California Lutheran University

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

California Lutheran University is committed to ensuring equal opportunity to all persons, and does not discriminate on the basis of sex, race, color, religion, age, marital status, veteran's status, or national or ethnic origin. No qualified individual is excluded from admission, employment or participation in any educational program, activity or facility by reason of disability, providing the individual can properly perform with reasonable accommodation.

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.
President’s Message

California Lutheran University – three words greater than the sum of their parts.

CLU was founded on the inclusive principles of Lutheran higher education, and in the truest sense is a university with programs of interest to everyone. When you visit, you’ll experience more than the obvious beauty of our setting; there’s a vibrancy that transcends all activities and corners of our expansive campus.

We offer a wide menu of outstanding programs through our School of Business, School of Education and College of Arts and Sciences. You will have opportunities to explore provocative questions about who you are, where you are headed, and your route to success. New programs are being planned that will provide advanced training in fields that reflect the importance of the information age, the cultural value of the arts, and the dynamics of the natural sciences to name a few.

In 1959 our first benefactor, Richard Pederson, was indeed prescient when he gave his beautiful ranch to build a college of the Lutheran Church. In his words, he was making the gift “to provide youth the benefits of a Christian education in a day when spiritual values can well decide the course of history.”

As we examine the world you will lead, it is apparent that his vision was extraordinarily clear. At CLU, you will explore crucial issues of both faith and reason: global warming, business ethics, advances in genetic medicine, new forms of fine arts, energy dependency on exhaustible fossil fuels, our growing dependence on digital technology, the balance of global trade and others. Whatever path you choose in life, you will be well prepared for progressively complex challenges as a result of your experiences here.

We address mind, body and spirit as we guide you through the maze of opportunities that await you. All of us at CLU hope you will explore our campus, meet your future mentors and peers, and elect to take that next step toward academic inquisitiveness with our guidance and support.

Join us for a great experience!

John R. Sladek, Ph.D.
President

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

Emphasis on High Academic Achievement
Technology and the Quest for Knowledge

Location
The Campus
Key Facilities
History
Accreditation/Affiliations
Emphasis on High Academic Achievement

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

CLU, with a diverse population of 2,100 undergraduate and 1,000 graduate students, offers small classes that make it possible for students to develop close mentoring relationships with faculty. These relationships strengthen CLU’s sense of community and contribute to students’ success during their college years and after graduation.

Technology and the Quest for Knowledge

Personal computers and the Internet have revolutionized teaching and learning. With a commitment to enhancing our students’ experience by providing the very best resources, CLU offers access to more than 15,000 electronic full-text journals to assist students with their research needs. These journal databases, along with the constantly expanding World Wide Web, are served over the Internet through our campus network service CLUnet. On campus, students can access CLUnet from the library, from any of several computer laboratories, or from their residence hall rooms, and off campus via the Internet. Students may also use our wireless network access with a wireless computer from any classroom and residence hall on campus as well as the Centrum Café and Kingsmen Park.

CLU computer labs support both the Macintosh and Windows operating systems. These labs are more than Internet gateways. Our students have access to a variety of productivity tools from simple word processing and spreadsheet applications to advanced statistical tools, Web page design applications and advanced graphics software.

Perhaps our greatest information technology strength is our commitment to helping our students learn how to use technology effectively. Our information specialists have created an easy-to-use Web site and subject guides to help students get started with their research. Our qualified professional librarians regularly team up with faculty and lead class sessions aimed at enhancing student research skills and helping students identify the best resources for class projects.

Location

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

With a population of approximately 127,000, Thousand Oaks offers the conveniences of a state-of-the-art performing arts center, regional shopping centers and internship opportunities in clean “high-tech” industries – while maintaining its scenic natural beauty enhanced by designated open space, rolling hills and historic oak trees.

Incorporated in 1964, Thousand Oaks is located in Ventura County, 15 miles inland from the Pacific Ocean. Recreational and cultural opportunities abound. In addition to the Thousand Oaks Civic Arts Plaza and CLU’s on-campus cultural events series, world-renowned museums, concert halls and world premier productions are within easy driving distance. The Ronald Reagan Presidential Library, located just minutes from campus in the city of Simi Valley, offers additional opportunities for study and research.

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

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

The Campus

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

CLU’s Scandinavian heritage
is evident in the names on several of the major buildings: Pearson Library/Preus-Brandt Forum, Ahmanson Science Center, Samuelson Chapel, Hansen and Pederson administration buildings, and Soiland Humanities Center. The newest academic building, the Spies-Bornemann Center for Education and Technology, was dedicated in 2002. Two new apartment-style student residences, Mogen Hall and Grace Hall, were dedicated in 2000 and 2005, respectively.

A recent five-year capital campaign, which raised $93 million, will result in new facilities to house classrooms, labs, athletic and fitness areas, and venues for all intercollegiate and intramural sports.

**Key Facilities**

- **Ahmanson Science Center** houses classrooms, faculty offices, laboratories, Richter Lecture Hall and Holm Atrium.

- **George “Sparky” Anderson Baseball Field and Ullman Stadium** with grandstand seating for more than 300 spectators. The field, completed in 2006, is named for the legendary Hall of Fame manager, Thousand Oaks resident and CLU supporter.

- **Gilbert Sports and Fitness Center** houses a 1,500-seat basketball arena and a separate full-size practice court, the Lundring Events Center, a 9,000-square-foot fitness center, athletic training facilities, dance and aerobics studio, sports medicine facility, faculty offices, and Hall of Fame showcases for the University and the Ventura County Sports Hall of Fame.

- **KCLU**, the area's only National Public Radio station, was founded by the University in 1994 and broadcasts as a community service to Ventura County on 88.3 FM and around the world online at www.kclu.org.

- **Pearson Library** adds approximately 3,000 new books each year to its core book collection of 130,000 volumes, which is complemented by approximately 450 journal subscriptions, microfilms, audiovisual software and access to electronic databases. Through WorldCat, students have access to more than 40 million records of every type of material, including manuscripts written as early as the 11th century, cataloged by OCLC member libraries. The library has access to more than 70 research databases covering every major field of inquiry and more than 15,000 full-text journals.

- **Samuelson Aquatics Center**'s 50-meter pool, diving well and diving boards will accommodate competitions in swimming, diving and water polo at the intercollegiate and intramural levels.

- **Samuelson Chapel**, with its sweeping walls of stained glass, is home to CLU’s campus ministry programs and the site of numerous musical, academic, cultural and special events during the year.

- **Soiland Humanities Center** encompasses 16 classrooms, 30 faculty offices, conference rooms and the Kwan Fong Gallery of Art and Culture. The complex includes Overton Hall, Zimmerman Music Studios and Uyeno Amphitheatre.

- **Spies-Bornemann Center for Education and Technology** incorporates a distance learning classroom, television studio, model laboratory and faculty offices. The 23,000-square-foot facility, designed to afford maximum interaction between students and faculty, houses undergraduate, professional and graduate programs.

**Planned Facilities** - The University’s 20-year master plan envisions a new student union building, performing and visual arts center, enlarged library, new classroom buildings, an administrative center and additional residence halls.

**History**

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

Founded jointly by the American Lutheran Church and the Lutheran Church in America, California Lutheran College welcomed its first students in 1961. The young college’s early commitment to excellence led to its being granted accreditation during its first academic year – a move unheard of in academic circles.

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

**Accreditations and Affiliations**

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

The University is accredited by the Accrediting Commission
for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC) and authorized by the California Commission on Teacher Credentialing to offer credentials under the Teacher Preparation and Licensing Law of 1970. The School of Education is accredited by the National Council for Accreditation of Teacher Education.

CLU is a member of the Independent Colleges of Southern California, Association of American Colleges, Association of Independent Colleges and Universities, Council of Independent Colleges, Council for the Advancement and Support of Education, Western College Association, National Association of Business Officers, Lutheran Educational Conference of North America and the National Association for College Admission Counseling.

WASC accreditation, contact:
Western Association of Schools and Colleges
985 Atlantic Ave., Suite 100
Alameda, CA 94501
Phone (510) 748-9001
E-mail: wascsr@wascenior.org
Admission

Application Procedures for Freshman and Transfer Students
  Admission of Freshman Students
  Admission of Transfer Students
  Admission of International Students
  Readmission of Former CLU Students
  Admission as a Special Student: Non-Degree or Visitor
  Admission of High School Students
  Admission of Re-entry Students
  Placement and Advanced Credit Standing
  College Level Examination Program
    Advanced Placement
    International Baccalaureate
California Lutheran University seeks students who possess qualities of intellect and character which will enable them to benefit from and contribute to the University community. Each applicant is judged on individual merit without regard for race, color, creed, gender, sexual orientation, age, or national or ethnic origin.

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

Prospective students and their parents or guardians are invited and encouraged to visit the campus. Students are welcome as overnight guests in university residence halls. Efforts are made to arrange a campus tour, class visitations and/or conferences with professors according to the interests of the visitor.

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

Admission of Freshman Students

Students accepted for admission to CLU should have completed a college preparatory program with above average achievement. The following high school course pattern is required as a minimum: four years of English, three of mathematics (Algebra II preferred), two of foreign language, two of social studies and two of lab science. Applications from promising

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

   Applicants should complete an application for admission (including essay) and return it to the Admission Office together with the nonrefundable $45 application fee. CLU encourages students to apply by the Early Action deadline of November 15 or before the priority deadline of March 15 for entrance into the fall semester and December 15 for entrance into the spring semester.

2. Transcripts

   An official transcript from the high school issuing the diploma is required of both freshman and transfer applicants. Freshman applicants who are still high school students at the time of application should have their most recent transcript sent, followed by a final transcript upon graduation. Transfer applicants should also have a transcript sent from each college/university attended. U.S. federal government regulations on financial aid awarding require that a transcript showing proof of high school graduation or the equivalent be sent to CLU before enrolling.

3. Test Scores

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

   SAT - www.collegeboard.com
   ACT - www.act.org
   TOEFL - www.toefl.org
   IELTS - www.coei.org
   (609) 771-7600
   (319) 337-1000
   toefl@ets.org
   ielts@cei.org

4. Recommendations

   One letter of recommendation is required from a high school teacher, principal or guidance counselor. Transfer students may submit a recommendation from a college professor in lieu of a high school recommendation.

5. Additional Information

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

6. Notification of Admission Decisions

   CLU offers a non-binding Early Action Plan whereby students completing applications by November 15 will be notified by December 15. This notification plan continues through March 15. CLU also uses a “rolling” admission plan with the first non-Early Action offers of admission for the fall semester sent after December 15. Students are normally notified of the admission decision within two weeks of the time the admission file is complete. An initial review of the file may result in a request for additional information to be sent prior to a final decision being made. Accepted students are asked to submit a non-refundable $300 tuition deposit no later than May 1 to secure their place in the class. Students accepted after April 15 are asked to make their deposit within 30 days of the date of admission. Extensions may be granted upon request to the Dean of Admission. The $300 deposit is applied to the student’s account for the first semester.
students who have not completed such a college preparatory program will be reviewed on an individual basis by the Faculty Enrollment Committee.

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

Students who are denied admission as freshmen will be given the option of Transfer Admission Guarantee (TAG). To be admitted under the TAG program, freshman applicants will be required to attend another accredited two- or four-year post-secondary college or university, and successfully complete a minimum of two semesters of full-time academic study (28 semester hours or 36 quarter hours) with a minimum of a 2.75 GPA.

Students must complete Freshman English Composition with a grade of C or better, and complete a college level Math course. At minimum, they may complete Intermediate Algebra in college to be eligible for admission under this agreement.

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

If the transfer applicant’s record is substantially deficient in meeting the University’s core requirements – including English composition and college algebra (or intermediate algebra at minimum) – or if the student’s cumulative grade point average is below 2.75 (4.0 scale), the Faculty Enrollment Committee may require further evidence of the applicant’s ability to complete a program successfully.

Transfer applicants with fewer than 28 semester hours or 36 quarter hours of credit will be evaluated under the requirements for freshman admission.

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 Admission Office an application, official certificates and detailed translated transcripts of academic record.

Freshman applicants (those students who have not previously attended another post secondary college or university) only are required to submit scores from either the SAT I or ACT.

Applicants from countries whose primary language is not English are required to take the Test of English as a Foreign Language (TOEFL) and score a minimum of 550 (paper-based exam) or 213 (computer-based exam) or the International English Language Test (IELTS) and score a minimum of 6.5. Results of either exam must be submitted before a student is considered for admission.

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

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

Readmission of Former CLU Students
A student who has interrupted attendance at CLU for two or more consecutive semesters and who wishes to return must apply for readmission through the Admission Office.

If the student has attended any other institution(s) during the absence from CLU, he or she must have an official transcript (showing good standing) sent to the Admission Office.

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

Admission as a Special Student: Non-degree or Visitor
In some circumstances, a person may be admitted as a non-degree/special student. This student is not a candidate for a degree from CLU but is granted the privilege of enrolling in courses for credit. Usually a part-time student, he or she may subsequently become a candidate for a degree. (International non-degree students may not attend CLU for more than two semesters and must be full-time students.)

Students regularly enrolled and in good standing at another college may also take course work
at CLU as a special student (visitor). An application form for special student status is available from the Admission Office. Special Students (non-degree and visitor) are not eligible for CLU financial assistance and must submit payment for the class (on a per credit basis) prior to registering for their class(es).

### Admission of High School Students

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

### Admission of Re-entry Students

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

### Placement and Advanced Credit Standing

Students with exceptionally fine preparation are encouraged to “challenge” for placement or credit in subjects in which they may have established college-level competence. Methods of challenging include end-of-course examinations, College Level Examination Program, standardized tests approved by individual departments, Advanced Placement Credit, and admission as a special student (visitor) at CLU. A completed application for special student status is available from the Admission Office.

### Advanced Placement Credit

<table>
<thead>
<tr>
<th>AP Examination</th>
<th>Grade</th>
<th>Units</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>Studio-Drawing</td>
<td>3,4,5</td>
<td>3</td>
<td>Art 160</td>
</tr>
<tr>
<td>History of Art</td>
<td>3</td>
<td>3</td>
<td>Art 111</td>
</tr>
<tr>
<td>History of Art</td>
<td>4,5</td>
<td>6</td>
<td>Art 111, 112</td>
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<tr>
<td>Biology</td>
<td>3</td>
<td>0</td>
<td>exempt from 1 Nat. Sci. persp.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>4</td>
<td>Bio 111</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>8</td>
<td>Bio 120, 121, 123</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3</td>
<td>0</td>
<td>Exempt from 1 Nat. Sci. persp.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>4</td>
<td>Chem 151*</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>8</td>
<td>Chem 151, 152**</td>
</tr>
<tr>
<td>Computer Science</td>
<td>4,5</td>
<td>3</td>
<td>CS 102 (Bus. students)</td>
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<tr>
<td>Economics</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Mic.</td>
<td>4</td>
<td>3</td>
<td>Econ 200</td>
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<td>Mic.</td>
<td>5</td>
<td>5</td>
<td>Econ 203</td>
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<tr>
<td>Mac.</td>
<td>4</td>
<td>3</td>
<td>Econ 201</td>
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<tr>
<td>English</td>
<td>3</td>
<td>3</td>
<td>Eng 101</td>
</tr>
<tr>
<td>(Lang. or Lit. exam)</td>
<td>4</td>
<td>3</td>
<td>Eng 111; Lit. persp.; exempt from cluster</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>4</td>
<td>Eng 111; Lit. persp.; exempt from cluster</td>
</tr>
<tr>
<td>Environmental</td>
<td>3</td>
<td>0</td>
<td>Exempt from one natural science</td>
</tr>
<tr>
<td>Science</td>
<td>4,5</td>
<td>4</td>
<td>Geol 152, 152L</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>0</td>
<td>Exempt from For. Lang. req.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>4</td>
<td>Exempt from For. Lang. req. &amp; credit in 201</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>8</td>
<td>201, 202</td>
</tr>
<tr>
<td>Literature: Consult Foreign Language Department Chair</td>
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<tr>
<td>Government and Politics</td>
<td>4,5</td>
<td>4</td>
<td>Poli Sci 102 or 222 (major)</td>
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<tr>
<td>History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amer. or Euro.</td>
<td>3</td>
<td>0</td>
<td>Exempt from Hist. perspective</td>
</tr>
<tr>
<td>American</td>
<td>4,5</td>
<td>3</td>
<td>Hist 121 or 122</td>
</tr>
<tr>
<td>European</td>
<td>4,5</td>
<td>3</td>
<td>Hist 102</td>
</tr>
<tr>
<td>Latin</td>
<td>4,5</td>
<td>8</td>
<td>Exempt from For. Lang. req.</td>
</tr>
<tr>
<td>Math</td>
<td>3</td>
<td>0</td>
<td>Exempt from Math proficiency</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>4,5</td>
<td>4</td>
<td>Math 251</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>4,5</td>
<td>8</td>
<td>Math 251, 252</td>
</tr>
<tr>
<td>Statistics</td>
<td>4,5</td>
<td>4</td>
<td>Elective credit only</td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Listening &amp; Lit.</td>
<td>4,5</td>
<td>4</td>
<td>Mus 101</td>
</tr>
<tr>
<td>Theory</td>
<td>4,5</td>
<td>4</td>
<td>Mus 107</td>
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<tr>
<td>Physics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B (non-calc)</td>
<td>4,5</td>
<td>8</td>
<td>Phys 101, 102</td>
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<tr>
<td>C (Mechanics)</td>
<td>4,5</td>
<td>4</td>
<td>Phys 211</td>
</tr>
<tr>
<td>C (E&amp;M)</td>
<td>4,5</td>
<td>4</td>
<td>Phys 212</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
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<td>Exempt from Psyc. 200</td>
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<tr>
<td></td>
<td>4,5</td>
<td>4</td>
<td>Psyc 200</td>
</tr>
</tbody>
</table>

* Additional unit for 151L awarded upon review of laboratory record.
**Additional unit each for 151L, 152L awarded upon review of laboratory record.
Placement or International Baccalaureate examinations.
A maximum of 32 credits by exam may be applied to the degree; eight upper division units can be included in this total.

**College Level Examination Program (CLEP)**
No credit is granted on the basis of scores on the General Examination. Credit is awarded for Subject Examinations. To be eligible, a student must score at or above the mean as compared with college students receiving a C in the course. A complete list of credits, courses and minimum scores is available from the Director of the Adult Degree Evening Program (ADEP).

**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. Credit is given for approved examination with a score of 3 or higher. When official scores are received by the University directly from CEEB, credit is awarded as indicated in the shaded AP area.

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

Procedures
New Students
Renewal Applicants
Dependency Status
Cal Grant
Pell Grant
Federal Perkins Loan
Federal Stafford Loan
Resident Assistantships
Departmental Assistantships
Federal Work-Study
Student Employment
Veterans’ Benefits and Responsibilities
ROTC Scholarship Program
Aid for Native Americans
Academic Scholarships
Congregational Partners in Education (CPE) Award
ELCA Pastor’s Family Award
Financial Aid Adjustments
Required Reporting
Appeals
Financial Aid Probation
Satisfactory Progress
Refund Policies for Federal Aid
Financial Aid

The Financial Aid Office at California Lutheran University makes it possible for students who have financial need to bridge the gap between the cost of education and their ability to pay. The University’s financial aid program is designed to supplement the financial resources of students and their parents.


Scholarships for achievement and performance awards are not based on financial need; however, they must be included when determining the overall need-based award.

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

Procedures

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

1. Apply for admission to California Lutheran University and be admitted.
2. Submit a Free Application for Federal Student Aid (FAFSA). The FAFSA may be completed and submitted online (at www.fafsa.ed.gov).

New Students

For priority awarding, the above steps should be completed between January 1 and March 2.

California residents who are applying for a Cal Grant must also complete the GPA verification form by March 2. This form is available at local high schools, colleges, or from the financial aid office.

Renewal Applicants

Financial aid awards are made for one year only. Continuing students must re-apply each succeeding year by filing the Renewal FAFSA by the March 2 deadline. Academic scholarships, Congregational Partners in Education awards and others are renewable if the student retains the required GPA and meets department requirements. Renewal award letters are prepared for continuing students by mid-June of each year provided the March 2 deadline has been met. Applications received after the March 2 deadline will be awarded subject to funds available.

Dependency Status

Students are considered “independent” if any of the following eligibility requirements are met:

1. Born before January 1, 1983 (for the 2006-07 academic year)
2. Veteran of the U.S. Armed Forces
3. Graduate student
4. Married
5. Ward of the court or has no living parents
6. Has legal dependents (other than a spouse)
7. Has children he/she supports

If a student has special circumstances, a dependency override may be considered.

Contact the Financial Aid Office for the forms needed to apply for the override.

Cal Grant

Awards of up to $8,322 for Cal Grant A and up to $9,873 for Cal Grant B are offered by the California Student Aid Commission to students who are residents of California, have financial need and who meet the academic standards in effect at the time of application. These amounts are subject to change pending the annual amounts as determined by the California Student Aid Commission (www.csac.ca.gov). A GPA verification form is required for first-time applicants. The application deadline is March 2.

Pell Grant

This federal grant is available to undergraduate students with financial need. Students may receive awards up to $4,050 based on eligibility. To apply, students must complete the FAFSA form.

Federal Perkins Loan

This low interest (5 percent) loan is made to students who qualify on the basis of verified financial need. Based on available funds, undergraduate students may borrow up to $4,000 per year and up to $20,000 cumulative for undergraduate study.

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

Federal Stafford Loan

The Stafford loan program has a variable interest rate and is
available to students who are fully admitted to a program of study and are enrolled at least half time.

A private lender, such as a bank or credit union, funds this loan after the school certifies the application. The maximum amount that can be borrowed for a given academic year is $2,625 for freshmen; $3,500 for sophomores; and $5,500 for juniors, seniors and teacher preparation students. Graduate students may borrow up to $8,500 per academic year.

The federal government pays the interest on the subsidized Stafford loan while the student is enrolled in school on at least a half-time basis. Students who don’t qualify for the subsidized Stafford may get the unsubsidized Stafford loan, but interest will accrue. To apply, students must complete a FAFSA form and a Stafford loan application.

PLUS loans are for parents of dependent undergraduate students. The interest rate is variable but capped at 9 percent. The annual loan limit is the student’s cost of attendance minus other financial aid.

If the PLUS (parent) loan is denied by the lender, the dependent student may apply for additional unsubsidized Stafford loan money in the following annual amounts: $4,000, freshmen and sophomores; $5,000, juniors and seniors. An undergraduate student defined as independent, per FAFSA criteria, may borrow additional unsubsidized Stafford loan money in these same amounts.

Students in the teacher preparation program may borrow additional unsubsidized loan money up to $5,000; graduate students may borrow up to $10,000 if the student’s cost of education is high enough to warrant it. Repayment may be up to 10 years.

Alternative Student Loans are loans that are available to students who need additional assistance after they have been awarded Stafford and/or PLUS. Although they are not federal loans, they are available from the same lenders that participate in the Federal Stafford Loan Program.

Resident Assistantships
Resident Assistantships are salaried positions for upper-class students. Selection is made through the Residence Life Office.

Departmental Assistantships
Departmental Assistantships are awarded each year to students of high academic standing in their major fields of study. Application should be made to the appropriate department chairs. Each assistantship carries a stipend to be determined at the beginning of each academic year.

Federal Work-Study
Federal Work-Study (FWS) is a campus employment program which helps high need students meet educational expenses. While FWS offers students the opportunity to apply for a job, there is no guarantee of a job. FWS jobs are highly competitive and it is the student’s responsibility to be proactive in applying and following up with prospective employers.

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

Federal Work-Study students are given priority to interview for on-campus jobs. On-campus jobs that have not been filled by Federal Work-Study students are then made available to other qualified students. All CLU students seeking employment information may contact the Student Employment Coordinator in the Financial Aid Office for further information.

Veterans’ Benefits and Responsibilities
As students of California Lutheran University, veterans or their eligible dependents may be entitled to education benefits from the Veterans Administration. Students who receive VA benefits are responsible for promptly notifying the VA specialist in the Registrar’s Office of changes in academic program, course load, address, marital or dependent status and of withdrawal from one or more courses. Questions about enrollment status should be directed to the VA specialist in the Registrar’s Office. For information about benefits, contact the Veterans Administration.

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

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

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

Academic Scholarships
Academic Scholarships are awarded by the Admission Office
to new freshman and transfer students who qualify. Scholarships range from $2,000–$12,000 and are renewable based upon students’ grade point averages.

**Congregational Partners in Education (CPE) Award**
This renewable award allows congregations to assist outstanding young people who have demonstrated a commitment to the life and work of their church. CLU will match gifts from the congregation in support of a student in $100 increments to a maximum of $500. It is possible for this award to total $1,000 per year: $500 from the congregation and $500 from CLU. Contact the Admission Office for more information.

**ELCA Pastor’s Family Award**
The ELCA Pastor’s Family Award of $1,000 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.

**Financial Aid Adjustments**
If a student must discontinue his or her studies before the end of a semester, the amount of financial aid allowed to remain with the student will be in proportion to the amount of time the student was enrolled and amount charged.

All sources of federal financial aid including but not limited to the Pell Grant, Supplemental Educational Opportunity Grant and Perkins Loan programs (Title IV) will be adjusted in accordance with federally prescribed regulations.

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

Students who move off campus during or between terms are subject to adjustments in financial assistance awards.

**Refund Policies For Federal Aid**
Students who receive federal aid* are subject to federal return of funds policies. Basically, if the payment period for which a student received funds (the quarter or semester) is not completed, then the student is only eligible for a percentage of the aid equal to the percentage of the period completed. The following is an example of this concept:

Krista enrolls in the fall semester but drops out before the end of the semester. She actually only completes 35 percent of the semester and, therefore, is

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

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

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

Students who do not meet satisfactory progress requirements may appeal, in writing, to the Director of Financial Aid. The appeal should give specific reasons why the requirements were not met. Generally, the reasons must be dire in nature, such as death of a relative, injury or illness of the student, or other special circumstances.

The Director will review the appeal and will notify the student of the decision in writing.

**Financial Aid Probation**
Students who fail to complete 24 units of graded work per academic year or fail to maintain a 2.0 GPA will be placed on financial aid probation. Students have until the end of the next academic year (including summer), to regain good academic standing.

Academic disqualification automatically invalidates any further financial aid.
only eligible for 35 percent of the aid awarded for that period (amount earned).

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

If the amount disbursed is more than the amount earned, then California Lutheran University must return the amount unearned to the Department of Education or the lender in the case of a student loan. The student will then be responsible for any balance owed to California Lutheran University caused by the return of funds.

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

*Federal aid covered by the Return of Funds policies includes Unsubsidized Stafford Loan, Subsidized Stafford Loan, Perkins Loan, PLUS loan, Pell Grant and Supplemental Educational Opportunity Grant (FSEOG) and will be returned in that order. Work-Study is not covered by these policies.
University Costs

Costs
Room and Board
University Fees
Tuition Deposit
Housing Damage Deposit
Registration and Fee Payment Policy
Payment Methods
Finance Charge
Online Service
Financing Alternatives
Reduction of Charges
Student Vehicles
Rights and Responsibilities
University Costs

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

Tuition Deposit
A $200 nonrefundable tuition deposit is required of all new students.

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

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

NOTE: Students who have estimated financial aid (including loans) must confirm pending aid and make payment of any difference. Proceeds from Stafford loans are received on various disbursement dates throughout the semester. The lender may send correspondence indicating an earlier disbursement date, but refunds will not be released before the third week of the semester. Therefore, students must be prepared with other funds to purchase books and supplies. Average cost of books for one semester is $450.

Costs for the Academic Year 2006-2007

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition – Full-time (34 credits for the academic year)</td>
<td>$24,330</td>
</tr>
<tr>
<td>Room and Board (19 meals per week/standard hall)</td>
<td>8,740</td>
</tr>
<tr>
<td>Student Fee</td>
<td>200</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.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room (per semester)</td>
<td></td>
</tr>
<tr>
<td>Standard residence halls</td>
<td>2,295</td>
</tr>
<tr>
<td>Kramer, Mogen or University owned houses</td>
<td>3,060</td>
</tr>
<tr>
<td>Grace Hall</td>
<td>3,440</td>
</tr>
<tr>
<td>(Residents of Kramer, Mogen and Grace halls and university owned houses are not required to purchase a meal plan.)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board (per semester)</td>
<td></td>
</tr>
<tr>
<td>19 &amp; 12 Plus Meal Plan*</td>
<td>2,075</td>
</tr>
<tr>
<td>15 Plus Meal Plan* ($100 Munch Money)</td>
<td>2,145</td>
</tr>
<tr>
<td>8 Plus Meal Plan** ($175 Munch Money)</td>
<td>1,960</td>
</tr>
<tr>
<td>Bonus Plus Plan**</td>
<td>200</td>
</tr>
<tr>
<td>* Available to any residential student.</td>
<td></td>
</tr>
<tr>
<td>** Available to students living in apartment residence halls</td>
<td></td>
</tr>
</tbody>
</table>

Nonresidential students may purchase Munch Money or any Meal Plan at the cafeteria.

University Fees

Tuition each semester $12,165

NOTE: California Lutheran University provides a maximum of 34 semester credit hours for the nine-month academic year at a cost of $24,330. Full-time students (those taking 12-17 hours per semester) will be charged $12,165 each semester plus $785 for each credit in excess of 17. Part-time students (1-11 credit hours) will be charged $785 per credit.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee (paid once, nonrefundable)</td>
<td>45</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>50</td>
</tr>
<tr>
<td>Audit Fee (per credit if less than full time)</td>
<td>392</td>
</tr>
<tr>
<td>Credit by Examination Fees Vary</td>
<td></td>
</tr>
<tr>
<td>Fees are paid prior to taking exam; see Registrar’s Office for forms.</td>
<td></td>
</tr>
<tr>
<td>Student Fee (per semester)</td>
<td>100</td>
</tr>
<tr>
<td>International Student Fee (per year)</td>
<td>650</td>
</tr>
<tr>
<td>Private Music Fees (excluding tuition)</td>
<td>240</td>
</tr>
<tr>
<td>Class Instruction in Music (two hours/week)</td>
<td>100</td>
</tr>
<tr>
<td>Drama - Alexander Technique (excluding tuition)</td>
<td>240</td>
</tr>
<tr>
<td>Physical Education Fees (excluding tuition)</td>
<td></td>
</tr>
<tr>
<td>Bowling</td>
<td>150</td>
</tr>
<tr>
<td>Golf</td>
<td>170</td>
</tr>
<tr>
<td>Horsemanship</td>
<td>325</td>
</tr>
<tr>
<td>Karate</td>
<td>*40</td>
</tr>
<tr>
<td>Scuba</td>
<td>*170</td>
</tr>
</tbody>
</table>

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

Semester Plan
Full payment is due August 7 for fall semester and January 3 for spring semester.

Monthly Payment Option - July through April
The University offers a payment plan for parents and students who prefer to make monthly installment payments. The plan allows students and parents to pay annual costs, interest free, in up to 10 monthly installments for a service fee of $100. For further information, refer to the Student Account Web site or call CLU directly at (805) 493-3180.

NOTE: Prior to the deadline for adding classes, students must have their accounts paid in full (with the exception of pending financial aid) or have a current Monthly Payment Plan contract in place. Failure to do so may result in the cancellation of the student’s registration and/or additional financial penalties. No student may begin a new term with an outstanding balance from a previous term.

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

Online Service
CLU encourages students and their parents to receive statements electronically (E-Bill), and pay their account online. To sign up for this convenient service, go to www.clunet.edu/student_accounts/payment_plans. An e-mail notice is sent to your preferred e-mail addresses (up to three) whenever a statement is generated on the student account. You will be able to view account statements online and pay either by ACH or credit/debit card. The use of credit/debit cards is subject to a pre-authorized convenience fee, there is no charge for ACH payments.

Financing Alternatives
All student loans require a separate loan application available from the Financial Aid Office. Contact the CLU Financial Aid Office at (805) 493-3115 for information on other financing options such as alternative loans.

Students or parents may also want to contact their lending institutions for other possible sources of financing. Many commercial lenders will make private educational loans to families who meet their credit requirements. These loans are available in a variety of forms, including personal loans, credit lines, home equity loans, insurance policies and passbook savings loans.

Reduction of Charges
Withdrawal dates used by the Student Accounts Office for reduction of charges are not the same as withdrawal dates used by the Registrar’s Office as the last date for dropping a class. Students who withdraw from the University must contact the Registrar’s Office for appropriate withdrawal forms and procedures.

CLU does not automatically drop students from a class if they register but do not attend. Students remain financially responsible for a reduced portion of their charges according to the following schedule:

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

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

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

Student Vehicles
To assist Campus Security, all vehicles must display a current CLU vehicle registration permit. Fines may be assessed if vehicles are not properly registered. For parking and vehicle registration information, visit the Campus Safety and Security Web site at www.clunet.edu/Campus_Life/Security.

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

Students also agree to:
• promptly respond to all communication requests from any office on campus;
• submit all necessary forms and information to the Financial Aid Office in a timely manner;
• apply any and all Federal Work-Study checks as payment to unpaid student account balances.

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

Failure by a student to pay all university bills shall release the University from any obligation to continue to provide the applicable educational benefits and services including, but not limited to, transcripts of records, diplomas or registrations. The student may also be denied admittance to classes and the use of university facilities. Under certain circumstances, student paychecks may be applied to unpaid balances.
Student Life

Campus Activities
Recreation & Athletics
Campus Ministry
Support Services
Health Services
Counseling Services
Campus Policies
Residence Life
Student Mail
California Lutheran University provides a stimulating environment in which students learn and live as part of a community of scholars. Opportunities for individual growth are enhanced by campus involvement. CLU offers a broad range of opportunities for students to pursue individual interests as well as dedicate themselves in service to others.

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

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

Theatre Arts
CLU students have ample opportunity to be involved in theatre arts productions both as spectators and participants. The Theatre Arts Department annually stages several productions including Main Stage Theatre, Black Box Theatre Series, and film and video productions. The Kingsmen Shakespeare Festival, held annually on the CLU campus provides students with professional theatre intern opportunities. CLU’s Theatre faculty are working professionals who help students connect with the theatre and film industry.

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

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

Journalistic and Literary Interests
Student writers are encouraged to submit their work to CLU’s literary magazine, Morning Glory; the weekly student newspaper, The Echo; and the Year Disc. Courses to hone writing skills are offered through the English and Communication departments.

Music
CLU’s Music Department offers vocalists and instrumentalists a variety of ensembles in which to participate including the University Choir (touring group), the Women’s Chorale, the University Symphony, Wind Ensemble and Jazz Improvisational Band as well as other instrumental and vocal chamber ensembles. Musical stage productions give students further opportunity for musical expression.

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

Student Clubs and Organizations
CLU has approximately 50 active student clubs and organizations. Examples include: Accounting Club, American Marketing Association, Asian Club and Friends, Associated Students of California Lutheran University (ASCLU), ATA Taekwondo, AVenture Club, Black Student Union, Club SMED (Sports Medicine), Club Culture (Sociology), College Democrats, College Republicans, Crusade for Justice, Dance Team, Debate Club, Eden, Feminism Is…., French Club, Gay Straight Alliance, German Club, Glory Project, Golf Club, Habitat for Humanity, Hawaiian Club, Hillel Jewish Student Organization, Hip-Hop Organization (H2O), Human Rights Club, IEEE-EMBS (Sciences), Improv, International
Controller and Secretary.

Programs Board Director,

of the President, Senate Director,

The Executive Cabinet consists ASCLU-G Executive Cabinet.

the boards are made through the Committee appointments within terms are for one academic year.

semesters for selected offices, and Senate during the spring and fall ASCLU-G Programs Board and Students are elected into the for capital projects around campus.

integral role in developing student Formal. The Senate plays an Banquet, Club Lu and Spring events such as Homecoming, the Senior Board is responsible for ASCLU clubs and organizations, student government, student/faculty committees, personnel searches and task forces on particular issues.

All daytime 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 two distinct bodies: the Programs Board and Senate. The Programs Board is responsible for ASCLU sponsored student events such as Homecoming, the Senior Banquet, Club Lu and Spring Formal. The Senate plays an integral role in developing student legislation and allocating money for capital projects around campus. Students are elected into the ASCLU-G Programs Board and Senate during the spring and fall semesters for selected offices, and terms are for one academic year.

Committee appointments within the boards are made through the ASCLU-G Executive Cabinet. The Executive Cabinet consists of the President, Senate Director, Programs Board Director, Controller and Secretary.

**Cultural Opportunities**

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

**Cultural Events Series**

CLU’s Cultural Events Series features a variety of talented guest lecturers and performers. Dance troupes, authors, poets and musicians are examples of the entertainment one can expect. Recent noted lecturers have included Dr. Vicki Ruiz, Dr. Catherine Meeks, Dr. John Steinberg, photojournalist Val Mazzenga, Dr. Jared Diamond and Carlos Fuentes.

Included in the fall lecture series are the Harold Stoner Clark lectures. Faced with 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. Theoretical physicist Dr. Brian Greene, biologist Dr. Rupert Sheldrake, psychologist Dr. Mihaly Csikszentmihalyi and theologian Dr. Nancey Murphy are among recent featured speakers.

**Festivals and Special Events**

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

**Art Collections**

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

**Recreation and Athletics Intercollegiate**

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

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

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

**Intramurals and Fitness**

With emphasis on campuswide student participation, CLU’s active intramural program offers multiple fall and spring leagues including basketball, volleyball, flag football, softball and indoor soccer. In addition, numerous tournaments are held annually including Ping-Pong, pool, 3-on-3 basketball, flag football, Texas...
Hold’em, and Frisbee golf. All intramural sports teams are coed.

In addition to intramural leagues and tournaments, the Intramurals and Fitness Department also coordinates outdoor recreation opportunities for students. From large-scale camping trips (Grand Canyon and Joshua Tree National Park) to hikes in the nearby Santa Monica Mountains or other open spaces, there are a wide variety of opportunities. Past events have also included snowboarding trips and surfing lessons. Various fitness classes such as yoga and kickboxing are also held.

Fitness Center
The CLU Fitness Center is located in the new Gilbert Sports and Fitness Center. All students are welcome to use the facility while they are attending the University. Students must bring their current student I.D. card to gain access to the facility. Equipment includes free weights, weight machines and cardio equipment.

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

Campus Ministry
The University’s primary mission is to help students expand and deepen their minds in the pursuit of truth. This mission is best undertaken within a diverse community and in ways that nurture all dimensions of a student’s life—intellectual, physical, emotional and spiritual.

The Office of Campus Ministry provides a broad array of opportunities for encounters with Christian faith—worship, bible studies, retreats, small group discussions and forums. All students are welcome and all activities are voluntary.

The Office of Campus Ministry is committed to nurturing, growing, challenging and promoting lives that wrestle with the complexities of faith and reason. Rooted in the Lutheran tradition of the gospel, this office is called to a ministry of Word and sacrament. Students, faculty and staff are encouraged to bring faith and doubt, hope and despair, intellect and dialogue to this community. Here your role as a disciple is nourished and tested, your thoughts and curiosity valued, and your vocation as a servant encouraged.

Over the classroom, you will have opportunities to become involved in campus religious clubs and community service organizations through which you will discover your capacity for love of God and neighbor and for service in the world.

Worship Services

Sunday Evening
Sunday evenings at 6:15, the Lord’s Supper is celebrated in Samuelson Chapel. This service is the focal point for the on-campus Lord of Life Student Congregation—a worshiping, caring, witnessing and learning community that is open to all students regardless of their denomination.

Wednesday Evening
Common Ground is held Wednesday evenings at 9:11. Students share their faith convictions and offer a time of prayer during this service of meditation and communion.

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

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

Campus Pastors
The Campus Pastors provide worship leadership and pastoral care for the University. They are available for personal, 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 which is encouraging, caring and conducive to their success.

Career Services
Career Services provides an array of individualized services and programs to students and alumni including assistance in choosing a major and career direction, graduate school advising, individualized counseling, workshops, and assistance with securing a job or internship. The center offers many career assessments and an updated career library to help students and alumni make solid career decisions and narrow down 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 a Web site called www.clupostings.com, which can only be accessed by students and alumni. This site includes an employer database with more than 4,000 employer contacts along with your personal and Eprofile that lets the Career Services staff know what your career interests are. Profiles can be completed to activate a targeted e-mail service for related jobs, internships, events and workshops.

Each year Career Services puts on various events including a Career Expo and Graduate School Fair. For a list of all services offered, visit the Career Services Web site at www.callutheran.edu, which is updated each month.

Professional Reference Service
The Professional Reference Service assists 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 the 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. Our goal is to provide a 48-hour turn around. Count on 10 business days if all arrangements are done by mail.

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

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

In addition, the office provides programs and services to students from underrepresented ethnic, religious and sexual orientation groups. Support services include a fall orientation reception, leadership training, mentoring, scholarship information, personal counseling and support of seven multicultural clubs.

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

Center for Academic and Accessibility Resources (CAAR)
Located in Pearson Library, the CAAR office serves as an academic resource to students and faculty at CLU. Services are designed to provide assistance for all who want to maximize their academic achievement and include the following: individual consultations with academic specialists; student success workshops on various topics; referrals to on-campus tutoring centers; language proficiency and CLEP testing; proactive and developmental advising for all conditionally admitted and probationary students under the Academic Assistance Program; facilitation and distribution of the academic difficulty notices that monitor students’ progress in their classes; and accessibility resources for students with disabilities. More services are available through the center. Students and Faculty are encouraged to call or visit our Web site at www.callutheran.edu/advising for more information.

Accessibility Resource Program
CAAR is committed to providing equal educational opportunity and reasonable accommodations to qualified CLU students with disabilities who choose to self-identify.

Our staff works together with the student, administrators and faculty to assure access to classrooms, programs and events located on campus as well as at off-campus graduate centers. Accommodations and services are determined on documentation and individual need including priority registration, note taking service, extended test time, alternative test location, books on tape, adaptive technology lab, and resources and referrals.

All services and accommodations are provided in a confidential manner that promotes independence, self-advocacy and accountability. In addition, these services are provided in compliance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, university policy and state requirements.

Please call the Accessibility Resource Coordinator at (805) 493-3260 or visit our Web site at www.callutheran.edu/advising for more information.
Student Support Services
Program

Student Support Services (SSS) is a federally funded grant program that proposes to increase the retention and graduation rates of eligible participants. CLU students whose parents do not have a college degree, and students whose families meet specific income requirements are eligible for SSS.

The program focuses on promoting academic excellence by providing personalized services to students so they can make the most of their undergraduate education, graduate from a four-year university, and get into graduate or professional schools upon completing their degree. Program elements include: SOAR Program (Summer Orientation to Academic Resources); student success plans; academic advising; tutoring; peer mentor program; cultural events; study skills seminars; graduate school workshops; personal/social counseling; group tutoring lab; FAFSA workshops; scholarship and study abroad databases.

To become a Student Support Services participant, students must meet at least one, or preferably both, of the following requirements: be a first-generation college student; meet specific financial guidelines as outlined by the U.S. Department of Education.

Health Services

All CLU students are entitled to treatment at Health Services for injuries and illness, immunizations and preventive health services. For more complex medical issues, Health Services can help students access appropriate medical care in the community.

Professional Care

A physician, physician assistant or nurse practitioner, and registered nurses help students meet their health care needs. The physician is in attendance at regularly scheduled hours. Consultation, physical exams, referrals, immunizations and care of common ailments are available to CLU students. Prescription medications are dispensed at low cost. When an illness or accident requires extensive care, parents or guardians are notified with consent of the student.

Required Forms

Prior to entering CLU, students are required to submit a Health History Form which contains personal medical history as well as authorization for treatment. In addition, students are required to complete an Immunization Form. All undergraduates 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 all incoming students. Forms may be downloaded at www.callutheran.edu/health_services/policies/.

Health Insurance

All undergraduate students, both international and domestic, who are enrolled in 12 or more units of study and students who are living on campus or in University-controlled residential facilities are automatically enrolled in a basic injury and illness medical insurance policy. There is no extra cost or fee to the student with this automatic enrollment. Non-residential students enrolled in fewer than 12 units of study can purchase an individual plan by contacting Acordia Somerton Student Insurance at (800) 853-5899.

Counseling Services

Counseling Services provides individual and group counseling and therapy to help students cope with the full range of human concerns. Counselors assist students with developmental issues, loneliness, anxiety, stress, family and roommate conflicts, other relationship problems, issues of sexual anxiety, depression, suicidal feelings, alcohol and drug abuse, and eating disorders.

Pastor

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.

