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 Cal Lutheran’s theatre productions. His recent Cal Lutheran 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 Cal Lutheran. Recent Kingsmen productions he has directed include Macbeth, King Lear and Othello.

Rose Aslan
Assistant Professor, Religion
Ph.D., University of North Carolina, Chapel Hill

Rose Aslan holds a B.A. in Near Eastern studies from the University of British Columbia, an M.A. in Arab and Islamic civilizations from the American University in Cairo, and a Ph.D. in religious studies, with an Islamic studies track, from the University of North Carolina at Chapel Hill. Rose designed and taught courses at UNC including Introduction to Islamic Civilizations; Space, Place and Religion (Sacred Space and Ritual in Islam); and Sufism. Her dissertation, “From Grave to Shrine: The Making of Sacred Place at the Tomb of ‘Ali ibn Abi Talib in Najaf,” studies the construction of sacred space and the development of ritual and identity at the shrine of ‘Ali in Iraq.

Jamie Banker
Assistant Professor, Graduate Psychology
M.A., University of San Diego

Jamie Banker is in the final stages of completing her Ph.D. in Marriage and Family Therapy at Virginia Tech. She received her M.A. in Marriage and Family Therapy from the University of San Diego and her B.A. in Human Development and Family Studies from Colorado State University. She served as a researcher on three funded research projects at Virginia Tech and also has worked as a research coordinator for a project that pertained to medical and mental health treatment of women who suffer from postpartum depression (PPD). She has received specialized training in areas such as psychological assessments, domestic violence, pregnancy counseling, and perinatal loss. She has extensive teaching and clinical skills, along with knowledge of issues in student affairs.

Chad L. Barber
Assistant Professor of Biology, 2011
Ph.D., University of California, Los Angeles
Chad Barber most recently worked as a postdoctoral fellow at UCLA, conducting research in immunology. He also has been teaching at Pepperdine University. He earned a B.S. in biology at Pepperdine, an M.S. in biology at California State University, Northridge, and a Ph.D. in molecular biology at UCLA. His research interests range from radiation biology to immunology, including “cell-cell interactions modulating signal transduction pathways” and various facets of immune cell development and function.

Jamie Bedics
Assistant Professor, Graduate Psychology
Ph.D., Fuller Graduate School of Psychology

Jamie Bedics holds a Ph.D. in Clinical Psychology from Fuller Graduate School, an M.S. in Clinical Psychology from the University of Utah, and a B.A. in Psychology from Penn State. He completed a clinical internship at the Portland VA Medical Center where he worked as a member of the dialectical behavioral treatment (DBT) team and was trained in evidence based treatments for post-traumatic stress disorder and depression. He recently completed a two year post-doctoral fellowship at the DBT Center of Seattle under the direction of Marsha M. Linehan, Ph.D. Dr. Bedics' doctoral research involved a comparison of methods of observing how couples communicate during conflict and how different communication strategies relate to marital satisfaction and relationship commitment.

William L. Bilodeau

Professor of Geology, 1990
B.A., University of California, Santa Barbara
Ph.D., Stanford University

Prior to joining Cal Lutheran’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 Arthur Bond
Associate Professor of English, 2004
B.S., Ball State University
M.S., Ph.D., Indiana University

James Arthur Bond earned his Ph.D. from Indiana University, where he was the recipient of the William Riley Parker Teaching Award. Dr. Bond has considerable expertise in the areas of writing theory and pedagogy, nineteenth-century literature and periodicals, literacy and print culture studies, the Vietnam War in literature, children's literature, and English education. He is also a trained musician, and has drawn extensively from that training in both his teaching and scholarship. His early research focused on the literacy and literary practices represented in prominent nineteenth-century periodicals, including the Century Magazine, Scribner's Magazine, and the Strand. He has published four scholarly articles and several book reviews from that research. He is currently engaged in an extensive scholarly project that explores the interdisciplinary and interpretive contexts of the music of choral composer Morten Lauridsen. His first article from that project was published in the September 2018 number of the Choral Journal. Dr. Bond is a past Reader for the AP English Language and Composition Exam, and currently serves as a Senior Reviewer for the AP Course Audit.

Elizabeth Brennan
Associate Dean and Associate Professor, Graduate School of Education, 2011
Ph.D., Kent State University

Beth Brennan holds a B.A. in social work from Colorado State University and an M.Ed. and Ph.D. from Kent State University in Ohio. Her research interests include the history and foundations of children with disabilities, disability labels and service provision, and behavioral supports for students with autism. Her most recent academic appointment was as associate professor at Saint Mary’s College of California. Prior to that, she was a research coordinator for the Early Childhood Institute on Inclusion at San Francisco State University, where she also taught education courses. Brennan was a recipient of the Alice H. Hayden Award, presented annually to one U.S. doctoral student who demonstrates potential for leadership in teaching, scholarship and service on behalf of people with significant disabilities.

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 Cal Lutheran, 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.

Lisa Buono
Director of Bachelor's Degree for Professionals Program
Assistant Professor in Education, 2005
B.A., University of California, Santa Barbara
M.A., Ed.D., 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 Cal Lutheran, 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 Cal Lutheran 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
Associate Professor of Mathematics, 2009
B.A., Oberlin College
M.A., Ph.D., University of Kansas, Lawrence

Prior to joining the Cal Lutheran 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.

Peter Carlson
Assistant Professor of Religion, 2011
Ph.D., Claremont Graduate University

Peter Carlson's B.A. in communication from Wheaton College led to a career in television production. Subsequently he earned his M.A. and Ph.D. in the history of Christianity from the Claremont School of Theology and Graduate University, respectively. Focusing on medieval and early modern Christianity, his research investigates the "intersections of material texts and religious practice." Currently, he is researching the “Customal and Martyrology (as well as the rest of the library) of an obscure English monastic college known as the Boni Homines, or Good Men, in an effort to demonstrate the religious and educational roles that this unique order played in late medieval English society.”

Rachel Casas
Assistant Professor, Graduate Psychology
Ph.D., University of Iowa

Rachel Casas has completed a joint postdoctoral fellowship in interdisciplinary studies of culture, psychology and neuroscience at the UCLA Semel Institute for Neuroscience and Human Behavior and the USC Department of Psychology. Her research focuses on practical strategies to reduce ethnic
and linguistic disparities in brain health. She earned a bachelor’s in psychology from CSU Northridge and a Ph.D. in clinical psychology from the University of Iowa.

**Debby Chang**
Lecturer, Languages and Cultures
B.S., Northeastern University

Debby Chang was born in Taiwan and grew up in Hong Kong. She came to the United States as a biology major at Warren Wilson College, and earned a B.S. in medical technology from Northeastern University. Prof. Chang has worked in medical technology, as a stockbroker, Chinese cooking instructor, and as president of a fashion wholesale business, but regards language instruction as her “destiny.” Co-author of The Key to Learning Chinese, she has taught Chinese language and culture classes since 1979, serving as the principal of Thousand Oaks Chinese School as well as serving as a bilingual facilitator in the Conejo Valley Unified School District. In 2007 she was recognized by the Overseas Chinese Affairs Office of the State Council as an “Outstanding Chinese Language Teacher.” She has taught at Cal Lutheran since 2006, organizing events on campus like the Chinese Moon Festival concert, Chinese New Year celebration, and a lecture/demonstration by the Beijing Opera.

**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 Oriental philosophy, 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.

**Chien-Hsiung (Scott) Chiu**
Writing Center Director
Assistant Professor, English
Ph.D., Michigan State University

Scott C. Chiu is Director of the Writing Center and Associate Professor of English at California Lutheran University. He leads the planning and implementation of the Writing Center programs, which emphasize multiliteracy practices, transliteracy writing, community writing, and research on writing center pedagogies. He teaches basic writing, writing center theory and practice, language and linguistics, and TESOL. He received his B.A. in English Literature and Language from Chinese Culture University in Taiwan and his M.A. in Linguistics from Fu Jen Catholic University in Taiwan. He was an ESL and writing instructor at Taiwanese Army and has taught at Fu Jen Catholic University, National Taiwan University, and Michigan State University.

**Carol Lynn Coman**
Associate Professor, School of Management, 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 Cal Lutheran, 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 sacrilege in American culture.

**Heidi Coronado**
Assistant Professor, Graduate School of Education, 2014
Ph.D., Claremont Graduate University

Dr. Coronado is a faculty member of the Graduate School of Education and teaches in the Counselor Education Department. She has played many roles in the educational system and has worked in various educational national and international settings from kindergarten to the university level as a teacher, counselor, parent educator, college professor, and community activist. Dr. Coronado's work includes: ethnic identity development, educational access and resiliency in immigrant, 1st and 2nd generation Latino/a and indigenous youth; Indigenous epistemologies and wisdom traditions for youth empowerment; class, race, gender and ethnicity in education; critical pedagogy, and Indigenous/Latino/a mental health and healing practices. Through
her work, she seeks to continue her activism and create positive change in the educational system. She has also has passion to inspire, encourage, and mentor students so that they will be able to pursue and achieve their goals and dreams.

Michael Cosenza  
Associate Professor, Graduate School of 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 Cal Lutheran 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.

Jamshid Damooei  
Professor, School of Management, 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 Cal Lutheran'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.

John Deisz  
Professor, Physics  
Ph.D., The Ohio State University

John Deisz comes to Cal Lutheran from the University of Northern Iowa (UNI), where he served as a professor in the Department of Physics for 15 years. At UNI, he designed and taught courses including Quantum Mechanics, Thermodynamics and Statistical Mechanics, and Computational Physics, and supervised undergraduate research in computational condensed matter physics. John holds a B.S. in physics and mathematics from North Dakota State University, an M.S. in engineering/applied science from the University of California, Davis, and a Ph.D. in physics from The Ohio State University. John will chair the Physics Department at Cal Lutheran.

Erik Diaz  
Assistant Professor, Theatre Arts, 2013  
M.F.A., University of Connecticut

For the past six years, Erik Diaz served as the production director/production manager at the TriArts Sharon Playhouse in Sharon, Connecticut. He has been in charge of scenic design for more than 200 productions. He earned a B.A. in Theatre Scenic Design and Technical Direction from the University of Nebraska Omaha, and an M.F.A. in Theatre Scenic Design from the University of Connecticut.

Rainer Diriwächter  
Professor of Psychology, 2005  
B.A., West Virginia University  
M.A., Ph.D., Clark University

Dr. 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.


Dr. Diriwächter is also the editor of the Journal of Integrated Social Sciences (JISS.org) and currently serves as editorial board member for the following peer-reviewed journals: Culture & Psychology (SAGE Publications) and Integrative Psychological and Behavioral Science (Springer Publications).

At CLU, he is Chair of the Psychology Department and the faculty advisor to Psi Chi (the international honor society in psychology) and the Interdisciplinary Research Council (IRC).

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, School of Management, 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 family 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.

Cary Dritz  
Distinguished Educator, Graduate School of Education  
Ed.D., Brigham Young University

Cary Dritz received his M.A. in counseling and guidance and M.S. in school leadership and administration from Cal Lutheran before earning an Ed.D. in curriculum and instruction at Brigham Young University. He has served as an adjunct faculty member in the Graduate School of Education since 1980. Cary has held many positions in education administration, including associate superintendent, student services, with the Ventura County Office of Education; deputy superintendent with the Santa Clara County Office of Education; and assistant superintendent, personnel services, with the Simi Valley Unified School District. Cary will be overseeing Cal Lutheran’s new Woodland Hills cohort for the master’s program in educational leadership.

Morris Eagle  
Distinguished Educator in Residence, Graduate Psychology  
Ph.D., New York University

Morris Eagle received his Ph.D. in Clinical Psychology from New York University. Dr. Eagle is a clinical supervisor at Cal Lutheran’s Community Counseling and Parent Child Study Center and directs the Center’s weekly research meetings on attachment-based interventions and other outcome and process research. In addition, Dr. Eagle has been instrumental in developing the philosophy and focus of the doctoral program in clinical psychology. He is also a major contributor to and consultant for the CLU Intimate Partner Violence Intervention Program being funded by the Verizon Corporation. Dr. Eagle is the 2009 recipient of the Sigourney Award. This award, given by the American Psychological Association, is the most distinguished recognition in psychoanalysis. Dr. Eagle has authored over 150 journal articles and book chapters; and is the author of the book Recent Developments in Psychoanalysis: A Critical Analysis. His papers include attention to philosophical issues, to conceptions of mind, to views of psychopathology, theories of treatment and the relevance of attachment theory to psychoanalysis.

Amanda ElBassiouny  
Amanda ElBassiouny completed her B.S. in Psychology from Brooklyn College, City University of New York and her M.S. and Ph.D. in Social Psychology from Howard University. Her research has explored the differences between religious, moral, and spiritual identities on various outcome variables, including stereotyping in the workplace, coping with death related cognitions and social rejection, and increasing positive evaluations of outgroup members. She is currently investigating how these identities in jurors impact the verdicts they make about Muslim defendants based on the type of crime they committed.

Therese Eyermann  
Distinguished Faculty Fellow and Chair of the Educational Leadership Program, Graduate School of Education  
Ph.D., University of California, Los Angeles

Therese Eyermann comes to Cal Lutheran from California State University, Channel Islands, where she served as an assistant professor of psychology, chief of staff to the president and interim university advancement operations officer. Therese has taught as an adjunct faculty member in CLU’s educational leadership program since its inception in 2008. Her research interests include leadership identity development in college students, measured by a six-stage developmental process, based on the research of Komives, et al. She has served on the Ventura County United Way’s education focus team and the Ventura County Regional P-16 Council.

Karrolyne Fogel  
Associate Professor of Mathematics, 1999  
B.S., Santa Clara University  
Ph.D., University of Texas, Austin
Karolyne 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**  
Associate 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 Cal Lutheran’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).

**Michael Gagliardo**  
Associate Professor of Mathematics, 2011  
Ph.D., University of Texas at Austin

Michael Gagliardo earned his B.S. in mathematics at Southwestern University and his M.A. and Ph.D., also in mathematics, at the University of Texas at Austin. Subsequently he taught at Jacksonville University in Florida, where he won the Excellence Award in Teaching and was heavily involved in the development of a curriculum using inquiry-based methods. His research interests include differential geometry, integrable systems, lie groups and wavelets.

**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 Cal Lutheran students including Mark Twain and the Ghost at the Stagecoach Inn, a children’s musical that was a semi-finalist in a national playwriting contest. Gardner has directed the department’s Summer Theatre Workshop for Youth and has directed on the Equity Waiver circuit in Los Angeles.

**William Gartner**  
Visiting Professor, School of Management  
Ph.D., University of Washington

William Gartner has taught at Clemson University for the past nine years, as the Arthur M. Spiro Professor of Entrepreneurial Leadership in the Arthur M. Spiro Institute for Entrepreneurial Leadership, College of Business and Behavioral Science. He has held teaching positions at University of Southern California, San Francisco State University, and Georgetown University. He is on the editorial boards for the *Journal of Business Venturing*, the *Strategic...*
Entrepreneurship Journal, and Entrepreneurship Theory and Practice. His research received funding from the Small Business Administration, the Kauffman Foundation, the Coleman Foundation, the Hollingsworth Foundation, the U.S. Department of Education, the Small Business Foundation of America, the Corporate Design Foundation and the National Endowment for the Arts, and won awards from the Academy of Management, the Babson-Kaufmann Entrepreneurship Research Conference and the Swedish Entrepreneurship Forum. He earned a B.A. in Accounting, an MBA and a Ph.D. in Business Policy from the University of Washington.

Virginia Gean  
Visiting Lecturer, School of Management  
MBA, Pepperdine University

Virginia Gean has taught as an adjunct professor in the School of Management since 2005. For the past 10 years, she has also taught as an adjunct faculty member at Pepperdine University. She is currently conducting research for a book compiling the stories of Christian CEOs. She received a B.F.A from the University of Georgia and an MBA with a focus in finance from Pepperdine.

Molly George  
Assistant Professor, Criminal Justice and Sociology  
Ph.D., University of California, Santa Barbara

Molly George earned her B.A. with honors from the University of Denver. As a graduate student at UCSB, she earned both her M.A. with honors and Ph.D. in Sociology. Additionally she completed a Ph.D. certificate with a Feminist Studies doctoral emphasis. Her areas of specialization include the sociology of work and operations, research methods, gender, and social psychology. Her teaching interests extend to deviance and crime, social problems, law and society, social inequality, and the sociology of the family.

Marylie Gerson  
Professor of Psychology, 2001  
B.A., College of William and Mary  
M.A., Ph.D., Princeton University

Marylie 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 Cal Lutheran community, where her goal is to excite and guide students in the many aspects of psychological inquiry.

Michael Gerson  
Associate Professor, 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 Cal Lutheran 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  
Associate 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 commentator 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, School of Management, 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 Cal Lutheran, 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.

Monica Gracyalny
Assistant Professor of Communications, 2011
Ph.D., Arizona State

Monica Gracyalny completed her Ph.D. in communication at Arizona State University and earned her B.A. and M.A., also in communication, at the University of Wisconsin, Milwaukee. Her research interests are interdisciplinary, as attested by her dissertation, which develops “a theoretical model specifying how the experience and expression of remorse lead to forgiveness in close relationships.”

David Grannis
Assistant Professor, Communication, 2012
M.F.A., University of California, Los Angeles

David Grannis is not new to Cal Lutheran, having taught film and television courses in the Communication Department for the last 16 years. Grannis has also served as Cal Lutheran’s director of educational technology since 1999. He earned a bachelor’s in English and media studies from Sonoma State University and a Master of Fine Arts in motion picture and television production from UCLA.

Jacquelyn Greenhill
Lecturer, Graduate School of Education
M.S., California Lutheran University

Jacquelyn Greenhill earned a B.S. in psychology, with an emphasis in family and child development, and an M.S. in special education from Cal Lutheran. She has been a field supervisor and adjunct faculty member in the Learning and Teaching Department of the Graduate School of Education since 2012. She teaches special education teacher preparation classes for Level I and Level II candidates. Jacquelyn was a special education teacher in the Oak Park Unified School District for six years. Her private tutoring and academic coaching business, Greenhill Education Services, provides academic assessment for students from preschool through university.

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 Cal Lutheran 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.

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.

Dan Hamilton
Associate 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.

Shauna Hannan
Associate Professor, Homiletics, Pacific Lutheran Theological Seminary
Ph.D., Princeton Theological Seminary

The Rev. Shauna Hannan served for six years as an assistant professor of homiletics at Lutheran Theological Southern Seminary in Columbia, South Carolina. She taught classes such as Foundations in Preaching, Preaching Occasional Services (Stewardship, Funeral, Public Issues), Exegetical Options for the Preacher, and Incarnating the Sermon. Her research interests include Latin American homiletical pedagogy, preaching on public issues, and theology and economic justice. Shauna received a prestigious Wabash Center Writing Fellowship in 2012 and is currently pursuing a Master of Arts in creative writing.

Grady Hanrahan
Associate Provost of Experiential Learning, Research, and Faculty Development and Professor of Chemistry, 2007
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 Cal Lutheran’s Global Studies major and Coordinator of the Global Studies Program. He previously taught at St. Olaf College and Agra University in India.

Michael Hart
Assistant Professor, Music
M.A., University of Iowa

A native of Minnesota, Michael Hart received a Bachelor of Music degree in Music Education and a minor in Religion from Concordia College in Moorhead, Minnesota, a Master of Arts degree from The University of Iowa and is completing his Doctor of Musical Arts degree in Conducting with a secondary concentration in Tuba Performance from the same institution. He has been a faculty member at Iowa Wesleyan College and was a band director in the Minnesota public schools teaching at the elementary, junior high and high school levels. He has been a guest conductor and an adjudicator in Iowa, Minnesota, and Arizona.

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 Cal Lutheran’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.

Kirstie Hettinga
Assistant Professor, Communication, 2013
Ph.D., The Pennsylvania State University

Kirstie Hettinga earned a B.A. in Mass Communication-Print Journalism and Theatre Arts and an M.A. in Mass Communication and Journalism from CSU Fresno, and a Ph.D. in Mass Communication from Penn State. For the past two years, she has served as a visiting assistant professor at Ursinus College in Pennsylvania. Her research interests pertain to the transformation of journalism through digital and mobile technologies, specifically addressing issues of accuracy and transparency and how standards are challenged by the tumultuous evolution of journalism.

Aaron Heresco
Assistant Professor, Communication, Bachelor’s Degree for Professionals
Ph.D., The Pennsylvania State University

Aaron Heresco earned his Ph.D. in mass communication, with a graduate minor in social thought, from Penn State University in 2013. His academic interests include media theory and critical and cultural perspectives on the media. Aaron’s most recent research has examined the intersection of media and finance, specifically the CNBC television network’s role in representing finance capitalism and financialization. He was a recipient of the Harold F. Martin Graduate Assistant Outstanding Teaching Award at Penn State.

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
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.

Mary Holden
Lecturer, Physics
M.S., Alfred University, New York

Mary Holden has served as an adjunct faculty member at California Lutheran University, in the Physics Department. She is a glass scientist and ceramic engineer with industry experience at two temperature sensor companies. She has a B.S. in Ceramic Engineering and an M.S. in Glass Science from Alfred University in New York.

Rick Holigrocki
Professor and Dean, Graduate School of Psychology
Ph.D., University of Windsor, Ontario, Canada

Rick Holigrocki brings extensive administrative experience to Cal Lutheran, having served as dean of the School of Psychological Sciences for the past four years at the University of Indianapolis, following eight years as director of clinical training there. His work has fostered interdisciplinary collaboration and the development of new curricula, and under his leadership, his school received the Inspiring Excellence for Diversity Award. Rick earned his bachelor’s degree in psychology and sociology from York University in Toronto, and his M.A. and Ph.D. in clinical psychology from the University of Windsor in Ontario, Canada. He completed a postdoctoral fellowship at the Menninger Clinic, where he worked as a staff clinical psychologist. He is currently a fellow of the Society for Personality Assessment.

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.

Virginia Ilie
Assistant Professor, Information Systems and Technology, School of Management
Ph.D., University of Central Florida
Virginia Ilie has held teaching positions at CSU Fullerton, Claremont Graduate University, Florida State University and the University of Kansas. Her research interests include system implementations, healthcare IT management, usability, interface design, performance measurement from IT investments, and distance education. She earned a bachelor's in business administration from the Academy of Economic Studies in Bucharest, Romania, and an MBA in finance and a Ph.D. in information systems both from the University of Central Florida.

Cynthia Jew
Professor, Graduate School 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. Recently she has published and presented in the area of Cultural Proficiency. As a co-author of the book "Cultural Proficient Inquiry," she is a national presenter in using the framework to inform conversations at the school and university level. She is the 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. As a professor in the Department of Counselor Education at CLU, she teaches classes that prepare candidates for the school counseling profession.

Kyle Johnson
Lecturer of Music and Coordinator of Chapel Music
D.M.A., University of Missouri- Kansas City Conservatory of Music and Dance

Dr. Kyle Johnson is Coordinator of Chapel Music, University Organist, and Lecturer of Music at California Lutheran University, where he teaches organ lessons and other classes. Shortly after arriving at Cal Lutheran, he founded the Cal Lutheran Chapel Choir, which is a cross-cultural ensemble consisting of students, faculty, staff, administrators and locals. Dr. Johnson's choral anthem, "Lamb of God," dedicated to the Chapel Choir, was recently accepted for publication by Augsburg Fortress. Dr. Johnson served for three years as Director of Music and Community Arts at St. Luke's Lutheran Church of Logan Square in Chicago, Illinois, where he oversaw the church's efforts to become a center for community building through the arts. He has also served on the music faculties of UMKC, Missouri Valley College, and State Fair Community College.

Edward H. Julius
Professor, School of Management, 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.

Kristopher Karsten
Assistant Professor of Biology, 2011
Ph.D., Oklahoma State University

Kris Karsten describes himself as "an ecologist who integrates evolution, behavior and physiology into research, mostly using lizards as a model system." After earning his Ph.D. in zoology from Oklahoma State University, he conducted postdoctoral research at Texas Christian University. He also holds a B.S. in biology from Truman State University and an M.S., also in biology, from TCU. As an instructor at the University of Central Oklahoma, he was recognized by the Alpha Lambda Delta Honor Society for teaching service in animal biology. He also won a zoology teaching assistant award at Oklahoma State.

Louise Kelly
Associate 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.'"

Victoria Kelly
Lecturer in Graduate School of Education
Director of Central Coast M.A. Leadership Program
Dr. Victoria Kelly is the Program Director for the Cal Lutheran Central Coast Learning Center in the Graduate School of Education's Educational Leadership Program. With over 20 years of experience working in school districts, Dr. Kelly has an excellent knowledge base of the educational system. Dr. Kelly was also involved in the Carnegie Project on the Education Doctorate (CPED), a three-year effort sponsored by the Carnegie Foundation and the Council of Academic Deans in Research Education Institutions to strengthen the education doctorate. Dr. Kelly contributed to discussions to redesign and transform doctoral education for the advanced preparation of school practitioners and clinical faculty, academic leaders, and professional staff in the California University system.

**Jason Kingsbury**
Assistant Professor, Chemistry, 2013
Ph.D., Boston College

Jason Kingsbury served as an assistant professor of chemistry at Boston College for six years, receiving the prestigious Amgen New Faculty Award. Most recently, he served as a visiting assistant professor of general and organic chemistry at Pomona College. His research aims to engage advanced undergraduates in the challenging and creative aspects of multistep organic synthesis. He earned a B.A. in Chemistry from Hamilton College in New York and a Ph.D. in Organometallic Chemistry from Boston College. He was a National Institutes of Health Postdoctoral Fellow at Harvard University.

**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.

**Jodie Kocur**
Associate 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.

**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 Cal Lutheran and is a coordinator of the Social and Behavioral Sciences Division. She is the second CLC graduate to return to Cal Lutheran 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**
Professor of Exercise Science, 2003
B.S., Indiana University
M.S., University of North Carolina
Ph.D., Indiana University

Prior to her appointment at Cal Lutheran, 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
Assistant Professor, School of Management, 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 Cal Lutheran 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 Cal Lutheran, 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
Associate 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.

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
Associate Professor, Graduate School 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 educational 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.

Schannae Lucas
Associate Professor of Criminal Justice, 2008
B.S., University of California, Irvine
M.A., Ph.D., Washington State University

Shannae Lucas came to Cal Lutheran 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.

Jacqueline Lyons
Assistant Professor of English, 2011
Ph.D., University of Utah

Jacqueline Lyons earned a B.A. in both English and Sociology at the University of Wisconsin-Eau Claire, a M.F.A. in Creative Writing at Colorado State University, and a Ph.D. in Literature and Creative Writing at the University of Utah. She is the author of four books of poetry: Adorable Airport (Barrow
Street Press), Earthquake Daily (New Michigan Press), Lost Colony (Dancing Girl Press), and The Way They Say Yes Here (Hanging Loose Press), which won a Peace Corps Writers Best Poetry Book award, and the essay collection Breakdown of Poses. She is recipient of a National Endowment for the Arts Fellowship in Poetry, and her poems, essays and criticism have appeared in dozens of journals and anthologies.

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), 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  
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  
Associate 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.

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.

Barbara McNulty  
Lecturer, Biology  
M.S., The George Washington University

Barbara McNulty holds a B.A. in Biology from Lafayette College and an M.S. in Biological Sciences from The George Washington University, where her thesis focused on “Hidden Electrophoretic Variation in a natural population of Drosophila melanogaster.” She has taught at Cal Lutheran in the Biology Department since 2007. Prior to that she was a Research Technician at the Winthrop University Hospital Cancer Research Center, and held a Teaching Fellowship at The George Washington University.

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.

**Ryan Medders**  
Assistant Professor, Communication  
M.S., San Jose University

Ryan Medders is working to complete his Ph.D. at UCSB in Communication with an emphasis on technology and society. He received his M.S. in Mass Communication from San Jose State University, and his B.A. with a major in Political Science from Stanford. His research addresses the social and psychological effects of the media; his dissertation focuses on the effects of online news.

**Marja Mogk**  
Associate Professor of English, 2004  
B.A., University of Michigan  
Ph.D., University of California, Berkeley

Marja Mogk earned her B.A. with High Honors in English from the University of Michigan and her Ph.D. from U.C. Berkeley in 2004. During her studies at Berkeley she taught a range of English courses for which she received the University's Outstanding Graduate Student Instructor Award. She was also awarded a Mellon Fellowship and the White Scholarship in medical humanities along with English Department fellowships. Dr. Mogk's interdisciplinary dissertation, *Narrating Vision*, explored vision loss in later life through autobiographical narratives and disability theory. Her articles and reviews in disability studies have appeared in *MLA* (the journal of the Midwest Modern Language Association), *RMMLA* (the journal of the Rocky Mountain Modern Language Association), and *JVIB* (the Journal of Visual Impairment & Blindness). She is the editor of *Different Bodies: Essays on Disability in Film and Television* (McFarland 2013) and the co-author of *Macular Degeneration: The Complete Guide to Saving and Maximizing Your Sight* (Ballantine 2003). Dr. Mogk currently specializes in drama, including teaching Shakespeare, The History of Theatre & Drama II (1800-present), and Playwriting. She also has a keen scholarly and creative interest in crime narratives.

**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 Cal Lutheran 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 Cal Lutheran.

**Susan Murphy**  
Professor, School of Management, 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, Graduate School of 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**  
Professor of Sociology, 2003  
B.A., University of California, Irvine  
Ph.D., University of Colorado, Boulder

Adina Nack was founding Director of Cal Lutheran’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.

David Nelson
Associate Professor of History, 2011
Ph.D., Indiana University

David Nelson comes to Cal Lutheran from Austin Peay State University, where he was recently recognized for excellence in teaching. He earned his M.A. and Ph.D. at Indiana University, where his major field was pre-modern East Asian history, and his B.A. at Utah State University, majoring in Asian studies and minoring in Chinese. Nelson’s research and teaching interests include samurai culture and Japan’s relationship with the Asian continent. As a faculty member at APSU in Clarksville, Tenn., he has served as history club adviser and involved his students in community service projects such as the cleanup of a local slave cemetery.

Michael Owens
Associate Professor, Graduate School of Education
Ph.D., University of Utah

For the past seven years, Michael Owens has taught in the Department of Administrative and Organizational Studies within the College of Education at Wayne State University in Michigan. He received his Ph.D. in educational leadership and policy from the University of Utah, and his M.Ed. in International Development Education from Brigham Young University. He joins the Graduate School of Education’s Department of Educational Leadership. Michael researches new qualitative and theoretical approaches from other fields and how to bring them into the realm of educational leadership research.

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.yaoiresearchwiki.com) and The Harrow Press (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 Panesis
Executive Director, Center for Entrepreneurship, School of Management
MBA, Rutgers University

Michael Panesis has served as the entrepreneurial programs manager within the Technology Management Program (TMP) at the University of California, Santa Barbara, since 2011. Part of UCSB’s highly regarded College of Engineering, TMP teaches entrepreneurship and business principles to the entire campus. Michael’s responsibilities included running the annual UCSB New Venture Competition, an opportunity for UCSB students to showcase their business startup ideas in disciplines including materials science, clean tech, consumer electronics, software, environmental science and education.

Andrew Pattison
Instructor, School of Management, 2013
M.P.A., University of Colorado, Denver

Andrew Pattison has served as an adjunct faculty member at University of Colorado, Denver and CLU. He holds a B.A. in Biology from Skidmore College in New York, and an M.P.A. in Environmental Policy, Management and Law from the University of Colorado, Denver, where he is completing his Ph.D. in Public Affairs with a concentration in sustainable urban infrastructure. His research interests include theories of the policy process, the role of science and technical information in policymaking, and issues of social equity in sustainability and climate policy.

Michael Pearce
Associate 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 Cal Lutheran 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.

Mindy Puopolo
Associate Professor, Graduate School of Psychology, 2004
B.S., Plymouth State University
M.Ed., Notre Dame College
Psy.D., Pepperdine University

Mindy Puopolo is Director of Cal Lutheran’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.

Michael Quinlan
Visiting Lecturer of Chemistry, 2011
Ph.D., University of California, Berkeley

Michael Quinlan is not new to Cal Lutheran, having taught in the chemistry department from 1996 to 1997. More recently, he served as general chemistry laboratory coordinator and a research associate at the University of Southern California. Quinlan earned his B.S. in chemistry at West Chester State College and his M.S. and Ph.D. in physical chemistry at the University of California, Berkeley – the latter after a period spent working in industry with SRI International.

Noelle Raffy
Assistant Professor, Theatre Arts
MFA, Carnegie Mellon University

Noelle Raffy earned a Bachelor of Fine Arts in fashion design from the Otis College of Art and Design, and a Master of Fine Arts in costume design from Carnegie Mellon University. Noelle comes to CLU from the University of California, Riverside, where she served as designer, costume shop manager and lecturer. She has taught Costume Design, Stage Makeup and the History of Dress, and worked on films such as the Oscar-nominated The Road, Shelter, Adventureland and Bridge to Nowhere.

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
Associate Professor of English, 2008
B.A., University of Illinois, Urbana-Champaign
M.A., Ph.D. Indiana University

Bryan Rasmussen earned a Ph.D. from Indiana University in English in 2008 with concentrations in Victorian Studies and Cultural History. As a graduate student he was a Charlotte W. Newcombe Fellow in Religion and Ethics (Woodrow Wilson Foundation) and served as Managing Editor of the journal *Victorian Studies*. Dr. Rasmussen teaches courses in literature, the environment, and writing, with special emphasis on interdisciplinary perspectives in the natural sciences. His courses include environmental literature, science and literature, natural history, and academic research and writing. Dr. Rasmussen’s ongoing research explores the history and literature of science and the intersection of technology and nature in ecologically critical places. His essays have appeared in *Victorian Studies*, *ELH* (English Literary History), *BRANCH* (Britain, Representation, and Nineteenth-Century History), and *Boom California*. He is a certified naturalist through the University of California California Naturalist Program, which is devoted to engaging the public in study and stewardship of California’s natural communities.

**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 Cal Lutheran 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 Cal Lutheran’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 Realwork 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 DisneyWorld’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.

Judith Richards
Visiting Lecturer, School of Management
MBA, Pepperdine University

Judith Richards has over 20 years of experience working for Fortune 200 corporations as a Vice President of Marketing. Her responsibilities encompassed advertising, training, marketing communications, sales, account management and marketing research. She won multiple honors for her work and served on the board of directors, executive committee, and as a corporate officer for the American Red Cross. As an adjunct professor at Cal Lutheran for the past three years, Richards has taught Marketing Theory, International Marketing and Business Ethics.

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.

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.

Diane Rodriguez-Kiino
Assistant Professor, Department of Educational Leadership, School of Education
Ph.D., University of Southern California

Diane Rodriguez-Kiino holds a B.A. in Psychology from San Diego State, an M.Ed. from USC in College Student Personnel Services, and a Ph.D. from USC in Education Policy, with an emphasis on International Intercultural Education. Dr. Rodriguez-Kiino recently served as the Director of Campus Diversity in Santa Barbara and she continues to consult and lecture on the issues of campus diversity and equity. She is a respected and successful grant writer and has been published in various periodicals and journals, including the Journal of Hispanic Higher Education. She currently serves as a Research Consultant at the Center for Student Success at Berkeley. She will be teaching and advising students in Cal Lutheran’s Higher Education Doctoral Program.

Theresa Rogers
Assistant Professor, Biology, 2013
Ph.D., The Ohio State University

Theresa Rogers most recently served as a visiting assistant professor of biology and environmental studies at Alma College in Michigan. Her research is focused on using molecular biology and genetics to study bacterial physiology. She holds a B.S. in Biology from The Ohio State University, an M.S. in Microbiology from the University of Georgia, and a Ph.D. in Microbiology from Ohio State. She served as a postdoctoral fellow in the Department of Microbiology and Immunology at University of Michigan.

Jean Kelso Sandlin
Associate Professor in Communication, 2007
B.A., M.P.A., California Lutheran University

Jean Kelso Sandlin joined the Cal Lutheran 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.

Lory Selby
Lecturer and Director of Assessment, Graduate School of Education
Ed.D., Pepperdine University

Lory Selby earned a B.S. in education from the University of Nevada, Reno, an M.A. in education (curriculum and instruction) from Cal Lutheran, and an Ed.D. in organizational leadership from Pepperdine University. Lory comes to Cal Lutheran from Pepperdine University where she served as the Director of Assessment and Accreditation and an adjunct faculty member in the Social Entrepreneurship and Change Masters Program. She has taught classes such as “Program Evaluation and Information Management” and “Orientation to Accreditation – Your Commitment to Excellence.” She also served as the Accreditation Commissioner for the Association of Christian Schools International for ten years.

Andrea Sell
Assistant Professor, Psychology
Ph.D., Florida State University

Andrea Sell earned a B.S. in Psychology from the University of Florida, and an M.S. and Ph.D. in Cognitive Psychology from Florida State University. For the past two years, she has served as a postdoctoral scholar at the University of Kentucky. Her research approach is guided by theories that incorporate systems of perception and action-planning into higher-order cognition. In particular, she investigates the role of the spatial and motor systems in grounding abstract thought.

Christine Sellin
Professor of Art, 2006
B.A., University of California, Berkeley
M.A., University of California, Los Angeles
Ph.D., University of California, Los Angeles


Mary Jo Shane
Lecturer, School of Management, 2011
Ph.D., The Fielding Graduate Institute

Mary Jo Shane earned a B.S. in Commerce from DePaul University, an M.A. in organizational management from Antioch University, an M.A. in organizational development and a Ph.D. in human and organizational systems, both from The Fielding Graduate Institute. She has been an adjunct professor of Management at Cal Lutheran since 2005. Her research interests include virtual work, virtual teams and organizations, cross-cultural organizational issues, and ethnography.

Ryan Sharma
Assistant Professor and Director of Clinical Training, Graduate School of Psychology
Psy.D., University of Denver

Ryan Sharma is a Licensed Psychologist with five years of teaching experience in graduate psychology programs. Most recently he served as director of clinical training for the Department of Clinical Psychology at Antioch University in Santa Barbara. His research interests involve multiculturalism, specifically ethnic identity development and multiracial identity development. He earned a bachelor’s in psychology from Michigan State University, a master’s in clinical psychology from Pepperdine University, and a Psy.D. in clinical psychology from the University of Denver.

Bethany Simmons
Assistant Professor, Graduate School of Psychology
Ph.D., University of Louisiana at Monroe

Bethany Simmons comes to Cal Lutheran from the University of Louisiana at Monroe, where she was an assistant professor in the Marriage and Family Therapy program, teaching courses at the master’s and doctoral levels. In addition, she served as the director of juvenile drug court and clinical services for three years, supervising a therapeutic services program provided by MFT student-interns as part of an interdisciplinary team with court officials. She is a Licensed Marriage and Family Therapy Supervisor (LMFT-S) and a Licensed Professional Counselor (LPC). Bethany’s research interests include self-reflexivity and the influence of epistemology on therapy practices.

Terry Spehar-Fahey
Senior Lecturer 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
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 KUSC Los Angeles (Public Radio). Dr. Spraggins has also written and produced music for television programs on the History Channel and the A&E Network.

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 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 Cal Lutheran’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.
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 Cal Lutheran campus.

Linda-Marie Sundstrom
Assistant Professor, MPPA Program
D.P.A., University of La Verne
For the past seven years, Linda-Marie Sundstrom has taught at the Graduate Center for Public Policy and Administration at CSU Long Beach. She also served CSU Long Beach as the director of the Bureau of Government Research and Service, and internship coordinator for the Master in Public Administration (MPA) program. As a Fulbright Scholar, she taught in the Master of Public Administration Program, under the Office of the President of Ukraine. She holds a B.S. in business administration from California State Polytechnic University, Pomona, a master’s in public administration from CSU San Bernardino, and a doctorate in public administration from the University of La Verne.

Victor Thasiah
Assistant Professor of Religion, 2011
Ph.D., Oxford University

Victor Thasiah earned a B.A. in psychology at University of California, Santa Cruz, an M.Div. at Princeton Seminary and, after a research fellowship in theology at the University of Tübingen in Germany, a Ph.D. in theology at Oxford University. His subsequent career included teaching at Oxford University and Elmhurst College, service in the parish at Holy Cross Lutheran Church in Ojai, an editorship at The Journal of Lutheran Ethics, and leadership in the Evangelical Lutheran Church of America as assistant director for studies. In the latter role, he addressed “social issues theologically through policy research and development,” led the ELCA “in engaging immigration reform, criminal justice system reform and genetics issues,” and organized public discussions and lectures related to science and religion.

Samuel Thomas
Associate 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 Esoterism 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.

Daniel Tillapaugh
Assistant Professor, Graduate School of Education, 2015
M.Ed., University of Maryland
Ph.D., University of San Diego

Dr. Tillapaugh is an Assistant Professor in the Counselor Education department in the Graduate School of Education. With 10 years of professional experience as a student affairs administrator in a variety of settings, he completed his Ph.D. in Leadership Studies at the University of San Diego and his M.Ed. in Counseling and Personnel Services at the University of Maryland. Dr. Tillapaugh's research focuses on intersectionality and social contexts of higher education, college men and masculinities, LGBT issues in higher education, and leadership development and education. In the classroom, he teaches primarily in the Counseling and College Student Personnel program, including courses on college student development theory, leadership, administration, and organizational change in higher education, and practicum/fieldwork courses.

Cecelia Travick-Jackson
Associate 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 Cal Lutheran, Dr. Travick-Jackson teaches courses in action research and advises master’s students with action research projects.

Janice Tucker
Associate 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.

Jennifer Twyford  
Assistant Professor, Graduate School of Psychology  
Ed.S., University of Nevada, Las Vegas

For her dissertation, “Using Hope and Grit to Enhance Risk Assessment for Youth Offenders,” Jennifer Twyford conducted a countywide study of youth offenders, ages 12-18, investigating factors associated with risk and resiliency. She holds a bachelor’s in social science from California Polytechnic State University in San Luis Obispo, and a master’s and Ed.S. in educational psychology from the University of Nevada, Las Vegas. She is completing her doctorate in counseling, clinical and school psychology at UC Santa Barbara.

Gail E. Uellendahl  
Professor, Graduate School of Education, 1997  
B.A., Queens College  
M.S., Hofstra University  
Ph.D., New York University

Gail Uellendahl serves as Chair of the Department of Counselor Education 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 Counselor Education Program, she is a practicing licensed psychologist.

Rafaela Fiore Urízar  
Assistant Professor of Languages and Cultures (Spanish), 2011  
Ph.D., University of Chicago

Since completing her Ph.D. in contemporary Latin American literature at the University of Chicago, Rafaela Urízar taught at the Catholic University of America. She earned her B.A. in literature at Universidad Católica Nuestra Señora de la Asunción in Paraguay and her M.A. in Spanish languages and literatures at the University of North Carolina at Chapel Hill. Her teaching and research interests include Latin American narratives of dictatorship and post-dictatorship; violence, memory and trauma; contemporary Transatlantic studies; relationships among visual arts, literature and popular culture; and women writers.

Vlad Vaiman  
Associate Dean and Professor, School of Management, 2013  
Ph.D., University of St. Gallen, Switzerland

Vlad Vaiman has served as a professor and director of graduate programs at Reykjavik University in Iceland. Prior to that, he was an associate professor at FH Joanneum, one of Austria’s leading universities. He has published three books on managing talent in organizations and his scholarly work has appeared in the International Journal of Human Resource Management, Academy of Management Learning & Education, Academy of Management Perspectives, Human Resource Management, Thunderbird International Business Review, and others. He is also a co-founder and editor-in-chief of the European Journal of International Management. He earned an MBA from the University of Wyoming and a Ph.D. in International Business from the University of St. Gallen in Switzerland.

John Villalpando  
Associate Professor, Mathematics  
Ph.D., Clemson University

John Villalpando has taught at Gonzaga University for the past nine years, receiving an Exemplary Faculty Award in 2008. His research papers, in the area of graph theory, give results concerning a parameter of vertex labelings of graphs. He earned his bachelor’s in mathematical sciences and visual arts from Eckerd College and both his master’s and doctorate in mathematical sciences from Clemson University.

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 Cal Lutheran’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 Cal Lutheran, 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
Associate 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 Cal Lutheran, she taught at several strong liberal arts colleges in the Midwest, including Carleton, Grinnell and Luther.

Sheridan Wigginton
Professor of Languages and Cultures, 2011
Ph.D., University of Missouri

Sheridan Wigginton comes to Cal Lutheran from Briar Cliff University, where she chaired the Department of Spanish. Previously she taught at the University of Missouri, St. Louis, where she directed the Foreign Language Teacher Certification program while teaching Spanish in the Department of Anthropology, Sociology and Languages. After earning her B.A. in Spanish at Eastern Kentucky University, Wigginton completed an M.A. in Spanish and a Ph.D. in foreign languages curriculum & instruction at the University of Missouri, Columbia. She currently is working on a study of the impact of shifting racial and ethnic ideologies on “representations of ‘black identity’ in the school textbooks of the Dominican Republic.”

Paul Williams
Associate Professor, School of Management, 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 Cal Lutheran, he spent more than 20 years with Atlantic Richfield in numerous management positions related to Marketing, Finance and Strategic Planning.

Colleen Windham-Hughes
Assistant Professor, Religion
C. Phil., University of California, Santa Barbara

Colleen Windham-Hughes recently completed her Ph.D. dissertation, “The Horizon of Birth: Natality in Religious, Ethical, and Political Experience” at UCSB. A graduate of Whitter College, she earned her M.Div. at Claremont School of Theology, followed by a C.Phil. at UCSB. Her teaching interests include Christian traditions, Christian practices and ministries, social and political theory, and philosophy of religion. A deacon in the United Methodist Church, she brings experience in family and youth ministry and religious education to her role in developing the Theology and Christian Leadership major at Cal Lutheran.

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 Cal Lutheran 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-convened by Cal Lutheran and the Huntington Library.

Paul Witman
Associate 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 Cal Lutheran faculty, he served as Director of Integration Engineering for Digital Insight Corp. and as Director of Global Delivery Systems at Citibank.

Akiko Yasuike
Associate 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.

Ariana Young
Assistant Professor, Psychology, Bachelor's Degree for Professionals
Ph.D., University at Buffalo, SUNY

Ariana Young completed her doctorate in Social-Personality Psychology at the University at Buffalo, SUNY. Her research examines how the self is influenced by the actual, imagined and implied presence of other people. Her work on parasocial relationships has earned considerable recognition and attention from news media. Ariana was the recipient of the 2012 Graduate Student Research Award for best paper in attitudes and social cognition from the Midwestern Psychological Association. In 2013, she received an Excellence in Teaching Award (a universitywide award) at the University of Buffalo.
University Governance

California Lutheran University was formally incorporated on Aug. 4, 1959. The governing bodies of the University are the Board of Regents and the Convocation.

Board of Regents

The 35-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. Its members meet four times per year. Learn more about our Board of Regents here (http://www.callutheran.edu/president/board-of-regents.php).

Convocation

The Convocation is a group of 85 people intended to serve as a link between the University, the Church and the greater community. It 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. The Convocation meets once annually, typically in the fall, to conduct official business and elect the University's Board of Regents. Learn more about our Convocation here (http://www.callutheran.edu/university-ministries/church-relations/convocators).

Administrative Leadership

Chris Kimball
President and Chief Executive Officer

Leanne Neilson
Provost and Vice President for Academic Affairs

Karen Davis
Vice President for Administration and Finance

Melissa Maxwell-Doherty
Vice President for Mission and Identity

Melinda Roper
Vice President for Student Affairs and Dean of Students

Matthew Ward
Vice President for Enrollment Management and Marketing

Regina Biddings-Muro
Vice President for University Advancement
Courses of Instruction

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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: Contact the School of Education or the appropriate department adviser for a complete list of courses needed to fulfill subject matter requirements for a Multiple Subject or Single Subject Credential.