Campus Policies

CLU’s educational programs are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. As members of the CLU community, students are expected to uphold high standards in academic endeavors as well as in their conduct.
**Student Conduct**

There are academic sanctions for poor performance, plagiarism and cheating, just as there are judicial sanctions for inappropriate behavior.

CLU maintains a noncustodial relationship with its students. If a student acts in a manner that appears to be inappropriate and in possible violation of stated or implied university policies, the student may be brought before a hearing board and/or the Dean of Students for suitable disciplinary action.

Students who violate the standards of CLU by using alcohol or drugs, abusive or derogatory language, or immoral or immodest conduct will be subject to disciplinary action. Disciplinary matters are handled individually, with an emphasis on personal growth and development of the student.

A complete copy of the Student Judicial System is contained in the Student Handbook which can be obtained from the Student Affairs Office. The Policy of Academic Honesty and procedures for disciplinary action are detailed in the Student Academic Advising Handbook and in the Student Handbook.

**Alcohol and Drug Policy**

California Lutheran University strictly forbids the use or possession of alcoholic beverages or illegal drugs on campus. Students who violate this policy will be subject to disciplinary action. The Health and Counseling Services Office provides educational information, counseling and referral services relating to alcohol and drug abuse.

**University Policy on Alcohol**

1. Campus standards do not allow alcoholic beverages, including empty alcohol containers, on campus, except where designated by the Vice President for Student Affairs/Dean of Students.
2. All persons in the presence of alcohol confronted by a university official (i.e., Resident Assistants, Area Residence Coordinators, and Campus Safety and Security personnel) 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 of the alcohol policy and is subject to increased sanctions.
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 the risks involved to the health and safety of CLU students, competitive drinking events and games are prohibited both on and off campus. Planning or participating in such events will result in university disciplinary action for organizers and participants.

**University Policy on Drugs**

1. The use, possession or trafficking of unprescribed amphetamines and barbiturates, narcotics, LSD, marijuana and/or other hallucinogenic agents is a violation of state and federal laws. The unprescribed possession, usage and/or trafficking of any of the above agents is in violation of the policies of CLU and can result in suspension, dismissal or expulsion from the University. All drugs and paraphernalia will be confiscated and/or destroyed.
2. Paraphernalia includes any object that contains the residue of an illegal drug and any object that is used in the consumption or distribution of an illegal drug. Examples of the former include but are not limited to a marijuana pipe, bong or blow tube. Examples of the latter include but are not limited to 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, because of their common misuse, these objects are prohibited.
3. Additionally, being under the influence of illicit drugs is considered a violation of this policy.
4. No drug related or similarly offensive posters, stickers, caps, lights, etc., may be displayed in residence hall windows or on the outside of doors.

**Harassment**

The University seeks to create and maintain an academic environment in which all members of the community
are free of harassment based on race, color, religion, age, national origin, disability, marital status, sexual orientation or gender. CLU espouses values which infuse the academic and residential life of its campus.

Undergirding community life must be the awareness by every member of the rights and human dignity of every other 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 that 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 campus. Policies and procedures regarding harassment complaints are contained in the faculty and student handbooks.

**Student Vehicles**

To assist Campus Safety and Security, all vehicles must display a current vehicle registration permit. All students will be issued this free permit when obtaining their CLU student ID permits. Fines may be assessed if vehicles are not properly registered. All drivers must comply with the traffic and safety regulations of Campus Safety and Security. These regulations are printed in the Student Handbook and in a parking brochure. Noncompliance may result in disciplinary action.

**Loss and Damage**

The University does not assume any responsibility for damage to or loss of personal belongings including theft and/or burglary. Students are encouraged to obtain their own insurance coverage if their effects are not included in their parents’ homeowner’s policy. Information on student personal property insurance is available from the Residence Life Office. A Lost and Found service is maintained by Campus Safety and Security.

**Residence Life**

The University is primarily a residential institution with more than 1,000 full-time undergraduate students residing on campus. The residential experience is considered a crucial part of students’ education, as significant learning occurs through peer interaction in the residence halls.

**Requirements**

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

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

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

*Graduate students taking a minimum of six units may request to live on campus. Graduate students living on campus must abide by all housing policies.

NOTE: Students who are seeking an exception to the housing or meal plan requirements must meet with the Housing Review Committee through the Student Affairs Office. Students who are not granted an exception to the housing requirements who move off campus will be penalized. This penalty will consist of being charged for room and board for the first semester and loss of university-funded financial aid the subsequent semester.

**Housing Contracts**

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

**Room Applications and Assignments**

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

**Student Responsibilities**

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

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

By accepting university housing, students agree to observe all housing regulations and respect university property. When an individual is expelled from a residence hall, fees are not refunded.

Married Students
Although CLU does not provide accommodations for married students, the Residence Life Office will assist married students in finding off-campus housing.

Campus Dining
Students who reside in university residence halls pay the normal fees for one of five available board plans: 19 meals per week, 15 Plus meals, 12 Plus meals, 8 Plus meals and Bonus Plus. 8 Plus and Bonus plans apply to apartment residence halls and university houses only. (See section on University Costs.) Exceptions to this policy are strictly limited and must be approved by the Housing Review Committee.

Special diet requirements can often be accommodated by the Campus Dining staff. Campus Dining welcomes parents and visitors.

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

Student Mail
All correspondence will be sent to students’ campus mailboxes in the Student Union Building (SUB). The student mailing address is:

Student Name
101 Memorial Parkway #_____ Thousand Oaks, CA 91360
Academic Programs

Undergraduate Programs
Preprofessional Programs
Adult Degree Evening Program
Graduate Programs
Special Academic Opportunities
Academic Programs

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

**School of Business**

**School of Education**

**College of Arts and Sciences**
There are four divisions and 22 departments within the College of Arts and Sciences. The divisions and departments are as follows:

**Humanities Division**
- English Department
- French Department
- German Department
- History Department
- Philosophy Department
- Religion Department
- Spanish Department

**Creative Arts Division**
- Art Department
- Theatre Arts Department
- Multimedia Department
- Music Department

**Natural Sciences Division**
- Biology Department
- Chemistry Department
- Computer Science Department
- Exercise Science and Sports Medicine Department
- Geology Department
- Mathematics/Physics Department

**Social Sciences Division**
- Communication Department
- Criminal Justice Department
- Political Science Department
- Psychology Department
- Sociology Department

Preprofessional programs are also offered in selected areas of study.

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

*Minor also offered
#Minor only offered

**Preprofessional Programs**

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

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

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

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

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

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

**Prelaw**

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

**Premedicine/Health Related Fields**

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

In addition to an adviser for their major, students should contact the chairperson of either the Biology Department or the Chemistry Department who will recommend an adviser for their specific interest. The program of study undertaken by a preprofessional student should satisfy both CLU's graduation requirements and the specific requirements of the health related program.

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

**Adult Degree Evening Program (ADEP)**

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

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

Degrees are offered in accounting, business management, computer information systems, computer science and liberal studies. Classes for all majors are offered at the main campus in Thousand Oaks.

For additional information, see page 111, check our Web site at www.callutheran.edu or call (805) 493-3335.

**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.

**Master of Arts**

Educational Leadership

**with specializations in:**

- School Site Leadership
- Teacher Leader
- Leadership in Reading
- Leadership in Educational Technology

**Master of Education**

**Master of Science**

Clinical Psychology

Computer Science

Counseling and Guidance

**with specializations in:**

- College Student Personnel
- Pupil Personnel Services
- Counseling Psychology

**with an emphasis in:**

- Marriage and Family Therapy
- Special Education

**Master of Business Administration**

**Professional Tracks:**

- Finance
- Information Technology
- Management
- Management and Organizational Behavior
- Marketing

**Post-MBA Certificate Series Program**

This four-course, for credit, graduate program allows existing MBA holders to update their business knowledge and skills or develop in-depth knowledge in a business specialization.

**Master of Business Administration in Financial Planning**
Master of Public Policy and Administration

Credentials and Certificates
Administrative Services Credential (Preliminary and Professional)
Child Welfare and Attendance Certificate
Cross Cultural Language and Academic Development (CLAD) Certification
Elementary Teaching Credential (Multiple Subject)/BCLAD
Financial Planning Certificate
Pupil Personnel Services Credential
Reading Certificate
Resource Specialist Certificate (Special Education)
Secondary Teaching Credential (Single Subject)/BCLAD
Special Education Specialist Credential (Mild/Moderate, Moderate/Severe)

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

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

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

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

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

The tutorial begins with an in-depth, one-semester study of the origins of Western culture in Greek literature and philosophy and continues the second semester with a study of contemporary themes and concerns both in Western and non-Western thought.

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

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

The current tutorial meets the philosophy perspective requirement and the freshman English requirement. Students who received a grade of 4 or 5 on the advanced placement test in English will also satisfy the literature requirement.

Students are urged to enroll in Religion 100 and either History 101 or History 102.

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

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

For more information, see the interdisciplinary major listing.

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

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

Credit is not given for on-the-job work, but for the demonstrated reflection and
learning. Students work with a faculty adviser, an on-site supervisor and the Career Services Center. Course grade (Pass/No Credit only) is based on job performance and evidence of learning. Internships must be related to a student’s major. Freshman students are not eligible for internships. Traditional undergraduate students may receive a maximum of four units in a semester (or summer) and may take a total of no more than eight credits in internships. ADEP students may receive a maximum of two units in a semester (or summer) and may take a total of no more than eight credits in internships.

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

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

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

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

These opportunities are designed for professional training and personal enrichment. Formal admission to the University is not required for enrollment, and there is no limit to the number of courses a person may take. Courses and certificate programs are primarily designed for educators and business professionals, but they also include test preparation, computer technology, violin and bow making, and other topics of general interest.

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

Credit for Prior Experiential Learning

Credit for prior experiential learning is available to all students enrolled at CLU who possess relevant learning experiences. Experiential learning credit may be awarded for courses listed in the current University catalog. However, experiential learning credit is not awarded for field studies, internships or independent study courses. The maximum number of credits that may be awarded to a student is 15.

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

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

Credit by Examination

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

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

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

Independent Study Courses

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

Students wishing to undertake an Independent Study must have attained junior status (58 units of credit) and be in good academic standing. Traditional undergraduate students may earn no more than six units of Independent Study in any given semester or six units during summer sessions and may count no more than 16 units of Independent Study credit into the number of units required for the bachelor’s degree. ADEP students may earn no more than four units of...
Independent Study in any given semester and may count no more than eight units of Independent Study credit toward the total number of units required for the bachelor’s degree.

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

Summer Session

Two terms of six weeks each are offered in the Summer Session. Three summer terms are offered for educators. The curriculum is designed for undergraduate students wishing to accelerate their progress or make up work and for teachers fulfilling credential requirements. The normal course load for a summer term is two courses or six to eight credit hours. Students may not take more than four courses or 16 credits over the entire summer session. Exceptions to this policy must be approved in writing by the Registrar prior to registration.

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

Reserve Officers Training Corps Opportunities

Students who qualify may enroll in either the Air Force ROTC program or the Army ROTC program. CLU has agreements with the University of California, Los Angeles for Air Force ROTC (see below) and with the University of California, Santa Barbara for Army ROTC. CLU students may enroll in courses at those institutions. Academic units earned in the ROTC programs are counted as elective credits toward graduation at CLU. For further information on ROTC and possible scholarships, contact the CLU Student Activities Office at (805) 493-3302.

Air Force Reserve Officers Training Corps (ROTC)

Director: Captain Victoria Citrowske (vcitrowske@ucla.edu)
Telephone: (310) 825-1742
Fax: (310) 825-3055
Web site: www.sscnet.ucla.edu/afrotc

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

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

All students also participate in a weekly two-hour leadership laboratory that facilitates application of leadership theory. For more information, contact the UCLA Department of Aerospace Studies at (310) 825-1723.

Institutes and Centers

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

School of Business: Center for Economic Research Center for Leadership Values For information, call (805) 493-3360.

Kwan Fong Institute of East Asian Studies

For information, call (805) 493-3432.

Marriage, Family and Child Center

For information, call (805) 493-3390.

Study Abroad

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

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

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

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

Since space is limited for some programs, students are advised to begin planning more than a year in advance and to visit the Study Abroad Center during their freshman year to research possible destinations. Students should also work closely with their Faculty Advisor and map out a tentative four-year plan that includes classes to be taken abroad. Additional information is available at www.callutheran.edu/studyabroad.
Academic Policies

General Academic Policies

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

Student Access to Records

Family Educational Rights and Privacy Act of 1974 (as amended)
Annually, California Lutheran University informs students of their rights under the Family Educational Rights and Privacy Act of 1974, as amended (FERPA, also known as the Buckley Amendment).

The Act was designed to protect the privacy of education records, to establish the right of students to inspect and review their education records and to provide procedures to correct inaccurate or misleading information in those education records through the hearing process. Students also have the right to file complaints with the FERPA office concerning alleged failures by the institution to comply with the Act.

The Act allows students the right to inspect their education records and provides that colleges and universities will maintain the confidentiality of those records. At CLU, no one outside the institution shall have access to a student’s education records without the student’s written consent with the exception of parents who claim the student as a dependent for tax purposes. The University will inform parents if there has been a change in the student’s academic standing, specifically if the student is placed on probation or suspension or is removed from those statuses. A copy of the full text of the law is available in the Registrar’s Office.

CLU’s FERPA policy allows university employees to release Directory Information without the student’s written permission. Items defined as Directory Information at CLU are the following:

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

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

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

Any campus personnel may access educational records as long as they are acting in the student’s educational interest. This group is defined by the University to include personnel in the Registrar’s Office, Admission Office, Student Affairs, Student Financial Planning, Institutional Research and university officials with a legitimate educational interest as determined by the Registrar. Faculty advisers are included under the latter category.

Statement on Academic Freedom

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

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

Statement on Academic Honesty

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

**Attendance at Classes**

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

**Second Degrees**

Students may earn a second bachelor's degree by completing all general and major requirements of the second degree. At least 75 percent of the required courses in the major for the second degree must be unduplicated with any other major or minor from the first degree. However, no more than one bachelor of arts degree and one bachelor of science degree will be awarded. Students pursuing a single degree with a double major must select majors within the same degree program. Honors may be granted for both degrees.

**Student Leave of Absence**

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

**Registration Information**

**Course Load**

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

**Registration Procedures**

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

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

**Course Additions**

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

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

Withdrawal means withdrawing for any reason 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. With the adviser’s approval, students may drop courses or withdraw from the University through approximately the 10th week of the semester (specific date listed in Academic Calendar) with a grade of W.

2. After the last date to withdraw, students may not officially withdraw from classes or from the University, except for medical reasons. Medical withdrawal forms are available through the office of the Vice President for Student Affairs.

3. With the privilege of admission to California Lutheran University, students accept the responsibility of clarifying the records (including financial records) if they withdraw from a course or from the University before the end of the semester.

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

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

**Audit**

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

Repeated Courses
Students may repeat a course once, unless otherwise specified, regardless of the grade received. Credit for the course will be given only once and all repeated courses must be taken at CLU. In calculating the GPA, a grade of C– or below will be replaced by the higher grade. Otherwise, both grades will be factored into the GPA. In either case, both grades will remain on the transcript. CLU courses are subject to the repeat policy; courses not subject to the repeat policy include all independent studies, field studies, performance activities and selected topics courses. A course taken at CLU must be repeated at CLU in order for a grade below C– to be removed from the GPA. Repeated courses are not included in the residency requirement.

Transfer Credits
CLU accepts transfer courses from institutions accredited by a regional Association of Schools and Colleges. Students may transfer a maximum of 70 semester credits from a junior/community college. Credit is generally given for those courses deemed equivalent or substantially equivalent to CLU courses. However, baccalaureate level transfer courses may be used to fulfill elective credit.

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 correspondence and/or extension work may be counted toward the degree but may not be included in the major.

The Registrar determines the acceptability of other post-secondary level courses; faculty in the respective majors determine whether transfer credit will meet specific degree requirements.

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

1. 30 of the final 40 credits must be completed in residence at CLU. Credits by exam do not count as residency credits.

2. Credits used to meet the requirement for a bachelor’s degree may not be used for a credential or master’s degree.

3. No more than three semester credits combined of Exercise Science and Sports Medicine (physical education) activities and intercollegiate athletics may be counted toward the 124 credits required for graduation. (Exercise Science and Sports Medicine majors may count no more than seven credits.)

4. Intercollegiate athletics courses may be taken once for credit whether transferred to CLU or completed at CLU. These courses meet the activity requirement.

5. Credit in career/work experience may be earned at CLU, but no more than eight credits are applicable toward the minimum requirements for the degree. Students may receive a maximum of four units in a semester (or summer).

6. No Core-21 (general education) requirements or any portion of the major (including required supporting courses) may be satisfied by courses graded P/NC, except courses offered with only P/NC grading.

7. A maximum of 20 semester credits of transfer online, correspondence and/or extension work may be counted toward the degree. Correspondence and extension work may not be included in the major. To be accepted, the correspondence and extension course work must be applicable to a bachelor’s degree at the granting institution. Approved transfer online courses are only those that are approved by the department in which credit will be granted and which include proctored exams. Approved online courses accepted in transfer may be included in the major.

8. A maximum of 32 credits by exam may be applied to the degree; eight upper division units can be included in this total. Credit by exam includes, but is not limited to, institutional exams, CLEP and Advanced Placement (AP) exams.

9. A total of 40 combined credits obtained from correspondence and/or online/extension work 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.

Graduation
One year prior to their expected graduation date, students must file an “Application for Degree” form at the Registrar’s Office and submit major/minor checklists. A minimal commencement fee must be paid at the time of application for degree.
Transcripts
Official transcripts of a student’s complete record must be requested in writing by the student to the Registrar’s Office. The transcript charge is $5 per copy for an official transcript.

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

Classification of Students
Freshman - has earned fewer than 28 semester credits.
Sophomore - has earned at least 28 semester credits.
Junior - has earned at least 58 semester credits.
Senior - has earned at least 90 semester credits.
Special - refers to students who are non-degree candidates or to those who do not fit into the traditional classification categories. Students may attend in a special status by permission of the Registrar for a period of one semester or a maximum of 12 credits, at the end of which they must submit credentials and be officially accepted by the Admission Committee in order to register for subsequent semesters.
Full-time - enrolled for 12 or more semester credits in traditional undergraduate program.
Part-time - enrolled for fewer than 12 semester credits in traditional undergraduate program.

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

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

The following grades are used in calculating grade point averages:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade points per attempted credit hour earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent 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>Good 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>Satisfactory 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>Barely Passing 1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>Failure 0.0</td>
</tr>
<tr>
<td>UW</td>
<td>Unofficial 0.0</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal Failing 0.0</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. An IN automatically becomes an F if not made up by the published date for the last day to withdraw from a course of the following regular semester after the Incomplete grade was given.

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

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

P  Passing
No grade points, credit given

NC  No Credit
No grade points and no credit given

W  Withdrawal
No grade points and no credit given

AU  Audit
No grade points and no credit given

NR  No Report
No grade points, no grade report submitted by faculty
Pass/No Credit

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

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

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

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

Grade Challenges and Changes

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

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

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

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

Honors

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

Dean’s Honor List – Students whose GPA for a semester is 3.6 or above and who are enrolled for 12 or more graded credits shall have their names placed on the Dean’s Honor List for that semester. Grades earned from removal of an “Incomplete” are not included. The Dean’s Honor List is based on grades submitted by the instructor at the end of the semester. Later grade changes are not considered.

Honors at Graduation – The following honors are awarded to qualified recipients of the bachelor of arts or bachelor of science degree:

* Cum laude (with distinction) – Students who earn a minimum GPA of 3.5.
* Magna cum laude (with high distinction) – Students who earn a minimum GPA of 3.7.
* Summa cum laude (with highest distinction) – Students who earn a minimum GPA of 3.9.

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

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

Grade Reports

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

The University believes the basic responsibility for communicating grades to parents of dependents enrolled at CLU rests with the student. However, the University reserves the right, on an exceptional basis, to send grade reports to parents.
of dependent students under 21 years of age if parents request of the Registrar that grades be sent to them for a specific semester.

**Unsatisfactory Progress**

**Academic Probation**

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

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

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

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

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

**Academic Suspension**

Students on academic suspension may not take courses at CLU. Academic suspension normally lasts for one full academic year. The following classes of students will be placed on academic suspension:

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

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

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

All petitions for readmission must receive final approval from the Provost and Dean of the Faculty.

**Academic Disqualification**

Students will be disqualified from the University without further appeal if, following readmission, their semester GPA falls below 2.0 or if the cumulative GPA remains below 2.0 after two semesters.

**Eligibility**

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

General Degree Requirements

Core-21
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 Adult Degree Evening Program should consult the section of the catalog for that program on page 111.

**General Degree Requirements**

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

**Major Requirements**

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

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

**Minor Requirements**

Minors consist of a coherent set of related courses in a particular disciplinary or interdisciplinary area. An academic minor is not required for a degree; however, if the student elects to earn a minor, he or she must complete the specified 16 to 20 credits;
2. may not major and minor in the same department;
3. must complete at least eight to 12 credits in upper division courses and at least two of those upper division courses must be completed in residence at CLU;
4. must achieve a minimum grade point average of 2.0;
5. may not count internships toward the minor unless specifically required by the minor;
6. may use only one independent study course to meet minor requirements.
7. At least 75 percent of the required courses for a minor must be unduplicated with any other major or minor.

NOTE: Students should refer to the “Limits on Credit” section found on page 42 under Academic Policies.

**Core-21**

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

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

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

Core-21 (General Education) Requirements

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

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

A. Written Communication:
1. English 111 with a grade of C- or better or AP equivalent. Depending on the student's placement score, he or she may be required to take English 101 as a prerequisite to English 111.
2. One Writing Intensive course - must be upper division.

B. Speaking Intensive Course:
One course

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

D. Mathematical Reasoning:
One course (beyond intermediate algebra) or satisfactory score on the designated exam.

II. Perspectives
A. The Humanities:
1. History - one course.
2. Literature - one course.
3. Philosophy - one course.
4. Religion - Religion 100 and one upper division course. Junior/senior transfers lacking two religion courses meet this requirement by completing any religion course at CLU.

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. Senior transfers (90 or more credits) who have completed two science courses with or without laboratory components will have met the natural sciences requirement. Transfers with at least 28 credits or more may transfer one science course without a laboratory component.

D. Visual and Performing Arts:
Two courses, including one performance activity. Only one 1-credit course may be counted.

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

III. Cultures and Civilizations
A. Global Perspectives:
One course (applies to students with fewer than 28 credits at entrance).*

B. U.S. Diversity:
One course.*

IV. Integrated Studies
A. Integrated Studies Capstone:
One course*
This course is included in the requirements for the major; no additional course work is required.

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

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

(w/w; ee/Su, +/RS)
(w/w; ee/Cy, +/RS)
(w/w; ee/Cu, +/RS)
Courses of Instruction

System of Course Descriptions

Course Numbering System

Alphabetic Course Listing

Degree Requirements
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 600–699
are doctoral level courses.

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

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

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

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

See Business Administration for course descriptions and faculty listing.

Major Requirements for B.S. in Accounting:
67 credits minimum, 53 credits upper division in Business Administration and Economics; Business Administration 251, 252, 321A, 321B, 326, 374, 391, 451; Economics 311, 312, 321.

Required Supporting Courses:
Business Administration 301 or Communications 306; Economics 203, Mathematics 115 or equivalent and one of the following: Philosophy 300, 315, 350, Religion 350.

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

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

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
Introduction to Art (3)
Lower Division

Matter program. (see Education) for information about the art subject refer to the Chair of the Art Department

Students interested in teaching art should division; Art 111 or 112, 160, 280. 18 credits minimum, 9 credits upper 

Requirements for a Minor in Art: 

44 credits minimum, 26 credits upper 

Prerequisite: Art 160.

Art 112. 

Art in Religion (3)

Investigates the first thousand years of 

The study of art in relationship to contem- 

Modern Art (3)

The 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.

Sculpture (3,3) 

An introduction to the fundamentals of line, 

shape, form, value and pictorial space and their 

use in aesthetic expression and the communica-

tion of ideas.

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.

Photography (3) 

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

Painting (3) 

An introduction to various media and tech-

niques of painting. Students experiment with 

visual elements and their use in the expression and communication of ideas, with emphasis on the 

creative approach.

Design (3) 

An introductory study in the visual elements and principles of design and unity of expres-

sion. Includes creative exploration in two- and 

three-dimensional composition.

Selected Topics (1-4) 

Upper Division 

Sculpture (3,3) 

Emphasizes the importance of conceptual 

ideas, design and various techniques and mate-

rials as they direct the decision-making process of creating sculpture. Three-dimensional work 

includes an assortment of processes while exploring form.

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.

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.

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.

Ceramics II (3) 

Stress is placed on wheel throwing, including the making of varied forms; covered ware, 

slab and coil work. Students are allowed an 

individual creative approach to further their 
development in form and surface decoration. 

Includes advanced technology in higher firing 

clays and glazes. Prerequisite: Ceramics I or 
equivalent experience and/or consent of 
instructor.

368 Stage Lighting and Scenic 

Design (4) 

Presents problems in scenic design, painting, 

perspective and execution of models and 

working drawings. Also the study of theatre 

lighting as an art form with an emphasis on design concepts. The theories of light, color, 

instruments and control are interpreted in 

relation to performer and audience.

369 Theatrical Costume and 

Makeup Design (4) 

A practical study of costumes for the stage. 

The course examines the history of clothing 

design, color theory, rendering techniques and 

design process from concept to execution. 

Students also explore the concepts of theatri-

cal makeup and design through lecture and 

practice. (cross-listed with Theatre Arts 369)

370/371 Painting (3,3) 

Introduces the creative use of color based on 

an understanding of visual structural ele-

ments. Prerequisite: Art 270.

Computer Graphics (3) 

Continued studies in the field of design with 

emphasis on the visual impact of line, form, 

color and texture. Computer graphics are 

introduced with “hands-on” explorations 

using illustration, image digitizing, airbrushing 

and masking techniques.

Graphic Design (3) 

Layout/paste-up for the printed page, involv-

ing techniques and materials used to produce 
camera-ready art for magazine spreads, 

album/cassette/CD covers, pamphlets, books, 

business cards and letterheads.

410 Modern Art (3) 

The study of art in relationship to contem-

porary living: its contribution to the environ-

ment, its influence and personalities, and its 

role in our democratic culture. Prerequisite: 

Art 112.

Early Christian Art (4) 

Investigates the first thousand years of 

Christian art, which represent a transition 

between Greco-Roman, Jewish and Byzantine 

monuments. The origins of style and subjects 

and their transformation into Christian 

vehicles of great sophistication are treated from 

many viewpoints - theological, literary, 
liturgical, iconographic, perceptual and stylistic. 

Prerequisite: Religion 100.

Art in Religion (3) 

Encompasses the development and changes 

of religious art and iconography. Studies 

include religious content and thought as 

expressed in painting, sculpture, architecture and 
crafts through the ages, as well as the con-

temporary expression of these visual symbols in 
ecclesiastical art forms. Course allows 

opportunities for laboratory experiences.
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 English 414 and Philosophy 414)

415 History of Ceramics (3)
A historical approach to the study of ceramics from ancient civilizations to the present, with emphasis on contemporary European and American works. Laboratory research included. Prerequisites: Art 111, 112.

416 Oceanic Art (3)
A historic and stylistic study of the art of the South Seas, including Melanesia, Micronesia, Polynesia, Indonesia and the early tribal art of Australia. Prerequisite: Art 111 or consent of instructor.

417 Pre-Columbian Art (3)
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, Zapotees, Aztecs and the Incas. Prerequisite: Art 111 or consent of instructor.

418 Interdisciplinary Arts (3) (Capstone)
For all art major seniors, this course focuses on the practical and philosophical aspects of being an artist or working in a field related to the arts. A working knowledge of archival matting/framing, writing an artist statement and portfolio preparation 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.

420 Sculpture (3)
Further experience in three-dimensional media and space relationships. Advanced problems deal with the relation of sculpture to its environment and how this media can be made to express its unique qualities. Prerequisite: Art 321.

430/431 Printmaking (3,3)
Experimental techniques in fine printmaking with an introduction to color. Prerequisite: Art 331 or consent of instructor.

435 Photography (3)
Advanced techniques in photography as a creative medium and personal expression.

450 Ceramics III (3)
Further emphasis on individual development of the ceramist, including hands-on involvement in developing clay bodies and empirical glaze formulations and an introduction to kiln firing. Prerequisites: Ceramics II or equivalent and consent of instructor. Recommended: Art 160 and/or Art 280.

451 Ceramics IV (3)
Open to students upon completion of Art 450. Discussion with the instructor of semester progress and projects is essential.

472 Life Painting (3)
Painting from the figure in the environment, with emphasis on individual expression. Prerequisite: Consent of instructor.

480/481 Advanced Computer Graphics (3,3)
Includes illustration and advertisement design, sequential image-making and further exploration into computer graphics as a tool for creativity and finished product. Field studies examine client-studio relationships and directed studies of workshops and studios. Prerequisite: Art 380.

482 Selected Topics (1-4)

485 Seminar (2-4)

490 Independent Study (1-4)

492 Internship (1-4) (graded P/NC only)

Biblical Languages
(non-major/minor)

Greek
Upper Division
325/326 Biblical Greek Language and Literature (4,4)
A beginning study of biblical Greek that builds a foundation in the essentials of grammar, vocabulary, and translation. Includes readings in Mark and Philippians, as well as in the second semester discussion of theological implications. (cross-listed with Religion 325/326)

490 Independent Study (1-4)

Hebrew
Upper Division
315/316 Biblical Hebrew Language and Literature (4,4)
A two-semester sequence of study leading to a reading knowledge of the Hebrew Bible/Old Testament. Basic Hebrew grammar and vocabulary are studied in conjunction with questions of cosmology, the understanding of history and the theological perspective of ancient Israel. Prerequisite: Religion 100. (cross-listed with Religion 315/316)

490 Independent Study (1-4)

Biochemistry and Molecular Biology

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

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

Careers in biochemistry and molecular biology are available in government and private companies and include positions in a variety of research industries. The growing areas of genetics and biotechnology provide many career opportunities with companies such as Amgen and Baxter Biotech, both international biotechnology companies that are located near the University.

Likewise, many biochemistry majors from CLU are accepted into medical, dental, pharmaceutical and graduate schools throughout the United States.
Biochemistry and Molecular Biology Faculty:
Professors Butcher (Chemistry), Marcey (Biology), Revie (Biology), Wiley (Chemistry)

Major Requirements for B.A. in Biochemistry and Molecular Biology:
38 credits minimum, 24 credits upper division: Biology 121 or 122 (General Biology), 124 (General Biology Lab), 425, 425L, 426, 427, Chemistry 151, 151L, 152, 152L, 305, 331, 332, 341, 342, 485.

Required Supporting Courses:
Mathematics 251, 252; Physics 201 and 202 or Physics 211 and 212.

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

Major Requirements for B.S. in Biochemistry and Molecular Biology:
46 credits minimum, 32 credits upper division: Biology 121, 122 (General Biology), 124 (General Biology Lab), 425, 425L, 426, 427, Chemistry 151, 151L, 152, 152L, 305, 331, 332, 341, 342, 405, 485.

Required Supporting Courses:
Mathematics 251, 252; Physics 201 and 202 or 211 and 212.

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

See Biology and Chemistry for course descriptions.

Bioengineering

Great advances have recently been made in the fields of genetics/molecular biology as well as predictive engineering analysis and design, both enabled by rapid progress in computational sophistication. As a consequence, the highly interdisciplinary applied science of bioengineering has emerged as a critical core curriculum. The bioengineering program at CLU integrates engineering, biology, chemistry, mathematics, computer science, exercise science/sports medicine and physics with a liberal arts foundation to provide graduates with the knowledge and qualifications needed to enter the fields of health care, medicine, manufacturing, electronics, agriculture and materials, or to continue study toward advanced degrees or professional certification.

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

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

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

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

Bioengineering Faculty
Professors Marcey, Peng, Revie, Assistant Professor LeBlanc
Associate Professors Long, Shaw

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

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

Recommended Courses:
Biology 341, 361, Mathematics 343, 450

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

Lower Division

210 Introduction to Engineering (4)
An introduction to the basic concepts of engineering — analysis, design, modeling, systems theory, control. Topics include electronics, mechanics, materials with a brief overview of bioengineering.
**COURSES OF INSTRUCTION**

**401 Biomaterials/Tissue Engineering (4)**
A study of the fundamental relationships between the physical and biological properties of ceramics, metals, polymers, their composites and their microstructures. Topics include methods of synthesis, 3D scaffolds, crystallography, constitutive relationships and failure criteria, biocompatibility criteria, case studies. Interfaces and their characterization are studied in depth. Prerequisites: 210, 220 or consent of instructor.

**402 Biosensors and Imaging (4)**
An introduction to the central concepts of sensing, feedback and control in biological applications, addressing mechanical, thermal, hydrodynamic, electromagnetic and chemical/biological stimuli and detection. Analog/digital conversion and signal conditioning across multiple length, spectral and temporal domains. Signal processing techniques are treated in depth. Prerequisites: 210, 220 or consent of instructor.

**403 Biosystems Analysis and Control (4)**
The development of biological systems analysis and open/closed loop control with an emphasis on techniques and software for predictive modeling. Optimization of the performance of biosystems comprising multiple, parallel processes will be addressed, with an emphasis on electrical and chemical control systems. Prerequisites: 210, 220, Physics 309 or consent of instructor.

**450 Seminar (1)**
Key topics of interest aimed at familiarizing first- and second-year bioengineering students with key areas of study at the upper division level. External speakers will be utilized to introduce contemporary bioengineering topics to students in a seminar protocol.

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

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

**492 Internship (1-4)**

**495 Capstone (2)**
Investigation, analysis and summary of a basic question or problem statement developed by the student arising from related courses and personal interests. The student is encouraged to explore open-ended questions that involve original thinking and the application of knowledge gained during the undergraduate experience. Prerequisite: senior standing.

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**Biology**

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

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

Undergraduate research projects help make CLU graduates more competitive in their chosen career paths.

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

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

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

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

**Biology Faculty**
Professors Collins, Huvard, Marcey (endowed chair), Revie
Associate Professor Long

**Major Requirements for B.A. in Biology:**
32 credits minimum, 20 credits upper division; Introduction to Biology; three semesters (Bio 120, 121, 122); Introduction to Biological Experimentation, two semesters (Bio 123, 124); Ecology and Evolution (Bio 311); Senior Research (Bio 494 or 495) or Scientific Literature (Bio 463, 2 units); one course from each of the following three categories: Molecular and Cellular Biology (Bio 331, 375, 425 and 425L, 426, 428); Organismal Biology and Ecology (Bio 325, 345, 352, 361, 452); Functional Biology (Bio 341, 342, 343, 461). At least 16 biology units must be taken at CLU.

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

**Major Requirements for B.S. in Biology:**
40 credits minimum, 28 credits upper division; Introduction to Biology; three semesters (Bio 120, 121, 122); Introduction to Biological Experimentation, two semesters (Bio 123, 124); Ecology and Evolution (Bio 311); Senior Research (Bio 494 or 495) or Scientific Literature (Bio 463, 2 units); four courses from the following three categories with at least one course from each category: Molecular and Cellular Biology (Bio 331, 375, 425 and 425L, 426, 428); Organismal Biology and Ecology (Bio 325, 345, 352, 361, 452); Functional Biology (Bio 341, 342, 343, 461). At least 16 biology units must be taken at CLU.

**Required Supporting Courses:**
Physics, one year (Physics 201/202 or 211/212); Math, one semester Calculus (Math 251), Biostatistics (Math 231) or a statistics course taught in a math department; General Chemistry, one year (Chem 151, 151L, 152, 152L); Organic Chemistry, one semester with lab (Chem 331/341 or 201).
Requirements for a Minor in Biology:
20 credits minimum, 12 credits upper division
Introduction to Biology, three semesters (Bio 120, 121, 122); Introduction to Biological Experimentation, two semesters (Bio 123, 124).

Lower Division

111 Principles of Biology (4)
For non-majors or students not pursuing a preprofessional program related to biology, includes general biological principles and a survey of the plant and animal organisms. Lecture, 3 hours/week; Laboratory, 2 1/2 hours/week.

118 The Oceans (4)
For non-majors or students pursuing a minor in environmental studies. This general survey of geological and biological processes in the ocean has a strong environmental emphasis. Laboratory exercises and field trips illustrate and complement lecture material. Lecture, 3 hours/week; Laboratory, 2 1/2 hours/week.

120 Introduction to Ecology and Populations (3)
This course is an introduction to the history of evolutionary thought and the mechanisms of evolution, including species formation and the use of phylogenetic information. Diversity of living organisms, from prokaryotes to advanced multicellular organisms, will be discussed with an emphasis on evolutionary relationships. The principles of population and community ecology will be treated. Ecosystems and the environmental impacts of human activities will also be discussed. No prerequisites. (offered fall semester)

121 Introduction to Cells and Organisms (3)
This course introduces important areas of cell biology such as cell organization, enzymes and metabolism, cell surface structure and function of macromolecules, small molecule chemistry and cellular energy. Further studies will involve a broad, comparative survey of animal physiology, including signal transmission and regulation, neurobiology, reproduction and development, nutrition, respiratory and circulatory physiology and animal motility. Strong emphasis will be placed on experimental analysis. No prerequisites. Recommended Biology 121. (offered spring semester)

122 Introduction to Genes and Development (3)
This course introduces the mechanisms of heredity, the expression of genetic information and the means by which genes encode developmental programs. It will be seen that genetics and development are part of a continuous process and that the genetic mechanisms and developmental patterns of living organisms reveal a fundamental kinship of life on earth. Genetics as a tool for the study of biological problems will be introduced, as will some current topics in genomic research and biotechnology. Students willing to explore these topics in greater detail are referred to upper division courses in Genetics, Macromolecular Structure, Developmental Biology, Cell Biology and Molecular Biology.

123 Introduction to Biological Experimentation I (2)
Biology 123 introduces students to the processes of investigative biology and communication. It is not designed to accompany any particular core lecture course. The course is designed to develop the skills students need to progress to upper-level biology courses, and emphasizes scientific communication and interpretation. Both oral and written laboratories cover some topics presented in some of the core lecture courses (Bio 120, 121 and 122) and introduce a variety of techniques including field sampling, statistical analysis, classification of organisms and physiological measurement. The course emphasizes experimental design, data collection, statistical analysis, integration of results with information reported in the scientific literature and the effective communication of conclusions. Evaluation is based on short lab assignments and scientific papers. A laboratory manual must be purchased. There are no prerequisites. Enroll limited to 16 students in each section. (offered fall semester)

124 Introduction to Biological Experimentation II (2)
Biology 124 continues to expose students to the processes of investigative biology and communication. It is not designed to accompany any particular core lecture course but should be taken after Biology 123. Laboratories cover some topics presented in some of the lecture courses. Biology 120, 121 and 122 and introduce a variety of subjects including virology, gene expression, gene sequence analysis, gene manipulation and bioinformatics. The course emphasizes experimental design, data collection, statistical analysis, 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 will conduct their own experiments, analyze data (statistically, where appropriate) and present their results in both written and oral communications. Evaluation is based on short lab assignments and scientific papers; students will plan an oral presentation of their independent project. A laboratory manual must be purchased. There are no prerequisites; enrollment is limited to 16 students in each section. (offered spring semester)

111 Genes and Genesis (4)
This course introduces the mechanisms of heredity, the expression of genetic information, and the control of development, emphasizing human biology. A central theme of the course is that we owe our genes, both as species and as individuals, to the remarkable, and fascinating, properties of genes. Lectures will emphasize the experimental basis for our knowledge of human genetics. Special attention will be focused on issues at the interface of genetics and society (e.g., human reprodigens: stem cell research, cloning, gene therapy). Students will explore methods of modern genetics, including DNA analysis and bioinformatics, in laboratory exercises that are conducted in lecture class periods.

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

222 Human Anatomy and Physiology (4)
A continuation of Biology 221, covering the nervous, sensory, endocrine, circulatory, immune, digestive, respiratory, urinary and reproductive systems. The laboratory component covers the structure and function of the above systems. Experiments relating to the physiology of the above systems are performed. Lecture, 2 hours/week; Laboratory, 4 hours/week. Prerequisites: Biology 221 or consent of instructor.

282 Selected Topics (1-4)

Upper Division

304 Wildflowers of the Sierras (3)
A study of the flora of the eastern Sierra Nevada, including the classification and ecological relationships of the various species. The major plant families are studied as an aid to identification, and collection techniques are discussed. A field trip to the Sierras is included. (summers only)

305 Flora of Southern California (3)
A study of native and introduced plants of Southern California, relating structure and form to environment. Plant families will be studied as a means of identification. Considerable class time will be spent in the field, observing plant characteristics and learning identification and collection techniques. (summers only)

311 Ecology and Evolution (4)
An introduction to the multidisciplinary nature of ecology, evolution and their underlying processes. Emphasis is placed on the fundamentals of ecology, evolutionary effects on populations and ecosystems and the relationship between ecological and evolutionary processes. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisites: Biology 120, 121, 122, 123, 124.

321 Field Studies in Marine Biology (2)
Designed to give students experience in field techniques used in marine biological studies, the class has three components: a laboratory, field data collection and data analysis. This
intensive two-week course is offered during the January holiday. The class spends at least one week in the field on a research vessel in one of the following locations: Catalina and Santa Barbara islands, Hawaii or Mexico.

325 Environmental Ecology (4)
A study of ecology with emphasis on humans and the environment. Problems such as overpopulation, food production, water and air pollution, the energy crisis and toxic waste disposal are discussed; their possible solutions are considered along with the social, political and economic ramifications. Lecture, 3 hours/week; Laboratory, 2 1/2 hours/week. Prerequisite: Biology 122, 124 or equivalent.

331 Genetics (4)
This course concerns the mechanisms by which genetic information is stored, decoded and transmitted. We will focus on the experimental basis upon which our understanding of the above mechanisms rests. Methods of genetic analysis that involve interpretation of abstract data will be emphasized, although molecular and bioinformatic approaches, including structural and functional genomics, will be treated. The use of genetic analysis as an incisive tool to dissect biological processes will be a central theme of the course. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisites: Biology 121, 123.

332 Macromolecular Structure (2)
The elaborate interplay of a variety of macromolecules underlies the mechanisms that govern cell function. This advanced course deals with the structure-function relationships of these macromolecular machines. It is intended that students emerge from this course with a deep understanding of the principles that govern macromolecular structure and the functional consequences of these principles. This is a seminar class in which students must assume responsibility for their own learning. Students will come to class prepared to discuss the reading assignment for the week. Lectures will focus on teaching the methods that students will employ to construct a Web-based tutorial on a macromolecule, chosen with input from the professor. Prerequisites: permission of professor.

341 Comparative Anatomy (4)
The comparative study of vertebrate anatomy within an evolutionary perspective; includes the evolution, development, structure and function of vertebrate systems. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisites: Biology 120, 121, 122, 123, 124.

342 Developmental Biology (4)
This advanced course concerns the mechanisms by which multicellular organisms are constructed. We will focus on the experimental evidence that supports our understanding of these mechanisms. After an introduction to the history of developmental biology, the processes of gametogenesis, fertilization, cleavage, gastrulation and organogenesis will be covered. The course will progress to a treatment of some of the mechanisms by which genes are differentially expressed during the embryogeny of model organisms, including Drosophila, Xenopus and mouse. We will finish up with considerations of developmental mechanisms of evolutionary change. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisites: Biology 120, 121, 122, 123, 124, Chemistry 151, 152. Recommended: Biology 331 or 333.

343 Invertebrate Zoology (4)
Studies the morphology, physiology, taxonomy and ecology of most invertebrate phyla. Field trips and laboratory observation of living animals are emphasized. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisites: Biology 120, 121, 122, 123, 124.

345 Marine Biology (4)
The study of marine life of the world, with special emphasis on tide pools and shallow water life of the West Coast. Includes identification, distribution, adaptations of marine forms and their interrelationship to each other. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisite: Biology 122, 124 or equivalent.

352 Oceanography (4)
An introduction to the multidisciplinary nature of oceanography, including the origin and geography of the ocean basins, physical and chemical properties of sea water, the shaping of coastlines, oceanic and atmospheric circulation patterns and ecological relationships of marine organisms and the ocean environment. Lecture, 3 hours/week; Laboratory, 2 1/2 hours/week. Prerequisite: Biology 120, 121, 122, 123, 124 or equivalent.

361 Microbiology (4)
Studies the morphology, physiology, taxonomy and ecology of microorganisms and their role in infection and disease. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisite: Biology 122, 124 or equivalent.

375 Cell Biology (4)
The cellular nature of life is explored by studying prokaryotic and eukaryotic cells and their component parts at the structural and functional levels. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisites: Biology 120, 121, 122, 123, 124; Chemistry 151, 152. Recommended: Biology 331; Chemistry 201 or 331.

425 Biochemistry (3)
The study of structure, function and metabolism of biomolecules as well as enzyme kinetics, thermodynamics, regulation of metabolic processes. Lecture, 3 hours/week; Prerequisite: Chemistry 201 or 332 or consent of instructor. (cross-listed with Chemistry 425)

425L Biochemistry (1)
Selected biochemistry lab techniques, including protein purification, enzyme kinetics, chromatography and electrophoresis. Laboratory, 3 hours/week. Prerequisite: concurrent enrollment in Biology/Chemistry 425. (cross-listed with Chemistry 425L)

426 Molecular Biology (4)
Studies the biosynthesis of nucleotides, DNA, RNA and protein, with emphasis on the structure and regulation of genes. Recombination, mutations, synthesis of antibodies and viruses and genetic engineering are covered. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisite: Biology 331 or 425.

427 Recombinant DNA Techniques (2)
Includes the theory and practice of gene cloning, with emphasis on practical knowledge of standard techniques in genetic engineering. Techniques include DNA purification, construction of plasmid gene libraries and DNA sequencing. Lecture, 1 hour/week; Laboratory, 3 hours/week. Prerequisite: Biology 331 or 426.

428 Virology (4)
The study of molecular biology of prokaryotes, eukaryotes and viruses, including their phylogeny, structure and replication. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisite: Biology 331 or 426.

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.

461 Vertebrate Physiology (4)
A study of fundamental physiological processes of vertebrate tissues organs and systems. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisites: Biology 120, 121, 122, 123, 124; Chemistry 151, 152. Recommended: Chemistry 201 or 331.

463 Scientific Literature (2)
An introduction to scientific literature. In this two-unit seminar course, students read scientific papers and analyze the works of other scientists. Prerequisites: Biology 120, 121, 122, 123, 124; senior standing.

482 Selected Topics (1-4)

485 Seminar (2-4)

490 Independent Study (1-4)

492 Internship (1-4) (graded P/NC only)

494/495 Senior Research (4,4) (Capstone)
A project-based course, Senior Research will give students experience in designing and implementing experiments or field studies aimed at testing hypotheses of interest. Methods of experimental design, statistical analysis of data, literature research methods and scientific writing will be covered. The course will culminate in both written and oral presentations of student research projects. Students will work closely with faculty mentors in designing and conducting their research. Prerequisites: senior standing and consent of instructor. (494 fall; 495 spring; both semesters may be taken for credit)
Business Administration

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

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

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

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

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

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

Business Administration Faculty
Professors Akbari, Basu, Damooei, Hagler, Julius, Maxey (Dean)
Associate Professors Coman, Domicone, Donohue, Murphy, Williams
Assistant Professors Kambara, Schlomer-Fischer, Tsaw
Senior Lecturers Guerrero, B. Johnson, K. Johnson

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

Required Supporting Courses:
Economics 203, Business 301 or Communication 306; Mathematics 115 or equivalent; and one of the following: Philosophy 300, 315, 350, Religion 350.

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

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

Required Supporting Course:
Mathematics 251.

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

Required Supporting Course:
Mathematics 115.

International Business Emphasis Requirements:
Business Administration 394; and two courses (8 credits) chosen from Economics 416, 460; Business Administration 472, 474, 476, 478; or appropriate Independent Study or Selected Topics courses when approved by the faculty adviser and the Dean of the School of Business.

Management Emphasis Requirements:
Three courses (12 credits) chosen from Business Administration 361, 439, 448, 449, 461, 465, 468, 476, 479; or appropriate Independent Study or Selected Topics courses when approved by the faculty adviser and the Dean of the School of Business.

Marketing Emphasis Requirements:
Three courses (12 credits) chosen from Business Administration 342, 376, 440, 442, 444, 473, 474; or appropriate Independent Study or Selected Topics courses when approved by the faculty adviser and the Dean of the School of Business.

Small Business/Entrepreneurship Emphasis Requirements:
Business Administration 468; Economics 420; and one course chosen from the management emphasis requirements list.

Requirements for a Minor in Business Administration:
20 credits minimum in Business Administration and Economics; 12 credits minimum upper division; Business Administration 251, 252, 391 and a choice of two courses from Business Administration curriculum.

Required Supporting Course:
Economics 203.

Lower Division

251 Principles of Accounting (4)
An introduction to the basic assumptions that underlie modern accounting: the principles, procedures and methods applied in the preparation of financial statements. Prerequisite: Mathematics 115 or equivalent.

252 Managerial Accounting (4)
An examination of how accounting data is used, communicated and interpreted for internal use. Emphasis is placed on planning, control and decision making, particularly in a manufacturing setting. This course will include instruction in and application of computer spreadsheet programs. The student will be required to use word-processing and spreadsheet programs for work submitted during this course. In addition, an introduction to and use of Internet research resources are included in the course syllabus. Prerequisite: Business Administration 251.

253 Financial Information in Business Organization (4)
This course is designed for non-business majors who are not required to take Principles of Accounting or Managerial Accounting. The intent of the course is to provide students with sufficient background in accounting and finance to allow them to function more
COURSES OF INSTRUCTION

300 Professional Development Seminar (1)
The consideration, exploration and development of career options and strategies and the development of individual employment marketing strategies.

301 Communication for Managers (4)
The study of business communications methods with emphasis on planning, organizing, preparing and presenting major reports. Significant use of computer skills will be included, as well as design and structure of communication materials for the highest levels of impact.

321 Computer Organizations and Architecture (4)
Principles of computer organization and architecture are introduced from a layered point of view, beginning at data representation and progressing through the machine language execution cycle. Representative hardware/software tradeoffs in the implementation of various computer system components will be presented. The design and interface to a variety of peripheral devices will also be discussed. The emphasis will be on the hardware aspects of a computer system.

342 Marketing Research/Consumer Behavior (4)
A detailed focus on marketing research, strategy, statistical techniques and decision-theory concepts. Includes the nature of the influences affecting consumer behaviors, values, lifestyles, market segmentation, motivation and attitudes that form consumer marketing decisions. Prerequisite: Junior standing.

344 Copywriting/Storyboarding in Broadcast Advertising (4)
Described as a "hands-on" communication and business course, this course provides an overview of broadcast media and develops skills in basic advertising/public relations campaign production techniques including scripting, copywriting and storyboarding. Prerequisite: Business Administration/Communication 375. (Cross-listed with Communication 344)

350 Data Communications and Networks (4)
Includes a discussion of distributed data processing, communication techniques, wide-area and local-area networks, integrated services digital network, open-systems interconnections, security and network management.

352A/B Intermediate Accounting (4,4)
Includes detailed coverage of accounting theory and practice as applied to the corporate form of business. Topics include income statement, earnings per share, income tax allocation, compound interest, revenue recognition, price-level accounting, an introduction to fund accounting and a thorough treatment of balance sheet accounts. Prerequisites: Business Administration 251 (for 352A), 352A (for 352B).

355 Client/Server Fundamentals (4)
Discusses modern technology in network communication and cooperative computation. Topics include client/server design concepts, software expectations, hardware requirements, service support and training issues. Prerequisite: Computer Science 220 or 300.

361 Human Resource Management (4)
A study of the use of the human resources within the organization. Includes recruiting, selecting and training employees, wage administration and union relations. Focus is on government regulation of employment practices, including Equal Opportunity Employment and affirmative action.

365 Organization Theory (4)
Analysis and design of modern organizations with an emphasis on organizational technology. Perspectives include organization design, organization effectiveness and changing organization culture, and the organization and its external environment. Attention is given to emerging global realities. Integrates theoretical knowledge with practical applications.

367 Behavior in Organizations (4)
An introduction to the methods and findings of the behavioral sciences on the persisting human problems of organizations. Attention is given to the roles of individual attributes, group dynamics and organizational structure in determining levels of performance at work. Prerequisite: Junior standing.

370 Multimedia Technology (4)
Introduces modern multimedia technologies. Topics include basic concepts, principles, sound images, animation, standards, hardware and software requirements, new technologies, current research and practice, and future directions.

374 Business Law (4)
The study of law as it relates to business. Topics include contracts, agencies, commercial paper, personal property, sales, real property and insurance.

375 Principles of Marketing (4)
The study of marketing methods and practices. Topics include policies and problems related to consumers, pricing, advertising, management information systems and distribution and management of the marketing function. (Cross-listed with Communication 375)

376 Sales Management (4)
This course concerns the sales and sales management functions as they exist in business-to-business sales settings. The course discusses current problems in sales management and the design of effective sales management processes and systems. Prerequisite: Business Administration 375.

381 Information Technology and Organization Design (3)
Surveys the major components of business organization information systems (hardware, networks, data and applications) and investigates the interrelationships between information technology and organizational structure, processes and strategy.

391 Principles of Finance (4)
Introduces students to the field of finance through an applied conceptual framework using problem sets and computer software to analyze various financial dilemmas. Topics include security valuation, risk analysis, working capital management, financial budgeting and planning, time value of money concepts, financial ratio analysis and capital budgeting. Prerequisite: Business Administration 252.

392 Intermediate Finance (4)
Students learn to appreciate the usefulness and limitations of financial statements in valuation concepts and financial analysis and are made aware of the role of financial information in capital markets. Concepts are reinforced through problem sets. Prerequisite: Business Administration 391.

393 Corporate Finance (4)
Provides a conceptual framework for analyzing the major types of investment and financial decisions of corporations. The course reviews modern financial theory related to capital structure, cost of capital, dividend policy, intermediate and long-term financing, corporate restructuring and capital budgeting. Employs a mix of problem sets and cases. Prerequisite: Business Administration 391.

394 International Business (4)
Covers international trade and its effect on the world economy. Includes the problems of the multinational firm and the impact of numerous environmental factors on the conduct of business across national boundaries.

395 Financial Strategy (4)
Deals with corporate financial strategies primarily in the areas of valuation, capital structure, external financing, bankruptcy, mergers and acquisitions. These issues are addressed mostly in the context of case studies that illustrate how ideas studied in introductory finance courses are applied to real-world situations. Prerequisite: Business Administration 391.
400  Graphical User Interface (4)
An introductory course to user interface fundamentals. Topics include development methodologies, evaluation techniques, user-interface building tools, considerations in the design phase, identification of design rules and successful delivery of the design. Prerequisite: Computer Science 220 or 300.

410  Database Management Systems (4)
Studies the concepts and structures necessary to design and operate a database management system. Topics include data modeling, relational database design and database querying.

411  Sports Related Marketing (4)
An introduction to management and marketing issues in the sports industry, with a particular emphasis on major and minor league professional sports. Students will receive a broad overview of the structure of sports and its relationship to the dominant culture, the economy and the media. (cross-listed with Communication 411)

429  Executive Roundtable (4)
This course is designed to provide students with an appreciation of how management and finance theory are integrated into the strategies of the modern cooperation.

430  Integrated Marketing Communication (4)
This course explores the role of communications in marketing management, the strategic integration of promotional tools, and the application of generic IMC concepts in various social and organizational contexts—commercial, non-profit, domestic, and international. Communication trends and technologies are illuminated. The impact of marketing communications on individuals and on society as a whole is critically evaluated. Through readings, discussions, and analyzing cases, students learn how communications objectives are accomplished through carefully chosen combinations of public relations, advertising, sales promotion, personal selling, database and online marketing. Prerequisite: BUS/COM/Psychology 375 Principles of Marketing.

439  Senior Seminar in Management Thought and Practice (4)
The consideration of classic and contemporary writings on issues related to the management of the business enterprise and the role of business in the larger society. Prerequisite: senior standing.

440  Marketing Simulations (4)
Emphasis is placed on the marketing planning function, consumer identification and buyer behavior, marketing strategies and price-value relationships.

442  Advertising Campaigns (4)
Advances the principles learned in introductory advertising and marketing courses and includes the application of principles learned through the completion of an actual consumer-oriented marketing/advertising campaign. Includes lecture and lab. Prerequisites: Business Administration 375, senior standing.

445  Marketing and Management of Services (4)
Addresses marketing and management issues related to the service component of products, particularly products which are service-intensive. Topics include understanding the distinctive aspects of services, creating and delivering services, developing and managing the customer service function, balancing demand and supply in a service environment and others.

448  Organization Development (4)
The study of planned change in organizations including diagnosis of the organization and implementation of organization development interventions. Emphasis on teamwork in organizations and survey development. Prerequisite: senior standing. (cross-listed with Psychology 448)

449  Managerial Leadership: Core Competencies and Skills (4)
Focuses on the development of the core competencies and skills needed for effective managerial leadership at all levels of the organization. Each skill component will follow a five-step developmental pedagogy: (1) Assessment, (2) Learning, (3) Analysis, (4) Practice and (5) Application. Prerequisite: senior standing. (cross-listed with Psychology 449)

451  Cost Accounting (4) (Computer Applications)
Advanced study of the procedures used to determine costs for manufacturing operations, including process and differential costing, overhead allocation, profit-volume analysis, joint products and by-products and responsibility accounting. Emphasis is placed on making informed business decisions based on quantifiable data. Prerequisites: Business Administration 252, 252L; junior standing.

452  Tax I (4)
A study of current federal tax laws and issues as they pertain to the individual taxpayer. Cases are used to provide practical experience in implementation of tax law interpretations; emphasis is placed on the evolution of the philosophy that drives development of the federal tax code. Prerequisite: Business Administration 251. (offered one semester each year)

453  Auditing (4)
Covers the legal responsibilities, theory and procedures in the conduct of an audit and the making of an audit report. Prerequisite: Business Administration 352B. (offered one semester each year)

454  Advanced Accounting (4)
Accounting for business combinations and the preparation of consolidated financial statements. Also includes accounting for partnerships, consignments, foreign currency translation, fund accounting and international accounting. Prerequisite: Business Administration 352B. (offered one semester each year)

461  Advanced Human Resource Management (4)
Studies advanced human resource management problems and practices and is intended for students interested in a professional career as a human resource management specialist. Topics include selection, placement, employee development and employee relations in private and public sector organizations. Prerequisite: Business Administration 361.

462  Tax II (4)
A study of tax laws and issues pertaining to business entities such as partnerships, C-corporations and S-corporations. Focuses on the taxation of estates and trusts and expands the study of personal taxation introduced in Tax I. Prerequisite: Business Administration 452. (offered one semester each year)

463  Exporting/Importing (4)
Provides a pragmatic overview of the different aspects of importing/exporting and a working knowledge of the various terms and techniques essential to establish and maintain a profitable import/export business in America. Discussions and assignments will include the marketing organization, regulation, terms of access, documentation, shipments and financing involved with the international movement of products.

468  Venture Development (4)
A study of venture development through entrepreneurship. Designed to help the student discover the opportunities and challenges of operating a business enterprise. The student will apply concepts learned in other business courses to the business operation. Recommended: Business Administration 391.

469  Strategic Management (4) (Capstone)
Complex business cases integrating the fields of marketing, finance, law, accounting, economics and industrial management provide a realistic view of how general managers deal with conceptual business problems. Cases include analysis of strategic, interpersonal, business problems. Prerequisite: senior standing; prerequisite/corequisite: Business Administration 391.

472  International Finance (4)
Focuses on the financial environment surrounding multinational businesses involved in international trade, investment and finance. Covers management of current assets and liabilities, including foreign financing decisions and techniques, and investigates foreign investment decisions, feasibility analysis and capital budgeting. The course uses problem sets and case studies to reinforce the concepts discussed in class. Prerequisite: Business Administration 391. Recommended: senior standing.

473  Marketing Management (4)
Focuses on the effective design and management of the marketing function in a business organization and the development of effective marketing programs. Topics include strategic marketing plans organization and incentive structures for the sales force, product launch, marketing communication and integration with other essential management functions. Prerequisites: Business Administration 375, senior standing.
474 International Marketing (4)
An exploration of international marketing conditions with emphasis on foreign market research; trade promotion; political, legal, economic and cultural environments; product and service adaptability; and the development of strategic marketing plans for multinational competition. Prerequisite: Business Administration 375.

475 Investment Analysis and Portfolio Development (4)
Provides the necessary background to critically evaluate both the practical and academic literature on investments. Stocks and bonds are addressed in market equilibrium and within the context of portfolio development. The capital asset pricing model, market efficiency and the investment environment are covered. Prerequisite: Business Administration 391.

476 International Business Behavior (4)
A review of current organizational development approaches developed in the United States for possible international application. Cultural influences fostering or hindering the development of effective humanistic organizations are explored. Prerequisite: Business Administration 394 or consent of instructor.

477 Personal Financial Planning (4)
An in-depth study of personal budgeting and long-term planning; investment opportunities, credit, financial institutions, insurance, risk preferences and goals. Prerequisite: junior standing.

478 Pacific Rim/Art of Japanese Management (4)
An examination of our international trading partners in the Pacific Rim with special attention to their history, culture and political, economic, business and management systems. Attention is given to an assessment of both American and Japanese approaches to management and slow-growth economies. (cross-listed with Political Science 478)

479 Advanced Strategic Management (4)
Applies the principles of business and industry analysis and strategy formulation to the coming economic challenges between Japan, the United States and Europe and among the major emerging international trading blocs. Prerequisite: Business Administration 469.

482 Selected Topics (1-4)

484 Senior Seminar in Accounting (4) (Writing Intensive Capstone)
The alternative capstone course for B.S. in accounting majors. Includes the history and evolution of the accounting profession with an investigation and critique of current theory. Prerequisite: Business Administration 454.

485 Seminar (2-4)

490 Independent Study (1-4)

492 Internship (1-4)

493 Field Studies (1-3)

Chemistry
Chemistry. It’s the core science: the study of the properties, composition and changes that occur in matter. When you study chemistry, you analyze issues that influence every aspect of life on Earth.

Whether you choose the bachelor of science degree (for those targeting careers in industry or planning to pursue a graduate degree) or the bachelor of arts degree (appropriate for those seeking work in medicine, dentistry or secondary school teaching), CLU’s chemistry curriculum provides the knowledge base required of the discipline.

Because of the program’s strong emphasis on laboratory experience, our advanced chemistry students are taught how to design and carry out their own experiments and encouraged to work on independent research projects. They also have the opportunity to do supported research with faculty members during the summer. Many students have been accepted to summer research programs at Ph.D.-granting institutions.

The department possesses modern instruments which students use regularly in their classes and research projects. These include Fourier transform infrared and nuclear magnetic resonance spectrometers, gas chromatographs with several types of detectors (mass spectrometer, electron capture, flame ionization), and a rapid-scan UV-visible spectrometer.

CLU chemistry students are encouraged to pursue internships and REU programs during the course of their studies. Recent CLU students have interned at Ventuca County Crime Lab, Amgen and Rockwell Science Center, and have attended REU programs at Colorado State and the SUNY Stonybrook.

These undergraduate research opportunities translate into success for Cal Lutheran’s chemistry graduates, who have been accepted into many of the nation’s most respected medical, dental, and graduate programs including the University of California at San Diego, Irvine and Santa Barbara; Yale University; Indiana University; and the University of Ohio.

Chemistry Faculty
Professor Butcher,
Associate Professor Alegria

Major Requirements for B.A. in Chemistry:
32 credits minimum, 20 credits upper division; Chemistry 151, 151L, 152, 152L, 305, 331, 332, 341, 342, 405, 406, 485.

Required Supporting Courses:
Physics 201 and 202 or 211 and 212; Mathematics 251.

Recommended:
Mathematics 252.

Major Requirements for B.S. in Chemistry:
40 credits minimum, 28 credits upper division; Chemistry 151, 151L, 152, 152L, 305, 306, 331, 332, 341, 342, 405, 406, 485.

Required Supporting Courses:
Mathematics 251, 252; Physics 201, 202 or 211, 212.

Recommended:
Chemistry 411; Mathematics 261, 265.

Requirements for a Minor in Chemistry:
Chemistry 151, 151L, 152, 152L plus 12 additional credits (200 level or above) to be taken in at least two areas of chemistry.

Lower Division

111 Chemistry and the Environment (4)
Explores the interface between chemistry and the world we live in, with particular emphasis on environmental issues such as pollution, energy depletion and global warming. The chemical principles required to understand these topics are introduced on an as-needed basis. This course is primarily intended for non-science majors and cannot be used for credit toward a chemistry degree. Lecture, 3 hours/week; Laboratory, 3 hours/week.
151/152 General Chemistry (4,4)
Covers the fundamental theories, principles and laws of chemistry; plus the properties of elements and compounds. Prerequisites: 151: high school chemistry; Math Placement Exam section I score of 14 or better or completion of Math 110; 152: Corequisite: 151L; 152L.

151L/152L General Chemistry Laboratory (1,1)
Covers the laboratory techniques and apparatus of chemistry; plus the illustrations of quantitative relationships in chemistry. Includes a systematic course in theory and techniques of inorganic qualitative analysis. Corequisite: 151L; 151L; 152.

201 Elementary Organic Chemistry (4)
An introduction to the study of the aliphatic and aromatic compounds of biochemical interest. Includes fundamentals of organic chemistry for students of biology, nursing, physical education and elementary education. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisite: Chemistry 111 or 152.

Upper Division
Note: General Chemistry 151 and 152 are prerequisites for all upper division chemistry courses.

301 Environmental Chemistry (4)
In this course, principles of chemistry will be applied to environmental problems including water, air and soil chemistry and toxicology. Lecture, 3 hours/week; Lab, 3 hours/week. Prerequisite: Chemistry 201.

305 Quantitative Analysis (4)
Covers the principles and techniques of gravimetric and volumetric analysis. Lecture, 2 hours/week; Laboratory, 6 hours/week.

306 Chemical Instrumentation (4)
Covers the theories and application of instrumentation in chemistry. Lecture, 2 hours/week; Laboratory, 6 hours/week. Prerequisite: Chemistry 201.

331/332 Organic Chemistry (3,3)
Covers the structure, nomenclature, reactions and synthesis of organic compounds, and the theory and mechanism of organic reactions. Lecture, 3 hours/week. Prerequisite: 332: 331.

341/342 Organic Chemistry Laboratory (2,2)
Laboratory work in isolation, characterization and synthesis of organic compounds. Laboratory, 6 hours/week. Corequisite or prerequisite: 341: 331; 342: 332.

405/406 Physical Chemistry (4,4)
The study of kinetic theory, structure of condensed phases, thermodynamics, equilibria, electrochemistry, quantum chemistry and chemical kinetics. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisites: one year each of calculus and physics or consent of instructor.

411 Advanced Inorganic Chemistry (3)
The advanced treatment of special topics in inorganic chemistry, including atomic structure, classification of elements and inorganic reactions in aqueous and non-aqueous solutions. Lecture, 3 hours/week. Prerequisite: consent of instructor. (on demand)

412 Advanced Organic Chemistry (3)
Further study in organic chemistry, emphasizing synthesis, reaction mechanisms and stereochemistry. Lecture, 3 hours/week. Prerequisite: Chemistry 332 or consent of instructor. (on demand)

421 Qualitative Organic Analysis (3)
The classification, reactions, derivatives and identification of organic compounds. Lecture, 1 hour/week; Laboratory, 6 hours/week. Prerequisite: Chemistry 332 and 342 or consent of instructor. (on demand)

425 Biochemistry (3)
The study of structure, function and metabolism of biomolecules as well as enzyme kinetics, thermodynamics and regulation of metabolic processes. Lecture, 3 hours/week. Prerequisite: Chemistry 201 or 332 or consent of instructor. (on demand)

425L Biochemistry Laboratory (1)
Selected biochemistry lab techniques, including protein purification, enzyme kinetics, chromatography and electrophoresis. Laboratory, 3 hours/week. Prerequisite: Concurrent enrollment in Biology/Chemistry 425. (cross-listed with Biology 425L)

461 Chemical Preparations (1-3)
The preparation and purification of selected inorganic or organic compounds; introduces the student to chemical literature and laboratory research methods. Prerequisite: consent of instructor.

482 Selected Topics (1-4)
485 Capstone Seminar (2)
Introduces students to the skills and practices required of professional scientists. Students will gain experience with conducting literature searches, conducting and presenting scientific work, reviewing the work of others and writing research proposals. Prerequisite: senior standing.

490 Independent Study (1-4)
492 Internship (1-4)

Communication
What can you do with a communication degree? The 21st Century has produced thousands of jobs calling for applicants who can frame effective messages in a wide variety of media. To that end, not only does the Communication Department at CLU offer a broad array of mass communication courses but insists that its graduates demonstrate proficiencies in writing, speaking and media production, requires at least one internship, and lays out a unique core curriculum that equips graduates with a background in mass media history, media writing and communication theory. The department boasts an award-winning student newspaper, The Echo, and a campuswide cable television station.

A degree in communication with a concentration in advertising and public relations, media production or journalism specified on the diploma is the choice of students who wish to specialize in a field. The general communication major, on the other hand, permits students to individualize their degrees, either in order to explore subjects of personal interest or to prepare for a career objective other than the concentration areas.

In addition to regular course work, at least one cooperative education experience or senior project is required of each communication graduate. Many students choose to add a variety of media projects, internships, part-time employment, or field experience to their résumés. CLU students have recently interned in television (KADY, KNBC, CBS, Fox Television, CNN and KCAL); radio (KCLU FM and KZLA FM); newspapers (Ventura County Star and Los Angeles Times); sports information departments (L.A. Clippers and L.A. Kings); and marketing departments (The Gap; Access Hollywood, Disney, J.D. Power, Amgen).

Because of its internship programs, contacts in the professional world and the excellent support of the Career Services Center, the placement rate for CLU communication majors is impressive.
majors is quite impressive. Recent graduates have taken rewarding jobs in public relations, human resources, media market research, education, publishing, radio and television or have entered graduate school.

Students who desire to work as marketing communication department managers, marketing representatives, and trade negotiators for both private corporations and government agencies are directed to the marketing communication degree which appears later in this catalog. CLU marketing communication graduates have gained the ability to research, plan, organize and direct internationally focused marketing campaigns and have acquired the interpersonal skills needed to move into upper management.

Communication Faculty
Professors: Dr. Docter, Kelley
Associate Professors: Molineux, Pagliassotti
Assistant Professor: Stockard
Instructor: Jiang

Major Requirements for B.A. in Communication:
36 credits minimum, 24 credits upper division; Communication 101, 231, 401, 490 or 492 (1-4 credits); choose 4 credits from Communication 342, 344, 346, 348, Art 380, 385; choose 8 credits from Communication 233, 301, 302, 306, 315, 335, 375, 411; choose 8 credits from Communication 200, 207, 208, 308, 405, 406, 407; choose 2 credits from Communication 307, 333.

Concentrations:

Advertising/Public Relations:
36 credits minimum, 24 credits upper division; Communication 101, 231, 401, 490 or 492 (1-4 credits); Communication 342; Communication 200 or 405 or 406 or Business Administration 275; Communication 306 or 301 or 315; Communication 346 or 344 or 348 or Art 380 or 385; Communication 375 or 411 or Business Administration 342; Communication 333.

Journalism:
36 credits minimum, 24 credits upper division; Communication 101, 231, 333 (4 units) 401, 490 or 492 (1-4 credits); Communication 301 or 302 or 306 or 335; Communication 348 or Art 380 or 385; Communication 346 or 333 (4 additional credits); Communication 405 or 406.

Media Production:
36 credits minimum, 24 credits upper division; Communication 101, 231, 401 or 402, 490 or 492 (1-4 credits); three courses from Communication 207, 208, 307, 344, 348, 407, Art 380, English 469; two courses from Communication 200, 302, 308, 405, English 308; one course from Art 385, Communication 408.

Requirements for a Minor in Communication:
18 credits, 12 credits upper division; Communication 101, 231, 401, 490 or 492 as well as at least 5 additional communication course credits.

Lower Division
101 Introduction to Mass Communication (4)
A preliminary study of communication theory with particular emphasis on mediated communication, including Internet, television, radio, film and print.

103 Beginning Public Speaking (3)
The study of the theory and practice of various forms of oral communication, including informative speaking, oral interpretation, small-group communication and persuasion.

161 Beginning Sign Language (3)
An introduction to the study of American sign language.

200 Survey of Broadcasting and New Media (4)
A survey of the broadcasting, cable and other broadband media including the Internet; an introduction to the socio-cultural, legal/regulatory, economic, competitive and technological environment, with emphasis on programming, advertising, audience research and other management issues in the context of digitalization of media.

207 TV Production I (3)
A study of the elements of television production including the operation of the camera, studio control, lights, graphics, special effects, and studio organization and operations.

208 Film Production (3)
Exploring the cinematic medium in production. The student is expected to complete a super-8mm film. Laboratory and fees required.

221 Popular Culture (4)
An introduction to important readings on popular culture from the perspectives of sociology and communication studies. The study of popular culture takes the forms, content, values and norms of popular culture products as data for analysis and critique. Students will focus on mass communication forms of popular culture such as movies, advertisements, television shows, magazines, music and music videos. This course will focus on the period from 1945 to the present. (cross-listed with Sociology 221)

231 Writing for the Mass Media (4)
Instruction and practice in reporting varied news stories for print and electronic media; a writing-intensive introduction to reporting; techniques of interviewing news sources; story structure, consistent/concise editing style with clarity and speed; and writing with accuracy and fairness. Prerequisite: English 111.

233 Argumentation (4)
A study of the principles of argumentative communication focusing on the law, including analysis of issues, evidence and reasoning. Students have several opportunities for practical application of theoretical principles and observation of the judicial process.

Upper Division
301 Persuasive Communication Campaigns (4)
A study of the principles of persuasive communication including an analysis of factors affecting and influencing persuasion in platform address, advertising argumentation, interpersonal and mediated communication including historical developments in theories applicable to the field and techniques adapted to the Internet. Students learn techniques of planning, implementation and evaluation of commercial, political and social/public service campaigns.

302 Gender, Technology and Communication (4)
A study of the themes, issues and problems associated with the interaction between technology, culture and the individual. This course emphasizes theories of self-presentation in cyberspace, feminist responses to the new electronic media, and ethical and moral issues surrounding the use of new technology. Prerequisite: Communication 231.

306 Business and Professional Communication (4)
A study of the principles involved in communicating in a professional environment. Includes techniques of interviewing, small-group communication, role playing and exercises designed to improve communication skills. Students have several opportunities for practical application of oral communication principles in simulated settings.

307 Screenwriting (3)
An introductory course on the craft of writing for feature film. Emphasis is on narrative storytelling for the screen, understanding film grammar and the tools of the screenwriter - from basic three act structure to character development. In a workshop approach, students will develop their own story premise, treatment, outline and the first draft of their first act screenplay. Orientation is on the commercial film market and how we will be screening many classic and contemporary films as well as reading several screenplays for analysis.

308 Politics in Cinema (4)
Explores the political nature of cinema and the ways in which political culture, issues and themes are expressed in and through cinema. Particular emphasis is placed on American political culture and practices. (cross-listed with Political Science 308)
315 Small Group Communication (4)
A study of the types of group discussion with opportunity for student participation. Special emphasis is placed on an examination of group interaction as it relates to discussion.

333 Working on The Echo (2)
Practical working experience on the University’s student newspaper includes reporting, editing, photography, desktop publishing and business management. May be taken four times for credit. All majors are welcome. Prerequisite: Communication 231.

335 Interpersonal Communication (4)
A study of dyadic communication focusing on real-life contexts. Emphasis on learning about self, romantic/friendship relationships, family, conflict and gender/ethnic dynamics.

342 Public Relations (4)
The development of public relations theories and practice. Includes principles and methods for audience, media and message analysis; writing for business, industry and nonprofit organizations; and creating and assessing effective forms of public relations and communications. Prerequisite: Communication 231.

344 Copywriting/Storyboarding in Broadcast Advertising (4)
Designed as a “hands-on” communication and business course, this course provides an overview of broadcast media and develops skills in basic advertising/public relations campaign production techniques including scripting, copywriting and storyboarding. Prerequisite: Communication 375. (cross-listed with Business 344)

346 Copyediting, Layout and Design (4)
The first half of the course emphasizes not only fundamental rules of grammar, punctuation and spelling but also use of AP style and macrolevel editing issues of clarity, concision, thoroughness and fairness. The second half emphasizes computer-assisted layout and design. Prerequisite: Communication 231.

348 Research and Publishing on the World Wide Web (4)
Hands-on introduction to designing, creating and uploading Web sites and to finding and evaluating resources and information on the Web. Skills taught include Web site creation in raw HTML, use of tables and frames, inclusion of image and sound, and inclusion of pre-existing Javascripts. No programming experience required; basic familiarity with computers desirable.

361 Intermediate Sign Language (3)
Continuing studies in American sign language. Prerequisite: Communication 161.

375 Principles of Marketing (4)
The study of marketing methods and practices. Topics include policies and problems related to consumers, pricing, advertising, management information systems and distribution and management of the marketing function. (cross-listed with Business 375)

401 Communication Theories (4) (Capstone)
An advanced study of communication theories based on professional literature. Theories are drawn from a variety of disciplines, including psychology, sociology, linguistics and anthropology, which allow the student to study communication phenomena from a variety of competing and complementary perspectives. Students also study the scientific method and the relationship between theory and research. Course assignments include completion of a major research paper and presentation of portfolio project.

402 Film Theory (4) (Capstone, Media Production Concentration)
An advanced study of film theory based on professional literature. The course teaches students to analyze and understand cinema in terms of classical film theories as well as structuralism, semiotics, narrative theory, cognitive theory, feminism, postmodernism and queer theory, among others. Course assignments include completion of a major research paper.

405 Freedom of Communication (4)
A study of the limits placed on freedom of expression in the United States. Through examining leading U.S. court decisions and relevant statutes, students will learn the broad principles and legal reasoning underlying First Amendment jurisprudence, including the legal, philosophical and political issues entitled in the rights of free expression. Students will then examine how these principles have been applied to the regulation of the various communication industries including the print media, broadcasting and cable television. (cross-listed with Political Science 405)

406 Legal Issues and New Media (4)
A study of the law and policy governing the various communication industries, including the print media, broadcasting, cable television, direct broadcast satellites and the Internet.

407 TV Production II (3)
The advanced study of television directing, programming and management. Emphasis is given to cable, community and educational television production. Prerequisite: Communication 207.

408 Digital Video Production (3)
Addresses the basic skills and theories of production as they apply in education and industrial/corporate television production, distance learning and digital video for the World Wide Web.

411 Sports Related Marketing (4)
An introduction to management and marketing issues in the sports industry, with a particular emphasis on major and minor league professional sports. Students will receive a broad overview of the structure of sports and its relationship to the dominant culture, the economy and the media. (cross-listed with Business Administration 411)

458 Contemporary Issues in Broadcast Production (3)
The advanced study of television editing, postproduction and multimedia. Emphasis is given to cable, community and educational television production. Prerequisite: Communication 207.

461 Advanced Sign Language (3)
Advanced studies in American Sign Language. Prerequisite: Communication 361.

482 Selected Topics (1-4)

490 Independent Study (1-4)
This course is used to evaluate a senior project if an appropriate internship is unavailable.

492 Internship (1-4)
The student finds an internship appropriate to his or her career choice to fulfill the communication requirement. Contracts are available at the Career Services Center. (graded P/NC only)

Computer Information Systems

Computer Information Systems (CIS) is a rapid-growth, high-demand area combining studies in computer science and business management. The CIS major, one of two computer-oriented majors at CLU, has been designed to meet the demand for graduates with knowledge of information systems and their application to business environments.

Along with an emphasis on computer applications in software, hardware and programming, CIS majors receive a strong business and liberal arts education. CIS represents a major area in computing, and CLU graduates are prepared for careers in a variety of industries.

Included in the computer science facility are the computer laboratories, a study area for majors, and electronic classrooms with large screen projection systems for lectures, as well as faculty offices. Small classes allow faculty members to provide individualized attention to students and their projects and research. The department also maintains an experimental networking lab, which runs various network operating systems. The department is fully connected to the Internet and every lab PC or workstation has complete Internet access.
CIS graduates are encouraged to participate in internships and major projects offered through numerous research industries located near the University. CIS graduates have gone on to work at noted research corporations such as Rockwell International, Prudential Insurance, J.D. Power & Associates, IBM, HP Hughes, Raytheon and Litton Industries, as well as in industries that range from entertainment to banking to pharmaceuticals.

Computer Science

In keeping with the fast-growing computer science industry, Computer Science programs are designed to prepare students for an industrial, business, or governmental career. CLU offers majors and minors in both computer science and computer information systems, and certificates in information technology and information systems.

Included in the computer science facility are the PC laboratories, a study area for majors, and electronic classrooms with large screen projection systems for lectures, as well as faculty offices. Small classes allow faculty members to provide individualized attention to students and their projects and research. The department also maintains an experimental networking lab, which runs various network operating systems. The department is fully connected to the Internet and every lab PC or workstation has complete Internet access.

CLU computer science graduates often pursue careers that utilize their skills in software and hardware development, programming, computer use in businesses, computer engineering and education. Graduates of CLU’s computer science program are working at Disney, J.D. Power & Associates, Teradyne, Litton Industries, aerospace contractors, and Big Eight accounting firms. Computer science students are in demand and CLU’s graduates enjoy a high rate of placement in jobs or graduate schools.

CLU also offers a Master of Science in Computer Science and a Five-Year BS/MS in Computer Science.

Computer Science/Computer Information Systems Faculty
Professor Peng
Associate Professor Klassen
Assistant Professor Reinhart

Major Requirements for B.S. in Computer Science:
48 credits minimum, 36 credits upper division; 44 credits Computer Science; 4 credits Mathematics; Computer Science 210, 220, 335, 340, 350, 499; Mathematics 241.

Recommended supporting courses:
Art 380, 480; Math 231, 251; Multimedia 100; Physics 370.

Requirements for Certificate in Information Technology:
32 credits, 20 credits upper division; CSC 210, 220, 335, 340, 350, Math 241; and 8 additional upper division credits, GPA 2.25 or higher.

Requirements for a Minor in Computer Science:
20 credits minimum, 12 credits upper division.

Major Requirements for B.S. in Computer Information Systems:
48 credits minimum, 40 credits upper division; Computer Science 210, 331, 350, 410, 499; Math 241; Business Administration 367 and 381, and 16 additional upper division Computer Science credits in which up to 8 credits can be substituted by recommended Business Administration courses.

Recommended:
BUS 361, 394, 445, 448, 449, 468, 477 and Economics 312.

Requirements for Certificate in Information Systems:
32 credits; CSC 210, 331, 350, 410; Math 241; Business Administration 367, 381; and 4 additional upper division credits. GPA 2.25 or better.

Requirements for Minor in Computer Information Systems:
20 credits minimum, 20 credits upper division; 12 credits Computer Science, Business Administration 367, 381.

Five-Year BS/MS Program in Computer Science

The Five-Year BS/MS Computer Science Program is a challenging academic program for our most accomplished students. The program allows participants to obtain both a Bachelor of Science in Computer Science/Computer Information Systems and a Master of Science in Computer Science in five years. Participants are granted conditional admission and allowed to take graduate courses in Computer Science during their senior year, which can be used toward satisfying their M.S. degree requirements.

1. Admission Requirements
   - Students must submit application by spring semester of the junior year.
   - Students should complete all General Education requirements by the end of the junior year.
   - Students should complete at least 40 credits toward the Major Requirements for B.S. in CIS/CS before spring semester of the senior year.
   - Students who are enrolling in graduate courses must be within 12 credits of completing a B.S. in CS or CIS.
   - Students’ GPA in Computer Science undergraduate courses must be at least 3.2.
   - Admission is granted or denied before the spring semester of senior year.
   - All B.S. in CIS/CS requirements must be met by the end of the fourth year, and an application for degree should be filed to receive the B.S. in CS/CIS.
   - Graduate status is attained after all B.S. requirements have been met.

2. Other Program Requirements
   - During the senior year, students should take 8 units of graduate Computer Science courses.
   - Graduate courses taken in the senior year will count for graduate credit...
and can not be used to satisfy the B.S. requirements.

- Any graduate courses taken prior to admission into the program can not count toward the MSCS requirements.

Lower Division

102 Introduction to Computers (4)
A first course intended for novice computer users that introduces microcomputers, word processing, spreadsheets, selected computer applications software and Internet utilities. In addition, the student learns the proper use of various computer peripherals including diskette drives, mice, keyboards, scanner and advanced digital devices.

110 Concepts of Programming (4)
Introduction of logic concepts in programming. Breadth approach to essential elements of computer programming. Text based operating systems such as DOS will be discussed. Topics covered are problem solving concepts, computer systems, disk operating systems, computer programming languages, programming fundamentals, testing and debugging, conditions and branching, loops, flowcharts, compound statements, non-compound statements, top-down program design.

210 Introduction to Computer Programming (4)
First-semester computer programming course. Course introduces the principles of computer science, problem-solving methods and algorithm development using a high-level language. This is a programming class primarily for computer science, computer information systems, mathematics and science majors. The ability to use a computer is essential. Prerequisites: Computer Science 110 or permission of instructor.

220 Advanced Computer Programming (4)
A second-semester computer programming course. This course takes a state-of-the-art approach to software development with object-oriented techniques. Topics include algorithm analysis, string processing, internal search/sort methods, complex data structures, design strategies, and code reusability. Prerequisite: Computer Science 210.

Upper Division

300 Visual Programming (4)
Advanced programming course which focuses on the design of visual user-interface in the Windows environment. Topics include basic forms, simple structures, variables, control mechanism, types and expressions, complex data structure, looping, functions, procedures, selections, multiple forms, files and arrays. Prerequisite: Computer Science 210.

310 Algorithms (4)
Continues the study of the design and analysis of algorithms, particularly those handling complex data structures and non-numeric processes. Includes an introduction to algorithm design techniques, algorithm verification and the impact of parallel computation on algorithms, operating systems and architectures. A brief introduction is given to artificial intelligence focusing on data representation and heuristic search methods. Prerequisites: Computer Science 210, Mathematics 241.

315 Object-Oriented Design and Analysis (4)
Discusses the features and advantages of an object-oriented approach to problem solving. Topics include abstraction, inheritance, polymorphism, object-oriented design, analysis, implementation and testing. Prerequisites: Computer Science 210.

321 Computer Organization and Architecture (4)
Principles of computer organization and architecture are introduced from a layered point of view, beginning at data representation and progressing through the machine language execution cycle. Representative software-hardware tradeoffs in the implementation of various computer system components will be presented. The design and interface to a variety of peripheral devices will also be discussed. The emphasis will be on the hardware aspects of a computer system. Prerequisites: Computer Science 210, Mathematics 241.

325 Organization of Programming Languages (4)
Covers introduction of major language histories, common components, built-in structures, compositions of basic structures, language specification, analysis techniques, runtime behavior, design standards, and future developments. Prerequisites: Computer Science 210, Mathematics 241.

331 Systems Analysis (4)
This is the first course in system engineering that stresses the system development life cycle. Students learn ways of organizing the structure and process of building very large scale systems that may or may not involve computers. Includes information gathering, design tradeoffs, implementation strategies, product liability, acceptable risk analysis and project follow-up. Prerequisites: Computer Science 210, Mathematics 241.

332 Introduction to eCommerce (4)
Overview of eCommerce from business aspects to required eCommerce technical skills. A lecture based course with extensive online research for eCommerce information, useful sites, case studies and Web tools. A basic eCommerce 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: Computer Science 110 or permission of instructor.

335 Software Engineering (4)
Presents a formal approach to state-of-the-art techniques for software design and development, involving students in a team approach to organizing, managing and developing software. Prerequisites: Computer Science 210, Mathematics 241.

340 Operating Systems (4)
Discusses the major functionality and principles behind all major operating systems tasks, including user interface, hardware sharing among users, data sharing among processes, user protections, resources scheduling among users, multi-user environment, multi-processing and real-time systems. Prerequisites: Computer Science 210, Mathematics 241.

344 Web Design (4)
Studies the major components of dynamic Web document objects, and can not be used to satisfy the MSCS requirements.

350 Introduction to Data Communications and Networks (4)
Includes discussion of distribution data processing. communication techniques, wide-area and local-area networks, integrated services digital network, open-systems interconnection, security and network management. Prerequisites: Computer Science 210, Mathematics 241.

355 Client/Server Fundamentals (4)
Discusses modern technology in network communication and cooperative computation. Topics include discussion of client/server design concept, software expectation, hardware requirement, service, support and training issues. Prerequisites: Computer Science 210.