Accounting

Cal Lutheran's program in accounting prepares students not only for a career as a Certified Public Accountant (CPA), but also for employment in private industry, nonprofit organizations, higher education, and government agencies. The curriculum provides a careful balance of practice and theory, and consists of a solid liberal arts core, a carefully selected set of business-related classes, and intensive work in various aspects of accounting. Accordingly, students are also well-prepared for graduate studies and have been successful in passing the CPA exam.
Accountants perform an essential and highly-valued service for business and industry. Moreover, they perform a myriad of tasks in a variety of settings. They may compile detailed records of business transactions, prepare financial statements, perform audits, prepare tax returns, and assist in tax planning and managerial decision-making. They may also analyze financial information and provide small-business consulting services. Since the accountant of today must be a “jack-of-all-trades” who can fit comfortably into any business setting, Cal Lutheran’s accounting majors receive extensive preparation in both general business and the liberal arts.

Many of Cal Lutheran’s accounting majors have been successful in securing internships with local businesses and accounting firms, and many are offered full-time positions upon graduation. These opportunities enable Cal Lutheran’s accounting students to gain hands-on experience as they begin to narrow their focus to a particular career path. In recent years, students have been employed by Ernst & Young, KPMG, Deloitte, PricewaterhouseCoopers, CBIZ, Sony Pictures, NASA, Walt Disney Company, and many others. According to many studies, employment opportunities for accountants are expected to continue to grow at a faster pace than most other professions.

The Accounting Association, a student-run organization at Cal Lutheran (with faculty advisers), has been in place since 1984. This student club arranges for guest speakers, social events, and fundraisers. Many Cal Lutheran students get their first “taste” of the accounting world, and form key friendships, by attending Accounting Association functions.

The mission of Cal Lutheran’s program in Accounting is to prepare students for a career in public accounting, private industry, governmental/nonprofit accounting, and accounting education; for professional exams such as the CPA and CMA; and for graduate studies. Concomitant student goals are to acquire a well-rounded and solid footing in the liberal arts, to think critically and independently, to communicate effectively both orally and in writing, to maintain high ethical standards, to be good global citizens, and to understand and appreciate the diverse nature of human beings.

Courses

Lower Division

BUS 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.

An introduction to the basic assumptions that underlie modern accounting: the principles, procedures and methods applied in the preparation of financial statements.

BUS 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: BUS 251.

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.

This course provides an introduction to and an overview of topics and disciplines addressed and taught in a typical Schools of Management curriculum. The topics are important background for the non-business major. It is an introductory-level treatment of course topics required in business emphasis areas: Accounting, Finance, Marketing, Management, Economics, and others. Career Services on campus are the basis for assignments with a focus on career readiness. Spreadsheet software is taught and used for completing assignments for the course. Importantly, expectations and standards for further coursework will be communicated so students are better able to set goals for success in their academic pursuits and chosen career.

BUS 257. Practicum in Accounting. (2).
Basic principles of accounting will be presented as a review for a solid foundation in GAAP and accounting. The course will include theory, as well as the completion of hands on financial statements using Excel and other software.

Focuses on the general principles of financial planning, including: the financial planning process, the regulatory and ethical environment, consumer protection law, personal financial statements, budgeting, debt financing, educational planning, and client communication. Also provides an in-depth introduction to risk management and insurance, including life, health, disability, long-term care, property and casualty, umbrella liability and annuities.

BUS 275. Intro 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.
BUS 282. Selected Topics. (1-4).
Select topic approved to satisfy core.

Upper Division

BUS 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.

The course provides comprehensive introduction to the sustainability concept & its major themes such as renewable resources, clean energy & fuel organizations and other stakeholders in building the organization's business model & strategies for a sustainable future is examined. Student explore opportunities for individuals & companies.

Examines estate planning documents, estate tax minimization strategies, the transfer of property via probate, titling, contracts, trusts and gifting, and forms of business entity. The coverage on federal income tax planning will primarily be focused in the following three areas: tax-planning considerations, tax computations and tax-planning strategies.

BUS 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.

This course will provide an understanding of how corporate and individual retirement planning integrates together for the benefit of the business owner, executive and employee. Topics include retirement needs analysis, social security benefits, qualified and non-qualified plans, rules governing qualified plans, individual retirement accounts, retirement income planning and employee benefits.

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. (cross-listed with COMM 344).

Includes (a) sport law - impact of the legal process on sport, (b) sport economics - how the price and market system, income and employment affect the sport enterprise, (c) sport marketing/promotion - effect of marketing and promotion on the economic well-being of the organization, (d) sports administration - overview of the total responsibilities of the sport administrator, including planning, organizing, staffing, directing, and controlling the sports enterprise.

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.

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: BUS 251 (for BUS 352A), BUS 352A (for BUS 352B).

BUS 352B. Intermediate Accounting II. (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: BUS 251 (for BUS 352A), BUS 352A (for BUS 352B).

This is an introductory course in accounting information systems. The course is designed to cover five major themes: 1) Conceptual foundations of accounting information systems 2) Control and audit of accounting information systems 3) Accounting information systems applications 4) The REA data model 5) The systems development process. Pre-requisite: BUS 252.

BUS 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 REL 354).

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: CSC 220 or CSC 300.
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.

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.

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.

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. Prerequisite: BUS 367.

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.

The study of law as it relates to business. Topics include contracts, agencies, commercial paper, personal property, sales, real property and insurance.

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. Prerequisite: junior standing. (cross-listed with COMM 375).

BUS 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: BUS 375.

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 COMM 380).

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. 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.

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: BUS 252; MATH 115, 145, or 245.

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: BUS 391.

BUS 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: BUS 391.

This course covers global 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, including but not limited to regional, cultural, and treaty-based boundaries. Some elements of "international" terminology remain due to nation-based regulatory, currency, and other requirements.

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: BUS 391.
Focuses on the general principles of financial planning, including: the financial planning process, the regulatory and ethical environment, consumer protection law, personal financial statements, budgeting, debt financing, educational planning, and client communication. Also provides an in-depth introduction to risk management and insurance, including life, health, disability, long-term care, property and casualty, umbrella liability and annuities.

BUS 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: CSC 220 or CSC 300.

Studies the concepts and structures necessary to design and operate a database management system. Topics include data modeling, relational database design and database querying.

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 COMM 411).

Entertainment has become the dominant experience of consumers in a celebrity-driven culture. Technological innovations from the Internet/Web to social networking to mobile devices and the cloud have disrupted the entertainment industry - film, music and TV. Social media have enabled consumers become co-producers and changed the business models of the entertainment industry. How have social networks altered advertising and marketing by entertainment firms? What are the implications of a globalized market for producers and consumers of entertainment? What are the ethical and environmental sustainability implications of these changes - does consumer empowerment come at the expense of citizen empowerment? Students will examine these issues and develop skills and perspectives to evaluate marketing approaches in the entertainment industry.Cross-listed COMM 412.

BUS 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.

This course will provide students with a critical examination of white-collar crime and deviance, its impact on society, and what might be done to address this social problem. Cross-listed with CRIM 420.

BUS 422. Non-Profit Leadership. (4).
This course will provide an introduction to principles and practices of leadership with a focus on the challenges facing management in nonprofit organizations. The elements of the course include a survey of important issues facing the nonprofit sector and best practices with a focus on personal leadership development and implementation. Topics will include governance, strategic planning, volunteer retention, organizational leadership, strategic partnerships and fundraising. Study includes incorporation of experiential service learning opportunities to enhance development of core leadership skills and models. The assessments of student learning to be used in this course are outlined below.

This is a cross-disciplinary course merging Management, Art and Museum Studies to give students an insider view of the art world. By the end of the term students will have mastered multiple business models and will have executed an art exhibition from start to finish, including all aspects of curation, marketing and writing. Junior standing required. Cross-listed with ART-425.

This course will provide an understanding of how corporate and individual retirement planning integrates together for the benefit of the business owner, executive and employee. Topics include retirement needs analysis, social security benefits, qualified and non-qualified plans, rules governing qualified plans, individual retirement accounts, retirement income planning and employee benefits.

BUS 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 corporation. Each week, a different company executive provides a real-world perspective on how decisions are made and strategies are implemented in the modern corporation.

BUS 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 375 / COMM 375 Principles of Marketing.

Students will study the keyconcept, contexts & processes of brand management. This course will focus on consumer brand engagement.
BUS 432. Non-Profit Leadership. (4).
This course will provide an introduction to principles and practices of leadership with a focus on the challenges facing management in nonprofit organizations. The elements of the course include a survey of important issues facing the nonprofit sector and best practices with a focus on personal leadership development and implementation. Topics include governance, strategic planning, volunteer retention, organizational leadership, strategic partnerships and fundraising. Study includes incorporation of experiential service learning opportunities to enhance development of core leadership skills and models.

The primary goal of this course is to acquaint you with the vocabulary and the basic strategies and tactics of professional fundraising. While the course won't make you an expert at fundraising, it will offer you valuable perspective about how to find the money necessary to fund operations. We also want to go from the theoretical into the practical with the use of projects to allow you to test your ideas in the real world.

BUS 439. Senior Seminar Mgmt Thought & 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.

Emphasis is placed on the marketing planning function, consumer identification and buyer behavior, marketing strategies and price-value relationships.

BUS 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: BUS 375, senior standing. (cross-listed with COMM 442).

BUS 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 and will include lessons on budget, décor, entertainment, types, and security issues. (cross-listed with COMM 443).

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.

BUS 446. 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.

BUS 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: BUS 375 / COMM 375.

BUS 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.

BUS 449. Managerial Leadership: Core Competencies. (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.

BUS 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: COMM 342.

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: BUS 252; junior standing.

BUS 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: BUS 251. (offered one semester each year).
BUS 453. Auditing. (4).
Covers the legal responsibilities, theory and procedures in the conduct of an audit and the making of an audit report. Prerequisite: BUS 352B. (offered one semester each year).

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: BUS 352B. (offered one semester each year).

BUS 455. Ethics for the Accounting Professional. (4).
This course focuses on the role accountants and the accounting profession have in both business as well as in society as a whole. Students learn the history, legal, and ethical responsibilities of the accounting profession in addition to various legislation that has impacted it over recent years. The course will review the legal, regulatory and professional responsibilities of accountants, tax preparers and auditors. The course will also cover the teachings of various ethicists, sociologists and philosophers through the review of their theorems and approaches to ethical reasoning and behavior on an individual, organizational and societal level. This course introduces students to ethical reasoning, integrity, objectivity, independence and the use of a strong moral compass in guiding them as an accounting professional. The course will utilize a textbook and case studies in addition to guest speakers who will share their professional perspectives and experiences. There will be a review of the AICAPA's Code of Professional Conduct, and professional guidelines and codes of conduct in accounting.

Students will examine the investment concepts of time value of money and risk and return, characteristics and taxation of investment vehicles and personal investing strategy. They will also learn about concepts of modern portfolio theory, including: risk-tolerance, time horizon, asset positioning, asset allocation, diversification, risk-adjusted return and portfolio rebalancing.

BUS 460. Leadership Development. (4).
Focuses on developing and identifying the contributors to and need for individual leadership competencies. Provides an overview of specific leadership development instruments, psychological contributors to leadership effectiveness, and introspective evaluation of current leadership application. Prerequisite: senior standing.

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: BUS 361.

BUS 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: BUS 452. (offered one semester each year).

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.

Project management is a increasingly prominent and requested discipline within organizations today. More and more companies are looking to experienced project managers to deliver company strategic objectives while applying proven project management principles to execute their projects. This course is an introduction to the basic fundamentals of project management. Students will receive a general baseline of project management knowledge based on the nine knowledge areas defined by the Project Management Institute (PMI). Prerequisite: junior standing.

BUS 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: BUS 391.

BUS 469. Strategic Management (capstone). (4).
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 and completion of BUS 374, 375, 367, 381 and 391.

BUS 470. Executive Roundtable Capstone. (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 corporation. Each week, a different company executive provides a real-world perspective on how decisions are made and strategies are implemented in the modern corporation. The course will conclude with a comprehensive writing assignment, and will serve as a capstone option for invited students in the Business Administration degree program. Pre-requisite: BUS 374, 375, 367, 381 and 391.

BUS 471. Real Estate Finance and Investments. (4).
The course is designed to introduce students to the many different facets of real estate - e.g. consumption good, a key element of our economy, an investment, and a career opportunity. The course will introduce students to the unique characteristics of real estate and provide a framework for decisions regarding the investments in real estate. The first section of the course provides an overview of real estate and introduces the critical analytic tool of time value of money. The second section provides the basic principles underlying the valuation of real estate - both residential and commercial. The last section of the course discusses financing real estate and focuses on residential mortgage financing. Prerequisite: BUS-391.
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: BUS 391. Recommended: senior standing.

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: BUS 375, senior standing.

BUS 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: BUS 375.

BUS 475. Investment Analysis/Portfolio Developm. (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: BUS 391.

A review of current organizational development approaches developed in the United States and elsewhere for possible global application. Cultural influences fostering or hindering the development of effective humanistic organizations are explored. Prerequisite: BUS 394 or consent of instructor.

An in-depth study of personal budgeting and long-term planning, investment opportunities, credit, financial institutions, insurance, risk preferences and goals. Prerequisite: junior standing.

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 POLS 478).

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: BUS 469.

BUS 481. Financial Plan Development Course. (4).
This experiential Capstone course focuses on the activities that a financial planning professional will need to accomplish in order to create viable comprehensive plans for their clients. Students will integrate the concepts learned in the pre-requisite courses by writing and presenting an integrative, comprehensive financial plan. Pre-requisites: each of the other four courses in the minor.

BUS 482. Selected Topics. (4).
BUS 482C. ST: Select Topic (core). (1-4).
Select Topic approved for core requirement.

BUS 484. Senior Seminar in Accounting - Capstone. (4).
In this rigorous course, the emphasis will be on the application of GAAP and OCBOA rules and regulations in the preparation of financial statements using a variety of software application. There will be numerous situations where students will use their analytical skills and prepare written documents used by CPAs and accountants. Prerequisite: BUS 453 & BUS 454.

BUS 485. Seminar. (2-4).
BUS 490. Independent Study. (1-4).
BUS 492. Internship. (1-4).
BUS 493. Field Studies. (2).
BUS 496. Directed Research. (1-3).

American Studies (minor)

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 Cal Lutheran-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, Cal
Lutheran'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 Cal Lutheran 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 Cal Lutheran 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.

Courses

Lower Division

This course surveys the history of American art from the first European colonies to World War II. Students consider notions of American identity and nationhood, by examining key works of painting, sculpture, textiles, and architecture, and placing these works in the proper historical, political, social, and cultural contexts. Students gain an understanding of the diverse peoples, traditions, and events that informed American culture and continue to shape notions of national. In this course, art serves as a ‘window’ into American life, culture, and diversity. What does it mean to be an ‘American’ today? We begin to answer this question by reflecting upon our past expressions.

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

ART 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.

ART 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.

ART 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.

ART 175. Introduction to Watercolor. (3).
An introduction to watercolor, painting including value and color theory, and the place of watercolor in the art world.

ART 235. Photography. (3).
A fine arts approach to the use of the camera as a creative tool.

ART 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.

ART 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.
ART 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.

ART 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.

ART 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.

ART 282. Selected Topics. (3).
ART 282C. ST: CORE. (1-4).
Select Topic approved to satisfy a core requirement.

ART 285. Imagining Venice. (4).
Explore the semiotics of Venice through history, culture, visual communication, and art production. A semester of study prepares you for a two-week trip to Italy with the majority of the time spent in Venice experiencing the modern life of this very interesting city. (Cross-listed with COMM-285).

Upper Division

ART 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 sculptors.

ART 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.

ART 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.

ART 342. Art and Psychology. (3).
This course is offered in the Art and Psychology departments for those students who are interested in the synergy between art and psychology. It satisfies the CORE 21 Participatory Art requirement. It is especially relevant for students with majors in art or psychology or both who are interested in an MFT/ATR (registered art therapist) graduate program. For all others, the course provides an overview of art history, design, production and aesthetics with an emphasis on psychological theories and current neuroscience research. Child development and family systems are addressed in relation to therapeutic uses of art. Visual thinking and creativity are explored and utilized in the production of self-expressive art works.

ART 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.

ART 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: ART 350 Ceramics I or equivalent experience and/or consent of instructor.

ART 356. 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.

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 TA 369).

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

ART 380. Digital Art. (3).
This course serves as an introduction to digital art as a medium for artistic expression, as well as to the technical and theoretical aspects of the emerging field of digital fine art.

ART 383. Typography for Designers. (3).
This class concentrates on the basics of typography, including the history and development of typography. Students will explore the correct use of typographic elements to properly typeset a variety of document types, including a multiple page publication. The use of typography as an expressive and creative component of effective design is also covered. Students should develop a basic foundation for understanding the expectations of professional typography, layout and the role typography plays in creating successful design for print and electronic mediums.
ART 385. Advertising Art I. (3).
In ART 385, Students learn the design techniques, employ visual strategies and find creative solutions to produce commercial imaging. Students undergo intensive and in-depth experience utilizing Adobe Photoshop, major applications of this course. Students are introduced to, and gain “fluency” with, numerous creative tools, and all the aesthetic possibilities implied. Students undergo a series of creative, visual challenges grounded in basic design principles, to help build, and then master, the multiple skills needed to produce a variety of advertising materials including (but not limited to) page layouts, logos, magazine spreads, CD covers, pamphlets, books, business cards, and letterheads. For anyone wishing to develop the basic skills necessary to compete in the advertising industry -- this course is essential. No pre-requisite.

This art history course on modern art surveys major artists and key developments in Europe and the United States, 1850s-1940s. Pre-requisite ART 112 or consent of the instructor.

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: REL 100.

ART 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 REL 412).

ART 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 PHIL 414).

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, ART 112.

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.

ART 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.

ART 418. Interdisciplinary Arts - Capstone. (3).
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.

ART 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.

This is a cross-disciplinary course merging Management, Art and Museum Studies to give students an insider view of the art world. By the end of the term students will have mastered multiple business models and will have executed an art exhibition from start to finish, including all aspects of curation, marketing and writing. Junior standing required. Cross-listed with BUS-425.

ART 430. Printmaking. (3).
Experimental techniques in fine printmaking with an introduction to color. Prerequisite: ART 331 or consent of instructor.

ART 435 is an upper division digital photography class covering news, commercial and fine art photojournalism. In this class, students learn techniques required for using the camera as a reporting and illustrating tool for print and online media. Types of events include hard news, sports, editorial, as well as using the camera for fine art documentary and narrative photography. Pre-requisite: ART 236.

ART 440. Senior Show. (1).
This one unit course is required for senior level art majors. It prepares students for, and guides them through, a senior art exhibition. Together, classmates plan, design, implement and install this exhibition. Prerequisites: Capstone ART 418 and art majors only.
ComicComm: Globalism, Zeitgeist and the Art of Visual Communication covers the development of comic books/graphic novels from the earliest forms of sequential art through 19th century European, Japanese and Asian comics. The course then concentrates on 20th-21st century comics, bandes dessinees, and manga. The courses looks at the ways in which comics embody or challenge the ideologies of the culture in which they originate and how they respond to real-world controversies and disasters. It tracks cultural hybridism in comic art, the effects of participatory fan culture on the industry and issues of race, religion and philosophy as addressed by genre. Students write and illustrate their own comics: mastering the visual language of comics and manga; drawing figures and settings; and framing action and narrative in sequential format. Students’ work may be fictional, biographical or documentary. The work is drawn and manipulated on iPads provided by the Library.

ART 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: ART 351 - Ceramics II, or equivalent and consent of instructor. Recommended: ART 160 and/or ART 280.

ART 472. Life Painting. (3).
Painting from the figure in the environment, with emphasis on individual expression. Prerequisite: Consent of instructor.

ART 480. Advanced Digital Art. (3).
This course explores a variety of applications and third party software filters to increase artistic expression in the field of digital fine art. Students explore special effects and digital engraving, including drypoint, mezzotint and cross-hatching. Prerequisite: ART 380.

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.

ART 482C. ST: (FOR CORE). (1-4).
Select Topic approved to satisfy core requirement.

ART 485. Travel Seminar. (1-4).


ART 492. Internship. (1-4).

ART 496. Directed Research. (1-3).

Asian Studies (minor)

Asian Studies (minor)

In a future when human value, whether capital or cultural, will move across boundaries with ever-increasing rapidity, educated actors on a global stage will require experiences that take seriously cultures, histories, and economies of particular geographical regions. A majority of the world’s population lives on the Asian continent. Asian societies have made rich contributions to human civilization, and take an ever-increasing role in shaping geopolitical events. An educated, global citizen would do well to have a working knowledge of Asia’s cultures, history, and economics.

The Asian Studies minor offers a rich understanding of the continent, not from the narrow confines of one academic discipline, but rather as an interdisciplinary series of courses that is capable of fostering cross-cultural understanding of this place of many cultures. Our University’s location on the Pacific Rim makes knowledge about cultures across the ocean so much more necessary, particularly for students in professional studies, such as Business Administration. It is a matter of great pride and excitement that here at California Lutheran University, we can introduce our undergraduate population to the multiple dimensions of the geographical and cultural realities of this vast continent.

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 Cal Lutheran program emphasizes genomics and bioinformatics as methods that teach students how to perform research. Like other Cal Lutheran 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 Cal Lutheran. 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 Cal Lutheran are accepted into medical, dental, pharmaceutical and graduate schools throughout the United States.
Biology Courses

Lower Division

BIOL 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.

BIOL 111L. Principles of Biology Lab. (0).


This course is designed for non-science majors and is an introduction to marine biology via current issues and problems facing our world's ocean environment. Topics include coastal population growth and associated pollution, fisheries, and fisheries management, plastics in the ocean, climate change and ocean acidification, mercury in seafood, beach erosion, alien species, marine biodiversity and coral reef ecology/decline. The course includes both lecture and laboratory experiences.

BIOL 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 GEOL 118).

BIOL 118L. The Oceans Lab. (0).

BIOL 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.

BIOL 120S. Supplemental Inst: BIOL 120. (0).
This is the Supplemental Instruction Blackboard Platform attached to BIO 120. As a student enrolled in this section, you are automatically enrolled in the attached Supplemental Instruction Blackboard Platform. Supplemental Instruction (SI) is an academic support program designed to improve student success in challenging foundation courses. SI is a well-researched program that has been shown to improve students' letter grades by a half to a full grade, with consistent participation. With the SI model, a SI Leader (a student who has successfully completed the course with a B+ or better in the past, and who has an overall GPA of 3.0 or higher) is embedded into the course, attending all course meetings. The SI Leader then facilitates the scheduling and running of group SI study sessions throughout the week. There will typically be three one hour SI Sessions or two 90 minute SI Sessions per week. The SI Blackboard Platform is hosted by your SI Leader, who will utilize it to take confidential attendance at SI Sessions, to make general announcements to the class members, and to share helpful resources and study materials for SI Sessions. Participation in the SI study sessions is completely optional and always free, and you may come to as many or as few sessions as you would like over the semester. Your course professor does not receive any information about attendance, so you can be certain that your participation will be kept confidential.

BIOL 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 discussions of bacteria, Archaea, 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, nutrition, neurobiology, endocrinology, reproduction and development. No prerequisites. Recommended: BIOL 120.

BIOL 121S. Supplemental Instr: Biol 121S. (0).
This is the Supplemental Instruction Blackboard Platform attached to BIOL 121. As a student enrolled in this section, you are automatically enrolled in the attached Supplemental Instruction Blackboard Platform. Supplemental Instruction (SI) is an academic support program designed to improve student success in challenging foundation courses. SI is a well-researched program that has been shown to improve students' letter grades by a half to a full grade, with consistent participation. With the SI model, a SI Leader (a student who has successfully completed the course with a B+ or better in the past, and who has an overall GPA of 3.0 or higher) is embedded into the course, attending all course meetings. The SI Leader then facilitates the scheduling and running of group SI study sessions throughout the week. There will typically be three one hour SI Sessions or two 90 minute SI Sessions per week. The SI Blackboard Platform is hosted by your SI Leader, who will utilize it to take confidential attendance at SI Sessions, to make general announcements to the class members, and to share helpful resources and study materials for SI Sessions. Participation in the SI study sessions is completely optional and always free, and you may come to as many or as few sessions as you would like over the semester. Your course professor does not receive any information about attendance, so you can be certain that your participation will be kept confidential.
BIOL 122. Intro to Metabolism, Genes & Developmt. (3).
This course introduces the structure and function of biomolecules, energy flow in a cellular context, 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: BIOL 120, BIOL 121.

BIOL 123L. Intro Biol Experimentation I. (2).
This course 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 (BIOL 120, BIOL 121 and BIOL 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. There are no prerequisites. (Offered Fall semester).

BIOL 124L. Intro Biol Experimentation II. (2).
This course exposes students to the processes of investigative biology and communication. This laboratory course is not designed to accompany any particular core lecture course, and will introduce a variety of subjects including including virology, gene expression, gene sequence analysis, gene manipulation and bioinformatics. The course may emphasize 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. There are no prerequisites. (Offered Spring semester).

BIOL 217. Biology of Sex and Gender. (3).
This course provides an introduction to the biological dimensions of sex and gender from physiological, ecological and evolutionary perspectives. Although we will focus quite a lot on humans, we will be covering other species as well, particularly in a comparative perspective.

BIOL 223. Human Anatomy. (4).
Human Anatomy is the study of the structure of the human body, from the cellular level to the organismal level with an emphasis on organ systems. While the focus of the course is structure, function will be covered in order to reinforce the interrelationship of structure and function. Microscopic and gross anatomy will be studied in the laboratory. Specimens studied in lab include microscopic slides, human bones, plastic models, clay models, and anatomical images (e.g., micrographs, radiographic images, photos, medical illustrations). Mammalian specimens and isolated mammalian organs will be used for dissection. Lecture, 3 hrs/week; Lab, 2.5 hours/week. Prerequisites: none. Co-requisite: BIOL 223L.

BIOL 223L. Human Anatomy Lab. (0).

BIOL 223S, Supplemental Inst: BIOL 223. (0).
This is the Supplemental Instruction Blackboard Platform attached to BIO 223. As a student enrolled in this section, you are automatically enrolled in the attached Supplemental Instruction Blackboard Platform. Supplemental Instruction (SI) is an academic support program designed to improve student success in challenging foundation courses. SI is a well-researched program that has been shown to improve students’ letter grades by a half to a full grade, with consistent participation. With the SI model, a SI Leader (a student who has successfully completed the course with a B+ or better in the past, and who has an overall GPA of 3.0 or higher) is embedded into the course, attending all course meetings. The SI Leader then facilitates the scheduling and running of group SI study sessions throughout the week. There will typically be three one hour SI Sessions or two 90 minute SI Sessions per week. The SI Blackboard Platform is hosted by your SI Leader, who will utilize it to take confidential attendance at SI Sessions, to make general announcements to the class members, and to share helpful resources and study materials for SI Sessions. Participation in the SI study sessions is completely optional and always free, and you may come as many as or as few sessions as you would like over the semester. Your course professor does not receive any information about attendance, so you can be certain that your participation will be kept confidential.

BIOL 224. Human Physiology. (4).
Human Physiology is the study of mechanisms that underlie the functioning of the human body, from the molecular level to the organismal level with an emphasis on organ systems. Physiology is a biological science that is inherently interdisciplinary since it utilizes mathematics, physics, chemistry and biology. While the focus of the course is physiology, anatomy will be covered in order to reinforce the interrelationship of structure and function. In the laboratory, students will conduct experiments related to the topics covered in the lecture. In the lab, students conduct hands-on investigational activities many of which involve recording and analyzing data from human subjects. Some laboratory exercises involve interactive computer situations. Lecture, 3hrs/week; Lab, 2.5 hours/week. Prerequisites: Human Anatomy BIOL 223 or BIOL 121. High school or college chemistry highly recommended. Co-requisite: BIOL 224L.
BIOL 224L. Human Physiology Lab. (0).

BIOL 224S. Supplemental Instr: Biol 224S. (0).
This is the Supplemental Instruction Blackboard Platform attached to BIOL 224. As a student enrolled in this section, you are automatically enrolled in the attached Supplemental Instruction Blackboard Platform. Supplemental Instruction (SI) is an academic support program designed to improve student success in challenging foundation courses. SI is a well-researched program that has been shown to improve students' letter grades by a half to a full grade, with consistent participation. With the SI model, a SI Leader (a student who has successfully completed the course with a B+ or better in the past, and who has an overall GPA of 3.0 or higher) is embedded into the course, attending all course meetings. The SI Leader then facilitates the scheduling and running of group SI study sessions throughout the week. There will typically be three one hour SI Sessions or two 90 minute SI Sessions per week. The SI Blackboard Platform is hosted by your SI Leader. who will utilize it to take confidential attendance at SI Sessions, to make general announcements to the class members, and to share helpful resources and study materials for SI Sessions. Participation in the SI study sessions is completely optional and always free, and you may come to as many or as few sessions as you would like over the semester. Your course professor does not receive any information about attendance, so you can be certain that your participation will be kept confidential.

BIOL 282. Selected Topic. (1-4).

BIOL 282C. ST: (CORE). (1-4).
Select Topic approved to satisfy core requirement.

Upper Division

BIOL 311. Evolution. (3).
Evolution is the central concept in all of biology and thus is the thread that ties together the multiple sub-disciplines of the biological sciences. This course examines evolution in historical and scientific contexts and aims to teach a deep understanding of the processes and mechanisms of evolutionary biology. Topics covered include population genetics, the theory of evolution by natural selection, concepts of fitness and adaptation, genetic and developmental bases of evolutionary change, modes of speciation, molecular evolution, principles of systematic biology, macroevolutionary trends in evolution, extinction and human evolution. Lecture, 3 hours/week. Prerequisite: BIOL 120, BIOL 121, BIOL 122.

BIOL 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: BIOL 120, BIOL 124L, BIOL 311.

BIOL 313. Climate Change. (2).
In this course we examine the implications of climate disruption on the world & its inhabitants. We will closely examine the effects of climate change on the oceans & forests and all live within. The role of polar, sea & land ice and its diminishing consequences and its effect on climate disruption will also be explored.

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: BIOL 122, BIOL 124L or equivalent.

BIOL 325L. Environmental Ecology Lab. (0).

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: BIOL 122.

BIOL 331L. Genetics Lab. (0).

BIOL 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: BIOL 122.

This course teaches the foundational principles of the science of ecology. Fundamental concepts of the course include the physical and biotic environment, responses of organisms to the environment, distribution or organisms, behavioral and community ecology, natural ecosystems, and human interaction with ecosystems. Lecture, 3 hours/week; Lab, 3 hours/week. Prerequisites: BIOL 120, BIOL 123L or equivalent. Recommended: MATH 231.
BIOL 333L. Ecology Lab. (0).

The course will cover current issues relating to the biological sciences from the cell and including, our ecosystem and biosphere. We will discuss current issues and debates through print and emedia and compare and contrast these secondary, tertiary and quaternary sources of information to primary research sources. Our interest lies not only in gathering information and learning basic biological principles, but how these issues impact human health, politics, business, ecosystems and our daily life. Lecture, 4 hours/week. Perquisites: at least 5 units of lower division Biology Courses.

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: BIOL 120, BIOL 121, BIOL 122, BIOL 123L, BIOL 124L.

BIOL 341L. Comparative Anatomy Lab. (0).

This advanced course affords students the opportunity to study the experimental basis underlying current understanding of animal development. Students read and present their analyses of seminal research papers in Developmental Biology, including classic examples as well as recent breakthrough publications. The key tools used to study the mechanisms by which genes construct multicellular organisms from fertilized eggs are a major focus of the course. This team-taught course is not a comprehensive survey of animal development. Rather, the focus is on the empirical approaches used to generate developmental concepts. Background lectures by your professors will be followed by student presentations and discussions. Extensive class participation by all students in the class is expected. NOTE: This class does not have a lab component, however, it still fulfills the requirement of a Functional Biology category class. Prerequisites: BIOL 121, BIOL 122. Recommended: BIOL 120, BIOL 123L, BIOL 124L, BIOL 331.

BIOL 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: BIOL 120, BIOL 123L.

BIOL 343L. Invertebrate Zoology Lab. (0).

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: BIOL 120, BIOL 123L.

BIOL 345L. Marine Biology Lab. (0).

BIOL 350. Introduction to Neuroscience. (4).
Neuroscience is an interdisciplinary science that examines the fundamental principles that govern the action of neurons and nervous systems. The course covers the structure and function of the nervous system with an emphasis on the mammalian nervous system. There are four main topic areas: the cellular organization of the nervous system; neuronal signaling (the ionic mechanisms underlying electrical activity in the nerve cells and the physiology and biochemistry of synaptic transmission); transduction and coding of sensory information; the generation and coordination of motor output and behavior. Higher order functions such as memory, language, and behavior will be covered. Prerequisites: BIOL 121.

BIOL 350L. Neuroscience Lab. (0).

BIOL 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: BIOL 120, BIOL 123L.

BIOL 352L. Oceanography Lab. (0).

BIOL 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: BIOL 121, BIOL 122, BIOL 124L or equivalent.

BIOL 361L. Microbiology Lab. (0).

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: BIOL 121, BIOL 122, BIOL 124L; CHEM 151, CHEM 152. Recommended: CHEM 331.

BIOL 375L. Cell Biology Lab. (0).

BIOL 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 to address these questions. The research proposal will serve as the basis for subsequent Senior Honors courses (BIOL 498 and BIOL 499). Prerequisites: Permission of Instructor.
This course will cover basic concepts of Cancer Biology on a cellular and molecular level. Topics such as mutation, transformation, and the two-hit hypothesis will be integrated throughout the course, as well as the 10 hallmarks of cancer. Advances in modern molecular biology are consistently shaping our understanding of cancer cells and, as such, students will be required to read and analyze recent publications in the field. We will also be studying principles of cancer biology in the laboratory. Students will learn how to culture normal and transformed cell lines and recognize the differences between them. We will also be utilizing techniques in molecular biology to sequence putative cancer genes from cancer cells and identify mutations. It is expected that this is the first course in cancer or cell biology that students will have taken, however, a good understanding of cellular and molecular biology is a prerequisite.

BIOL 400L. Cancer Biology Lab. (0).

The structure and function of proteins is covered, along with the structure, function, and metabolism of carbohydrates, lipids, and amino acids. Regulation of proteins and metabolism is emphasized. Lecture, 3 hours; Laboratory, 3 hours/week. Prerequisites: CHEM 331 and CHEM 332. Recommended: BIOL 122 and BIOL 124L. (cross-listed with CHEM 425).

BIOL 425L. Biochemistry Lab. (0).
Prerequisite: concurrent enrollment in BIOL 425 / CHEM 425. (cross-listed with CHEM 425L).

The biosynthesis of DNA, RNA, and protein is studied, with emphasis on the structure and regulation of genes. Chromatin structure, recombination, mutagenesis, and genomics are also covered. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisites: BIOL 122 and BIOL 124L or BIOL 425 / CHEM 425. Recommended: CHEM 331.

BIOL 426L. Molecular Biology Lab. (0).

BIOL 427. Genomics. (2).
This course introduces students to genomics through participation in research projects, including sequence improvement of a genome and the annotation of genes in a genome. Various computer analyses will be used for these projects. Lab, 4 hours/week. Prerequisites: BIOL 122 and BIOL 124L or equivalent.

The study of prokaryotic and eukaryotic viruses. The structure and function of viruses, including their genomes, replication, and assembly are explored. Also covered are transmission of viruses, virus-host interactions, vaccines and antiviral drugs. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisite: BIOL 122 and BIOL 124L.

BIOL 428L. Virology Lab. (0).

BIOL 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: BIOL 121, BIOL 122, BIOL 124L.

The lecture will emphasize the evolution, systematics, distribution, natural history, ecology, and behavior of amphibians and reptiles. In laboratory, identification, adaptations, morphology, behavior, natural history, and life history will be emphasized. The first half of the laboratory portion of the course will be spent exclusively on taxon and species identification with an emphasis on the herpetofauna of southern California. The second half of laboratory will be used to review identification and also to discuss current research in herpetology. This course is predominantly a whole-organism zoology course. Lecture, 3 hours/week; Lab, 3 hours/week. Prerequisites: BIOL 120, BIOL 311. Recommended: BIOL 333.

BIOL 437L. Herpetology Lab. (0).

BIOL 438. Immunology. (4).
This course will cover the basic concepts of immunology on a cellular and molecular level. Concepts such as innate and acquired immune responses, humoral and cell-mediated responses will be integrated throughout the course. Advances in modern molecular immunology are consistently shaping our understanding of the immune system and, as such, students will be required to read and analyze recent publications in the field. We will also be studying principles of immunology in the laboratory. Students will discover how blood typing, white blood cell counts, pregnancy tests, allergy tests and immunity tests are all performed using concepts of immunology. It is expected that this is the first course in immunology that students will have taken, however, a good understanding of cellular and molecular biology is a prerequisite. Lecture, 3 hours/week; Lab, 3 hours/week. Prerequisites: BIOL 121, BIOL 124L and at least one course of the Cellular and Molecular Biology category.

BIOL 438L. Immunology Lab. (0).

This is an upper-level course that explores concepts related to the behavior and ecology of primates. Topics covered include primate evolution, primate social systems, foraging strategies, primate life history, the role of primates in tropical communities and other topics such as infanticide, aggression, and primate sex and politics. Students also will be introduced to behavioral data collection techniques, using primates in captivity. Pre-requisites: BIOL 120, Biol-123L. Recommended: BIOL 311.
BIOL 440L. Primate Ecology Lab. (0).

BIOL 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: BIOL 120, BIOL 121, BIOL 123L.

BIOL 452L. California Plant Communities Lab. (0).

A study of fundamental physiological processes of vertebrate tissues organs and systems. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisites: BIOL 121, BIOL 123L or BIOL-124L, and CHEM 151.

BIOL 461L. Vertebrate Physiology Lab. (0).

BIOL 463. Scientific Literature. (3).
An introduction to scientific literature. In this three-unit seminar course, students read scientific papers and analyze the works of other scientists. Prerequisites: BIOL 120, BIOL 121, BIOL 122, BIOL 123L, BIOL 124L, senior standing. This is a writing intensive course and satisfied the writing intensive requirement.

BIOL 482. Selected Topics. (2-4).

BIOL 482C. ST: Select Topic (core). (1-4).
Select Topic approved to satisfy core.

BIOL 482L. Selected Topics Lab. (0).

BIOL 490. Independent Study. (1-4).

BIOL 492. Internship. (1-4).

BIOL 496. Directed Research. (1-3).

BIOL 498. Senior Honors I - Capstone. (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: BIOL 399.

BIOL 499. Senior Honors II - Capstone. (3).
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: BIOL 399, BIOL 498.

Chemistry Courses

Lower Division

CHEM 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.

CHEM 111L. Chemistry and the Environment Lab. (0).

CHEM 151. General Chemistry. (4).
Covers the fundamental theories, principles and laws of chemistry, plus the properties of elements and compounds. Prerequisites: high school chemistry and a math SAT score of 510 or better or completion of MATH 110. Corequisite in Chemistry 151L.

CHEM 151L. General Chemistry Lab. (1).
Covers the laboratory techniques and apparatuses of chemistry, plus the illustrations of quantitative relationships in chemistry. Includes a systematic course in theory and techniques of inorganic qualitative analysis. Corequisite: CHEM 151.
CHEM 151S. Supplemental Inst: CHEM 151. (0).
This is the Supplemental Instruction Blackboard Platform attached to CHEM 151. As a student enrolled in this section, you are automatically enrolled in the attached Supplemental Instruction Blackboard Platform. Supplemental Instruction (SI) is an academic support program designed to improve student success in challenging foundation courses. SI is a well-researched program that has been shown to improve students' letter grades by a half to a full grade, with consistent participation. With the SI model, a SI Leader (a student who has successfully completed the course with a B+ or better in the past, and who has an overall GPA of 3.0 or higher) is embedded into the course, attending all course meetings. The SI Leader then facilitates the scheduling and running of group SI study sessions throughout the week. There will typically be three one hour SI Sessions or two 90 minute SI Sessions per week. The SI Blackboard Platform is hosted by your SI Leader, who will utilize it to take confidential attendance at SI Sessions, to make general announcements to the class members, and to share helpful resources and study materials for SI Sessions. Participation in the SI study sessions is completely optional and always free, and you may come to as many or as few sessions as you would like over the semester. Your course professor does not receive any information about attendance, so you can be certain that your participation will be kept confidential.

CHEM 152. General Chemistry II. (4).
Covers the fundamental theories, principles and laws of chemistry, plus the properties of elements and compounds. Prerequisites: CHEM 151: high school chemistry and a math SAT score of 510 or better or completion of MATH 110. Corequisite: CHEM 152L.

CHEM 152L. General Chemistry II Lab. (1).
Covers the laboratory techniques and apparatuses of chemistry, plus the illustrations of quantitative relationships in chemistry. Includes a systematic course in theory and techniques of inorganic qualitative analysis. Corequisite: CHEM 152.

CHEM 152S. Supplemental Instr: Chem 152S. (0).
This is the Supplemental Instruction Blackboard Platform attached to CHEM 152. As a student enrolled in this section, you are automatically enrolled in the attached Supplemental Instruction Blackboard Platform. Supplemental Instruction (SI) is an academic support program designed to improve student success in challenging foundation courses. SI is a well-researched program that has been shown to improve students' letter grades by a half to a full grade, with consistent participation. With the SI model, a SI Leader (a student who has successfully completed the course with a B+ or better in the past, and who has an overall GPA of 3.0 or higher) is embedded into the course, attending all course meetings. The SI Leader then facilitates the scheduling and running of group SI study sessions throughout the week. There will typically be three one hour SI Sessions or two 90 minute SI Sessions per week. The SI Blackboard Platform is hosted by your SI Leader, who will utilize it to take confidential attendance at SI Sessions, to make general announcements to the class members, and to share helpful resources and study materials for SI Sessions. Participation in the SI study sessions is completely optional and always free, and you may come to as many or as few sessions as you would like over the semester. Your course professor does not receive any information about attendance, so you can be certain that your participation will be kept confidential.

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: CHEM 111 or CHEM 152.

CHEM 201L. Elementary Organic Chemistry Lab. (0).

CHEM 282. Selected Topic. (1-4).

Select Topic approved for core requirement.

Upper Division

CHEM 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: CHEM 201.

CHEM 301L. Environmental Chemistry Lab. (0).

CHEM 305. Quantitative Analysis. (4).
Covers the principles and techniques of gravimetric and volumetric analysis. Lecture, 3 hours/week; Laboratory, 3 hours/week.

CHEM 305L. Quantitative Analysis Lab. (0).

Covers the theories and application of instrumentation in chemistry. Lecture, 2 hours/week; Laboratory, 6 hours/week. Prerequisite: CHEM 305.

CHEM 306L. Chemical Instrumentation Lab. (0).

Covers the structure, nomenclature, reactions and synthesis of organic compounds, plus the theory and mechanism of organic reactions. Lecture, 4 hours/week.
CHEM 331S. Supplemental Inst: Chem 331. (0).

This is the Supplemental Instruction Blackboard Platform attached to CHEM 331. As a student enrolled in this section, you are automatically enrolled in the attached Supplemental Instruction Blackboard Platform. Supplemental Instruction (SI) is an academic support program designed to improve student success in challenging foundation courses. SI is a well-researched program that has been shown to improve students' letter grades by a half to a full grade, with consistent participation. With the SI model, a SI Leader (a student who has successfully completed the course with a B+ or better in the past, and who has an overall GPA of 3.0 or higher) is embedded into the course, attending all course meetings. The SI Leader then facilitates the scheduling and running of group SI study sessions throughout the week. There will typically be three one hour SI Sessions or two 90 minute SI Sessions per week. The SI Blackboard Platform is hosted by your SI Leader, who will utilize it to take confidential attendance at SI Sessions, to make general announcements to the class members, and to share helpful resources and study materials for SI Sessions. Participation in the SI study sessions is completely optional and always free, and you may come to as many or as few sessions as you would like over the semester. Your course professor does not receive any information about attendance, so you can be certain that your participation will be kept confidential.

Covers the structure, nomenclature, reactions and synthesis of organic compounds, plus the theory and mechanism of organic reactions. Lecture, 4 hours/week. Prerequisite CHEM 331.

Laboratory work in isolation, characterization and synthesis of organic compounds. Laboratory, 3 hours/week. Corequisite: CHEM 331.

CHEM 342. Organic Chemistry II Lab. (1).
Laboratory work in isolation, characterization and synthesis of organic compounds. Laboratory, 3 hours/week. Corequisite: CHEM 332.

CHEM 405. Physical Chemistry. (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.

CHEM 405L. Physical Chemistry Lab. (0).

CHEM 406. Physical Chemistry. (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.

CHEM 406L. Physical Chemistry Lab. (0).

CHEM 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).

CHEM 412. Advanced Organic Chemistry. (3).
Further study in organic chemistry, emphasizing synthesis, reaction mechanisms and stereoisomerism. Lecture, 3 hours/week. Prerequisite: CHEM 332 or consent of instructor. (on demand).

CHEM 421. Qualitative Organic Analysis. (3).
The classification, reactions, derivatives and identification of organic compounds. Lecture, 1 hour/week; Laboratory, 6 hours/week. Prerequisite: CHEM 332 and CHEM 342 or consent of instructor. (on demand).

CHEM 421L. Qualitative Organic Analysis Lab. (0).

The structure and function of proteins is covered, along with the structure, function, and metabolism of carbohydrates, lipids, and amino acids. Regulation of proteins and metabolism is emphasized. Lecture, 3 hours; Laboratory, 3 hours/week. Prerequisites: CHEM 331 and CHEM 332. Recommended: BIOL 122 and BIOL 124L. (cross-listed with BIOL 425).

CHEM 425L. Biochemistry Lab. (0).
Prerequisite: Concurrent enrollment in BIOL 425 / CHEM 425. (cross-listed with BIOL 425L).

CHEM 461. Chemical Preparations. (2).
The preparation and purification of selected inorganic or organic compounds; introduces the student to chemical literature and laboratory research methods. Prerequisite: consent of instructor.

CHEM 482. Selected Topics. (1-4).

CHEM 482C. ST: Select Topic (CORE). (1-4).
Select Topic approved for core.

CHEM 482L. Selected Topics Lab. (1-4).

CHEM 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.
Biological Sciences

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

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 Cal Lutheran graduates more competitive in their chosen career paths.

At Cal Lutheran, 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 genetics, 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 Cal Lutheran graduates each year.

Likewise, many biology majors from Cal Lutheran are accepted into medical, dental, veterinary, and graduate schools throughout the United States.

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

Courses

Lower Division

**BIOL 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.

**BIOL 111L. Principles of Biology Lab.** (0).

**BIOL 113. Biology and Society.** (4).
The course will provide a broad overview of biological topics in a style appropriate for students will little to no background in science. We will discuss relevant scientific research to enable students to make informed discussions about science related social and personal issues. We will explore topics ranging from the basic chemistry of life to the vast diversity of life on the planet to the processes through which life has evolved and how organisms have adapted to live in different environments. It is my hope and goal that by the end of this course students will leave with an increase appreciation and interest in our natural works and scientific fields of study. Lecture, 3 hours/week; Lab, 2.5 hours/week.

**BIOL 115. Current Issues in Marine Biology.** (3).
This course is designed for non-science majors and is an introduction to marine biology via current issues and problems facing our world's ocean environment. Topics include coastal population growth and associated pollution, fisheries, and fisheries management, plastics in the ocean, climate change and ocean acidification, mercury in seafood, beach erosion, alien species, marine biodiversity and coral reef ecology/decline. The course includes both lecture and laboratory experiences.

**BIOL 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 GEOL 118).

**BIOL 118L. The Oceans Lab.** (0).

**BIOL 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.
BIOL 120S. Supplemental Inst: BIOL 120. (0).
This is the Supplemental Instruction Blackboard Platform attached to BIO 120. As a student enrolled in this section, you are automatically enrolled in the attached Supplemental Instruction Blackboard Platform. Supplemental Instruction (SI) is an academic support program designed to improve student success in challenging foundation courses. SI is a well-researched program that has been shown to improve students’ letter grades by a half to a full grade, with consistent participation. With the SI model, a SI Leader (a student who has successfully completed the course with a B+ or better in the past, and who has an overall GPA of 3.0 or higher) is embedded into the course, attending all course meetings. The SI Leader then facilitates the scheduling and running of group SI study sessions throughout the week. There will typically be three one hour SI Sessions or two 90 minute SI Sessions per week. The SI Blackboard Platform is hosted by your SI Leader, who will utilize it to take confidential attendance at SI Sessions, to make general announcements to the class members, and to share helpful resources and study materials for SI Sessions. Participation in the SI study sessions is completely optional and always free, and you may come to as many or as few sessions as you would like over the semester. Your course professor does not receive any information about attendance, so you can be certain that your participation will be kept confidential.