360 Computer System Security (4)
An introduction of security issues in computer system and data communications, including Data Encryption Standard, public-key systems, digital signatures, ciphers, data compression, data manipulation and supporting techniques. Prerequisites: Computer Science 210, Mathematics 241.

370 Multimedia Technology (4)
Introduces modern multimedia technologies. Topics include basic concepts, principles, sound, image, animation, standards, hardware and software requirements, new technologies, current research and practice, and future directions. Prerequisites: Computer Science 210, Mathematics 111.

400 Graphical User Interface (4)
An introductory course to user interface design fundamentals. Topics include development methodologies, evaluation techniques, user-interface building tools, considerations in the design phase, identification of applicable design rules, and successful delivery of the design. Prerequisite: Computer Science 210.

405 Graphics (4)
Review of graphic display architecture and graphic input devices. Coverage includes two- and three-dimensional drawing, viewing, clipping, transformations, shading and data
Criminal Justice

The purpose of a criminal justice major within a liberal arts university is to develop in students the knowledge, values and ethical consciousness that are essential to becoming responsible leaders in criminal justice and related human services vocations.

The major offers broad foundational courses drawing upon sociology, political science, psychology, management, public policy, criminology and law. The departmental curriculum 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.

See Sociology for faculty listing.

Major Requirements for B.S. in Criminal Justice:


Lower Division

101 Introduction to Criminal Justice (4)
Introduces the student to the fundamental concepts, institutions, and formal and informal structures of American criminal justice. Includes a description and analysis of standard measures of criminal justice activity, crime reduction strategies and contemporary suggestions for improving criminal justice.

105 Introduction to Law and Legal Process (4)
Provides a critical understanding of the historical and philosophical foundations of law; topics include sources of legal tradition, the impact of law on society, judicial decision-making, and legal restraints and impediments. The course will familiarize students with electronic legal sources. Required for the Legal Studies minor not required for the Criminal Justice major. (Cross-listed with Political Science 105)

276 Criminal and Procedural Law (4)
A study of the concepts of criminal and procedural law as a social force; the historical development of law and constitutional provisions; legal definitions, classification of crime, case law and methodology of the study of law.

Upper Division

320 Critical Issues in Policing (4)
Examines the social, legal and political issues affecting policing in a democratic society, including police accountability, responsibility, community policing, individual and organizational deviance, civil liability, and the role of technology. Students analyze contemporary research as related to the police role.

330 Contemporary Corrections (4)
Examines current correctional practices (diversion, community supervision, institutionalization and special problems confronting correctional efforts) in light of historical, philosophical and social developments.

335 Criminology (4)
The analysis of the nature, causes and distribution of crime, with an emphasis on the relationship between theoretical explanations of crime and contemporary social responses. Contemporary research supporting crime control/prevention efforts is examined. Prerequisite: Criminal Justice 101 or permission of instructor.

340 Violence and Victimization (4)
Vicinology addresses the sources of violence, the relationships between victims and offenders, the interactions between victims and the criminal justice system, and the social, legal and institutional responses to violence and victimization. There is specific focus on the victims of violent crimes such as spousal abuse, workplace violence, predatory crime, and terrorism. Prerequisite: junior standing or permission of instructor.

341 Criminal Psychology
Students examine theory, research, law and case studies to gain an understanding of the behavior of violent offenders. Research into biological, psychological and social causes is examined and evaluated. Additional topics include the role of the forensic psychologist, the science of profiling and the definitions and use of the insanity defense. Prerequisite: Criminal Justice 101, junior standing or permission of instructor. (Cross-listed with Psychology 341)

350 Juvenile Delinquency (4)
A study of the social and psychological factors contributing to juvenile delinquency and the societal and governmental attempts to prevent and control individual delinquent behavior. The role of the juvenile court and common intervention strategies are also examined.

370 Deviance in U.S. Society (4)
Introduces students to sociological concepts of deviance, social control, social power, and identity construction/management. Focusing on the topic of deviance, an explanation of how groups of people have the power to shape and apply social definitions of “normalcy” and “morality” will provide an analytical lens through which to look at the consequences for those labeled as “deviant.” Minimum of sophomore standing. (Cross-listed with Sociology 370)

403 Constitutional Law in Criminal Justice (4)
Emphasizes Supreme Court decisions and constitutional issues relevant to the Fourth, Fifth, Sixth, Eighth and Fourteenth amendments. Students are expected to research and present cases from the text and other legal sources. Prerequisite: junior standing or permission of instructor.

410 Substance Abuse (4)
An overview of drug use in a historical and social context, primarily in the United States. The course covers alcohol and other controlled substances, paying particular attention to the implications of past and current drug use practices and policies for criminal justice agencies. Prerequisites: Criminal Justice 101 and junior standing. (Cross-listed with Sociology 410)

412 Methods of Research and Statistics (4)
The study of the major methods of research used in social inquiry. Emphasis is on the use of social surveys, qualitative interviews, data analysis and interpretation. The students will also make use of the computer by applying statistical software to data entry and analysis, finding patterns in the data, testing hypotheses and presenting findings using tables and graphs. Prerequisites: Criminal Justice 101 and junior standing.
430 Race, Ethnicity, Gender, and Crime (4)
An analysis of the roles and contributions of women and minorities in the criminal justice system as offenders, victims and practitioners. Examines the effect of court decisions, administrative rule making and contemporary criminal justice practices on gender, race, and ethnic issues.

440 Terrorism (4)
The course focuses on the violence of terrorism and the strategic uses and justification of violence in political and religious life. The course explores the ideology and methods of terrorism by and against governments. An examination of legal and extralegal policies designed to counter terrorism are explored. Prerequisites: Criminal Justice 101 and junior standing or permission of instructor.

460 Senior Seminar: Criminal Justice Philosophy and Practice(4)
A social, political, legal and philosophical examination of contemporary criminal justice policy. Includes analysis of ethical issues confronting the police, courts and corrections and their impact on criminal justice practitioners, clients and the public. Prerequisites: senior standing, completion of all required major courses.

482 Selected Topics (1-4)
490 Independent Study (1-4)
492 Criminal Justice Internship (2-4)
Criminal justice majors are required to complete an internship in a criminal justice agency or related area in their junior or senior year. (graded P/NC only)

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, macroeconomics, price theory, international economics and research methods. Students are encouraged to work in internships and on independent projects in order to combine course work with hands-on experience in the world of economics.

Along with many other opportunities, economics majors have access to the University’s Economic Research Center which gathers economic data for Ventura County and parts of Los Angeles County. CLU students participate in and contribute to the formulation and gathering of the data.

Economics graduates may take many career paths, including careers in banking and finance, economic and demographic research and forecasting, and urban planning.

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

See Business Administration for faculty listing.

Major Requirements for B.A. in Economics:
53 credits minimum, 44 credits upper division in Business Administration and Economics; Business Administration 251, 367, 375, 391; Economics 203, 311, 341, 406, 411, 416, 445 and two additional upper division economics courses.

Required Supporting Courses:
Business 301 or Communication 306; Mathematics 115 or equivalent; and one of the following: Philosophy 300, 315, 350, Religion 350.

Requirements for a Minor in Economics:
20 credits minimum in Business Administration and Economics, 16 credits upper division; Business Administration 251, Economics 311 and 12 additional upper division credits in economics courses.

Required Supporting Course:
Economics 203.

Lower Division
200 Introduction to Microeconomics (3)
The study of principles of economics on the firm level, including resource pricing and allocation, market structures, supply and demand. (offered one semester each year)

201 Introduction to Macroeconomics (3)
The study of principles of economics on the national level, including the role of government and business, national income, employment, and monetary and fiscal policy.

203 General Economics (5)
Provides a basic understanding of how economic decisions are made by individual economic agents (“micro”) and within the context of large (“macro”) economic systems. The course is comprised of three major sections: basic economic concepts, microeconomics and macroeconomics.

206 Economic Systems and Society (4)
Examines the approaches of capitalist, socialist and communist societies in the development of economic systems and the formulation of governmental economic policies. Emphasis is placed on the ways in which nations attempt to use economic forces to achieve such social objectives as health care, education and social stability.

282 Selected Topics (1-4)

Upper Division
301 Labor Economics (3)
The study of the theories of wages and employment; the history and economics of the labor movement and the economics of the labor market, collective bargaining and trade unionism. Prerequisite: Economics 203.

311 Statistical Methods (4)
The basic methods in analysis of central tendency, dispersion and probability distributions. Prerequisite: Math 115 or equivalent.

312 Quantitative Analysis in Business (4)
An introduction to quantitative decision making from a managerial standpoint, plus the formulation and solution of decision models under certainty and uncertainty. Topics include model building, linear programming, probability, Bayesian decision theory and simulation. Prerequisite: Economics 311.

313 Comparative Economic Systems (4)
A comparative study of the economic goals, theories of economic organization, institutions and development processes in individual nations and the reorganized multinational economic entities. Prerequisite: Economics 203.

321 Money and Banking and Capital Markets (4)
The study of modern monetary theories and the principles of banking, with special emphasis on the Federal Reserve System. Prerequisite: Economics 203.

341 History of Economic Thought (4)
A study of economic theories from Aristotle to modern times. Special attention is given to the period from Adam Smith’s Wealth of Nations to Keynes’ General Theory and to emerging theories of the management of the economics of non-democratic societies. Prerequisite: Economics 203.

406 Intermediate Macroeconomics (4)
The study of Keynesian economics, concepts and theories of national income, stability and full employment, rate of interest and invest-
courses of instruction

482 Selected Topics (1-4)
Prerequisite: Economics 203.

485 Seminar (2-4)

490 Independent Study (1-4)

492 Internship (1-4)

Education (non major/minor)

The School of Education offers a variety of programs for persons pursuing careers as teachers or education professionals. Except for undergraduate subject matter programs, the majority of education courses are part of graduate programs. Students should meet with an adviser to determine which courses may be taken at the undergraduate level.

The curriculum prepares students for service in the diverse classrooms of California and the nation. Students are well prepared to work in either public or private school settings. Courses help the student develop a sound philosophy of education that is consistent with current knowledge in the foundation areas of philosophy, sociology, psychology, and human development. In addition, students gain a comprehensive understanding of the curriculum, the role of the education professional, classroom leadership and management practices, and instructional methodologies and strategies. The program builds on a developmental model that is designed to help students acquire and apply theoretical knowledge in educational settings.

CLU offers credential programs that are approved by the California Commission on Teacher Credentialing, which authorizes service in public schools at the elementary and secondary levels. Students who wish to teach in other states should seek the assistance of an adviser in planning a program. Generally, California requirements for teaching credentials will meet or exceed the requirements of other states.

Advanced degree and credential programs are also offered for persons who wish to be prepared to work as administrators, counselors, curriculum leaders or special educators. For further information about these programs, consult the graduate catalog.

Education Faculty
Professors Cannings, Gathercoal, Jew, Lielendahl, Valadez
Associate Professors Anderson-Smith, Karayan, T. McCambridge, Seger
Assistant Professors Crowe, Erickson, Garza, M. McCambridge, Travick-Jackson, Tucker
Senior Lecturers Buono, Myers

Undergraduate Subject Matter Programs

Students who are studying subjects they wish to teach follow an approved subject matter program offered in their department. These programs, (liberal studies for prospective elementary teachers and single subject programs for potential secondary teachers) are coordinated in the School of Education in consultation with the appropriate academic departments that offer the courses. In addition to completing subject matter programs, students may complete a variety of teacher education prerequisites as a part of their baccalaureate degree.

The liberal studies major is a bachelor of arts degree program intended for students seeking the California Multiple Subjects (elementary) teaching credential and for students interested in a general studies degree. The requirements for this major are complex, so regular consultation with an adviser is strongly recommended. See Liberal Studies for details of this major. To qualify for entrance into a Credential Program, Liberal Studies graduates must also successfully pass the CSET exam for Multiple Subjects.
Single Subject Matter programs (majors) are selected by students who wish to teach a particular subject at the secondary level. Students successfully completing these programs meet the subject matter competency for a California credential and do not need to take the CSET exam. Students should refer to an adviser in the department of their subject matter interest for advice on this course of study. Programs currently are offered in the following subject areas: English, mathematics, music, physical education (Exercise Science and Sports Medicine Department), Spanish, and social science. Persons interested in teaching in other subject areas should consult with a counselor in Graduate Student Services in the School of Education.

Students complete subject matter programs and may complete some education courses during their undergraduate years. After successful completion of a subject matter program (or after achieving a passing score on the appropriate subject matter exam), students apply for admission to a credential program in the School of Education.

Admission to the School of Education
Admission to the University neither implies nor guarantees admission to the School of Education. Requirements for admission vary from program to program. Undergraduates should make an appointment with a counselor in Graduate Student Services in the School of Education during the first semester of their senior year for information concerning admission requirements and program specifics.

Credential Programs Offered
California Lutheran University is authorized by the California Commission on Teacher Credentialing to offer programs leading to the preliminary teaching credentials described below. Programs are offered during daytime hours for full-time students as well as during the evening for students already working in classrooms as interns or with emergency permits.

Multiple Subject Credential Programs (2042 and BCLAD Emphasis)
A Multiple Subject Teaching Credential authorizes public school teaching in a self-contained classroom in preschool, kindergarten, grades one through 12 and classes organized primarily for adults. The BCLAD emphasis prepares students for bilingual instruction in Spanish.

Single Subject Teaching Credential (2042 and BCLAD Emphasis)
A Single Subject Teaching Credential authorizes the holder to teach the specific subject(s) named on the credential in departmentalized classes such as those in most middle schools and high schools. The BCLAD emphasis prepares students for bilingual instruction in Spanish.

Private School Teaching Credential (SB57)
This program is offered to those currently teaching in an accredited private school who do not hold a teaching credential. Requirements include a combination of successful experience as a classroom teacher, successfully passing required examinations and the completion of approved course work. Teachers interested in this credential should meet with a counselor in Graduate Student Services for specific requirements.

Fifth Year of Study Credential
This credential is offered to those who teach in public or private schools and are not able to fulfill requirements for a clear 2042 credential by enrolling in an Induction Program offered through public school districts. Teachers seeking this credential should meet with a counselor in Graduate Student Services for specific requirements.

M.Ed. Option
If eligible, students may elect to earn a master of education (M.Ed.) in teaching along with their credential. All teacher education courses may be counted toward this requirement, excluding student teaching and fieldwork units. Undergraduate students should meet with a counselor in Graduate Student Services during their senior year for information regarding this option.

Education Specialist Credentials
Students may earn a special education credential as a basic teaching credential. The two-level credential authorizes service to students with mild/moderate disabilities or with moderate/severe disabilities.

Persons applying to these programs will meet all program prerequisites and admission criteria for students applying to the multiple and single subject programs. Students will complete course work in general education as well as in special education.

Students may also earn a master of science in conjunction with this program option. Students interested in special education should consult with an admission counselor in the Graduate Studies Office.
Advanced Credentials and Graduate Degrees
California Lutheran University also offers graduate and credential programs for persons preparing to work as school administrators, counselors or curriculum leaders. For further information about these programs, consult the graduate catalog. Undergraduate seniors should meet with a counselor in Graduate Student Services in the School of Education.

Lower Division

EDUC 401 Health Issues in Education (1)
Covers information about and symptoms of users of abused drugs, prevention and intervention strategies for dealing with drug users and curriculum for prevention in grades K-12. Study of nutrition is included. Meets state requirements for professional clear teaching credential. (graded P/D only)

EDUC 440 Creative Dramatics for Children and Youth (3)
Surveys the techniques and resources for children to express themselves through informal dramas within the classroom or recreational situation. (cross-listed with Theatre Arts 440)

EDUC 482 Selected Topics (1-4)

EDUC 490 Independent Study (1-4)

EDUC 492 Internship (1-4)
(graded P/D only)

EDUC 499 Seminar (2-4)
The following courses are offered at the 500 level. Undergraduate students take these courses with permission.

EDGN 503 Mainstreaming Exceptional Students/Introduction to Special Education (3)
The study of exceptional persons, special education programs, and current special education laws. Fieldwork required.

EDTP 500 Social and Cultural Foundations of Education (3)
The historical, social and cultural foundations of American education, as seen through a historical narrative, with an emphasis on the diversity of contemporary schooling. Major philosophies of education which have informed American education and how they affect schooling in a society of multiple cultures. Fieldwork required. Requirement for EDTP 500: juniors and seniors only with signed petition. Prerequisite for EDTP 500: Psychology 200; juniors or seniors only with signed petition. Prerequisite for credential: 2.7 GPA.

EDTP 502 Theories of Teaching and Learning (3)
Theories of teaching, learning and assessment of learning. The influence of those theories on content, methods, and classroom environment including the use of technology and their application in improving academic achievement for all students. Fieldwork required. Prerequisite for EDTP 502: Psychology 200; juniors or seniors only with signed petition. Prerequisite for credential: 2.7 GPA.

EDTP 506 Child and Adolescent Growth and Development (3)
The exploration of the cognitive, linguistic, social, moral, emotional, and physical factors affecting development, academic achievement, and behavior in children and adolescents. Fieldwork required. Prerequisite for EDTP 506: Psychology 200; juniors or seniors only with signed petition. Prerequisite for credential: 2.7 GPA.

EDTP 508 Students with Diverse Learning Needs (3)
Theories, approaches, and student characteristics for teaching students with special learning needs and English learners. Fieldwork required. Prerequisite for EDTP 508: Psychology 200; juniors or seniors only with signed petition. Prerequisite for credential: 2.7 GPA.

EDTP 563 Microcomputers in Education (3)
Focuses on the use of microcomputers in educational settings and includes understanding of computer hardware, software, programming, tool and utility usage as well as CAI software used in the classroom. Meets state requirements for the preliminary teaching credential.

EDTP 568 Academic and Accessibility Resources - all of which give the student a chance to gain new insights into the learning process.

EDTP 570 Critical Reading and Writing, Composition (3)
Theories of teaching, learning and assessment of learning. The influence of those theories on content, methods, and classroom environment including the use of technology and their application in improving academic achievement for all students. Fieldwork required. Prerequisite for EDTP 570: Psychology 200; juniors or seniors only with signed petition. Prerequisite for credential: 2.7 GPA.

EDTP 572 Exceptional Students/Introduction to Special Education (3)
The study of exceptional persons, special education programs, and current special education laws. Fieldwork required.

Master of Arts and Master of Science
(See Graduate Studies Catalog)

English
The English Department at California Lutheran University is dedicated to offering the kinds of courses that will deepen students' understanding and appreciation of language and literature. The department has a strong interest in writing and in preparing students to pursue careers in a variety of fields.

English majors have applied their CLU education successfully to a wide variety of career opportunities, such as software marketing, layout design, the law, teaching, graduate school, professional photography, technical writing, journalism, the ministry and editing.

One solid starting point in the English curriculum is the freshman writing experience, Critical Reading and Writing, which offers courses that draw from a variety of types of literature and prose in an attempt to connect the critical skills of analytical reading, writing and research to significant issues and topics. In other words, the freshman writing experience attempts in a holistic way to introduce students to the habits of mind necessary to acquire a liberal arts education. English faculty integrate their own academic interests and/or scholarship into the reading and writing curriculum to pursue course topics such as justice, the quest, dystopia and the American dream.

Students also have an opportunity to write for the University’s student-run newspaper, The Echo; the yearbook, Kairos; and the University’s award-winning literary magazine, Morning Glory. Majors and non-majors alike have opportunity to join the CLU chapter of Sigma Tau Delta, an international English honor society.

Students interested in a career in education may wish to compete for positions as departmental assistants or as tutors for the Writing Center or for the University’s Center for Academic and Accessibility Resources - all of which give the student a chance to gain new insights into the learning process.

English Faculty
Professors Haberman, Schwarz, Wines
Associate Professors Cefola, Stevenson
Assistant Professors Bland, Bond, Mogk, Perry

COURSES OF INSTRUCTION
Major Requirements for B.A. in English:

Option 1:
32 credits beyond Freshman English as a minimum, 24 credits upper division. English 309, 323, 324, 325, 326 (any three of the four sequenced courses), 452, 485. To fulfill the integrated studies requirement of Core-21, all senior English majors are required to take the capstone course (485) in the form of a two-unit seminar, which culminates in the completion of a senior project. Students should consult with their advisers to identify all the appropriate courses for their major.

Recommended:
English 211.

Option 2 (Contract Major):
32 credits beyond Freshman English as a minimum, 24 credits upper division. A specific program of courses must be developed and justified, with the advice and consent of an adviser in the department, and must be approved by the department chair.

Requirements for a Minor in English:
20 credits beyond Critical Reading and Writing, 12 credits upper division. Students are encouraged to design their own minor – with adviser consent and department chair approval – to suit their intellectual and/or professional interests. For students who intend to teach at the secondary level and who want an English minor, English 309, 323 or 324 and 325 or 326 are recommended.

Prospective Graduate Students:
36 credits minimum, 28 credits upper division; English 211, 309, 323, 324, 325 or 326, 452.

Students interested in teaching English should refer to the chair of the English Department for information about the English subject matter program. (See Education)

Lower Division

101 Composition (3)
Practice in a number of writing experiences emphasizing the writing process, rhetorical strategies and methods for writing well-organized, syntactical and grammatical papers. Study includes analytical responses to reading materials. Recommended for those with fewer than four years of secondary school English or whose entrance examination scores suggest the need for this course.

111 Critical Reading and Writing (3)
Practice in the writing of expository and analytical prose in conjunction with the study of provocative topics, which are centered on literature, language and rhetoric. To be taken the first year of enrollment. This course or its equivalent is required for graduation.

115 Humanities Tutorial (4)
The Humanities Tutorial begins with an in-depth, one-semester study of the origins of Western culture in Greek literature and philosophy. The second semester continues with a study of contemporary themes and concerns both in Western and non-Western thought. In addition to providing practice in the skills of analysis, argument, and critical and reflective interpretation, the course aims to familiarize students with the intellectual ideal of illuminating the new by understanding the old. (cross-listed with Honors 115 and Philosophy 115).

211 Classical Literature (4)
Includes works from Greek, Roman and Italian writers and ranges from ancient to Renaissance classics.

212 Modern Continental Literature (4)
Includes works from continental European writers. The course treats post-Renaissance literature, with emphasis on 19th- and 20th-century works.

213 Literature of the Americas (4)
Includes works from the Americas, with emphasis on ethnic writers from the United States. The course emphasizes 19th- and 20th-century works.

214 Contemporary Writers (4)
A study of works of selected contemporary writers, with attention given to the 20th-century intellectual and cultural background and the literary contributions of each writer.

216 Literature of the Earth (4)
A study of a variety of literary genres - essays, novels and poems - that address themes and issues related to the Earth.

260 Topics in World Literature (4)
A study of representative literary traditions of Greece and China, with a focus on the awareness of global diversity, interdependence and relevance. (cross-listed with Philosophy 260).

282 Selected Topics (1-4)

Upper Division

301 Expository Writing (4)
The study of the techniques of expository prose, with practice in narrative, argumentative and descriptive writing.

302 Creative Writing: Fiction (2-4)
The theory of the short story. Includes a study of selected examples of the genre, with practice in writing stories.

303 Creative Writing: Poetry (2-4)
The theory of poetry. Includes a study of selected poems, with practice in writing poetry.

307 Business Communications (3)
The study of business communications methods with emphasis on planning, organizing, preparing and presenting major reports. Prerequisites: English 111 junior standing.

308 Cinema (4)
An examination of the development of motion pictures. The focus will be on interpretation of movies chosen to represent important film genres and styles.

309 English Language and Linguistics (4)
An introduction to language issues and the linguistic theories of the English language including studies in phonology, morphology and syntax, with particular emphasis on syntactic analyses.

310 First and Second Language Acquisition (4)
An overview of linguistic and language acquisition theories. Special attention is given to practical applications of the theories. Juniors and seniors only.

311 Methods of Teaching English as a Second Language (3)
Students observe and participate in multilingual classrooms, study current scholarship about ESL and prepare lesson plans for the classroom.

322 English Literature to 1660 (4)
An introduction to the origins and early development of English literature including Chaucer, Shakespeare and Milton. Recommended for sophomore English majors.

324 English Literature from 1660 to Present (4)
Exposure to the continuing development of English literature from Dryden to the present. Recommended for sophomore English majors.

325 American Literature from the Beginnings to 1865 (4)
A survey of the literary history of the United States focusing on the major writers, their forms and themes from the Puritan period to the Civil War.

326 American Literature from 1865 to Present (4)
A survey of the literary history of the United States focusing on the major writers, their forms and themes from 1865 to the present.

335 Children's Literature (3)
A study of children's literature through its history, major writers, genres and themes. Guiding this study is the concept of literature across the curriculum and reading for both pleasure and problem solving. This course does not satisfy the Core requirement in literature. Prerequisites: English 111; junior or senior standing.

341 History of the Novel (4)
An examination of the development and theory of the novel with readings from selected representative works.

342 History of Drama (4)
A survey of dramatic literature from the beginnings of Greek tragedy to the rise of realism in the 19th century. Among the theatres represented are Classical Greece, the Spanish Golden Age, the English Renaissance, 17th-century France and the Romantic Period. (cross-listed with Theatre Arts 342).

343 Modern Drama (4)
A survey of dramatic literature from the rise of realism in the 19th century to the triumph and decline of modernism. Among the playwrights represented are Ibsen, Strindberg,
COURSES OF INSTRUCTION

411 Literary Criticism (4)
A study of development and theories in literary criticism from Plato to the present.

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 and Philosophy 414)

451 Chaucer (4)
A study of major works of Chaucer, with attention to cultural and literary background and the language of the period.

452 Shakespeare (4)
A study of selected plays and the sonnets of Shakespeare, with attention to theatrical, cultural and literary background. (cross-listed with Theatre Arts 452)

453 Milton (4)
A study of major works of Milton, with attention to his life and his significance in English literature.

455 Major American Authors (4)
A study of works of selected major American writers, with attention to the intellectual and cultural background and the literary contributions of each writer. Recommended prerequisite: English 325 or 326.

469 Dramatic Writing (4)
The theory of and practice in writing for the stage, television and film. (cross-listed with Theatre Arts 469)

480 Departmental Colloquium (1-4)
Offered for junior and senior English majors. Focuses on integrating the discipline and exploring its possibilities. One or two members of the English faculty manage the course, with faculty to be rotated from year to year; Prerequisites: junior or senior standing; declared English major.

482 Selected Topics (1-4)
(May be taken more than once)

485 Seminar (2-4)

490 Independent Study (1-2)

492 Internship (1-4)
(graded P/NC only)

Environmental Science
Environmental science is the application of scientific information in order to solve conflicts resulting from humans’ use of our planet’s resources. This requires an understanding of the sustainability of natural systems and resources, the interrelationships between these systems, as well as the human impact on the environment.

Environmental science is thus an inherently interdisciplinary field, using and combining information from such varied disciplines as biology, chemistry, geology, economics, political science, law and ethics.

California Lutheran University’s B.S. degree in environmental science is designed to provide the student with the tools to critically examine environmental issues from a variety of perspectives.

Beyond the required foundational science courses, the program provides a broad range of science and humanities courses to select from, allowing students to tailor the program to their interests. The curriculum emphasizes experiential learning, providing the student with opportunities to actively engage in research.

Many students who obtain the B.S. degree in environmental science are planning careers in environmental protection and management, risk assessment, environmental law or education. The program also prepares students to pursue graduate studies in various environmental fields.

Environmental Science Faculty
Associate Professor Alegria, coordinator

Major requirements for B.S. in Environmental Science:
45 credits minimum, 24 credits upper division; Geology 152 or Biology 325; Biology 111 or 120, 123; Chemistry 111 or 151, 151L; Geology 111, 111L; Economics 311; Environmental Science 485; 12 credits from Biology 311, 325 (if not used earlier), 345, 452, 352, Chemistry 301, Geology 395, 405, 331; 7 to 8 credits from Religion 355, Economics 414, English 216, Political Science 414; one additional 4-credit science course from Biology, Chemistry, Geology, Physics at the 300 level or above or two field experience courses (see adviser for list of approved choices).

485 Environmental Science Capstone (2)
This course introduces students to the professional skills and practices required in the environmental field. Includes introduction to GIS (Geographic Information Systems), litera-
Environmental Studies (minor)

The Environmental Studies minor offers students an overview of environmental perspectives in biology, geology, religion, literature and geography. Students choose from a variety of courses that span environmental writers and the ethics of environmental decisions to ecology and the availability of water resources. Courses are geared to benefit both science and liberal studies majors.

Many students who minor in Environmental Studies are planning careers in environmental law or education.

Requirements for a Minor in Environmental Studies:
Five courses, 17-20 credits of which two courses (minimum 6 credits) must be upper division. Note: Biology 352 may be substituted for Biology/Geology 118 provided prerequisites are met. Either Biology 305 or 452, but not both, may be applied to the minor.

Lower Division
Geology 152 Intro to Environmental Science (3)
Geology 152L Intro to Environmental Science Lab (1)
Bio/Geol 118 The Oceans (4)
Chemistry 111 Chemistry and the Environment (4)
English 216 Literature of the Earth (4)

Upper Division
Biology 305 Flora of Southern California (3)
Biology 325 Environmental Biology (4)
Biology 345 Marine Biology (4)
Biology 452 California Plant Communities (4)
Geology 395 Water Resources (3)
Geology 395L Water Resources Lab (1)
Religion 355 Environmental Ethics (4)

See individual departments for course descriptions.

Ethnic Studies (minor)

The minor in ethnic studies is based on the belief that the concerns of diverse communities and multicultural studies are important components of a comprehensive education. Ethnic studies is the study of the cultural, political, social and historical forces that shaped the multicultural landscape of the United States. The ethnic studies minor seeks to educate students to be culturally versatile, which is invaluable in an increasingly diverse nation and world. The ethnic studies minor is also designed to enhance skills in critical thinking, comparative analysis and written expression. The minor integrates several disciplines into the overall definitional, conceptual and practical frameworks of diversity and multiculturalism.

The ethnic studies minor offers an education that is beneficial for those considering admission to graduate schools, as well as careers in education, law, business, politics and international relations. This is an interdisciplinary minor that allows the student to accomplish the goals of the minor from social science, artistic and humanities perspectives.

Ethnic Studies Faculty
Professor Freeland, coordinator

Requirements for a Minor in Ethnic Studies:
With the guidance of the coordinator of ethnic studies, students will develop a course of studies to fulfill the minor. A minimum of 15 credits from at least two disciplines from the approved list of courses is required (or selected topics cleared with the Ethnic Studies Task Force).

Criminal Justice 430 Race, Ethnicity, Gender, and Crime (4)
English 213 Literature of the Americas (4)
English 350 African-American Literature (4)

See individual departments for course descriptions.

Exercise Science and Sports Medicine

The Exercise Science and Sports Medicine (ESSM) Department prepares students for broadly defined health care and physical education teaching. Students receive training in many areas that contribute to our understanding of human movement. In particular, students are exposed to the anatomical, biomechanical, neurological, physiological and psychological aspects of human movement. The department emphasizes a “hands-on” approach to learning with clinical or laboratory experiences for many of its courses.

The department provides programs for individuals interested in teaching physical education, becoming an athletic trainer, securing a career in the booming industry of health and wellness, or continuing their education with graduate studies. Many of the careers associated with a degree in ESSM require education, certification or licensure beyond an undergraduate degree. As such, upon
graduation, students are prepared to enter additional educational programs in health care, physical education teaching, sports medicine, athletic training, personal training, physical therapy, coaching, fitness management, nutrition, wellness, biomechanics, cardiac rehabilitation and other areas.

**Four Emphasis Areas**

ESSM offers four emphasis areas for the Bachelor of Science degree: teaching (K-12), athletic training, human performance and pre-physical therapy.

Students are encouraged to participate in internships and volunteer in the community in venues related to their particular emphasis area and future professional aspirations.

In addition to the general admission requirements of the university, the athletic training emphasis has separate admission policies. Information concerning these policies can be obtained from the department Web site, departmental program brochures and from the Director of the Athletic Training Education Program, James Hand.

**Exercise Science and Sports Medicine Faculty:**

Assistant Professors LeBlanc, Rider
Instructor Hand

**Degree Requirements:**

**Support Courses:**

Support courses are those courses from outside the department that fulfill foundational knowledge requirements (prerequisites) for students in ESSM. Students are advised to take Anatomy and Physiology (Biology 221, 222) as early as possible in their course sequence. These courses are prerequisites for both ESSM 201: Functional Anatomy and ESSM 202/202L: Exercise Physiology.

All ESSM majors: Biology 221, 222, Psychology 200

Athletic Training, Pre-Physical Therapy; Human Performance only: Physics 201 or 211

Human Performance only: Mathematics 151, Chemistry 151/151L, 152/152L.

**ESSM Core Courses**

Note that ESSM 201: Functional Anatomy and ESSM 202/202L: Exercise Physiology are prerequisites for a variety of later courses.


Pre-Physical Therapy: ESSM 201, 202/202L, 494.

**Athletic Training:**

(38 units) ESSM 203, 203L, 300, 301, 301L, 302, 303, 320, 321, 321L, 322, 322L, 420, 421, 422, 423, 424 and electives in consultation with a faculty adviser.

**Teaching:**

(42 units) ESSM 205, 251, 252, 300, 302, 350, 351, 352, 353, 354, 355, 450, 451, 452, and a minimum of five courses from the following: 101-109, 120-130, 140-150.

**Human Performance:**

(23 units) ESSM 301, 301L, 302, 303, 470, 470L, 452, 473.

**Pre-Physical Therapy:**

(4-42 units) Biology 120, 121, 124, Chemistry 151, 151L, 152, 152L, Physics 202, Mathematics 231 or Psychology 311/311L, Psychology 222, ESSM 203, 203L, 300 and two additional courses chosen in consultation with an adviser from the following: Biology 361; Chemistry 201, 425/425L; Psychology 304, 305, 331; ESSM 301, 301L, 302, 321.

**Lower Division**

**Activity Courses**

Activity courses are graded on a P/NC basis and may be repeated for credit. All activity courses are one credit unless otherwise noted. (120-127 and 130 are cross-listed with Theatre Arts 120-127 and 130)

101 Archery
102 Badminton
103 Bowling
104 Golf
105 Tennis I
106 Tennis II
108 Volleyball
109 Softball
110 Tumbling
120 Aerobic Dance
121 Folk and Square Dance
122 Modern Dance I
123 Modern Dance II
124 Polynesian Dance
125 Swing Dance
126 Ballroom Dance
127 Ballet
130 Tap Dance
140 Body Conditioning (women)
141 Body Conditioning (men)
142 Tae Kwon Do I
143 Yoga
144 Rock Climbing
145 Scuba
146 Jogging
147 Walking
148 Tae Kwon Do II
149 Swimming
150 Self Defense and Assault Prevention

**Coaching Courses**

Covers organization and administration, condition, fundamentals, skill analysis, strategy and coaching techniques.

220 Coaching Baseball/Softball
231 Coaching Basketball
222 Coaching Football
223 Coaching Golf
224 Coaching Gymnastics
225 Coaching Swimming and Diving
226 Coaching Tennis
227 Coaching Track and Field
228 Coaching Volleyball
229 Coaching Soccer

**Intercollégiate Athletics**

Intercollégiate athletics courses may be taken once for credit whether transferred in or taken at CLU. These courses meet the elective activity requirement. Students must secure the approval of the team coach before registering.

160 Intercollégiate Baseball
161 Intercollégiate Basketball
163 Intercollégiate Cross Country
164 Intercollégiate Football
165 Intercollégiate Golf
166 Intercollégiate Soccer
167 Intercollégiate Softball
168 Intercollégiate Tennis
169 Intercollégiate Track and Field
170 Intercollégiate Volleyball

**Lower/Upper Division**

112-132 Alexander Technique (1/2)

Introduces students to the principles of the Alexander Technique and the application of these principles in their major areas. The principles develop increased mind and body coordination and are most commonly applied to acting, singing, public speaking, musical instrument performance and athletic performance. (cross-listed with Theatre Arts 112/132 and Music 312)

**Professional Courses**

201 Functional Anatomy (4)

The anatomical basis of human motion. Development of the locomotor system from tissue structure and function to anatomical description of skeletal muscles and their interaction in producing coordinated movement. Mechanical aspects of movement at the skeletal and muscular level. Prerequisites: Biology 221, 222.

202 Exercise Physiology (4)

Structure, function and regulation of the physiological systems most important in exercise, physical education and sport settings. Emphasis is placed on muscular, metabolic, cardiovascular, nervous and endocrine systems. Prerequisites: Biology 221, 222.

202L Exercise Physiology Laboratory (0)

Will cover tests of exercise metabolism vis-a-vis oxygen uptake, muscle physiology and performance via electromyography and lactate production, anthropometry and body composition via standard anthropometric methods, resting and exercise respiration via standard spirometry and cardiovascular response to exercise via electrocardiography.

203 Prevention and Care of Athletic Injuries (2)

An introductory course to the field of athletic training. The role of the athletic trainer in relation to physicians and other health care providers, the coach and the athlete are explored. Topics covered in this course include medical terminology, emergency medical techniques, basic injury mechanisms and an introduction to recognition and treatment of common athletic injuries. Experience will be gained in basic taping techniques. Prerequisites: Biology 221, 222. Corequisites: ESSM 203L.
203L Prevention and Care of Athletic Injuries Lab (1)
Principles and techniques of basic taping and padding for prevention of sport and exercise injury, immediate injury care and return to competition. Prerequisites: Biology 221, 222. Corequisite: ESSM 203.

205 First Aid and CPR (2)
The theory and practice of first aid and cardiopulmonary resuscitation. American Red Cross First Aid Certification is awarded upon successful completion of the necessary requirements.

206 First Aid and CPR for the Professional Rescuer (2)
The theory and practice of first aid and cardiopulmonary resuscitation for the professional rescuer. Topics in the class include: one and two rescuer CPR, bag valve mask and pocket mask use, oxygen administration and AED administration. American Red Cross First Aid, CPR/AED Certification for the professional rescuer is awarded upon successful completion of the necessary requirements.

210 Techniques in Athletic Training (2)
Introduction to athletic training is a basic class providing an overview of the profession of Athletic Training including the history of the NATA (National Athletic Training Association), educational requirements to become a certified athletic trainer and the role and responsibilities of athletic trainers.

230 A/B – Practicum in Athletic Training I (1)
First year clinical experience in applied athletic training under supervision of a certified athletic trainer. Minimum of 200 clinical hours required per semester. Prerequisite: Admission into Athletic Training Education Program.

251 Individual and Dual Sports and Activities (3)
Studies knowledge and skills involved in playing and teaching individual and dual sports and encouraging participation in individual and dual exercise activities. Emphasis on teaching the skills involved in individual and dual sports activities and motivating people to engage in a healthy and active lifestyle through exercise. Includes techniques for special populations, cultures and ethnicities.

252 Team Sports (3)
Studies the knowledge and skills required for playing and teaching team sports and games.

Upper Division

300 Physical Fitness Programs (1)
Design, implementation and evaluation of exercise programs for all populations. Covers the basis for exercise prescription, the needs of special populations, gender issues, ethnicity issues and others. Emphasis involves the scientific application of training principles and safety. Prerequisites: ESSM 201, 202.

301 Biomechanics (4)
Studies the mechanical basis of human motion based on Newtonian mechanics. Emphasis involves applying the laws of physics to sports and exercise.

301L Biomechanics Laboratory (0)
Covers the physics of human movement. Study will be augmented by laboratory experiences using high speed video, electromyography, kinematic analysis via computer digitized skills, kinetic analysis via load cells and a force platform.

302 Motor Learning Across a Life Span (4)
Motor skills or movement skills provide much of the means of human interaction with the environment. Studies the interaction of motor skills and the environment through birth, infancy, childhood, adolescence, adulthood, middle adulthood and old age. Emphasis involves recognition and analysis of the sequence of skill landmarks throughout the life span.

303 Nutrition (3)
Studies the role of food in metabolism for enhancing exercise performance and the interaction of food types with energy production, growth, development and weight control. The course integrates data from chemistry, exercise physiology, biochemistry, medicine, and physiology. Cultural issues of food and the social implications of diet and nutrient intake are emphasized. Prerequisite: ESSM 202.

320 Advanced Athletic Training (3)
An advanced study of the field of athletic training. Provides an in-depth study of the pathomechanics and pathophysiology of musculoskeletal injury and pharmacology in sports medicine; principles and techniques of advanced taping, padding and strapping for prevention of sport and exercise injury, immediate injury care and return to competition. Prerequisite: ESSM 203.

321 Technique and Theory of Therapeutic Modalities (3)
Lecture/demonstration experience, examining the theoretical and clinical basis for the use of therapeutic modalities. This course will provide knowledge regarding the scientific basis and physiological effects of various modalities on the healing process and on specific injuries. This course also provides detailed instructions in the safe and appropriate use of therapeutic modalities. Prerequisite: ESSM 230. Corequisite: ESSM 321L.

321L Technique and Theory of Therapeutic Modalities Lab (0)
Laboratory and clinical experience designed to provide competency in the safe and appropriate use of therapeutic modalities. Prerequisite: ESSM 203. Corequisite: ESSM 321L.

322 Technique and Theory of Therapeutic Exercise (3)
Lecture/demonstration experience, examining the basic components of a comprehensive rehabilitation program. Knowledge regarding theory and principles associated with the use of special evaluation/therapeutic exercise techniques will be provided. Prerequisite: ESSM 320, 321L. Corequisite: ESSM 322L.

322L Technique and Theory of Therapeutic Exercise Lab (0)
Laboratory experiences providing competency in the practical use of range of motion assessment, manual muscle testing and the application of selected exercise techniques used for injury rehabilitation. Prerequisite: ESSM 320, 321. Corequisite: ESSM 322L.

350 Movement Education in the Elementary School (2)
Movement education methods can enhance or replace traditional command-style teaching techniques. Studies the methods of movement problem solving and how a variety of educational goals can be achieved by movement education. Aquatic certification is required by the State of California for Physical Education Teachers. When a pool is acquired, aquatic certifications will replace this class as a requirement. Movement education may become an elective.

351 Folk and Square Dance (1)
Studies folk and social dances from many cultures. Emphasis on the history and cultural importance of dances and their role in serving social needs and providing cultural identities.

352 Adaptive Physical Education (3)
Covers the theory and techniques of providing physical activity for special populations. Emphasis is on the interaction of physical/mental challenges and physical activity. Prerequisite: ESSM 250, 251.

353 Field Observations (1)
Students will observe community teachers and students in real physical education settings. The students will perform systematic observation of student and teacher conduct and meet once each week to discuss their observations.

354 Elementary School Physical Education (4)
Covers the development of knowledge, skills and attitudes in traditional and nontraditional activities and methods at the elementary school level.

355 Secondary School Physical Education (4)
Covers the development of knowledge, skills and attitudes in traditional and nontraditional activities and methods at the secondary school level.

420 Athletic Injury Recognition and Evaluation I (3)
Lecture/demonstration and laboratory experience covering commonly accepted techniques and procedures for clinical evaluation of common athletic injuries. Includes review of relevant anatomy, including functional anatomy and physiology. Regions/bodies parts covered include the foot, knee, leg, thigh, hip and pelvis, and the lumbar and thoracic spine. Prerequisite: ESSM 203, 320.

421 Athletic Injury Recognition and Evaluation II (3)
Continuation of ESSM 420. Lecture/demonstration and laboratory experience covering commonly accepted techniques and procedures for clinical evaluation of common athletic injuries. Includes review of relevant anatomy, including functional anatomy and physiology. Regions/body parts covered include the shoulder, arm, elbow, forearm, wrist, hand, head, face, cervical spinal column and thorax. Prerequisite: ESSM 420.
422  Administration of Athletic Training (3)
This course will present current administrative issues in athletic training including training room facility and design, record keeping procedures, medico-legal considerations and budgetary principles. Prerequisite: senior standing.

423a,b,c,d Practicum in Athletic Training (1)
(1 credit/semester)
A guided laboratory experience in applied athletic training under supervision of a certified athletic trainer. Also includes supervision of student athletic trainers and administrative role in the training room. Minimum of 250 clinical hours required per semester for four semesters. Prerequisites: ESSM 203, 320, 321, admission into Athletic Training Education Program.

424  Seminar in Sports Medicine (1)
Designed to provide students with in-depth study in selected current topics in sports medicine. Students will also prepare for the National Athletic Trainers’ Association Board of Certification (NATA-BOC) examination. Prerequisite: ESSM 423a-c, senior standing. Corequisite: ESSM 432d.

450  History and Principles of Physical Education (3)
Studies the historical roots of physical education and sport. Emphasis on the history of physical education and sport in the development of societies from antiquity to current times.

451  Organization and Administration of Physical Education (2)
Covers the principles and methods of organizing and administering physical education, recreation and sport.

452  Measurement and Evaluation in Physical Education (4)
Covers the use of statistics to collect data, analyze the data and make decisions based on the data. Also covers the use of tests in exercise science. Emphasis on the reliability and validity of tests and appropriate methods for interpretation of test scores. Discussion of test issues that relate to gender, ethnicity, culture and others.

460  Mechanics of Biosystems - Calculus (4)
Covers basic concepts of beam theory applied to biological systems. Topics covered include tension, compression, torsion, shear, moments, flexure, moments of inertia, dynamics, conservation of momentum, angular velocity, momentum, Conservation laws, constitutive relationships and yield criteria. Students will engage in simple design exercises.

470  Advanced Exercise Physiology (4)
Builds on the concepts developed in ESSM 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.

470L  Advanced Exercise Physiology Laboratory (0)
Will cover physiological processes in more depth particularly exploring physiology at terrestrial extremes and sport and exercise high performance.

473  Sport and Exercise Psychology (4)
Covers a focused approach to the psychological preparation of athletes and the role of psychological predispositions and background in exercise adherence. Studies mental training, stress reduction, relaxation, imagery and ritualization. Cultural, ethnic and gender issues related to sport and exercise psychology are covered.

480  Social Psychology of Sport (4)
Studies the social significance of sports and how sport factors interrelate with the structures, relations and problems of society. Covers contemporary theories and methods of the social sciences as applied to sport.

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.

492  Internship (1-4)
(graded P/NC only)

Foreign Languages
See Biblical Languages, French, German and Spanish.

French
California Lutheran University’s French curriculum offers students many educational opportunities through course work, study abroad and extracurricular activities on and off campus. A solid foundation in French enables the CLU graduate to choose from many career alternatives or admission to a graduate school for advanced study of the language.

The technology-enhanced program is designed to provide students with a strong competency in the French language and an understanding of the French cultures throughout the world. Emphasizing an interactive learning environment and maintaining small class sessions, the curriculum includes conversation and composition as well as film, literature, phonetics and linguistics. Audio and videotapes, videodisks and CDs simulate realistic situations, while students and faculty explore French, the second language of the Internet and the second global language.

Both French major and non-major students are encouraged to study abroad in a francophone location. They may choose from partner institutions in Paris, Aix-en-Provence and Avignon, Grenoble, and Cannes for an academic year, a semester or summer. Students enjoy participating in activities sponsored by the CLU French Club and the French national honor society, Pi Delta Phi, which afford opportunities to practice verbal skill and experience French culture outside the academic environment. French majors may be selected as tutors or chosen as departmental assistants. Several scholarships have been awarded to CLU French majors through Pi Delta Phi and Rotary International, allowing them to study and visit in such locations as France, Belgium, Canada and Africa.

French majors from CLU have entered careers as educators, travel agents, and translators and interpreters for governmental organizations, international businesses, Peace Corps and church missions. Also, the growing field of international management has attracted graduates who have combined their French degree with Business Administration or International Studies at CLU. Graduates in French are able to secure professional employment not only in the United States, but
also in Canada, Africa and European Community institutions, all of which employ the French language second only to English.

French Faculty
Professor Renick
Senior Lecturer Bjełka

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 Resources.

Major Requirements for B.A. in French:

Track I: Teaching Major
32 credits minimum, 32 credits upper division; French 101/102 (or validated by examination), 201/202 (or validated by examination), 301, 311, 312, 321, 401, one capstone course.

Track II: General Major
32 credits minimum, 24 credits upper division; French 101/102 (or validated by examination), 201/202 (or validated by examination), 301, 311, 312, 401, one capstone course.

Note: Track I is required for majors who will continue their studies beyond the B.A. degree. Track II is for those students who intend to combine their French studies with another major.

Students interested in teaching French should refer to the chair of the French Department for information about the French subject matter program. (See Education)

Requirements for a Minor in French:
16 credits minimum, 12 credits upper division; French 301, 311 or 312, any literature course (including French 312).

Lower Division

101/102 Elementary French (4,4)
The beginning study of French, both oral and written, including the fundamentals of grammar, reading and pronunciation through the use of electronic media. Prerequisite: 102: French 101 or equivalent.

201/202 Intermediate French (4,4)
The continued study of spoken and written French, with a thorough foundation in communication skills and grammatical structures through continued use of electronic media. Prerequisites: 201: French 102 or equivalent. 202: French 201 or equivalent. This course is normally the prerequisite for any upper division course in French.

282 Selected Topics (1-4)

Upper Division

301 French Conversation and Composition (4)
Practice to develop fluency in the use of French as a means of both oral and written expression. Prerequisite: French 202 or equivalent or satisfactory score on proficiency exam.

305 French Civilization and Culture (4)
Study of the development of French civilization, including arts, letters, science and political and social institutions, with an emphasis on contemporary life in France. Prerequisite: consent of instructor. (On demand)

311/312 Survey of French Literature (4,4)
A study of the representative masterpieces and significant movements of French literature. 311: From the Middle Ages through the Age of Enlightenment; 312: 19th and 20th centuries.

321 French Phonetics/Linguistics (4)
Pronunciation, articulation and intonation in theory and practice including phonetic transcription and oral presentations. Students are required to regularly use available electronic technology.

351 French Classical Period (4)
A study of selected works of Corneille, Molière, Racine, Descartes, Pascal, La Rochefoucauld, La Fontaine and others. (On demand)

352 French Enlightenment (4)
A study of the selected works of philosophers Voltaire, Rousseau, Montesquieu and others. (On demand)

401 Advanced Grammar and Composition (4)
A functional review of grammar as used for communication skills. Includes the writing of current idiomatic French, free and oral composition and translation on assigned topics.

444 Contemporary French Novel (4)
A study of the works of authors Proust, Gide, Mauriac, Bernanos, St. Exupéry, Sartre, Camus, Malraux, Simone de Beauvoir and others. Includes general trends of the 20th-century French and Afro-French novel.

445 Contemporary French Theatre (4)
A study of representative French playwrights such as Claudel, Pagnol, Romain, Cocteau, Giraudoux, Anouilh, Ionesco, Beckett, Camus, Sartre, Artaud, Genet and others. Includes general trends of 20th-century French theatre.

447 French Cinema (4) (Capstone)
A study of French cinema from its inception through recently produced films. Typical topics covered are French film pioneers, art films, serials, surrealist and New Wave films, musicals, “classics,” French cinematographers, directors, actors, etc.

448 Francophone Literature (4) (Capstone)
An eclectic study of the literatures - poems, lyrics, short stories, film scenarios, plays and novels - and cultures of the francophone world outside of France (e.g., Canada, Africa, Belgium, Haiti, Martinique, etc.).

453 French Literature of the 19th Century - Romanticism (4)
An analysis and discussion of the works of leading authors, with an emphasis on poetry.

454 French Literature of the 19th Century - Realism, Naturalism and Symbolism (4)
An analysis of the works of leading authors, with an emphasis on the novel.

471 Teaching a Modern Foreign Language (3)
A study and discussion of the current methods, techniques and applications for teaching and evaluating foreign language skills at the various levels of instruction. Includes a demonstration of the use of textbooks, multimedia aids and language laboratory equipment and materials. (On demand)

482 Selected Topics (1-4)

485 Seminar (2-4)

490 Independent Study (1-4)

492 Internship (1-4)
For majors only. (Graded P/N/C only)

Geography (non major/minor)

Lower Division

151 Physical Geography (3)
A systematic study of the nature of basic physical elements of human habitat, especially climate, landforms and Earth resources.

155 Cultural Geography of California and the United States (3)
An interdisciplinary investigation of the people of the various regions of the United States and California. Includes the study of how peoples lives are affected by their physical environment, history, cultural and religious inheritance, resources and economic activities.

282 Selected Topics (1-4)

Upper Division

482 Selected Topics (1-4)

490 Independent Study (1-4)
Geology

California Lutheran University’s Geology Department offers a challenging curriculum for students who are interested in exploring for energy and economic resources, analyzing geologic hazards and mitigating the human impact on the environment.

The program emphasizes learning through course work, as well as through extensive fieldwork. The department works closely with the other related disciplines of chemistry, physics, biology, mathematics and geography. Through their studies and research projects, CLU geology majors will learn how the Earth’s processes and life have changed over time.

Southern California offers a unique opportunity for CLU students to study firsthand many of the geologic wonders of the world. Numerous field trips are offered during the year to places such as Death Valley, the Grand Canyon, Owens Valley and the eastern Sierra Nevada.

Along with being accepted in graduate schools around the country, many CLU geology majors have entered careers in petroleum geology, geophysics and the environmental geology fields. In both the public and private sectors, geologists are hired to study groundwater pollution, earthquake hazards and landslides, as well as to work in the mining industry, petroleum industry or in research laboratories.

Geology Faculty
Professors Bilodeau, Ritterbush

Major Requirements for B.A. in Geology:
35 credits minimum, 22 credits upper division; Geology 111, 111L, 112, 112L, 311, 312, 331, 332, 335, 421, 485.

Required Supporting Courses:
Physics 201, Chemistry 151, 151L, Mathematics 251.

Lower Division

111 Physical Geology (3)
A systematic analysis of the Earth, inside and out, its rocks, minerals, soils and water. This involves the study of the processes by which these materials are formed and are constantly changing, including how mountains are created and then eroded by streams, wind and glaciers. Volcanoes, earthquakes and plate tectonics are also covered. Field trips. Lecture, 3 hours/week.

111L Physical Geology Laboratory (1)
Hands on study of rocks and minerals, topographic and air photo interpretation and a variety of geologic exercises that help understand the geologic processes and landforms studied in Geology 111. Laboratory, 2 hours/week. Prerequisite or corequisite: Geology 111.

112 Historical Geology (3)
The study of the ancient distribution of land and sea and change in life through geologic time. Lecture, 3 hours/week. Prerequisite: Geology 111.

112L Historical Geology Laboratory (1)
Includes fossil identification, geologic map interpretation and paleogeographic problems. Prerequisite or corequisite: Geology 112.

118 The Oceans (4)
A general survey of geological and biological processes in the oceans with a strong environmental emphasis. Laboratory exercises and field trips complement lecture material. (cross-listed with Biology 118)

152 Introduction to Environmental Science (3)
An examination of the relationship between people and the physical environment. Topics include geologic hazards such as volcanoes and earthquakes; pollution of land, air and water; park conservation; energy alternatives; and global challenges such as ozone depletion and human-induced climate change. Lecture, 3 hours/week; Laboratory, 2 hours/week.

152L Introduction to Environmental Science Lab (1)

282 Selected Topics (1-4)

Upper Division

311 Crystallography and Mineralogy (5)
Covers morphological crystallography, crystal chemistry, relation of mineral properties to their internal structure, recognition of selected minerals in hand specimen and optical techniques used for mineral identification (use of the polarizing microscope). Lecture, 3 hours/week; Laboratory, 6 hours/week. Prerequisites or corequisites: Geology 112L; Chemistry 151.

312 Petrology (5)
The study of the origin, occurrence, classification and identification of igneous and metamorphic rocks in hand specimen. Lecture, 4 hours/week; Laboratory, 3 hours/week. Prerequisite: Geology 311.

331 Invertebrate Paleontology (4)
A survey of the study of ancient life as revealed in the fossil record. Lecture stresses evolutionary theory and the history of life; lab surveys major invertebrate fossil taxa with emphasis on taxonomy and functional morphology. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisite: Geology 112.

332 Stratigraphy and Sedimentation (4)
The study of sedimentary rocks, sites of deposition, post depositional changes and sedimentary tectonics. Lecture, 3 hours/week; Laboratory, 3 hours/week.

335 Structural Geology (5)
The discussion of primary and secondary rock structures, with particular reference to crustal deformation. Lecture, 3 hours/week; Laboratory, 6 hours/week.

395 Water Resources (3)
An introduction to the principles of surface and groundwater hydrology and to problems related to water utilization. Includes water distribution and availability, alternatives for increasing future water supply, water pollution and mitigation, and water rights law.

395L Laboratory and Field Studies in Water Resources (1)
Water sampling and testing; simulation of groundwater movement and contaminant migration; stream-table modeling of fluvial landforms. Field trips to study geologic and hydrologic characteristics of areas important to water supply in California and the Southwest.

405 Geophysics (4)
An interdisciplinary study of how to use geophysical observations of the Earth’s gravitational and magnetic fields, seismic wave velocities and subsurface electrical resistivity to solve geological and environmental problems. Specific field methods using geophysical instruments will be taught along with the interpretation of the collected data. Lecture, 3 hours/week; Laboratory 3 hours/week. Prerequisites: Physics 201/202 or 211/212. Geology 111 or 152 recommended. (cross-listed with Physics 405)
German

California Lutheran University’s German major curriculum offers students a thorough course of study in the language, literature and culture of the German people with a full complement of courses that include conversation and composition, studies in German grammar, literature and film.

CLU’s extensive Study Abroad Program provides students with opportunities to study for a semester or an academic year in various institutions in Germany and Austria.

CLU’s German graduates have regularly found careers in education, government, business, and even the clergy. These include jobs as teachers, government agents, translators, banking administrators, international businessmen and businesswomen, interpreters and travel agents. When combined with business studies, a degree in German provides graduates with even broader career opportunities.

German Faculty:
Professor Stewart

Proficiency Requirement:
All CLU students are required 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.

Major Requirements for B.A. in German:
32 credits minimum, 24 credits upper division; German 301, 311, 312, 401, International Studies 401 capstone, two upper division electives. Students who already possess some proficiency in German will be placed at the appropriate level after consultation with the department.

Students interested in teaching German should contact the chair of the German Department for further information. (See Education)

Requirements for a Minor in German:
16 credits minimum, 12 credits upper division; German 301, 311 or 312, any upper division course (including German 312).

Lower Division
101/102 Elementary German (4,4)
A foundation in the grammar, speech and writing of German, including the reading of selected texts and supported by regular laboratory practice. Laboratory: 1 hour/week. Prerequisite: 102; German 101 or equivalent.

201 Intermediate German (4)
Development of oral and written skills. This course is the prerequisite for any upper division course in German. Prerequisite: German 102 or equivalent or satisfactory score on proficiency exam.

202 Intermediate German (4)
A continuation of German 201 with more extensive readings in German literature and supplemental readings in the student’s chosen field. Prerequisite: German 201 or equivalent or satisfactory score on proficiency exam. (on demand)

225 German for Reading Proficiency (4)
Designed specifically for the acquisition of reading ability in the student’s major discipline. Provision is made for group study in the classroom setting as well as regular individual practice within the three areas of concentration. Prerequisite: consent of instructor. (on demand)

282 Selected Topics (1-4)

Upper Division
301 Conversation and Composition (4)
A systematic review of grammar and continued practice in advanced spoken and written German toward the development of fluency with advance readings and interpretive studies. Prerequisite: German 201 or equivalent or placement by the department.

306 Masterpieces of German Literature in Translation (4)
The study and interpretation of selected major works from German literature in English translation, supplemented by outside reading and individual reports. (cross-listed with Honors 306)

311/312 Survey of German Literature (4,4)
The study of the main epochs and personalities in German literature through the reading of representative works. 311: From the beginning to the Enlightenment. 312: From the Enlightenment to the present.

321 German Phonetics and Linguistics (4)
An intensive drill designed to perfect the student’s overall speaking ability. Students are required to regularly use the language laboratory. (on demand)

340 Business German (4)
An introduction to the German business environment that deals with marketing, import/export, business transactions, banking, resumes and effective correspondence.

343 Women in German Literature (4)
An in-depth study of women in Germany and Europe after the industrial revolution. The course deals with both female and male writers and the way in which women are portrayed, what roles they assume and how they must attempt to resolve conflicts in modern society.

401 Advanced Grammar and Composition (4)
A functional review of all phases of communication skills, including the more intricate grammar and idiom. Required of all candidates for a teaching major. (on demand)

447 German Cinema (4)
A comprehensive review of German cinema from the inception of motion pictures to the present. The course treats the historical and social implications of film in Germany during its volatile first 40 years and the contribution of German Exile filmmakers.

453 German Literature of the 19th Century (4)
The study of the main literary exponents from the end of Romanticism through Naturalism (1830-1900). (on demand)

454 German Literature of the 20th Century (4)
The study of the main literary exponents of Neo-romanticism, Symbolism, Expressionism and contemporary thought. (on demand)

471 Teaching a Modern Foreign Language (3)
A study and discussion of the current methods, techniques and applications for teaching and evaluating foreign-language skills at various levels of instruction. Includes a demonstration of the use of textbooks, multimedia aids and language laboratory equipment and materials.

482 Selected Topics (1-4)

485 Seminar (2-4)

490 Independent Study (1-4)
Majors only. (on demand)

492 Internship (1-4)
Majors only. (graded P/NC only) (on demand)
with computer technology as an aid to research, data analysis, and explaining history to others.

CLU’s History majors are in demand in the public and private sectors because of their training as good writers, effective researchers, and perceptive analysts. The faculty is actively involved in mentoring students in career choices and avenues for professional development. CLU’s program prepares students for graduate work in history and other social sciences, as well as careers in law, education, administration, museum studies, and journalism, among others.

**History Faculty**
Professor Hanson  1
Associate Professors Erwin, Reaves  1
Assistant Professor Derderian  1

**Major Requirements for B.A. in History:**
34 credits minimum, 20 credits upper division; History 101, 102, 121, 122, 261, 262, 461

**Requirements for a Minor in History:**
20 credits minimum, 12 credits upper division; History 261, 262, and two lower division courses (8 credits minimum); three upper division courses (12 credits minimum) including one course in each of the following areas: American, European and non-Western history.

### Lower Division

**101 World Civilizations to 1500 (3)**
Designed to give students a framework for further study in humanities, this course is a survey of the major civilizations and developments in world history to 1500, emphasizing the role of world religions, technological innovations and environmental conditions in shaping the world’s major cultural traditions. Discussions focus on development of critical thinking and writing skills through examination of primary historical documents.

**102 World Civilizations Since 1500 (3)**
Studies the history of an increasingly interdependent world from 1500 to the present, emphasizing the origins and reasons for Western dominance and the impact of and reaction to that dominance in the rest of the world. Discussions focus on development of critical thinking and writing skills through examination of primary historical documents.

**121 American History to 1877 (3)**
A broad study of American history from the first settlements through Reconstruction. Special attention is given to the attempt to create an American culture and society; the creation and development of the political system, the shifting roles of women and minority groups, the sectional crisis and Civil War and the postwar attempt to deal with the place of blacks in American society.

**122 American History from 1877 (3)**
A broad study of American history from Reconstruction to the present. Special attention is given to the impact of industrialization and urbanization, the changing roles of social classes and minority groups, the experience of the Depression and the persistent attempts at reform, and America’s rise to global power including relations with the Communist world.

**261/262 Introduction to the Study of History (1 unit each)**
Each class is comprised of six modules. (graded P/NC only)
Introduction (Welcome, Plan, Getting Help, Account Management)
1. What is History?
2. Primary Source Analysis – Interpreting Documents
3. Secondary Source Analysis – Reading History
4. Primary Source Analysis – Artifacts (Power Point)
5. Writing History
6. Classroom Study Skills
7. World and United States Geography
8. Basic Computer Skills and Making a Web Page
9. Using Demographics, Statistics, and Microsoft Excel
10. Basic Historiography
11. Plagiarism and Documentation
12. Specialized Research (Archival, Oral History, Field Research, Methods)

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

### Upper Division

**301 The Greco-Roman World (4)**
A study of classical civilization from the origins of ancient Greece to the fall of the Roman Empire in the West. Emphasizes the development of the political and legal institutions, forms of cultural expression and the intellectual traditions that have helped shape Western civilization. (a/y)

**303 Medieval Europe and the Mediterranean World 400-1492 (4)**
Covers the history of Europe and the Mediterranean from the collapse of the Roman Empire in the West through the 15th century. Emphasis is on the intellectual, cultural and economic as well as the military encounters of Europe with Byzantine and Muslim civilizations. Topics also include feudalism, the role of the Christian Church, the rise of towns and cities in Europe, and the legacy of the Middle Ages for our own time. (a/y)

**311 The Revolutions of Modern Europe (4)**
An examination of the history of modern Europe through the study of some of its most important revolutions. Focuses on the Scientific, English, French, Industrial and Russian revolutions as well as the Enlightenment and 1848. Also includes theories and ideas of...
revolutionary change and some comparisons with revolutions outside Europe. (a/y)

313 Europe and Empire: Spain, England, and France (4)
This course uses the imperial histories of Spain, England, and France to address how European imperialism helped to structure the modern world, anticipating today’s globalization. It explores the impact of imperialism and colonialism on peoples and institutions both in Europe and in the rest of the world. (a/y)

314 Modern German History (4)
A survey of German history from 1648 to the present day, focusing on cultural, social, political and religious developments, and studied through primary sources and literary texts. Particular attention will be given to the rise of German national consciousness in the 19th century and the roots of militarism, as well as to the underlying causes of the rise of Nazism. Germany’s leading role in the “new Europe” will also be considered. (a/y)

316 Scandinavian History (4)
A survey of the history of the Nordic countries and the Baltic region from medieval to modern times, focusing on the Viking era, the Christianization of the North, the rise of the Hanseatic League and medieval trade, the Reformation in Scandinavia, and the rise of national identities in the 19th century. Scandinavia’s role in 20th century Europe and its influence in and contributions to today’s world will also be considered. (a/y)

317 War and Conflict in 20th Century Europe (4)
Why was the 20th century perhaps the bloodiest in human history? This course explores the origins, practice and outcomes of modern warfare in Europe, including the influence of political ideas and philosophy as well as politics and economics. Although detailed attention is given to World War I and II, it treats warfare in its broadest possible manifestation, and examines some of the longer term socio-political, economic and moral consequences of modern wars for Europe and the world. (a/y)

321 Colonial America (4)
An exploration of the conflict of cultures during the formative years of the United States from settlement to the Constitution in 1789. Topics include Pre-Columbian Indian cultures, the empire builders of the New World, the environmental impact of the Western Europeans, the development of colonial society and the establishment of the new nation. (a/y)

324 U.S. Social History in the 19th Century (4)
A study of the development of the United States from the Constitution to World War I. Significant intellectual and cultural changes are emphasized including the impact of the frontier and the policy toward the Americans; the impact of Darwin and Marx, the changes of immigration and industrialization, and the development of a distinct “American culture” and civil religion. (a/y)

326 The Era of the Civil War: from Slavery to Civil Rights (4)
An examination of sectionalism, Civil War and the Reconstruction with emphasis on primary source interpretation. Topics include racism and slavery, the contrasting natures of Northern and Southern societies, the politics of sectionalism, the causes and goals of the Civil War; and racial relationships and policies from Reconstruction to the modern civil rights movement. (a/y)

328 Cold War America: Presidents and Policy (4)
A close examination of modern United States history during the Cold War and after. Class sessions give attention to the political, social, economic and international developments of what has been termed “the Pax Americana.” Focus is specifically on the role of presidents and policymaking, particularly the relationship with the Soviet Union. (a/y)

331 History of Christianity I: Ancient and Medieval (4)
A survey of the emergence, growth and development of the Christian church from the time of the apostles to the great schism of the 14th century, including such topics as the development of dogma and theology and structure, the conflicts between Greek and Latin Christians, the role of the church as a bearer of culture, the rise of the papacy, and the impact of Christianity on the social and political development of Europe. (cross-listed with Religion 331)

332 History of Christianity II: Reform and Reformation (4)
A survey of Christian history in the West from the 14th to the 17th century, focusing particularly on reform movements in late-medieval Christianity; the rise of biblical humanism; the Protestant and Catholic reformations of the 16th century; the increasing tension between religion and science in the early modern period; and the role of religion in fostering national identity and political change. (cross-listed with Religion 332)

333 History of Christianity III: Modern Challenges (4)
A survey of the continuing impact of Christianity in the modern West, with particular attention to the challenges presented by the Enlightenment, the age of revolutions, and the scientific and economic developments of the 19th century. The course will be placed on the European experience of Christianity, but some attention will also be given to European missionary efforts and global Christianity in the modern era. (cross-listed with Religion 333)

335 Christianity in America (4)
A survey of the history of Christianity in North America, against the backdrop of Native American religion. Beginning with the English, French and Spanish colonial empires, this course will focus on the arrival of religious refugees, the rise of uniquely American religious experiences in the colonial era and the early Republic, religion and American political movements from abolition to aboriginal, and the complex role of religion in American public life today. cross-listed with Religion 334)

341 U.S. Women’s History (4)
An in-depth investigation of the interaction of society, women and the community in American history from 1600 to the present. Special emphasis is placed on the ways gender, ethnicity and class influence the role of women in the community with respect to legal rights, sexuality, attitudes and perceptions. (a/y)

343 Women in World History (4)
A thematic investigation of the “underside of history.” The class explores several topics including women and the development of agriculture and technology in the ancient Near East, the roles of women in the empires of Rome, the Moslems and China, the status of women in the Middle Ages in Europe and Japan, and the role of women leaders like Catherine the Great and Queen Victoria. (a/y)

345 California History (3)
A study of the history of California through the Indian, Spanish, Mexican and American periods to the present, and through an examination of its basic political, social, economic, educational and cultural traditions and institutions. The class particularly focuses on the relationship of the student to the community. (spring)

382 History and Politics of Latin America (4)
Surveys the politics and history of Latin America from the early encounters of Native Americans with Europeans to the present. The evolution of Latin American institutions (political, cultural and economic) will be traced from 1492 until the present. (cross-listed with Political Science 382) (a/y)

384 History and Politics of the Modern Middle East (4)
An examination of the historical background and contemporary politics of this vital area in world affairs. The politics and economics of oil, the Arab-Israeli conflict, the revival of Islam, and the problems of modernization and development are studied in detail. (cross-listed with Political Science 384) (a/y)

386 History and Politics of South Asia (4)
An examination of the history, culture and politics of South Asia through the Hindu, Muslim and British periods to the present. The impact of these legacies on the problems of state-building, economic development, social change and foreign policy in contemporary India, Pakistan, Bangladesh, Sri Lanka and Nepal is approached from a comparative and regional perspective. (cross-listed with Political Science 386) (a/y)

388 History and Politics of East Asia (4)
An introduction to the history, political thought and institutions of East Asia. Primary attention is paid to China, which traditionally had a strong influence on the pattern of political development in the region and today seeks to renew its influence. (cross-listed with Political Science 388) (a/y)
### COURSES OF INSTRUCTION

**CLU, although other admitted by invitation upon admission to The UHP is open to students issues they illuminate.**

The University Honors Program (UHP) provides enhanced educational opportunities for CLU’s most academically motivated students. We encourage intellectual exploration and experimentation by involving students in an intensive study of works that bridge diverse historical contexts, cultural settings and fields of knowledge. Balancing tradition and innovation, the UHP is dedicated to helping students clearly articulate their interpretations, analyses and evaluations of works ranging from Plato to Darwin and beyond. By discovering or creating links between areas of knowledge and ways of knowing that are currently separated by disciplines and departments, the UHP encourages students to think holistically and critically about these works and the global issues they illuminate.

The UHP is open to students by invitation upon admission to CLU, although other admitted students may petition the Honors Committee for admission to the program. In addition, upper to five transfers can enter the Honors Program either during their sophomore or the beginning of their junior year.

First-year UHP students attend one of two yearlong foundational seminar courses. One of these courses is **Humanities Tutorial**, a course that explores a wide array of themes in literature and philosophy. From the origins of Western thought in Greek philosophy and literature to an extensive survey of contemporary themes (both Western and non-Western) in more recent writings, the Humanities Tutorial foundational seminar provides a stimulating atmosphere in which to explore important ideas in the humanities.

**The second choice of foundational seminar is At Home in the Universe: a Scientific World View.** This course affords students the opportunity to delve into some of the most important ideas in post-Enlightenment thought, and provides them with a modern, scientific understanding of man and nature. From cosmological theories for the birth of our universe to the intricate neurological underpinnings of human consciousness, the processes by which our current perception of the natural world has been elucidated will be explored.

During their second and third years, University Honors students attend at least two honors seminars (one semester each). In their final year, students will attend one capstone honors seminar course. With the successful completion of the capstone and seminars, the student will achieve University Honors. Transfer students will be required to attend at least four honors seminars and the capstone to achieve University Honors.

### Requirements for completion of the Honors Program

Successful completion of 4 honors seminars (16 credits); successful completion of a capstone honors seminar; 3.0 Grade Point Average is required for retention.

### Foundational Seminars

**101/102 At Home in the Universe (4,4)**

A scientific worldview encourages students to delve into some of the most important ideas in post-Enlightenment thought, and provides them with a modern, scientific understanding of man and nature. From cosmological theories for the birth of our universe to the intricate neurological underpinnings of human consciousness, the processes by which our current perception of the natural world has been elucidated are explored.

The course begins with readings and discussions on cosmology and astro-physics, including the birth and development of our solar system. This is followed by treatments of the essentials of nuclear physics and chemistry and the strangeness of the quantum world.

The forces that mold our planet are then treated in the geology section of the course. The central theme of biology, evolution by natural selection, is explored by focusing on the mechanisms of evolutionary change, the evolution of sex and cooperative behavior, human origins and futures, and the nature of consciousness and free will.

The course then progresses to discussions of interdisciplinary environmental science. These include discussions on the evolution of different environmental viewpoints; major environmental issues and the science behind them; and the relationship between science, economics, politics and ethics/philosophy with respect to environmental science.

The course finishes by addressing important challenges to a scientific worldview, both postmodernist critiques and those of theoretical flavor. Throughout the course, students engage in discussions that emphasize the relevance of scientific discoveries to understanding what it means to be human. In this sense, At Home offers a humanistic view of the scientific enterprise.

### One Semester Honors Seminars

**301 Globalizing the Feminine: Women in International Film (4)**

This course will consider issues in the representation of women in film from a variety of perspectives, using feminist as well as film criticism to evaluate films drawn from world cinema.

#### Table: Courses of Instruction

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<td>International Film</td>
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This course is designed to trace the influence of Don Quixote 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 historical, social and cultural context. Instructor's consent is required. (cross-listed with Spanish 303)

304 St. Augustine's City of God
On the City of God, written between 413-427 CE by Augustine, bishop of Hippo in North Africa, is arguably the most important and lastingly influential Christian text of late antiquity. In it, Augustine answers pagan critics of Christianity, makes the case for Christianity's compatibility with what he thinks is the best part of ancient philosophy, develops a biblical view of history, and makes sense theologically of the greatest historical disaster he and his contemporaries could imagine—the disintegration of the Western Roman Empire.

This honors course is a seminar devoted to a close reading of the De civitate Dei in English translation. Through the study of this massive work in its historical and intellectual context, students will be exposed to the culture of late Roman Empire, be led through the Christian theology, philosophy and historiography of late antiquity, and will develop a sense of Augustine's enduring legacy in Western thought. Prerequisites: sophomore standing, completion of Religion 100, History 101, and the Core 21 philosophy requirement and at least one additional upper-level course in Religion, History, or Philosophy.

306 Masterpieces of German Literature in Translation (4)

The study and interpretation of selected major works from German literature in English translation, supplemented by outside reading and individual reports. (cross-listed with German 306)

402 Post-Modernism: Politics and Philosophy of Art

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, Cortazar, Borges, Derrida, Foucault, Heisenberg, and Rorty. Using film (including students' own short surrealist films), literature, and philosophical texts, this course is cross-listed with English, Philosophy, Multimedia and Political Science. Open to all students, it also fulfills the Honors Capstone requirement. (cross-listed with Philosophy 402)

413 Music and the Civil Rights Movement (4)

The purpose of this course is to examine the southern civil rights movement (CRM) from 1954 to 1968. This course integrates discussion and analysis of the CRM with music. Music was very important to the movement because it inspired both participants and supporters to continue the struggle until several victories were won. Emphasis in this course is on matching the music with a political event, ideology and/or individual. This course includes discussion on the personal involvement in political and social activities by the singers and performers themselves. Tactics and strategies of the CRM are examined and their relationships to music are explored by relying on music with explicitly political lyrics and messages as well as those with lyrics and composition that convey spiritual and aesthetic elements. (cross-listed with Political Science 413)

435 Faith and Reason (4)
(Capstone)

Team-taught by professors in philosophy and religious studies, the course is an integrated and interdisciplinary exploration of the perennial tensions and cross-fertilizations between faith and reason. Authors read include St. Augustine, St. Thomas, Meister Eckhart, Luther, Descartes, Hume, Kierkegaard, Newman and Rudolf Otto. The course meets the capstone requirement for philosophy and religion majors. Open to juniors and seniors from all disciplines. Sophomores must get permission of instructor: (cross-listed with Philosophy 435 and Religion 435) (spring)

477 Cityscapes

Through art, politics, and philosophy, this course offers an in-depth study of the cultural landscape of selected global cities. Along with texts, films, and music from such centers as Prague and Mexico City, students develop their own “cityscape” from a region of their choice (often based on their off-campus experience) as their final projects. Open to all students; this course fulfills the requirement for a honors seminar and is the capstone for the International Studies major. (cross-listed with International Studies 477 and Political Science 477)

Interdisciplinary

For students who are interested in building a major around a specialized problem, theme or vocation, CLU offers an interdisciplinary major in which concentration courses are selected from more than one department.

Students work with an academic adviser to develop a proposal for a course of study that matches the students' needs. An application consisting of a title page, a two-page rationale and a checklist of college courses for the specialized major are drafted and reviewed by the interdisciplinary committee. A faculty mentor is assigned to assist the student in meeting the goals of the course outline. Students are encouraged to choose an interdisciplinary major between the second semester of their freshman year and the first semester of their junior year.

Exceptional cases and transfer students are given special consideration by the committee.

Possible interdisciplinary majors include graphic design, environmental law and policy, international relations, youth counseling, systems analysis and human resources management.

Major Requirements for B.A. or B.S. in Interdisciplinary:

40 credits with no more than 30 from one department; 24 of these credits must be upper division.

Guidelines:

1. Students may declare an interdisciplinary major from the second semester of the freshman year through the first semester of the junior year.
2. The student, with the help of a faculty advisor, shall submit an application to the chair of the interdisciplinary majors committee. The application shall consist of a title page, a two-page rationale, and a list of all college courses in the major listed under the respective departments.
3. After approval of the application, the student will be assigned a mentor from the committee who will assist the student and the faculty adviser in drawing up a contract.
4. All contracts must be approved by the interdisciplinary majors committee and the Vice President for Academic Affairs.
5. Should the student desire credit for prior experiential learning, the committee will advise as to the portfolio process. No more than 15 credits shall be granted in this manner.
6. Any changes in the student’s program must be submitted in writing to the committee for approval.

101 Freshman Seminar (1)

New Student Orientation seminar in which students learn about college life, CLU’s history, the pressures of college, coping skills and maximizing their college experience. (graded P/NC only)

399 Multimedia Research and Presentations (2)

This course teaches research and presentation methods as well as basic Web design principles, Dreamweaver and online posting. Students integrate research, Web design and presentation skills to create several small projects and one major project, all of which are presented and criticized by the class and the instructor.
International Business (minor)

A minor in international business offers students a chance to focus on world trade and the expanding world markets while getting an overview of all aspects of business.

Students interested in business and/or foreign language will benefit from the international business curriculum through hands-on experience with business projects.

Career opportunities in the international business arena include banking, marketing and consulting.

International Business Faculty
Professor Damoore
Assistant Professor Tsaw

Requirements for a Minor in International Business:
20 credits minimum in business administration and/or economics, 16 credits upper division; Business Administration 251, 394 and 12 additional upper division credits from international business and/or international economics courses.

Required Supporting Course:
Economics 203.

International Studies

The international studies curriculum at California Lutheran University offers students an opportunity to learn about other cultures and customs and other ways of doing business. The program is designed to give students a global perspective and an understanding of the similarities, as well as the differences, between nations and regions of the world.

In focusing on the interdisciplinary nature of international studies, CLU’s program requires students to take classes in at least three different disciplines or departments. Foreign language proficiency to at least the 202-level course is also required in order to give the student an advantage in the professional world. The extensive Study Abroad Program at CLU offers students a chance to get hands-on experience in foreign countries while continuing their academic courses. Students are required to participate in Study Abroad or in an internationally focused internship. For example, students may work in an immigrant community in Los Angeles or on an international business project.

Students with a degree in international studies may enter careers in business, ministries, education, law or local, state and federal government. The credit requirements for the degree offer flexibility for students to obtain a combined major in another subject such as business, political science or a foreign language.

International Studies Faculty
Coordinators: Hanson, Stewart

Major Requirements for B.A. in International Studies:
32 credits minimum; 24 credits upper division; foreign language proficiency equivalent to completion of the 202 level; International Studies 101; two any two courses from European Studies (7 credits minimum)*; any two courses from Asian, African or Latin American Studies (7 credits minimum)*; any two courses from Intercultural/Global Studies (7 credits minimum)*; International Studies Seminar 401 (4 credits); participation in an approved international/intercultural experience such as study abroad and internships (1-4 credits); upper division electives as needed to fulfill upper division requirement.

*These three groups together must include courses from at least three disciplines or departments and may not include more than three courses from a single discipline or department.

Requirements for a Minor in International Studies:
20 credits minimum; 12 credits upper division; foreign language proficiency equivalent to completion of the 202 level; International Studies 101; two courses in two disciplines or departments from two of the following areas: European Studies, Asian, African or Latin American Studies and Intercultural/Global Studies (8 credits); International Studies Seminar 401 (4 credits); participation in an approved International/Intercultural experience such as study abroad or internships (1-4 credits).

Because courses that fulfill requirements in the International Studies Major or Minor change from year to year; the following list is meant to provide only a brief inventory of continuing courses that may satisfy the requirement. Selected Topics 482 courses from the curricula of many departments may provide additional choices. Students should confirm the appropriateness of any course for credit with the Program Advisor before enrolling.

European Studies:
Art 111/112 History of Art
Economics 341 History of Economic Thought
English 211 Classical Literature
English 212 Modern Continental Literature
English 323/324 English Literature
English 360 The Holocaust in Literature and Film
English 452 Shakespeare
German 306 Masterpieces of German Literature in Translation
German 447 German Cinema
History 301 The Greco-Roman World
History 303 The Medieval World
History 311 The Revolutions of Modern Europe
History 313 Europe and Empire: Spain, England and France
History 314 Modern German History
History 316 Scandinavian History
History 317 War and Conflict in 20th Century Europe
Rel/His. 331 History of Christianity I: Ancient and Medieval
Rel/His. 332 History of Christianity II: Reform and Reformation
Music 301/302 History and Literature of Music
Phil. 311/312 History of Philosophy
Pol. Sci. 341 European Government and Politics
Spanish 315 Spanish Literature and Society

Asian, African, Latin American Studies:
Art 417 Pre-Columbian Art
Hist/Pol. Sci. 382 History and Politics of Latin America
Hist/Pol. Sci. 384 History and Politics of the Modern Middle East
Hist/Pol. Sci. 386 History and Politics of South Asia
Hist/Pol. Sci. 388 History and Politics of East Asia
Pol. Sci. 443 Government and Politics of Africa
Philosophy 355 Chinese Philosophy and Culture
Spanish 405 Latin-American Culture and Civilization

Intercultural and Global Studies
Biology 325 Environmental Ecology
Bus. Adm. 394 International Business
Bus. Adm. 472 International Finance
Bus. Adm. 474 International Marketing
Bus. Adm. 476 International Business Behavior
Economics 313 Comparative Economic Systems
Economics 416 International Economics
Learning Resources

(non major/minor)

101  English - College Skills Seminar (1)
A writing-based seminar for entering freshmen in which students develop learning skills and strategies necessary for academic success, with a special emphasis in writing. By invitation only.

105  Math - College Skills Seminar (1)
A mathematics-based seminar for entering freshmen in which students develop learning skills and strategies necessary for academic success, with a special emphasis in mathematics. By invitation only.

Legal Studies
(minor)

The legal studies minor provides an interdisciplinary study of the law and the legal process within a liberal arts framework. The minor provides an alternative approach to the study of law by drawing from courses in the social sciences, business and humanities. The minor addresses questions as to how social, political, philosophical and economic considerations influence and reflect these laws. The electives allow students to choose courses relevant to their legal interest in combination with a variety of other disciplines.

See Criminal Justice and Political Science for faculty and course descriptions.

Requirements for the Minor in Legal Studies:
20 credits minimum of which 12 credits must be upper division; Criminal Justice/Political Science 105 (4), 16 credits from the following: Business 374 (4), Communication 405 (4), Communication 406 (4), Criminal Justice 276 (4), Criminal Justice 403 (4), Political Science 260 (4), Political Science 414 (4), Political Science 461 (4), Political Science 481 (4), and any Independent Study or Selected Topic on law (1-4).

Recommended Courses for Students Planning for Law School:
Communication 233, English 301, Philosophy 220, Political Science/Philosophy 322.

Liberal Studies

The liberal studies major is designed for students preparing to teach elementary school. The liberal studies major consists of 86 to 90 units. This course of study provides collegiate instruction in the subjects taught in California elementary schools. Within the major, students explore a specific area of interest within one of these subject areas. This concentration consists of 12 to 16 upper division units.

The core requirements (Core 21) have been integrated into the major as much as possible. With careful planning it is possible to complete the major within four years.

Department Chair:
Michael McCambridge, Ed.D.

Major Requirements for Liberal Studies Major (86-90 units):
Language and Literature (12 units): English 111, 310, 335, 401; History/Social Science (12 units): History 101, 121, 345, Psychology 200; Mathematics (6 units): Mathematics 120, 128; Technology (3 units): EDP 563; Science (12 units): Biology 111 and 111L, Physics 110 and 110L, Geology 111 and 111L; Visual/Performing Arts (9 units): Art 341, Music 102, TA 440; Human Development (3 units): EDP 506; Physical Education/Health (4 units): ESOM 334 Education (11 units): Education 362, 492, EDP 500, EDP 508; Liberal Studies (6 units): Liberal Studies 325, 402 (Capstone); Concentrations (12–16 units): English, Art, Drama, Music, American Studies, Math, Ancient Civilizations, Environmental Science or Physical Education.

325  Liberal Studies Seminar (2)
This course is required of all liberal studies majors at CLU who have completed three semesters in the ADEP liberal studies program. Successful completion of this course will partially fulfill the elementary subject matter competence requirement. Students will also be introduced to the California Academic Content Standards for K-6 and the Teacher Performance Expectations (TPE) required in all teacher preparation programs.

402  Theories of Teaching and Learning (3) (Capstone)
This course is required of all liberal studies majors. Students will also explore theories of teaching, learning, the assessment of learning and the influence of those theories on content, methods and classroom environment, including the use of technology and their application in improving academic achievement for all students. Fieldwork required. Prerequisite: Psychology 200
Marketing Communication

The 21st Century business community faces unprecedented challenges in a highly competitive global economy. Industry leaders know that effective 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.

CLU’s marketing communication major prepares students for business and trade relations in an international marketplace by introducing them to the latest communication technology and teaching them how to craft effective messages on behalf of companies whose products and services they represent. CLU graduates have gained the ability to research, plan, organize and direct internationally focused marketing campaigns and have acquired the interpersonal skills needed to move into upper management. A mandatory internship enables students to put valuable, real-world experience on their resumes. CLU students have interned in marketing communication departments at Amgen, Baja Fresh, J.D. Power & Associates, HBO, Caruso Affiliated Holdings, KZLA-FM and NBC Press and Publicity.

Development of a marketing communication degree was suggested by a business community experiencing difficulties in locating qualified job candidates to head up marketing communication departments – the hub around which production, sales, advertising, marketing and public relations revolve. Industry leaders expressed a specific interest in future employees who could be practical as well as creative; who were equipped with both business savvy and artistic know-how; who were skilled at coordinating the efforts of others, yet capable of coming up with winning market strategies as well.

Benefiting from the input of the corporate community, California Lutheran University was able to offer the first marketing communication degree in the nation. CLU graduates are succeeding because of the preparation they receive in managing million-dollar budgets, their proficiency at both oral and written communication, and their ability to produce messages for a wide variety of media.

See Business Administration and Communication for faculty and course descriptions.

Major Requirements for B.A. in Marketing Communication:
38 credits minimum; 24 credits upper division; Communication 101, 231, 375, 401, 490 or 492, 200 or 405 or 406; Business Administration 275 or Communication 301 or 306; Communication 342 or 344 and complete 8 credits of business electives (Business Administration 342, 440, 442, 473, 474 or approved selected topics).