BIOL 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 discussions of bacteria, Archaea, 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, nutrition, neurobiology, endocrinology, reproduction and development. No prerequisites. Recommended: BIOL 120.

BIOL 121S. Supplemental Instr: Biol 121S. (0).
This is the Supplemental Instruction Blackboard Platform attached to BIOL 121. As a student enrolled in this section, you are automatically enrolled in the attached Supplemental Instruction Blackboard Platform. Supplemental Instruction (SI) is an academic support program designed to improve student success in challenging foundation courses. SI is a well-researched program that has been shown to improve students’ letter grades by a half to a full grade, with consistent participation. With the SI model, a SI Leader (a student who has successfully completed the course with a B+ or better in the past, and who has an overall GPA of 3.0 or higher) is embedded into the course, attending all course meetings. The SI Leader then facilitates the scheduling and running of group SI study sessions throughout the week. There will typically be three one hour SI Sessions or two 90 minute SI Sessions per week. The SI Blackboard Platform is hosted by your SI Leader, who will utilize it to take confidential attendance at SI Sessions, to make general announcements to the class members, and to share helpful resources and study materials for SI Sessions. Participation in the SI study sessions is completely optional and always free, and you may come to as many or as few sessions as you would like over the semester. Your course professor does not receive any information about attendance, so you can be certain that your participation will be kept confidential.

BIOL 122. Intro to Metabolism, Genes & Developmt. (3).
This course introduces the structure and function of biomolecules, energy flow in a cellular context, 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: BIOL 120, BIOL 121.

BIOL 123L. Intro Biol Experimentation I. (2).
This course 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 (BIOL 120, BIOL 121 and BIOL 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. There are no prerequisites. (Offered Fall semester).

BIOL 124L. Intro Biol Experimentation II. (2).
This course exposes students to the processes of investigative biology and communication. This laboratory course is not designed to accompany any particular core lecture course, and will introduce a variety of subjects including including virology, gene expression, gene sequence analysis, gene manipulation and bioinformatics. The course may emphasize 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. There are no prerequisites. (Offered Spring semester).

BIOL 217. Biology of Sex and Gender. (3).
This course provides an introduction to the biological dimensions of sex and gender from physiological, ecological and evolutionary perspectives. Although we will focus quite a lot on humans, we will be covering other species as well, particularly in a comparative perspective.

BIOL 223. Human Anatomy. (4).
Human Anatomy is the study of the structure of the human body, from the cellular level to the organismal level with an emphasis on organ systems. While the focus of the course is structure, function will be covered in order to reinforce the interrelationship of structure and function. Microscopic and gross anatomy will be studied in the laboratory. Specimens studied in lab include microscopic slides, human bones, plastic models, clay models, and anatomical images (e.g., micrographs, radiographic images, photos, medical illustrations). Mammalian specimens and isolated mammalian organs will be used for dissection. Lecture, 3 hrs/week; Lab, 2.5 hours/week. Prerequisites: none. Co-requisite: BIOL 223L.
BIOL 223L. Human Anatomy Lab. (0).

BIOL 223S. Supplemental Inst: BIOL 223. (0).
This is the Supplemental Instruction Blackboard Platform attached to BIO 223. As a student enrolled in this section, you are automatically enrolled in the attached Supplemental Instruction Blackboard Platform. Supplemental Instruction (SI) is an academic support program designed to improve student success in challenging foundation courses. SI is a well-researched program that has been shown to improve students’ letter grades by a half to a full grade, with consistent participation. With the SI model, a SI Leader (a student who has successfully completed the course with a B+ or better in the past, and who has an overall GPA of 3.0 or higher) is embedded into the course, attending all course meetings. The SI Leader then facilitates the scheduling and running of group SI study sessions throughout the week. There will typically be three one hour SI Sessions or two 90 minute SI Sessions per week. The SI Blackboard Platform is hosted by your SI Leader, who will utilize it to take confidential attendance at SI Sessions, to make general announcements to the class members, and to share helpful resources and study materials for SI Sessions. Participation in the SI study sessions is completely optional and always free, and you may come to as many or as few sessions as you would like over the semester. Your course professor does not receive any information about attendance, so you can be certain that your participation will be kept confidential.

BIOL 224. Human Physiology. (4).
Human Physiology is the study of mechanisms that underlie the functioning of the human body, from the molecular level to the organismal level with an emphasis on organ systems. Physiology is a biological science that is inherently interdisciplinary since it utilizes mathematics, physics, chemistry and biology. While the focus of the course is physiology, anatomy will be covered in order to reinforce the interrelationship of structure and function. In the laboratory, students will conduct experiments related to the topics covered in the lecture. In the lab, students conduct hands-on investigational activities many of which involve recording and analyzing data from human subjects. Some laboratory exercises involve interactive computer situations. Lecture, 3hrs/week; Lab, 2.5 hours/week. Prerequisites: Human Anatomy BIOL 223 or BIOL 121. High school or college chemistry highly recommended. Co-requisite: BIOL 224L.

BIOL 224L. Human Physiology Lab. (0).

BIOL 224S. Supplemental Instr: Biol 224S. (0).
This is the Supplemental Instruction Blackboard Platform attached to BIOL 224. As a student enrolled in this section, you are automatically enrolled in the attached Supplemental Instruction Blackboard Platform. Supplemental Instruction (SI) is an academic support program designed to improve student success in challenging foundation courses. SI is a well-researched program that has been shown to improve students’ letter grades by a half to a full grade, with consistent participation. With the SI model, a SI Leader (a student who has successfully completed the course with a B+ or better in the past, and who has an overall GPA of 3.0 or higher) is embedded into the course, attending all course meetings. The SI Leader then facilitates the scheduling and running of group SI study sessions throughout the week. There will typically be three one hour SI Sessions or two 90 minute SI Sessions per week. The SI Blackboard Platform is hosted by your SI Leader, who will utilize it to take confidential attendance at SI Sessions, to make general announcements to the class members, and to share helpful resources and study materials for SI Sessions. Participation in the SI study sessions is completely optional and always free, and you may come to as many or as few sessions as you would like over the semester. Your course professor does not receive any information about attendance, so you can be certain that your participation will be kept confidential.

BIOL 228. Selected Topic. (1-4).
BIOL 228C. ST: (CORE). (1-4).
Select Topic approved to satisfy core requirement.

Upper Division

BIOL 311. Evolution. (3).
Evolution is the central concept in all of biology and thus is the thread that ties together the multiple sub-disciplines of the biological sciences. This course examines evolution in historical and scientific contexts and aims to teach a deep understanding of the processes and mechanisms of evolutionary biology. Topics covered include population genetics, the theory of evolution by natural selection, concepts of fitness and adaptation, genetic and developmental bases of evolutionary change, modes of speciation, molecular evolution, principles of systematic biology, macroevolutionary trends in evolution, extinction and human evolution. Lecture, 3 hours/week. Prerequisite: BIOL 120, BIOL 121, BIOL 122.

BIOL 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: BIOL 120, BIOL 124L, BIOL 311.

BIOL 313. Climate Change. (2).
In this course we examine the implications of climate disruption on the world & its inhabitants. We will closely examine the effects of climate change on the oceans & forests and all live within. The role of polar, sea & land ice and its diminishing consequences and its effect on climate disruption will also be explored.

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: BIOL 122, BIOL 124L or equivalent.
BIOL 325L. Environmetal Ecology Lab. (0).

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: BIOL 122.

BIOL 331L. Genetics Lab. (0).

BIOL 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: BIOL 122.

This course teaches the foundational principles of the science of ecology. Fundamental concepts of the course include the physical and biotic environment, responses of organisms to the environment, distribution or organisms, behavioral and community ecology, natural ecosystems, and human interaction with ecosystems. Lecture, 3 hours/week; Lab, 3 hours/week. Prerequisites: BIOL 120, BIOL 123L or equivalent. Recommended: MATH 231.

BIOL 333L. Ecology Lab. (0).

The course will cover current issues relating to the biological sciences from the cell and including, our ecosystem and biosphere. We will discuss current issues and debates through print and media and compare and contrast these secondary, tertiary and quaternary sources of information to primary research sources. Our interest lies not only in gathering information and learning basic biological principles, but how these issues impact human health, politics, business, ecosystems and our daily life. Lecture, 4 hours/week. Perquisites: at least 5 units of lower division Biology Courses.

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: BIOL 120, BIOL 121, BIOL 122, BIOL 123L, BIOL 124L.

BIOL 341L. Comparative Anatomy Lab. (0).

This advanced course affords students the opportunity to study the experimental basis underlying current understanding of animal development. Students read and present their analyses of seminal research papers in Developmental Biology, including classic examples as well as recent breakthrough publications. The key tools used to study the mechanisms by which genes construct multicellular organisms from fertilized eggs are a major focus of the course. This team-taught course is not a comprehensive survey of animal development. Rather, the focus is on the empirical approaches used to generate developmental concepts. Background lectures by your professors will be followed by student presentations and discussions. Extensive class participation by all students in the class is expected. NOTE: This class does not have a lab component, however, it still fulfills the requirement of a Functional Biology category class. Prerequisites: BIOL 121, BIOL 122. Recommended: BIOL 120, BIOL 123L, BIOL 124L, BIOL 331.

BIOL 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: BIOL 120, BIOL 123L.

BIOL 343L. Invertebrate Zoology Lab. (0).

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: BIOL 120, BIOL 123L.

BIOL 345L. Marine Biology Lab. (0).

BIOL 350. Introduction to Neuroscience. (4).
Neuroscience is an interdisciplinary science that examines the fundamental principles that govern the action of neurons and nervous systems. The course covers the structure and function of the nervous system with an emphasis on the mammalian nervous system. There are four main topic areas: the cellular organization of the nervous system; neuronal signaling (the ionic mechanisms underlying electrical activity in the nerve cells and the physiology and biochemistry of synaptic transmission); transduction and coding of sensory information; the generation and coordination of motor output and behavior. Higher order functions such as memory, language, and behavior will be covered. Prerequisites: BIOL 121.
BIOL 350L. Neuroscience Lab. (0).

BIOL 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: BIOL 120, BIOL 123L.

BIOL 352L. Oceanography Lab. (0).

BIOL 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: BIOL 121, BIOL 122, BIOL 124L or equivalent.

BIOL 361L. Microbiology Lab. (0).

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: BIOL 121, BIOL 122, BIOL 124L; CHEM 151, CHEM 152. Recommended: CHEM 331.

BIOL 375L. Cell Biology Lab. (0).

BIOL 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 to address these questions. The research proposal will serve as the basis for subsequent Senior Honors courses (BIOL 498 and BIOL 499). Prerequisites: Permission of instructor.

This course will cover basic concepts of Cancer Biology on a cellular and molecular level. Topics such as mutation, transformation, and the two-hit hypothesis will be integrated throughout the course, as well as the 10 hallmarks of cancer. Advances in modern molecular biology are consistently shaping our understanding of cancer cells and, as such, students will be required to read and analyze recent publications in the field. We will also be studying principles of cancer biology in the laboratory. Students will learn how to culture normal and transformed cell lines and recognize the differences between them. We will also be utilizing techniques in molecular biology to sequence putative cancer genes from cancer cells and identify mutations. It is expected that this is the first course in cancer or cell biology that students will have taken, however, a good understanding of cellular and molecular biology is a prerequisite.

BIOL 400L. Cancer Biology Lab. (0).

The structure and function of proteins is covered, along with the structure, function, and metabolism of carbohydrates, lipids, and amino acids. Regulation of proteins and metabolism is emphasized. Lecture, 3 hours; Laboratory, 3 hours/week. Prerequisites: CHEM 331 and CHEM 332. Recommended: BIOL 122 and BIOL 124L. (cross-listed with CHEM 425).

BIOL 425L. Biochemistry Lab. (0).
Prerequisite: concurrent enrollment in BIOL 425 / CHEM 425. (cross-listed with CHEM 425L).

The biosynthesis of DNA, RNA, and protein is studied, with emphasis on the structure and regulation of genes. Chromatin structure, recombination, mutagenesis, and genomics are also covered. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisites: BIOL 122 and BIOL 124L or BIOL 425 / CHEM 425. Recommended: CHEM 331.

BIOL 426L. Molecular Biology Lab. (0).

BIOL 427. Genomics. (2).
This course introduces students to genomics through participation in research projects, including sequence improvement of a genome and the annotation of genes in a genome. Various computer analyses will be used for these projects. Lab, 4 hours/week. Prerequisites: BIOL 122 and BIOL 124L or equivalent.

The study of prokaryotic and eukaryotic viruses. The structure and function of viruses, including their genomes, replication, and assembly are explored. Also covered are transmission of viruses, virus-host interactions, vaccines and antiviral drugs. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisite: BIOL 122 and BIOL 124L.

BIOL 428L. Virology Lab. (0).

BIOL 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: BIOL 121, BIOL 122, BIOL 124L.
The lecture will emphasize the evolution, systematics, distribution, natural history, ecology, and behavior of amphibians and reptiles. In laboratory, identification, adaptations, morphology, behavior, natural history, and life history will be emphasized. The first half of the laboratory portion of the course will be spent exclusively on taxon and species identification with an emphasis on the herpetofauna of southern California. The second half of laboratory will be used to review identification and also to discuss current research in herpetology. This course is predominantly a whole-organism zoology course. Lecture, 3 hours/week; Lab, 3 hours/week. Prerequisites: BIOL 120, BIOL 311. Recommended: BIOL 333.

BIOL 437L. Herpetology Lab. (0).

BIOL 438. Immunology. (4).
This course will cover the basic concepts of immunology on a cellular and molecular level. Concepts such as innate and acquired immune responses, humoral and cell-mediated responses will be integrated throughout the course. Advances in modern molecular immunology are consistently shaping our understanding of the immune system and, as such, students will be required to read and analyze recent publications in the field. We will also be studying principles of immunology in the laboratory. Students will discover how blood typing, white blood cell counts, pregnancy tests, allergy tests and immunity tests are all performed using concepts of immunology. It is expected that this is the first course in immunology that students will have taken, however, a good understanding of cellular and molecular biology is a prerequisite. Lecture, 3 hours/week; Lab, 3 hours/week. Prerequisites: BIOL 121, BIOL 124L and at least one course of the Cellular and Molecular Biology category.

BIOL 438L. Immunology Lab. (0).

This is an upper-level course that explores concepts related to the behavior and ecology of primates. Topics covered include primate evolution, primate social systems, foraging strategies, primate life history, the role of primates in tropical communities and other topics such as infanticide, aggression, and primate sex and politics. Students also will be introduced to behavioral data collection techniques, using primates in captivity. Pre-requisites: BIOL 120, Biol-123L. Recommended: BIOL 311.

BIOL 440L. Primate Ecology Lab. (0).

BIOL 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: BIOL 120, BIOL 121, BIOL 123L.

BIOL 452L. California Plant Communities Lab. (0).

A study of fundamental physiological processes of vertebrate tissues organs and systems. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisites: BIOL 121, BIOL 123L or BIOL-124L, and CHÉM 151.

BIOL 461L. Vertebrate Physiology Lab. (0).

BIOL 463. Scientific Literature. (3).
An introduction to scientific literature. In this three-unit seminar course, students read scientific papers and analyze the works of other scientists. Prerequisites: BIOL 120, BIOL 121, BIOL 122, BIOL 123L, BIOL 124L, senior standing. This is a writing intensive course and satisfied the writing intensive requirement.

BIOL 482. Selected Topics. (2-4).
BIOL 482C. ST: Select Topic (core). (1-4).
Select Topic approved to satisfy core.

BIOL 482L. Selected Topics Lab. (0).

BIOL 490. Independent Study. (1-4).

BIOL 492. Internship. (1-4).

BIOL 496. Directed Research. (1-3).

BIOL 498. Senior Honors I - Capstone. (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: BIOL 399.

BIOL 499. Senior Honors II - Capstone. (3).
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: BIOL 399, BIOL 498.
Business Administration

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

One of the four degree options in the School of Management 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
- Strategic Management.

Students then choose a concentration in one of the following:

- Business Economics
- Entrepreneurship
- Finance
- Global Business
- Information Technology Management
- Management
- Marketing
- Organizational Leadership
- Sports Management

Cal Lutheran 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 Cal Lutheran’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 Cal Lutheran School of Management also offers graduate courses leading to the Master of Business Administration.

Business Courses

Lower Division

BUS 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.

An introduction to the basic assumptions that underlie modern accounting: the principles, procedures and methods applied in the preparation of financial statements.

BUS 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: BUS 251.
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.

This course provides an introduction to and an overview of topics and disciplines addressed and taught in a typical Schools of Management curriculum. The topics are important background for the non-business major. It is an introductory-level treatment of course topics required in business emphasis areas: Accounting, Finance, Marketing, Management, Economics, and others. Career Services on campus are the basis for assignments with a focus on career readiness. Spreadsheet software is taught and used for completing assignments for the course. Importantly, expectations and standards for further coursework will be communicated so students are better able to set goals for success in their academic pursuits and chosen career.

BUS 257. Practicum in Accounting. (2).
Basic principles of accounting will be presented as a review for a solid foundation in GAAP and accounting. The course will include theory, as well as the completion of hands on financial statements using Excel and other software.

Focuses on the general principles of financial planning, including: the financial planning process, the regulatory and ethical environment, consumer protection law, personal financial statements, budgeting, debt financing, educational planning, and client communication. Also provides an in-depth introduction to risk management and insurance, including life, health, disability, long-term care, property and casualty, umbrella liability and annuities.

BUS 275. Intro 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.

BUS 282. Selected Topics. (1-4).
Select topic approved to satisfy core.

Upper Division

BUS 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.

The course provides comprehensive introduction to the sustainability concept & its major themes such as renewable resources, clean energy & fuel organizations and other stakeholders in building the organization's business model & strategies for a sustainable future is examined. Student explore opportunities for individuals & companies.

Examines estate planning documents, estate tax minimization strategies, the transfer of property via probate, titling, contracts, trusts and gifting, and forms of business entity. The coverage on federal income tax planning will primarily be focused in the following three areas: tax-planning considerations, tax computations and tax-planning strategies.

BUS 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.

This course will provide an understanding of how corporate and individual retirement planning integrates together for the benefit of the business owner, executive and employee. Topics include retirement needs analysis, social security benefits, qualified and non-qualified plans, rules governing qualified plans, individual retirement accounts, retirement income planning and employee benefits.

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. (cross-listed with COMM 344).

Includes (a)sport law - impact of the legal process on sport, (b)sport economics - how the price and market system, income and employment affect the sport enterprise, (c)sport marketing/promotion - effect of marketing and promotion on the economic well-being of the organization,(d)sports administration - overview of the total responsibilities of the sport administrator, including planning, organizing, staffing, directing, and controlling the sports enterprise.

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.
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: BUS 251 (for BUS 352A), BUS 352A (for BUS 352B).

BUS 352B. Intermediate Accounting II. (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: BUS 251 (for BUS 352A), BUS 352A (for BUS 352B).

This is an introductory course in accounting information systems. The course is designed to cover five major themes: 1) Conceptual foundations of accounting information systems 2) Control and audit of accounting information systems 3) Accounting information systems applications 4) The REA data model 5) The systems development process. Pre-requisite: BUS 252.

BUS 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 REL 354).

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: CSC 220 or CSC 300.

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.

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.

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.

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. Prerequisite: BUS 367.

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.

The study of law as it relates to business. Topics include contracts, agencies, commercial paper, personal property, sales, real property and insurance.

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. Prerequisite: junior standing. (cross-listed with COMM 375).

BUS 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: BUS 375.

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 COMM 380).

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. 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.
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: BUS 252; MATH 115, 145, or 245.

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: BUS 391.

BUS 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: BUS 391.

This course covers global 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, including but not limited to regional, cultural, and treaty-based boundaries. Some elements of "international" terminology remain due to nation-based regulatory, currency, and other requirements.

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: BUS 391.

Focuses on the general principles of financial planning, including: the financial planning process, the regulatory and ethical environment, consumer protection law, personal financial statements, budgeting, debt financing, educational planning, and client communication. Also provides an in-depth introduction to risk management and insurance, including life, health, disability, long-term care, property and casualty, umbrella liability and annuities.

BUS 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: CSC 220 or CSC 300.

Studies the concepts and structures necessary to design and operate a database management system. Topics include data modeling, relational database design and database querying.

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 COMM 411).

Entertainment has become the dominant experience of consumers in a celebrity-driven culture. Technological innovations from the Internet/Web to social networking to mobile devices and the cloud have disrupted the entertainment industry - film, music and TV. Social media have enabled consumers become co-producers and changed the business models of the entertainment industry. How do social networks altered advertising and marketing by entertainment firms? What are the implications of a globalization market for producers and consumers of entertainment? What are the ethical and environmental sustainability implications of these changes - does consumer empowerment come at the expense of citizen empowerment? Students will examine these issues and develop skills and perspectives to evaluate marketing approaches in the entertainment industry.Cross-listed COMM 412.

BUS 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.

This course will provide students with a critical examination of white-collar crime and deviance, its impact on society, and what might be done to address this social problem. Cross-listed with CRIM 420.

BUS 422. Non-Profit Leadership. (4).
This course will provide an introduction to principles and practices of leadership with a focus on the challenges facing management in nonprofit organizations. The elements of the course include a survey of important issues facing the nonprofit sector and best practices with a focus on personal leadership development and implementation. Topics will include governance, strategic planning, volunteer retention, organizational leadership, strategic partnerships and fundraising. Study includes incorporation of experiential service learning opportunities to enhance development of core leadership skills and models. The assessments of student learning to be used in this course are outlined below.
This is a cross-disciplinary course merging Management, Art and Museum Studies to give students an insider view of the art world. By the end of the term students will have mastered multiple business models and will have executed an art exhibition from start to finish, including all aspects of curation, marketing and writing. Junior standing required. Cross-listed with ART-425.

This course will provide an understanding of how corporate and individual retirement planning integrates together for the benefit of the business owner, executive and employee. Topics include retirement needs analysis, social security benefits, qualified and non-qualified plans, rules governing qualified plans, individual retirement accounts, retirement income planning and employee benefits.

BUS 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 corporation. Each week, a different company executive provides a real-world perspective on how decisions are made and strategies are implemented in the modern corporation.

BUS 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 375 / COMM 375 Principles of Marketing.

Students will study the keyconcept, contexts & processes of brand management. This course will focus on consumer brand engagement.

BUS 432. Non-Profit Leadership. (4).
This course will provide an introduction to principles and practices of leadership with a focus on the challenges facing management in nonprofit organizations. The elements of the course include a survey of important issues facing the nonprofit sector and best practices with a focus on personal leadership development and implementation. Topics include governance, strategic planning, volunteer retention, organizational leadership, strategic partnerships and fundraising. Study includes incorporation of experiential service learning opportunities to enhance development of core leadership skills and models.

The primary goal of this course is to acquaint you with the vocabulary and the basic strategies and tactics of professional fundraising. While the course won't make you an expert at fundraising, it will offer you valuable perspective about how to find the money necessary to fund operations. We also want to go from the theoretical into the practical with the use of projects to allow you to test out your ideas in the real world.

BUS 439. Senior Seminar Mgmt Thought & 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.

Emphasis is placed on the marketing planning function, consumer identification and buyer behavior, marketing strategies and price-value relationships.

BUS 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: BUS 375, senior standing. (cross-listed with COMM 442).

BUS 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 and will include lessons on budget, décor, entertainment, types, and security issues. (cross-listed with COMM 443).

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.

BUS 446. 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.

BUS 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: BUS 375 / COMM 375.
BUS 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.

BUS 449. Managerial Leadership: Core Competencies. (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.

BUS 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: COMM 342.

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: BUS 252; junior standing.

BUS 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: BUS 251. (offered one semester each year).

BUS 453. Auditing. (4).
Covers the legal responsibilities, theory and procedures in the conduct of an audit and the making of an audit report. Prerequisite: BUS 352B. (offered one semester each year).

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: BUS 352B. (offered one semester each year).

BUS 455. Ethics for the Accounting Professional. (4).
This course focuses on the role accountants and the accounting profession have in both business as well as in society as a whole. Students learn the history, legal, and ethical responsibilities of the accounting profession in addition to various legislation that has impacted it over recent years. The course will review the legal, regulatory and professional responsibilities of accountants, tax preparers and auditors. The course will also cover the teachings of various ethicists, sociologists and philosophers through the review of their theorems and approaches to ethical reasoning and behavior on an individual, organizational and societal level. This course introduces students to ethical reasoning, integrity, objectivity, independence and the use of a strong moral compass in guiding them as an accounting professional. The course will utilize a textbook and case studies in addition to guest speakers who will share their professional perspectives and experiences. There will be a review of the AICAPA's Code of Professional Conduct, and professional guidelines and codes of conduct in accounting.

Students will examine the investment concepts of time value of money and risk and return, characteristics and taxation of investment vehicles and personal investing strategy. They will also learn about concepts of modern portfolio theory, including: risk-tolerance, time horizon, asset positioning, asset allocation, diversification, risk-adjusted return and portfolio rebalancing.

BUS 460. Leadership Development. (4).
Focuses on developing and identifying the contributors to and need for individual leadership competencies. Provides an overview of specific leadership development instruments, psychological contributors to leadership effectiveness, and introspective evaluation of current leadership application. Prerequisite: senior standing.

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: BUS 361.

BUS 462. Tax II. (4).
A study of tax laws and issues pertaining to business entities such as partnerships, C-corps and S-corps. Focuses on the taxation of estates and trusts and expands the study of personal taxation introduced in Tax I. Prerequisite: BUS 452. (offered one semester each year).

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.
Project management is an increasingly prominent and requested discipline within organizations today. More and more companies are looking to experienced project managers to deliver company strategic objectives while applying proven project management principles to execute their projects. This course is an introduction to the basic fundamentals of project management. Students will receive a general baseline of project management knowledge based on the nine knowledge areas defined by the Project Management Institute (PMI). Prerequisite: junior standing.

BUS 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: BUS 391.

BUS 469. Strategic Management (capstone). (4).
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 and completion of BUS 374, 375, 367, 381 and 391.

BUS 470. Executive Roundtable Capstone. (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 corporation. Each week, a different company executive provides a real-world perspective on how decisions are made and strategies are implemented in the modern corporation. The course will conclude with a comprehensive writing assignment, and will serve as a capstone option for invited students in the Business Administration degree program. Pre-requisite: BUS 374, 375, 367, 381 and 391.

BUS 471. Real Estate Finance and Investments. (4).
The course is designed to introduce students to the many different facets of real estate - e.g. consumption good, a key element of our economy, an investment, and a career opportunity. The course will introduce students to the unique characteristics of real estate and provide a framework for decisions regarding the investments in real estate. The first section of the course provides an overview of real estate and introduces the critical analytic tool of time value of money. The second section provides the basic principles underlying the valuation of real estate - both residential and commercial. The last section of the course discusses financing real estate and focuses on residential mortgage financing. Prerequisite: BUS-391.

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: BUS 391. Recommended: senior standing.

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: BUS 375, senior standing.

BUS 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: BUS 375.

BUS 475. Investment Analysis/Portfolio Developmpt. (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: BUS 391.

A review of current organizational development approaches developed in the United States and elsewhere for possible global application. Cultural influences fostering or hindering the development of effective humanistic organizations are explored. Prerequisite: BUS 394 or consent of instructor.

An in-depth study of personal budgeting and long-term planning, investment opportunities, credit, financial institutions, insurance, risk preferences and goals. Prerequisite: junior standing.

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 POLS 478).

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: BUS 469.

BUS 481. Financial Plan Development Course. (4).
This experiential Capstone course focuses on the activities that a financial planning professional will need to accomplish in order to create viable comprehensive plans for their clients. Students will integrate the concepts learned in the pre-requisite courses by writing and presenting an integrative, comprehensive financial plan. Pre-requisites: each of the other four courses in the minor.
BUS 482. Selected Topics. (4).
BUS 482C. ST: Select Topic (core). (1-4).
Select Topic approved for core requirement.

BUS 484. Senior Seminar in Accounting - Capstone. (4).
In this rigorous course, the emphasis will be on the application of GAAP and OCBOA rules and regulations in the preparation of financial statements using a variety of software application. There will be numerous situations where students will use their analytical skills and prepare written documents used by CPAs and accountants. Prerequisite: BUS 453 & BUS 454.

BUS 485. Seminar. (2-4).

BUS 490. Independent Study. (1-4).
BUS 492. Internship. (1-4).
BUS 493. Field Studies. (2).
BUS 496. Directed Research. (1-3).

Economics Courses

Lower Division

ECON 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).

ECON 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.

ECON 203. General Economics. (4).
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. The course includes a series of lab activities for hands-on practice and application of micro- and macro-economic principles.

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.

ECON 282. Selected Topics. (1-4).
Select Topic approved for core requirement.

Upper Division

ECON 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: ECON 203.

The basic methods in analysis of central tendency, dispersion and probability distributions. Prerequisite: MATH 115 or MATH 245 or MATH 251 or equivalent.

ECON 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, Bayesean decision theory and simulation. Prerequisite: ECON 311.

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: ECON 203.

The study of modern monetary theories and the principles of banking, with special emphasis on the Federal Reserve System. Prerequisite: ECON 203.

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: ECON 203.

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: ECON 203.
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: ECON 203.

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. The course provides the opportunity for application of the principles of economics to the study of the environment from an economic perspective. It is designed for students with or without a background in economics. The course in its onset provides a review of the principles of economics and then moves forward to provide relevant discussions for application of such principles at a more advanced level to contribute towards finding solutions for some of the existing problems in managing our environmental resources efficiently.

Includes theories of international trade and finance, comparative advantage, foreign exchange, capital movements and the impact of international currency speculation on economic performance. Prerequisite: ECON 203.

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: BUS 252, junior standing.

Decision making using estimation techniques and tests of hypotheses and the use of advanced statistical techniques in solving problems of prediction. Prerequisite: ECON 312.

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.

ECON 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.

ECON 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: ECON 203.

This course introduces some of the fundamental relationships between politics and economics, on both the domestic and international levels. Its purpose is to examine how these two aspects of human behavior are mutually dependent.

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. Prerequisites: ECON-406, ECON-411, ECON-450.

ECON 482. Selected Topics. (1-4).
ECON 482C. ST: Select Topic (core). (1-4).
Select Topic approved for core requirement.

ECON 490. Independent Study. (1-4).
ECON 492. Internship. (1-4).
ECON 496. Directed Research. (1-3).
Entrepreneurship Courses

Lower Division

This course is for students who want to realize their potential as creative thinkers and problem solvers and to tackle challenges that have a global impact. In this course, you will learn to see what others do not see, to challenge what exists, to imagine what could be, and develop the skill sets to make your vision a reality. This course is designed to inspire and prepare you with the skills to combine innovation, creative thinking, entrepreneurship and business principles to turn ideas into business ventures, design innovative products and services in existing companies, or channel a passion for public service into practical solutions to the world’s most pressing social, economic and environmental problems. By analyzing and understanding problems from a human perspective and applying the principles of entrepreneurship to bring them into existence, you will leave with a set of tools for developing truly innovative and disruptive ideas that can change the world.

Upper Division

ENT 301. Starting a Startup From Ideas to Action. (4).
This course focuses on the transition from business concept to the evaluation of the technical and market "doability" of the project. Feasibility involves reevaluating core assumptions of the original business model through customer feedback and prototype development. The course explores ways that entrepreneurs reiterate their businesses, making adjustments as new information is generated thereby ensuring product-market fit. The course also looks at the assembly of critical human, financial and social capital in the venture creation process. There is an experiential component that involves interviewing potential customers, business partners and other venture helpers.

ENT 401. Launching a Startup. (4).
This is a culminating experience where students consider the steps involved in moving a business idea from feasibility to implementation. Students will either be involved in the development of a business plan for an independent venture, or will work in an internship on an entrepreneurial project.

Techniques for defining product features based on customer need, prioritizing, and refining into minimum viable product (MVP).

Techniques for marketing (prospect acquisition) and selling (persuading and negotiating).

ENT 423. Legal Aspects of Entrepreneurship. (4).
Elaboration on the aspects of the law most relevant to entrepreneurship: incorporation, intellectual property, employment law, customer and supplier contracts.

Once a start-up discovers a viable business model, achieves product-fit, and acquires its first customers, attention turns to scaling the business rapidly. This course will teach how to plan, organize and control rapid business growth.

Today’s economy is increasingly borderless. This course is an exploration of the intersection of business and culture for companies ranging from startups to large enterprises seeking to grow beyond their national boundaries to develop, translate, adapt, and promote products and services to international markets. Special attention will be given to the impact of cross-cultural differences (especially those in non-Western cultures) on issues and situations in the development and management of a diverse, multi-cultural workforce and globalization teams. Prerequisite: ENT-101.

ENT 482. Special Topics. (1-4).
Studies in specific industries or activities that are of interest to our geographic area, student body, or adjunct instructor.

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), Cal Lutheran’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 (GC) and high performance liquid chromatographs (HPLC) with several types of detectors
  - mass spectrometer
  - electron capture
• flame ionization
• inert atmosphere glovebox and solvent purification system
• rapid-scan UV-vis spectrometer

Cal Lutheran chemistry students are encouraged to pursue internships and REU programs during the course of their studies. Recent Cal Lutheran students have interned at Ventura County Crime Lab, Amgen and Rockwell Science Center, and have attended REU programs at Colorado State, SUNY Stoneybrook, Cornell, and UCLA.

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:

• University of California at
  • San Diego
  • Irvine
  • Santa Barbara
  • Davis
  • Berkeley
  • Los Angeles
• Yale University
• Indiana University
• University of Ohio
• University of Illinois at Urbana-Champaign
• University of Rochester
• University of Wisconsin at Madison
• The Scripps Research Institute
• Emory University

Courses
Lower Division

CHEM 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.

CHEM 111L. Chemistry and the Environment Lab. (0).

CHEM 151. General Chemistry. (4).
Covers the fundamental theories, principles and laws of chemistry, plus the properties of elements and compounds. Prerequisites: high school chemistry and a math SAT score of 510 or better or completion of MATH 110. Corequisite in Chemistry 151L.

CHEM 151L. General Chemistry Lab. (1).
Covers the laboratory techniques and apparatuses of chemistry, plus the illustrations of quantitative relationships in chemistry. Includes a systematic course in theory and techniques of inorganic qualitative analysis. Corequisite: CHEM 151.

CHEM 151S. Supplemental Inst: CHEM 151. (0).
This is the Supplemental Instruction Blackboard Platform attached to CHEM 151. As a student enrolled in this section, you are automatically enrolled in the attached Supplemental Instruction Blackboard Platform. Supplemental Instruction (SI) is an academic support program designed to improve student success in challenging foundation courses. SI is a well-researched program that has been shown to improve students’ letter grades by a half to a full grade, with consistent participation. With the SI model, a SI Leader (a student who has successfully completed the course with a B+ or better in the past, and who has an overall GPA of 3.0 or higher) is embedded into the course, attending all course meetings. The SI Leader then facilitates the scheduling and running of group SI study sessions throughout the week. There will typically be three one hour SI Sessions or two 90 minute SI Sessions per week. The SI Blackboard Platform is hosted by your SI Leader, who will utilize it to take confidential attendance at SI Sessions, to make general announcements to the class members, and to share helpful resources and study materials for SI Sessions. Participation in the SI study sessions is completely optional and always free, and you may come to as many or as few sessions as you would like over the semester. Your course professor does not receive any information about attendance, so you can be certain that your participation will be kept confidential.

CHEM 152. General Chemistry II. (4).
Covers the fundamental theories, principles and laws of chemistry, plus the properties of elements and compounds. Prerequisites: CHEM 151: high school chemistry and a math SAT score of 510 or better or completion of MATH 110. Corequisite: CHEM 152L.
CHEM 152L. General Chemistry II Lab. (1).
Covers the laboratory techniques and apparatuses of chemistry, plus the illustrations of quantitative relationships in chemistry. Includes a systematic course in theory and techniques of inorganic qualitative analysis. Corequisite: CHEM 152.

CHEM 152S. Supplemental Instr: Chem 152S. (0).
This is the Supplemental Instruction Blackboard Platform attached to CHEM 152. As a student enrolled in this section, you are automatically enrolled in the attached Supplemental Instruction Blackboard Platform. Supplemental Instruction (SI) is an academic support program designed to improve student success in challenging foundation courses. SI is a well-researched program that has been shown to improve students’ letter grades by a half to a full grade, with consistent participation. With the SI model, a SI Leader (a student who has successfully completed the course with a B+ or better in the past, and who has an overall GPA of 3.0 or higher) is embedded into the course, attending all course meetings. The SI Leader then facilitates the scheduling and running of group SI study sessions throughout the week. There will typically be three one hour SI Sessions or two 90 minute SI Sessions per week. The SI Blackboard Platform is hosted by your SI Leader, who will utilize it to take confidential attendance at SI Sessions, to make general announcements to the class members, and to share helpful resources and study materials for SI Sessions. Participation in the SI study sessions is completely optional and always free, and you may come to as many or as few sessions as you would like over the semester. Your course professor does not receive any information about attendance, so you can be certain that your participation will be kept confidential.

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: CHEM 111 or CHEM 152.

CHEM 201L. Elementary Organic Chemistry Lab. (0).
CHEM 282. Selected Topic. (1-4).
Select Topic approved for core requirement.

Upper Division
CHEM 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: CHEM 201.

CHEM 301L. Environmental Chemistry Lab. (0).
CHEM 305. Quantitative Analysis. (4).
Covers the principles and techniques of gravimetric and volumetric analysis. Lecture, 3 hours/week; Laboratory, 3 hours/week.

CHEM 305L. Quantitative Analysis Lab. (0).
Covers the theories and application of instrumentation in chemistry. Lecture, 2 hours/week; Laboratory, 6 hours/week. Prerequisite: CHEM 305.

CHEM 306L. Chemical Instrumentation Lab. (0).
Covers the structure, nomenclature, reactions and synthesis of organic compounds, plus the theory and mechanism of organic reactions. Lecture, 4 hours/week.

CHEM 331S. Supplemental Inst: Chem 331. (0).
This is the Supplemental Instruction Blackboard Platform attached to CHEM 331. As a student enrolled in this section, you are automatically enrolled in the attached Supplemental Instruction Blackboard Platform. Supplemental Instruction (SI) is an academic support program designed to improve student success in challenging foundation courses. SI is a well-researched program that has been shown to improve students’ letter grades by a half to a full grade, with consistent participation. With the SI model, a SI Leader (a student who has successfully completed the course with a B+ or better in the past, and who has an overall GPA of 3.0 or higher) is embedded into the course, attending all course meetings. The SI Leader then facilitates the scheduling and running of group SI study sessions throughout the week. There will typically be three one hour SI Sessions or two 90 minute SI Sessions per week. The SI Blackboard Platform is hosted by your SI Leader, who will utilize it to take confidential attendance at SI Sessions, to make general announcements to the class members, and to share helpful resources and study materials for SI Sessions. Participation in the SI study sessions is completely optional and always free, and you may come to as many or as few sessions as you would like over the semester. Your course professor does not receive any information about attendance, so you can be certain that your participation will be kept confidential.

Covers the structure, nomenclature, reactions and synthesis of organic compounds, plus the theory and mechanism of organic reactions. Lecture, 4 hours/week. Prerequisite CHEM 331.

Laboratory work in isolation, characterization and synthesis of organic compounds. Laboratory, 3 hours/week. Corequisite: CHEM 331.

CHEM 342. Organic Chemistry II Lab. (1).
Laboratory work in isolation, characterization and synthesis of organic compounds. Laboratory, 3 hours/week. Corequisite: CHEM 332.
CHEM 405. Physical Chemistry. (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.

CHEM 405L. Physical Chemistry Lab. (0).

CHEM 406. Physical Chemistry. (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.

CHEM 406L. Physical Chemistry Lab. (0).

CHEM 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).

CHEM 412. Advanced Organic Chemistry. (3).
Further study in organic chemistry, emphasizing synthesis, reaction mechanisms and stereoisomerism. Lecture, 3 hours/week. Prerequisite: CHEM 332 or consent of instructor. (on demand).

CHEM 421. Qualitative Organic Analysis. (3).
The classification, reactions, derivatives and identification of organic compounds. Lecture, 1 hour/week; Laboratory, 6 hours/week. Prerequisite: CHEM 332 and CHEM 342 or consent of instructor. (on demand).

CHEM 421L. Qualitative Organic Analysis Lab. (0).

The structure and function of proteins is covered, along with the structure, function, and metabolism of carbohydrates, lipids, and amino acids. Regulation of proteins and metabolism is emphasized. Lecture, 3 hours; Laboratory, 3 hours/week. Prerequisites: CHEM 331 and CHEM 332. Recommended: BIOL 122 and BIOL 124L. (cross-listed with BIOL 425).

CHEM 425L. Biochemistry Lab. (0).
Prerequisite: Concurrent enrollment in BIOL 425 / CHEM 425. (cross-listed with BIOL 425L).

CHEM 461. Chemical Preparations. (2).
The preparation and purification of selected inorganic or organic compounds; introduces the student to chemical literature and laboratory research methods. Prerequisite: consent of instructor.

CHEM 482. Selected Topics. (1-4).

CHEM 482C. ST: Select Topic (CORE). (1-4).
Select Topic approved for core.

CHEM 482L. Selected Topics Lab. (1-4).

CHEM 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.

CHEM 490. Independent Study. (1-4).

CHEM 492. Internship. (1-4).

CHEM 496. Directed Research. (1-3).

Communication

What can you do with a communication degree? Job applicants today must have the tools to frame effective messages in a wide variety of media and platforms. To that end, not only does the Communication Department at Cal Lutheran offer a broad array of mass communication courses but requires 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 radio station and student news program.

A degree in communication with a concentration in advertising and public relations, film and television 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. Cal Lutheran students have recently interned in:
• television
  • KTLA
  • KNBC
  • CBS
  • Fox Television
  • CNN
  • KCAL
  • Bunim/Murray Productions

• radio
  • KCLU FM
  • KZLA FM

• newspapers
  • Ventura County Star
  • Los Angeles Times

• sports information departments
  • L.A. Clippers
  • L.A. Kings

• marketing departments
  • The Gap
  • Access Hollywood
  • Disney
  • J.D. Power
  • Amgen
  • Capitol Records
  • Warner Brothers

Because of its internship programs, contacts in the professional world and the excellent support of the Career Services Center, the placement rate for Cal Lutheran communication majors is quite impressive. Recent graduates have taken rewarding jobs in:

• public relations
• human resources
• media market research
• education
• publishing
• radio
• 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. Cal Lutheran 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.

Courses

Lower Division

**COMM 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. Fulfills CORE 21 Speaking Intensive requirement.

**COMM 103. Public Speaking. (3).**
Students master the theory and practice of various forms of oral communication, including impromptu speaking, informative speaking. Fulfills the CORE 21 Speaking Intensive requirement.

**COMM 104. Voice Development. (4).**
This course will enable students to develop voice acting skills, which can be applied to broadcasting, instructional film, animation, commercials and documentaries. The course will also provide an introduction to the history of the voice acting field and will provide information about professional opportunities. Fulfills CORE 21 Visual and Performing Arts Participative and Speaking Intensive Requirement. (cross-listed with TA 104).
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.

COMM 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 SOC 221).

COMM 231. Media Writing. (4).
Instruction and practice in producing a variety of written content for news media; an introduction to reporting, techniques of interviewing news sources; story structure, consistent/concise editing style with clarity and speed; and writing with accuracy and fairness. Other aspects of media such as basics of writing for public relations and broadcast are also introduced. Prerequisite: Engl-111.

An exploration of the study and practice of parliamentary debate, emphasizing interactive critical thinking skills through case construction and defending arguments. Argumentation will be utilized to investigate social problems using formal and informal practice of the use of evidence, motivation, organization, proof, refutation, and argument. Students will develop research, critical thinking, and oral presentation skills on contemporary public policy, law, mass media, entertainment, interpersonal, and intercultural relations. Students are expected to debate or volunteer at collegiate tournaments. (cross-listed with POLS 233).

COMM 282. Sel Topics. (1-4).
Select Topic approved for core.

COMM 285. Imagining Venice. (4).
Explore the rich symbolism and significance of Venice throughout frameworks of history, culture, visual communication, and art production. A semester of study prepares you for a two-week trip to Italy with the majority of the time spent in Venice experiencing the modern life of this endangered city and creating watercolors along its picturesque canals and islands. Fulfills CORE 21 Visual & Performing Arts Participative requirement (Cross listed with ART-285).

Upper Division

COMM 301. Persuasive Communication. (4).
A study of the theories, principles and ethics of persuasive communication including an analysis of factors influencing persuasion in public address, advertising, interpersonal, social and mediated communication.

This class covers history, production techniques, times sales, formats, commercial copy, news writing and voice-over. The goal is to prepare the student who desires employment in the radio industry.

A study of the principles involved in communicating in a professional environment. This class covers organizational communication and cultures, including team communication, conflict negotiation, leadership styles, group decision-making techniques, and business ethics. Students have several opportunities to practice oral communication principles in simulated settings. Fulfills CORE 21 Speaking Intensive requirement.

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. Fulfills CORE 21 Social Sciences requirement. (cross-listed with POLS 308).

COMM 311. Intercultural Communication. (4).
In a multicultural, globalized world, individuals often find themselves faced with challenging values, customs, practices and material situations. Students will understand and apply dimensions of culture and principles of intercultural communication at the level of organizations, social institutions, ethnic groups, and nations. Fulfills CORE 21 Global Perspectives requirement.

COMM 312. International Media. (4).
This course explores the global importance of media systems and communication industries around the world, with particular emphasis on those of Asia, the Middle East, and South America. The course investigates a wide range of media industries and content (including entertainment, journalism, and advertising) from various historical, sociological, political, technological, legal, and economic perspectives. This course also analyzes the impact that the Internet has on domestic media production and international distribution. Fulfills CORE 21 Global Perspectives requirement.

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. Fulfills CORE 21 U.S. Diversity requirement.
This course investigates the interaction between news media, audiences, and strategic political communicators in the United States. Special emphasis will be given to the role of the news media in politics; the use of campaign practices and techniques in elections; the effects of media messages on audiences; the impact of new media technologies on news and campaigns; and factors shaping news production such as journalistic routines, media economics, and the strategic management of news by politicians.

This course is designed to help students more critically view the role of sport media in global culture. The influence of relationship between sport media and issues such as race, gender, sexuality (homophobia), nationalism, capitalism/consumerism, violence and civic life will be examined. Issues in relation to ethics and the production of sport media also will be examined.

COMM 330. Film Studies. (4).
This course provides a solid grounding in the major elements of film, including genre, narrative, acting, design, cinematography, sound, and editing. Students will become critically informed viewers able to understand and analyze film or to pursue additional studies in film history or film theory. This course does not meet the literature requirement. (cross-listed with ENGL 330). Prerequisite: ENGL 111.

In this course, students will develop a critical perspective to engage with digital technologies and to articulate the rationale of incorporating digital content into media such as public relations and journalism. The class emphasizes both acquiring production skills and understanding the theories and specificities of digital media. The class will prepare students for creating and sharing different types of interactive media content by introducing digital content creation tools. Prereq: COMM 231.

COMM 335. Interpersonal Communication. (4).
A study of the basic communication processes that occur within the context of personal relationships. The field of personal relationships is interdisciplinary, with research from areas such as communication, family studies, and social psychology contributing to knowledge. The course covers essential concepts involved in interpersonal communication processes, including developing and escalating relationships, maintaining fair and satisfying relationships, and coping with conflict and relational challenges. Fulfills CORE 21 U.S. Diversity requirement.

This course is designed to introduce students to key concepts, theories, and research findings in the field of nonverbal communication. The course covers classic components of nonverbal communication, such as kinesics (body movement), haptics (touch), proxemics (space), and physical appearance, as well as current research on the functions of nonverbal communication, such as attraction, persuasion, and deception. Course content is interdisciplinary in nature, and includes theory and research from communication, psychology, linguistics, anthropology, and sociology. Fulfills CORE 21 Social Sciences requirement.