Required Supporting Course:
Business Administration 253.

Mathematics

A degree in mathematics is an excellent means of preparation for post-college years, whether a student intends to work in business or industry, teach, or pursue graduate studies. At CLU we provide a broad and challenging program designed to develop fundamental skills and to prepare students for lifelong learning. The program features small classes with an emphasis on faculty-student interaction, classroom technology to facilitate learning, computer labs for student exploration and discovery, and a focus on interdisciplinary applications. Faculty mentors assist students in reaching their academic and career goals. Students are challenged to explore the many facets of mathematics and its applications through creative and critical thinking. Free tutoring for lower division courses is provided in the math lab; the lab also serves as a study and resource area for majors.

The faculty encourage students to apply their mathematical knowledge by participating in internships, carrying out independent projects, and tutoring in the math lab. Students synthesize and extend their mathematical experiences in the senior capstone course. Other opportunities include participating in paid summer research programs across the nation, spending a semester studying mathematics abroad, preparing for and competing in national mathematics-related contests, and preparing posters and presentations for seminars and regional or national conferences.

Employers in the public and private sectors seek generalists with critical thinking skills who are capable of adapting to a wide variety of situations. Graduates in mathematics are prepared in this manner and can work in many career fields. These include computer science, engineering, actuarial science, education, business, finance and the natural sciences. Along with finding excellent employment opportunities, CLU math majors have also been accepted for graduate studies at top universities throughout the United States.

Mathematics Faculty
Associate Professor Fogel
Assistant Professors King, Langley, Soderlund
Instructor Dorff

Major Requirements:
Only mathematics courses numbered 200 or above earn credit toward a major in mathematics.
Major Requirements for a B.S. in Mathematics:
37 credits; minimum, 21 credits upper division; Mathematics 250 or 251 (preferred); Mathematics 252 and 261; five 4-credit upper division mathematics classes; Mathematics 475 (Capstone).

Required Supporting Courses:
13 credits; to include Physics 211 and 212 (with labs) and one upper division mathematics-intensive science course (must be approved by major adviser).

Recommended Supporting Courses:
Chemistry 151 and 152 (with labs) and a course in computer programming.

Major Requirements for a B.A. in Mathematics:
37 credits; minimum, 21 credits upper division; Mathematics 250 or 251 (preferred); Mathematics 252 and 261; Mathematics 381 or 382; five additional 3- or 4-credit upper division mathematics classes; Mathematics 475 (Capstone).

Required Supporting Courses:
13 credits; to include Physics 211 and 212 (with labs) and one mathematical perspectives course (must be approved by major adviser).

Recommended Supporting Courses:
Chemistry 151 and 152 (with labs) and a course in computer programming.

Requirements for a Minor in Mathematics:
Only mathematics courses numbered 200 or above earn credit toward a minor in mathematics. Either Mathematics 250 or Mathematics 251 (preferred) may be counted toward the minor; but not both. 20 credits minimum, 8 credits upper division; Mathematics 250 or 251 (preferred); Mathematics 252; two 4-credit upper division mathematics classes; and one of Mathematics 261, 265 or a third 4-credit upper division mathematics class.

Requirements for the Mathematics Single Subject Program:
Students considering a career as a teacher of mathematics in a California high school or junior high school should consider completing the CLU Mathematics Single Subject Program. Completion of this program allows a student to enroll directly in a teaching credential program upon graduation. Program requirements should be discussed with a mathematics faculty member.

Students who wish to register for a mathematics course must meet the necessary prerequisites, as stated in the Schedule of Classes. Students unsure of whether they meet the prerequisites should contact a mathematics faculty member. Courses numbered 400 and above are best taken after or concurrently with a 300-level course.

All CLU students are required to meet the Mathematical Reasoning Proficiency under Core 21. Students who meet the proficiency requirement may still need to meet specific mathematics requirements for their majors.

Lower Division
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 500 or below. This course does not meet the Core 21 mathematics requirement.

115 Finite Mathematics (4)
This course studies the elementary models in business and social sciences including systems of linear equations and inequalities, matrices, interest, annuities, an introduction to probability and statistics. Recommended for business and social science majors. Prerequisite: Mathematics 110 or Math SAT 510 or above. This course satisfies the Core 21 mathematics requirement.

118 Art of Mathematical Thinking (4)
This course introduces the beauty and power of some rich mathematical ideas while helping students build sharper skills for analyzing issues transcending mathematics. Through experimentation, discussion, reading and creative work, we examine mind-stretching ideas such as infinity, chaos and the fourth dimension. An ongoing focus is the development of effective thinking techniques useful in all areas of study and life. This course satisfies the Core 21 mathematics requirement. (offered on demand)

120 Algorithms for Arithmetic (2)
This course is designed for the prospective elementary school teacher and is an introduction to the theoretical and practical aspects of algorithms for arithmetic operations, recognition and analysis of patterns, problem solving, algebraic thinking, and issues of access and pedagogy. Prerequisite: Mathematics 110 or Math SAT 510 or above. This course does not meet the Core 21 mathematics requirement.

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: Mathematics 110 or Math SAT 510 or above. This course satisfies the Core 21 mathematics requirement.

140 Contextual Math (3)
This course is designed to increase confidence and proficiency in mathematics as applied to various topics within the Natural Sciences. This course is offered as part of a two course cluster with Science 100 in order to enable the student to develop an appreciation of the role of mathematics and modeling within the natural sciences. Topics include: manipulation of equations, linear, quadratic, polynomial, trigonometric, exponential and logarithmic equations and functions, solving linear systems of equations, solving optimization problems given linear inequality constraints, vector decomposition and applications and other topics. Corequisite: Science 100. Prerequisite: SAT score of 510 or higher or successful completion of Math 110 Intermediate Algebra. This course satisfies the Core 21 mathematics requirement. (offered on demand)

151 Precalculus (4)
This course studies real numbers, equations, inequalities and polynomial, rational, exponential, logarithmic and trigonometric functions. Prerequisite: Mathematics 110 or Math SAT 510 or above. This course satisfies the Core 21 mathematics requirement.

231 Biostatistics (4)
This course introduces the principles, methods of reasoning, summarization, analysis and presentation of biological and biomedical data. Computer laboratory sessions are included to facilitate data handling and analysis. Topics include sampling and experimental design, descriptive statistics, probability, inferential statistics and interpretation of results, simple regression and clinical trials. Prerequisite: Mathematics 151 or Math SAT 600 or above. (offered in spring every other year)

241 Discrete Mathematics (4)
Topics include set theory, number systems, the nature of proofs, recursion, algorithms, graph theory and problem solving. This course is required for computer science and computer information systems majors. Prerequisite: Mathematics 151 or Math SAT 600 or above. (offered in fall)

250 Business Calculus (4)
Studies functions, limits, continuity, rates and marginal analysis, practical optimization, exponential and logarithm functions and compounded interest. Includes the definite integral, profit/surplus analysis, numerical integration, differential equations, probability density functions, Lagrange multipliers, Taylor approximation and Newton’s Method. Prerequisite: Mathematics 115 or Math SAT 600 or above. (offered in spring every other year; on demand)

251 Calculus I (4)
Studies the concepts of the limit, the derivative and the definite integral of functions of one variable. Included are applications to rates and areas, differentials and basic modeling. A weekly computer lab is a key component of the course. Prerequisite: Mathematics 151 or Math SAT 600 or above.

252 Calculus II (4)
This course continues the study of differentiation and integration begun in Calculus I.
duces indefinite integration and applications of the definite integral. Differential equations and elementary methods to solve them are presented, along with direction fields and some modeling applications. Includes Taylor polynomials and series. A weekly computer lab is a key component of the course. Prerequisite: Mathematics 251.

261 Calculus III (4)
Calculus III extends the concepts of calculus to a multivariable perspective. Topics such as functions, derivatives, integrals and various coordinate systems are used to explore change modeled by two or more variables. Vector algebra and vector fields are introduced to study the motion of objects. A weekly computer laboratory session facilitates exploration, visualization and reinforcement of the main topics of the course. Prerequisite: Mathematics 252. (Offered in fall)

265 Differential Equations (4)
Focuses on the formulation of appropriate mathematical models to represent phenomena, the solution (when possible) of such equations, and understanding and interpreting the solutions of these equations. Graphical and analytical methods will be explored, as will numerical techniques. Prerequisite: Mathematics 252. Recommended: Mathematics 261. (Offered in spring)

282 Special Topics (1–4)

Upper Division

343 Linear Algebra (4)
An introduction to solving systems of linear equations through the use of concepts such as vector spaces, linear transformations, matrices, eigenvalues and eigenvectors. Students will enhance mathematical communication skills through reading and writing proofs and will explore interdisciplinary applications of the theory of linear algebra in projects and computer laboratory assignments. Prerequisite: Mathematics 252. Recommended: Mathematics 261.

352 Probability and Statistics I (4)
This course covers topics including methods of data description, probability theory, a study of several discrete and continuous distributions, the central limit theorem, estimation of parameters, confidence intervals and hypothesis testing. Prerequisite: Mathematics 252. Recommended: Mathematics 261.

381 Geometry (4)
This course primarily investigates the integration of geometries on the plane, sphere and hyperbolic plane. An emphasis is placed on experiencing the meanings in the geometry. Student investigations, small-group learning and writing assignments will be used to explore geometrical ideas. The history and culture of mathematics, particularly as reflected by the development of geometrical understanding, will be threaded through the course. Prerequisite: Mathematics 252. Recommended: Mathematics 261 and 343.

382 Number Theory (4)
This course focuses on the properties of integers and the history of the discovery of these properties. Topics include fundamental theorems on divisibility, primes and congruences, as well as number-theoretical functions, Diophantine equations, quadratic reciprocity and Fermat's Last Theorem. Prerequisite: Mathematics 252 or consent of instructor. Recommended: Mathematics 241.

420 Real Analysis (4)
A study of the real number system, set theory, sequences, functions, continuity, differentiation and Riemann-Stieljes integration, with an emphasis on developing the ability to communicate mathematically. Prerequisite: Mathematics 261.

425 Abstract Algebra (4)
Studies the theory of integers, groups, rings, fields and polynomials. Prerequisite: Mathematics 343. Recommended: Mathematics 241 and 261.

435 Combinatorics (4)
This course investigates areas of combinatorial math including permutations and combinations, sets and subsets, recurrence relations, generating functions, the principle of inclusion and exclusion, latin squares, systems of distinct representatives, Steiner triple systems, Ramsey numbers and Stirling numbers. Some graph theoretic ideas and results are explored. Prerequisite: Mathematics 241 and 252.

440 Mathematical Methods of Physics (4)
This course covers interdisciplinary applications in wave theory, lasers, spectroscopy, Newtonian mechanics, electricity and magnetism, relativity, atomic and molecular theory, quantum mechanics and statistical thermodynamics. Also covered are orthogonal expansions in infinite dimensional spaces: complete orthonormal sets, operator theory orthogonal function expansions, coordinate transformations, integral transformations and tensor representation. Prerequisites: Mathematics 265 and Physics 212. (Cross-listed with Physics 440)

450 Complex Analysis (4)
Topics include complex numbers and functions, analytic functions, differentiation, integration, series, contour integrals and conformal mapping. Prerequisite: Mathematics 261 and one other upper division mathematics course.

452 Probability and Statistics II (4)
This course extends the concepts of probability and statistics through a multivariable perspective. Students study statistical models through topics such as experimental design, regression, analysis of variance, contingency tables and order statistics. Data handling and analysis are conducted with the aid of statistical software. Prerequisites: Mathematics 261 and 352.

471 Mathematical Modeling (4)
A speaking-intensive introduction to modeling techniques, synthesizing concepts and methods learned in previous courses. Applications will be chosen from various disciplines (particularly science, social science, business and education), environmental resource issues and scheduling/ allocation. Techniques used will include computer simulation, game theory, difference equations and/or differential equations and probabilistic models or statistical models. Prerequisites: Mathematics 265. Recommended prerequisites: Mathematics 352 and a course in computer programming.

475 Capstone (2)
The capstone in mathematics is intentionally open-ended. The focus of the course centers on the mathematics majors designing and carrying out individual projects suited to their interests and post-graduation goals. Weekly class meetings will be run in seminar fashion: each student will be expected to present at least one report on a) the culture of mathematics, b) the relationship between mathematics and other disciplines or career avenues or c) a moral/ethical issue related to mathematics. Prerequisite: senior standing.

482 Selected Topics (1–4)

485 Seminar (2–4)

490 Independent Study (1–4)

492 Cooperative Education (1–4)
(Graded P/NC only)

Multimedia

Convergence is the key word for the multimedia program at CLU. Multimedia is where media converge — where video meets the Web, where photography meets sound, where 3D animation meets interactivity, where different modes of thinking come together. It is a place where storytelling and commerce, art and computer science, cultural analysis and cartoons can all find common ground.

The multimedia program leads to a bachelor of arts degree with an emphasis on teamwork, creativity and cultural understanding as well as on technical abilities. Classes concentrating on theory, expression and practice are supplemented by technical workshops, tours and special events.

The best artists, designers, producers and project managers have broad views of their respective fields and of the world in general. Graduates of the comprehensive CLU multimedia program who are working in the Internet, interactive, computer game, media design, visual effects and entertainment industries
report that their planning, visualization and analytical skills have helped them to progress as much as have their study-area specialties and their technical abilities.

California Lutheran University, with its grounding in the liberal arts, is the perfect location for a program about the convergence of thought and action, ideas and creation, analysis and expression. Art, computer science, theater and business provide obvious links with multimedia interests, but it is the full range of sciences and humanities that, together, make the sort of well-rounded individual who can survive in the rapidly changing high tech world.

While the multimedia program teaches technical skills, it goes well beyond the trade school approach to software training – to produce the thinking individuals who will shape the future definition of “multimedia.” Having completed an intensive professional internship and a variety of multimedia projects (both individual and collaborative), our students leave CLU prepared for careers in a broad range of media fields including animation, concept design, computer games, creative development, digital cinema, directing, e-commerce, gaming, high definition (HD) and interactive television production, project management, Web development, and visual effects. The degree also serves as a springboard for advanced study in a variety of related fields.

Multimedia Faculty
Associate Professor Hengst, Director Assistant Spraggins
Instructors Burns, Grannis, Restuccio

Major Requirements for B.A. in Multimedia:
48 credits minimum, 30 credits upper division; Multimedia 100, 200, 220, 300, 301, 475, 476, 350A/B; Multimedia Community 240, 241, 340, 341, 440, 441; Service Internship; 6 credits from digital techniques courses.

Required Supporting Courses:
16 credits from Art 280, 380, 480, Business Administration 365, 367, 375, Communication 207, 407, Computer Science 110, 344, Drama 131, 167, 368, 369, 469, 475, English 308, Interdisciplinary 399, Music 482. Note: Art 380 and 480 should be taken before the beginning of the junior year.

Requirements for a Minor in Multimedia:
24 credits minimum, 12 upper division credits; Multimedia 100, 200; Multimedia Community 240, 241, 340, 341, 440, 441; 10 credits of supporting and or Digital Techniques courses.

Lower Division
100 Introduction to Multimedia (4)
Introduces students to the concept of multimedia and presents the latest developments in the field. Designed as the gateway to the major; the course will model in simplified form the way the major will function. Students will be introduced to basic skill competencies – both computer and non-computer – necessary for the major. General concepts relating to multimedia will be introduced including social, ethical and legal issues, among others. Collaborative work and group exercises will develop creative and nonlinear thinking, team building, and written and oral communication skills. Guest lecturers and workshop leaders will discuss and demonstrate the state of the current technology. Small multimedia projects will focus students on creating real-world products.

200 Intermediate Multimedia (4)
All students will master basic skill and knowledge competencies in a number of areas. This mastery is accomplished within formal class structure but also may be gained externally in a number of alternative learning modes. The course centers on collaborative, active learning and is project-based. Team building methods are explored and teamwork is primary to all aspects of the course.

220 Media Theory, History and Criticism (4 credits)
In this course media theory, history and criticism meet practice, storytelling and concept development in an immersive, engaging and fun exploration of the core principles of multimedia creation. Students learn the formal process of content creation and presentation integrated with convergent concepts such as experience and information design, interactivity and immersive entertainment. Regular project review and assessment provides the practical foundation upon which all media products are created and built. This class enables students to discover, activate, and articulate their personal sources of inspiration and creativity, and grounds them in a higher level of self-confidence in their own artistic voice.

Upper Division
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.

301 Advanced Multimedia II (4)
Continuation of 300.

350A, 350B Professional Internship (4)
Internships are arranged with companies producing or specializing in multimedia-related materials. Each student applies, if possible, for an internship with a company that most closely fits with his or her special area of interest. A significant journal and work portfolio will be assessed at the end of the internship.

475 Capstone A (4)
The capstone course maintains and expands on the work done in previous classes. The capstone experience will also involve the yearlong development of contracted multimedia projects. The projects involve students in intense research and application of all that they have learned in the major; culminating in the delivery of an acceptable professional product.

476 Capstone B (4)
Continuation of 475.

Digital Techniques (1 credit each)
The following digital techniques courses are open to all CLU students. The subject matter of each course determines the number and length of its class sessions. Taught by CLU faculty and industry guest instructors, these hands-on classes offer students opportunities to develop technical skills in using up-to-date, industry-standard tools.

2D Animation: Tools and Techniques
Virtual Reality: Tools and Techniques
Digital Imaging for the Internet: Tools and Techniques
Programming for Interactive Design
Web Interactive Authoring: Tools and Techniques
Flash/Action Scripting and Shockwave: Tools and Techniques
Digital Video/Visual Effects: Tools and Techniques
3D Modeling and Animation: Tools and Techniques
Digital Sound: Tools and Techniques
Advanced Programming for Game Development
Advanced 3D Modeling and Animation
Advanced Digital Video/Visual Effects

240, 241, 340, 341, 440, 441 Multimedia Community (1 credit each session)
Hosted by the multimedia program, the Multimedia Community is a weekly series of one-hour sessions that include workshops, seminars, panel discussions, roundtables on internship experiences and client interaction,
and other forms of presentations given by students, faculty and guest speakers. Many of the seminars and panel discussions focusing on the global connections of multimedia are open to the general campus community. The Multimedia Community’s objective is to present technical, design, business, employment, legal and social issues that affect multimedia and other disciplines. Enrollment and attendance is mandatory for all prospective and declared majors and minors.

Music

Whether music is your life – or simply a treasured part of the life you hope to create – Cal Lutheran’s Music Department can provide the professional training and performance experiences that maximize your abilities and enhance your love of the art.

The Music Department prides itself on creating a strong musical education within a nurturing atmosphere. Faculty members are experienced professionals who are committed to teaching excellence. The music program is widely respected for its performance ensembles, its classroom teaching, its studio instruction and the musical theater productions presented in collaboration with the Theatre Arts Department.

Music department technology labs embrace the latest in digital music production and studio recording. The department works closely with the multimedia program to foster collaboration among students working on projects ranging from new media to film.

Each student has the opportunity to study privately with some of the finest musicians in the Los Angeles area. Individual lessons are available in voice, piano, organ, percussion, composition, and all string, brass and woodwind instruments. Solo performance opportunities are widely available.

Ensembles are open to all university students (by audition), and include the CLU Choir, Women’s Chorale, University Symphony, Wind Ensemble, Jazz Improvisation Ensemble, Percussion Ensemble, and smaller chamber ensembles. The CLU Choir and Wind Ensemble embark on frequent tours. Past trips have included Hawaii, England and Scandinavia.

Career preparation is an important part of the student/faculty mentor relationship. While many music students continue on to graduate studies, careful advising and planning of course work have led Cal Lutheran graduates to successful careers teaching in public schools and universities, working in the church or in establishing their own private studios. Graduates have also become successful singers, instrumentalists and conductors throughout the country. Music related work is also available in industries such as media, advertising, arts management and in the exciting ever-changing film, television and recording industries.

Scholarships are offered by audition to talented music students, whether majors or non-majors.

Music Faculty

Professors Geeting, Morton, Schedcher
Assistant Professor Spragins

Major Requirements for B.A. in Music:
46 credits minimum; 20 credits upper division; Music 101, 107, 108, 109, 110, 111, 112, 207, 208, 209, 210, 211 (includes piano proficiency exam), 301, 302, 309, 407, 475; 8 credits of applied lessons; with 4 upper division; 8 credits of large ensemble with 4 upper division.

Performance Emphasis:
12 credits minimum; Music 439, 375, four credits of 154/354; four additional upper division credits of applied lessons.

Composition Emphasis:
11 credits minimum; Music 439, 200, 375; 4 additional upper division credits of Music 347 applied lessons (Composition).

Music Education Emphasis:
13 credits minimum; Music 439, 200, 423, 424; 410 or 411.

Music Technology Emphasis:
12 credits minimum; Music 439, 200, 300, 400, 492 (2).

Church Music Emphasis:
12 credits minimum; Music 439, 392, 410, 492 (2).

*Applied lessons may be divided between voice and piano/organ (minimum of four required in piano/organ)

*Religion 332 (History of Christianity II: Reform and Reformation) or Religion 335 (Martin Luther) recommended for upper division religion requirement. Recommended participation in Lord of Life Worship Team.

Teaching Credential:

Students interested in teaching music should contact the Chair of the Music Department for information about the music subject matter program. (See Education)

Private Instruction

Class or private instruction for voice and instruments. Credit is dependent on number of lessons per week. One credit is granted for a 30-minute lesson together with a minimum of five hours per week and monthly attendance at Recital Class.

Classes in performance areas within the Music Department, i.e., class piano, class voice, class percussion and class guitar, may be taken for two semesters only for credit. All other applied music classes, i.e., piano, voice, guitar, strings, etc., may be taken for credit. Each semester a student is in residence. (See University Costs for private instruction fees).

113 Class Voice (1)
A study of the fundamentals of vocal production and solo vocal literature in a class setting. (Not applicable for the music major whose primary instrument is voice.)

114 Class Piano (1)
A practical study of music fundamentals and basic piano technique through the medium of the keyboard. (Not applicable for the music major whose primary instrument is piano.)

116 Class Guitar (1)
A study of fundamental guitar technique in a class setting. (Not applicable for the music major whose primary instrument is guitar.)
Lower Division/Upper Division

Private Instruction
(offered to all students regardless of major)

140/340 Piano (1-2)

141/341 Organ (1-2)

142/342 Voice (1-2)

143/343 Strings (1-2)
Includes violin, viola, cello, bass, harp and classical guitar.

144/344 Woodwinds (1-2)
Includes flute, oboe, clarinet, saxophone and bassoon.

145/345 Brass (1-2)
Includes trumpet, trombone, baritone horn, French horn and tuba.

146/346 Percussion (1-2)
Includes mallet and percussion instruments.

147/347 Composition (1-2)
Individual lessons on modern procedures for composing music in the tradition of European and American concert music.

Ensembles
The following courses may be repeated for credit up to a maximum of 8 credits.

150/350 Women’s Chorale (1,1)
The study of various styles of choral music with emphasis on vocal development. Opportunities for public performance. Prerequisite: consent of instructor.

153/353 Wind Ensemble (1,1)
The study of representative literature with special emphasis on performance. Prerequisite: consent of instructor.

154/354 Chamber Music (1,1)
The study and performance of instrumental and vocal chamber music. Prerequisite: Permission of Music Department chair.

155/355 Jazz Ensemble (1,1)
The study and performance of literature appropriate for this performance medium. By audition.

160/360 Percussion Ensemble (1,1)
The development of techniques for all percussion instruments, including work with mallets. Includes the study and performance of standard percussion ensemble literature.

180/380 University Choir (1,1)
The study of choral repertoire representing all historical periods and musical styles. Frequent public performance. By audition.

181/381 University Symphony (1,1)
The study of representative instrumental literature of different historical periods, with emphasis on public performances. By audition.

Lower Division

101 Music and Culture (3)
A music appreciation course designed to cultivate perceptive listening of the music of all stylistic periods with emphasis on the role of music within its cultural history (nonmajors accepted).

102 Fundamentals of Music (3)
Emphasis is placed on the basic skills of reading and writing music. Students need have no prior knowledge of music. (Recommended for elementary classroom teachers or anyone interested in music) (for nonmajors)

107 Theory I (2)
A study of the primary written materials used for music making. Work will focus on the learning of scales, key signatures, intervals, chords, diatonic chords, commercial chord symbols, rhythm and meter, and an introduction to harmony.

108 Theory II (2)
An exploration of diatonic harmony achieved through the study of part writing procedures and analysis. Materials will include triads and seventh chords in all inversions, non-chord tones, and an introduction to localized musical structures such as cadences and phrases. Prerequisite: Music 107.

109 Musicianship Skills I (1)
A lab course for achieving basic musical performance skills. The three main components of the course are rhythm, melody reading with solfege, and ear-training exercises. As the first semester in a four-semester sequence, materials will include elementary rhythms in simple and compound meter, diatonic melodies from literature with stepwise motion and simple leaps, interval singing and identification, and ear-training on all of the above materials.

110 Musicianship Skills II (1)
A continuation of Musicianship Skills I. Rhythmic exercises will include one and two-part patterns with the inclusion of ties, rests, and syncopation. Melodic reading will consist of diatonic melodies from literature with skips in all chords. Ear-training exercises will include the identification of intermediate rhythms, diatonic melodies, and simple harmonic progressions. Prerequisite: Music 109.

111 Keyboard Harmony I (1)
A lab course for applying basic theoretical knowledge to the keyboard. Students will perform exercises using diatonic materials, including major and minor scales, triads and seventh chords, and four-part chordal voicing of chords. This is the first semester of a three-semester sequence.

112 Keyboard Harmony II (1)
A continuation of Keyboard Harmony I. Students will perform short diatonic progressions in a four-part chordal style, using the voice-leading procedures learned in the Music Theory II course. This is the second semester of a three-semester sequence. Prerequisite: Music 111.

200 Digital Music (3)
This course is a comprehensive introduction to current technological applications in music, with an emphasis on mid, digital audio and analog mixing techniques. Material will be taught through creative assignments in a lab-style atmosphere. Student work will be maintained in an electronic portfolio and may be published on the digital music lab Web site. The ability to read music is helpful but not required.

207 Music Theory III (2)
A study of chromatic materials in tonal music, including the analysis and part writing procedures for secondary functions, mode mixture, Neapolitan and augmented-sixth chords, diatonic and chromatic modulation. Prerequisite: Music 108.

208 Music Theory IV (2)
A study of musical materials and compositional techniques from the early 20th-century to the present. The course will be divided into two parts: the first being focused on the music of Debussy, Stravinsky, Bartók, and the Second Viennese School; the second will survey major trends since WW II, with an emphasis on music by American composers. Prerequisite: Music 207.

209 Musicianship Skills III (1)
A continuation of Musicianship Skills II. Students will learn advanced rhythmic exercises, including patterns with small and large beat divisions. Melody reading and ear-training exercises will focus on chromatic and modal materials. Prerequisite: Music 110.

210 Musicianship Skills IV (1)
As the fourth and final semester of the Musicianship Skills sequence, this course will focus on performance skills of advanced rhythms, chromatonic and atonal melodies, and other materials common in 20th-century music. Rhythmic exercises will include meter changes, polyrhythms, and metric modulation. Ear-training will include the identification of atonal melodies and trichords. Prerequisite: Music 209.

211 Keyboard Harmony III (1)
As the third and final semester of the Keyboard Harmony sequence, this course will focus on the performance of advanced diatonic, chromatic, and modulating harmonic progressions. Prerequisite: Music 112.

282 Selected Topics (1-4)

Upper Division

300 Pro Tools (2)
An intermediate-level course in music production based on the Pro Tools HD system for recording and editing. In addition to learning Pro Tools software, students will study basic recording techniques, mixing, audio routing through patch bays and outboard equipment, signal processing with plug-ins, software instruments, and reverb sampling. Students will gain practical experience by being the lead or assistant engineer on recording projects. Prerequisite: Music 200.

301/302 History and Literature of Music (3,3)
A survey of Western European musical heritage from ancient times to the present. Includes formal and stylistic analysis of music.
representing the different periods through listening, score study and live performances. Prerequisite: Music 258 or consent of instructor.

309 Fundamentals of Conducting (3)
The study of basic conducting techniques, use of the baton, score study and preparation, as well as methods of verbal and nonverbal communication. Prerequisite: consent of instructor.

312 Alexander Technique (2)
Introduces students to the principles of the Alexander Technique and the application of these principles in their major areas. The principles develop increased mind and body coordination and are most commonly applied to acting, singing, public speaking, musical instrument performance and athletic performance. Additional fee required. (cross-listed with ESSM 312 and Theatre Arts 312)

337 Dance for Musical Theatre (2)
This course provides students the opportunity to learn and perform dance styles most common to musical theatre. Tap, jazz, character and basic partnering will be choreographed into three or four dances that will be performed at the end of the course. Course will also cover the history of dance in musical theatre in America. (cross-listed with Theatre Arts 337)

370 Acting for Musical Theatre (2)
MUSICAL THEATRE WORKSHOP is designed to develop a technique for musical solo and audition performances. The course will include song analysis, an acting approach to song and choice of material, and technique. (cross-listed with Theatre Arts 370)

375 Junior Recital (1)

392 Liturgy and Worship (4)
This course is an introduction to Christian liturgical tradition, principally as expressed in Western Christianity. It will include some comparison with non-Christian religious customs, and will give considerable emphasis to the development of worship in the Protestant tradition. The subject matter will be approached from a historical perspective, but will also include some practical training if there is demand. Christian hymnody and liturgical music will also be introduced, with an emphasis on the distinctive Lutheran contributions in those areas. (cross-listed with Religion 392)

400 Advanced Pro Tools (2)
An advanced course in music and audio production. The primary focus will be on using Pro Tools for audio post-production, including aspects of synchronization and digital transfer. Other topics include surround mixing, soundtrack editing and design, automated dialog replacement, audio restoration plug-ins, and a study of Pro Tools-related hardware. Prerequisite: Music 300.

403 History of Musical Theatre (2)
This course is designed to have wide interdisciplinary appeal. It will trace the origins of American Musical Theatre to roots in Greek drama, early Christian passion plays and various genres of European opera. Throughout the course of study, parallels will be drawn between American Musical Theatre and various important examples from comic German Singspiels, Italian opera buffa, etc. Students should come away from this course with a new appreciation for musical theatre and opera as well as the American Film Musical.

407 Analyzing Music (2)
A survey of small and large musical structures through a study of selected European and American works from 1600 to the present. Primary forms to be explored will include variation, sonata, rondo, minuet, and arch form. Prerequisite: Music 208.

410 Choral Conducting (3)
The study and practical application of methods of choral ensemble training. Emphasis is threefold: mastery of conducting skills, understanding of the dynamics of the ensemble and knowledge of choral literature. Prerequisite: Music 309.

411 Instrumental Conducting (3)
Practical experience with a laboratory group in instrumental music. Prerequisite: Music 309.

423 String and Brass Techniques (2)
Elementary instruction in the technique of playing string and brass instruments. Recommended for public school music teachers.

424 Woodwind and Percussion Techniques (2)
Elementary instruction in the technique of playing woodwind and percussion instruments. Recommended for public school music teachers.

439 Creating Music (3)
An exploration of the creative aspects of music writing, combining elements of composition, orchestration and counterpoint. The composition element will focus on writing short instrumental and vocal works in traditional and modern forms. The orchestration component will involve a survey of instrumental characteristics and their compositional use within small and large ensembles. Countertop will be introduced through the study and writing of polyphonic structures, such as canon and fugue. Prerequisite: Music 208.

453 Vocal Pedagogy (2)
Covers the principles of teaching voice based on the physiological functions of the vocal mechanism. Individual as well as group instruction is considered. Recommended for vocal or choral students who may wish to teach in school or community.

454 Piano Pedagogy (2)
The study of piano teaching principles, including an examination of materials and methods of presentation for any age group. Opportunity for practical teaching experience under supervision. Highly recommended for advanced piano students who may wish to teach in school or community. Prerequisite: consent of instructor.

475 Capstone: Senior Recital/Thesis (1)

942 Internship (1-4)
(graded P/NC only)

Philosophy

The Philosophy Department conceives of philosophy as an enterprise of both the mind and the spirit. The faculty are committed to providing the student with the knowledge and skills necessary to become a philosophically literate person. At the same time, our focus is on the integration of this knowledge with each student’s process of moral, spiritual and intellectual growth.

The philosophy faculty at CLU are trained in a variety of areas: ethics, existentialism, analytic philosophy, philosophy of mind, history of philosophy, Greek philosophy, epistemology, metaphysics, phenomenology, logic and the philosophy of science. Philosophy is an excellent major (or double major) for students who are prelaw or who are considering graduate degrees in philosophy, religion, theology or bioethics. Finally, for those who are primarily seeking an education to advance their personal growth and the means to integrate various disciplines, philosophical education is irreplaceable.

An undergraduate philosophy education also offers many career and educational opportunities to students whose ambitions lie elsewhere. Hospitals, church vocations, government agencies and business corporations seek out people with a philosophical education, as well as knowledge of applied ethics, because of their training in clear and focused thinking and their sensitivity to a wide range of ethical dilemmas.

Philosophy Faculty

Associate Professor Bersley

95
Major Requirements for B.A. in Philosophy:
32 credits minimum, 20 credits upper division; Philosophy 435.

Requirements for a Minor in Philosophy:
16 credits minimum, 12 credits upper division.

Lower Division

115 Humanities Tutorial (4)
The Humanities Tutorial begins with an in-depth, one-semester study of the origins of Western culture in Greek literature and philosophy. The second semester continues with a study of classical and contemporary treatments of intimacy, justice and power. In addition to providing practice in the skills of analysis, argument, and critical and reflective interpretation, the course aims to familiarize students with the intellectual ideal of illuminating the new by understanding the old. (cross-listed with English 115 and Honors 115)

200 Problems (4)
Studies the meaning of philosophy as the "examined life," with an introduction to the concepts and major problems of philosophy.

220 Logic (4)
A study of the basic methods of clear thinking and argument, including both deductive and inductive reasoning. Special emphasis is placed on critical analysis of arguments.

260 Topics in World Philosophy (4)
A study of representative philosophical traditions of Greece and China, with a focus on the awareness of global diversity, independence and relevance. (cross-listed with English 260)

282 Selected Topics (1-4)

Upper Division

300 Ethics (4)
The study of what makes for a well-lived life in terms of character; conduct and relationships with others. Special attention is given to the connection between ethics and leadership.

310 Metaphysics (4)
The general inquiry into the nature of the real. Topics include the role of language in thought, the nature of truth, necessity and possibility, being and essence.

311/312 History of Philosophy (4,4)
First semester through medieval times; second semester from Descartes through Nietzsche.

315 Social Ethics (4)
The analysis of contemporary social issues such as abortion, capital punishment, affirmative action, multiculturalism, the environment, euthanasia and world hunger from a moral and philosophical perspective.

320 Philosophy of Religion (4)
Studies the evidence for belief in God and includes an examination of religious experience, the relation of religion and science, and the alternatives to them.

321 Ancient Political Thought (4)
Preseats the scope and nature of political ideas, philosophy and discussion in the Western political tradition and focuses on the major philosophers from Plato to St. Thomas Aquinas. Sophomores must get permission of instructor. (cross-listed with Religion 435) (Spring)

322 Modern Political Thought (4)
A systematic analysis of the political ideas of great Western and non-Western writers. Particular concern is given to political theory as 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. (cross-listed with Political Science 322) (Spring)

340 Philosophy of Science (4)
A study of science from a philosophical perspective, covering the basic procedures of scientific research, the key features of scientific progress, and some ethical issues related to scientific research, in particular the uses of animals and humans as experimental subjects. Recommended for biology majors interested in exploring the philosophical implications of the scientific enterprise.

345 Bioethics (4)
A study of moral issues raised by the recent development of biological and medical sciences, including those related to reproductive technologies, human genetics, euthanasia, organ donations, health-care policies, and human/animal experimentation. The course focuses on the complexities that often surround moral choices in biological and medical sciences.

350 Technology and Value (4)
A study of moral issues raised by the recent development of technology, including those related to computers, genetic engineering and the environment. The course examines how current technological achievements profoundly change our social, cultural and moral life and how they create moral dilemmas for our society at the same time.

355 Chinese Philosophy and Culture (4)
A study of the development of Chinese philosophy and culture from the ancient to the contemporary periods. Major philosophic 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.

360 Chinese Philosophy and Literature (4)
The interdisciplinary exploration of the perennial connections between thought, literature, philosophy and discussion in the Western political tradition and focuses on the major philosophers from Plato to St. Thomas Aquinas. Sophomores must get permission of instructor. (cross-listed with Religion 435 and Honors 435) (Spring)

400 Contemporary Philosophy (4)
Each year different philosophies and problems are studied, including analytic philosophy, existentialism, post-modernism, pragmatism and philosophy of mind and brain.

402 Post-Modernism: Politics and Philosophy of Art
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, Cortazar, Borges, Derrida, Foucault, Heisenberg, and Rorty. Using film (including students' own short surrealist films), literature, and philosophical texts, this course is cross-listed with English, Philosophy, Multimedia and Political Science. Open to all students, it also fulfills the Honors Capstone requirement. (cross-listed with Honors 402)

414 Philosophy of Art (4)
The study of the aesthetic experience and the work of art. Includes the various theories and their expression, function and criticism. (cross-listed with Art 414 and English 414)

421 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. (cross-listed with Political Science 421)

435 Faith and Reason (4)
Team-taught by professors of philosophy and religion, the course is an integrated and interdisciplinary exploration of the perennial tensions and cross-fertilizations between faith and reason. Authors read include St. Augustine, St. Thomas Aquinas, Nietzsche, Heidegger, St. John of the Cross, St. Francis, Luther, Descartes, Hume, Kierkegaard, Newman and Rudolf Otto. The course meets the capstone requirement for philosophy and religion majors. Open to juniors and seniors from all disciplines. Sophomores must get permission of instructor. (cross-listed with Religion 435 and Honors 435) (Spring)

445 Philosophy of Education (3)
The analysis of educational principles and policies from the perspective of major philosophical schools and their associated ideologies. The course aims to clarify the connections between theory and practice as they relate to teaching and learning. Not available to freshmen.

482 Selected Topics (1-4)

490 Independent Study (1-4)

492 Internship (1-4) (graded P/NC only)

Physics

The physics curriculum at California Lutheran University addresses the question of how and why things work, from the forces which govern subatomic particles to the large-scale phenomena which shape our universe as a whole. The fundamental nature of physics accounts for its relevance
not only in engineering and technology but also in the life and earth sciences. The various introductory courses offered by the Physics Department are thus tailored to meet the different needs of physics majors, students in other sciences and liberal arts students, in particular future teachers. The physics faculty members use a blend of interactive lectures, illustrative demonstrations and hands-on laboratory exercises to enhance students’ comprehension of the material.

CLU offers both the bachelor of science and bachelor of arts in physics, as well as a physics minor. The B.S. program is well suited for students interested in graduate studies in physics or engineering or in careers in industry. The B.A. is a more liberal physics degree, where students can explore the relationship of physics with another field of interest.

Beginning physics students gain a strong background in classical physics, modern physics and applied mathematics. Upper division courses focus on both theoretical topics and experimental techniques. These small upper division classes, together with close supervision by the faculty, provide a uniquely personalized learning experience for the students.

Physics facilities include a teaching laboratory with networked workstations, an optics laboratory with a full-size optical bench and a variety of lasers, and a newly renovated research laboratory with modern instrumentation for data acquisition and analysis with submicron and nanosecond resolution. In addition a bioengineering laboratory contains experimental resources for biomaterials research.

Physics students are encouraged to become actively involved in experiments in a wide variety of technical fields. CLU students have worked on projects in laser medicine, biomedical engineering, nuclear radiation and digital communication. Current research interests of the physics faculty include electronics, fluid and solid mechanics, nuclear physics and bioengineering. Senior physics majors participate in original research work that culminates in a research paper. Physics majors often participate in internships with local industries. Physics graduates have easily found employment and those who opted to continue studies in graduate school have been accepted into programs at universities throughout the nation.

Physics Faculty
Associate Professor Shaw
Senior Lecturer Tomblin

Major Requirements for B.S. in Physics:
36 credits minimum, 27 credits upper division; Physics 211 (recommended) or 201, 212, 303, at least four physics courses numbered 410 and above, at least one upper division physics course with a lab component beyond 303, and physics 400 (capstone). Only physics courses numbered 200 and above can count toward the physics credit requirements.

Required Supporting Courses:
Mathematics 251, 252, 261, 265.

Recommended:
Chemistry 151, 151L, 152, 152L; Computer Science 210; Mathematics 343, 420, 450.

Major Requirements for B.A. in Physics:
40 credits minimum (28 credits physics, 12 credits concentration), 20 credits upper division physics; Physics 211 (recommended) or 201, 212 (recommended) or 202, 303, at least two physics courses numbered 410 and above, at least one upper division physics course with a lab component beyond 303 and Physics 400 (capstone). The concentration is a minimum of 12 credits in a single field outside of math or physics. It is expected that the presentation for the capstone will incorporate both physics and the field of concentration. Only physics courses numbered 200 and above can count toward the physics credit requirements.

Required Supporting Courses:
Mathematics 251, 252, 261, 265.

Recommended:
Computer Science 210; Mathematics 343, 420, 450.

Requirements for a Minor in Physics:
18 credits minimum, 10 credits upper division; Physics 211 (recommended) or 201, 212 (recommended) or 202.

Teaching Credential:
Candidates for a California Secondary Teaching Credential should contact the School of Education Office for a complete list of course requirements for a Single Subject Waiver in Science.

Lower Division

100 Introduction to Astronomy (3)
An introduction to the solar and stellar objects in our visible universe.

100L Astronomy Laboratory (1)
Includes identification of constellations and planets, use of telescopes, analysis of astronomical data and field trips. Laboratory: 2 hours/week. Prerequisite or corequisite: Physics 100.

110 Physical Science for Liberal Arts Majors (4)
An introduction to physical science that includes fundamental forces in nature, conservation laws, energy transport, waves and the language of science. Emphasizes an explanation of everyday experiences and phenomena by asking questions about fundamental scientific concepts.

NOTE: Courses numbered 100-199 cannot be counted toward a physics degree.

201 Mechanics and Thermodynamics-Algebra (4)
This algebra-based introductory course covers the mathematical description of motion, Newton’s Laws, linear and circular motion, oscillatory motion and waves. Topics from thermodynamics include heat transfer, ideal gas laws, cyclic processes and entropy. Lecture, 3 hours/week; Laboratory, 2 hours/week. Prerequisite: Mathematics 151 or equivalent. (fall)

202 Electricity, Magnetism, and Optics-Algebra (4)
This algebra-based introductory course covers electrostatics, DC and AC electric currents, magnetism, Maxwell’s equations, and geometric and physical optics. Lecture, 3 hours/week; Laboratory, 2 hours/week. Prerequisite: Mathematics 151 or equivalent. (spring)

211 Mechanics and Thermodynamics-Calculus (5)
This calculus-based introductory course covers electrostatics, DC and AC electric currents, magnetism, Maxwell’s equations, and geometric and physical optics. Lecture, 4 hours/week; Laboratory, 2 hours/week. Prerequisite or corequisite: Mathematics 251. (fall)
303 Radiation and Nuclear Physics (4)
The study of foundations of quantum mechanics, atomic spectra, radioactive emissions, radiation health issues, nuclear reactions and elementary particle physics. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisites: Mathematics 252; Physics 202 or 212. (fall, odd years)

309 Applied Electronics (4)
Includes the study of DC and AC, circuit analysis, network theorems, digital logic and logic network design, analog circuit design and digital computer interface. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisites: Mathematics 151; Physics 202 or 212 or high school physics. (spring, odd years)

340 Advanced Physics Laboratory (1-3)
A choice of selected experiments covering current topics in physics; open-ended to allow student initiative. Laboratory, 3 hours/week per credit. Prerequisite: Physics 212.

370 Digital Electronics (3)
Includes logic, number systems, buss, memory and register design and in-depth architecture. Lecture, 2 hours/week; Laboratory, 3 hours/week. Prerequisites: Mathematics 151. (fall, even years)

NOTE: Physics 212, Mathematics 251, 252, 261 and 265 are prerequisites for all 400 level courses. Students who have completed Physics 202 instead of 212 should obtain permission of instructor before enrolling in their first 400 level course.