An exploration of the evolution of public relations (PR) as a strategic communication process that builds relationships between organizations and their publics. Students will examine the history, roles functions and purposes of PR, and analyze ethical and professional issues. Focus is on contemporary practices, including social media strategy. Both nonprofit and for-profit organizational structures are considered. Prerequisite: Comm-231.

COMM 344. Storyboarding. (4).
Learn to plan out and graphically organize a visually based story by creating a series of sequential images that allow artists, directors, and/or cinematographers to visualize the shots necessary to make a TV or web advertisement, animation sequence, film, play, graphic novel or other form of visual media.

The course emphasizes not only fundamental rules of grammar, punctuation and spelling but also use of AP style and macrolevel editing issues of clarity, conciseness, thoroughness as well as ethical decision-making. Students also practice layout and design for different print media products such as newspapers and media kits. Prerequisites: Comm-231.

Learn to design, create and upload web sites for personal and professional use. Skills taught include mobile-friendly web site creation using raw HTML and CSS as well as WYSIWYG software. No programming experience required, basic familiarity with computers desirable.

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 and presentation of a major research paper. Fulfills CORE 21 Writing Intensive and Social Sciences requirements.

This course is designed to introduce research methods used in the field of communication and in social science in general. It examines how research is planned and designed, explores both quantitative and qualitative methods, introduces students to processes of data collection and analysis, and gives them experience in conducting original research. Fulfills CORE 21 Social Science requirement.

COMM 360. Film Theories. (4).
Learn to analyze cinema through the frame of significant theoretical perspectives such as Marxist, psychoanalytic, feminist, critical race, queer, and postcolonial criticism. Course assignments include reading published film analyses and completing and presenting a major research paper. Fulfills CORE 21 Writing Intensive, and U.S. Diversity requirements.
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. Prerequisite: junior standing. (cross-listed with BUS 375).

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 BUS 380).

The course will teach students to create live streaming sports broadcasts. Students will learn advanced editing and motion graphics techniques. Students are required to attend university sports events in the course of this class. Prerequisites: FILM 207 or FILM 208.

A study of the legal and ethical principles underlying freedom of expression and the limits placed on freedom of expression in the United States. Through examining leading U.S. court decisions, students will learn the broad principles and legal reasoning underlying First Amendment jurisprudence, including the legal, ethical, philosophical and political issues entailed in the rights of free expression. (cross-listed with POLS 405).

COMM 406. Legal Issues & the New Media. (4).
A study of law, regulatory policies and ethical principles shaping media, especially the internet. The course will examine the impact of regulatory models on the development and use of communication technology. Although this course will focus on contemporary legal and ethical issues, these will be situated within the history of U.S. jurisprudence and Constitutional law.

Create live news broadcasts every two weeks. 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: FILM 207 or FILM 208.

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 BUS 411).

Entertainment has become the dominant experience of consumers in a celebrity-driven culture. Technological innovations, including the Internet, social networking and mobile devices, have disrupted the entertainment industry - film, music and TV. Social media have enabled consumers to become co-producers and changed the business models of the entertainment industry. Students will examine these issues and develop skills and perspectives to evaluate marketing approaches in the entertainment industry. (cross-listed as BUS 412). Pre-requisite: COMM 375.

COMM 431. 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: COMM 231 or permission of the instructor.

COMM 434. iCLU. (2).
Practical working experience on the University’s student-run radio station. May be taken four times for credit. All majors welcome.

COMM 435 is an upper division digital photography class covering news, commercial and fine art photojournalism. In this class, students learn techniques required for using the camera as a reporting and illustrating tool for print and online media. Types of events include hard news, sports, editorial, as well as using the camera for fine art documentary and narrative photography. Cross listed with ART 435. Pre-requisite: ART 236.

COMM 442. Advertising Campaigns. (4).
An opportunity for students to apply principles learned in introductory advertising and marketing courses to case studies and real-world scenarios. Focus is on the creative and strategic development of viable advertising campaigns. Prerequisite: Comm-375 or Comm-380, senior standing (cross-listed with Bus-442).

COMM 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 and will include lessons on budget, décor, entertainment, types, and security issues. (cross-listed with BUS 443).

An opportunity for students to apply processes, techniques, methods and ethical principles of public relations to case studies and real-world scenarios. Students will be involved in the full scope of PR management-research, planning, implementation and evaluation-to develop viable strategic PR plans. Prerequisite: COMM 342.

COMM 482. Selected Topics. (1-4).
COMM 482C. ST: Select Topic (core). (1-4).
Select Topic approved for core.
COMM 485. Travel Seminars. (1-4).

COMM 490. Independent Study. (1-4).

COMM 492. Internship. (1-4).

Students must find and participate in an internship appropriate to their career choice, at 60 hours of work per course credit, and also attend COMM 492 class meetings in the same semester to fulfill the communication internship requirement. Internship contracts are available through the Career Services Center; the sponsoring faculty section must be filled out by the professor teaching the COMM 492 section chosen. Contact the course professor for a copy of the department’s internship guidelines and COMM 492 class details. (graded P/NC only).


COMM 496. Directed Research. (1-3).

COMM 497. Departmental Honors. (1-4).

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 Cal Lutheran, 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 Cal Lutheran 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
  - Litton Industries
- industries that range from:
  - entertainment
  - banking
  - pharmaceuticals

Courses

Lower Division

CSC 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.


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.
CSC 205. Programming for Scientists. (4).
This course introduces the principles of computer programming, problem-solving methods, and algorithm development from a scientific perspective. The programming languages covered are C (a compiled language popular among engineers and mathematicians), and Perl (a scripting language popular among bioengineers) both in wide use in scientific fields. Also covered are introductory software engineering techniques and tools necessary to convert a functional specification to a properly functioning program. Examples and assignments will be drawn from the natural sciences. (Cross listed with SCI 205).

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: CSC 110 or permission of instructor, MATH 110 or equivalent.

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: CSC 210.

Select Topic approved for core.

Upper Division

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: CSC 210.

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: CSC 210, MATH 241.

CSC 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: CSC 210.

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: CSC 210, MATH 241.

CSC 322. Introduction to Robotics. (4).
An introductory study to the 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. Student will study theory (lecture component) and build/program a robot (laboratory component).

CSC 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: CSC 210, MATH 241.

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: CSC 210, MATH 241.

CSC 332. Introduction to E-Commerce. (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: CSC 210, MATH 241.

CSC 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: CSC 210, MATH 241.
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: CSC 210, MATH 241.

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: CSC 210, MATH 241.

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: CSC 210, MATH 241.

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: CSC 210.

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: CSC 210, MATH 241.

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: CSC 210, MATH 151.

CSC 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: CSC 210.

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: CSC 210, MATH 241.

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: CSC 210, MATH 241.

The course introduces commonly used methods for analyzing biological data such as DNA and protein sequences and covers phylogenetic tree construction and 3D folding of biomolecules. It examines bioinformatics algorithms such as sequence search and alignment and its underlying principles and implements simple algorithms using Perl programming language. Prerequisites CSC 110 / CSC 210, & MATH 352 for CS majors. CSC 110 / CSC 210, MATH 352, & Biol 422 for Biology majors.

This course challenges students in real-world problem solving and prepares for the prestigious Association of Computing Machinery International Collegiate Programming Contest (ACM-ICPC). What is a good problem solving? It can be one that delivers the correct result. What is then a good competition problem solving? It is one that delivers the correct result in the expected amount of computation time. While there are a few classic problem-solving approaches, students in this course will learn to devise techniques in a deeper manner because most real-world problems command new approaches instead of the mere application of classic ones. Such skill will be of great importance for future advancement in both the industry as well as the academics.

CSC 482. Selected Topics. (1-4).

CSC 482C. ST: Select Topic (core). (1-4).
Select Topic approved for core.

CSC 490. Independent Study. (1-4).
(graded P/NC only).

CSC 492. Internship. (1-4).

CSC 493. Field Study. (1-2).

CSC 496. Directed Research. (1-3).

Undergraduate research or development project. The exact nature of the project is negotiated with the sponsoring professor.
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. Cal Lutheran 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.

Cal Lutheran 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 Cal Lutheran’s computer science program are working at:

- Disney
- J.D. Power & Associates
- Teradyne
- Litton Industries
- aerospace contractors
- Big Eight accounting firms.

Computer science students are in demand and Cal Lutheran’s graduates enjoy a high rate of placement in jobs or graduate schools.

Courses

Lower Division

**CSC 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.

**CSC 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.

**CSC 205. Programming for Scientists. (4).**
This course introduces the principles of computer programming, problem-solving methods, and algorithm development from a scientific perspective. The programming languages covered are C (a compiled language popular among engineers and mathematicians), and Perl (a scripting language popular among bioengineers) both in wide use in scientific fields. Also covered are introductory software engineering techniques and tools necessary to convert a functional specification to a properly functioning program. Examples and assignments will be drawn from the natural sciences. (Cross listed with SCI 205).

**CSC 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: CSC 110 or permission of instructor, MATH 110 or equivalent.

**CSC 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: CSC 210.

**CSC 282C. ST: Select Topic (core). (1-4).**
Select Topic approved for core.
Upper Division

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: CSC 210.

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: CSC 210, MATH 241.

CSC 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: CSC 210.

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: CSC 210, MATH 241.

CSC 322. Introduction to Robotics. (4).
An introductory study of the 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. Student will study theory (lecture component) and build/program a robot (laboratory component).

CSC 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: CSC 210, MATH 241.

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CSC 332. Introduction to E-Commerce. (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 eCommerce courses. Prerequisites: CSC 110 or permission of instructor.

CSC 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: CSC 210, MATH 241.

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: CSC 210, MATH 241.

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: CSC 210, MATH 241.

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: CSC 210, MATH 241.

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: CSC 210.

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: CSC 210, MATH 241.
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: CSC 210, MATH 151.

CSC 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: CSC 210.

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: CSC 210, MATH 241.

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: CSC 210, MATH 241.

The course introduces commonly used methods for analyzing biological data such as DNA and protein sequences and covers phylogenetic tree construction and 3D folding of biomolecules. It examines bioinformatics algorithms such as sequence search and alignment and its underlying principles and implements simple algorithms using Perl programming language. Prerequisites CSC 110 / CSC 210, & MATH 352 for CS majors. CSC 110 / CSC 210, MATH 352, & Biol 422 for Biology majors.

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CSC 482. Selected Topics. (1-4).
CSC 482C. ST: Select Topic (core). (1-4).
Select Topic approved for core.

CSC 490. Independent Study. (1-4).
CSC 492. Internship. (1-4).
(graded P/NC only).

CSC 493. Field Study. (1-2).
CSC 496. Directed Research. (1-3).
Undergraduate research or development project. The exact nature of the project is negotiated with the sponsoring professor.

Criminology and Criminal Justice

The purpose of a major in Criminology and Criminal Justice 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 integrates 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.

Courses

Lower Division
CRIM 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.

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 POLS 105).
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.

Select Topic approved for core requirement.

Upper Division

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. Pre-requisite: CRIM-101 or permission of the instructor.

Examines current correctional practices (diversion, community supervision, institutionalization and special problems confronting correctional efforts) in light of historical, philosophical and social developments. Pre-requisite: CRIM 101 and sophomore standing or permission of instructor.

CRIM 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: CRIM 101 or permission of instructor.

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.

CRIM 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. Prerequisite: CRIM 101, junior standing or permission of instructor. (cross-listed with PSYC 341).

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.

This course examines the ramifications of family violence as well as the broad issues surrounding domestic violence from an interdisciplinary perspective. Violence against women typologies and theories such as cycle of violence, dominance and control are among the sociological and psychological perspectives covered and crimes such as battering, sexual assault, child abuse, and elder abuse are analyzed in a broad social and political context. The legal perspectives on proactive arrest policies, restraining orders, and anti-stalking legislation that have emerged across the United States also are examined. Special attention is given to how these crimes affect women, men, children, and elders, and how the criminal justice system may better address the needs of victims and offenders. Prerequisite: Crim-101 or permission of the instructor.

Comparative justice systems analyzes crime patterns and justice procedures of common law or Western justice systems, with non-Western nations around the world. Specific emphasis on comparing criminal laws, law enforcement, the judicial process, and punishment philosophies of different countries. The course satisfies the global studies requirement. Prerequisite: Crim. 101 or permission of instructor.

CRIM 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 SOC 370).

CRIM 392. Internship Via Luther College Program. (1-6).

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 POLS 404).

CRIM 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: CRIM 101 and junior standing.

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: CRIM 101 and junior standing.
This course will provide students with a critical examination of white-collar crime and deviance, its impact on society, and what might be done to address this social problem. Cross-listed with BUS 420. Pre-requisite: Junior standing or permission of instructor.

CRIM 430. Gender, Race, Ethnicity and Crime. (4).
This course critically examines the impact of gender, race, ethnicity and class 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.

CRIM 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: junior standing or permission of instructor. (cross-listed with POLS 440).

This course is designed for junior and senior students interested in law school, graduate school in public policy, or any profession touched by the law. (cross-listed with POLS 445).

Forensic investigations will familiarize students with the process of criminal and forensic investigations as they relate to the criminal justice process. Students will learn the various applications in criminal investigations which include forensics, interview/interrogation, search and seizure, use of DNA, policies and procedures. We will study the legal aspects of investigations and rules regulating the documentation, collection and analysis of evidence. We will explore the various investigative techniques used to detect, prevent, and study crime and behavior. This is a lecture-based and discussion course, so we will rely upon both audible and visual learning theories. The text will be used during lecture hours, but the reading assignments occur outside of class hours. Supplemental materials will be distributed in class and/or posted upon the class website. There will also be several experiential learning activities outside of the classroom. These will be announced in advance. Cross-listed with PSYC 451. Prerequisite: CRIM 101 or PSYC 200 and junior or senior standing.

CRIM 460. Senior Seminar: Criminal Justice. (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.

CRIM 482. Selected Topics. (1-4).
CRIM 482C. ST: Select Topic (core). (1-4).
Select Topic approved for core.

CRIM 490. Independent Study. (1-4).

CRIM 492. 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/NC only).

CRIM 496. Directed Research. (1-3).

Dance (Minor)
A minor in Dance is the true meaning of experiential learning. Apply what you learn to performance in student and faculty choreographed concerts.

Requirements for Dance Minor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA 102</td>
<td>Introduction to Dance</td>
<td>4</td>
</tr>
<tr>
<td>DANC 120</td>
<td>Aerobic Dance</td>
<td>1</td>
</tr>
<tr>
<td>DANC 122</td>
<td>Modern Dance I</td>
<td>1</td>
</tr>
<tr>
<td>DANC 123</td>
<td>Modern Dance II</td>
<td>1</td>
</tr>
<tr>
<td>DANC 125</td>
<td>Swing Dance</td>
<td>1</td>
</tr>
<tr>
<td>DANC 126</td>
<td>Ballroom Dance</td>
<td>1</td>
</tr>
<tr>
<td>DANC 127</td>
<td>Ballet</td>
<td>1</td>
</tr>
<tr>
<td>DANC 130</td>
<td>Tap Dance</td>
<td>1</td>
</tr>
<tr>
<td>TA 312</td>
<td>Alexander Technique</td>
<td>1-2</td>
</tr>
<tr>
<td>TA 335</td>
<td>Movement for the Stage</td>
<td>2</td>
</tr>
<tr>
<td>TA 337</td>
<td>Dance for Music Theatre</td>
<td>2</td>
</tr>
</tbody>
</table>
and/or Choreography and Dance Company

Required Supporting Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>TA 152</td>
<td>Mainstage Productions (or)</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>TA 352</td>
<td>Mainstage Productions</td>
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</tbody>
</table>

Earth and Environmental Science

Earth and environmental sciences are focused on understanding Earth’s history. This is where we investigate how the Earth behaves, records its origin, age rocks and landscapes, and learn about the geological processes affecting modern environmental and ecological systems. The Department of Earth and Environmental Science offers two majors: one in Environmental Science and another in Geology. Geologists work to understand the history of our planet. By better understanding Earth’s history, they are able to foresee how events and processes of the past might influence the future, and environmental scientists conduct research to identify, control, or eliminate sources of pollutants or hazards affecting the environment or public health.

For majors, minors and course descriptions under this department please refer to Environmental Science (p. 341), Environmental Studies (p. 341) and Geology (http://catalog.callutheran.edu/undergraduate/coursesofinstruction/earthandenvironmentalscience/www.callutheran.edu/undergraduate/coursesofinstruction/geology)

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
- 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.

Courses

ENVS 482. Selected Topics. (1-4).

ENVS 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.

ENVS 490. Independent Study. (1-4).

ENVS 492. Internship. (1-4).

Environmental Studies (minor)

The Environmental Studies minor offers students an overview of environmental perspectives in:

- biology
- geology
- religion
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.

Courses

ENVS 482. Selected Topics. (1-4).

ENVS 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.

ENVS 490. Independent Study. (1-4).

ENVS 492. Internship. (1-4).

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 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. Cal Lutheran 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 Cal Lutheran School of Management also offers graduate courses leading to the master of business administration and master of science in economics.

See Business Administration (p. ) for faculty listing.

Courses

Lower Division

ECON 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).

ECON 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.

ECON 203. General Economics. (4).
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. The course includes a series of lab activities for hands-on practice and application of micro- and macro-economic principles.

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.

ECON 282. Selected Topics. (1-4).

Select Topic approved for core requirement.
ECON 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: ECON 203.

The basic methods in analysis of central tendency, dispersion and probability distributions. Prerequisite: MATH 115 or MATH 245 or MATH 251 or equivalent.

ECON 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: ECON 311.

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: ECON 203.

The study of modern monetary theories and the principles of banking, with special emphasis on the Federal Reserve System. Prerequisite: ECON 203.

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: ECON 203.

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: ECON 203.

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: ECON 203.

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. The course provides the opportunity for application of the principles of economics to the study of the environment from an economic perspective. It is designed for students with or without a background in economics. The course in its onset provides a review of the principles of economics and then moves forward to provide relevant discussions for application of such principles at a more advanced level to contribute towards finding solutions for some of the existing problems in managing our environmental resources efficiently.

Includes theories of international trade and finance, comparative advantage, foreign exchange, capital movements and the impact of international currency speculation on economic performance. Prerequisite: ECON 203.

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: BUS 252, junior standing.

Decision making using estimation techniques and tests of hypotheses and the use of advanced statistical techniques in solving problems of prediction. Prerequisite: ECON 312.

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.

ECON 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.

ECON 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: ECON 203.

This course introduces some of the fundamental relationships between politics and economics, on both the domestic and international levels. Its purpose is to examine how these two aspects of human behavior are mutually dependent.
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. Prerequisites: ECON-406, ECON-411, ECON-450.

ECON 482. Selected Topics. (1-4).

ECON 482C. ST: Select Topic (core). (1-4).
Select Topic approved for core requirement.

ECON 490. Independent Study. (1-4).

ECON 492. Internship. (1-4).

ECON 496. Directed Research. (1-3).


Education
(non major/minor)

Elementary Teachers (Undergraduate)
See Interdisciplinary Educational Studies (p. 373)

Prospective elementary school teachers are able to begin their preparation at Cal Lutheran by majoring in Interdisciplinary Educational Studies. The program provides students with the educational breadth and depth necessary to enter teacher credentialing programs at the graduate level and eventually teach in today's K-12 classroom. A collaborative endeavor between the College of Arts and Sciences and the Graduate School of Education, the Interdisciplinary Educational Studies program requires that students take courses from ten departments including English, Math, Science, History, Philosophy, Physical Education, Music, Art, Theatre Arts and Education. Most of the required courses are designed with the prospective elementary teacher in mind. Students also engage in in-depth study in a selected discipline as part of the program. The Interdisciplinary Educational Studies major provides students with approximately 200 hours of field work in local school where students are able to apply skills and strategies acquired in their studies. Our students are introduced to California's Teacher Performance Expectations and leave our program well equipped with the knowledge and experience necessary for success in graduate level teacher education.

Secondary Teachers (Undergraduate)
Prospective secondary school teachers are able to begin their preparation at Cal Lutheran by majoring in the subject matter they want to teach (Math, Natural Sciences, Social Sciences, English, Exercise Science, Foreign Languages, Music and Art). The program provides students with the educational breadth and depth necessary to enter teacher credentialing programs at the graduate level and eventually teach in today's 7-12 classroom.

Graduate Programs/Credential Programs
See Graduate School of Education (p. 112)

Courses

This course serves as 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. Transportation to a school site is necessary (arrangements can be made with classmates).

IES 382. Liberal Studies Seminar. (4).
The goal of the course is to identify and establish a mission and vision for teaching and learning, to introduce and explore significant issues in teaching and learning, and provide information on pursuing credential requirements. The main emphasis of this course is a minimum of 60 hours of active service in a k-6 classroom where course content is applied in working with students.

IES 402. Theories of Teaching & Learning. (4).
This course explores the cognitive, linguistic, social, moral, emotional, and physical factors affecting development, academic achievement, and behavior in children and adolescents and the teaching and learning methods that support these goals.

IES 490. Internship. (1-4).

IES 492. Iesd Internship. (1-4).
English

Cal Lutheran’s English Department faculty maintain a high level of instructional integrity, involve themselves with their students in first year writing through upper division courses, and encourage students to present their research and creative work at local, regional, and national undergraduate conferences.

The English curriculum sharpens critical thinking, reading, and communication skills and promotes an appreciation for literature, making English an ideal major for students interested in careers that require these skills. Our majors enter a broad range of fields, including teaching, law, business leadership, nonprofit development, political advocacy, publishing and content development, public relations, marketing and advertising, film, new media, the ministry, and library and information science.

Students can compete for paid positions that offer opportunities to build teaching and leadership skills and gain insight into the learning process. These include departmental assistantships, internships, Writing Center tutors, and Editor-in-Chief and Assistant Editor of the award-winning Morning Glory literary magazine. Students may also compete for annual writing prizes in creative and critical writing: the Mark Van Doren Prize for poetry, the Jack Ledbetter Prize for fiction, non-fiction, and drama, the Sig Schwarz Prize in literary criticism, the Koa prize for best English 111 essay, and the Plumeria Prize for best Morning Glory submission.

Minor in Creative Writing

20 credits beyond ENGL 111, 16 of which must be upper division.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENGL 202</td>
<td>Introduction to Creative Writing</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 302</td>
<td>Creative Writing: Fiction</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 303</td>
<td>Creative Writing: Poetry</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 304</td>
<td>Creative Writing: Nonfiction</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 305</td>
<td>Playwriting</td>
<td>4</td>
</tr>
<tr>
<td>FILM 306</td>
<td>Screenwriting</td>
<td>3</td>
</tr>
</tbody>
</table>

Minor in TESOL

(TEaching English to Speakers of Other Languages)

20 credits beyond ENGL 111.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENGL 315</td>
<td>Teaching English Speakers Other Lang</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>ENGL 318 Writing Center Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>Required</td>
<td>ENGL 314 English Language and Linguistics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ENGL 316 First and Second Language Acquisition</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ENGL 492 Internship</td>
<td>1-4</td>
</tr>
<tr>
<td></td>
<td>LIBA 402 Theories of Teaching and Learning</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EDLT 502 Teaching English Learners &amp; Diverse Pop</td>
<td>3</td>
</tr>
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</table>

Courses

Lower Division

ENGL 110. Critical Reading and Writing I. (3).
English 110 introduces students to the reading, writing, and critical thinking practices required to succeed at the college level and beyond. Instruction emphasizes writing as a process of drafting, peer review, and revision. Writing assignments emphasize the synthesis and analysis sources, and the development of original arguments. This course is required as a prerequisite for ENGL 111.

ENGL 110L. Critical Reading/Writing Int’l 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.

ENGL 110L. Critical Reading and Writing I Lab. (1).
A required writing-based lab for students enrolled in ENGL 110 that develops academic writing skills. The lab is a prerequisite for ENGL 111 and should be taken in conjunction with ENGL 110.
ENGL 111. Critical Reading and Writing II. (3).
English 111 offers continued practice with college-level reading, writing, and critical thinking practices and beyond, with individual sections organized around themes or topics. Instruction emphasizes writing as a process of drafting, peer review, and revision. Writing assignments emphasize the synthesis and analysis sources, and the development of original arguments. Recent English 111 course topics include the Vietnam War in Literature, Deviance in Literature, and Writing in (Urban) Space. English 111 is a prerequisite for all other English courses and a requirement for graduation, therefore it should be taken during the first year of enrollment. Prerequisite: ENGL 110.

ENGL 201. Introduction to Literary Study. (4).
This course introduces students to the formal literary terms, critical reading skills, analytical tools, and interpretive strategies specific to the discipline of literary study. Students read, write about, research, and present on important texts by writers working in several different genres, including fiction, poetry, and drama. Recommended for English majors by the sophomore year.

ENGL 202. Introduction to Creative Writing. (4).
English 202 explores the creative literary genres through reading, responding to, and writing poetry, fiction, nonfiction and drama. Students will develop their creative writing skills by practicing imagery, metaphor, voice, character, setting, and narrative, and cultivate a greater awareness of language and literary traditions, conventions, and innovations.

ENGL 211. Classical Literature. (4).
This course may include works from ancient Greek and Roman literatures and other literatures that draw heavily from classical traditions. Prerequisite: ENGL 111.

ENGL 213. Literature of the Americas. (4).
The course focuses on works from one or more of the many literatures of the Americas: Canadian, Caribbean, Native American, Central American, or any of the many minority and/or immigrant literatures of the United States. Prerequisite: ENGL 111.

ENGL 214. Contemporary American Authors. (4).
An introduction to selected writers from the Americas whose works help us understand ourselves culturally, socially, and intellectually in relation to our contemporary world. Prerequisite: ENGL 111.

ENGL 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: ENGL 111.

This course takes a multi-disciplinary approach to the study of literature to explore the relationship of literature to science. While the course broadly emphasizes ways in which knowledge and language in the sciences and the humanities intersect, specific courses topics will vary. Topics might include: Literature of Scientific Revolutions; The Science of Science Fiction, Evolution and Narrative, Cognitive Science and the Poetry of Mind. Prerequisite: ENGL 111.

ENGL 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: ENGL 111 (cross-listed with PHIL 260).

ENGL 282. Selected Topics. (4).
ENGL 282C. ST: Select Topic core. (1-4).
Select Topic approved for core requirement.

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: ENGL 111.

Upper Division

ENGL 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, textual analysis, the synthesizing of literary scholarship, and effective argumentative writing in the discipline.

Fiction writing workshop with an emphasis on skills: crafting plot, developing character, and evoking setting. Students will complete one or more short stories. Prerequisite: ENGL 111. Recommended: ENGL 202.

This poetry workshop will instruct students on different approaches to reading poems, and teach the forms and elements of poetry through observation and practice. Students will read and write poems in a variety of forms such as the elegy, ghazl, haiku, sonnet and ode, as well as poems that explore repetition, persona, and voice. Prerequisite: ENGL 111. Recommended: ENGL 202.
ENGL 304. Creative Writing: Nonfiction. (4).
This workshop will explore the evolving genre of creative nonfiction. This course will provide instruction and practice in reading creative nonfiction in some of its many forms. Writing assignments will include a range of essays such as the personal essay, lyric essay, and literary journalism. Prerequisite: ENGL 111. Recommended: ENGL 202.

ENGL 305. Playwriting. (4).
This workshop course focuses on developing playwriting skills, with an emphasis on mastering plot, character, and dialogue development. Students will write and revise an original play (cross-listed with TA 305). Prerequisite: ENGL 111. Recommended: ENGL 202.

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: ENGL 111.

ENGL 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: ENGL 111.

ENGL 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 interdisciplinary educational studies majors and recommended for those who plan to teach at any level. Prerequisite: junior or senior standing.

ENGL 314. English Language and Linguistics. (4).
This course is an introduction to the linguistic theories of the English language, including studies in phonology, morphology, and syntax, with particular emphasis on syntactic analyses. Prerequisite: ENGL 111 and junior or senior standing.

ENGL 315. Teaching English Speakers Other Lang. (3).
This course, Teaching English to Speakers of Other Languages, offers a foundation in the approaches, methods, and materials for the teaching of English as a second language from the perspectives of Applied Linguistics research. This course begins by discussing diversity in America and the legal rights of English Language Learners (ELLs) in the United States, then reviewing the history and basic concepts pertaining to the field of TESOL, and ends with the writing of a teaching philosophy and a critical review of currently available teaching materials in light of current TESOL curriculum research and theory. This course will provide a foundation for the TESOL minor in English as well as a solid introduction to the field for prospective teachers of English language learners in U.S. school systems or abroad.

ENGL 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: ENGL 111 and junior or senior standing.

ENGL 317. Language Dev in Early Childhood. (3).
The study of language acquisition through sounds, words, and grammar. Includes the importance of an opportunities for language learning in both planned and unplanned situations. This course involves field work. Employed teachers may use their work experience.

ENGL 318. Writing Center Theory and Practice. (3).
Based on Writing Center scholarship, the course draws from various fields - composition studies, intercultural rhetoric, second language writing, sociolinguistics, sociolinguistics and writing center studies - that provide theoretical and pedagogical frameworks for teaching and tutoring in a increasingly global English-using academic sphere. Students will gain an understanding of various teaching and tutoring methods, approaches, and philosophies, as well as a critical understanding of their own writing processes. The course focuses on the practical components of writing center work and how these methods can be applied to college settings, as well as middle school, high school, and community settings. In particular, this course will train students to tutor writing in the University Writing Center, as well as other tutoring spaces across campus and the community where they work with diverse writers. Required for all Writing Center Tutors.

ENGL 319. Multimedia Presentations. (3).
This course teaches research and presentation methods as well as basic Web design principles 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.

ENGL 323. English Literature I. (4).
This course explores the major themes and social contexts of English literature from its emergence through the eighteenth century. Prerequisite: ENGL 111.

ENGL 324. English Literature II. (4).
This course explores the major themes and social contexts of English literature from the Romantic through the Victorian era to the present day. Prerequisite: ENGL 111.

ENGL 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 arrival of a colonial new world, through its growth into an independent country, up to the eve of the Civil War. Prerequisite: ENGL 111.
ENGL 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. Prerequisite: ENGL 111.

ENGL 330. Film Studies. (4).
This course provides a solid grounding in the major elements of film, including genre, narrative, acting, design, cinematography, sound, and editing. Students will become critically informed viewers able to understand and analyze film or to pursue additional studies in film history or film theory. This course does not meet the literature requirement. (cross-listed with COMM 330). Prerequisite: ENGL 111.

ENGL 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 interdisciplinary educational studies majors and recommended for students who have a strong interest in working with children. Prerequisite: junior or senior standing.

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).

ENGL 342. History of Theatre and Drama I. (4).
This course is the first half of a two semester historical survey sequence that provides students with a solid grounding in the development of theatre and drama from the ancient Greeks to the present. Prerequisite: ENGL 111 (cross-listed with TA 342).

ENGL 343. History of Theatre and Drama II. (4).
This course is the second half of a two semester historical survey sequence that provides students with a solid grounding in the development of theatre and drama from the ancient Greeks to the present. Prerequisite: ENGL 111 (cross-listed with TA 343).

A study of the development and theory of poetry, exemplified especially in English works and those influencing English and American poetry.

This course explores a theme, genre, or movement in poetry such as the sonnet, political poetry, or post World War II poetry.

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: ENGL 111.

ENGL 352. Gender and Literature: Global. (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: ENGL 111.

This course will focus on the literary methods of gender analysis, historical analysis, and reader response as three lenses among many through which to deepen your understanding of literature; and will apply these tools to several texts, both historical and contemporary, in which the social categories of gender, sexuality, race and class are of principal concern. Through reading, discussing, and writing about these texts, you will gain a greater awareness of particular issues that have been, and remain, important, if often controversial, in our understanding of identity categories in our culture, and a greater appreciation of the role of literature in shaping them.

This course examines literature in the context of colonialism and imperialism. "Postcolonial" refers both to the former colonies of European and American imperial powers, such as Africa, the Caribbean, India, Ireland and the Philippines, as well as to a mode of reading literature that studies the consequences of colonization and decolonization. Course texts, which may include fiction, nonfiction, poetry and/or drama by writers from current and former colonized countries, will be studies with attention to hybrid identity, race, gender, and language.

ENGL 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: ENGL 111 and sophomore standing.

ENGL 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 SPAN 361).

A study of Chaucer's major works, with attention to the cultural and literary background and language of the period. (Maximum class size 20).
ENGL 452. Shakespeare. (4).
A study of selected works of Shakespeare, with attention to theatrical, cultural and literary background. Prerequisite: ENGL 111. Recommended ENGL 201. (cross-listed with TA 452).

A study of major works of Milton, with attention to his life and his significance in English literature.

ENGL 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 of recent course topics include "Julia Alvarez and Toni Morrison," "Ernest Hemingway and Edith Wharton," and "David Mamet and August Wilson." Prerequisite: ENGL 111.

ENGL 456. Major British Authors. (UG).
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 of recent course topics include "Darwin's Literary Legacy," "Jane Austen's England," and "Thomas Hardy and D.H. Lawrence." Prerequisite: ENGL 111.

ENGL 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: ENGL 111.

ENGL 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.

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 Modernist Salon Culture, American Print Culture, and The Bible as Literature.

ENGL 480. English Major Capstone Colloquium. (2).
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: ENGL 111 and ENGL 301.

ENGL 482. Selected Topics. (1-4).
(May be taken more than once).

ENGL 482C. ST: Select Topic. (1-4).
Select Topic approved for core requirement.

ENGL 485. Travel Seminar: Magical Britain. (1-4).
Magical Britain is an interdisciplinary course that introduces students to the history, culture and literature of the island of Great Britain through the oldest continually developing literary tradition in the English language: the Arthurian legends. In studying this corpus, students will come to understand Britain as a palimpsest: an island landscape of successive cultures in which the legends of Arthur have been avidly reimagined and shared up to the present day. Prerequisite: ENGL 111.

ENGL 490. Independent Study. (1-4).
ENGL 492. Internship. (1-4).
(graded P/NC only).

ENGL 496. Directed Research. (1-3).

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.
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 Learning and Development
- Nutrition

The program is augmented by foundational courses in:

- Anatomy
- Physiology
- Psychology
- Biology
- Chemistry
- 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
- Other Health and Movement Related Fields

Activity Courses

Lower Division

ACTV 102. Badminton. (1).
ACTV 103. Fundamentals of Basketball. (1).
ACTV 104. Golf. (1).
ACTV 105. Tennis I. (1).
ACTV 107. Volleyball. (1).
ACTV 111. Physical Fitness, Health & Wellness. (1).

ACTV 112. 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 TA 112).
ACTV 120. Aerobic Dance. (1).
ACTV 121. Folk and Square Dance. (1).
ACTV 122. Modern Dance I. (1).
ACTV 123. Modern Dance II. (1).
ACTV 124. Polynesian Dance. (1).
ACTV 125. Swing Dance. (1).
ACTV 126. Ballroom Dance. (1).
ACTV 127. Ballet. (1).
ACTV 130. Tap Dance. (1).
ACTV 140. Body Conditioning (women). (1).
ACTV 142. Tai Chi. (1).
ACTV 143. Yoga. (1).
ACTV 144. Outdoor Skills. (1).
Designed to introduce outdoor adventure skills and activities to students. With the knowledge and skills developed through a variety of activities, students will then be able to use these skills outside of the classroom for their own personal leisure. The course includes skills in each activity that promote safety, proper equipment use and knowledge, leadership and specific technical skills for each activity.
ACTV 146. Jogging. (1).
ACTV 148. Tang Soo Do. (1).
ACTV 149. Swimming. (1).
ACTV 150. Self Defense and Assault Prevention. (1).
ACTV 151. Speed Development. (1).
ACTV 152. Advanced Body Conditioning. (1).
ACTV 182. Selected Topics. (1).

Upper Division
ACTV 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 TA 312 and MUS 312).

Athletic Team Courses
ATHL 160. Intercollegiate Baseball. (1).
ATHL 161. Intercollegiate Basketball. (1).
ATHL 163. Intercollegiate Cross Country. (1).
ATHL 164. Intercollegiate Football. (1).
ATHL 165. Intercollegiate Golf. (1).
ATHL 166. Intercollegiate Soccer. (1).
ATHL 167. Intercollegiate Softball. (1).
ATHL 168. Intercollegiate Tennis. (1).
ATHL 169. Intercollegiate Track & Field. (1).
ATHL 170. Intercollegiate Volleyball. (1).
ATHL 171. Intercollegiate Swimming & Diving. (1).
ATHL 172. Intercollegiate Water Polo-Men. (1).
ATHL 173. Intercollegiate Water Polo-Women. (1).
Exercise Science Courses

Lower Division

This course provides an overview of the biophysical aspects of human movement that make up the knowledge base for the discipline of exercise science. Core anatomical, mechanical, physiological, and neural determinants of human movement and adaptation to human movement will be considered, along with how human physical activity contributes to health and physical performance. Course content will be supported by laboratory experiences that emphasize data collection, analysis and interpretation.

EXSC 180L. Biophysical Foundations Human Movement Lab. (0).

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: BIOL 223, BIOL 224; Corequisite: EXSC 201L.

EXSC 201L. Functional Anatomy Lab. (0).
Hands-on activities designed to enhance the understanding and learning of associated lecture topics. Corequisite: EXSC 201.

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: BIOL 223, BIOL 224; Corequisite: EXSC 202L.

EXSC 202L. Exercise Physiology Lab. (0).

EXSC 203. Prevention and Care of Athletic Injuries. (3).
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: BIOL 223 & BIOL 224.

EXSC 204. Introduction to Exercise Science. (2).
This course is designed to introduce students to the field of Exercise Science, including the various disciplines included under the umbrella of exercise science, the professionals related to an exercise science degree, the terminology applied to the field, the interactions between the various disciplines, and how methods of inquiry produce knowledge in exercise science.

EXSC 206. First Aid/CPR Professional Rescuer. (2).
The theory and practice of first aid and cardio-pulmonary 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.

EXSC 220. Coaching Baseball/Softball. (2).
EXSC 221. Coaching Basketball. (2).
EXSC 222. Coaching Football. (2).
EXSC 223. Coaching Golf. (2).
EXSC 224. Coaching Gymnastics. (2).
EXSC 225. Coaching Swimming and Diving. (2).
EXSC 226. Coaching Tennis. (2).
EXSC 227. Coaching Track and Field. (2).
EXSC 228. Coaching Volleyball. (2).
EXSC 229. Coaching Soccer. (2).

EXSC 251. Individual & Dual Sports & Activities. (2).
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.

EXSC 252. Team Sports. (2).
Studies the knowledge and skills required for playing and teaching team sports and games.

EXSC 253. Aquatic and Rhythmic Activities. (2).
This course focuses on teaching methodology for rhythmic activities, social dance, and aquatic activities. Specifically, students will learn the processes of skill development, analysis and evaluation of fundamental movements in dance and aquatics.
EXSC 254. Combative and Outdoor Activities. (2).
This course focuses on skill development, teaching methodology, analysis and evaluation of fundamental cycling, self-defense, and combative and outdoor education skills.

EXSC 282. Selected Topics. (1-4).

Select Topic approved for core.

EXSC 282L. Selected Topic Lab. (1-4).

Upper Division
EXSC 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.

EXSC 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. Prerequisite: EXSC 201.

EXSC 301L. Biomechanics Lab. (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.

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.

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.

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. Prerequisite: MATH 151.

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, EXSC 302.

EXSC 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.

EXSC 353. Field Observations. (2).
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.

EXSC 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.

Covers the development of knowledge, skills and attitudes in traditional and nontraditional activities and methods at the secondary school level.

EXSC 400. Scientific Literature Exercise Science. (2).
This course provides an overview of literature in the various subdisciplines in Exercise Science. Students will learn to choose appropriate journal articles and to read peer-reviewed literature carefully and critically. Written summaries and critiques will be submitted throughout the semester. Each student will also make oral presentations.

Studies the three-dimensional mechanical aspects of human movement. Topics include gait analysis, mechanical properties of biological tissues, work-energy approach to movement analysis, inverse dynamics, ergonomics and postural sway. Prerequisite: EXSC 301.

EXSC 401L. Advanced Biomechanics Lab. (0).
Use cutting-edge technologies to understand and analyze human movement. Technologies include high-speed motion analysis, electromyography, and force plates. Students will complete a semester-long research project in a topic of their choice. Pre-requisite: EXSC 301 & EXSC 301L.
EXSC 450. History & Principles 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.

EXSC 451. Organization and Administration. (3).
Covers the principles and methods of organizing and administering physical education, recreation and sports.

EXSC 452. Measuremnt & Eval in Physical Educ. (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.

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.

EXSC 461. Exercise Psychology. (4).
This course will examine applied and theoretical issues related to the psychology of physical activity. Theories of motivation and exercise behavior will be examined in relation to the increasing problems of exercise adherence and physical inactivity. Other topics that will be discussed include: the psychological benefits of exercise, personality and exercise, body image, and the psychology of injury. Various techniques will be discussed in relation to motivating exercise behaviors and how to deal with special populations.

EXSC 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.

EXSC 470L. Advanced Exercise Physiology Lab. (0).
Will cover physiological processes in more depth particularly exploring physiology at terrestrial extremes and sport and exercise high performance.

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.

EXSC 482. Selected Topic. (1-4).

EXSC 482C. ST; Select Topic (core). (1-3).
Select Topic approved for core requirement.

EXSC 482L. Selected Topic Lab. (1-4).

EXSC 483. Seminar. (2-4).

EXSC 487. Clinical Exercise Prescription. (3).
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.

EXSC 490. Independent Study. (1-4).

EXSC 492. Internship. (1-4).

EXSC 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 & EXSC 201L, EXSC 202 & EXSC 202L, and EXSC 400. Completion of or concurrently taking either EXSC 325 or EXSC 452.

EXSC 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: Senior Standing and EXSC Core completion or concurrent enrollment, and completion of or concurrent enrollment in EXSC 325 or EXSC 452.

EXSC 496. Directed Research. (1-3).

Financial Planning (Minor)

The Minor in Financial Planning consists of five courses, which would fulfill the CFP Board’s requirement for contact hours, coverage of the CFP Board’s 72 topic categories and a stand-alone financial plan development course. There are no pre-requisite courses.
BUS 260  Personal Financial Planning & Risk Mgmt 4
BUS 341  Prin Estate & Income Tax Planning 4
BUS 428  Employee Benefits & Retirement Planning 4
BUS 458  Personal Investment Planning 4
BUS 481  Financial Plan Development Course 4

Gender and Women's Studies (minor)

The minor in Gender and 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 Cal Lutheran, Gender & 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.

Courses

Lower Division
WOMS 210. Introduction to Gender Studies. (4).
This interdisciplinary course introduces students to foundational knowledge in gender studies, including the history of feminism, the development of women’s studies, and fundamental feminist theories and research methodology. Also, the course takes an intersectional approach to studying men and women by looking at how sources of social power and privilege such as race, sexuality, and social class shape constructions of femininities and masculinities in everyday interactions and in social institutions.(Cross-listed with SOC 210).

Upper Division
WOMS 482. Selected Topics. (1-4).
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 WOMS 210 / SOC 210 or HIST 341.
WOMS 490. Independent Study. (1-4).
WOMS 492. Internship. (2-4).
(graded P/NC only).

Geography

(non major/minor)

Courses
GEOG 151. Physical Geography. (3).
A systematic study of the nature of basic physical elements of human habitat, especially climate, landforms and Earth resources.

GEOG 151L. Physical Geography Lab. (1).

GEOG 155. Cultural Geography of California and theyUnited 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.

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, Cal Lutheran geology majors will learn how the Earth’s processes and life have changed over time.

Southern California offers a unique opportunity for Cal Lutheran 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 Cal Lutheran 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.

Courses

Lower Division

GEOL 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.

GEOL 111L. Physical Geology Lab. (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 GEOL 111. Laboratory, 2 hours/week. Prerequisite or corequisite: GEOL 111.

GEOL 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: GEOL 111.

GEOL 112L. Historical Geology Lab. (1).
Includes fossil identification, geologic map interpretation and paleogeographic problems. Prerequisite or corequisite: GEOL 112.

GEOL 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 BIOL 118).

GEOL 118L. The Oceans Lab. (0).

GEOL 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.

GEOL 152L. Intro Environmental Science Lab. (1).

GEOL 212. Dinosaurs. (4).
A survey of the non-avian dinosaurs includes: anatomical comparisons of the major dinosaur groups, plus flying and swimming vertebrates of the Mesozoic Era; new discoveries such as dinosaur eggs and nesting sites, the emergence of birds, soft tissue preservation, and the search for genetic material; a review of the process of fossilization; the paleogeography of the Mesozoic world; and the geological background relevant to dinosaur studies. Lab activities are integrated into the meeting times of the lecture course.

GEOL 224/224L. Planetary Geology. (4,0).
This course will focus on the Earth and its local planetary neighbors utilizing the vast amount of information that has been and continues to be acquired by space probes as well as manned lunar missions. Exposure to comparisons with other nearby planets and planetary objects will allow a better understanding of the Earth, especially our impact on climate and resources. New discoveries and observations in planetary geology demonstrate how the field of geology has changed dramatically since the inception of the “space age”. This class will provide students with new insights into planetary evolution, the impact of the space program on our societal needs, and challenge them to critically evaluate data. Lecture, 3 hours/week; Laboratory, 2 hours/week.

GEOL 282. Selected Topics. (4).

Select Topic approved for core requirement.

GEOL 282L. Sel Top Lab. (0).

GEOL 285. Interim Travel Course. (1-2).

Upper Division

GEOL 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: GEOL 112; CHEM 151.

GEOL 311L. Crystallography and Mineralogy Lab. (0).

GEOL 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: GEOL 311.
GEOL 312L. Petrology Lab. (0).

GEOL 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: GEOL 112.

GEOL 331L. Invertebrate Paleontology Lab. (0).

GEOL 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.

GEOL 332L. Stratigraphy and Sedimentation Lab. (0).

GEOL 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.

GEOL 335L. Structural Geology Lab. (0).

GEOL 390. Introduction to Soils. (4).
Soil Science encompasses a broad spectrum of integrated sciences that include biology, chemistry, earth/geological sciences, physics, horticulture and ecology. Lectures will introduce you to many of the subdivisions of soil science that include: agriculture and nutrient management, soil formation and pedology, soil classifications, soil biology, soil physics and soil chemistry. Lab exercises are designed to provide you with some hands on experience pertinent to the subdivisions of Soil Science.

GEOL 390L. Intro to Soils Lab. (0).

GEOL 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.

GEOL 395L. Lab & Field Studies 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.

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: PHYS 201 & PHYS 202 or PHYS 211 & PHYS 212. GEOL 111 or GEOL 152 recommended. (cross-listed with PHYS 405).

GEOL 405L. Geophysics Lab. (0).

GEOL 421. Field Geology. (4).
Studies the field methods used in geology, including surveying, plane tabling, geologic mapping and section measuring. Prerequisite: GEOL 335.

GEOL 482. Selected Topics. (1-4).
GEOL 482C. ST: Select Topic. (1-4).
Select Topic approved for core requirement.

GEOL 482L. Selected Topics Lab. (0).

GEOL 485. Seminar. (2-4).

GEOL 490. Independent Study. (1-4).
(graded P/NC only).

GEOL 496. Directed Research. (1-3).

Global Business (minor)
A minor in global 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 global business curriculum through hands-on experience with business projects.

Career opportunities in the global business arena include banking, marketing and consulting.
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.