400 Senior Research Seminar (4) (Capstone)
Independent study and research, interdisciplinary topic of current interest selected by the participants. Ongoing independent research results are presented for group discussions. Submittal of a research paper is required. Prerequisite: senior standing.

405 Geophysics (4)
An interdisciplinary study of how to use geophysical observations of the Earth’s gravitational and magnetic fields; seismic wave velocities and subsurface electrical resistivity to solve geological and environmental problems. Specific field methods using geophysical instruments will be taught along with the interpretation of the collected data. Lecture, 3 hours/week; Laboratory, 3 hours/week. Prerequisites: Physics 201/202 or 211/212. Geology 111 or 152 recommended. (cross-listed with Geology 405)

410 Dynamics and Chaos (3)
Includes the study of single-particle dynamics, reference systems, oscillations, Lagrangian and Hamiltonian mechanics. Nonlinear systems, phase plots, the surface of section, toroidal motion, chaos and the KAM theorem are the focus of the latter part of the class. Prerequisites: Mathematics 261, 265; Physics 212. (fall, even years)

415 Thermodynamics and Kinetic Theory (3)
Introduces the fundamental concepts and laws of thermodynamics and kinetic theory of gases. Prerequisites: Mathematics 261, 265; Physics 212. (fall, even years)

420 Classical Electrodynamics (3)
Introduces the fundamental concepts of electricity and magnetism, plus classical field theory; Maxwell’s equations, boundary value problems in electrostatics and electromagnetic wave propagation. Prerequisites: Mathematics 261, 265; Physics 212. (spring, odd years)

425 Geometric and Physical Optics (3)
The study of electro-magnetic waves, reflection and refraction, interference, diffraction, Fourier optics, fiber optics and nonlinear effects. Prerequisites: Mathematics 261, 265; Physics 212. (fall, odd years)

430 Quantum Physics (3)
Quantum state vectors, complex probability amplitudes and the probabilistic interpretation of quantum states are developed using matrix mechanics methods, with bracket notation and operator theory. Hamiltonian and momentum operators in continuous position space. Solutions of the Schroedinger wave equation in one dimension. Wave function of the hydrogen atom. Prerequisites: Mathematics 261, 265; Physics 303. (spring, even years)

440 Mathematical Methods of Physics (3)
Mathematical methods in the physical sciences. Interdisciplinary applications in wave theory, lasers, spectroscopy, Newtonian mechanics, electricity and magnetism, particle, relativistic atomic and molecular theory, quantum mechanics and statistical thermodynamics. Orthogonal expansions in infinite dimensional spaces: complete orthonormal sets, operator theory, orthogonal function expansions, coordinate transformations, integral transformations and tensor representation. Prerequisites: Physics 212, Mathematics 261, 265. (cross-listed with Mathematics 440) (offered on demand)

482 Selected Topics (1-4)
485 Seminar (2-4)
490 Independent Study (1-4) (graded P/N/C only)
492 Internship (1-4)

Political Science
California Lutheran University’s Department of Political Science offers a balanced program in which students are provided preparation to live and work in domestic and/or international political systems. The course work in the department links theory and practice to the study of political systems and public policies.

The Department of Political Science seeks to educate and graduate students with a bachelor’s degree and a proficiency in national politics, diverse cultures, international politics, critical thinking, and an enhanced understanding of community.

The Department of Political Science offers a wide scope of courses on topics, such as, Latin American politics, modern political thought, international law, and multiculturalism and politics, in order to meet department objectives. During their course of study, students are introduced to such contemporary issues as diversity, national security and terrorism, and their impact on politics and policies.

In addition to the academic offerings, the department offers up to four teaching assistantships a year; opportunities to study and intern in Washington, D.C., through a Washington Semester Program and in Sacramento through Legislative and Senate Fellowships; numerous study abroad programs that provide invaluable international learning experiences, often in conjunction with other departments and schools; opportunities to research and present papers at undergraduate political science conferences, and be delegates at national Model United Nations meetings.

The department prepares students for graduate studies and for careers in diverse areas ranging from law to government.
service to teaching. Political Science majors work and intern at local law and political offices providing additional preparation for their post baccalaureate careers.

Political Science Faculty:
Professors Brint, Freeland, Gooch
Assistant Professors Hoang, Marchal

Major requirements for B.A. in Political Science:
32 credits minimum, 20 credits upper division; choose 4 credits from Political Science 102, 205, 210, 222; Political Science 320; 4 credits from Political Science 321, 322, 421; Political Science 476 (capstone); 16 credits of Political Science electives.

International Relations Emphasis:
32 credits minimum, 20 credits upper division; choose 4 credits from Political Science 102, 205, 210, 222; Political Science 320; 4 credits from Political Science 321, 322, 421; Political Science 476 (capstone); two courses from Political Science 341, 360, 365, 367, 461, 482; two courses from Political Science 382, 384, 388, 443.

Law and Public Policy Emphasis:
32 credits minimum, 20 credits upper division; choose 4 credits from Political Science 102, 205, 210, 222; Political Science 320; 4 credits from Political Science 321, 322, 421; Political Science 476 (capstone); two courses from Political Science 303, 306, 367, 461, 482; two courses from Political Science 382, 384, 388, 443.

Requirements for a Minor in Political Science:
20 credits minimum, 16 credits upper division; choose 4 credits from Political Science 102, 205, 210, 222; choose 4 credits from Political Science 321, 322, 341.

Lower Division
102 Theory and Practice of American Government (4)
An introduction to the basic political processes and institutions of the American governmental system. Topics include fundamental principles of democracy; the United States Constitution; the executive, legislative and judicial branches of the national government; political parties and interest groups; and state and local political institutions. This course or its equivalent satisfies the social science requirement for Core-21.

105 Introduction to Law and Legal Process (4)
Seeks a broad and critical understanding of the historical and philosophical foundations of law. Topics include sources of legal tradition, the impact of law on society, judicial decision-making, and legal restraints and impediments. The course will familiarize the student with electronic legal sources. (cross-listed with Criminal Justice 105)

100 Global Studies (4)
This course analyzes how global 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.

205 American National Government (4)
This intensive study of the structures and functions of the national government gives special attention to the legislative and executive branches in the policy-making and administrative processes.

206 Globalizing Los Angeles
Using lecture, class discussion, student presentations, film, performance, and lived experience, we will engage issues related to the conceptualization of locality and space, of culture and character; and of security and violence. What Janet Jang has described as America’s third global city, Los Angeles.

207 Contemporary Issues in Public Policy
This course provides students with an introduction to the public policy process in the United States. The course will focus on how problems get identified, which issues make it to the public agenda, the factors that structure individual policy choices and the implementation/evaluation of polices. This process will be illustrated by examining contemporary social, economic and foreign policy issues in the United States. Prerequisite: Political Science 102.

210 Multiculturalism, Race and Politics in the United States (4)
This course explores the multicultural, racial, and political landscape in the United States. The emphasis is on multiculturalism and race as forms of cultural identification and political gains and losses. Politics in this course is broadly defined as who gets what, when, and how; and politics is not confined to the political arena. Political gains, for example, can be located in the business and cultural arenas. In this sense, this course focuses on the political activity of groups on the national and local levels. The political, social and cultural characteristics of various ethnic groups, including their organization and differentiation will emerge in this course.

212 Media and Politics (4)
An introduction into the role of media in the political process. The course will study propaganda and manipulation by newspapers, television, radio, magazines and especially films.

222 Introduction to Political Science (4)
Explains the meaning of political life in the modern world and some of the ideas behind its democratic and non-democratic forms. Involves a systematic and comparative study of political structures, institutions, behaviors and processes.

245 Introduction to African Politics (4)
Surveys the political institutions and culture of sub-Saharan African countries, identifying decisive political and cultural forces that are critical to the understanding of African politics. Students probe aspects of traditional African culture and examine in depth the contemporary political situation in southern Africa.

Upper Division
303 Parties, Interest Groups and Public Opinion (4)
Introduces the dynamics and significance of political parties, the role of interest groups, problems of campaigns and elections, and the impact of public opinion on the democratic process.

308 Politics in Cinema (4)
Explores the political nature of cinema and the ways in which political culture, issues and themes are expressed in and through cinema. Particular emphasis is placed on American political culture and practices. (cross-listed with Communication 308)

320 Scope and Methods of Political Science (4)
An introductory study of the history, nature and current development of political science, with special emphasis on the methods dealing with problems of political science and the techniques of research in politics.

321 Ancient Political Thought (4)
Presents the scope and nature of political ideas, philosophy and discussion in the Western ancient political tradition and focuses on the major philosophers from Plato to St. Thomas Aquinas and the major streams of ideas and philosophy flowing from them. (cross-listed with Philosophy 321)

322 Modern Political Thought (4)
A systematic analysis of the political ideas of great Western and non-Western writers. Particular contributions to political theory are examined, with special emphasis on the concept of human nature and the state, the role of “law” in politics, the problem of political change and the relationship between authority and freedom. (cross-listed with Philosophy 322) (spring)

341 European Government and Politics (4)
A study of the current governments and politics of Great Britain, France, the German Federal Republic and the former Soviet Union. The historical origins of these governments are briefly studied and their institutions are analyzed as manifestations of their social and political culture and traditions, and the impact of external forces.

360 International Relations (4)
An introduction to the problems of relations among the nations of the world, including the basic factors that influence international relations and the channels of settlement of international problems.
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.

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, beliefs, culture and history, institutions and geography shape political and economic development in different regions of the world.

History and Politics of Latin America (4)
Surveys the politics and history of Latin America from the early encounters of Native Americans with Europeans to the present. The evolution of Latin American institutions (political, cultural and economic) will be traced from 1492 until the present. (cross-listed with History 382)

History and Politics of the Modern Middle East (4)
An examination of the historical background and contemporary politics of this vital area in world affairs. The politics and economics of oil, the Arab-Israeli conflict, the revival of Islam and the problems of modernization and development are studied in detail. (cross-listed with History 384)

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 impacts of these legacies on the problems of state-building, economic development, social change and foreign policy in contemporary India, Pakistan, Bangladesh, Sri Lanka and Nepal is approached from a comparative and regional perspective. (cross-listed with History 386) (aliy)

History and Politics of East Asia (4)
An introduction to the political thought and institutions of East Asia. Primary attention is paid to China, which traditionally had a strong influence on the pattern of political development in the region and today seeks to renew its influence. (cross-listed with History 388)

American Constitutional Law (4)
An introduction to public law and an analysis of some of the major contemporary issues of American constitutionalism, including the place of the Supreme Court, nation-state relationships, legal controls on government action, and civil rights and liberties.

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. This course satisfies the writing intensive requirement for Core-21.

Freedom of Communication (4)
A study of the limits placed on freedom of expression in the United States. Through examining leading U.S. court decisions and relevant statutes, students will learn the broad principles and legal reasoning underlying First Amendment jurisprudence, including the legal, philosophical and political issues entailed in the rights of free expression. Students will then examine how these principles have been applied to the regulation of various communication industries including the print media, broadcasting and cable television. (cross-listed with Communication 405)

State and Urban Government and Politics (4)
Considers problems and challenges to state, urban and metropolitan governments and discusses the interrelationship of the different levels of government as found in contemporary America.

Ethnic Conflict and Civil War (4)
This course examines discord within multi-ethnic 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.

Civil Rights Movement (4)
Examines the African struggle for equal rights in the United States. The civil rights movement of the 1950s and 1960s will be the primary vehicle directing the flow of the course. Included will be civil rights struggles by other groups such as women, Asians and Latinos to illustrate similarities and influences with the African American struggle. Tactics and strategies will be examined for their effectiveness and ineffectiveness in the realization of goals and objectives. A final aspect of the course will be to observe and analyze the impact of the civil rights movement on the 1990s.

Music and the Civil Rights Movement (4)
The purpose of this course is to examine the southern civil rights movement (CRM) from 1954 to 1968. This course integrates discussion and analysis of the CRM with music. Music was very important to the Movement because it inspired both participants and supporters to continue the struggle until several victories were won. Emphasis in this course is on matching the music with a political event, ideology, and/or individual. This course includes discussion on the personal involvement in political and social activities by the singers and performers themselves. Tactics and strategies of the CRM are examined and their relationships to music are explored by relying on music with explicitly political lyrics and messages as well as those with lyrics and composition that convey spiritual and festive elements. (cross-listed with Honors 413)

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 “flee” to “individual” to the organization person. This course satisfies the writing intensive requirement for Core-21. (cross-listed with Philosophy 421)

Government and Politics of Africa (4)
After a brief description of the major politically relevant characteristics of Africa and key events in its colonial history, the
COURSES OF INSTRUCTION

461 International Law and Organization (4)
An examination of the basic principles of international law and organization, focusing on political foundations of the law of war and peace and contemporary problems of the United Nations.

476 Capstone – Global Leaders and Leadership (4)
This course will examine and analyze global political leaders and groups. Political leadership requires skills that it shares with leadership in any area of life and those that are particular to politics. The goal of the course is to provide an understanding of the role of political leaders and groups in various political systems and situations. The relationships between leadership and democracy will be a primary theme throughout the course, but world leaders from various political systems will be studied. We will also discuss problems and questions that leaders across political systems have to deal with. In addition, the course will emphasize discussion of conflicting theories of effective leadership.

477 Cityscapes
Through art, politics, and philosophy, this course offers an in-depth study of the cultural landscape of selected global cities. Along with texts, films, and music from such centers as Prague and Mexico City, students develop their own “cityscape” from a region of their choice (often based on their off-campus experience) as their final projects. Open to all students, this course fulfills the requirement for a honors seminar and is the capstone for the International Studies major. (cross-listed with International Studies 477 and Honors 477)

478 The Pacific Rim (4)
Analyzes the Pacific Ocean as the new center for world trade and considers the various possibilities for an emerging trade bloc formalizing that trade. (cross-listed with Business Administration 478)

481 Law and Society (4)
An examination of the interactions between the various components of a society’s legal system (police, courts, prisons, etc.) and the individuals and groups residing therein, focusing on problems and proposed solutions.

482 Selected Topics (1-4)

483 Fieldwork in Political Science (2-4)
Supervised internships in agencies of national, state or local governments and political parties, providing work experience and opportunity for practical observation. Periodic conferences with the instructor and supervising official are required. (on demand)

485 Seminar (2-4)
(on demand)

490 Independent Study (1-4)

492 Internship (1-4)
(graded P/NC only)

Psychology
The psychology major at CLU is structured to meet three important objectives for those interested in the study of human thought, emotion and behavior. First, students learn about the empirical foundations of psychology. Second, psychology is a broad discipline and students are exposed to the variety of areas encompassed in the field. Third, the major is designed to enable students to apply what they have learned to the real world, thus teaching analysis, synthesis and critical thinking skills.

While lecture and textbook reading assignments are part of every course, faculty in the department encourage students to be active participants in learning through laboratory and case study projects. The three junior/senior capstone courses are practicums emphasizing the integration and application of theory and concepts, ethics, oral and written communication, and research methodology.

CLU’s Psychology Department has a chapter of Psi Chi, a national honor society for psychology majors, and each year several of our students receive support to present projects at undergraduate research conferences in California.

The bachelor’s degree in psychology is excellent preparation for graduate work in psychology, law and business. With a bachelor’s degree, employment opportunities can be found in the business world, psychiatric rehabilitation programs, as research assistants and in the business world. Those with master’s degrees may work in clinics and institutions, teach at a two-year college or work as school psychologists and counselors. For some clinical and research work, a doctorate is required.

CLU offers master of science degrees in clinical psychology and counseling psychology with a specialization in marital and family therapy.

Psychology Faculty
Professors Kislinger, Kuehnel, Neilson
Associate Professor Gerson
Assistant Professors Diriwaechter, Puopolo

Requirements for a Major in Psychology:
Psychology 200, 311, 311L, 331, 425, 425L; one course from Psychology 304, 305, 325, 401; one course from Psychology 315, 340, 416, 420; one course from Psychology 430, 435, 494, 495.

Requirement for B.A. in Psychology:
32 credits minimum, 20 credits upper division.

Requirements for a B.S. in Psychology:
40 credits minimum, 28 credits upper division.

Requirements for a Minor in Psychology:
16 credits minimum, 8 credits upper division; Psychology 200.

Emphasis Area Option:
Because psychology may be applied to a wide range of human endeavors, students may add an emphasis area to the B.A. or B.S. to increase their marketability at graduation. Students select courses from an approved list of interdisciplinary courses to complete one of the following emphasis areas: Family and Child Development, Law and Criminal Behavior, Business/Organizational Applications, Psychobiology or Behavioral/Clinical Applications.

Candidates for a California Secondary Teaching Credential should contact the School of Education Office for a complete list of course requirements for a Single Subject Waiver in Social Science.

Lower Division

200 General Psychology (4)
Covers the concepts and principles pertinent to psychological processes as social behavior, development, perception, thinking and symbolic processes, physiology, personality and psychological disorders. Introduces students to the empirical foundation of the discipline of psychology. Prerequisite to all courses in psychology.

207 Practicum (1)

215 Perspectives on Women and Men (4)
An examination of current sociological and psychological theory and research on the causes and consequence of sex role expectations to individuals, society and the relationship between men and women.
222 Abnormal Psychology (4)
A survey and critique of traditional diagnostic categories of mental illness, plus an introduction to treatment approaches based on psychoanalytic, behavioral and humanistic models.

282 Selected Topics (1-4)

Upper Division

304 Child and Adolescent Development (4)
Study of theories and principles pertaining to the developmental characteristics of children and adolescents in terms of the physical, mental, emotional and social development of the individual. Meets the gender/ethnic studies requirement.

305 Adult Development and Aging (4)
Study of theories and principles pertaining to the developmental characteristics of adults, including the aged, in terms of the physical, mental, emotional and social development of the individual. Meets the gender/ethnic studies requirement.

311 Statistics (3)
An introduction to descriptive and inferential statistics. The student will be introduced to measures of central tendency and variation, tests of significance, measures of association, analysis of variance, correlation and regression - both bivariate and multivariate analysis. The course will make substantial use of the computer and statistical software. Prerequisite: Mathematics 115 or 151 or equivalent. Corequisite: Psychology 311L.

311L Statistics Lab (1)
An introduction to computer applications for statistics, emphasizing data analysis and problem solving with contemporary statistical software programs. Corequisite: Psychology 311L (must be taken simultaneously).

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.

325 Theories of Personality (4)
The analysis of the theories of personality in terms of structure, dynamics and developmental biological, social and cultural determination of personality are considered, as well as characteristic research and research methods.

330 Psychological Assessment (4)
Studies the principles and practices of group and individual testing in the fields of intelligence, aptitude, achievement, personality and vocational interest. Includes an introduction to the MMPI-2 and Wechsler tests and projective techniques.

331 Physiological Psychology (4)
Studies the physiological aspects of human behavior, with special emphasis on neurological and structural function as related to sensation, perception and psychopathology.

340 History and Systems of Psychology (4)
An overview of the historical foundations of contemporary psychology, including an examination of major systems of thought and theoretical applications of each in the areas of sensation, perception, learning, motivation, emotion, personality and social behavior.

341 Criminal Psychology (4)
Students examine theory, research, law and case studies to gain an understanding of the behavior of violent offenders. Research into biological, psychological and social causes is examined and evaluated. Additional topics include the role of the forensic psychologist, the science of profiling, and the definitions and use of the insanity defense. (cross-listed with Criminal Justice 341)

345 Health Psychology (4)
Examines the use of behavior therapy procedures in relation to the prevention and treatment of various disorders such as chronic pain, cancer, hypertension, alcoholism, smoking and eating disorders. The use of psychological issues and treatment procedures as they relate to etiology and maintenance of these disorders is emphasized and specialized areas such as clinical behavioral pediatrics, type A behavior and terminal illness are discussed.

350 Sensation and Perception (4)
Introduction to the basic sensory and perceptual processes of humans with an emphasis on vision and audition.

401 Social Psychology (4)
Studies the influence of personal, group and social systems on individual attitudes and behavior. Includes socialization, social perception, attraction, aggression, prejudice, conformity, altruism and related topics, as well as the discussion of theories, methods and contemporary research.

402 Psychological Foundations of Education (3)
A study of the learning environment, the evaluation of learning and the teaching/learning process. Field study required. Prerequisite: 2.7 GPA.

416 Social Learning Theory: Research and Application (4)
Covers the basic principles and procedures of behavior modification and learning theory as they apply to areas such as child and classroom management, behavioral self-change projects, medical psychology, developmental disabilities and mental health settings. Students read current literature in behavior analysis related to the etiology and treatment of addictive behavior disorders, health psychology, anxiety disorders and behavioral disorders.

420 Human Cognition (4)
Examines perception, attention, memory, language and problem solving. In addition to studying research and theory, students experience and observe cognitive processes in computer labs and class demonstrations. Cognitive deficits and rehabilitation are discussed in each topic area.

425 Research Methods (2)
Covers the basic designs used throughout psychological research including the strengths and weaknesses of each. Student developed and conducted research is presented in written and oral format using APA guidelines. Prerequisite: Psychology 311 and 311L; senior standing. Corequisite: Psychology 425L.

425L Research Methods Lab (1)
An introduction to laboratory techniques in psychological research, including the use of equipment, obtaining subjects, data collection, statistical analysis and interpretation of the results. Prerequisites: Psychology 311 and 311L; senior standing. Corequisite: Psychology 425 (must be taken simultaneously).

435 Introduction to Counseling and Psychotherapy (4) (Capstone)
An introduction to the theories, problems and techniques of counseling and therapy. Prerequisites: Psychology 222 and 325.

448 Organization Development (4)
The study of planned change in organizations including diagnosis of the organization and implementation of Organization Development interventions. Emphasis on teamwork in organizations and survey development. Prerequisite: junior standing or consent of instructor. (cross-listed with Business Administration 448)

449 Managerial Leadership: Core Competencies and Skills (4)
This course focuses on the development of the core competencies and skills needed for effective managerial leadership at all levels of the organization. Prerequisite: senior standing. (cross-listed with Business Administration 449)

482 Selected Topics (1-4)

485 Seminar (2-4)

490 Independent Study (Research Projects) (1-4)

492 Internship (1-4) (graded P/NC only)

493 Applied Behavior Analysis: A Clinical Practicum
The purpose of this course is to help each student acquire outstanding research and clinical skills within the field of Applied Behavior Analysis. Specifically, each student will (a) fully develop an individual area of expertise related to child behavior disorders within the developmentally disabled population; (b) write a scholarly research paper directly related to
Religion

The religion curriculum at California Lutheran University challenges students to engage in the academic study of religion and to explore the religious questions that people have asked throughout history, such as the existence and nature of God, the meaning of life, how we should live, and what awaits us after death. While the primary focus of the religion curriculum is the Christian tradition, courses are also offered in the other major religious traditions of the world as well as in biblical languages.

The religion degree program at CLU provides a solid grounding in religion, which supports the liberal arts emphasis of the University and prepares students for the myriad religious issues they will face in life. It also prepares students for graduate study in religion and a variety of ordained and non-ordained ministries in the various denominations of the Christian church, such as Christian education, church music, counseling and missionary service.

Opportunities exist for students to do internships and independent studies, allowing them to explore areas of potential career interest, and students majoring in religion graduate from CLU well-prepared for seminar study. In addition, Lutheran students are eligible for the Associate in Ministry program for lay persons who are certified by the Evangelical Lutheran Church in America.

Religion Faculty:
Professors Brubaker, Everson, Streeter
Associate Professor Erwin
Assistant Professor Fogg
Senior Lecturer Egerton

Major Requirements for B.A. in Religion:
36 credits minimum; Religion 100, 435 plus at least one course from each of the following groups: 310-316; 320-327; 331-335; 340-347; 350-357; 360-374.

Requirements for a Minor in Religion:
20 credits minimum; Religion 100 plus courses in at least two different 300-level religion areas.

Requirements for a Religion Minor with Church Vocations Emphasis:
20 credits minimum; Religion 100, at least one 300-level course each in biblical studies and church history or theology, Religion 390 and field experience.

Requirements for a Religion Minor with Youth Ministry Emphasis:
20 credits minimum; Religion 100, 350; a supervised internship in Christian youth work and three other related courses. With prior approval, two courses (8 credits) may be applied from courses in other academic departments.

See also Biblical Languages

Lower Division

100 Introduction to Christianity (4)
This study of Christianity explores the formation and structure of the Hebrew Bible/Old Testament and New Testament and the development of Christianity from the first century to the present, including its theological and ethical traditions.

Upper Division

300 Exploring Biblical Traditions (4)
This course will trace the development of religious consciousness in human experience, examine the foundations of Judaism and Christianity in the Hebrew and Christian Scriptures, explore the rise and expansion of Christianity in its unity and diversity, and explain its core beliefs and practices.

310 Exploring the Old Testament (4)
This introduction to the literature and setting of the Old Testament/Hebrew Bible emphasizes selected writings and themes. Attention is given to the historical and cultural context and the challenge of interpreting these writings in the 21st century.

311 Old Testament: Torah (4)
An examination of the first five books of the Old Testament/Hebrew Bible, focusing on selected passages and themes, the historical and cultural context of their composition and the challenge of interpreting them in the 21st century.

312 Old Testament: Prophets (4)
An examination of the prophetic books of the Old Testament/Hebrew Bible, focusing on selected passages and themes, the historical and cultural context of their composition and the challenge of interpreting them in the 21st century.

313 Old Testament: Writings (4)
An examination of Wisdom Literature, Psalms and other writings in the Old Testament/Hebrew Bible, focusing on selected passages and themes, the historical and cultural context of their composition and the challenge of interpreting them in the 21st century.

315/316 Biblical Hebrew I & II (4,4)
A two-semester sequence of study leading to a reading knowledge of the Hebrew Bible/Old Testament. Basic Hebrew grammar and vocabulary are studied in conjunction with questions of cosmology, the understanding of history and the theological perspective of ancient Israel. (cross-listed with Hebrew 315/316)

320 Exploring the New Testament (4)
A survey of the New Testament writings in their first century Mediterranean cultural setting that explores how early Christian communities adapted Jewish Tradition and society, as well as the ideas, cultures, and beliefs of ancient Greece and Rome.

321 Matthew, Mark, and Luke (4)
A study of the Synoptic Gospels designed to help students grasp the interrelationships, structures, issues and implications these books present; and gain an appreciation of the richness and variety of the religious, literary and political world in which they emerged.

322 Gospel of John (4)
A study of the Fourth Gospel, particularly the symbols John uses to describe Jesus (shepherd, living water, bread of life, vine) and his followers (sheep, thirsty, hungry, etc.)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>323</td>
<td>Paul and His Letters (4)</td>
<td>An introduction to the study of Paul’s letters and theology in relation to his social world, using historical and literary approaches.</td>
</tr>
<tr>
<td>324</td>
<td>Jesus (4)</td>
<td>Who is Jesus? This course begins with the four gospels and asks how each writer understands Jesus in the first century Jewish and Roman worlds. Students then study art and literature from around the world to ask how Jesus is understood in different cultural and political perspectives today.</td>
</tr>
<tr>
<td>325/326</td>
<td>Biblical Greek I &amp; II (4,4)</td>
<td>A beginning study of biblical Greek that builds a foundation in the essentials of grammar, vocabulary, and translation. Includes readings in Mark and Philipinas, as well as ‘in the second semester’ discussion of theological implications. (Cross-listed with Greek 325/326)</td>
</tr>
<tr>
<td>327</td>
<td>Revelation &amp; Apocalypse (4)</td>
<td>An introduction to the book of Revelation in the New Testament, and other apocalyptic themes in literature from the Prophets to the present times. This course explores the social and political dimensions of apocalyptic literature in particular situations around the globe.</td>
</tr>
<tr>
<td>331</td>
<td>History of Christianity I: Ancient and Medieval (4)</td>
<td>A survey of intellectual development of the Christian church from the time of the apostles to the great schism of the 14th century, including such topics as the development of worship, theology and structure, the conflicts between Greek and Latin Christians, the role of the church as a bearer of culture, the rise of the papacy, and the impact of Christianity on the social and political development of Europe. (cross-listed with History 331)</td>
</tr>
<tr>
<td>332</td>
<td>History of Christianity II: Reform and Reformation (4)</td>
<td>A survey of Christian history in the West from the 14th to the 17th century, focusing particularly on reform movements in late-medieval Christianity, the rise of biblical humanism, the Protestant and Catholic reformation of the 16th century, the increasingly tense relationship between religion and science in the early modern period, and the role of religion in fostering national identity and political change. (cross-listed with History 332)</td>
</tr>
<tr>
<td>333</td>
<td>History of Christianity III: Modern Challenges (4)</td>
<td>A survey of the continuing impact of Christianity in the modern West, with particular attention to the challenges presented by the Enlightenment, the age of revolutions, and the scientific and economic developments of the 19th century. Primary emphasis will be placed on the European experience of Christianity, but some attention will also be given to European missionary efforts and global Christianity in the modern era. (cross-listed with History 333)</td>
</tr>
<tr>
<td>334</td>
<td>Christianity in America (4)</td>
<td>This course will trace the historical development of Christianity in America from its early encounter with Native American religions to its contemporary encounter with other global religions. Beginning with Spanish, French and English colonial empires, emphasis will be placed on the arrival of diverse religious refugees, the rise of uniquely American religious groups and the relation of Christianity to various socio-political movements and to the diversity of persons and cultures represented in American public life today. (cross-listed with History 335)</td>
</tr>
<tr>
<td>335</td>
<td>Martin Luther (4)</td>
<td>A seminar course introducing the life and thought of Martin Luther (1483-1586), based on lectures, films, and close reading and discussion of his works. The course aims to provide students with a working knowledge of Luther’s main teachings and their impact, and to put both his ideas and his legacy in historical context.</td>
</tr>
<tr>
<td>340</td>
<td>Exploring Christian Theology (4)</td>
<td>A survey of the fundamental doctrines of Christianity, including their biblical roots, classical formulations, challenges posed by the modern world, and some contemporary reformulations.</td>
</tr>
<tr>
<td>341</td>
<td>Varieties of Christian Theology (4)</td>
<td>A study of some contemporary currents in Christian theology, such as evangelical theology, the rise of uniquely American religious groups and the relation of Christianity to the modern world, and some contemporary reformulations.</td>
</tr>
<tr>
<td>344</td>
<td>God in Christian Thought (4)</td>
<td>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.</td>
</tr>
<tr>
<td>345</td>
<td>Christ and Salvation (4)</td>
<td>A study of traditional and contemporary understandings of the historical person of Christ, his identity as the Messiah/Christ, and his role in God’s saving work.</td>
</tr>
<tr>
<td>346</td>
<td>Science and Christian Theology (4)</td>
<td>An examination of the historical and contemporary understandings of the world, selected to illustrate the ways in which science and Christianity have interacted, and the scientific, philosophical and theological issues involved.</td>
</tr>
<tr>
<td>347</td>
<td>Liberation and Theology (4)</td>
<td>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.</td>
</tr>
<tr>
<td>350</td>
<td>Exploring Christian Ethics (4)</td>
<td>An introduction to contemporary Christian ethics; its relationship to the Bible and Christian communities; and thinking on such important personal and social issues as sexual behavior, human reproduction, racial and ethnic relations, the taking of human life, poverty and economic issues, and the environment.</td>
</tr>
<tr>
<td>351</td>
<td>Global Ethics (4)</td>
<td>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.</td>
</tr>
<tr>
<td>352</td>
<td>Environmental Ethics (4)</td>
<td>The care of the earth demands that we address complex issues such as consumption and production, population growth, the rights of animals, plants and land as well as the rights and responsibilities of persons, businesses, and nations. The course examines historical, political, socio-economic, philosophical and religious perspectives.</td>
</tr>
<tr>
<td>353</td>
<td>Violence, Religion and Ethics (4)</td>
<td>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.</td>
</tr>
<tr>
<td>356</td>
<td>Sexual Ethics (4)</td>
<td>A study of sexual ethics from religious and philosophical perspectives, moving from an examination of understandings of gender, sexuality, and sexual identities to discussion of issues such as marriage and family, contraception, abortion and reproductive technologies; sexual violence, and HIV/AIDS.</td>
</tr>
<tr>
<td>357</td>
<td>Malcolm X &amp; M.L. King (4)</td>
<td>A study of the religious ethics of Martin Luther King Jr. and El Hajj Malik Al Shabazz (Malcolm X) through their own speeches and writings and the works of various interpreters. We examine relevant aspects of African-American history and culture, including the role of women in the civil rights movement.</td>
</tr>
<tr>
<td>360</td>
<td>Jews and Judaism (4)</td>
<td>A study of the elements of traditional Judaism in biblical, rabbinic and modern times.</td>
</tr>
<tr>
<td>370</td>
<td>Global Religions (4)</td>
<td>A consideration of themes, issues, types of figures and phenomena from the religions of the world, selected to illustrate the ways in which the religious traditions are shaped by and in turn effect processes of globalization that inform the human experience historically and in the present.</td>
</tr>
<tr>
<td>371</td>
<td>Western Religions (4)</td>
<td>Drawing on the religious traditions of Judaism, Christianity and Islam, students will examine the varieties of the religious experience, historically and comparatively represented by adherents of these three religious communities.</td>
</tr>
<tr>
<td>372</td>
<td>Asian Religions (4)</td>
<td>Drawing on the religious traditions of Asia, students will consider the varieties of the religious experience, historically and comparatively represented by the adherents of these religious communities.</td>
</tr>
</tbody>
</table>
374 Women and Religion (4)  
A consideration of women and women's issues within the context of the study of world religious traditions.

380 Jesus in Film and History (4)  
A study of the historical person of Jesus through readings in the gospels, historical Jesus research from the past two centuries, and the various cinematic portraits of Jesus from the silent picture era to the present.

381 Religion, Identity, and Culture (4)  
This course explores the interaction of religion and culture in the United States. We will examine uses of religious symbols and narratives in the formation of personal, gender, ethnic and cultural identities, through analysis of memoirs and novels.

390 Exploring Church Ministries (4)  
This course is designed for students interested in exploring the possibility of lay or ordained ministry in the church on either a professional or voluntary basis. Its primary focus is on the theory and practice of youth and family ministry, and the theology and art of oral communication in religious settings.

392 Liturgy and Worship (4)  
An introduction to the Christian liturgical tradition, particularly that of Western Christianity. It will include some comparison with non-Christian religious customs, and will give importance to the development of the liturgy in the Protestant traditions. The course's approach is historical, but it may also include some practical training if appropriate to student needs. Christian hymnody and liturgical music will also be introduced, with an emphasis on the distinctive Lutheran contributions in those areas. (Cross-listed with Music 392)

435 Faith and Reason (4)  
(Capstone)  
Team-taught by professors in philosophy and religion, the course is an interdisciplinary exploration of the perennial tensions and cross-fertilizations between faith and reason, including examination of arguments for and against God's existence, the problem of evil, the nature of religious language, and the relationship between science and religion. It serves as the capstone for philosophy and religion majors and a senior seminar in the honors program. It is also open to juniors and seniors from all disciplines. (Cross-listed with Philosophy 435 and Honors 435) (Spring)

482 Selected Topics (1-4)  
490 Independent Study (1-4)  
(graded P/NC only)

485 Seminar (2-4)  
492 Internship (1-4)

Science

100 An introduction to Natural Sciences (3)  
This introductory course provides an overview of selected topics of science, with a focus on at least one of the disciplines within natural science (Biology, Chemistry, Geology, Physics). This course is offered as part of a cluster with Math 140 in order to enable the student to develop an appreciation of the role of mathematics and modeling within the natural sciences. The focus is on examples and case studies drawn from everyday life. The present course emphasizes the field of physics as a means of appreciating the role of mathematics in understanding the unity, symmetry and order present in the natural world. (Clustered with Math 140)

Social Science

The social science degree curriculum offers students who are interested in a career in secondary education a chance to concentrate on subjects such as history, political science, sociology, geography, psychology and economics.

Since most social science majors pursue a teaching credential in secondary education, students receive a background in the arts and sciences as well as in courses offered by the School of Education.

After completing a social science degree, graduates are prepared to begin credentialing programs in single-subject credential areas. Several credential programs are offered at CLU.

For faculty and course descriptions see Economics, Geography, History, Political Science, Psychology and Sociology.

Major Requirements for B.A. in Social Science
(Meets criteria for California Secondary Teaching Credential with a Single Subject Waiver in Social Science.) History 101, 102, 121, 122, 345, 470 and 16 upper division credits distributed in three areas: United States, Europe and the non-Western World; Economics 203 or (200 and 201); Geography 151 or 155; Political Science 406, 102 or 205; Sociology 102; Psychology 200.

This major is designed for the student who wishes to obtain a teaching credential to teach social science in the secondary school. Interested students should contact the History Department for advisement.

Candidates for a California Secondary Teaching Credential should contact the School of Education Office and the Chair of the History Department for a complete list of course requirements for a Single Subject Matter Program in Social Science.

Sociology

Sociology is the study of modern society and culture using the theory and methods of social inquiry. The mission of the sociology program is threefold:

1) To develop a sociological imagination in students. The sociology program will provide students with a general knowledge of modern society and its effects on human social behavior. The assumption is that those who know the least about modern society are most likely to be controlled by it and, likewise, those who know the most about it are in the best position to influence it.

2) Encourage growth in each student’s identity and values. The sociology program allows students to think critically about significant social and cultural issues that have profound consequences for shaping who they are and clarifying what they consider important. The assumption is that intimate realities are connected with larger social realities.

3) Prepare our students for a meaningful vocational life. The sociology program will provide students with the knowledge and insights necessary for them to serve effectively and meaningfully in their future vocations. The assumption is that sociology offers the student a broad-based set of skills and knowledge combined with unique social experiences that will prepare the student for the “real-life” challenges of vocational life and community service.
Sociology Faculty
Assistant Professors Cordero, Nack
Instructor Ramos

Major Requirements for B.A. in Sociology:
32 credits minimum, 24 credits upper division; Sociology 101 or 102, 420, 430, 440.

Requirements for a Minor in Sociology:
19 credits minimum, 12 credits upper division; Sociology 101 or 102.

Lower Division

101 Introduction to Sociology (4)
Provides the foundational concepts and theories used by sociologists to understand social life. The student will be introduced to the power of social forces to affect human behavior - culture, socialization, social structure, inequality, social institutions such as family, religion, education and the effects of social change.

102 Contemporary Social Issues (4)
Starting from a foundation of sociological theories, concepts and methods, this course examines major social problems facing the United States today. Topics may include poverty, racism, sexism, health care, crime, addiction and damage to the environment. Students employ a sociological perspective to analyze the factors contributing to the development of problems, their characteristics and the consequences for society.

210 Introduction to Women's Studies (4)
This interdisciplinary course uses a social constructionist perspective to explore some major issues in contemporary women's studies: cultural constructions of femininity; women's roles in and perspectives on education, religion, politics, law, economics, and health care; women and the arts; feminist theories and philosophies. (cross-listed with Women's Studies 210)

221 Popular Culture (4)
An introduction to important readings on popular culture from the perspectives of sociology and communication studies. The study of popular culture takes the forms, content, values and norms of popular culture products as data for analysis and critique. Students will focus on mass communication forms of popular culture such as movies, advertisements, television shows, magazines, music and music videos. This course will focus on the period from 1945 to the present. (cross-listed with Communication 221)

230 Introduction to World Cultures (4)
People from different continents who speak different languages and possess different values and religions find themselves living closer and closer together in a new global village. To all members of this new community, cultural anthropology offers a unique invitation to examine, explain and critique human diversity. This course will introduce the student to the concepts, theories and methods used by anthropologists to analyze cultural systems particularly those from non-Western societies.

282 Selected Topics (1-4)

285 Travel Course:Thailand (4)
Amazing Thailand is on the other side of the earth – a non-western country, exotic and mysterious, completely unfamiliar to most Americans. This course will meet during the fall semester to prepare the student for travel. The student learns about the history, politics, religion, customs, and language of the culture. Then, during the January interim, the students visit and explore this fascinating culture for approximately two weeks. During the spring semester, the students spend time debriefing, writing and orally reflecting on their experiences. (offered every other year)

Upper Division

300 Sexuality and Society (4)
Primarily focusing on the United States, this course examines sexuality through a sociological lens. We will explore how sexual attitudes and behaviors have changed over time, looking at which sexual attitudes and behaviors are considered “normal” versus “deviant,” and “normal” vs. “immoral” in mainstream and minority 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 of sophomore standing.

320 Religion and Society (4)
An examination of the interplay between religion and society. What are the social functions of religion? What societal conditions give rise to religious sects and cults? How do religious beliefs affect human behavior? In addition, the course will examine the role of religion in the culture wars, the conflict between church and state, religion and politics, religion in higher education, the effects of secularization, technology and multiculturalism on religion.

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.

322 Gender and Society (4)
This course will examine the significance of gender in structuring experiences and social institutions. Emphasis upon the experiences, perspectives, and contributions of gendered social groups and upon the intersection of gender with other social categories, such as race, class, and sexuality.

330 Death and Dying (4)
It is in thinking about death that we begin to understand the meaning of life. Using sociological, psychological and spiritual perspectives, this course will examine such topics as 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 of sophomore standing)

340 Families and Intimate Relationships (4)
The course examines the peculiarities of the “modern” family system in historical and cross-cultural perspectives. The course will explore transformative effects of globalization and post-industrial economy on family practices, structures and intimate relationships. In addition, the course will address the intersections of family life and social structures, such as class, race/ethnicity, social class and sexuality.

360 Race and Ethnicity (4)
Examines the institutional and cultural context for creating and maintaining race and ethnic identities. Through this sociological approach, there is an analysis of the historical and contemporary experience of the major and ethnic minority groups in the United States. The course reflects cutting edge scholarly approaches to race studies, including the social constructionist and critical theoretical traditions in sociology.

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 of sophomore standing; (cross-listed with Criminal Justice 370)

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. (cross-listed with Criminal Justice 410)

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: Senior standing; Sociology 101 or 102; or permission of the professor.

430 Quantitative Methods (4)
Skill development prepares students to conduct quantitative sociological research. Emphasis is on the use of social surveys, data...
Spanish

The goals of our Spanish program at CLU are proficiency in the language and a high degree of familiarity with Hispanic literature and culture. In order to achieve these goals, we offer a wide variety of courses, from language through literature, linguistics and culture.

Most of our majors and minors go into teaching, some into private industry and some into government service. Our program tries to address itself to the needs of these students by preparing them for an increasingly pluralistic and globally oriented society as well as a competitive career world. To that end and because language and literature are inseparable from a cultural context, our program has a strong cultural orientation. In all of our courses we strive to develop in our students an understanding of as many aspects of Hispanic culture and civilization as possible in conjunction with the subject focused on. We also place a strong emphasis on developing students’ critical thinking skills in all our courses and many are conducted in Spanish in order to develop students’ proficiency in the language.

Spanish faculty use interactive lectures, group work, entertaining cultural activities, such as singing, video and film presentations, computer-aided presentations and exercises to give the students a well-rounded learning experience. A computer lab is available to enhance this experience outside the classroom.

In addition, students have the opportunity to participate in a variety of cultural activities on campus, such as the Dia de los Muertos and Las Posadas celebrations in the fall, as well as the Encuentros festival in the spring. They also can become members of the Spanish honor society, the National Collegiate Hispanic Honor Society, Sigma Delta Pi and participate in the Latin American Students Association.

We strongly encourage majors and minors in Spanish to study abroad. The Spanish Department sponsors a program in Guanajuato, Mexico, which provides students with an excellent opportunity to polish their language skills through immersion in the culture. Other opportunities to spend a semester or junior year abroad at any one of a variety of universities in Spain and Latin America are available through the CLU Study Abroad Program.

Spanish Faculty:
Professor R. Teichmann
Associate Professor Ramirez
Senior Lecturer M. Teichmann

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.

Major Requirements for B.A. in Spanish:
32 credits minimum; 32 credits upper division; Spanish 301, 315, 325, 401, 405 (Capstone); one Spanish 400-level course; and two Spanish upper division electives. At the discretion of the department, a relevant course in another discipline, such as Political Science, 443, may be substituted for the upper division elective. In addition, an oral proficiency exam is required before graduation.

Requirements for a Minor in Spanish:
12 credits minimum; 12 credits upper division taught in Spanish; Spanish 301, 401 and any upper division literature, film or culture course.

Students interested in teaching Spanish should refer to the Chair of the Spanish Department for information about the Spanish subject matter program. (See Education)

Lower Division
101/102 Elementary Spanish (4,4)
A beginning study of the language. Introduces students to the essentials of grammar with basic skills of listening, speaking, reading and writing within a communicative cultural context. Prerequisite: 101: 0-2 years of high school Spanish; 102: Spanish 101 or 3-4 years of high school Spanish.