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

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ART 111</td>
<td>History of Art</td>
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<tr>
<td>ART 112</td>
<td>History of Art</td>
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<tr>
<td>ART 411</td>
<td>Early Christian Art</td>
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<tr>
<td>COMM 311</td>
<td>Intercultural Communication</td>
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<tr>
<td>ENGL 211</td>
<td>Classical Literature</td>
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<td>ENGL 260</td>
<td>Topics in World Literature</td>
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<td>ENGL 352</td>
<td>Gender and Literature: Global</td>
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<td>ENGL 360</td>
<td>The Holocaust in Literature and Film</td>
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<td>HIST 101</td>
<td>World Civilization to 1500</td>
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<td>HIST 102</td>
<td>World Civilizations Since 1500</td>
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<td>HIST 301</td>
<td>The Greco-Roman World</td>
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<td>HIST 303</td>
<td>Medieval Europe &amp; Mediterranean World</td>
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<td>HIST 311</td>
<td>Modern Europe:1500 to Present</td>
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<td>HIST 313</td>
<td>Europe and Empire</td>
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<td>HIST 343</td>
<td>Women in Global History</td>
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<tr>
<td>GLST 200</td>
<td>Death on the Nile</td>
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<tr>
<td>GLST/POLS 477</td>
<td>Cityscapes</td>
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<td>MUS 101</td>
<td>Music and Culture</td>
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<td>POLS 402</td>
<td>Post-Modernism: Politics &amp; Philosophy</td>
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<td>POLS 411</td>
<td>Ethnic Conflict and Civil War</td>
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<tr>
<td>RLTH 332</td>
<td>Luther and the 16th Century Reformations</td>
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<td>RLTH 372</td>
<td>South Asian Thought</td>
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<tr>
<td>RLTH 331</td>
<td>Topics Medieval/Early Modern Christianity</td>
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<td>PHIL 312</td>
<td>History of Philosophy</td>
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<td>PHIL 355</td>
<td>Chinese Philosophy and Culture</td>
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<tr>
<td>SOC 230</td>
<td>Introduction to World Cultures</td>
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<tr>
<td>SOC 285</td>
<td>Travel Course:Japanese Society/Culture</td>
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<tr>
<td>GLST/SOC 318</td>
<td>Immigration in the Global Age</td>
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<tr>
<td>SPAN 405</td>
<td>Latin-American Culture and Civilization</td>
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Global Governance and Civil Society

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<td>POLS 360</td>
<td>International Relations</td>
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<tr>
<td>HIST 317</td>
<td>War and Conflict in 20th Century Europe</td>
<td>4</td>
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<td>HIST/POLS 382</td>
<td>History of Colonial Latin America</td>
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<td>Course Code</td>
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<td>HIST/POLS 384</td>
<td>History of the Islamic World *</td>
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<td>HIST/POLS 386</td>
<td>History of South Asia</td>
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<td>HIST/POLS 388</td>
<td>History of East Asia</td>
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<td>POLS 206</td>
<td>Globalizing Los Angeles</td>
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<td>POLS 321</td>
<td>Ancient Political Thought</td>
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<td>POLS 322</td>
<td>Modern Political Thought</td>
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<td>POLS 341</td>
<td>European Government and Politics</td>
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<td>POLS 365</td>
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<td>POLS 367</td>
<td>Comparative Politics</td>
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<td>POLS 416</td>
<td>Social Movement &amp; Politics Global Change</td>
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<td>POLS 432</td>
<td>Political Violence and Revolutions</td>
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<td>POLS 443</td>
<td>Government and Politics of Africa</td>
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<td>POLS 461</td>
<td>International Law and Organization</td>
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<tr>
<td>POLS 478</td>
<td>The Pacific Rim</td>
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<td>RLTH 351</td>
<td>Global Ethics</td>
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<td>RLTH 353</td>
<td>Violence, Religion and Politics</td>
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<td>RLTH 384</td>
<td>Religion and Ecological Ethics</td>
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<td><strong>Global Economy, Development and Resources</strong></td>
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<td><strong>COMM 312</strong> International Media</td>
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<td><strong>COMM 348</strong> Website Design and Publishing</td>
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<td><strong>BIOL 118</strong> The Oceans</td>
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<td><strong>BUS 394</strong> Global Business</td>
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<td><strong>ECON 416</strong> International Economics</td>
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<td><strong>ECON 460</strong> Economic Development</td>
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<td><strong>GEOL 152/152L</strong> Introduction to Environmental Science and Intro Environmental Science Lab</td>
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<td><strong>GEOL 395/395L</strong> Water Resources and Lab Field Studies Water Resources</td>
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<td><strong>POLs 414</strong> Environmental Law and Policy</td>
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**Courses**

**Lower Division**

**GLST 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 national concerns. (cross-listed with POLS 200).

**GLST 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. (cross-listed with SOC 103).

**GLST 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.

**GLST 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.

**GLST 282C. ST: Select Topic (core). (1-4).**
Select Topic approved for core.

**GLST 285. Travel Seminar. (1-2).**
(graded pass/no credit only).
Upper Division

GLST 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 SOC 318).

GLST 360. International Relations. (4).

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.

This course introduces some of the fundamental relationships between politics and economics, on both the domestic and international levels. Its purpose is to examine how these two aspects of human behavior are mutually dependent.

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 POLS 477).

GLST 482. Selected Topic. (4).

GLST 482C. ST: Select Topic (core). (1-4).
Select Topic approved for core.

GLST 490. Independent Study. (1-4).

GLST 492. Internship. (2-4).

GLST 496. Directed Research. (1-3).

GLST 497. Departmental Honors. (4).

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 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 Cal Lutheran'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 Cal Lutheran’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.

Cal Lutheran’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. Cal Lutheran’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.

Courses

Lower Division

HIST 101. World Civilization to 1500. (4).
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.
HIST 102. World Civilizations Since 1500. (4).
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.

HIST 121. United States History to 1877. (4).
A broad study of American history from the first settlements through Reconstruction. Special attention is given to the attempt to create 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.

HIST 122. United States History Since 1877. (4).
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.

HIST 201. Historical Geography. (4).
This course will introduce students to comprehensive spatial global view and with the basic analytical and conceptual skills required to study the historical relationship between human society and geography. This includes the study of how societies throughout history have been shaped by their physical environment and Vice-versa. This includes the consideration of geography in relation to culture, religion, resources, social organization, economic activities, etc. Required for History Pedagogy Majors as defined by the State Standards and the History/Social Sciences. This course does NOT fulfill the Core 21 History requirement.

HIST 282. Selected Topic. (1-4).
Select Topic approved for core requirement.

HIST 285. Interim Travel Course. (2).

Upper Division

HIST 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).

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).

HIST 305. Peoples of Europe. (4).
This course will examine a segment of European history through an examination of one of the peoples of Europe who have exercised a major influence on European history even while they are a "subset" or "minority" of the larger European population. The course alternates through three different peoples, including the Vikings, the Jews, and the Celts. The course seeks to understand how European history has been influenced by a variety of groups; European history is not a monolithic story of a single race or ethnicity but is instead a vibrant quilt made up of a great diversity of peoples, traditions, cultures, and histories.

HIST 311. Modern Europe:1500 to Present. (4).
An examination of the history of modern Europe through the study of some of its most important revolutionary changes. Focuses on the Scientific, English, French, Industrial and Russian revolutions as well as the Enlightenment and building the European Union. (a/y).

HIST 313. Europe and Empire. (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 globalizaton. It explores the impact of imperialism and colonialism on peoples and institutions both in Europe and in the rest of the world. (a/y).

HIST 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).

An exploration of the conflict of cultures during the formative years of the United States from settlement to the Constitution in 1788. 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).

A thematic study of the social evolution of the United States during its first two centuries of development. Significant intellectual and cultural changes are emphasized through the lens of the five pillars of society, family, education, economics, politics, and religion. (a/y).
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).

HIST 328. Cold War America. (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).

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.

HIST 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.

HIST 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.

HIST 341. United States 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).

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).

HIST 345. California History. (4).
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).

This course explores the historical transformations that have led to the development of modern China. The course opens with an examination of the Qing dynasty, the last major dynasty in Chinese history, and then explores the forces, internal and external, driving China toward a major revolution in the 20th century.

Explores the history of colonial Latin America from the perspective of the indigenous peoples, followed by the conflict of cultures with the arrival of Spanish and Portuguese empire builders from Europe in 1492.

This course examines the history of the Islamic world. Major topics may include the birth of Islam, the caliphate, interactions with the European and Asian worlds, the revival of Islam, problems of modernization and development, as well as cultural, military, political and intellectual innovations in the Middle East since the 7th century.

HIST 386. History 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. (a/y).

An introduction to the history, political thought and institutions of East Asia. Topics may vary in focus from Japan to Vietnam, or Korea. (a/y).

HIST 390. History and Historians. (4).
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).

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).
HIST 472. History Capstone Senior Thesis. (2).
A seminar and 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. Senior Majors Only. (fall).

HIST 482. Selected Topics. (4).

HIST 482C. ST: Select Topic (core). (1-4).
Select Topic approved for core requirement.

HIST 485. Travel Seminar: Japan's Ancient Capitals. (2).
This course covers the history of Japan's ancient imperial capitals, Nara and Kyoto, the successive centers of Japan's politics and culture from 500-1600, as well as the Tokugawa Shogunate's capital of Edo (now called Tokyo), from 1600-1868. Course topics will emphasize the adoption of Chinese civilization and its adaptation to indigenous culture by considering imperial institutions, Shinto and Buddhism, the role of the capital as the center of civilization and culture, as well as the wane of imperial authority with the rise of samurai power that culminated in the shift of Japan's political and cultural center from Kyoto to Edo. Students will also participate in a 2-week instructor-led travel study of Japan's capitals, thereby enabling students to incorporate observations and experiences in Japan with the subject matter acquired from lectures, readings, and student research. Prerequisite: Sophomore standing.

HIST 490. Independent Study. (1-4).

HIST 492. Internship. (1-4).
(graded P/NC only).

HIST 496. Directed Research. (1-3).

HIST 497. Departmental Honors Seminar. (2).

History Pedagogy

Courses

Lower Division

HIST 101. World Civilization to 1500. (4).
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.

HIST 102. World Civilizations Since 1500. (4).
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.

HIST 121. United States History to 1877. (4).
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.

HIST 122. United States History Since 1877. (4).
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.

HIST 201. Historical Geography. (4).
This course will introduce students to comprehensive spatial global view and with the basic analytical and conceptual skills required to study the historical relationship between human society and geography. This includes the study of how societies throughout history have been shaped by their physical environment and vice-versa. This includes the consideration of geography in relation to culture, religion, resources, social organization, economic activities, etc. Required for History Pedagogy Majors as defined by the State Standards and the History/Social Sciences This course does NOT fulfill the Core 21 History requirement.

HIST 282. Selected Topic. (1-4).

Select Topic approved for core requirement.

HIST 285. Interim Travel Course. (2).

Upper Division

HIST 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).
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).

HIST 305. Peoples of Europe. (4).
This course will examine a segment of European history through an examination of one of the peoples of Europe who have exercised a major influence on European history even while they are a "subset" or "minority" of the larger European population. The course alternates through three different peoples, including the Vikings, the Jews, and the Celts. The course seeks to understand how European history has been influenced by a variety of groups; European history is not a monolithic story of a single race or ethnicity but is instead a vibrant quilt made up of a great diversity of peoples, traditions, cultures, and histories.

HIST 311. Modern Europe: 1500 to Present. (4).
An examination of the history of modern Europe through the study of some of its most important revolutionary changes. Focuses on the Scientific, English, French, Industrial and Russian revolutions as well as the Enlightenment and building the European Union. (a/y).

HIST 313. Europe and Empire. (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).

HIST 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).

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).

A thematic study of the social evolution of the United States during its first two centuries of development. Significant intellectual and cultural changes are emphasized through the lens of the five pillars of society, family, education, economics, politics, and religion. (a/y).

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).

HIST 328. Cold War America. (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).

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.

HIST 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.

HIST 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.

HIST 341. United States 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).
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).

HIST 345. California History. (4).
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).

This course explores the historical transformations that have led to the development of modern China. The course opens with an examination of the Qing dynasty, the last major dynasty in Chinese history, and then explores the forces, internal and external, driving China toward a major revolution in the 20th century.

Explores the history of colonial Latin America from the perspective of the indigenous peoples, followed by the conflicts of cultures with the arrival of Spanish and Portuguese empire builders from Europe in 1492.

This course examines the history of the Islamic world. Major topics may include the birth of Islam, the caliphate, interactions with the European and Asian worlds, the revival of Islam, problems of modernization and development, as well as cultural, military, political and intellectual innovations in the Middle East since the 7th century.

HIST 386. History 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. (a/y).

An introduction to the history, political thought and institutions of East Asia. Topics may vary in focus from Japan to Vietnam, or Korea. (a/y).

HIST 390. History and Historians. (4).
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).

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).

HIST 472. History Capstone Senior Thesis. (2).
A seminar and 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. Senior Majors Only. (fall).

HIST 482. Selected Topics. (4).
HIST 482C. ST: Select Topic (core). (1-4).
Select Topic approved for core requirement.

HIST 485. Travel Seminar: Japan's Ancient Capitals. (2).
This course covers the history of Japan's ancient imperial capitals, Nara and Kyoto, the successive centers of Japan's politics and culture from 500-1600, as well as the Tokugawa Shogunate's capital of Edo (now called Tokyo), from 1600-1868. Course topics will emphasize the adoption of Chinese civilization and its adaptation to indigenous culture by considering imperial institutions, Shinto and Buddhism, the role of the capital as the center of civilization and culture, as well as the wane of imperial authority with the rise of samurai power that culminated in the shift of Japan's political and cultural center from Kyoto to Edo. Students will also participate in a 2-week instructor-led travel study of Japan's capitals, thereby enabling students to incorporate observations and experiences in Japan with the subject matter acquired from lectures, readings, and student research. Prerequisite: Sophomore standing.

HIST 490. Independent Study. (1-4).

HIST 492. Internship. (1-4).
(graded P/NC only).

HIST 496. Directed Research. (1-3).

HIST 497. Departmental Honors Seminar. (2).

Honors
(non major/minor)
The University Honors Program (UHP) provides enhanced educational opportunities for Cal Lutheran'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 Cal Lutheran, although other admitted students may submit an appeal to the Director of the University Honors Program to be considered 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 complete one year-long foundational seminar series. 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.

Requirements for completion of the Honors Program:

During their second, third and fourth years, University Honors students must complete at least three honors seminars on special topics (preferably one in each year) to graduate with University Honors. Transfer students will be required to complete at least three upper-division honors seminars to achieve University Honors. Students who successfully complete these criteria will receive University Honors upon graduation. Students who complete all five courses and maintain a Cal Lutheran GPA of 3.5 or higher will receive University Honors with Distinction upon graduation.

Courses

Lower Division

HNRS 103. Honors Social Science Seminar. (4).

The two-semester Social Sciences Seminar will introduce first-year Honors students to the theories and methods of the social and behavioral sciences -- Communication, Criminal Justice, Political Science, Psychology, and Sociology -- by taking an interdisciplinary approach to explore important topics. Topics will be selected each year by the faculty leading the course, and might include, for example, "Privilege and Power," "Emotion," or "Pop Culture, Self, and Society."
HNRS 115. The Humanities Tutorial. (4).
The Humanities Tutorial is a team-taught, two-semester course sequence that introduces students to a number of significant works in the disciplines of philosophy and literature. The fall semester focuses on the origins of Western Culture in Ancient Greece, and includes authors such as Homer, Sappho, Plato, Aristotle, Aeschylus, Sophocles, and Euripides. Prerequisite: Enrollment in the University Honors Program.

HNRS 116. The Humanities Tutorial. (4).
The second semester of the year-long, team-taught Humanities Tutorial uses the disciplinary methods of literature and philosophy to study contemporary themes and issues. In addition to providing practice in the skills of analysis, argument, and critical and reflective interpretation, the course continues the interdisciplinary examination of philosophy and literature with a focus on the themes of intimacy, justice, and power in both the ancient and contemporary world. This examination will also focus on the ways in which racial and ethnic, sex and gender, and socioeconomic/class issues impact intimacy, justice and power. Prerequisites: HNRS 115 and enrolled in the University Honors Program.

HNRS 120. Social Science Seminar. (4).
This interdisciplinary course uses the lenses of power and privilege to introduce students to academic disciplines within the social sciences. Beginning with a foundation in the social sciences, students will explore research and apply analytical perspectives from related fields of study to examine social issues, public policies, and institutions. In particular, we will focus on how power and privilege create intersecting dynamics of inequalities (e.g., social, political, and economic) which impact our lived experiences. One initial goal of the course is to increase your understanding of forces that shape definitions and meanings of different sources of power: e.g., socioeconomic status, sex/gender, sexuality, age, health, race/ethnicity, and immigration status. As the course progresses, we’ll focus more in-depth on contemporary issues, drawing on readings and lectures from experts who will bring to bear relevant theories and methods from their respective academic disciplines.

The Natural Sciences Seminar is an interdisciplinary course that addresses scientific methods, knowledge, and applications in their social, historical, and cultural contexts. This interdisciplinarity will be reflected in a co-taught format, drawing on the skills, expertise, and insight from faculty from in the Humanities and the Natural Sciences, who will present a variety of viewpoints, and introduce a variety of methods, for the study of nature and the environment.

HNRS 182. Selected Topic. (4).
HNRS 282. Selected Topic. (4).

Upper Division

HNRS 300. Experimental Modernism. (4).
Between 1900-1940, the rich conversations and artistic production of three highly influential communities of writers and artists—the Bloomsbury group in London, Stein and Picasso’s circle in Paris, and participants in the Harlem Renaissance in New York—caused the art salon to become a fashionable and prominent symbol of the modernist era. This interdisciplinary course explores the role of these three salons 1) in the development of new and experimental art forms, including cubism, post impressionism, and literary modernism; and 2) in shaping public discourses about identity and identity politics that still impacts us today. Primary texts include poetry, autobiographies, novels, paintings, and philosophical manifestos from the modernist era. Secondary texts includes work by contemporary scholars in fields ranging from literature and art history to women’s, gender, queer, black and cultural studies.

Globalizing Feminine: Women and International Film representation of women in film from a variety of perspectives, using feminist as well as film criticism to evaluate films drawn from world cinema.

HNRS 302. Rites of Passage. (4).
Rites of passage are the hinges of human life, allowing individuals and communities to negotiate complex life transitions meaningfully in relationship to one another, the roles and responsibilities of one’s society, the land and creatures among whom one lives, and the divine and/or the transcendent nature of human experience. Yet as traditional cultural and religious traditions erode, many individuals, families, and communities are left without the psychic/communal structures these rites once provided, often to devastating effect. This course will examine the importance of rites of passage in human development, the impact of their widespread loss in globalized/virtual childhood, adolescence, and adulthood today, and the creation of new or renewed forms of such rites for healthy and resilient global-ecological citizenship.

HNRS 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.

HNRS 304. St.Augustine’s City of God. (UG).
On the City of God, written between 413-427 CE by Augustine, bishop of Hippo in North Africa, is arguably the most important and lasting 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.

HNRS 306. Masterpieces of German Literature. (4).
The study and interpretation of selected major works from German literature in English translation, supplemented by outside reading and individual reports.
This course brings the student into a medieval environment that created a unique form of communication broadly known as The Manuscript. We will study manuscripts from medieval European and Muslim cultures, discussing the roles that these artefacts played in the cultures - both religious and secular - that they inhabited. We will use multiple methods to study these artefacts: Textual Critical Analysis reads texts from different periods to understand the ideas that were important to the people who were reading and/or disseminating them; Material History investigates material objects and analyses their creation, function, and physical importance in cultures; Art History utilizes the lens of artistic method and content to evaluate artistic contributions to particular societies; Theology makes inquiries into how people thought about the Divine, and the ways in which they understood themselves in relationship with the Divine and with each other.

Hip-hop culture, originally a product of America's black and brown underclass, is a global phenomenon that deserves critical study. In addition to emceeing (rap music), hip-hop culture includes fashion/style, dancing and DJ'ing, and subversive forms of visual art. It can be simultaneously commercial and underground, chauvinist and liberationist, widely co-opted and struggling to remain beyond adoption. This course is rooted in new historiographies and ethnomusicologies of hip-hop culture and interrogates the culture's relationship to religion in three ways: (1) the religious streams within hip-hop culture, (2) hip-hop culture as a meaning-making system that parallels the work of religions, and (3) hip-hop culture as giving voice to global religious concerns beyond its original American urban contexts. (Open to University Honors Program students; lead professor may approve enrollment of other students if 3.5+ cumulative GPA and/or Junior or Senior standing in major of professor.)

HNRS 317. Topics in German: Nietzsche. (UG).
This course will investigate materials concerning Friedrich Nietzsche, one of the most outspoken and influential philosophical and literary figures of the 19th century, who set the stage for the philosophical, political, and psychological perspectives of the 20th and 21st centuries. By exploring a significant body of Nietzsche's philosophical literature, the course will assist students in conceptually placing Nietzsche's theories and works into an appropriate context within ideas that began with earlier philosophers (e.g., Hegel, Marx and John Stuart Mill). Through careful scrutiny of his works, methods and epistemology, students will evaluate Nietzsche's belief that philosophy should be melded with art, literature, and music. By exploring balanced argument and critical, reflective thought-to present more complete understanding Nietzsche's complex thought and how he among other theorists still vitally affects today's cultural, literary and philosophical worlds. Prerequisites.

HNRS 323. Social Media and Politics. (4).
This course explores the relationship between new media platforms and shifts in the principles and practices of citizenship. Combining theories from communication and political science, as well as drawing on key research methodologies from both disciplines, we will consider how social media, algorithms, and web-based interactivity portend significant changes in the US polity and the articulation of citizenship.

HNRS 324. War, Politics and 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."

HNRS 326. Topics in Poli Sci: Global Development. (4).
The Center for Global Development defines development as "improvements in the conditions of people's lives, such as health, education, and income." In this course, students will explore sustainable global development by addressing three questions. (1) What are the causes and consequences of global inequality and poverty? (2) What are the challenges and opportunities available to promote global development? (3) How can global actors play roles in promoting global development? Upon completion of this course, students will acquire a comprehensive understanding of the theoretical and empirical underpinnings of global development. Analyzing theories and concepts of development will inform students how to "think" about development. By designing a plan of action, students will learn how to "do" development. Students will also conduct field-based research that includes in-depth interviews with development practitioners/scholars and/or site observations of relevant organizations/events.

HNRS 328. Cold War America. (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)

This course aims to enhance students' awareness of major theories, concepts, issues and research studies related to the physical and mental health of Latinos in the United States. Particular attention will be focused on the diversity of the Latinx experience of the U.S. health care system in terms of country of origin, race, class, gender, and generation. In particular, this course will draw on scholarship from the fields of Sociology, Epidemiology, Cultural Studies, History, and Social Ecology. Students will also be introduced to various theories and methodologies including quantitative and qualitative techniques; students will also work with less mainstream methods, such as testimonios and autoethnography.

HNRS 344. Topics in ART: TBA. (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 students in the University Honors Program; lead professor may approve enrollment of limited number of students not enrolled in the University Honors Program (who have minimum 3.5 cumulative GPA and/or have Junior or Senior standing in the academic major of the lead professor).
HNRS 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.

HNRS 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.

HNRS 477. Cityscapes. (4).
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.

HNRS 482. Honors Seminar. (4).
HNRS 490. Independent Study. (1-4).
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.

Hospitality and Tourism Management

The vision for the Hospitality and Tourism Management (HTM) major is to develop future hospitality leaders with the knowledge, skills, and abilities to acquire entry-level management positions with prestigious hospitality firms.

This curriculum builds upon the strong foundation of the university’s liberal arts core and the School of Management’s business core curriculum (accounting, finance, and marketing). At Cal Lutheran, students will develop not only industry specific skills but also managerial abilities that will serve them well in their career.

Beyond contributing to and endorsing the curriculum’s development, industry executives will also be supporting the HTM program by providing experiential learning opportunities through internships and course collaboration. While future graduates of the Hospitality and Tourism program will have numerous career options, graduates will be well positioned for careers in lodging operations, food and beverage management, and travel and destination marketing.

74 credits. 42 credits upper division

Business Foundations (take all)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BUS 251</td>
<td>Principles of Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BUS 252</td>
<td>Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BUS 301</td>
<td>Communication for Managers</td>
<td>4</td>
</tr>
<tr>
<td>ECON 203</td>
<td>General Economics</td>
<td>4</td>
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<tr>
<td>ECON 311</td>
<td>Statistical Methods</td>
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<tr>
<td>MATH 145</td>
<td>Business Mathematics</td>
<td>4</td>
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<tr>
<td>MATH 245</td>
<td>Applied Calculus</td>
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Hospitality & Tourism Foundation Courses

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HTM 101</td>
<td>Intro to Hospitality &amp; Tourism Studies</td>
<td>4</td>
</tr>
<tr>
<td>HTM 103</td>
<td>Values, Prof Standard, Protocol</td>
<td>2</td>
</tr>
<tr>
<td>HTM 102</td>
<td>Information Systems/Tech Hospitality</td>
<td>2</td>
</tr>
<tr>
<td>HTM 201</td>
<td>Hospitality Operations Mgmt Theory Practice</td>
<td>4</td>
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<tr>
<td>HTM 220</td>
<td>Selection, Procurement &amp; Supply Mgt</td>
<td>4</td>
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<tr>
<td>HTM 330</td>
<td>Hospitality Org Behavior, Hr Mgt</td>
<td>4</td>
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<tr>
<td>HTM 374</td>
<td>Business and Hospitality Mgmt</td>
<td>4</td>
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<tr>
<td>HTM 375</td>
<td>Marketing &amp; Sales for Global Hospitality</td>
<td>4</td>
</tr>
<tr>
<td>HTM 391</td>
<td>Finance for Global Hospitality</td>
<td>4</td>
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</tbody>
</table>
HTM 410  Quality, Safety, Service & Guest Mgmt  4

Select one of the following Ethics courses

PHIL 370  Business Ethics  4
RLTH 350  Contemporary Christian Ethics  4

Internship (2 internships required)

HTM 492  Internship  1-4

Capstone

HTM 469  Hospitality Business Strategy  4

Select one of the following electives

HTM 350  Entrepreneurship in Hospitality  4
HTM 430  Global Issues in Hospitality Management  4
HTM 440  Leisure Mgt & Club Operations  4
HTM 441  Cruise Ship Business & Operations  4
BUS 443  Event Planning and Management  4

Courses

Lower Division

This course is designed to provide students with a comprehensive overview of the hospitality and tourism industry on a national and international level. The course will focus on segments and stakeholders that play a significant role in the hospitality and tourism industries, and it will provide an introduction to the many business processes in organizations in these industries. Students will learn about and reflect on the different aspects and elements of hospitality and tourism on a professional level, gain knowledge of the many different functions and career opportunities, and thus acquire a good understanding of the basis necessary for further study in hospitality management.

Introduces management information systems (MIS) technology and its application to hospitality sectors from managerial and strategic perspectives. Investigates the value and use of information and a competitive tool in the hospitality industry. Surveys computer applications, products and trends in gathering, analyzing, storing and communicating information within hospitality sectors. Focuses on the value of information technology for improving business processes.

HTM 103. Values, Prof Standard, Protocol. (2).
This course focuses on the role of personal and organizational values, professional standards, protocol and social etiquette in creating the customer experience. At the end of the course, students will understand the importance of values as guidelines and they will have learned rules of good behavior for the most common social and business situations in the hospitality industry. This course will also cover topics and special applications, such as dining and meeting, personal and telephone communication, email, social media and business writing, personal appearance and aligning with workplace expectations, image management, international etiquette, and others.

This course provides students with knowledge about the significant roles that Service, Restaurant, Rooms, Real Estate and Facility Management plays in the hospitality industry. The course addresses the challenges of the service industry, with particular attention to food service and hotel operations. With focus on hotels and restaurants, the course explains the core operations in managing renovation and construction of real estate, the ability to analyze the equity in prospective real estate investments and how these tools can help business owners and managers become better decision makers. At the end of this course, students will be able to understand the importance of examining different investment opportunities, renovation and modernization projects and how coordination of resources can benefit the business economy.

HTM 220. Selection, Procurement & Supply Mgt. (4).
This course will prepare students to understand contemporary principles and to employ methods of effective and sustainable food, beverage, and supply purchasing necessary to support food preparation and service departments of hospitality operations. The course will also cover topics such as global distribution channels and intermediaries in the supply chain, food distributor financial statement analysis, product specifications, food grading, comparative buying, evaluation and selection of suppliers, development of buying strategies, influence of economic and environmental factors on supply, purchase timing and inventory management using current industry technology and software.

Upper Division

Occupations in the hospitality industry require a high degree of awareness of social interaction. This course introduces students to leadership principles and organizational behavior in the hospitality and tourism industries. It provides students with the opportunity to develop a deep understanding of how to manage people in the workplace with a sensitivity to cultural differences, and how to be an effective leader as a hospitality manager. It also introduces students to the human resource management function in the hospitality and tourism industries. It provides students with the opportunity to develop a deep understanding of the importance of human capital in hospitality and tourism, and it explores various human resource functions including recruitment, selection, placement, compensation, motivation, performance appraisal, as well as selected legal issues from a skills perspective.
The tourism and hospitality industries are especially attractive to entrepreneurs. Entrepreneurial companies like Airbnb, TripAdvisor and Yelp! have changed the landscape of the industry, and there's much more change to come. This course introduces students to entrepreneurship in the tourism and hospitality industries, and to the concepts of business and market models, specifically as they apply to these industries. Students will learn about the history of the industries and study both established and emerging business models. The course will introduce the unique relationship between technology and its effect, especially the potential for disruptive change. The course leads students through the major steps of opportunity identification, value proposition design, and new venture realization, blending theory with practice. Students will be challenged to apply the principles, concepts and frameworks to real life situations, and will conceive and develop their own startup ideas.

This is a high-level course in hotel and restaurant law with an emphasis on risk management and security. The student is introduced to the fundamental laws, rules and regulations applicable to the hospitality industry, both in the U.S. and internationally. The case study approach is used to develop critical thinking and an awareness and understanding of the legal problems confronting the hospitality manager and executive in policy and decision-making.

This course provides an introduction to marketing and sales for Hospitality majors. The goal of the course is to introduce the basic concepts of marketing and its application in the hospitality industry. Key areas of discussion include the unique attributes of services marketing, marketing research, consumer behavior, market segmentation, product planning, branding, distribution systems, pricing, promotion, and direct and online marketing. A variety of teaching techniques will be used to create an interactive learning environment.

This course provides an introduction to the fundamentals of hotel and restaurant finance and develops an understanding of the strategic roles that financial analysis and finance play in internal management decision-making. Topics include security valuation, risk analysis, working capital management, financial budgeting and planning, time value of money concepts, financial ratio analysis and capital budgeting.

This course introduces students to current service management styles, practical issues, and future trends in the hospitality and tourism industry. The purpose of this course is to provide students with the opportunity to obtain a comprehensive understanding of the customer and quality service experience. Students will learn how services differ from goods, and what these differences imply for operational efficiency and management expertise in hospitality businesses. Introduces students to sanitation and safety principles in hospitality operations. Addresses issues impacting consumers and operators, focusing on quality of service and product delivery, and the systems required to deliver those consistently. Examines characteristics of food, supplies, and equipment as related to quality, sanitation, cleanliness, and safety.

This course will focus on a broad range of subjects ranging from global macro-trends in the hospitality industry to operations in international hospitality businesses. Special attention will be given to the impact of cross-cultural differences (especially those in non-Western cultures) on issues and situations in the management of a diverse, multi-cultural workforce, problem solving methods, and development and implementation of practical solutions.

This course examines the growing segment of fitness, wellness, spa and club operations within the hospitality industry. Students will develop a deep understanding of existing and emerging trends, and they will take a comprehensive look at industry basics from establishing a wellness business to marketing and administrative practices, client management, and more. The course will also investigate different approaches to maintaining a healthy lifestyle and therapeutic programs.

This course is designed to equip students with a deep understanding of cruise operations and management, as well as providing an essential overview of elements relating to life and work on a cruise ship from both an employee and a customer perspective. Students will have the opportunity to develop a detailed knowledge of the cruise industry, especially cruise marketing and cruise management. Topics include history, marketing of the cruise line industry, sectors and global trends, ship design, operations, career opportunities, customer service, regulation, safety, crisis management, among others.

Complex hospitality 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 and real-world business problems. Cases include analysis of strategic, interpersonal business problems from the hospitality industry.

HTM 492. Internship. (1-4).

Innovation and Entrepreneurship (Minor)
The minor in Innovation and Entrepreneurship is aimed at students majoring in subjects other than business – providing a solid foundation in innovation, value creation, and the realization of new business ventures. The minor is deeply interdisciplinary, incorporating elements of economics, sociology, communications, finance, general business and others. 20 credits minimum.

Minor in Innovation and Entrepreneurship
20 credits minimum
## Required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENT 101</td>
<td>Creativity and Innovation</td>
<td>4</td>
</tr>
<tr>
<td>ENT 301</td>
<td>Starting a Startup From Ideas to Action</td>
<td>4</td>
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Select one or both of the following:

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ENT 401</td>
<td>Launching a Startup</td>
<td>4</td>
</tr>
<tr>
<td>ENT 430</td>
<td>Global Entrepreneurship</td>
<td>4</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>BUS 376</td>
<td>Sales Management</td>
<td>4</td>
</tr>
<tr>
<td>ENT 420</td>
<td>Agile Product Development</td>
<td>4</td>
</tr>
<tr>
<td>ENT 421</td>
<td>Entepeneurial Marketing &amp; Selling</td>
<td>4</td>
</tr>
<tr>
<td>ENT 423</td>
<td>Legal Aspects of Entrepreneurship</td>
<td>4</td>
</tr>
<tr>
<td>ENT 424</td>
<td>Growth-Stage Venture Management</td>
<td>4</td>
</tr>
<tr>
<td>ENT 482</td>
<td>Special Topics (Required)</td>
<td>1-4</td>
</tr>
</tbody>
</table>

## Courses

### Lower Division

**ENT 101. Creativity and Innovation. (4).**
This course is for students who want to realize their potential as creative thinkers and problem solvers and to tackle challenges that have a global impact. In this course, you will learn to see what others do not see, to challenge what exists, to imagine what could be, and develop the skill sets to make your vision a reality. This course is designed to inspire and prepare you with the skills to combine innovation, creative thinking, entrepreneurship and business principles to turn ideas into business ventures, design innovative products and services in existing companies, or channel a passion for public service into practical solutions to the world’s most pressing social, economic and environmental problems. By analyzing and understanding problems from a human perspective and applying the principles of entrepreneurship to bring them into existence, you will leave with a set of tools for developing truly innovative and disruptive ideas that can change the world.

### Upper Division

**ENT 301. Starting a Startup From Ideas to Action. (4).**
This course focuses on the transition from business concept to the evaluation of the technical and market “doability” of the project. Feasibility involves reevaluating core assumptions of the original business model through customer feedback and prototype development. The course explores ways that entrepreneurs reiterate their businesses, making adjustments as new information is generated thereby insuring product-market fit. The course also looks at the assembly of critical human, financial and social capital in the venture creation process. There is an experiential component that involves interviewing potential customers, business partners and other venture helpers.

**ENT 401. Launching a Startup. (4).**
This is a culminating experience where students consider the steps involved in moving a business idea from feasibility to implementation. Students will either be involved in the development of a business plan for an independent venture, or will work in an internship on an entrepreneurial project.

**ENT 420. Agile Product Development. (4).**
Techniques for defining product features based on customer need, prioritizing, and refining into minimum viable product (MVP).

**ENT 421. Entepeneurial Marketing & Selling. (4).**
Techniques for marketing (prospect acquisition) and selling (persuading and negotiating).

**ENT 423. Legal Aspects of Entrepreneurship. (4).**
Elaboration on the aspects of the law most relevant to entrepreneurship: incorporation, intellectual property, employment law, customer and supplier contracts.

**ENT 424. Growth-Stage Venture Management. (4).**
Once a start-up discovers a viable business model, achieves product-fit, and acquires its first customers, attention turns to scaling the business rapidly. This course will teach how to plan, organize and control rapid business growth.

**ENT 430. Global Entrepreneurship. (4).**
Today’s economy is increasingly borderless. This course is an exploration of the intersection of business and culture for companies ranging from startups to large enterprises seeking to grow beyond their national boundaries to develop, translate, adapt, and promote products and services to international markets. Special attention will be given to the impact of cross-cultural differences (especially those in non-Western cultures) on issues and situations in the development and management of a diverse, multi-cultural workforce and globalization teams. Prerequisite: ENT-101.

**ENT 482. Special Topics. (1-4).**
Studies in specific industries or activities that are of interest to our geographic area, student body, or adjunct instructor.
Interdisciplinary

For students whose academic goals are not best served by a traditional major, Cal Lutheran offers the opportunity to design an interdisciplinary major in which the student selects courses from more than one department. Independent studies and experiential learning can also be included in the major.

Students work with a faculty mentor and faculty advisory committee to develop a proposal for a course of study that meets the student’s needs. Examples of such majors include environmental law and policy; childhood development and creativity; graphic design; systems analysis; and human resources management.

Major Requirements for a 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. Normally a student should declare an interdisciplinary major by the second semester of the junior year. Exceptions may be made at the discretion of the advisory committee and appropriate academic dean.

2. The student, with the help of a faculty advisor, shall submit a typewritten application to the Dean of the College of Arts and Sciences. The proposal shall consist of:
   • A rationale for the major, including a description of the major and an explanation of what makes the courses a cohesive major rather than a random collection of courses.
   • A list of all courses contained in the major, listed under respective departments. Normally the major should represent at least three departments with no more than 30 units from any one department.

3. The Dean of the College of Arts and Sciences, in consultation with the faculty advisor, will appoint a committee of at least three faculty members to review the proposal. At least one professor from each department represented in the major will serve on the committee.

4. If the committee approves the major, the final contract will be prepared and signed by the faculty advisor. It is then sent to the Dean of the College of Arts and Science (or other appropriate academic dean) and the Registrar for final approval.

5. Any changes in the student’s program must be submitted in writing to the advisory committee, Dean, and Registrar for approval.

Courses

Lower Division
INTD 282. Sel Top:. (1-4).

Upper Division
INTD 482. Italian Renaissance Literature in Transl. (4-8).
This course is a survey of major literary masterpieces of the Italian Renaissance. Students will be introduced to the literary, spiritual, and human values that emerged during this period and will understand their influence on European civilization.

INTD 496. Directed Research. (0).
A university-wide research course with individual department designations.

Interdisciplinary Educational Studies

The Interdisciplinary Educational Studies major is designed to prepare students to teach elementary school and leave our program well equipped with the knowledge and experience necessary for success in graduate level teacher education.

Bachelor’s in Education to be Allowed for Multiple Subject Credentials
On July 24, 2017, the Governor signed AB 170 amending California Education Code to allow candidates for Multiple Subject credentials to hold a Bachelor’s degree in Education. All candidates for California Multiple or Single Subject teaching credentials must hold a Bachelor’s degree from a regionally accredited institution of higher education but degree majors in Education have previously been disallowed. With the signing of AB 170, beginning January 1, 2018 candidates for Multiple Subject teaching credentials only will be allowed to hold a Bachelor’s degree in Education. AB 170 makes no changes to the regional accreditation requirement. Degrees must still be earned at a regionally accredited institution of higher education and the institution’s regional accreditation status must have been in place at the time the degree was earned. The Commission will provide additional guidance and information this fall.

American Sign Language

American Sign Language (ASL)
Completion of ASL 102 satisfies Cal Lutheran's foreign language requirement
Courses

This course serves as 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. Transportation to a school site is necessary (arrangements can be made with classmates).

IES 382. Liberal Studies Seminar. (4).
The goal of the course is to identify and establish a mission and vision for teaching and learning, to introduce and explore significant issues in teaching and learning, and provide information on pursuing credential requirements. The main emphasis of this course is a minimum of 60 hours of active service in a k-6 classroom where course content is applied in working with students.

IES 402. Theories of Teaching & Learning. (4).
This course explores the cognitive, linguistic, social, moral, emotional, and physical factors affecting development, academic achievement, and behavior in children and adolescents and the teaching and learning methods that support these goals.

IES 490. Internship. (1-4).
IES 492. Iesd Internship. (1-4).

Languages and Cultures

(Includes: Chinese (p. 374), French (p. 375), German (p. 376), Greek (p. 378), Hebrew (p. 378), and Spanish (p. 378))

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.

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

(non major/minor)

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. Cal Lutheran 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.

Courses

Lower Division

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 CHIN 102: CHIN 101 or equivalent.

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 CHIN 201: CHIN 102 or equivalent; CHIN 202: CHIN 201 or equivalent.
CHIN 218. Chinese Business Culture and Language. (3).
As China continues to emerge as the world's major market, knowledge of Chinese language and culture and their impact on modern business conduct are becoming valuable assets for the student who pursues a career in business. Students will learn about Chinese business culture and how it influences the pattern and manner in which Chinese business is operated or managed. Students will compare the different social/cultural issues and values of modern China and western countries. Field trips will immerse and values of modern culture, providing them the opportunity to interact with Chinese people in different business settings, practice conversational skills, and appreciate Chinese customs. No previous study of Chinese is required.

CHIN 282. Selected Topics. (1-4).
Select Topic approved for core requirement.

CHIN 285. Travel Seminar. (2).

Upper Division
CHIN 482C. ST: Select Topic (core). (1-4).
Select Topic approved core requirement.

CHIN 490. Independent Study. (1-4).

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 Cal Lutheran 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 Cal Lutheran 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 Cal Lutheran 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 Cal Lutheran 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 Cal Lutheran. 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.

Courses
Lower Division
The beginning study of French, both oral and written, including the fundamentals of grammar, reading and pronunciation through the use of electronic media. Prerequisite: FREN 102: FREN 101 or equivalent.

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: FREN 201: FREN 102 or equivalent. FREN 202: FREN 201 or equivalent. This course is normally the prerequisite for any upper division course in French.

FREN 282. Selected Topics. (1-4).
Select Topic approved for core requirement.

FREN 285. Interim Travel Course. (2).

Upper Division
FREN 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: FREN 202 or equivalent or satisfactory score on proficiency exam.
FREN 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).

A study of the representative masterpieces and significant movements of French literature. FREN 311: From the Middle Ages through the Age of Enlightenment; FREN 312: 19th and 20th centuries.

Pronunciation, dictation and intonation in theory and practice including phonetic transcription and oral presentations. Students are required to regularly use available electronic technology.

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.

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.

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.

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.

FREN 448. Francophone Literature - Capstone. (4).
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.).

FREN 453. French Literature of the 19th Century -. (4).
An analysis and discussion of the works of leading authors, with an emphasis on poetry.

FREN 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).

FREN 482. Selected Topics. (1-4).
FREN 482C. ST: Select Topic (core). (1-4).
Select Topic approved for core requirement.

FREN 485. Travel. (2).

FREN 490. Independent Study. (1-4).
FREN 492. Internship. (2-4).
For majors only. (graded P/NC only).

FREN 496. Directed Research. (1-3).

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.

Cal Lutheran'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.

Cal Lutheran'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.

Courses

Lower Division

GERM 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: GERM 102: GERM 101 or equivalent.
Development of oral and written skills. This course is the prerequisite for any upper division course in German. Prerequisite: GERM 102 or equivalent or satisfactory score on proficiency exam.

GERM 282. Selected Topics. (1-4).

Select Topic approved for core requirement.

GERM 285. Travel Seminar. (1-2).

Upper Division
GERM 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: GERM 201 or equivalent or placement by the department.

GERM 306. Masterpieces of German Literature. (4).
The study and interpretation of selected major works from German literature in English translation, supplemented by outside reading and individual reports.

GERM 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.

GERM 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. GERM 311: From the beginning to the Enlightenment. GERM 312: From the Enlightenment to the present.

An introduction to the German business environment that deals with marketing, import/export, business transactions, banking, resumes and effective correspondence.

GERM 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.

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).

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.

GERM 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.

GERM 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).

GERM 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).

GERM 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.

GERM 482. Selected Topics. (1-4).

GERM 482C. ST: Select Topic (core). (1-4).
Select Topic approved for core requirement.

GERM 490. Independent Study. (1-4).
Majors only. (on demand).

GERM 492. Internship. (2-4).
Majors only. (graded P/NC only) (on demand).
Greek

(non major/minor)

Courses

GREE 318. Intro to Biblical Greek II. (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 RLTH-318.

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 RLTH 317 & RLTH 318).

Hebrew

(non major/minor)

Courses

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: RLTH 100. (cross-listed with RLTH 315 and RLTH 316).

HEBR 316. Classical Hebrew Language and Literature. (4).
This course is the second of a two semester sequence of study leading to a reading knowledge of the Hebrew Bible/Old Testament and other ancient texts. Basic Hebrew grammar and vocabulary are studies in conjunction with questions of the literary, religious, and linguistic culture of ancient Israel and early Judaism. Pre-requisite RHTL-315.

Spanish

The goals of our Spanish program at Cal Lutheran 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 Cal Lutheran Study Abroad Program.

Courses

Lower Division

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: SPAN 101: 0-2 years of high school Spanish; SPAN 102: SPAN 101 or 3-4 years of high school Spanish.
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: SPAN 201: SPAN 102 or equivalent or satisfactory score on proficiency exam; SPAN 202: SPAN 201 or equivalent or satisfactory score on proficiency exam. (SPAN 201 offered in fall; SPAN 202 offered in spring).

SPAN 282. Selected Topic. (4).
SPAN 282C. ST: Select topic (core). (1-4).
Select Topic approved for core requirement.

The major purposes of this course are (1) To understand the literary elements of detective fiction as a genre and its evolution (2) To identify and analyze detective fiction produced in Barcelona and how the genre relates to the city space and its architecture. (3) To understand the influence of the city of Barcelona on some of the major literary, pictorial and architectural works of the 20th century. (4) To explore the city of Barcelona through and make connections between two seemingly different disciplines. (5).

Upper Division

SPAN 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: SPAN 202. Conducted in Spanish. (offered in fall).

SPAN 303/303. Don Quijote and Modern Fiction. (4,4).
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.

SPAN 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.

SPAN 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.

SPAN 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.

SPAN 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 ENGL 361).

SPAN 380. Introduction to Translation. (4).
This course is an intensive study of advanced Spanish grammar in the context of translation from English into Spanish and Spanish into English. Students will learn the fundamental concepts of translation theory and will put them into practice by analyzing and translating humor, literary excerpts, journalistic pieces, and documents focused on healthcare, media, technology, law, marketing, and education for example. The course will present opportunities to critically discuss and reflect on the specific tasks translators perform while analyzing fundamental differences in writing style, grammar structures, and culturally specific themes in Spanish and English. Prerequisite: SPAN 202.

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).

SPAN 403. Spanish for Business. (UG).
Spanish for Business is an advanced Spanish language course, that engages students in the examination of cultures of Latin America. The emphasis is on understanding perspectives of Spanish-speaking Latin American cultures as well as developing communication skills for business purposes. Students receive a foundation in the Spanish language and multicultural awareness of diverse communities within Latin America's Spanish-speaking business world. This class is recommended for students planning a career in business-related fields including hotel management. This course fulfills the foreign language requirement. Prerequisites.

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).
SPAN 461. Mexican Literature. (4).
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.

SPAN 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.

SPAN 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.

SPAN 482. Selected Topics. (1-4).
SPAN 482C. ST: Select Topic (core). (1-4).
Select Topic approved for core requirement.

SPAN 485. Treasures of Peru II. (1).
This course is designed for those students who are interested in history, literature and cultures from Latin America and viewing literature and history from an analytical perspective. SPAN 485 is an interdisciplinary exploration of Peru through the study of literature and history. Students will immerse themselves in the history and the culture of Peru, building on the academic foundations laid in SPAN 482. This course is designed to be comparative and students will develop cross-cultural competencies that will assist them in identifying and analyzing unique historical, cultural and aesthetic productions. Prerequisites: SPAN 482: "Treasures of Peru I".

SPAN 490. Independent Study. (1-4).
SPAN 492. Internship. (1-4).
SPAN 496. Directed Research. (1-3).

Learning Resources

(non major/minor)

Courses

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.

LRN 182. Selected Topics. (1-4).

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.

Recommended Courses for Students Planning for Law School:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>COMM 233</td>
<td>Argumentation &amp; Advocacy</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 301</td>
<td>Academic Research and Writing</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 220</td>
<td>Logic</td>
<td>4</td>
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<tr>
<td>POLS 322</td>
<td>Modern Political Thought</td>
<td>4</td>
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<tr>
<td>Total</td>
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<td>16</td>
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Marketing Communication

The 21st Century business community faces unprecedented challenges in a highly competitive global economy. Industry leaders know that effective communication – 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.

Cal Lutheran’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
nomination honors in mathematics program should discuss program requirements with the director of the mathematics single subject program.

in mathematics degree, include an entrance interview after completing Calculus II, and a portfolio defense at the end. Students interested in entering the program allows a student to enroll directly in a teaching credential program upon graduation. Program requirements most closely match the B.S. 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 most closely match the B.S. in Mathematics degree, include an entrance interview after completing Calculus II, and a portfolio defense at the end. Students interested in entering the program should discuss program requirements with the director of the Mathematics Single Subject Program.

Honors in Mathematics

Nomination Process

Students interested in completing Departmental Honors must be nominated by a Math faculty member prior to their final year. This normally will occur three semesters before graduation, but might occur two semesters before. In order to be eligible for nomination a student must satisfy all three of the following requirements:
1. A Math GPA of at least 3.5 with no semester grade below a B in any upper division Math course,

2. An overall GPA of 3.0,

3. 2 upper division Math courses either completed or in progress.

**Selection Process**

Once nominated, a student takes MATH 474 Capstone Prep and develops a proposal for an Honors Project. The project proposal must follow the guidelines for Capstone in Mathematics projects but must be for a year-long project that holds the promise of completing publishable results. After the oral and written project proposals have been reviewed, the Math faculty will determine if a student’s project is worthy of being selected as an Honors project. Moreover, by the time the candidate is selected he/she must also have completed at least 2 Upper Division Math courses with a grade of B or higher in both, and have at least 1 additional upper division Math course completed or in progress.

**Completion of Departmental Honors**

To complete Departmental Honors students must successfully pass all of the following courses:

- MATH 474 - Capstone Prep --2 credits (taken spring of Junior year)
- MATH 475 – Capstone--2 credits (taken fall of Senior year)
- MATH 497 - Honors Research--3 credits (taken Spring of Senior year)

This is equivalent to one year of mentored research experience, plus one semester of research preparation in the Capstone Prep course. The final project will be presented in three venues: a written thesis, an oral presentation, and a poster presentation. The advisor in conjunction with Math faculty will review the project at the end of the Capstone course to determine if the student may proceed with the Honors Research course. At the end of the Honors Research course they will again confer to determine if the project meets the standards of an honors project.

**Courses**

**Lower Division**

**MATH 110. 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 530 or below.

**MATH 115. Finite Mathematics. (4).**

This course studies mathematics and models in the social sciences including logic, sets, families of functions, and an introduction to descriptive and inferential statistics. Recommended for social science majors. Prerequisite: MATH 110 or a Math SAT of 540 or above.

**MATH 120. Concepts Underlying Arithmetic. (4).**

This course is designed for the prospective elementary school teacher, and emphasis is on developing a deep understanding of the mathematical ideas necessary for superb teaching of elementary school mathematics. Communication of these ideas through appropriate language and the use of diagrams, patterns, and everyday objects is a critical feature of the class. Students are expected to work in cooperative groups during class, and to make presentations on a regular basis. Topics include number sense, representations of numbers, number systems, creating and analyzing algorithms for arithmetic operations, proportional reasoning, problem solving, algebraic thinking, and current California state math standards. Issues of access and pedagogy are addressed both individually and in the context of the mathematical ideas. This course does not satisfy the Core 21 Mathematical Reasoning Requirement. Prerequisites: MATH 110 or a Math SAT of 540 or above.

**MATH 128. 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: MATH 110 or Math SAT 540 or above.

**MATH 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: MATH 110 or Math SAT 540 or above.

**MATH 151. Precalculus. (4).**

This course studies real numbers, equations, inequalities and polynomial, rational, exponential, logarithmic and trigonometric functions. Prerequisite: MATH 110 or Math SAT 540 or above.
This course introduces the principles, methods of reasoning, summarization, analysis and preparation of scientific 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 ANOVA. Prerequisite: MATH 151 or Math SAT 620 or above.

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: MATH 151.

MATH 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: MATH 115, MATH 145, MATH 151 or Math SAT 620 or above.

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. Prerequisite: MATH 151 or Math SAT 620 or above.

MATH 251S. Supplemental Inst: Math 251. (0).
This is the Supplemental Instruction Blackboard Platform attached to MATH 251. As a student enrolled in this section, you are automatically enrolled in the attached Supplemental Instruction Blackboard Platform. Supplemental Instruction (SI) is an academic support program designed to improve student success in challenging foundation courses. SI is a well-researched program that has been shown to improve students' letter grades by a half to a full grade, with consistent participation. With the SI model, a SI Leader (a student who has successfully completed the course with a B+ or better in the past, and who has an overall GPA of 3.0 or higher) is embedded into the course, attending all course meetings. The SI Leader then facilitates the scheduling and running of group SI study sessions throughout the week. There will typically be three one hour SI Sessions or two 90 minute SI Sessions per week. The SI Blackboard Platform is hosted by your SI Leader, who will utilize it to take confidential attendance at SI Sessions, to make general announcements to the class members, and to share helpful resources and study materials for SI Sessions. Participation in the SI study sessions is completely optional and always free, and you may come to as many or as few sessions as you would like over the semester. Your course professor does not receive any information about attendance, so you can be certain that your participation will be kept confidential.

MATH 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. Students will use a computer algebra system to engage with material in the course. Prerequisites: MATH 251.

MATH 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. Students will use a computer algebra system to engage with material in the course. Prerequisite: MATH 252. (offered in fall).

Students will formulate differential equations to model phenomena, solve these equations when possible and analyze these equations when solutions are not possible. Students will study single variable differential equations and systems, and applications of these in areas such as physics, chemistry and ecology. Analytical, graphical, and numerical methods will be explored. Prerequisite: Math-252. Recommended prerequisite: MATH-261 (offered in spring).

MATH 282. Selected Topics. (4).

Select Topic approved for Core requirement.

MATH 285. Travel Seminar. (1-4).

Upper Division

MATH 320. Elementary Mathematical Analysis. (4).
An introduction to mathematical analysis emphasizing conjecture and proof. Content includes elementary logic and quantifiers, manipulations with sets, relations and functions, properties of the real number system, supremaums and infimums, sequences and limits of sequences, and the topology of the real line. The course will introduce students to the concepts and techniques of mathematical proof. Prerequisite: MATH 252, Recommended: MATH 241.

MATH 331. Data Analysis With R. (4).
This course studies the analysis of complex data sets in the statistical programming language R. Topics include an introduction to programming in R, data cleaning, descriptive statistics and graphics, probability models, hypothesis testing, confidence intervals, linear and logistic regression, classification, and cluster analysis. Students will learn to communicate their statistical results by critiquing journal articles and producing their own written analyses. Required prerequisites: MATH 231 or MATH 241 or MATH 251.
MATH 341. Graph Theory/Combinatorics. (4).
The course extends upon concepts introduced in Discrete Mathematics. Graph theory concepts include isomorphism, planarity, Eulerian circuits, and colorings. Network optimization concepts include minimum spanning trees, shortest path, traveling salesperson problem, maximum flow, and matching. Concepts in combinatorics include permutations, combinations, arrangements, distribution, binomial identities, generating functions, and recurrence relations. Students will be required to write proofs for theorems and pseudocode for algorithms. Prerequisite: MATH 241.

MATH 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: MATH 252. Recommended: MATH 261.

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: MATH 252. Recommended: MATH 261.

MATH 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: MATH 252. Recommended: MATH 261 and MATH 343.

MATH 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. This course will introduce students to the concepts and techniques of mathematical proof. Prerequisite: MATH 252 or consent of instructor. Recommended: MATH 241.

MATH 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: MATH 261 and either MATH 382 or MATH 320 (preferred).

Studies the theory of integers, groups, rings, fields and polynomials. Prerequisite: MATH 241 and either MATH 382 (preferred) or MATH 320.

MATH 450. Complex Variables. (4).
Topics include complex numbers and functions, analytic functions, differentiation, integration, series, contour integrals and conformal mapping. Prerequisite: MATH 261 and one other upper division mathematics course.

MATH 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: MATH 261 and MATH 352.

MATH 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).

MATH 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.

MATH 482. Selected Topics. (1-4).
MATH 482C. ST: Select topic (core). (1-4).
Select Topic approved for core requirement.

MATH 485. Seminar. (2-4).

MATH 490. Independent Study. (1-4).
MATH 492. Internship. (1-4).
(graded P/NC only).

MATH 496. Directed Research. (1-3).

MATH 497. Honors Research. (3).
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
- 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
- visual effects

The degree also serves as a springboard for advanced degrees in their fields.

Courses

Lower Division

MULT 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.

MULT 140/141. Multimedia Community. (1,1).
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.
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.

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.

MULT 240/241. Multimedia Community. (1,1).
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.

MULT 282. Selected Topic. (1-4).
Select Topic approved core requirement.

Upper Division

MULT 300. Advanced Multimedia I. (4).
Concentrates on developing each student's specialty 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.

MULT 301. Advanced Multimedia II. (4).
Continuation of MULT 300.

MULT 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.

MULT 340/341. Multimedia Community. (1,1).
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.

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.

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, MULT 100, MULT 202, or permission of instructor or department
chairperson.

MULT 440/441. Multimedia Community. (1,1).
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.
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.

MULT 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, MULT 100, or permission of instructor or department chair.

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: MULT 100, ART 280, ART 380, or permission of the instructor or department chair.

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.

MULT 471. High Definition Digital Cinema II. (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.

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.

MULT 476. Capstone B. (4).
Continuation of MULT 475.

MULT 482. Selected Topics. (1-4).
MULT 482C. ST: Select Topic (core). (1-4).
Select Topic approved for core requirement.

MULT 490. Independent Study. (1-4).
MULT 492. Internship. (1-4).
MULT 496. Directed Research. (1-3).
MULT 497/498. Departmental Honors. (4,4).

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 Cal Lutheran Choir, Women’s Chorale, University Symphony, Wind Ensemble, Jazz Improvisation Ensemble, Percussion Ensemble, and smaller chamber ensembles. The Cal Lutheran Choir and Wind Ensemble embark on frequent tours. Past trips have included Hawaii, England, Scandinavia, and Italy.

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. Please check the music department website for audition details.

A fee is required for Private Lessons. For current fees, please refer to the University Costs (http://catalog.callutheran.edu/undergraduate/universitycosts) section of the catalog.

**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).

**Courses**

**Lower Division**

**MUS 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).

**MUS 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).

**MUS 103. Music for Classroom Teachers. (3).**
Intended for future elementary classroom teachers, this course is designed to equip students with the basic skills of reading and writing music, and understanding of the importance of music in the curriculum, and familiarity with the materials and methods for teaching music to children. Students need have no prior knowledge of music and is designed for non-music majors.

**MUS 107. Music 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.

**MUS 108. Music 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: MUS 107.

**MUS 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.

**MUS 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: MUS 109.

**MUS 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.

**MUS 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: MUS 111.

**MUS 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.)

**MUS 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.)

**MUS 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).
MUS 140/140A. Piano. (1-2,1-2).
MUS 140B/140C. Piano. (1-2,1-2).
MUS 140D. Piano. (1-2).
MUS 141. Organ. (1-2).
MUS 142/142A. Voice. (1-2,1-2).
MUS 142B/142C. Voice. (1-2,1-2).
MUS 142D. Voice. (1-2).
MUS 143. Strings. (1-2).
Includes violin, viola, cello, bass, harp and classical guitar.
MUS 143A. Strings: Violin. (1-2).
MUS 143B. Strings: Viola. (1-2).
MUS 143C. Strings: Cello. (1-2).
MUS 143D. Strings: Double Bass. (1-2).
MUS 143E. Strings: Guitar. (1-2).
MUS 143F. Strings/Guitar. (1-2).
MUS 143G. Strings/Harp. (1-2).
MUS 144. Woodwinds. (1-2).
Includes flute, oboe, clarinet, saxophone and bassoon.
MUS 144A. Woodwinds: Flute. (1-2).
MUS 144B. Woodwinds: Clarinet. (1-2).
MUS 144C. Woodwinds: Oboe. (1-2).
MUS 144D. Woodwinds: Bassoon. (1-2).
MUS 144E. Woodwinds: Saxophone. (1-2).
Includes trumpet, trombone, euphonium, French horn and tuba.
MUS 145A. Brass: Trumpet. (1-2).
MUS 145B. Brass: Trombone/Tuba. (1-2).
MUS 145C. Brass: French Horn. (1-2).
MUS 145D. Brass/Tuba Euphonium. (1-2).
MUS 146A/146B. Percussion. (1,2).
Includes mallet and percussion instruments.
MUS 147. Composition. (1-2).
Individual lessons on modern procedures for composing music in the tradition of European and American concert music.
MUS 150. Women's Chorale. (1).
The study of various styles of choral music with emphasis on vocal development. Opportunity for public performance. Prerequisite: consent of instructor.
MUS 153. Wind Ensemble. (1).
The study of representative literature with special emphasis on performance. Prerequisite: consent of instructor.
MUS 154. Chamber Music. (1).
The study and performance of instrumental and vocal chamber music. Prerequisite: Permission of Music Department chair.
MUS 155. Jazz Ensemble. (1).
The study and performance of literature appropriate for this performance medium. By audition.
MUS 160. Percussion Ensemble. (1).
The development of techniques for all percussion instruments, including work with mallets. Includes the study and performance of standard percussion ensemble literature.
MUS 180. California Lutheran Choir. (1).
The study of choral repertoire representing all historical periods and musical styles. Frequent public performance. By audition.
The study of representative instrumental literature of different historical periods, with emphasis on public performances. By audition.
A introductory course in music production suitable for non-majors or students pursuing a major in Music Production. This course explores creative techniques utilized in computer-based music production. Classes meet in a Macintosh Computer lab and the Music Production Lab (I-202). The ability to read music is helpful but not required. No prerequisite. Offered each semester.

MUS 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: MUS 108.

MUS 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 half focuses on the Pre-WW II works of Debussy, Stravinsky, Bartok, and the Second Viennese school; the second half will survey major trends since WW II, with an emphasis on music by American composers. Prerequisite: MUS 207.

MUS 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: MUS 110.

MUS 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: MUS 209.

MUS 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: MUS 209.

MUS 282. Selected Topics. (1-4).
Select Topic approved for core requirement.

Upper Division

MUS 300. Studio Recording I. (4).
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. Lecture, 3 hours/week; Laboratory, 2 hours/week. Prerequisite: MUS 200.

MUS 300L. Studio Recording I Lab. (0).

MUS 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: consent of instructor.

MUS 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.

MUS 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. Additional fee required. (cross-listed with ACTV 312 & TA 312).

MUS 333. History and Survey of Film Music. (3).
A survey of film music from early 20th Century silent films to the 21st Century. The course will focus on American Feature films, supplemented by examples of scores from animated cartoons, experimental films, documentaries, art films, and 20th Century European Cinema. Open to non-majors. No prerequisites.

MUS 337. Dance for Musical Theater. (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 TA 337).
MUS 340B. Piano/Harpsichord. (1-2).
MUS 341. Organ. (1-2).
MUS 342/342A. Voice. (1-2,1-2).
MUS 342B/342C. Voice. (1-2,1-2).
MUS 342D. Voice. (1).
MUS 343. Strings. (1-2).
Includes violin, viola, cello, bass, harp and classical guitar.
MUS 343A. Strings: Violin. (1-2).
MUS 343B. Strings: Viola. (1-2).
MUS 343C. Strings: Cello. (1-2).
MUS 343D. Strings: Double Bass. (1-2).
MUS 343E. Strings: Guitar. (1-2).
MUS 343F. Strings: Harp. (1-2).
MUS 343G. Strings/Harp. (1-2).
MUS 344. Woodwinds. (1-2).
Includes flute, oboe, clarinet, saxophone and bassoon.
MUS 344A. Woodwinds: Flute. (1-2).
MUS 344B. Woodwinds: Clarinet. (1-2).
MUS 344C. Woodwinds: Oboe. (1-2).
MUS 344D. Woodwinds: Bassoon. (1-2).
MUS 344E. Woodwinds: Saxophone. (1-2).
Includes trumpet, trombone, euphonium, French horn and tuba.
MUS 345A. Brass: Trumpet. (1-2).
MUS 345B. Brass: Trombone/Tuba. (1-2).
MUS 345C. Brass: French Horn. (1-2).
MUS 345D. Brass/Tuba Euphonium. (1-2).
Includes mallet and percussion instruments.
MUS 346B. Percussion. (1-2).
Includes mallet and percussion instruments.
MUS 347. Composition. (1-2).
Individual lessons on modern procedures for composing music in the tradition of European and American concert music.
MUS 350. Women's Chorale. (1).
The study of various styles of choral music with emphasis on vocal development. Opportunity for public performance. Prerequisite: consent of instructor.
MUS 353. Wind Ensemble. (1).
The study of representative literature with special emphasis on performance. Prerequisite: consent of instructor.
MUS 354. Chamber Music. (1).
The study and performance of instrumental and vocal chamber music. Prerequisite: Permission of Music Department chair.
MUS 355. Jazz Ensemble. (1).
The study and performance of literature appropriate for this performance medium. By audition.
MUS 360. Percussion Ensemble. (1).
The development of techniques for all percussion instruments, including work with mallets. Includes the study and performance of standard percussion ensemble literature.
MUS 365. Advanced Music Production. (3).
Advanced Topics in Music Production. Students learn techniques for creating unique music projects using the latest hardware and software tools. Topics include: advanced digital sampling, synthesizer programming, midi orchestration, creative uses of signal processing, creating music for games and soundtrack. Prerequisite MUS 300.

MUS 370. Acting for Musical Theater. (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 TA 370).

MUS 375. Junior Recital. (1).

MUS 380. California Lutheran Choir. (1).
The study of choral repertoire representing all historical periods and musical styles. Frequent public performance. By audition.

MUS 381. University Symphony. (1).
The study of representative instrumental literature of different historical periods, with emphasis on public performances. By audition.

MUS 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 REL 392).

MUS 400. Studio Recording II. (4).
An exploration of advanced audio recording techniques using a Pro Tool HD workstation. Topics include: techniques for recording acoustic and electric instruments, remote recording, intermediate mixing techniques, studio acoustics, wiring and design. Lecture, 3 hours/week; Laboratory, 2 hours/week. Prerequisite: MUS 300.

MUS 400L. Studio Recording II Lab. (0).

MUS 403. History of Musical Theater. (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.

MUS 404. Foundations of Music Education. (3).
An introductory course in the field of music education designed for students seeking an emphasis in Music Education. This course will survey the history of K-12 schools, and explore various learning approaches, methodologies, and evaluate tools commonly used within diverse music classrooms.

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: MUS 208.

MUS 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: MUS 309.

MUS 411. Instrumental Conducting. (3).
Practical experience with a laboratory group in instrumental music. Prerequisite: MUS 309.

MUS 423. String and Brass Techniques. (2).
Elementary instruction in the technique of playing string and brass instruments. Recommended for public school music teachers.

MUS 424. Woodwind and Percussion Techniques. (2).
Elementary instruction in the technique of playing woodwind and percussion instruments. Recommended for public school music teachers.

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: MUS 208.

MUS 444. Audio Masterclass. (1).
A workshop or masterclass in audio-related topics taught by industry professionals. The exactly content of this course will vary according to the topic presented. Required class sessions may occur off-campus. Prerequisite: MUS 300.

MUS 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.
MUS 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.

MUS 475. Capstone: Senior Recital/Thesis. (1).

MUS 482. Selected Topics. (1-4).

MUS 482C. ST: Select Topic (core). (1-4).
Select Topic approved for core requirement.

MUS 482L. Special Topics Lab. (4.00).

MUS 490. Independent Study. (1-4).

MUS 492. Internship. (1-4).

MUS 496. Directed Research. (1-3).

Music Production

Courses

Lower Division

MUS 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).

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).

MUS 103. Music for Classroom Teachers. (3).
Intended for future elementary classroom teachers, this course is designed to equip students with the basic skills of reading and writing music, and understanding of the importance of music in the curriculum, and familiarity with the materials and methods for teaching music to children. Students need have no prior knowledge of music and is designed for non-music majors.

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.

MUS 108. Music 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: MUS 107.

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.

MUS 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: MUS 109.

MUS 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.

MUS 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: MUS 111.

MUS 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.)

MUS 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.)
MUS 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).

MUS 140/140A. Piano. (1-2,1-2).
MUS 140B/140C. Piano. (1-2,1-2).
MUS 140D. Piano. (1-2).

MUS 141. Organ. (1-2).

MUS 142/142A. Voice. (1-2,1-2).
MUS 142B/142C. Voice. (1-2,1-2).
MUS 142D. Voice. (1-2).

MUS 143. Strings. (1-2).
Includes violin, viola, cello, bass, harp and classical guitar.

MUS 143A. Strings: Violin. (1-2).
MUS 143B. Strings: Viola. (1-2).
MUS 143C. Strings: Cello. (1-2).
MUS 143D. Strings: Double Bass. (1-2).
MUS 143E. Strings: Guitar. (1-2).
MUS 143F. Strings/Guitar. (1-2).
MUS 143G. Strings/Harp. (1-2).

MUS 144. Woodwinds. (1-2).
Includes flute, oboe, clarinet, saxophone and bassoon.

MUS 144A. Woodwinds: Flute. (1-2).
MUS 144B. Woodwinds: Clarinet. (1-2).
MUS 144C. Woodwinds: Oboe. (1-2).
MUS 144D. Woodwinds: Bassoon. (1-2).
MUS 144E. Woodwinds: Saxophone. (1-2).

Includes trumpet, trombone, euphonium, French horn and tuba.

MUS 145A. Brass: Trumpet. (1-2).
MUS 145B. Brass: Trombone/Tuba. (1-2).
MUS 145C. Brass: French Horn. (1-2).
MUS 145D. Brass/Tuba Euphonium. (1-2).

MUS 146A/146B. Percussion. (1,2).
Includes mallet and percussion instruments.

MUS 147. Composition. (1-2).
Individual lessons on modern procedures for composing music in the tradition of European and American concert music.

MUS 150. Women’s Chorale. (1).
The study of various styles of choral music with emphasis on vocal development. Opportunity for public performance. Prerequisite: consent of instructor.

MUS 153. Wind Ensemble. (1).
The study of representative literature with special emphasis on performance. Prerequisite: consent of instructor.

MUS 154. Chamber Music. (1).
The study and performance of instrumental and vocal chamber music. Prerequisite: Permission of Music Department chair.

MUS 155. Jazz Ensemble. (1).
The study and performance of literature appropriate for this performance medium. By audition.

MUS 160. Percussion Ensemble. (1).
The development of techniques for all percussion instruments, including work with mallets, Includes the study and performance of standard percussion ensemble literature.

MUS 180. California Lutheran Choir. (1).
The study of choral repertoire representing all historical periods and musical styles. Frequent public performance. By audition.
The study of representative instrumental literature of different historical periods, with emphasis on public performances. By audition.

A introductory course in music production suitable for non-majors or students pursuing a major in Music Production. This course explores creative techniques utilized in computer-based music production. Classes meet in a Macintosh Computer lab and the Music Production Lab (I-202). The ability to read music is helpful but not required. No prerequisite. Offered each semester.

MUS 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: MUS 108.

MUS 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 half focuses on the Pre-WW II works of Debussy, Stravinsky, Bartok, and the Second Viennese school; the second half will survey major trends since WW II, with an emphasis on music by American composers. Prerequisite: MUS 207.

MUS 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: MUS 110.

MUS 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: MUS 209.

MUS 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: MUS 112.

MUS 282. Selected Topics. (1-4).
Select Topic approved for core requirement.

Upper Division

MUS 300. Studio Recording I. (4).
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. Lecture, 3 hours/week; Laboratory, 2 hours/week. Prerequisite: MUS 200.

MUS 300L. Studio Recording I Lab. (0).

MUS 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: consent of instructor.

MUS 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.

MUS 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. Additional fee required. (cross-listed with ACTV 312 & TA 312).

MUS 333. History and Survey of Film Music. (3).
A survey of film music from early 20th Century silent films to the 21st Century. The course will focus on American Feature films, supplemented by examples of scores from animated cartoons, experimental films, documentaries, art films, and 20th Century European Cinema. Open to non-majors. No prerequisites.

MUS 337. Dance for Musical Theater. (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 TA 337).
MUS 340B. Piano/Harpsichord. (1-2).
MUS 341. Organ. (1-2).
MUS 342/342A. Voice. (1-2,1-2).
MUS 342B/342C. Voice. (1-2,1-2).
MUS 342D. Voice. (1).
MUS 343. Strings. (1-2).
Includes violin, viola, cello, bass, harp and classical guitar.
MUS 343A. Strings: Violin. (1-2).
MUS 343B. Strings: Viola. (1-2).
MUS 343C. Strings: Cello. (1-2).
MUS 343D. Strings: Double Bass. (1-2).
MUS 343E. Strings: Guitar. (1-2).
MUS 343F. Strings: Harp. (1-2).
MUS 343G. Strings/Harp. (1-2).
MUS 344. Woodwinds. (1-2).
Includes flute, oboe, clarinet, saxophone and bassoon.
MUS 344A. Woodwinds: Flute. (1-2).
MUS 344B. Woodwinds: Clarinet. (1-2).
MUS 344C. Woodwinds: Oboe. (1-2).
MUS 344D. Woodwinds: Bassoon. (1-2).
MUS 344E. Woodwinds: Saxophone. (1-2).
Includes trumpet, trombone, euphonium, French horn and tuba.
MUS 345A. Brass: Trumpet. (1-2).
MUS 345B. Brass: Trombone/Tuba. (1-2).
MUS 345C. Brass: French Horn. (1-2).
MUS 345D. Brass/Tuba Euphonium. (1-2).
Includes mallet and percussion instruments.
MUS 346B. Percussion. (1-2).
Includes mallet and percussion instruments.
MUS 347. Composition. (1-2).
Individual lessons on modern procedures for composing music in the tradition of European and American concert music.
MUS 350. Women's Chorale. (1).
The study of various styles of choral music with emphasis on vocal development. Opportunity for public performance. Prerequisite: consent of instructor.
MUS 353. Wind Ensemble. (1).
The study of representative literature with special emphasis on performance. Prerequisite: consent of instructor.
MUS 354. Chamber Music. (1).
The study and performance of instrumental and vocal chamber music. Prerequisite: Permission of Music Department chair.
MUS 355. Jazz Ensemble. (1).
The study and performance of literature appropriate for this performance medium. By audition.
MUS 360. Percussion Ensemble. (1).
The development of techniques for all percussion instruments, including work with mallets, Includes the study and performance of standard percussion ensemble literature.
MUS 365. Advanced Music Production. (3).
Advanced Topics in Music Production. Students learn techniques for creating unique music projects using the latest hardware and software tools. Topics include: advanced digital sampling, synthesizer programming, midi orchestration, creative uses of signal processing, creating music for games and soundtrack. Prerequisite MUS 300.

MUS 370. Acting for Musical Theater. (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 TA 370).

MUS 375. Junior Recital. (1).

MUS 380. California Lutheran Choir. (1).
The study of choral repertoire representing all historical periods and musical styles. Frequent public performance. By audition.

MUS 381. University Symphony. (1).
The study of representative instrumental literature of different historical periods, with emphasis on public performances. By audition.

MUS 385. 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 REL 392).

MUS 400. Studio Recording II. (4).
An exploration of advanced audio recording techniques using a Pro Tool HD workstation. Topics include: techniques for recording acoustic and electric instruments, remote recording, intermediate mixing techniques, studio acoustics, wiring and design. Lecture, 3 hours/week; Laboratory, 2 hours/week. Prerequisite: MUS 300.

MUS 400L. Studio Recording II Lab. (0).

MUS 403. History of Musical Theater. (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.

MUS 404. Foundations of Music Education. (3).
An introductory course in the field of music education designed for students seeking an emphasis in Music Education. This course will survey the history of K-12 schools, and explore various learning approaches, methodologies, and evaluate tools commonly used within diverse music classrooms.

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: MUS 208.

MUS 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: MUS 309.

MUS 411. Instrumental Conducting. (3).
Practical experience with a laboratory group in instrumental music. Prerequisite: MUS 309.

MUS 423. String and Brass Techniques. (2).
Elementary instruction in the technique of playing string and brass instruments. Recommended for public school music teachers.

MUS 424. Woodwind and Percussion Techniques. (2).
Elementary instruction in the technique of playing woodwind and percussion instruments. Recommended for public school music teachers.

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: MUS 208.

MUS 444. Audio Masterclass. (1).
A workshop or masterclass in audio-related topics taught by industry professionals. The exactly content of this course will vary according to the topic presented. Required class sessions may occur off-campus. Prerequisite: MUS 300.

MUS 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.
MUS 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.

MUS 475. Capstone: Senior Recital/Thesis. (1).

MUS 482. Selected Topics. (1-4).

MUS 482C. ST: Select Topic (core). (1-4).
Select Topic approved for core requirement.

MUS 482L. Special Topics Lab. (4.00).

MUS 490. Independent Study. (1-4).

MUS 492. Internship. (1-4).

MUS 496. Directed Research. (1-3).

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 Cal Lutheran are trained in a variety of areas:

• ethics
• political philosophy
• analytic philosophy
• philosophy of mind
• history of philosophy
• Greek philosophy
• epistemology
• metaphysics
• Asian philosophy
• logic and the philosophy of science

Philosophy is an excellent major (or double major) for students who are pre-law 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.

Program Requirements

Bachelor of Arts in Philosophy

32 credits minimum, 20 credits upper division; Philosophy 450

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Philosophy 450 (Philosophy Capstone)</td>
<td>2-4</td>
</tr>
<tr>
<td>Four to Five Upper Division Philosophy Courses</td>
<td>16-18</td>
</tr>
<tr>
<td>Three Philosophy Courses (Lower or Upper Division)</td>
<td>12</td>
</tr>
<tr>
<td>Total Hours</td>
<td>32</td>
</tr>
</tbody>
</table>

Courses

Lower Division

Studies the meaning of philosophy as the "examined life," with an introduction to the concepts and major problems of philosophy.
PHIL 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.

This course surveys some important historical and theoretical issues in Western political philosophy, and considers some applications of the theories discussed to moral, political, and legal controversies. Issues discussed include: justice, social construction, the "ideal" society, social contract theory, rights, liberty, restrictions on government, responses to injustice, etc.

PHIL 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.

PHIL 282. Selected Topics. (4).

PHIL 282C. ST: (core). (1-4).
Select Topic approved fill core requirement.

**Upper Division**

PHIL 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.

PHIL 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.

PHIL 312. History of Philosophy. (4).
This course is a general introduction to some of the main problems and debates in the history of philosophy. Students will acquire a basic familiarity with the major themes of ancient Greek and Medieval metaphysics, epistemology, psychology, and moral theory. We will also investigate the scientific revolution of the 16th and 17th centuries and the serious conceptual crises it caused in modern thought and the 19th Century thinkers who were responding to these modern figures. Students will acquire experience in the analysis of original texts and the arguments they contain through close reading, class discussions and group activities. The aim of the course is to introduce you to some of the central problems of ancient, medieval, modern, and nineteenth century philosophy; to teach you how to reconstruct arguments and evaluate them, and how to write philosophy papers.

PHIL 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.

PHIL 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.

This course surveys some important theoretical issues in Western political philosophy, and considers some applications of the theories discussed to moral, political, and legal controversies. Issues discussed include: the obligation to obey the law, the justification of secession, the nature of rights, the limits of state power (especially with respect to offensive expression), just distribution of property, and reparations for past injustice.

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 research subjects. Recommended for both natural science and social science majors interested in exploring the philosophical implications of the scientific enterprise.

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.

PHIL 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.

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.
PHIL 300. Philosophy of Law. (4).
In this course we will explore several issues central to the philosophy of law, including the following: (i) the nature of law and the connection, if any, between law and morality, (ii) the nature of a judge's role in the legal system, (iii) the nature of legal, and, especially, constitutional interpretation, (iv) the justification of the legal punishment, including the death penalty, and, (v) the requirements for legal responsibility, with a particular emphasis on the justification of some legal defenses and the appropriate role of the consequences of an agent's action in determining her responsibility.

The course will undertake an investigation of ethical issues in contemporary business life, linking ethical concepts and theories to concrete cases of corporate and individual choice in the business world.

PHIL 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.

PHIL 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).

PHIL 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.

PHIL 450. Philosophy Capstone. (2-4).
All philosophy majors are required to complete a capstone course, meeting regularly with a faculty member and writing a capstone thesis covering important readings in Philosophy. The course is taken in the Fall semester of your Senior year. The course may be taken for 2-4 credits. The topic of the course will be chosen after discussion with your faculty mentor.

PHIL 482. Selected Topics. (2-4).

PHIL 482C. ST: (core). (1-4).
Select Topic approved fill core requirement.

PHIL 490. Independent Study. (1-4).

PHIL 492. Internship. (2-4).

PHIL 496. Directed Research. (1-3).

PHIL 497. Departmental Honors. (4).

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.

Cal Lutheran 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. The minor strengthens the training of students majoring in other fields by providing high-level technological knowledge and enhanced problem-solving skills.

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. Students develop employer-valued work-ready skills in areas such as electronics, optics and Matlab programming.

Physics students are encouraged to become actively involved in undergraduate research. In collaboration with Physics Department faculty, Cal Lutheran students develop next generation detectors and perform data analysis for experiments conducted at the CERN laboratory, use data obtained from telescopes throughout the world to improve models of massive stars and develop and assess models of superconducting compounds using the department's high-performance computing resources. Physics majors also participate in summer undergraduate research programs at other universities and national laboratories as well as internships with local industries.

Cal Lutheran Physics graduates have a strong record in obtaining employment after graduation and, for those who opt to continue studies in graduate school, are accepted into strong physics and engineering programs at universities throughout the nation.
Courses

Lower Division

PHYS 100. Introduction to Astronomy. (3).
An introduction to the solar and stellar objects in our visible universe.

PHYS 100L. Introduction to Astronomy Lab. (1).
Includes identification of constellations and planets, use of telescopes, analysis of astronomical data and field trips. Laboratory, 2 hours/week. Prerequisite or corequisite: PHYS 100.

PHYS 110. Physical Science for Liberal Art 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.

PHYS 110L. Physical Science Liberal Arts Majors Lab. (0).

PHYS 120. Musical Acoustics. (4).
Explores musical sound from a physics perspective. Basic physical principles underlying the production, transmission and perception of musical sound. Vibrations, waves, elementary acoustics with applications to a wide range of musical topics. Spectral analysis of waveforms. Studio format class equivalent to 3 hours lecture + 2 hours lab per week.

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: MATH 151 or equivalent. (fall).

PHYS 201L. Mechanics and Thermodynamics- Lab. (0).

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: PHYS 201, PHYS 211 or permission of the instructor. (spring).

PHYS 202L. Electricity, Magnetism, & Optics - Lab. (0).

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.

PHYS 209L. Energy and Society Lab. (0).

PHYS 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: MATH 251. (fall).

PHYS 211L. Mechanics and Thermodynamics-Lab. (0).

PHYS 212. Electricity, Magnetism, and Optics -. (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: PHYS 211 (recommended) or PHYS 201; prerequisite or corequisite: MATH 252. (spring).

PHYS 212L. Electricity, Magnetism & Optics Lab. (0).

PHYS 282. Selected Topics. (1-4).
PHYS 282C. ST:. (1-4).
Select Topic approved to fill core requirement.

PHYS 282L. Selected Topics Lab. (0).

Upper Division

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: MATH 252; PHYS 202 or PHYS 212.

PHYS 303L. Modern Physics Lab. (0).

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: MATH 151; PHYS 202 or PHYS 212 or high school physics. (spring, odd years).
PHYS 309L. Applied Electronics Lab. (0).

This course focuses on performing experimentally-based investigations in physics. Students develop skills programming data acquisition interfaces, using advanced equipment and performing data analysis. Important research skills covered include literature searches, experiment design and theory, laboratory techniques, and communication of research through oral presentations and written material. Topics investigated are drawn from multiple areas such as quantum physics, electricity and magnetism, optics and astronomy. Lecture 3 hours/week; laboratory 3 hours/week. Prerequisites: PHYS 212 and MATH 252.

PHYS 370. Digital Electronics. (3).
Includes logic, number systems, buses, memory and register design and in-depth architecture. Lecture, 2 hours/week; Laboratory, 3 hours/week. Prerequisite: MATH 151.

PHYS 400. Senior Research Seminar. (4).
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.

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: PHYS 201 & PHYS 202 or PHYS 211 & PHYS 212. GEOL 111 or GEOL 152 recommended. (cross-listed with GEOL 405).

PHYS 405L. Geophysics Lab. (0).

Includes the study of single-particle dynamics, reference systems, oscillations, Lagrangian and Hamiltonian mechanics. Prerequisites: MATH 261, MATH 265; PHYS 212.

Development of the microscopic basis for fundamental thermodynamic principles and thermal properties cells, heat engines and classical and quantum distribution functions. Pre-requisites: MATH 261, MATH 265; PHYS 212.

PHYS 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, MATH 265 and PHYS 212. Recommended: PHYS 440.

PHYS 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: MATH 261, MATH 265; PHYS 212.

PHYS 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 MATH 265, PHYS 212 and PHYS 440.

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 and PHYS 212. Recommended: MATH 265.

PHYS 482. Selected Topics. (1-4).

PHYS 482L. Sel Topics: Lab. (1-4).

PHYS 490. Independent Study. (1-4).

PHYS 492. Internship. (2-4).

PHYS 496. Directed Research. (1-3).

PHYS 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 Cal Lutheran 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. In the spirit of this there is an Political Science experiential learning component in the form of an internship or study abroad required of Political Science majors. Students are offered opportunities to study abroad at Oxford and other notable programs, engage in community development and service projects, and intern at law firms and non-profit agencies in Washington, DC and throughout Los Angeles and Ventura Counties.

International Relations Emphasis

32 credits minimum, 20 credits upper division.

<table>
<thead>
<tr>
<th>Select one of the following:</th>
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<tbody>
<tr>
<td>POLS 102</td>
<td>Theory &amp; Practice American Government</td>
</tr>
<tr>
<td>POLS 205</td>
<td>American National Government</td>
</tr>
<tr>
<td>POLS 210</td>
<td>Multiculturalism, Race &amp; Politics in U.S</td>
</tr>
<tr>
<td>POLS 222</td>
<td>Introduction to Political Science</td>
</tr>
<tr>
<td>POLS 320</td>
<td>Scope and Methods of Political Science</td>
</tr>
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</table>

Select one of the following:

| POLS 321                      | Ancient Political Thought |
| POLS 322                      | Modern Political Thought |
| POLS 324                      | American Political Thought |
| POLS 476                      | Capstone - Global Leaders and Leadership |

Select two of the following: 8

| POLS 341                      | European Government and Politics |
| POLS 360                      | International Relations |
| POLS 365                      | American Foreign Policy |
| POLS 367                      | Comparative Politics |
| POLS 461                      | International Law and Organization |
| POLS 482                      | Selected Topics |

Select two of the following: 8

| POLS 382                      | History and Politics of Latin America |
| POLS 384                      | History/Politics Modern Middle East |
| POLS 388                      | History and Politics of East Asia |
| POLS 443                      | Government and Politics of Africa |

Law and Public Policy Emphasis

32 credits minimum, 20 credits upper division.

Select one of the following: 4

| POLS 102                      | Theory & Practice American Government |
| POLS 205                      | American National Government |
| POLS 210                      | Multiculturalism, Race & Politics in U.S |
| POLS 222                      | Introduction to Political Science |
| POLS 320                      | Scope and Methods of Political Science |

Select one of the following: 4

| POLS 321                      | Ancient Political Thought |
| POLS 322                      | Modern Political Thought |
| POLS 324                      | American Political Thought |
| POLS 476                      | Capstone - Global Leaders and Leadership |
| POLS 207                      | Contemporary Issues in Public Policy |

Select two of the following: 8
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.
POLS 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.

POLS 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.

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 COMM 233).

POLS 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.

POLS 282. Selected Topics. (1-4).

POLS 282C. St: (core). (1-4).
Select Topic approved for core requirement.

Upper Division

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.

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.

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 COMM 308).

This course investigates the interaction between news media, audiences and strategic political communicators in the United States. Special emphasis is give to the role of the news media in politics, the use of campaign practices and techniques in elections, the effects of media messages on audiences, the impact of new medical technologies on news and campaigns, and facets shaping news production such as journalistic routines, medial economics, and the strategic management of news by politicians.

POLS 317. 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.

POLS 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.

POLS 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.

POLS 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).

POLS 323. Jurisprudence. (3).
This course examines several salient issues in the philosophy of law including an analysis of (i) the nature of law; (ii) the relations of law to mortality; (iii) how judges decide cases; and (iv) how the law is or should be interpreted; and (v) how to brief and argue cases. Most importantly, this course examines the major theoretical approaches to the law including Natural Law, Positive Law, Law as Principle, American Legal Realism, Critical Legal Studies, and Law and Economics.
POLS 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.

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.

POLS 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.

POLS 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.

POLS 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.

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.

POLS 384. History/Politics 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.

POLS 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.

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.

POLS 392. Internship Via Luther College Program. (1-8).

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.

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.

POLS 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.

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 CRIM 404).

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 COMM 405).

This course examines discord within multietnic 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.
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.

POLS 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 class 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.

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.

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.

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 affected 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.

POLS 417. 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.

POLS 418. 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.

This course looks at the development, culture, and politics of the Caribbean region. In doing so, this course examines key characteristics, such as culture, cultural identity, politics, and the complex relationship between these entities.

This course uses an American Political Development approach to examine the evolution of US political institutions (Congress, the executive, the courts and political parties.) The course will examine the design of the American system in comparative perspective and guide students through an exploration of how the current system came to be and how its evolution shaped and was shaped by political events.

POLS 421. Political Violence and Revolutions. (4).
In this course we analyze the use of non-traditional warfare throughout history, including terrorism and guerilla insurgency, to promote political and social change. Topics include just war theory, theories of revolution, and the social and political consequences of political violence.

POLS 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: junior standing or permission of instructor.(cross-listed with CRIM 440).

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).

This course is designed for junior and senior students interested in law school, graduate school in public policy, or any profession touched by the law. (cross-listed with CRIM 445).
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.

This course introduces some of the fundamental relationships between politics and economics, on both the domestic and international levels. Its purpose is to examine how these two aspects of human behavior are mutually dependent.

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.

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 GLST 477.

POLS 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 BUS 478).

POLS 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.

POLS 482. Selected Topics. (1-4).
POLS 482C. ST: (core). (1-4).
Select Topic required core requirement.

POLS 483. Field Work 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).

POLS 485. Experiential Practicum. (1).
The goal of the course is to provide the student with a vehicle to analyze their experience. To register for the 1-credit course, students must have studied abroad or completed a domestic internship related to the field of Political Science. Prerequisite: POLS 320; and POLS 102, POLS 200, POLS 207, POLS 210, or POLS 222.

POLS 490. Independent Study. (1-4).
POLS 492. Internship. (1-4).
(graded P/NC only).
POLS 496. Directed Research. (1-3).
POLS 497. Departmental Honors. (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.

Psychology

Human psychology is the result of biological, developmental, emotional, cognitive, and social processes. Psychologists study these processes through the application of the scientific method and apply their findings to better understand human behavior.

While lecture and 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 four junior/senior capstone courses are practicums emphasizing the integration and application of theory and concepts, ethics, oral and written communication, and research methodology.

Cal Lutheran’s Psychology Department has a chapter of Psi Chi, an international honor society for psychology majors, and each year several of our students receive support to present their research projects at regional and national conferences.

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 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.

**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.

**Courses**

**Lower Division**

**PSYC 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 PSYC 203, PSYC 207 and PSYC 215.

**PSYC 203. Understanding Emotion.** (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.

**PSYC 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.

**PSYC 215. The Psychology of Sex and Gender.** (4).

An exploration of research and issues surrounding gender from a psychosocial perspective, with an emphasis on the interaction between biological and social theories. The implications of social roles, status, and gender-related traits on relationships and health that are central to students’ daily lives are emphasized throughout. Methodological flaws the may impact the observance of sex differences are also examined.

**PSYC 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.

**PSYC 282. Selected Topics.** (1-4).

**PSYC 282C. ST: (core).** (1-4).

Select Topic approved for core.

**Upper Division**

**PSYC 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.

**PSYC 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.


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: MATH 115 or MATH 151 or equivalent).
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 PSYC 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: C- or above in PSYC 312).

PSYC 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.

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.

PSYC 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.

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.

PSYC 331. Physiological Psychology. (4).
Studies the physiological aspects of human behavior, with special emphasis on neurological structure and functions as related to sensation, psychopathology, and other psychological processes. Prerequisite: PSYC 200.

PSYC 338. Sport Psychology. (4).
This course is designed to help students both learn theory and then apply practical as well as theoretical information as it relates to the psychology of sports in its various forms. Various mental training skills that can enhance one’s athletic performance will also be covered. Some of the areas related to this class that will be explored this semester include stress, motivation, goal-setting, leadership, and imagery. Personality theory, as it relates to athletic competition, as well as competition in the "real world," will also be investigated. The class periods will consist of three components: 1) lecture, 2) discussions, and 3) a period of time during which films and small group exercises will take place.

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.

PSYC 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 CRIM 341).

PSYC 342. Art and Psychology. (3).
This course is offered in the Art and Psychology departments for those students who are interested in the synergy between art and psychology. It satisfies the CORE 21 Participatory Art requirement. It is especially relevant for students with majors in art or psychology or both who are interested in an MFT/ATR (registered art therapist) graduate program. For all others, the course provides an overview of art history, design, production and aesthetics with an emphasis on psychological theories and current neuroscience research. Child development and family systems are addressed in relation to therapeutic uses of art. Visual thinking and creativity are explored and utilized in the production of self-expressive art works. Cross-listed with ART-342.

PSYC 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.

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.

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: PSYC 313).
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.

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. Prerequisite: PSYC 200.

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.

PSYC 424. Sport Psychology. (4).
An investigation into the mental skills required for sports excellence. This course will explore attentional attributes, resilience, motivation and other key mental aspects that contribute to performance in sports.

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.

An introduction to the theories, problems and techniques of counseling and therapy. Prerequisites: PSYC 222 and PSYC 325.

PSYC 450. Sensation and Perception. (4).
Introduction to the basic sensory and perceptual processes of humans with an emphasis on vision and audition.

Forensic investigations will familiarize students with the process of criminal and forensic investigations as they relate to the criminal justice process. Students will learn the various applications in criminal investigations which include forensics, interview/interrogation, search and seizure, use of DNA, policies and procedures. We will study the legal aspects of investigations and rules regulating the documentation, collection and analysis of evidence. We will explore the various investigative techniques used to detect, prevent, and study crime and behavior. This is a lecture-based and discussion course, so we will rely upon both audible and visual learning theories. The text will be used during lecture hours, but the reading assignments occur outside of class hours. Supplemental materials will be distributed in class and/or posted upon the class website. There will also be several experiential learning activities outside of the classroom. These will be announced in advance. Cross-listed with CRIM 451. Prerequisite: CRIM 101 or PSYC 200 and junior or senior standing.

PSYC 482. Selected Topic. (4).
PSYC 482C. ST: (core). (1-4).
Select Topic approved fill core requirement.

PSYC 490. Independent Study. (1-4).
(graded P/NC only).

PSYC 492. Internship. (1-4).
(graded P/NC only).

This course has two components - a weekly seminar and six hours per week in a field setting working with mentally ill, developmentally disabled, behaviorally disordered, or autistic clients. Under the supervision of the instructor and the clinical staff at their placement, students develop, implement and evaluate a behaviorally based clinical intervention with one of their clients. Students must secure their own placement. Prerequisite: PSYC 222 and PSYC 416; enrollment by permission of the Department Chair only.

This course offers 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: PSYC 312 and PSYC 313; 16 upper division units in Psychology. By Permission Only.

PSYC 496. Directed Research. (1-3).
By Permission Only.

PSYC 497. Departmental Honors. (4).
By Permission Only.

Religion and Theology

The religion curriculum at California Lutheran University challenges students to engage in the academic study of religion and to explore the religious questions raised in multiple faith traditions, such as the existence and nature of God, how personal and community ethics are shaped, how religion...
informs our living in a complex and global society, and the role of scriptures in the lives of the faithful. Courses include themes or topics across multiple religious traditions, as well as in-depth studies of specific religious traditions, including Christianity, Judaism, Islam and Sikhism.

The religion degree program at Cal Lutheran provides a solid grounding in the academic study of religion, using the tools of critical thinking, analysis of primary sources, and engagement with diverse religious traditions locally and globally. This program supports the liberal arts emphasis of the University and prepares students to understand and negotiate the myriad complexities of religion they will face after graduation, whether they work in business, law, local government, social services, education, medicine, administration, sales, or the environment. In addition to teaching students the skills of critical thinking and sustained community engagement needed for many careers today, the Religion Major also prepares students for graduate study in religion. Pre-seminary advising is also available to majors and non-majors alike.

Opportunities exist for students to do internships, experiential learning, mentored research, and independent studies, allowing them to explore areas of potential career interest.

**Courses**

**Lower Division**

RLTH 100. Religion, Identity and Vocation. (4).
This course introduces the study of religion. It pursues questions concerning the history, meaning, and interpretation of religious texts and action, and the broader contexts in which religion evolves. In addition to selective focus on the Christian tradition, this course considers core values of Lutheran higher education such as pluralism, interfaith cooperation, and sustainability. Additional religious traditions may be included.

RLTH 291. Integrative Seminar Vocation & Leadership. (3).
Through reading, group discussion, community engagement, and personal reflection, this course equips students to situate their own vocations and leadership styles in the context of communities to which they belong. Prerequisite: Permission of the Instructor.

RLTH 292. Interfaith Storytelling and Organizing. (2).

**Upper Division**

This course introduces the study of religion. It pursues questions concerning the history, meaning, and interpretation of religious texts and action, and the broader contexts in which religion evolves. In addition to selective focus on the Christian tradition, this course considers core values of Lutheran higher education such as pluralism, interfaith cooperation and sustainability. Additional religious traditions may be included. This course satisfied the Speaking Intensive Core requirement and the RTHL 100 core requirement. It is recommended for transfer students of junior and senior status who have not taken RTHL 100.

This course is the first of a two-semester sequence of study leading to a reading knowledge of the Hebrew Bible/Old Testament and other ancient Hebrew texts. Basic Hebrew grammar and vocabulary are studies in conjunction with questions of the literary, religious, and linguistic culture of ancient Israel and early Judaism.

RLTH 316. Classical Hebrew Lang/Lit II. (4).
This course is the second of a two-semester sequence of study leading to a reading knowledge of the Hebrew Bible/Old Testament and other ancient Hebrew texts. Basic Hebrew grammar and vocabulary are studies in conjunction with questions of the literary, religious, and linguistic culture of ancient Israel and early Judaism. (Cross listed with Hebrew 316; this course fulfills the Core 21 Language Requirement).

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.

RLTH 318. Introduction to Biblical Greek II. (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.

This course surveys biblical writings and examines them in their ancient social, political, and cultural contexts. Students learn comparative methods of literary and historical interpretation with special attention to how reconstructions of the ancient world affect our understanding of these writings. The selection of biblical writings will depend on the instructor.

RLTH 321. The Bible and the Contemporary World. (4).
The Bible is an enduring expression of the Jewish and Christian faiths. It is put to myriad uses and read in a fascinating variety of ways in many different contexts. This course explores the Bible in contemporary history, interpretation, social and political life, theology, and the arts, paying special attention to both its materiality/inaconicity and the way its themes are engaged by communities around the world.
The Apostle Paul wrote letters that have influenced how people live in community for almost 2000 years. This course examines how Paul argues, encourages, negotiates, and embodies ways of bringing diverse people together in one community. Students then consider Paul’s strategies in light of contemporary identities that often divide us today (race, gender, religion, social status, education, and privilege) in order to analyze Paul’s proposed solutions and to explore how communities today might navigate identity politics and community unity. This course incorporates site visits and/or service learning assignments.

This course will expose students to the historical context of the Qur’an and the ways in which Muslims and non-Muslims interpret and interface with the Qur’an. Student will read selections of the Qur’an and interpretations in addition to learning the role of the Qur’an in the lives of Muslims.

RLTH 331. Topics Medieval/Early Modern Christianity. (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.

RLTH 332. Luther and the 16th Century Reformation. (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 reformation they brought about.

The course traces the historical role(s) of religion in the United States of America from Native American religious traditions, through the dominance of Christianity in its multiple expressions, to the modern-day reality of pluralism. Themes include but are not limited to the relationship between religion and politics; the importance of the U.S. as a land of (religious) opportunity; religion and money; pluralism as a religious idea and/or challenge; and social frameworks such as class, sports, gender and sexuality. Offered every fall.

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.

RLTH 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.

RLTH 349. Queer Theology. (4).
This seminar course seeks to ask and respond to the theological questions within the context of queer theory. Moving beyond LGBTQ liberation theology, it seeks to (dis)integrate traditional understandings of the divine and consider the theological implications of identity, particularly by dis-/e-/rupting binaries such as good and evil, female and male, straight and gay, divine and human. Offered every other fall.

An introduction to contemporary Christian ethics and 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.

RLTH 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.

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.

RLTH 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 BUS 354).

RLTH 355. Cooperation in Modern India. (4).
From colonial encounters to the contemporary period, this course traces the roots of twentieth century interreligious conflict in and between India, Pakistan, Bangladesh, and Sri Lanka. Based on the principles of the merging field of Interfaith Studies, we will take an interdisciplinary approach to understand the underlying causes of conflict, as well as enacted and potential solutions. The course demands intensive reading, regular writing, seminar-style participation, and original research.

RLTH 356. Sexual Ethics. (4).
A study of sexual ethics from religious and 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.
RLTH 360. 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.

A consideration of women and women's issues within the context of the study of world religious traditions.

RLTH 372. South Asian Thought. (4).
Drawing on the religious traditions of South Asia (modern India, Pakistan, Bangladesh, and Sri Lanka), students will consider the varieties of the religious experience, historically and comparatively represented by the adherents of these religious communities.

RLTH 373. Global Jesus. (4).
Who is Jesus? This course begins with the four gospel accounts of Jesus' life and ministry to learn and how various first century Jewish and Roman contexts shaped specific portrayals of Jesus. Then we examine contemporary global perspectives on Jesus. Students research and analyze how Jesus is portrayed in the art, literature, politics, cultures and social constructions of 5-7 non-western countries. Students consider the ways in which cultures shape contemporary theological portrayals of Jesus.

A study of the elements of traditional Judaism in biblical, rabbinic and modern times.

In this introductory course, students learn the history of Islam from the Prophet Mohammed and the roots of the religion in Arab culture, to the spread of Islam as a global religion across many cultures. Students will analyze the variety of social, political, and cultural ways in which Muslims live out their faith around the world and in the U.S. Global Emphases may change year to year but will include 3-5 different geographical areas such as: Egypt, Asia, Turkey, Africa, Spain, Indonesia, and Europe.

This course provides an introduction to the presence of Muslims in the United States, starting with a historical survey spanning African Muslim slaves brought in the antebellum period to anti-Muslim rhetoric in 21st century, paying attention to current events in the US involving Muslims. We explore American Muslim communal and demographic diversity, political and civic organizations, political participation, religious practices as well as family, education, music, art, and cultural diversity. Special attention is paid to questions of gender, race, and citizenship, as well as to issues of religious authority and authenticity. The course engages this material within the contexts of both American religious history and Islam as a global tradition.

This course introduces students to the history of Buddhism, Hinduism, Sikhism and Jainism as religions that originated in the Indian Subcontinent (aka, South Asia; modern India, Pakistan, Bangladesh, and Sri Lanka), as well as the impact that Islam had on the same. It then traces the migrations of these faiths around the world and their practitioners to the shores of the United States. Drawing on the religious traditions of South Asia, students will consider the varieties of the religious experience, historically and comparatively represented by the adherents of these religious communities. The course will focus on the lived realities of these traditions in the United States. Class period will entail a combination of discussions and lectures intended to illuminate those texts.

RLTH 379. Sikhism. (4).
The Sikh religion, or Sikhism, offers students an educative example of how a religious tradition emerges in the full light of history to become one of the youngest of the "world religions". In this course, students will share in the tradition's intellectual, spiritual, and cultural heritage while exploring the question of how to study religions. By the course's end, students will be able to recapture major moments in the tradition's history, and also offer informed comment on its future.

Humans eat food. Human cultural and religious phenomena relate intimately to patterns of eating—which is why anthropologists, sociologists, historians, and scholars of religions have long been fascinated with the relationships between sacred stores and ritual practices involving food. This course takes an interdisciplinary approach to studying the intersections between religion, food, and environments. Students will address questions about religious law, mythic narratives, ritual practice, symbolic meaning, identity formation, and animal and ecological ethics, as we explore Jewish kosher observance, Christian Eucharistic practice, Islamic halal, and other kinds of religious eating. Special attention will be given throughout the course to issues of race, ethnicity, and gender across multiple social identities.

In modern democracies there is often a provision for religious freedom alongside an exception that the public be secular. Students will explore religious freedom and freedom of conscience in light of the First Amendment and Anglo-Protestant bias. Governed by seminar practices of writing, speaking, and listening, students will examine case studies and constitutional debates; describe and assess the practice of religion in public life; and explain the dynamics of religious pluralism and secularization.

RLTH 384. Religion and Ecological Ethics. (4).
Religion and ecological ethics is the challenging work of 1) gaining clarity about our positions, attitudes, and assumptions with respect to "the environment" by drawing from the disciplines of both religious and philosophical ethics; 2) developing rigorous ways to think about complex issues such as climate change, environmental injustice, ethical treatment of animals, farming and food justice, and others; and 3) outlining practical approaches to local/global issues and short/long term actions. It also demands that we think carefully about how our conceptions of "nature," "environment," "wilderness," etc. shape our attitudes and practices.
The course will investigate how the deepest meaning of leadership is embodied in the commitment to the growth and well-being of people and the communities in which they belong, all the while meeting organizational purposes and ends.

Through course readings, practica, guest speakers, and self-reflection, students will be introduced to the theologies, approaches, and organizational models of ministry with children, youth, and families. Students will investigate the analyses of others through written assignments and exams and will construct their own articulations of the purpose and practice of ministry. By hosting guest speakers, practicing theological skills, and locating resources, students will relate their own identities and leadership styles to the identities and leadership styles of fellow classmates and scholar-practitioners.

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.

RLTH 393. Spirituality and the Arts. (4).
This course explores the use of the arts in (Christian) spirituality, focusing on visual arts, literature and poetry, music, and other forms of special interest to students. We will consider how both works of art and the practice of artistic creation and performance become iconic or transparent to human spiritual experience.

Jewish Spirituality.

This course examines key figures and developments in the lively history of Lutheran spirituality. The first half of the course centers in Luther’s spirituality and glimpses of later European Lutheran spirituality of Dietrich Bonhoeffer and expanding in U.S., global and ecological Lutheran voices.

This course provides an introduction to diverse forms of Christian spirituality through attention to themes of solitude, community, Sabbath, prayer, discernment, social justice, spiritual practice, and ecology. In this course students will critically engage a range of primary and secondary texts.

RLTH 397. Islamic Spirituality. (4).
Spirituality is an integral of every religious tradition. In recent years, Sufism, or a deep historical tradition of Islamic spirituality, has often been considered separate from Islam itself. This course investigates the historical origins of Sufism and its transnational and local dynamics in the modern world.

RLTH 398. Sacred Space and Ritual. (4).
This course introduces students to theories of space and place applied in the study of religion. Using case studies from one or more non-western religious traditions, students survey sacred spaces in historical and contemporary global contexts. Themes covered may include places of worship and pilgrimage, religious rituals, shared and contested sacred spaces, and the role and construction of gender in sacred spaces. The non-western religious traditions covered in this course will depend on the specialization of instructor.

RLTH 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).

This course investigates medieval Celtic Christianity. Any time a religious tradition is introduced into a culture, both the tradition and the culture are changed; this is what happened when Christianity encountered the Celtic cultures of the lands off the northwest edge of what we now call Western Europe. Some of the changes would have a profound influence on Christianity far beyond the time and space in which they arose, and that influence has experienced a renewed popularity for many Christians today. Our overarching goal in this class is to discover possible answers to the question: "Is there something that we can call 'Celtic Christianity'?" If the answer to that question is "yes," we will follow it up with a second: "What does Celtic Christianity look like, and how can we identify it?".

RLTH 490. Independent Study. (1-4).

RLTH 492. Internship. (2-4).

RLTH 493. Research and Methods. (2).
This course serves as part one of the capstone sequence for Religion and Theology and Christian Leadership Majors. In this course majors of junior and senior standing meet in a seminar style cohort to identify, develop and articulate their capstone research project proposal. Students will explore methodologies in the field of religion and practice the following skills: daily writing weekly planning sessions, exploring, articulating, testing and developing a research topic, and cultivating a communal approach to giving and receiving feedback on their research.
RLTH 494. Research and Writing. (2).
This course serves as part two of the capstone sequence for Religion and Theology and Christian Leadership Majors. In this course, majors of junior or senior standing meet in a seminar style cohort to research, write, and present their capstone research project. Students will practice the following skills; daily writing, weekly planning sessions, writing multiple drafts, and cultivating a communal approach to giving and receiving feedback with their research cohort and faculty instructor.

RLTH 496. Directed Research. (2-4).

Science

Scientific Computing is the field of study concerned with modeling and analyzing natural and engineered processes using computational techniques. Scientific Computing is a multidisciplinary field of study, both contributing to and benefiting from computer science, mathematics, and the natural and physical sciences.

The Applied Scientific Computing minor offers students a foundation in scientific computing. The program is designed to encourage students in all scientific disciplines with an interest in a multidisciplinary perspective on the sciences.

Courses

Lower Division

SCI 100. Exploring Research Thru Stem. (3).
In SCI-100 students are introduced to research in STEM by participating in research experiences in the laboratory and the field. Typically, research areas will include biology, chemistry, computer science, exercise science, mathematics, and physics. Faculty from a variety of STEM disciplines provide instruction through active learning, and students build collaboration skills working in teams and with peer mentors. Student teams present their final products at a poster session open to the campus community. By permission only.


This course introduces the principles of computer programming, problem-solving methods, and algorithm development from a scientific perspective. The programming languages covered are C (a compiled language popular among engineers and mathematicians), and Perl (a scripting language popular among bioengineers) both in wide use in scientific fields. Also covered are introductory software engineering techniques and tools necessary to convert a functional specification to a properly functioning program. Examples and assignments will be drawn from the natural sciences. (Cross listed with CSC 205).

SCI 282. Selected Topics. (1-4).

Upper Division

A team-taught seminar on the philosophy of the sciences - natural, physical, and mathematical - and the practical application of these philosophies. Emphasis will be placed on the role of scientific computing in the sciences. Prerequisites: MATH 251, SCI 205 / CSC 205 or CSC 210, and a course in the natural or physical sciences with lab work.

A research seminar with content designed to fit student need. Students will engage in the modeling and analysis of processes. Students will be expected to synthesize their experiences from all areas of the minor, culminating in a report using scientific computing methods and tools to analyze a sufficiently complex real world date set or process. Prerequisite: SCI 370.

SCI 496. Directed Research. (0).

SCI 496A. Arcadia University. (6).

SCI 496F. School for Field Studies Fellowship. (4).

SCI 496I. Absolute Internship. (1).

SCI 496O. Off Campus Research/Internships. (0).

Sociology

The mission of the Sociology Department is to provide students with opportunities to gain the knowledge and skills required to study groups, organizations, subcultures, cultures, and societies. Our students study the dynamics of social interactions, identities, inequalities, and social change by investigating social structures, norms and values which shape our lives, our institutions, and our societies.

The primary goals of the Sociology Department are as follows:

1. Develop a sociological imagination in our students. The sociological imagination is defined as the ability to grasp the relationship between the individual and society in order to understand how larger social patterns influence the lives of individuals and, conversely, how individuals can exercise
agency to effect change in society. Key to the development of a sociological imagination is fostering the growth of students’ creative and critical thinking skills.

2. **Provide a strong disciplinary foundation.** The foundation of the discipline of sociology rests upon two areas: research methods and social theory. Two required courses in research methods, one in quantitative methods, one in qualitative methods, provide the knowledge and skills necessary to design ethical and rigorous studies that involve the collection and analysis of empirical evidence. Two required courses, one in classical sociological theories and one in contemporary social theories, provide sociological perspectives that inform the selection of research methods for a particular project and guide the analysis of collected data. Together, these courses provide students with the abilities to produce theoretically driven and empirically grounded scholarship.

3. **Encourage growth in each student’s ethical judgment and understanding of identity.** We emphasize the development of ethical judgment in the production of and use of sociological knowledge because sociological knowledge has applied value when fostering intellectual growth and emotional maturity in students. In addition, we encourage students to examine diverse, complex, and situated identities, while increasing their awareness and understanding of the sources of social power which shape their own and others’ experiences.

4. **Prepare students to live meaningful and productive lives.** The sociology department is committed to helping students live meaningful lives that are filled with an ever-present critical awareness of social dynamics and with a commitment to bring about positive social change. In addition, the sociology department offers courses which develop a broad base of knowledge and skills applicable to a variety of occupational fields and various areas of graduate study.

**Courses**

**Lower Division**

**SOC 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.

**SOC 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 how these issues are being addressed by the local and international organizations. We will also explore the subjects of human trafficking, human rights, coexistence among peoples of different cultures, and other critical global issues such as poverty eradication, environmental degradation, health crises and family/gender issues. (cross-listed with GLST 103).

**SOC 200. Sexuality and 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.).

**SOC 204. American Indian Studies.** (4).

This course introduces students to the interdisciplinary field of American Indian Studies. The course covers three general areas related to American Indians. The first part of the course explores American Indian lifeways before sustained European invasion. The second part examines the dramatic consequences of invasion between 1492 and 1850, and includes an examination of Indian slavery, removal and reservation, and genocide. Special attention will be given to how American ideology, politics, and economic interests shaped Indian policies and practices. The third part examines the more critical issues facing American Indians, such as federal recognition, racism in the media, and poverty. Because American Indian women remain one of the most disadvantaged groups in the United States, the course pays particular attention to the consequences of Indian boarding schools and inadequate health care for Indian women. Each part will include readings written from the perspectives of American Indians.

**SOC 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 WOMS 210).

**SOC 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 COMM 221).
SOC 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.

SOC 282. Selected Topic. (1-4).
SOC 282C. ST: (core). (1-4).
Select Topic approved for core.

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 end of 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

SOC 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.

SOC 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 identities0, and the transformation of gender relations. Minimum Sophomore standing. (cross-listed with GLST 318).

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, the sacred in everyday life, and the production and reception of religious culture.

SOC 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.

SOC 322. Contemporary Issues in Gender Studies. (4).
The course examines the significance of gender in structuring experiences and social institutions with an emphasis on the reproduction of gender-based privileges. Specific course topics will vary as the course delves into a selected area in which gender plays a significant role. Topics might include identities, the body, masculinities, globalization, consumer culture, work, and media. Minimum Sophomore standing.

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.

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.

The course examines the peculiarity of the “modern” Western family system from historical and cross cultural perspectives. The course will explore the transformative effects of globalization and the 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.
SOC 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.

SOC 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 CRIM 370).

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: SOC 101; Minimum Junior standing.

SOC 413. Global Aspects of Sociology and Sport. (4).
Sport is a fundamentally social phenomenon. Like other forms of human behavior, it reveals regular and recurrent patterns. In the context of these patterns, sport has become highly organized, institutionalized, bureaucratized, and commercialized. Technology has standardized sport, created new sports, increased spectator interest and access, and produced new levels of excellence in sport. Sport is also a prominent influence in socializing children. Sport is often described as a microcosm of society. Sport offers an opportunity to study positive aspects of human behavior, such as leadership, cooperation and tolerance, but it also reveals negative social issues such as sexism, racism, and violence. Throughout the semester, we will engage in an exploration of these and other aspects of sport. We will go beyond the mass-mediated images that you receive via the television, radio, and newspaper. We will push past the taken-for-granted aspects of sport that are instilled in you when you first pick up a ball, swing a racket, or dive into water. We will see what lies beneath the surface of sport in contemporary society, how this institution interacts with others, and what effects it has on both the culture and the individuals within the culture.

SOC 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: SOC 407; Minimum Junior standing.

The course explores the ways in which sociological knowledge and skills are applied to tackling various social problems and improving the lives of people both inside and outside of American society. Students learn what occupational opportunities in serving communities and their members exist, and will develop skills in networking and effective cross-cultural communication.

SOC 430. Quantitative Methods. (4).
This class will prepare students to critically analyze and conduct quantitative sociological research. Emphasis is on the use of surveys, the primary quantitative method used in social research. Students will learn the principles of study design and deductive logic for the purpose of carrying out quantitative data analysis. Pre-requisite: SOC 101, Minimum Sophomore standing.

SOC 440. Ethnographic Methods - Capstone. (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 develop and execute a field research project involving data collection, analysis, and a report. Minimum Junior standing. Pre-requisite: SOC 101 or equivalent.

SOC 482. Selected Topics. (1-4).

SOC 482C. ST: (core). (1-4).
Select Topic approved for core.

SOC 485. Seminar. (2-4).

SOC 490. Independent Study. (1-4).
(graded P/NC only).

SOC 492. Internship. (1-4).


SOC 496. Directed Research. (1-3).

Sports Management (Minor)
The Sports Management minor is designed for students majoring in subjects other than business – providing a solid foundation in the management of sporting enterprises.

The minor spans multiple disciplines, including business, sociology and psychology, to give you a well-rounded perspective on the subject.

Courses include Introduction to Sports Management, Sports-Related Marketing, Sport Psychology and Global Aspects of Sociology and Sport.
See Business, Psychology and Sociology for faculty and course descriptions.

**Minor in Sports Management**

20 Credits Minimum

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 347</td>
<td>Introduction to Sports Management</td>
<td>4</td>
</tr>
<tr>
<td>BUS 411</td>
<td>Sports-Related Marketing</td>
<td>4</td>
</tr>
<tr>
<td>BUS 431</td>
<td>Brand Development &amp; Customer Exp</td>
<td>4</td>
</tr>
<tr>
<td>BUS 492</td>
<td>Internship</td>
<td>1-4</td>
</tr>
<tr>
<td>COMM 404</td>
<td>Broadcast Sports Production</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 338</td>
<td>Sport Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SOC 413</td>
<td>Global Aspects of Sociology and Sport</td>
<td>4</td>
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**Theatre and Dance**

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 and Dance Department offers a series of fundamental and advanced courses in theatre performance, design and technology, music theatre, and dance. Students have 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. Dance performances provide student dancers opportunities to showcase their talent. 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. Cal Lutheran students have brought home national and 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 Cal Lutheran 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. Cal Lutheran 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 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.

_For Dance Minor Requirements see Dance_

**Courses**

**Lower Division**

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.

TA 102. Introduction to Dance. (4).
A lecture/activity course devoted to the study of dance in its many cultural and societal contexts. The course is designed to increase knowledge of the aesthetic, socio-cultural, and vocational roles played by dancers from the art form’s historical roots to contemporary trends. Reading, writing, critical analysis and physical activity are included.

This course will enable students to develop voice acting skills, which can be applied to broadcasting, instructional film, animation, commercials and documentaries. The course will also provide an introduction to the history of the voice acting field and will provide information about professional opportunities. (cross-listed with COMM 104).
TA 112. 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 ACTV 112).

TA 120. Aerobic Dance. (1).

TA 121. Folk and Square Dance. (1).

TA 122. Modern Dance I. (1).

TA 123. Modern Dance II. (1).

TA 124. Polynesian Dance. (1).

TA 125. Swing Dance. (1).

TA 126. Ballroom Dance. (1).

TA 127. Ballet. (1).

TA 128. Tap Dance. (1).

An introduction to the fundamental techniques of acting as a basis for developing oral and physical communication skills. Individual and group participation is emphasized.

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.

TA 152. Mainstage Productions. (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.

TA 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.

TA 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.

TA 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: TA 160, TA 161, or TA 167.

TA 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.

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.

TA 222. Drafting/Computer Aided Drafting (CAD). (2).
The purpose of this course is to learn the basics of drafting for the theatre through not only traditional hand drafting, but also through the use of CAD programs such as AutoCAD and VectorWorks. This will be done through the introduction of drafting standards and principles with relation to hand drafting. Those principles will then be shifted into execution through the use of CAD.

TA 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.

TA 267. Introduction to CAD. (2).

TA 282. Selected Topics. (1-4).

TA 282C. ST: (core). (1-4).
Select Topic approved for core.

Upper Division

TA 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 ENGL 305).
TA 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 ACTV 312 and MUS 312).

TA 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: TA 131 or TA 133.

TA 332. Introduction to Improvisation. (1).
An introduction to the principles of improvisation as applied to acting technique. Students will perform comedy and serious improvisation.

Intensive work in acting styles from various theatrical periods, including Greek, Shakespeare, Restoration, 20th century, and Avant-Garde. Prerequisites: TA 131 or TA 133 or consent of instructor.

TA 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: TA 131 or TA 133.

TA 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: TA 131 or TA 133.

TA 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 MUS 337).

TA 338. Beginning Meisner Technique. (1).
Beginning Meisner is the study of an acting technique developed by actor Sanford Meisner based upon the Stanislavski system. The goal of his technique is to live truthfully in imaginary circumstances and may be applied to any style of acting. Course work will include application to monologue and scene work.

TA 339. Advanced Meisner Technique. (1).
Advanced Meisner is based on the teachings of Sanford Meisner. It builds on techniques from the beginning class adding character elements, shared circumstances and independent activities. This technique promotes living truthfully in imaginary circumstances and may be applied to any acting style. Prerequisite: TA 338.

This course is the first half of a two semester historical survey sequence that provides students with a solid grounding in the development of theatre and drama from the ancient Greeks to the present. Prerequisite: ENGL 111 (cross-listed with ENGL 342).

TA 343. History of Theatre and Drama II. (4).
This course is the second half of a two semester historical survey sequence that provides students with a solid grounding in the development of theatre and drama from the ancient Greeks to the present. Prerequisite: ENGL 111 (cross-listed with ENGL 343).

TA 352. Mainstage Productions. (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.

TA 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, TA 161, TA 162 or TA 163.

TA 365. Makeup Design I for Stage and Media. (2).
Students explore the concepts of corrective makeup design through lecture and practice. Must also register for TA-366, MakeupDesign II Stage and Media.

TA 366. Makeup Design II for Stage and Media. (2).
Students explore the concepts of character and special effects makeup design through lecture and practice. Must also register for TA-365, Makeup Design II Stage and Media.

TA 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: TA 167 or consent of instructor.

TA 368. Scenic Design for Stage and Media. (4).
Presents problems in scenic design, painting, perspective, and execution of models and working drawings. Prerequisite: TA 167 or consent of instructor.
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: TA 167 or consent of instructor. (cross-listed with ART 369).

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 MUS 370).

TA 403. History of Musical Theater. (2).

TA 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.

TA 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.

TA 432. Acting Shakespeare. (2).
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: TA 133 or permission of instructor.

TA 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: TA 131 or TA 133.

TA 440. Creative Dramatics for Children & Youth. (3).
Surveys the techniques and resources for children to express themselves through informal dramatics within the classroom or recreational situation. Prerequisite: consent of instructor. (cross-listed with EDUC 440).

TA 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.

TA 452. Shakespeare. (4).
A study of selected plays and the sonnets of Shakespeare, with attention to theatrical, cultural and literary background. (cross-listed with ENGL 452).

The study of stage direction theory, play analysis, directorial practices and interpretation. Emphasis is placed on preparation and direction of scenes for class performance.

TA 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.

TA 482. Selected Topics. (1-4).

TA 482C. ST: (core). (1-4).
Select Topic approved for core.

TA 490. Independent Study. (1-4).

TA 492. Internship. (1-4).
(graded P/NC only).

TA 496. Directed Research. (1-3).

Theology and Christian Leadership

In addition to the traditional religion major, the Religion Department offers a second major, Theology and Christian Leadership. Designed for students who want training in specific areas of lay ministry and professional ministry development, this interdisciplinary major includes religion courses as well as courses in other departments across the College. Students will select one of three areas for specialization:

1. Spirituality and the Arts
2. Not for Profit & Social Sector
3. Children, Youth, and Family Ministry
Courses

Lower Division

RLTH 100. Religion, Identity and Vocation. (4).
This course introduces the study of religion. It pursues questions concerning the history, meaning, and interpretation of religious texts and action, and the broader contexts in which religion evolves. In additional to selective focus on the Christian tradition, this course considers core values of Lutheran higher education such as pluralism, interfaith cooperation, and sustainability. Additional religious traditions may be included.

RLTH 291. Integrative Seminar Vocation & Leadership. (3).
Through reading, group discussion, community engagement, and personal reflection, this course equips students to situate their own vocations and leadership styles in the context of communities to which they belong. Prerequisite: Permission of the Instructor.

RLTH 292. Interfaith Storytelling and Organizing. (2).

Upper Division

This course introduces the study of religion. It pursues questions concerning the history, meaning and interpretation of religious texts and action, and the broader contexts in which religion evolves. In addition to selective focus on the Christian tradition, this course considers core values of Lutheran higher education such as pluralism, interfaith cooperation and sustainability. Additional religious traditions may be included. This course satisfied the Speaking Intensive Core requirement and the RTHL 100 core requirement. It is recommended for transfer students of junior and senior status who have not taken RTHL 100.

This course is the first of a two-semester sequence of study leading to a reading knowledge of the Hebrew Bible/Old Testament and other ancient Hebrew texts. Basic Hebrew grammar and vocabulary are studied in conjunction with questions of the literary, religious, and linguistic culture of ancient Israel and early Judaism.

RLTH 316. Classical Hebrew Lang/Lit II. (4).
This course is the second of a two-semester sequence of study leading to a reading knowledge of the Hebrew Bible/Old Testament and other ancient Hebrew texts. Basic Hebrew grammar and vocabulary are studied in conjunction with questions of the literary, religious, and linguistic culture of ancient Israel and early Judaism. (Cross listed with Hebrew 316; this course fulfills the Core 21 Language Requirement).

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.

RLTH 318. Introduction to Biblical Greek II. (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.

This course surveys biblical writings and examines them in their ancient social, political, and cultural contexts. Students learn comparative methods of literary and historical interpretation with special attention to how reconstructions of the ancient world affect our understanding of these writings. The selection of biblical writings will depend on the instructor.

RLTH 321. The Bible and the Contemporary World. (4).
The Bible is an enduring expression of the Jewish and Christian faiths. It is put to myriad uses and read in a fascinating variety of ways in many different contexts. This course explores the Bible in contemporary history, interpretation, social and political life, theology, and the arts, paying special attention to both its materiality/inconicity and the way its themes are engaged by communities around the world.

The Apostle Paul wrote letters that have influenced how people live in community for almost 2000 years. This course examines how Paul argues, encourages, negotiates, and embodies ways of bringing diverse people together in one community. Students then consider Paul's strategies in light of contemporary identities that often divide us today (race, gender, religion, social status, education, and privilege) in order to analyze Paul's proposed solutions and to explore how communities today might navigate identity politics and community unity. This course incorporates site visits and/or service learning assignments.

This course will expose students to the historical context of the Qur'an and the ways in which Muslims and non-Muslims interpret and interface with the Qur'an. Student will read selections of the Qur'an and interpretations in addition to learning the role of the Qur'an in the lives of Muslims.

RLTH 331. Topics Medieval/Early Modern Christianity. (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.
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.

A consideration of women and women’s issues within the context of the study of world religious traditions.

Drawing on the religious traditions of South Asia (modern India, Pakistan, Bangladesh, and Sri Lanka, students will consider the varieties of the religious experience, historically and comparatively represented by the adherents of these religious communities.

Who is Jesus? This course begins with the four gospel accounts of Jesus’ life and ministry to learn and how various first century Jewish and Roman contexts shaped specific portrayals of Jesus. Then we examine contemporary global perspectives on Jesus. Students research and analyze how Jesus is portrayed in the art, literature, politics, cultures and social constructions of 5-7 non-western countries. Students consider the ways in which cultures shape contemporary theological portrayals of Jesus.
A study of the elements of traditional Judaism in biblical, rabbinic and modern times.

In this introductory course, students learn the history of Islam from the Prophet Mohammed and the roots of the religion in Arab culture, to the spread of Islam as a global religion across many cultures. Students will analyze the variety of social, political, and cultural ways in which Muslims live out their faith around the world and in the U.S. Global Emphases may change year to year but will include 3-5 different geographical areas such as: Egypt, Asia, Turkey, Africa, Spain, Indonesia, and Europe.

This course provides an introduction to the presence of Muslims in the United States, starting with a historical survey spanning African Muslim slaves brought in the antebellum period to anti-Muslim rhetoric in 21st century, paying attention to current events in the US involving Muslims. We explore American Muslim communal and demographic diversity, political and civic organizations, political participation, religious practices as well as family, education, music, art, and cultural diversity. Special attention is paid to issues of religious authority and authenticity. The course engages this material within the contexts of both American religious history and Islam as a global tradition.

This course introduces students to the history of Buddhism, Hinduism, Sikhism and Jainism as religions that originated in the Indian Subcontinent (aka, South Asia; modern India, Pakistan, Bangladesh, and Sri Lanka), as well as the impact that Islam had on the same. It then traces the migrations of these faiths around the world and their practitioners to the shores of the United States. Drawing on the religious traditions of South Asia, students will consider the varieties of the religious experience, historically and comparatively represented by the adherents of these religious communities. The course will focus on the lived realities of these traditions in the United States. Class period will entail a combination of discussions and lectures intended to illuminate those texts.

The Sikh religion, or Sikhism, offers students an educative example of how a religious tradition emerges in the full light of history to become one of the youngest of the "world religions". In this course, students will share in the tradition's intellectual, spiritual, and cultural heritage while exploring the question of how to study religions. By the course's end, students will be able to recapitulate major moments in the tradition's history, and also offer informed comment on its future.

Humans eat food. Human cultural and religious phenomena relate intimately to patterns of eating—which is why anthropologists, sociologists, historians, and scholars of religions have long been fascinated with the relationships between sacred stores and ritual practices involving food. This course takes an interdisciplinary approach to studying the intersections between religion, food, and environments. Students will address questions about religious law, mythic narratives, ritual practice, symbolic meaning, identity formation, and animal and ecological ethics, as we explore Jewish kosher observance, Christian Eucharistic practice, Islamic halal, and other kinds of religious eating. Special attention will be given throughout the course to issues of race, ethnicity, and gender across multiple social identities.

In modern democracies there is often a provision for religious freedom alongside an exception that the public be secular. Students will explore religious freedom and freedom of conscience in light of the First Amendment and Anglo-Protestant bias. Governed by seminar practices of writing, speaking, and listening, students will examine case studies and constitutional debates; describe and assess the practice of religion in public life; and explain the dynamics of religious pluralism and secularization.

RLTH 381. Religion and Ecological Ethics. (4).
Religion and ecological ethics is the challenging work of 1) gaining clarity about our positions, attitudes, and assumptions with respect to "the environment" by drawing from the disciplines of both religious and philosophical ethics; 2) developing rigorous ways to think about complex issues such as climate change, environmental injustice, ethical treatment of animals, farming and food justice, and others; and 3) outlining practical approaches to local/global issues and short/long term actions. It also demands that we think carefully about how our conceptions of "nature," "environment," "wilderness," etc. shape our attitudes and practices.

The course will investigate how the deepest meaning of leadership is embodied in the commitment to the growth and well-being of people and the communities in which they belong, all the while meeting organizational purposes and ends.

Through course readings, practice, guest speakers, and self-reflection, students will be introduced to the theologies, approaches, and organizational models of ministry with children, youth, and families. Students will investigate the analyses of others through written assignments and exams and will construct their own articulations of the purpose and practice of ministry. By hosting guest speakers, practicing theological skills, and locating resources, students will relate their own identities and leadership styles to the identities and leadership styles of fellow classmates and scholar-practitioners.

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.
RLTH 393. Spirituality and the Arts. (4).
This course explores the use of the arts in (Christian) spirituality, focusing on visual arts, literature and poetry, music, and other forms of special interest to students. We will consider how both works of art and the practice of artistic creation and performance become iconic or transparent to human spiritual experience.

Jewish Spirituality.

This course examines key figures and developments in the lively history of Lutheran spirituality. The first half of the course centers in Luther's spirituality and glimpses of later European Lutheran spirituality of Dietrich Bonhoeffer and expanding into U.S., global and ecological Lutheran voices.

This course provides an introduction to diverse forms of Christian spirituality through attention to themes of solitude, community, Sabbath, prayer, discernment, social justice, spiritual practice, and ecology. In this course students will critically engage a range of primary and secondary texts.

RLTH 397. Islamic Spirituality. (4).
Spirituality is an integral of every religious tradition. In recent years, Sufism, or a deep historical tradition of Islamic spirituality, has often been considered separate from Islam itself. This course investigates the historical origins of Sufism and its transnational and local dynamics in the modern world.

RLTH 398. Sacred Space and Ritual. (4).
This course introduces students to theories of space and place applied in the study of religion. Using case studies from one or more non-western religious traditions, students survey sacred spaces in historical and contemporary global contexts. Themes covered may include places of worship and pilgrimage, religious rituals, shared and contested sacred spaces, and the role and construction of gender in sacred spaces. The non-western religious traditions covered in this course will depend on the specialization of instructor.

RLTH 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).

RLTH 482. Selected Topic. (4).

This course investigates medieval Celtic Christianity. Any time a religious tradition is introduced into a culture, both the tradition and the culture are changed; this is what happened when Christianity encountered the Celtic cultures of the lands off the northwest edge of what we now call Western Europe. Some of the changes would have a profound influence on Christianity far beyond the time and space in which they arose, and that influence has experienced a renewed popularity for many Christians today. Our overarching goal in this class is to discover possible answers to the question: "Is there something that we can call 'Celtic Christianity'"? If the answer to that question is "yes," we will follow it up with a second: "What does Celtic Christianity look like, and how can we identify it?".

RLTH 490. Independent Study. (1-4).

RLTH 492. Internship. (2-4).

RLTH 493. Research and Methods. (2).
This course serves as part one of the capstone sequence for Religion and Theology and Christian Leadership Majors. In this course majors of junior and senior standing meet in a seminar style cohort to identify, develop and articulate their capstone research project proposal. Students will explore methodologies in the field of religion and practice the following skills: daily writing weekly planning sessions, exploring, articulating, testing and developing a research topic, and cultivating a communal approach to giving and receiving feedback on their research.

RLTH 494. Research and Writing. (2).
This course serves as part two of the capstone sequence for Religion and Theology and Christian Leadership Majors. In this course, majors of junior or senior standing meet in a seminar style cohort to research, write, and present their capstone research project. Students will practice the following skills: daily writing, weekly planning sessions, writing multiple drafts, and cultivating a communal approach to giving and receiving feedback with their research cohort and faculty instructor.

RLTH 496. Directed Research. (2-4).

University
Courses

Lower Division

UNIV 101. Freshmen 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.

UNIV 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.

UNIV 208. Pre-Health Seminar. (1).
This course is designed to have students investigate topics in the medical field through written assignments, discussions and in-class active exercises and reflect on the student's own commitment and efforts towards a career in the health sciences. Also, the course highlights resources and provides detailed guidance on how to prepare, apply, and be successfully admitted to graduate programs in the health sciences, including planning for academic courses, co-curricular activities such as clinical volunteer commitments, and standardized tests. The students complete 10 written assignments that are researched, cited and explore their motivations for a career in, and knowledge of, medicine.

UNIV 282. Selected Topic. (1-4).
Selected Topic.

Upper Division

UNIV 400. Current Topics in Internal Medicine. (1).
This seminar provides an in-depth look at topics and current practices in the field of internal medicine. This class is intended for Pre-Med students that have complete their introductory Biology courses and Organic Chemistry. Physicians from UCLA Health will be giving seminars on current topics in medicine ranging from preventative care, disease, treatments, policy, ethics and the economics of healthcare. Students will attend seminars and write responses to prompt related to the seminar content.

UNIV 482. Selected Topic. (1).
Selected Topic.

UNIV 496. Directed Research. (3.00).

Visual Arts

VISUAL ARTS

Create.
The visual arts play a significant role in human civilization—as a form of personal and cultural expression, entertainment, historical documentation and information-sharing. Cal Lutheran’s Department of Visual Arts celebrates the variety of forms and approaches—from the fine arts like painting, drawing and sculpture, to the digital arts like graphic design, animation, special effects, game design and photography. In addition to hands-on, project-based art that nourishes self-expression and fosters the imagination, you can study art history, art education, along with theory and design to enhance your critical thinking in the context of the creative process. When you study in Cal Lutheran’s Department of Visual Arts, you’ll gain skills and experiences to prepare you for visual-based occupations in education, advertising, game design, graphic design, digital special effects, exhibition, publishing or other creative industries.

For majors under this department and course descriptions please refer to Art (p. 297) and Multimedia (p. 385)
Bachelor's Degree for Professionals

The Bachelor's Degree for Professionals is an expression of California Lutheran University's commitment to life-long learning. The Bachelor's Degree for Professionals program offers the same high quality education 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, dedicated advisors, and exceptional faculty offer a unique opportunity for the post-traditional learner who is seeking personal and professional advancement and development.

Admission
Who May Apply?
The Bachelor's Degree for Professionals 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 22 years of age
5. have 2-3 years of work experience, must include a resume

Current or previous California Lutheran University traditional undergraduate students desiring to transfer to the Bachelor's Degree for Professionals program will be considered on a case-by-case basis. The stated application process must be followed and all minimum guidelines met. Additionally in order to be considered for admission to the Professionals program traditional undergraduate students must have at least 25% of their major and/or CORE requirements left to complete prior to admission to the program.

How to Apply
1. Schedule an appointment with an admission counselor for a preliminary transcript evaluation of unofficial transcripts and academic advisement;
2. Complete an on-line application (https://www.callutheran.edu/professionals/admission/apply.html);
3. Have official transcripts from all previously attended colleges sent to the Transfer Admissions 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 by the registrar's office and the results mailed to you before the end of your first term.

Readmission of Former Bachelor's Degree for Professionals Students
If you were formerly enrolled as a Bachelor's Degree for Professionals student (formerly the Adult Degree Evening Program) but have not attended four or more consecutive terms and were not on an approved extended leave of absence, 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 (p. 250)
Alternatives for Acquiring Credit
• College Level Examination Program (CLEP) (see Admission (p. 213))
• Credit by Examination (see Academic Programs (p. 241))
• Independent Study (see Academic Programs (p. 241))

Course Load
Since most Bachelor's Degree for Professionals students are also employed, a normal course load is considered to be two courses per term (six to eight units). The number of units you take, however, is up to you as long as you don’t exceed 10 units per term. If you would like to take more than 10 units per term, you must seek the approval of your advisor and the Director of the Bachelor's Degree for Professionals program. Please contact the Financial Aid office regarding questions related to course load and financial aid.

Concurrent Enrollment
If you are admitted as Bachelor's Degree for Professionals student and wish to enroll in courses within the traditional undergraduate Cal Lutheran program or in another college or university, you must obtain approval from the Director of the Bachelor's Degree for Professionals program prior to enrolling in the course(s). 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.
Leave of Absence
By notifying their academic advisor, students may request to take a leave of absence for up one year/four consecutive terms. Under certain circumstances, students may be approved to take an extended leave of absence, totaling two years/eight consecutive terms. Students need to speak with their academic advisor to begin the request process. Students exceeding the approved time for their leave of absence will be inactivated from the program and will have to reapply to be readmitted. The curriculum requirements in effect at the time of readmission will apply.

Financial Information
Tuition and Fees
Refer to Callutheran.edu/financial-aid/tuition-fees/ (http://www.callutheran.edu/financial-aid/tuition-fees) for current tuition and fees.

Tuition is due and payable on or before the first class meeting unless you have made alternative payment arrangements with the Student Accounts personnel in the Business Office. 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 or refer to WebAdvisor for information regarding your student account status.

Student Status
Student enrollment status definition for Bachelor's Degree for Professionals:

- Full-time = six units or more
- Three-quarter time = five units
- Half-time = three units

Bachelor's Degree for Professionals students must be at least half-time (three units) to be eligible for federal loans. Limited financial aid may be available for less than half-time status.

Financial Assistance
A financial aid counselor is available to help you apply for financial need and discuss various forms of financial assistance. Please click on the following link for various forms of financial assistance: https://www.callutheran.edu/professionals/financial-aid/types-of-aid-html.

How to Apply for Financial Aid:
1. Complete the following forms:
   a. FAFSA (Free Application for Federal Student Aid) available online at www.fafsa.gov (http://www.fafsa.gov)
   b. Bachelor's Degree for Professionals Application for Student Financial Aid online at www.callutheran.edu/financial_aid/forms/
2. Turn in all 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.
4. If borrowing loans, you will be required to complete the loan application (Master Promissory Note) and Entrance Counseling process if needed.

You must be officially admitted to the University and registered for classes to receive financial aid.

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 (term) 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 term but drops out before the end of the term. She actually completes 35 percent of the term 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 U.S. Department of Education. 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 Office of Financial Aid at (805)493-3115.

Federal aid covered by the Return of Funds policies includes the Unsubsidized Stafford Loan, Subsidized Stafford Loan, and Pell Grant.
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.

Bachelor's Degree for Professionals 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 residence. 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 Bachelor's Degree for Professionals curriculum. General education includes:

1. Proficiencies
   a. Written Communication:
      i. ENGL 111 – Freshman English with a grade of C or better
      ii. One upper division writing intensive course
   b. One speaking intensive course
   c. Mathematical Reasoning:
      One course (beyond intermediate algebra) or satisfactory score on the designated 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.

2. 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:
      One course, at least two credits.

3. Cultures and Civilizations*
   a. U.S. Diversity – one course

4. 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.)

NOTE: Students transferring from California community colleges who, prior to transfer to Cal Lutheran, have fully satisfied the Intersegmental General Education Transfer Curriculum (IGETC) need only complete the religion and oral communication requirements to meet the Bachelor's Degree for Professionals general education requirements. Students who do not complete the IGETC will follow the Cal Lutheran's general education requirements as stated above.

NOTE: Students transferring from California community colleges who, prior to transfer to Cal Lutheran, have fully satisfied the CSU GE-Breadth Certification need only complete one upper division religion course and a third humanities course (if three humanities courses are not completed as part of the CSU GE-Breadth) to meet the CORE-21 general education requirements.

* 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.
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. 33% of a major's upper-division required courses and required electives must be taken in residence at Cal Lutheran. Internships and independent studies are excluded from this calculation unless they are required for the major.
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 eight to 12 credits in upper division courses and at least two of those courses must be completed in residence at Cal Lutheran;
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.

Accounting - Bachelor's Degree for Professionals

Bachelor of Science in Accounting

76-78 credits in major 60 being upper division.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BUS 251</td>
<td>Principles of Accounting</td>
<td>4</td>
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<tr>
<td>BUS 252</td>
<td>Managerial Accounting</td>
<td>4</td>
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<tr>
<td>BUS 352A</td>
<td>Intermediate Accounting</td>
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<tr>
<td>BUS 352B</td>
<td>Intermediate Accounting II</td>
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<td>BUS 353</td>
<td>Accounting Information Systems</td>
<td>4</td>
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<td>BUS 367</td>
<td>Behavior in Organizations</td>
<td>4</td>
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<td>BUS 374</td>
<td>Business Law</td>
<td>4</td>
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<td>BUS 391</td>
<td>Principles of Finance</td>
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<td>BUS 451</td>
<td>Cost Accounting - Computer Application</td>
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<td>BUS 452</td>
<td>Tax I</td>
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<td>BUS 453</td>
<td>Auditing</td>
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<td>BUS 454</td>
<td>Advanced Accounting</td>
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<td>BUS 455</td>
<td>Ethics for the Accounting Professional</td>
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<tr>
<td>BUS 462</td>
<td>Tax II</td>
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<tr>
<td>BUS 484</td>
<td>Senior Seminar in Accounting - Capstone</td>
<td>4</td>
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<tr>
<td>ECON 311</td>
<td>Statistical Methods</td>
<td>4</td>
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<td>Economics</td>
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<tr>
<td>ECON 203</td>
<td>General Economics</td>
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<tr>
<td>or ECON 200/201</td>
<td>Introduction to Micro-Economics and Introduction to MacRo Economics</td>
<td>6</td>
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<tr>
<td>Communications</td>
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<tr>
<td>BUS 301</td>
<td>Communication for Managers</td>
<td>4</td>
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<tr>
<td>or COMM 306</td>
<td>Business and Professional Communication</td>
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<tr>
<td>Math</td>
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<tr>
<td>MATH 245</td>
<td>Applied Calculus</td>
<td>4</td>
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</tbody>
</table>
Courses

Lower Division

BUS 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.

An introduction to the basic assumptions that underlie modern accounting: the principles, procedures and methods applied in the preparation of financial statements.

BUS 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: BUS 251.

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.

This course provides an introduction to and an overview of topics and disciplines addressed and taught in a typical Schools of Management curriculum. The topics are important background for the non-business major. It is an introductory-level treatment of course topics required in business emphasis areas: Accounting, Finance, Marketing, Management, Economics, and others. Career Services on campus are the basis for assignments with a focus on career readiness. Spreadsheet software is taught and used for completing assignments for the course. Importantly, expectations and standards for further coursework will be communicated so students are better able to set goals for success in their academic pursuits and chosen career.

BUS 257. Practicum in Accounting. (2).
Basic principles of accounting will be presented as a review for a solid foundation in GAAP and accounting. The course will include theory, as well as the completion of hands on financial statements using Excel and other software.

Focuses on the general principles of financial planning, including: the financial planning process, the regulatory and ethical environment, consumer protection law, personal financial statements, budgeting, debt financing, educational planning, and client communication. Also provides an in-depth introduction to risk management and insurance, including life, health, disability, long-term care, property and casualty, umbrella liability and annuities.

BUS 275. Intro 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.

BUS 282. Selected Topics. (1-4).
Select topic approved to satisfy core.

Upper Division

BUS 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.

The course provides comprehensive introduction to the sustainability concept & its major themes such as renewable resources, clean energy & fuel organizations and other stakeholders in building the organization's business model & strategies for a sustainable future is examined. Student explore opportunities for individuals & companies.

Examines estate planning documents, estate tax minimization strategies, the transfer of property via probate, titling, contracts, trusts and gifting, and forms of business entity. The coverage on federal income tax planning will primarily be focused in the following three areas: tax-planning considerations, tax computations and tax-planning strategies.
BUS 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.

This course will provide an understanding of how corporate and individual retirement planning integrates together for the benefit of the business owner, executive and employee. Topics include retirement needs analysis, social security benefits, qualified and non-qualified plans, rules governing qualified plans, individual retirement accounts, retirement income planning and employee benefits.

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. (cross-listed with COMM 344).

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.

Includes a detailed discussion 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: BUS 251 (for BUS 352A), BUS 352A (for BUS 352B).

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: BUS 251 (for BUS 352A), BUS 352A (for BUS 352B).

BUS 352B. Intermediate Accounting II. (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: BUS 251 (for BUS 352A), BUS 352A (for BUS 352B).

This is an introductory course in accounting information systems. The course is designed to cover five major themes: 1) Conceptual foundations of accounting information systems 2) Control and audit of accounting information systems 3) Accounting information systems applications 4) The REA data model 5) The systems development process. Pre-requisite: BUS 252.

BUS 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 REL 354).

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: CSC 220 or CSC 300.

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.

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.

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.

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. Prerequisite: BUS 367.

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.
The study of law as it relates to business. Topics include contracts, agencies, commercial paper, personal property, sales, real property and insurance.

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. Prerequisite: junior standing. (cross-listed with COMM 375).

BUS 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: BUS 375.

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 COMM 380).

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. 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.

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: BUS 252; MATH 115, 145, or 245.

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: BUS 391.

BUS 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: BUS 391.

This course covers global 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, including but not limited to regional, cultural, and treaty-based boundaries. Some elements of “international” terminology remain due to nation-based regulatory, currency, and other requirements.

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: BUS 391.

Focuses on the general principles of financial planning, including: the financial planning process, the regulatory and ethical environment, consumer protection law, personal financial statements, budgeting, debt financing, educational planning, and client communication. Also provides an in-depth introduction to risk management and insurance, including life, health, disability, long-term care, property and casualty, umbrella liability and annuities.

BUS 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: CSC 220 or CSC 300.

Studies the concepts and structures necessary to design and operate a database management system. Topics include data modeling, relational database design and database querying.

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 COMM 411).
Entertainment has become the dominant experience of consumers in a celebrity-driven culture. Technological innovations from the Internet/Web to social networking to mobile devices and the cloud have disrupted the entertainment industry - film, music and TV. Social media have enabled consumers become co-producers and changed the business models of the entertainment industry. How have social networks altered advertising and marketing by entertainment firms? What are the implications of a globalized market for producers and consumers of entertainment? What are the ethical and environmental sustainability implications of these changes - does consumer empowerment come at the expense of citizen empowerment? Students will examine these issues and develop skills and perspectives to evaluate marketing approaches in the entertainment industry. Cross-listed COMM-412.

BUS 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.

This course will provide students with a critical examination of white-collar crime and deviance, its impact on society, and what might be done to address this social problem. Cross-listed with CRIM 420.

BUS 422. Non-Profit Leadership. (4).
This course will provide an introduction to principles and practices of leadership with a focus on the challenges facing management in nonprofit organizations. The elements of the course include a survey of important issues facing the nonprofit sector and best practices with a focus on personal leadership development and implementation. Topics will include governance, strategic planning, volunteer retention, organizational leadership, strategic partnerships and fundraising. Study includes incorporation of experiential service learning opportunities to enhance development of core leadership skills and models. The assessments of student learning to be used in this course are outlined below.

This is a cross-disciplinary course merging Management, Art and Museum Studies to give students an insider view of the art world. By the end of the term students will have mastered multiple business models and will have executed an art exhibition from start to finish, including all aspects of curation, marketing and writing. Junior standing required. Cross-listed with ART-425.

This course will provide an understanding of how corporate and individual retirement planning integrates together for the benefit of the business owner, executive and employee. Topics include retirement needs analysis, social security benefits, qualified and non-qualified plans, rules governing qualified plans, individual retirement accounts, retirement income planning and employee benefits.

BUS 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 corporation. Each week, a different company executive provides a real-world perspective on how decisions are made and strategies are implemented in the modern corporation.

BUS 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 375 / COMM 375 Principles of Marketing.

Students will study the keyconcept, contexts & processes of brand management. This course will focus on consumer brand engagement.

BUS 432. Non-Profit Leadership. (4).
This course will provide an introduction to principles and practices of leadership with a focus on the challenges facing management in nonprofit organizations. The elements of the course include a survey of important issues facing the nonprofit sector and best practices with a focus on personal leadership development and implementation. Topics include governance, strategic planning, volunteer retention, organizational leadership, strategic partnerships and fundraising. Study includes incorporation of experiential service learning opportunities to enhance development of core leadership skills and models.

The primary goal of this course is to acquaint you with the vocabulary and the basic strategies and tactics of professional fundraising. While the course won't make you an expert at fundraising, it will offer you valuable perspective about how to find the money necessary to fund operations. We also want to go from the theoretical into the practical with the use of projects to allow you to test your ideas in the real world.

BUS 439. Senior Seminar Mgmt Thought & 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.

Emphasis is placed on the marketing planning function, consumer identification and buyer behavior, marketing strategies and price-value relationships.
BUS 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: BUS 375, senior standing. (cross-listed with COMM 442).

BUS 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 and will include lessons on budget, décor, entertainment, types, and security issues. (cross-listed with COMM 443).

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.

BUS 446. 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.

BUS 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: BUS 375 / COMM 375.

BUS 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.

BUS 449. Managerial Leadership: Core Competencies. (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.

BUS 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: COMM 342.

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: BUS 252; junior standing,

BUS 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: BUS 251. (offered one semester each year).

BUS 453. Auditing. (4).
Covers the legal responsibilities, theory and procedures in the conduct of an audit and the making of an audit report. Prerequisite: BUS 352B. (offered one semester each year).

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: BUS 352B. (offered one semester each year).

BUS 455. Ethics for the Accounting Professional. (4).
This course focuses on the role accountants and the accounting profession have in both business as well as in society as a whole. Students learn the history, legal, and ethical responsibilities of the accounting profession in addition to various legislation that has impacted it over recent years. The course will review the legal, regulatory and professional responsibilities of accountants, tax preparers and auditors. The course will also cover the teachings of various ethicists, sociologists and philosophers through the review of their theorems and approaches to ethical reasoning and behavior on an individual, organizational and societal level. This course introduces students to ethical reasoning, integrity, objectivity, independence and the use of a strong moral compass in guiding them as an accounting professional. The course will utilize a textbook and case studies in addition to guest speakers who will share their professional perspectives and experiences. There will be a review of the AICAPA’s Code of Professional Conduct, and professional guidelines and codes of conduct in accounting.
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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>BUS 458</td>
<td>Personal Investment Planning</td>
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<tr>
<td>BUS 460</td>
<td>Leadership Development</td>
<td>(4)</td>
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<tr>
<td>BUS 461</td>
<td>Advanced Human Resource Management</td>
<td>(4)</td>
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<tr>
<td>BUS 462</td>
<td>Tax II</td>
<td>(4)</td>
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<td>BUS 463</td>
<td>Exporting/Importing</td>
<td>(4)</td>
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<td>BUS 464</td>
<td>Project and Change Management</td>
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<td>BUS 468</td>
<td>Venture Development</td>
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<td>BUS 469</td>
<td>Strategic Management (capstone)</td>
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<td>BUS 470</td>
<td>Executive Roundtable Capstone</td>
<td>(4)</td>
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<td>BUS 471</td>
<td>Real Estate Finance and Investments</td>
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<td>BUS 472</td>
<td>International Finance</td>
<td>(4)</td>
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<td>BUS 473</td>
<td>Marketing Management</td>
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<td>BUS 474</td>
<td>International Marketing</td>
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**BUS 458. Personal Investment Planning. (4).**
Students will examine the investment concepts of time value of money and risk and return, characteristics and taxation of investment vehicles and personal investing strategy. They will also learn about concepts of modern portfolio theory, including: risk-tolerance, time horizon, asset positioning, asset allocation, diversification, risk-adjusted return and portfolio rebalancing.

**BUS 460. Leadership Development. (4).**
Focuses on developing and identifying the contributors to and need for individual leadership competencies. Provides an overview of specific leadership development instruments, psychological contributors to leadership effectiveness, and introspective evaluation of current leadership application. Prerequisite: senior standing.

**BUS 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: BUS 361.

**BUS 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: BUS 452. (offered one semester each year).

**BUS 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.

**BUS 464. Project and Change Management. (4).**
Project management is a increasingly prominent and requested discipline within organizations today. More and more companies are looking to experienced project managers to deliver company strategic objectives while applying proven project management principles to execute their projects. This course is an introduction to the basic fundamentals of project management. Students will receive a general baseline of project management knowledge based on the nine knowledge areas defined by the Project Management Institute (PMI). Prerequisite: junior standing.

**BUS 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: BUS 391.

**BUS 469. Strategic Management (capstone). (4).**
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 and completion of BUS 374, 375, 367, 381 and 391.

**BUS 470. Executive Roundtable Capstone. (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 corporation. Each week, a different company executive provides a real-world perspective on how decisions are made and strategies are implemented in the modern corporation. The course will conclude with a comprehensive writing assignment, and will serve as a capstone option for invited students in the Business Administration degree program. Pre-requisite: BUS 374, 375, 367, 381 and 391.

**BUS 471. Real Estate Finance and Investments. (4).**
The course is designed to introduce students to the many different facets of real estate - e.g. consumption good, a key element of our economy, an investment, and a career opportunity. The course will introduce students to the unique characteristics of real estate and provide a framework for decisions regarding the investments in real estate. The first section of the course provides an overview of real estate and introduces the critical analytic tool of time value of money. The second section provides the basic principles underlying the valuation of real estate - both residential and commercial. The last section of the course discusses financing real estate and focuses on residential mortgage financing. Prerequisite: BUS-391.

**BUS 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: BUS 391. Recommended: senior standing.

**BUS 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: BUS 375, senior standing.

**BUS 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: BUS 375.
BUS 475. Investment Analysis/Portfolio Developmt. (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: BUS 391.

A review of current organizational development approaches developed in the United States and elsewhere for possible global application. Cultural influences fostering or hindering the development of effective humanistic organizations are explored. Prerequisite: BUS 394 or consent of instructor.

An in-depth study of personal budgeting and long-term planning, investment opportunities, credit, financial institutions, insurance, risk preferences and goals. Prerequisite: junior standing.

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 POLS 478).

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: BUS 469.

BUS 481. Financial Plan Development Course. (4).
This experiential Capstone course focuses on the activities that a financial planning professional will need to accomplish in order to create viable comprehensive plans for their clients. Students will integrate the concepts learned in the pre-requisite courses by writing and presenting an integrative, comprehensive financial plan. Prerequisites: each of the other four courses in the minor.

BUS 482. Selected Topics. (4).
BUS 482C. ST: Select Topic (core). (1-4).
Select Topic approved for core requirement.

BUS 484. Senior Seminar in Accounting - Capstone. (4).
In this rigorous course, the emphasis will be on the application of GAAP and OCBOA rules and regulations in the preparation of financial statements using a variety of software application. There will be numerous situations where students will use their analytical skills and prepare written documents used by CPAs and accountants. Prerequisite: BUS 453 & BUS 454.

BUS 485. Seminar. (2-4).
BUS 490. Independent Study. (1-4).
BUS 492. Internship. (1-4).
BUS 493. Field Studies. (2).
BUS 496. Directed Research. (1-3).

Business Management - Bachelor's Degree for Professionals

Courses

Lower Division

BUS 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.

An introduction to the basic assumptions that underlie modern accounting: the principles, procedures and methods applied in the preparation of financial statements.

BUS 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: BUS 251.
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.

This course provides an introduction to and an overview of topics and disciplines addressed and taught in a typical Schools of Management curriculum. The topics are important background for the non-business major. It is an introductory-level treatment of course topics required in business emphasis areas: Accounting, Finance, Marketing, Management, Economics, and others. Career Services on campus are the basis for assignments with a focus on career readiness. Spreadsheet software is taught and used for completing assignments for the course. Importantly, expectations and standards for further coursework will be communicated so students are better able to set goals for success in their academic pursuits and chosen career.

BUS 257. Practicum in Accounting. (2).
Basic principles of accounting will be presented as a review for a solid foundation in GAAP and accounting. The course will include theory, as well as the completion of hands on financial statements using Excel and other software.

Focuses on the general principles of financial planning, including: the financial planning process, the regulatory and ethical environment, consumer protection law, personal financial statements, budgeting, debt financing, educational planning, and client communication. Also provides an in-depth introduction to risk management and insurance, including life, health, disability, long-term care, property and casualty, umbrella liability and annuities.

BUS 275. Intro 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.

BUS 282. Selected Topics. (1-4).
Select topic approved to satisfy core.

Upper Division

BUS 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.

The course provides comprehensive introduction to the sustainability concept & its major themes such as renewable resources, clean energy & fuel organizations and other stakeholders in building the organization’s business model & strategies for a sustainable future is examined. Student explore opportunities for individuals & companies.

Examines estate planning documents, estate tax minimization strategies, the transfer of property via probate, titling, contracts, trusts and gifting, and forms of business entity. The coverage on federal income tax planning will primarily be focused in the following three areas: tax-planning considerations, tax computations and tax-planning strategies.

BUS 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.

This course will provide an understanding of how corporate and individual retirement planning integrates together for the benefit of the business owner, executive and employee. Topics include retirement needs analysis, social security benefits, qualified and non-qualified plans, rules governing qualified plans, individual retirement accounts, retirement income planning and employee benefits.

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. (cross-listed with COMM 344).

Includes (a)sport law - impact of the legal process on sport, (b)sport economics - how the price and market system, income and employment affect the sport enterprise, (c)sport marketing/promotion - effect of marketing and promotion on the economic well-being of the organization,(d)sports administration - overview of the total responsibilities of the sport administrator, including planning, organizing, staffing, directing, and controlling the sports enterprise.

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.
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: BUS 251 (for BUS 352A), BUS 352A (for BUS 352B).

BUS 352B. Intermediate Accounting II. (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: BUS 251 (for BUS 352A), BUS 352A (for BUS 352B).

This is an introductory course in accounting information systems. The course is designed to cover five major themes: 1) Conceptual foundations of accounting information systems 2) Control and audit of accounting information systems 3) Accounting information systems applications 4) The REA data model 5) The systems development process. Pre-requisite: BUS 252.

BUS 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 REL 354).

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: CSC 220 or CSC 300.

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.

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.

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.

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. Prerequisite: BUS 367.

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.

The study of law as it relates to business. Topics include contracts, agencies, commercial paper, personal property, sales, real property and insurance.

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. Prerequisite: junior standing. (cross-listed with COMM 375).

BUS 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: BUS 375.

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 COMM 380).

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. 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.
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: BUS 252; MATH 115, 145, or 245.

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: BUS 391.

BUS 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: BUS 391.

This course covers global 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, including but not limited to regional, cultural, and treaty-based boundaries. Some elements of “international” terminology remain due to nation-based regulatory, currency, and other requirements.

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: BUS 391.

Focuses on the general principles of financial planning, including: the financial planning process, the regulatory and ethical environment, consumer protection law, personal financial statements, budgeting, debt financing, educational planning, and client communication. Also provides an in-depth introduction to risk management and insurance, including life, health, disability, long-term care, property and casualty, umbrella liability and annuities.

BUS 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: CSC 220 or CSC 300.

Studies the concepts and structures necessary to design and operate a database management system. Topics include data modeling, relational database design and database querying.

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 COMM 411).

Entertainment has become the dominant experience of consumers in a celebrity-driven culture. Technological innovations from the Internet/Web to social networking to mobile devices and the cloud have disrupted the entertainment industry - film, music and TV. Social media have enabled consumers to become co-producers and changed the business models of the entertainment industry. How have social networks altered advertising and marketing by entertainment firms? What are the implications of a globalized market for producers and consumers of entertainment? What are the ethical and environmental sustainability implications of these changes - does consumer empowerment come at the expense of citizen empowerment? Students will examine these issues and develop skills and perspectives to evaluate marketing approaches in the entertainment industry. Cross-listed COMM:412.

BUS 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.

This course will provide students with a critical examination of white-collar crime and deviance, its impact on society, and what might be done to address this social problem. Cross-listed with CRIM 420.

BUS 422. Non-Profit Leadership. (4).
This course will provide an introduction to principles and practices of leadership with a focus on the challenges facing management in nonprofit organizations. The elements of the course include a survey of important issues facing the nonprofit sector and best practices with a focus on personal leadership development and implementation. Topics will include governance, strategic planning, volunteer retention, organizational leadership, strategic partnerships and fundraising. Study includes incorporation of experiential service learning opportunities to enhance development of core leadership skills and models. The assessments of student learning to be used in this course are outlined below.
This is a cross-disciplinary course merging Management, Art and Museum Studies to give students an insider view of the art world. By the end of the term students will have mastered multiple business models and will have executed an art exhibition from start to finish, including all aspects of curation, marketing and writing. Junior standing required. Cross-listed with ART-425.

This course will provide an understanding of how corporate and individual retirement planning integrates together for the benefit of the business owner, executive and employee. Topics include retirement needs analysis, social security benefits, qualified and non-qualified plans, rules governing qualified plans, individual retirement accounts, retirement income planning and employee benefits.

BUS 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 corporation. Each week, a different company executive provides a real-world perspective on how decisions are made and strategies are implemented in the modern corporation.

BUS 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 375 / COMM 375 Principles of Marketing.

Students will study the keyconcept, contexts & processes of brand management. This course will focus on consumer brand engagement.

BUS 432. Non-Profit Leadership. (4).
This course will provide an introduction to principles and practices of leadership with a focus on the challenges facing management in nonprofit organizations. The elements of the course include a survey of important issues facing the nonprofit sector and best practices with a focus on personal leadership development and implementation. Topics include governance, strategic planning, volunteer retention, organizational leadership, strategic partnerships and fundraising. Study includes incorporation of experiential service learning opportunities to enhance development of core leadership skills and models.

The primary goal of this course is to acquaint you with the vocabulary and the basic strategies and tactics of professional fundraising. While the course won't make you an expert at fundraising, it will offer you valuable perspective about how to find the money necessary to fund operations. We also want to go from the theoretical into the practical with the use of projects to allow you to test your ideas in the real world.

BUS 439. Senior Seminar Mgmt Thought & 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.

Emphasis is placed on the marketing planning function, consumer identification and buyer behavior, marketing strategies and price-value relationships.

BUS 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: BUS 375, senior standing. (cross-listed with COMM 442).

BUS 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 and will include lessons on budget, décor, entertainment, types, and security issues. (cross-listed with COMM 443).

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.

BUS 446. 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.

BUS 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: BUS 375 / COMM 375.
BUS 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.

BUS 449. Managerial Leadership: Core Competencies. (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.

BUS 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: COMM 342.

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: BUS 252; junior standing.

BUS 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: BUS 251. (offered one semester each year).

BUS 453. Auditing. (4).
Covers the legal responsibilities, theory and procedures in the conduct of an audit and the making of an audit report. Prerequisite: BUS 352B. (offered one semester each year).

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: BUS 352B. (offered one semester each year).

BUS 455. Ethics for the Accounting Professional. (4).
This course focuses on the role accountants and the accounting profession have in both business as well as in society as a whole. Students learn the history, legal, and ethical responsibilities of the accounting profession in addition to various legislation that has impacted it over recent years. The course will review the legal, regulatory and professional responsibilities of accountants, tax preparers and auditors. The course will also cover the teachings of various ethicists, sociologists and philosophers through the review of their theorems and approaches to ethical reasoning and behavior on an individual, organizational and societal level. This course introduces students to ethical reasoning, integrity, objectivity, independence and the use of a strong moral compass in guiding them as an accounting professional. The course will utilize a textbook and case studies in addition to guest speakers who will share their professional perspectives and experiences. There will be a review of the AICAPA's Code of Professional Conduct, and professional guidelines and codes of conduct in accounting.

Students will examine the investment concepts of time value of money and risk and return, characteristics and taxation of investment vehicles and personal investing strategy. They will also learn about concepts of modern portfolio theory, including: risk-tolerance, time horizon, asset positioning, asset allocation, diversification, risk-adjusted return and portfolio rebalancing.

BUS 460. Leadership Development. (4).
Focuses on developing and identifying the contributors to and need for individual leadership competencies. Provides an overview of specific leadership development instruments, psychological contributors to leadership effectiveness, and introspective evaluation of current leadership application. Prerequisite: senior standing.

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: BUS 361.

BUS 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: BUS 452. (offered one semester each year).

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.
Project management is an increasingly prominent and requested discipline within organizations today. More and more companies are looking to experienced project managers to deliver company strategic objectives while applying proven project management principles to execute their projects. This course is an introduction to the basic fundamentals of project management. Students will receive a general baseline of project management knowledge based on the nine knowledge areas defined by the Project Management Institute (PMI). Prerequisite: junior standing.

BUS 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: BUS 391.

BUS 469. Strategic Management (capstone). (4).
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 and completion of BUS 374, 375, 367, 381 and 391.

BUS 470. Executive Roundtable Capstone. (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 corporation. Each week, a different company executive provides a real-world perspective on how decisions are made and strategies are implemented in the modern corporation. The course will conclude with a comprehensive writing assignment, and will serve as a capstone option for invited students in the Business Administration degree program. Pre-requisite: BUS 374, 375, 367, 381 and 391.

BUS 471. Real Estate Finance and Investments. (4).
The course is designed to introduce students to the many different facets of real estate - e.g. consumption good, a key element of our economy, an investment, and a career opportunity. The course will introduce students to the unique characteristics of real estate and provide a framework for decisions regarding the investments in real estate. The first section of the course provides an overview of real estate and introduces the critical analytic tool of time value of money. The second section provides the basic principles underlying the valuation of real estate - both residential and commercial. The last section of the course discusses financing real estate and focuses on residential mortgage financing. Prerequisite: BUS-391.

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: BUS 391. Recommended: senior standing.

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: BUS 375, senior standing.

BUS 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: BUS 375.

BUS 475. Investment Analysis/Portfolio Developmt. (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: BUS 391.

A review of current organizational development approaches developed in the United States and elsewhere for possible global application. Cultural influences fostering or hindering the development of effective humanistic organizations are explored. Prerequisite: BUS 394 or consent of instructor.

An in-depth study of personal budgeting and long-term planning, investment opportunities, credit, financial institutions, insurance, risk preferences and goals. Prerequisite: junior standing.

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 POLS 478).

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: BUS 469.

BUS 481. Financial Plan Development Course. (4).
This experiential Capstone course focuses on the activities that a financial planning professional will need to accomplish in order to create viable comprehensive plans for their clients. Students will integrate the concepts learned in the pre-requisite courses by writing and presenting an integrative, comprehensive financial plan. Pre-requisites: each of the other four courses in the minor.
BUS 482. Selected Topics. (4).

BUS 482C. ST: Select Topic (core). (1-4).
Select Topic approved for core requirement.

BUS 484. Senior Seminar in Accounting - Capstone. (4).
In this rigorous course, the emphasis will be on the application of GAAP and OCBOA rules and regulations in the preparation of financial statements using a variety of software application. There will be numerous situations where students will use their analytical skills and prepare written documents used by CPAs and accountants. Prerequisite: BUS 453 & BUS 454.

BUS 485. Seminar. (2-4).

BUS 490. Independent Study. (1-4).

BUS 492. Internship. (1-4).

BUS 493. Field Studies. (2).

BUS 496. Directed Research. (1-3).

Communication - Bachelor's Degree for Professionals

Minor in Communication

20 credits, 12 credits upper division

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COMM 101</td>
<td>Introduction to Mass Communication</td>
<td>4</td>
</tr>
<tr>
<td>COMM 231</td>
<td>Media Writing</td>
<td>4</td>
</tr>
<tr>
<td>COMM 350</td>
<td>Communication Theories-Capstone</td>
<td>4</td>
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<tr>
<td>Additional Communication Upper Division Credits</td>
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Courses

Lower Division

A preliminary study of communication theory with particular emphasis on mediated communication, including Internet, television, radio, film and print. Fulfills CORE 21 Speaking Intensive requirement.

COMM 103. Public Speaking. (3).
Students master the theory and practice of various forms of oral communication, including impromptu speaking, informative speaking. Fulfills the CORE 21 Speaking Intensive requirement.

COMM 104. Voice Development. (4).
This course will enable students to develop voice acting skills, which can be applied to broadcasting, instructional film, animation, commercials and documentaries. The course will also provide an introduction to the history of the voice acting field and will provide information about professional opportunities. Fulfills CORE 21 Visual and Performing Arts Participative and Speaking Intensive Requirement. (cross-listed with TA 104).

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.

COMM 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 SOC 221).

COMM 231. Media Writing. (4).
Instruction and practice in producing a variety of written content for news media; an introduction to reporting, techniques of interviewing news sources; story structure, consistent/concise editing style with clarity and speed; and writing with accuracy and fairness. Other aspects of media such as basics of writing for public relations and broadcast are also introduced. Prerequisite: Engl-111.

An exploration of the study and practice of parliamentary debate, emphasizing interactive critical thinking skills through case construction and defending arguments. Argumentation will be utilized to investigate social problems using formal and informal practice of the use of evidence, motivation, organization, proof, refutation, and argument. Students will develop research, critical thinking, and oral presentation skills on contemporary public policy, law, mass media, entertainment, interpersonal, and intercultural relations. Students are expected to debate or volunteer at collegiate tournaments. (cross-listed with POLS 233).
COMM 282. Sel Topics. (1-4).

Select Topic approved for core.

COMM 285. Imagining Venice. (4).
Explore the rich symbolism and significance of Venice throughout frameworks of history, culture, visual communication, and art production. A semester of study prepares you for a two-week trip to Italy with the majority of the time spent in Venice experiencing the modern life of this endangered city and creating watercolors along its picturesque canals and islands. Fulfills CORE 21 Visual & Performing Arts Participative requirement (Cross listed with ART-285).

Upper Division

COMM 301. Persuasive Communication. (4).
A study of the theories, principles and ethics of persuasive communication including an analysis of factors influencing persuasion in public address, advertising, interpersonal, social and mediated communication.

This class covers history, production techniques, times sales, formats, commercial copy, news writing and voice-over. The goal is to prepare the student who desires employment in the radio industry.

A study of the principles involved in communicating in a professional environment. This class covers organizational communication and cultures, including team communication, conflict negotiation, leadership styles, group decision-making techniques, and business ethics. Students have several opportunities to practice oral communication principles in simulated settings. Fulfills CORE 21 Speaking Intensive requirement.

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. Fulfills CORE 21 Social Sciences requirement. (cross-listed with POLS 308).

COMM 311. Intercultural Communication. (4).
In a multicultural, globalized world, individuals often find themselves faced with challenging values, customs, practices and material situations. Students will understand and apply dimensions of culture and principles of intercultural communication at the level of organizations, social institutions, ethnic groups, and nations. Fulfills CORE 21 Global Perspectives requirement.

COMM 312. International Media. (4).
This course explores the global importance of media systems and communication industries around the world, with particular emphasis on those of Asia, the Middle East, and South America. The course investigates a wide range of media industries and content (including entertainment, journalism, and advertising) from various historical, sociological, political, technological, legal, and economic perspectives. This course also analyzes the impact that the Internet has on domestic media production and international distribution. Fulfills CORE 21 Global Perspectives requirement.

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. Fulfills CORE 21 U.S. Diversity requirement.

This course investigates the interaction between news media, audiences, and strategic political communicators in the United States. Special emphasis will be given to the role of the news media in politics; the use of campaign practices and techniques in elections; the effects of media messages on audiences; the impact of new media technologies on news and campaigns; and factors shaping news production such as journalistic routines, media economics, and the strategic management of news by politicians.

This course is designed to help students more critically view the role of sport media in global culture. The influence of/relationship between sport media and issues such as race, gender, sexuality (homophobia), nationalism, capitalism/consumerism, violence and civic life will be examined. Issues in relation to ethics and the production of sport media also will be examined.

COMM 330. Film Studies. (4).
This course provides a solid grounding in the major elements of film, including genre, narrative, acting, design, cinematography, sound, and editing. Students will become critically informed viewers able to understand and analyze film or to pursue additional studies in film history or film theory. This course does not meet the literature requirement. (cross-listed with ENGL 330). Prerequisite: ENGL 111.

In this course, students will develop a critical perspective to engage with digital technologies and to articulate the rationale of incorporating digital content into media such as public relations and journalism. The class emphasizes both acquiring production skills and understanding the theories and specificities of digital media. The class will prepare students for creating and sharing different types of interactive media content by introducing digital content creation tools. Prereq: COMM 231.
COMM 335. Interpersonal Communication. (4).
A study of the basic communication processes that occur within the context of personal relationships. The field of personal relationships is interdisciplinary, with research from areas such as communication, family studies, and social psychology contributing to knowledge. The course covers essential concepts involved in interpersonal communication processes, including developing and escalating relationships, maintaining fair and satisfying relationships, and coping with conflict and relational challenges. Fulfills CORE 21 U.S. Diversity requirement.

This course is designed to introduce students to key concepts, theories, and research findings in the field of nonverbal communication. The course covers classic components of nonverbal communication, such as kinesics (body movement), haptics (touch), proxemics (space), and physical appearance, as well as current research on the functions of nonverbal communication, such as attraction, persuasion, and deception. Course content is interdisciplinary in nature, and includes theory and research from communication, psychology, linguistics, anthropology, and sociology. Fulfills CORE 21 Social Sciences requirement.

An exploration of the evolution of public relations (PR) as a strategic communication process that builds relationships between organizations and their publics. Students will examine the history, roles functions and purposes of PR, and analyze ethical and professional issues. Focus is on contemporary practices, including social media strategy. Both nonprofit and for-profit organizational structures are considered. Prerequisite: Comm-231.

COMM 344. Storyboarding. (4).
Learn to plan out and graphically organize a visually based story by creating a series of sequential images that allow artists, directors, and/or cinematographers to visualize the shots necessary to make a TV or web advertisement, animation sequence, film, play, graphic novel or other form of visual media.

The course emphasizes not only fundamental rules of grammar, punctuation and spelling but also use of AP style and macrolevel editing issues of clarity, conciseness, thoroughness as well as ethical decision-making. Students also practice layout and design for different print media products such as newspapers and media kits. Prerequisites: Comm-231.

Learn to design, create and upload web sites for personal and professional use. Skills taught include mobile-friendly web site creation using raw HTML and CSS as well as WYSIWYG software. No programming experience required, basic familiarity with computers desirable.

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 and presentation of a major research paper. Fulfills CORE 21 Writing Intensive and Social Sciences requirements.

This course is designed to introduce research methods used in the field of communication and in social science in general. It examines how research is planned and designed, explores both quantitative and qualitative methods, introduces students to processes of data collection and analysis, and gives them experience in conducting original research. Fulfills CORE 21 Social Science requirement.

COMM 360. Film Theories. (4).
Learn to analyze cinema through the frame of significant theoretical perspectives such as Marxist, psychoanalytic, feminist, critical race, queer, and postcolonial criticism. Course assignments include reading published film analyses and completing and presenting a major research paper. Fulfills CORE 21 Writing intensive, and U.S. Diversity requirements.

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. Prerequisite: junior standing. (cross-listed with BUS 375).

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 BUS 380).

The course will teach students to create live streaming sports broadcasts. Students will learn advanced editing and motion graphics techniques. Students are required to attend university sports events in the course of this class. Prerequisites: FILM 207 or FILM 208.

A study of the legal and ethical principles underlying freedom of expression and the limits placed on freedom of expression in the United States. Through examining leading U.S. court decisions, students will learn the broad principles and legal reasoning underlying First Amendment jurisprudence, including the legal, ethical, philosophical and political issues entailed in the rights of free expression. (cross-listed with POLS 405).

COMM 406. Legal Issues & the New Media. (4).
A study of law, regulatory policies and ethical principles shaping media, especially the internet. The course will examine the impact of regulatory models on the development and use of communication technology. Although this course will focus on contemporary legal and ethical issues, these will be situated within the history of U.S. jurisprudence and Constitutional law.
Create live news broadcasts every two weeks. 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: FILM 207 or FILM 208.

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 BUS 411).

Entertainment has become the dominant experience of consumers in a celebrity-driven culture. Technological innovations, including the Internet, social networking and mobile devices, have disrupted the entertainment industry - film, music and TV. Social media have enabled consumers to become co-producers and changed the business models of the entertainment industry. Students will examine these issues and develop skills and perspectives to evaluate marketing approaches in the entertainment industry. (cross-listed as BUS 412). Pre-requisite: COMM 375.

COMM 431. 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: COMM 231 or permission of the instructor.

COMM 434. iCLU. (2).
Practical working experience on the University’s student-run radio station. May be taken four times for credit. All majors welcome.

COMM 435 is an upper division digital photography class covering news, commercial and fine art photojournalism. In this class, students learn techniques required for using the camera as a reporting and illustrating tool for print and online media. Types of events include hard news, sports, editorial, as well as using the camera for fine art documentary and narrative photography. Cross listed with ART 435. Pre-requisite: ART 236.

COMM 442. Advertising Campaigns. (4).
An opportunity for students to apply principles learned in introductory advertising and marketing courses to case studies and real-world scenarios. Focus is on the creative and strategic development of viable advertising campaigns. Prerequisite: Comm-375 or Comm-380, senior standing (cross-listed with Bus-442).

COMM 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 and will include lessons on budget, décor, entertainment, types, and security issues. (cross-listed with BUS 443).

An opportunity for students to apply processes, techniques, methods and ethical principles of public relations to case studies and real-world scenarios. Students will be involved in the full scope of PR management-research, planning, implementation and evaluation-to develop viable strategic PR plans. Prerequisite: COMM 342.

COMM 482. Selected Topics. (1-4).
COMM 482C. ST: Select Topic (core). (1-4).
Select Topic approved for core.

COMM 485. Travel Seminars. (1-4).

COMM 490. Independent Study. (1-4).

COMM 492. Internship. (1-4).
Students must find and participate in an internship appropriate to their career choice, at 60 hours of work per course credit, and also attend COMM 492 class meetings in the same semester to fulfill the communication internship requirement. Internship contracts are available through the Career Services Center; the sponsoring faculty section must be filled out by the professor teaching the COMM 492 section chosen. Contact the course professor for a copy of the department's internship guidelines and COMM 492 class details. (graded P/NC only).


COMM 496. Directed Research. (1-3).

COMM 497. Departmental Honors. (1-4).

Computer Informations Systems - Bachelor's Degree for Professionals

Courses

Lower Division

CSC 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.
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.

CSC 205. Programming for Scientists. (4).
This course introduces the principles of computer programming, problem-solving methods, and algorithm development from a scientific perspective. The programming languages covered are C (a compiled language popular among engineers and mathematicians), and Perl (a scripting language popular among bioengineers) both in wide use in scientific fields. Also covered are introductory software engineering techniques and tools necessary to convert a functional specification to a properly functioning program. Examples and assignments will be drawn from the natural sciences. (Cross listed with SCI 205).

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: CSC 110 or permission of instructor, MATH 110 or equivalent.

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: CSC 210.

Select Topic approved for core.

Upper Division

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: CSC 210.

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: CSC 210, MATH 241.

CSC 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: CSC 210.

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: CSC 210, MATH 241.

CSC 322. Introduction to Robotics. (4).
An introductory study of the 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. Student will study theory (lecture component) and build/program a robot (laboratory component).

CSC 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: CSC 210, MATH 241.

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: CSC 210, MATH 241.

CSC 332. Introduction to E-Commerce. (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 eCommerce courses. Prerequisites: CSC 110 or permission of instructor.
CSC 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: CSC 210, MATH 241.

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: CSC 210, MATH 241.

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: CSC 210, MATH 241.

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: CSC 210, MATH 241.

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: CSC 210.

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: CSC 210, MATH 241.

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: CSC 210, MATH 151.

CSC 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: CSC 210.

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: CSC 210, MATH 241.

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: CSC 210, MATH 241.

The course introduces commonly used methods for analyzing biological data such as DNA and protein sequences and covers phylogenetic tree construction and 3D folding of biomolecules. It examines bioinformatics algorithms such as sequence search and alignment and its underlying principles and implements simple algorithms using Perl programming language. Prerequisites CSC 110 / CSC 210, & MATH 352 for CS majors. CSC 110 / CSC 210, MATH 352, & Biol 422 for Biology majors.

This course challenges students in real-world problem solving and prepares for the prestigious Association of Computing Machinery International Collegiate Programming Contest (ACM-ICPC). What is a good problem solving? It can be one that delivers the correct result. What is then a good competition problem solving? It is one that delivers the correct result in the expected amount of computation time. While there are a few classic problem-solving approaches, students in this course will learn to devise techniques in a deeper manner because most real-world problems command new approaches instead of the mere application of classic ones. Such skill will be of great importance for future advancement in both the industry as well as the academics.

CSC 482. Selected Topics. (1-4).
CSC 482C. ST: Select Topic (core). (1-4).
Select Topic approved for core.

CSC 490. Independent Study. (1-4).

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CSC 496. Directed Research. (1-3).

Undergraduate research or development project. The exact nature of the project is negotiated with the sponsoring professor.
Computer Science - Bachelor's Degree for Professionals

Courses

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CSC 482C. ST: Select Topic (core). (1-4).
Select Topic approved for core.
CSC 490. Independent Study. (1-4).
CSC 492. Internship. (1-4).
(graded P/NC only).
CSC 493. Field Study. (1-2).
CSC 496. Directed Research. (1-3).
Undergraduate research or development project. The exact nature of the project is negotiated with the sponsoring professor.

Criminology and Criminal Justice - Bachelor's Degree for Professionals

Criminology and Criminal Justice

42-44 Credits

Required Courses for Major

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CRIM 101</td>
<td>Introduction to Criminal Justice</td>
<td>4</td>
</tr>
<tr>
<td>CRIM 276</td>
<td>Criminal and Procedural Law</td>
<td>4</td>
</tr>
<tr>
<td>CRIM 335</td>
<td>Criminology</td>
<td>4</td>
</tr>
<tr>
<td>CRIM 412</td>
<td>Methods of Research and Statistics</td>
<td>4</td>
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<tr>
<td>CRIM 460</td>
<td>Senior Seminar: Criminal Justice</td>
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Choose one of the following:

<table>
<thead>
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<tr>
<td>CRIM 482</td>
<td>Selected Topics</td>
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<td>or CRIM 492</td>
<td>Internship</td>
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Elective Courses in Major

Choose 5 upper division Criminology and Criminal Justice courses

20

Courses

Lower Division

CRIM 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.

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 POLS 105).

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.

Select Topic approved for core requirement.

Upper Division

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. Pre-requisite: CRIM-101 or permission of the instructor.

Examines current correctional practices (diversion, community supervision, institutionalization and special problems confronting correctional efforts) in light of historical, philosophical and social developments. Pre-requisite: CRIM 101 and sophomore standing or permission of instructor.
CRIM 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: CRIM 101 or permission of instructor.

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.

CRIM 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. Prerequisite: CRIM 101, junior standing or permission of instructor. (Cross-listed with PSYC 341).

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.

This course examines the ramifications of family violence as well as the broad issues surrounding domestic violence from an interdisciplinary perspective. Violence against women typologies and theories such as cycle of violence, dominance and control are among the sociological and psychological perspectives covered and crimes such as battering, sexual assault, child abuse, and elder abuse are analyzed in a broad social and political context. The legal perspectives on proactive arrest policies, restraining orders, and anti-stalking legislation that have emerged across the United States also are examined. Special attention is given to how these crimes affect women, men, children, and elders, and how the criminal justice system may better address the needs of victims and offenders. Prerequisite: CRIM 101 or permission of the instructor.

Comparative justice systems analyzes crime patterns and justice procedures of common law or Western justice systems, with non-Western nations around the world. Specific emphasis on comparing criminal laws, law enforcement, the judicial process, and punishment philosophies of different countries. The course satisfies the global studies requirement. Prerequisite: CRIM 101 or permission of instructor.

CRIM 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 SOC 370).

CRIM 392. Internship Via Luther College Program. (1-6).

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 POLS 404).

CRIM 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: CRIM 101 and Junior standing.

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: CRIM 101 and Junior standing.

This course will provide students with a critical examination of white-collar crime and deviance, its impact on society, and what might be done to address this social problem. Cross-listed with BUS 420. Pre-requisite: Junior standing or permission of instructor.

CRIM 430. Gender, Race, Ethnicity and Crime. (4).
This course critically examines the impact of gender, race, ethnicity and class 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.

CRIM 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: Junior standing or permission of instructor. (Cross-listed with POLS 440).
This course is designed for junior and senior students interested in law school, graduate school in public policy, or any profession touched by the law. (cross-listed with POLS 445).

Forensic investigations will familiarize students with the process of criminal and forensic investigations as they relate to the criminal justice process. Students will learn the various applications in criminal investigations which include forensics, interview/interrogation, search and seizure, use of DNA, policies and procedures. We will study the legal aspects of investigations and rules regulating the documentation, collection and analysis of evidence. We will explore the various investigative techniques used to detect, prevent, and study crime and behavior. This is a lecture-based and discussion course, so we will rely upon both audible and visual learning theories. The text will be used during lecture hours, but the reading assignments occur outside of class hours. Supplemental materials will be distributed in class and/or posted upon the class website. There will also be several experiential learning activities outside of the classroom. These will be announced in advance. Cross-listed with PSYC 451. Prerequisite: CRIM 101 or PSYC 200 and junior or senior standing.

CRIM 460. Senior Seminar: Criminal Justice. (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.

CRIM 482. Selected Topics. (1-4).
CRIM 482C. ST: Select Topic (core). (1-4).
Select Topic approved for core.

CRIM 490. Independent Study. (1-4).

CRIM 492. 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/NC only).

CRIM 496. Directed Research. (1-3).

Organizational Leadership - Bachelor's Degree for Professionals

Psychology - Bachelor's Degree for Professionals

Courses

Lower Division

PSYC 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 PSYC 203, PSYC 207 and PSYC 215.

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.

PSYC 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.

PSYC 215. The Psychology of Sex and Gender. (4).
An exploration of research and issues surrounding gender from a psychosocial perspective, with an emphasis on the interaction between biological and social theories. The implications of social roles, status, and gender-related traits on relationships and health that are central to students' daily lives are emphasized throughout. Methodological flaws the may impact the observance of sex differences are also examined.

PSYC 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.
PSYC 282. Selected Topics. (1-4).

PSYC 282C. ST: (core). (1-4).
Select Topic approved for core.

Upper Division

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.

PSYC 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.

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: MATH 115 or MATH 151 or equivalent).

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 PSYC 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: C- or above in PSYC 312).

PSYC 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.

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.

PSYC 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.

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.

PSYC 331. Physiological Psychology. (4).
Studies the physiological aspects of human behavior, with special emphasis on neurological structure and functions as related to sensation, psychopathology, and other psychological processes. Prerequisite: PSYC 200.

PSYC 338. Sport Psychology. (4).
This course is designed to help students both learn theory and then apply practical as well as theoretical information as it relates to the psychology of sports in its various forms. Various mental training skills that can enhance one's athletic performance will also be covered. Some of the areas related to this class that will be explored this semester include stress, motivation, goal-setting, leadership, and imagery. Personality theory, as it relates to athletic competition, as well as competition in the “real world,” will also be investigated. The class periods will consist of three components: 1) lecture, 2) discussions, and 3) a period of time during which films and small group exercises will take place.

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.

PSYC 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 CRIM 341).

PSYC 342. Art and Psychology. (3).
This course is offered in the Art and Psychology departments for those students who are interested in the synergy between art and psychology. It satisfies the CORE 21 Participatory Art requirement. It is especially relevant for students with majors in art or psychology or both who are interested in an MFT/ATR (registered art therapist) graduate program. For all others, the course provides an overview of art history, design, production and aesthetics with an emphasis on psychological theories and current neuroscience research. Child development and family systems are addressed in relation to therapeutic uses of art. Visual thinking and creativity are explored and utilized in the production of self-expressive art works. Cross-listed with ART-342.
PSYC 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.

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.

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: PSYC 313).

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.

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. Prerequisite: PSYC 200.

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.

PSYC 424. Sport Psychology. (4).
An investigation into the mental skills required for sports excellence. This course will explore attentional attributes, resilience, motivation and other key mental aspects that contribute to performance in sports.

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.

An introduction to the theories, problems and techniques of counseling and therapy. Prerequisites: PSYC 222 and PSYC 325.

PSYC 450. Sensation and Perception. (4).
Introduction to the basic sensory and perceptual processes of humans with an emphasis on vision and audition.

Forensic investigations will familiarize students with the process of criminal and forensic investigations as they relate to the criminal justice process. Students will learn the various applications in criminal investigations which include forensics, interview/interrogation, search and seizure, use of DNA, policies and procedures. We will study the legal aspects of investigations and rules regulating the documentation, collection and analysis of evidence. We will explore the various investigative techniques used to detect, prevent, and study crime and behavior. This is a lecture-based and discussion course, so we will rely upon both audible and visual learning theories. The text will be used during lecture hours, but the reading assignments occur outside of class hours. Supplemental materials will be distributed in class and/or posted upon the class website. There will also be several experiential learning activities outside of the classroom. These will be announced in advance. Cross-listed with CRIM 451. Prerequisite: CRIM 101 or PSYC 200 and junior or senior standing.

PSYC 482. Selected Topic. (4).

PSYC 482C. ST: (core). (1-4).
Select Topic approved fill core requirement.

PSYC 490. Independent Study. (1-4).

PSYC 492. Internship. (1-4).
(graded P/NC only).
**PSYC 494. Clinical Practicum. (4).**
This course has two components - a weekly seminar and six hours per week in a field setting working with mentally ill, developmentally disabled, behaviorally disordered, or autistic clients. Under the supervision of the instructor and the clinical staff at their placement, students develop, implement and evaluate a behaviorally based clinical intervention with one of their clients. Students must secure their own placement. Prerequisite: PSYC 222 and PSYC 416; enrollment by permission of the Department Chair only.

**PSYC 495. Research Practicum (capstone). (4).**
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: PSYC 312 and PSYC 313; 16 upper division units in Psychology. By Permission Only.

**PSYC 496. Directed Research. (1-3).**
By Permission Only.

**PSYC 497. Departmental Honors. (4).**
By Permission Only.
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