201/202 Intermediate Spanish (4,4)
Continuing development of the four communicative skills. Emphasis on vocabulary building and the use of Spanish in practical situations. Includes cultural and literary readings and a grammar review. Prepares students to move into advanced conversation and composition. Prerequisites: 201: Spanish 102 or equivalent or satisfactory score on proficiency exam; 202: Spanish 201 or equivalent or satisfactory score on proficiency exam. (201 offered in fall; 202 offered in spring)

Upper Division
301 Conversation and Composition (4)
Intended to further the student’s conversational ability, with emphasis on speaking and writing grammatically correct Spanish. Increased understanding of the Hispanic world through reading and discussion. Prerequisite: Spanish 202. Conducted in Spanish. (offered in fall)

303 Don Quijote and Modern Fiction (4)
This course is designed to trace the influence of Don Quijote on contemporary fiction and film. It will involve the study of the work itself as well as that of other select works from Western literature for comparison purposes, focusing on literary aspects as well as the historical, social and cultural context. Instructor’s consent is required. Note: This class is offered in English and may not be taken for the Spanish minor. (cross-listed with Honors 303)

305 Introduction to Literature in Spanish (4)
This course introduces students to the study of literature in Spanish through the reading of short literary texts. Students study literary terminology and methods of analysis and practice the analysis and discussion of literature in Spanish. Texts are selected from across literary periods from Spanish and Spanish-American authors. Conducted in Spanish.
This course introduces students to important developments in cinema in the Spanish-speaking cultures. Different types of film are shown and analyzed from an aesthetic perspective and in relationship to Spanish and Spanish American history, literature, art and society. Conducted in Spanish.

482 Selected Topics (1-4)
485 Seminar (2-4)
490 Independent Study (1-4)
(graded P/N/C only)

Theatre Arts
A degree in theatre arts prepares students for performances and technical production in live theatre, film, television and multimedia. California Lutheran University’s Theatre Arts Department offers a series of fundamental and advanced courses in theatre along with numerous opportunities to participate in its Mainstage, Blackbox and Film and Video productions.

An average of four major live theatre productions, including musicals, are staged each year, along with performance opportunities in Improvisational Theater, original films and videos and the student-produced Blackbox series. Students are encouraged to take positions of responsibility in all areas of production including publicity, sound, light, makeup, scene and costume design.

Every theatre arts major has the opportunity to direct or design a play production on campus. CLU students have brought home top regional awards from the Kennedy Center/American College Theatre Festival. Students are encouraged to work as professional theatre interns during the summer with Camp Shakespeare and the Kingsmen Shakespeare Company, a professional theatre company performing on campus. Students also intern at local art centers like the Thousand Oaks Civic Arts Plaza. The University’s close proximity to Los Angeles provides an arena for students to explore a variety of screen, stage, television and musical presentations and connections with industry professionals.

Although some CLU theatre arts graduates achieve careers in the competitive world of professional theatre, film, and television, the theatre arts curriculum provides practical performance, work, communication, and management skills that relate to many other career fields. CLU theatre arts graduates have been accepted into graduate theatre programs at universities throughout the United States.

Theatre Arts Scholarship
Visual and Performing Arts scholarships in Theatre Arts are available to those students who have a high school 3.0 grade point 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 Michael Roehr, Chair of Theatre Arts.

Theatre Arts Faculty
Professors Arndt, Gardner
Associate Professor Roehr
Senior Lecturer Ball

Major Requirements for B.A. in Theatre Arts:
42 credits minimum, 31 credits upper division.

Performance Emphasis Requirements:
133, 160 or 161, 167, 325, 331, 333, 334, 335, (367 or 368 or 369), 451, 475, 477; select one course (4 credits minimum) in dramatic literature from among the following: 342, 343, 452.

Technical Theatre Emphasis Requirements:
133, 160 or 161, 162, 163, 167, 325, (2 credits of 360 – 1 credit each), 367, 368, 369, 451, 475, 477; one course (4 credits minimum) in dramatic literature from among the following: 342, 343, 452.
## COURSES OF INSTRUCTION

### Theatre Arts Major (Performance Emphasis) with additional Interdisciplinary Emphasis in Musical Theatre

**Requirements:** 12 credits minimum. Music 142 or 342 (two courses minimum), Music 107, Music 403, Theatre Arts 337, 370.

### Requirements for a Minor in Theatre Arts:

21 credits minimum, 12 credits upper division; TA 131 or 133; 160 or 161; 325, 475, 477 and one 4-credit elective in theatre.

### Activity Courses

Activity courses are graded on a P/NC basis and may be repeated for credit. All activity courses are one credit unless otherwise noted. (120-127 and 130 are cross-listed with ESSM activity courses)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>120</td>
<td>Aerobic Dance</td>
</tr>
<tr>
<td>121</td>
<td>Folk and Square Dance</td>
</tr>
<tr>
<td>122</td>
<td>Modern Dance I</td>
</tr>
<tr>
<td>123</td>
<td>Modern Dance II</td>
</tr>
<tr>
<td>124</td>
<td>Polynesian Dance</td>
</tr>
<tr>
<td>125</td>
<td>Swing Dance</td>
</tr>
<tr>
<td>126</td>
<td>Ballroom Dance</td>
</tr>
<tr>
<td>127</td>
<td>Ballet</td>
</tr>
<tr>
<td>130</td>
<td>Tap</td>
</tr>
</tbody>
</table>

### Lower/Upper Division

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>112/312</td>
<td>Alexander Technique (1/2)</td>
</tr>
</tbody>
</table>

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 ESSM 112/312 and Music 312)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>152/352</td>
<td>Mainstage Productions (1,1)</td>
</tr>
</tbody>
</table>

Credit may be received for significant participation in a Mainstage Theatre production. 152 is intended for freshmen and sophomores. 352 is intended for juniors and seniors.

### Lower Division

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>101</td>
<td>Introduction to the Theatre Arts (4)</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>131</td>
<td>Beginning Acting (4)</td>
</tr>
</tbody>
</table>

An introduction to the fundamental techniques of acting as a basis for developing oral and physical communication skills. Individual and group participation is emphasized.

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<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>133</td>
<td>Acting I (4)</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>160</td>
<td>Production Lab - Costumes (1)</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>161</td>
<td>Production Lab - Scenery (1)</td>
</tr>
</tbody>
</table>

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.

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<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>162</td>
<td>Production Lab - Sound/ Lighting (1)</td>
</tr>
</tbody>
</table>

An introduction to the tools and equipment used in the production of sound and lighting for the stage. Involves significant participation in the technical phase of stage production. Prerequisites: 160, 161, or 167.

<table>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>163</td>
<td>Production Lab - Makeup (1)</td>
</tr>
</tbody>
</table>

Students explore the basic concepts and techniques of makeup used on stage and in media through lectures and practice and work on university productions.

### Design and Production for the Stage and Media

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>167</td>
<td>Design and Production for the Stage and Media (4)</td>
</tr>
</tbody>
</table>

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.

### The Oral Interpretation of Literature

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>232</td>
<td>The Oral Interpretation of Literature (4)</td>
</tr>
</tbody>
</table>

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.

### History of the Theatrical Arts

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>325</td>
<td>History of the Theatrical Arts (4)</td>
</tr>
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</table>

A survey of forms and styles of theatre production in all world cultures from primitive periods through the 19th century and modern Asia and Africa.

### Scene Study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>331</td>
<td>Scene Study (4)</td>
</tr>
</tbody>
</table>

Advanced study of acting approaches focusing on 19th and 20th century plays. Students will analyze characters and perform scenes from selected realistic plays. Prerequisite: 131 or 133.

### Introduction to Improvisation

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<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>332</td>
<td>Introduction to Improvisation (1)</td>
</tr>
</tbody>
</table>

An introduction to the principles of improvisation as applied to acting technique. Students will perform comedy and serious improvisation.

### Acting: Styles

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>333</td>
<td>Acting: Styles (4)</td>
</tr>
</tbody>
</table>

Intensive work in acting styles from various theatrical periods, including Greek, Shakespeare, Restoration, 20th century, and Avant-Garde. Prerequisites: 131 or 133 or consent of instructor.

### Stage Speech

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>334</td>
<td>Stage Speech (2)</td>
</tr>
</tbody>
</table>

The class will focus on the principles of vocal production for the stage, including alignment, respiration, phonation, resonance, and articulation. In addition, students will become familiar with the International Phonetic Alphabet and utilize it for dialect work. Prerequisite: 131 or 133.

### Movement for the Stage

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>335</td>
<td>Movement for the Stage (2)</td>
</tr>
</tbody>
</table>

The study of the theories, applications and practices of body awareness, direction and movement as applied by actors in a variety of theatrical styles. Prerequisite: 131 or 133.

### Dance for Music Theatre

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>337</td>
<td>Dance for Music Theatre (2)</td>
</tr>
</tbody>
</table>

This course provides students the opportunity to learn and perform dance styles most common to musical theatre. Tap, jazz, character and basic partnering will be choreographed into three or four dances that will be performed at the end of the course. Course will also cover the history of dance in musical theatre in America. Prerequisite: Previous dance experience. (cross-listed with Music 337)

### History of Drama

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>342</td>
<td>History of Drama (4)</td>
</tr>
</tbody>
</table>

A survey of dramatic literature from the beginnings of Greek tragedy to the rise of realism in the 19th century. Among the playwrights represented are Classical Greek, the Spanish Golden Age, the English Renaissance, 17th-century France and the Romantic Period. (cross-listed with English 342)

### Modern Drama

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>343</td>
<td>Modern Drama (4)</td>
</tr>
</tbody>
</table>

A survey of dramatic literature from the rise of realism in the 19th century to the triumph and decline of modernism. Among the playwrights represented are Ibsen, Strindberg, Chekhov, Shaw, Pirandello, and Brecht. (cross-listed with English 343)

### Advanced Production Lab

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>360</td>
<td>Advanced Production Lab (1)</td>
</tr>
</tbody>
</table>

Involves significant participation in the supervision and execution of scenery, costumes, props, sound, lights, or publicity in a University production. Prerequisite: 160 or 161.

### Makeup Design I for Stage and Media

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>365</td>
<td>Makeup Design I for Stage and Media (2)</td>
</tr>
</tbody>
</table>

Students explore the concepts of corrective makeup design through lecture and practice.

### Makeup Design II for Stage and Media

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>366</td>
<td>Makeup Design II for Stage and Media (2)</td>
</tr>
</tbody>
</table>

Students explore the concepts of character and special effects makeup design through lecture and practice.

### Light/Sound Design for Stage and Media

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>367</td>
<td>Light/Sound Design for Stage and Media (4)</td>
</tr>
</tbody>
</table>

The study of lighting and sound as art forms with an emphasis on design concepts. Practical explorations of theories of light, color and sound, the technology of production and control as applied to designing for the stage and media. Prerequisite: 167 or consent of instructor.

### Scenic Design for Stage and Media

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>368</td>
<td>Scenic Design for Stage and Media (4)</td>
</tr>
</tbody>
</table>

Presents problems in scenic design, painting, perspective, and execution of models and working drawings. Prerequisite: 167 or consent of instructor.
369 Costume Design for Stage and Media (4)
A practical study of costumes for the stage. The course examines the history of clothing design, color theory, rendering techniques and design process from concept to execution. Students also explore the concepts of theatrical makeup and design through lecture and practice. Prerequisite: 167 or consent of instructor. (cross-listed with Art 369)

370 Acting for Musical Theatre (2)
Musical Theatre Workshop is designed to develop a technique for musical solo and audition performances. The course will include song analysis, an acting approach to song and choice of material and technique. (cross-listed with Music 370)

420 Perspectives on Theatrical Performance (3)
Analyzes the elements of the well-made play through readings, lectures, discussion and attendance of at least one production. Students examine the collaborative process of theatre.

431 Advanced Improvisation Techniques (1)
The course is an advanced course in techniques and theories of improvisation. Students will hone improvisational skills in games and exercises and prepare for monthly performances. Audition/Permission of instructor required.

432 Acting Shakespeare (1)
This course is an advanced study of Shakespeare for actors. Students will develop an understanding of preparing Shakespearean characters and text for audition and performance. Prerequisite: 133 or permission of instructor.

433 Acting for the Camera (4)
Acting for the Camera provides students with techniques applicable to film and television performance. Students will apply skills to hands-on experience in front of the camera. Topics will include audition techniques, subtleties between film, television and commercial performance, and methods for transitioning from stage to camera. Prerequisite: 131 or 133.

440 Creative Dramatics for Children and Youth (3)
Surveys the techniques and resources for children to express themselves through informal dramatics within the classroom or recreational situation. Prerequisite: Education 335 or consent of instructor. (cross-listed with Education 440)

451 Creative Project/Portfolio (1)
A faculty supervised and reviewed demonstration of significant theatrical creative work in portfolio, production or showcase format. Senior Theatre Arts majors only.

452 Shakespeare (4)
A study of selected plays and the sonnets of Shakespeare, with attention to theatrical, cultural and literary background. (cross-listed with English 452)

469 Dramatic Writing (4)
The theory of and practice in writing for the stage, television and film. (cross-listed with English 469)

475 Directing I (4)
The study of stage direction theory; play analysis, directorial practices and interpretation. Emphasis is placed on preparation and direction of scenes for class performance.

477 20th-Century Theatre (Capstone) (4)
Further intense study of directing and dramaturgy for the stage covering 20th century drama. Included is the preparation and direction of a scene for class presentation.

482 Selected Topics (3-4)

485 Seminar (3)

490 Independent Study (1-4)

492 Internship (1-4)
(graded P/NC only)

Women’s Studies (minor)
The minor in Women’s Studies focuses on gender as a primary category of human experience. The universality of this experience, combined with the uniqueness of its expression in every individual, makes gender an ideal site for the rigorous inquiry and respectful dialogue that characterize a well-rounded liberal arts education.

At CLU, Women’s studies is an interdisciplinary curriculum that examines the role of gender in history, the workplace and other social institutions. The program encompasses disciplines in the humanities and social sciences.

Women’s Studies Faculty
Professors Brubaker, Kuehnel, Wines
Associate Professor Pagliasotti, Reaves

Requirements for Minor in Women’s Studies:
15 credits minimum; Women’s Studies/Sociology 210, Introduction to Women’s Studies (3); select a minimum of 12 credits from the following: History 341, U.S. Social History: Women and Community (4); Psychology/Sociology 215, Perspectives of Women and Men (4); English 352, Women Writers (4); Religion 343, Gender Issues in Christian Theology (4); Religion 374, Women and Religion (4); Sociology 340, Marriage & the Family in Contemporary Society (4); or selected topics courses cleared with the Women’s Studies Task Force.

Lower Division
210 Introduction to Women’s Studies (3)
This interdisciplinary course explores some major issues such as cultural definitions of womanhood; women’s roles in and perspectives on education, religion, politics, law, economics and health care; women and the arts; and feminist philosophy. (cross-listed with Sociology 210)

Upper Division
482 Advanced Women’s Studies (4)
This interdisciplinary course will pursue scholarship in women’s studies at an advanced level, with an emphasis on various feminist theoretical perspectives. Topics will include feminist methodologies; gender as a category of analysis; theories of difference, gender, race, class and sexuality; feminist ethical and political theory; and policy perspectives on women’s issues. Prerequisites: either Women’s Studies/Sociology 210 or History 341.

492 Internship (1-2)
(graded P/NC only)
Adult Degree Evening Program (ADEP)

Admission
Financial Information
Degree Requirements
Degree Programs Offered
Adult Degree Evening Program

The Adult Degree Evening Program is an expression of California Lutheran University’s commitment to life-long learning. ADEP offers the same high quality educational program that is found in the traditional daytime program, but is tailored to meet the special needs of working adult students. The program’s creative learning environment, liberal and professional curriculum and exceptional faculty offer a unique opportunity for the adult learner who is seeking personal and professional development.

Admission
Who May Apply?
The Adult Degree Evening Program has set minimum requirements to ensure that the adult orientation of the program is maintained. You may apply if you
1. have graduated from high school or possess a G.E.D. certificate.
2. have completed 12 transferable semester hours of college credit.
3. have substantial work experience.
4. are at least 25 years of age.
(Exceptions may be made for students with exceptional work experience and a letter of recommendation.)
5. have a cumulative grade point average of at least 2.25.

How to Apply
1. Complete an application for admission and return it with an application fee to the ADEP Office.
2. Have official transcripts from all previously attended colleges sent to the ADEP Office.
3. Schedule an appointment with an advisor for a preliminary transcript evaluation and academic advisement.

At the time of your admission interview or shortly thereafter, you will be notified of the admission decision. If admitted, you will be sent information about registration procedures. Upon your acceptance, transfer credits from other colleges will be evaluated and the results mailed to you before the end of your first term.

Provisional Admission
If you are unable to obtain an official transcript prior to the beginning of classes, you may be provisionally admitted for one term by submitting an unofficial transcript. You must also complete the admission procedures outlined above prior to registration. The official transcripts must be submitted prior to registering for a second term.

Readmission of Former ADEP Students
If you were formerly enrolled as an ADEP student but have not attended four or more consecutive semesters, 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 be applicable.

Academic Policies
(see page 39 of the traditional undergraduate portion of the catalog)

Alternatives for Acquiring Credit
College Level Examination Program (CLEP) (see page 11)
Credit by Examination (see page 37)
Credit for Prior Experiential Learning (see page 37)
Independent Study (see page 37)
Internships (see page 36)

Course Load
Since most ADEP students are also employed, a normal course load is considered to be two courses per term (six to eight credits). The number of credits you take, however, is up to you as long as you don’t exceed 10 credits per term. For financial aid and veteran’s benefits, half time is considered to be three credits and full time is six credits.

Concurrent Enrollment
If you are admitted as an ADEP student and wish to enroll in courses within the traditional CLU program or in another college or university, you must obtain approval from the director of the Adult Degree Evening Program and the registrar of the University prior to enrolling in the course. Normally, requests for concurrent enrollment at another institution will not be granted unless you demonstrate a compelling need to take the course at that location.
Financial Information

Tuition and Fees
Refer to page 19 of the traditional undergraduate portion of the catalog for current tuition and fees.

Tuition is due and payable on or before the first class meeting unless you have made alternative payment arrangements. Late payment fees are assessed on delinquent accounts. Students with delinquent accounts cannot register for the new term until fees for the prior term have been paid. All financial obligations must be met before academic records (diplomas, grade reports and transcripts) will be released.

If your account is paid in full by the last Friday before the start of the upcoming term, you are eligible for a bookstore coupon. If you are taking between three and five credits, the amount of the coupon is $25; if you are taking six or more credits, you will receive a $50 coupon.

Financial Assistance
An advisor is available to help you assess financial need and an appropriate aid/payment program from various alternatives. Some of the options are listed below.

Employer Tuition Assistance Programs
Many companies offer full or partial tuition assistance to employees who participate in work-related or degree-orientated college programs. California Lutheran University provides a deferred payment option for students who take advantage of their company’s tuition reimbursement opportunities. Program details are available in the ADEP Office.

ADEP Assistantships
ADEP assistantships provide free tuition in exchange for work in the ADEP department. Normally, no more than four free tuition credits will be granted during any one term. A minimum cumulative 2.50 GPA is required for eligibility. Typically, you would need to be available during daytime hours to be eligible for an assistantship.

ADEP Academic Scholarships
Six nonrenewable merit scholarships for up to $2,000 may be awarded each year to new degree-candidate students in the Adult Degree Evening Program who have demonstrated outstanding academic achievement. Competitors must submit a one- to two-page essay and have a minimum transfer GPA of 3.0 with at least 30 transfer credits. This competition is for first-time ADEP students only.

ADEP Grant
Students registered for at least three credits per term may qualify for the ADEP grant. A financial aid application form called a FAFSA (Free Application for Federal Student Aid) must be filed.

Cal Grant
A California Grant based on need and GPA is available to eligible ADEP students. A FAFSA form (Free Application for Federal Student Aid) and a GPA verification form must be filed by March 2 of the previous year.

Federal Pell Grant Program
Under this federal aid program, awards are based on need. A FAFSA form (Free Application for Federal Student Aid) is used to apply for this award during the academic year.

Federal Stafford Loan
Eligibility for a Federal Stafford Loan is determined by the FAFSA form (Free Application for Federal Student Aid). The government pays the variable interest rate on the need-based Stafford loan only. There is also an unsubsidized Stafford loan which is not based on need. A student may borrow up to the annual maximum of $2,625 for freshman, $3,500 for sophomores and $5,500 for juniors and seniors. The loan may be awarded as all subsidized, all unsubsidized or a combination of both. Students must be enrolled at least half time (three or more credits). The interest rate has a cap of 8.25%. Once awarded, you must apply online at www.clunet.edu/financialaid.

Additional Unsubsidized Stafford Loan
This loan is available to independent students. Eligibility is not based on or limited to income. The annual limit is $4,000 per year for freshmen and sophomores, and $5,000 for juniors and seniors at a variable interest rate not to exceed 8.25%. Students must be enrolled at least half time (three units or more per term). Per government regulations, a FAFSA form (Free Application for Federal Student Aid) must be on file. Once awarded, you must apply online at www.clunet.edu/financialaid.

Veterans Benefits
Students who may be eligible for veterans benefits should contact the Veterans Administration Office and the Registrar’s Office at CLU for specific information.

Alternative Loans
Private educational loans are also an option. The Financial Aid Office has brochures on these lenders. The interest rate for alternative loans is usually higher than the federal loan programs. Eligibility and availability are determined by the lender.

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

General Education Requirements
You may have transferred some or all of the required general education courses from previous course work. However, if you still need any of the courses, you will find them as part of the Adult Degree Evening Program curriculum. General education includes:

I. Proficiencies
A. Written Communication
   1. English 111 – Freshman English with a grade of C or better
   2. One upper division writing intensive course
B. One speaking intensive course
C. Mathematical Reasoning
   One course (beyond intermediate algebra) or proficiency exam. Depending on the student’s score on the math placement test, the student may be required to take MATH 110 Intermediate Algebra as a prerequisite for higher level courses.

II. Perspectives
A. Humanities: One religion course and three additional courses selected from religion, literature, philosophy, history or humanities.
B. Social Sciences: Two courses in different disciplines selected from specifically approved cultural anthropology, criminal justice, economics, cultural geography, political science, psychology, and sociology courses.

C. Natural Sciences: One course with a lab component: physical anthropology; astronomy, biology, chemistry, physical geography, geology, physics. Senior transfers (90 or more credits) who have completed two science courses without laboratory components will have met the natural sciences requirement.

D. Visual and Performing Arts: Once course, at least two credits.

III. Cultures and Civilizations*
A. U.S. Diversity – one course

IV. Integrated Studies*
A. Integrated Studies Capstone – one course (This course is part of the requirements for your major and may also be used to complete a perspectives requirement.)

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.

*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.

NOTE: Students transferring from California community colleges who, prior to transfer to CLU, have fully satisfied...
the Intersegmental General Education Transfer Curriculum (IGETC) need only complete the religion and oral communication requirements to meet the ADEP general education requirements.

Students who do not complete the IGETC will follow the CLU general education requirements as stated above.

Degree Programs Offered
(For course descriptions please see pages 53 through 110 in the traditional undergraduate portion of the catalog)

B.S. Degree in Accounting
Required credits: 70 credits minimum; 56 upper division credits in Business Administration and Economics. 2.0 minimum GPA

Required Courses:
Business
BUS 251 (4) Principles of Accounting
BUS 252 (4) Managerial Accounting
BUS 274 (3) Legal Environment of Business
BUS 374 (4) Business Law
BUS 310 (4) Managerial Use of Information Systems

Economics
ECON 200 (3) Micro-Economics
ECON 201 (3) Macro-Economics

Mathematics
MATH 115 (4) Finite Mathematics

Philosophy or Religion
One of the following:
PHIL 315 (4) Social Ethics
PHIL 350 (4) Technology and Value
REL 350 (4) Christian Ethics

B.S. Degree in Business Management
Required credits: 39 credits minimum; 28 upper division credits in Business Administration and Economics. 2.0 minimum GPA

Required Courses:
Business
BUS 251 (4) Principles of Accounting
BUS 252 (4) Managerial Accounting
BUS 274 (3) Legal Environment of Business
Or
BUS 374 (4) Business Law
BUS 310 (4) Managerial Use of Information Systems

Economics
ECON 311 (4) Statistical Methods

Mathematics
MATH 241 (4) Discrete Mathematics

Elective courses in Major:
Sixteen (16) additional upper division Computer Science credits in which up to 8 credits can be substituted by recommended Business Administration courses.

Mathematics
MATH 241 (4) Discrete Mathematics

B.S. Degree in Computer Science
Required credits: 48 credits minimum; 36 upper division credits. 2.0 minimum GPA

Required Courses:
Business
BUS 251 (4) Principles of Accounting
BUS 252 (4) Managerial Accounting
BUS 274 (3) Legal Environment of Business
Or
BUS 374 (4) Business Law
BUS 310 (4) Managerial Use of Information Systems
BUS 367 (4) Behavioral in Organizations
BUS 375 (4) Principles of Marketing
BUS 391 (4) Principles of Finance
BUS 469 (4) Strategic Management (Capstone)
BUS 476 (4) International Business Behavior

Elective courses in Major:
20 additional upper division Computer Science credits

Mathematics
MATH 241 (4) Discrete Mathematics

Five-Year BS/MS in Computer Science Program
The five-year BS/MS Computer Science Program is a challenging academic program for our most accomplished students. The program allows participants to obtain both a Bachelor of Science in Computer Science/Computer Information Systems and a Master of Science in Computer Science in five years. Participants are granted conditional admission and allowed to take graduate courses in computer science during their senior year, which can be used toward satisfying their M.S. degree requirements.

Certificate in Information Technology
Required credits: 32 minimum; 20 must be upper division. 2.0 minimum GPA
Required Courses:

Computer Science
- CSC 210 (4) Introduction to Computer Programming
- CSC 220 (4) Advanced Computer Programming
- CSC 335 (4) Software Engineering
- CSC 340 (4) Operating Systems
- CSC 350 (4) Data Communication and Networks

Elective Courses
- 8 additional upper division Computer Science credits

Mathematics
- MATH 241 (4) Discrete Mathematics

Certificate in Information Systems
- Required credits: 32 minimum; 20 must be upper division. 2.0 minimum GPA

Required Courses:

Computer Science
- CSC 210 (4) Introduction to Computer Programming
- CSC 331 (4) Systems Analysis
- CSC 350 (4) Data Communication and Networks
- CSC 410 (4) Discrete Mathematics

Business
- BUS 253 (4) Accounting and Financial Info in Business
- BUS 367 (4) Behavior in Organizations

Elective Courses
- 1 upper division Computer Science or Business course

Mathematics
- MATH 241 (4) Discrete Mathematics

B.S. Degree in Organizational Leadership

Required credits: 44 credits minimum; 40 upper division credits in Business Administration, Communications, Psychology and Religion. 2.0 minimum GPA. Three upper division major courses including the Capstone, must be taken in residence at CLU.

Required Courses:

Computer Science
- BUS 301 (4) Communication for Managers
- BUS 361 (4) Human Resource Management
- BUS 367 (4) Behavior in Organizations
- COMM 342 (4) Public Relations
- PSYC 200 (4) General Psychology
- PSYC 311 (4) Statistical Methods
- PSYC 401 (4) Social Psychology
- PSYC 447 (4) Theories and Practice of Leadership

Business
- PSYC 448 (4) Organization Development
- PSYC 449 (4) Managerial Leadership
- REL 350 (4) Christian Ethics

B.A. Degree in Liberal Studies

Required credits: 80 credits minimum; 37 upper division credits. 2.0 minimum GPA

Required Courses:

ENGL 111 (3) Critical Reading and Writing
- Ethics – One of the following:
  - PHIL 350, PHIL 350, REL 350 (4)
  - HIST 101 or HIST 102 (3)
  - HIST 326 or HIST 341 (4)
- Literature – one of the following:
  - ENGL 213, ENGL 214, ENGL 350, ENGL 455 (4)
  - MATH 115 or MATH 151 (4)
  - Natural Science w/lab (4)
  - Natural Science w/lab (4)
  - POLS 102 (4) American Government
  - PSYC 200 (4) General Psychology
  - Visual & Performing Arts:
    - ART 235 or ART 380 (3)
    - MUS 102 (3)
    - DRAM 131 (4) or DRAM 440 (3)
    - EDUC 362 (2) Careers in Education
    - ENGL 355 (3) Children’s Literature
    - ENGL 401 (3) Writing Theory & Practice
    - EDUC 463 (3) Microcomputers in Education
    - ESSM 354 (4) Elem School Physical Ed

EDTP 500 (3) Social and Cultural Foundations of Education
EDTP 506 (3) Child & Adolescent Growth
EDGN 503 (3) Intro to Special Education
ENGL 310 (4) First/Second Language Development
LIBA 325 (3) Liberal Studies Seminar
LIBA 402 (4) Theories of Teaching and Learning
Faculty Profiles

At California Lutheran University, our distinguished faculty are committed to teaching. Coming from some of the top institutions in the country, they are dedicated to helping students achieve success. CLU maintains a campus environment conducive to faculty and student interaction.

Small classes make it possible for faculty members to develop close mentoring relationships with students. The quality of this interaction sets CLU apart from other institutions of higher education. Since the University opened its doors to the first students in 1961, the quality of the faculty has been considered the institution’s greatest asset and one of the reasons the University was awarded accreditation by the Western Association of Schools and Colleges early on. Through the years, that tradition of faculty excellence has been maintained.

Ali Akbari
Professor of Business Administration, 1984
M.A., Ph.D., University of Southern California
Dr. 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. A former researcher for the National Science Foundation, Dr. Akbari is Director of the CLU Center for Economic Research. His latest project was the development of an economic and business forecasting model that provides quarterly forecasts of economic activities in the major cities of Ventura County.

Michael J. Arndt
Professor of Drama, 1982
B.A., Augsburg College
M.F.A., University of Minnesota
Besides teaching courses in theatre arts, acting, directing and oral interpretation of literature, Professor Arndt directs many of CLU’s drama productions and supervises a growing number of student directors. Recent performances have included Cabaret, Love’s Labour’s Lost and The Grapes Of Wrath. Professor Arndt is also a professional freelance theatre director and is developing an interactive CD-ROM textbook for theatre.

Lolita Ball
Senior Lecturer, Drama, 1988
B.S., Massachusetts College of Art, Boston
M.A., California State University, Los Angeles
With a background in both professional theatre and art, Professor Ball teaches courses in acting, theatrical costume and makeup design and supervises the costume construction and stage makeup production labs. Since 1988, she has designed and supervised costume and makeup for the majority of CLU Drama Department productions. Recently, Mrs. Ball has also been working with the Kingmen Shakespeare Festival, designing costumes for their summer productions.

Somnath Basu
Professor of Business, 1999
B.A., University of Delhi
M.B.A., Marquette University
Ph.D., University of Arizona
Dr. Basu has combined academic excellence with broad ranging professional experience in finance. Between 1989 and 1997, Dr. Basu served on the faculty of the University of Denver, where he was promoted to associate professor and elected to tenure. Professor Basu has numerous publications in academic and professional journals and has a strong record as an effective classroom teacher. He has also served as an investments manager, account executive and consultant.

William J. Bersley
Associate Professor of Philosophy, 1980
B.A., Concordia Senior College, Ft. Wayne
M.Div., Concordia Theological Seminary, St. Louis
Ph.D., University of Colorado
Problems, logic, history of philosophy and philosophy of religion are among the topics Dr. Bersley teaches at CLU. He received an NDIEA Fellowship for his doctoral work at the University of Colorado and previously served as a parish pastor and campus pastor at Black Hills State College. Dr. Bersley enjoys running, Tai Chi Chuan, singing, playing the guitar and drumming.
William L. Bilodeau  
Professor of Geology, 1990  
B.A., University of California, Santa Barbara  
Ph.D., Stanford University  
Prior to joining the CLU faculty, Dr. 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, Dr. Bilodeau enjoys hiking, camping, cross-country skiing, reading science fiction and visiting an occasional Saturday morning garage sale.

James Bland  
Assistant Professor of English, 2005  
B.A., Vassar College  
M.F.A., Cornell University  
Ph.D., Harvard University  
James Bland comes to CLU with expertise in poetry, Renaissance literature and drama, African-American literature and drama, Shakespeare, dramatic and acting theory, and literary and cultural theory. A published poet, James has had several of his pieces published in various literary journals and was awarded the Academy of American Poets Prize for his writing.

James Arthur Bond  
Assistant Professor of English, 2004  
B.S., Ball State University  
M.S., Ph.D., Indiana University  
Jim Bond joins the faculty of the College of Arts and Sciences as a full-time assistant professor in the English Department. Jim earned his Ph.D. from Indiana University, where he was also the recipient of the William Riley Parker Teaching Award. Dr. Bond brings to the English Department experience and teaching excellence in the areas of writing, theory and pedagogy, American periodicals and publishing history, literacy and print culture studies, the Vietnam War in literature, as well as both secondary and post-secondary English education.

Lisa Bjelke  
French Instructor / Director of Study Abroad, 2005  
B.A., California Lutheran University  
M.A., Boston College  
Lisa (Loberg) Bjelke, former Departmental Assistant in French at CLU, has returned to her alma mater as a half-time Instructor in French and Director of Study Abroad. A Pi Delta Phi (French National Honor Society) scholarship recipient for the Study Abroad Program at the Institute for American Universities in Avignon, France, she received her B.A. magna cum laude in French and English at CLU and her M.A. from Boston College where she was a Teaching Fellow in the Department of Romance Languages and Literatures. While at Boston College, she 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.

Michael E. Brint  
Professor of Political Science and the Yvone-Tseng Professor of International Studies, 2000  
B.A., University of California, Santa Cruz  
Ph.D., University of Oxford, England  
Dr. Brint has been a visiting professor at Stanford University; an assistant professor of government and foreign affairs at University of Virginia; Thomas Jefferson Professor at Cambridge University, England; and Director of the Integrated Program in Humane Studies and Associate Professor of Humane Studies at Kenyon College in Gambier, Ohio. Dr. Brint also served as Chief Administrative Officer for Laureate Inc., an organization to improve institutional information, collaboration and student learning through the use of information technology.

Kristine D. Butcher  
Professor of Chemistry, 1989  
B.S., California Polytechnic State University, San Luis Obispo  
Ph.D., Stanford University  
Dr. 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.

Lisa Buono  
Senior Lecturer, School of Education, 2005  
B.A., University of California, Santa Barbara  
M.A., California Lutheran University  
Lisa Buono teaches in the School of Education in the Department of Counseling and Guidance, and is an advisor and Field Work Coordinator for the department.

Barry Burns  
Instructor, Multimedia, 2005  
B.F.A., University of Houston  
Barry Burns has held a variety of positions in Multimedia (i.e., animation, art, broadcast, graphic communication, music, and photography). His clients have included Amgen, Universal Studios, Sage Publications, Andromeda Software, American Jet, and Majestic Teas. As an illustrator, Barry has been published in several books on Neuroscience including the Human Brain by Jackson Beatty of UCLA. He has also taught as an adjunct instructor at CLU for five years. Besides teaching, Barry’s passion is painting and sculpture.

James Bland  
Assistant Professor of English, 2004  
B.S., Ball State University  
M.S., Ph.D., Indiana University  
Jim Bond joins the faculty of the College of Arts and Sciences as a full-time assistant professor in the English Department. Jim earned his Ph.D. from Indiana University, where he was also the recipient of the William Riley Parker Teaching Award. Dr. Bond brings to the English Department experience and teaching excellence in the areas of writing, theory and pedagogy, American periodicals and publishing history, literacy and print culture studies, the Vietnam War in literature, as well as both secondary and post-secondary English education.

Pamela K. Brubaker  
Professor of Religion, 1994  
B.A., Roosevelt University  
M.A., United Theological Seminary, Dayton  
M.Phil., Ph.D., Union Theological Seminary, New York  
A Christian social ethicist, Dr. Brubaker researches and publishes on topics of economic ethics and feminist studies in religion. She teaches courses in Christian ethics and gender and religion. Dr. Brubaker taught at institutions of higher education in Ohio before coming to CLU. She has also worked in anti-poverty programs, a local church, the National Council of Churches and campus women’s centers. Dr. Brubaker is a member of the American Academy of Religion and the Society of Christian Ethics.

Lisa Buono  
Senior Lecturer, School of Education, 2005  
B.A., University of California, Santa Barbara  
M.A., California Lutheran University  
Lisa Buono teaches in the School of Education in the Department of Counseling and Guidance, and is an advisor and Field Work Coordinator for the department.

Barry Burns  
Instructor, Multimedia, 2005  
B.F.A., University of Houston  
Barry Burns has held a variety of positions in Multimedia (i.e., animation, art, broadcast, graphic communication, music, and photography). His clients have included Amgen, Universal Studios, Sage Publications, Andromeda Software, American Jet, and Majestic Teas. As an illustrator, Barry has been published in several books on Neuroscience including the Human Brain by Jackson Beatty of UCLA. He has also taught as an adjunct instructor at CLU for five years. Besides teaching, Barry’s passion is painting and sculpture.

Terence (Terry) R. Cannings  
Professor and Dean of the School of Education, 2005  
B.A., University of New England  
M.Ed., University of Sydney  
Dr. Cannings earned his Ed.D. from the University of California, Los Angeles. At his doctoral graduation, he was awarded the Bronze Medalion and named outstanding student of the year for the UCLA Graduate School of Education. Terry brings experience as a teacher, school principal, and senior research officer with the NSW Department of Education in Australia. During his 21 years as a professor at Pepperdine University, he served as Associate Dean of
Education for nine years. He most recently served for three years as the Dean of the School of Education and Behavioral Studies at Azusa Pacific University.

Penchuese (Penny) L. Cefola
Associate Professor of English, 1987
B.Ed, Bangkok College of Education
M.S., Ph.D., Georgetown University
Dr. Cefola, who is an active member of the Applied Linguistics Association and specialist in applied linguistics, has taught linguistics and composition in Korea and China. She has a special interest in helping minority students achieve academic excellence and enjoys the atmosphere of a small university such as CLU.

Barbara Collins
Professor of Biology, 1963
B.S., Bates College
M.A., Smith College
M.S., Ph.D., University of Illinois
Dr. Collins’ main interests are botany and ecology. She loves teaching and enjoys leading field trips to the chaparral, deserts and mountains of Southern California. She teaches a summer course on the wildflowers of the Sierras, has extensively studied the flora of Southern California, and has assisted in several environmental impact studies. Dr. Collins is the author of 10 textbooks, some of which are used in local colleges and universities. Her latest effort has been the production of a wildflower Web site www.callutheran.edu/wf that includes more than 3,000 photos of California plants indexed to common, scientific and family names.

Xiang Chen
Professor of Philosophy, 1992
B.A., M.A., Zhongshan University
M.S., Ph.D., Virginia Polytechnic Institute and State University
A native of China, Dr. Chen has taught philosophy at Zhongshan University in Canton, China and at Virginia Polytechnic Institute and State University. His specialties include the philosophy and history of science and Oriental philosophy. He has written numerous articles for academic journals on these and other philosophy-related topics. He teaches courses in the philosophy of science, logic, technology and values, and contemporary philosophy.

Carol Lynn Coman
Assistant Professor of Business Administration, 1986
B.S., M.S., California State University, Northridge
The focus of Professor Coman’s continuing research has been on assessment. Her work has resulted in publication of her writing on assessment in the classroom and has evolved into the development of program assessment through the implementation of an electronic portfolio system at CLU. She teaches courses at both the undergraduate and graduate levels and is faculty adviser for the CLU Accounting Association. In spring 1987, Professor Coman established and continues to maintain, accounting students’ involvement in VITA (Volunteer Income Tax Assistance), a national program that provides no-cost tax services to those who qualify. Outside of her work at CLU, Coman 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 an award-winning professor with extensive teaching experience in the areas of social theory, gender, racial and ethnic relations, and sociology of religion. Jonathan has published on the topic of religion and popular culture and is working on a book about sacrifice in American culture.

Jamshid Damooei
Professor of Economics, 1987
M.Sc., Ph.D., Economics, University of Singapore
Dr. Damooei has conducted a number of research projects on the economies of developing countries in Asia, such as Iran, Somalia and Ethiopia. He has been economist of the United Nations Development Programme (UNDP), he is a senior economist of the Ministry of Economic Affairs and Finance in Iran and later as a senior economist of the United Nations Development Programme (UNDP), he conducted a number of studies on the economies of developing countries such as Iran, Somalia and countries in the Horn of Africa. Dr. Damooei has traveled widely and is an international consultant for the UNDP.

Richard Derderian
Assistant Professor of History, 2005
B.A., Bowdoin College
M.A., Ph.D., University of North Carolina, Chapel Hill
Richard Derderian joins CLU from the National University of Singapore where he recently published a book entitled North Africans in Contemporary France: Becoming Visible (Palgrave). His research centers on immigration in France. He is currently working on a book of the history of France’s Vietnamese community.

Rainer Diriwächter
Assistant Professor of Psychology, 2005
B.A., West Virginia University
M.A., Ph.D., Clark University
Rainer Diriwächter was born in Switzerland and received his B.A. from West Virginia University and his Ph.D. from Clark University. He received the Haft Distinguished Teaching Fellowship and enjoys supervising students’ honors thesis projects.
A long-standing interest in the prophetic literature of the Hebrew Bible (Old Testament) contributes to Dr. Everson’s expertise in Hebrew language and biblical studies courses. He also studies Jewish-Christian relations, the Reformation-era and liberation theology. He has traveled extensively in Europe and the Middle East and did post-doctoral study at Harvard Divinity School and the Albright Institute in Jerusalem. Outside of class, Dr. Everson enjoys jogging, biking, downhill skiing, music, drama and travel. He is a member of the Society of Biblical Literature and serves on the advisory board for the National Workshop on Christian and Jewish Relations.

Karrolyne Fogel
Associate Professor of Mathematics, 1999
B.S., Santa Clara University
Ph.D., University of Texas, Austin
Dr. 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
Robert Fraser
Senior Lecturer, School of Education, 2005
B.A., Cal Poly, Pomona
M.A., California State University, Long Beach
Ed.D., University of LaVerne
Bob Fraser comes to the University following a 35-year career in public education. He has taught in grades three through seven, has served as an elementary and middle school administrator in Ventura County, and as a K-12 administrator at the District Office in both Los Angeles and Ventura Counties. He has also taught as an adjunct at CLU. Bob received an M.A. in Vocational Education from California State University Long Beach, and received his Ed.D. in Educational Management from the University of LaVerne.

Julia Fogg
Assistant Professor of Religion, 2003
B.A., Colgate University
M.Div., Yale Divinity School
Th.M., Chandler School of Theology, Emory University
Ph.D., Emory University
Julia Fogg will soon be completing her doctoral studies. Her intellectual interests span both New Testament studies and Latin American political theology. With six language competencies, Ms. Fogg has the unique ability to bring together deep hermeneutical studies of Pauline doctrine with contemporary Latin American religious movements. Her dedication to students and teaching is clear from her superb course evaluations at the Chandler School of Theology where she taught for several years.

Gregory K. Freeland
Professor of Political Science, 1991
B.A., M.A., Ph.D., University of California, Santa Barbara
Dr. Freeland’s expertise includes comparative politics in the Latin America/Caribbean region, political theory and ethnic politics. He has traveled and studied primarily in the Caribbean and has written a number of scholarly articles on the region. Dr. Freeland received a National Endowment for the Humanities grant for the Southern Civil Rights Institute at Harvard University in 1998, which resulted in an article titled “The Civil Rights Movement and Music, 1954-68: A Classroom Approach.” He has also received Hewlett Faculty Development grants and a National Endowment for the Humanities Summer Seminar grant to the University of Wisconsin, Madison. Freeland is a member of the National Conference of Black Political Scientists; the Caribbean Studies Association, on the Board of Directors of the Center for Education in Public Affairs and faculty adviser for Model United Nations. He is active in community affairs having served on the Board of Advisers for the Los Angeles Times Ventura County supplement, OurTimes, and as a delegate to the national Summit on Africa (2000). He enjoys listening to and collecting jazz music, visiting other cultures and hiking.

Kenneth Gardner
Professor of Drama, 1985
B.A., State University of New York, Brockport
M.F.A., Ohio University
In addition to his interest in theatre, Professor 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 Ohio, based on the Kent State incident, and Mark Twain and the Ghost at the Stagecoach Inn, a children’s musical that was a semi-finalist in a national playwriting contest. Most recently, he wrote and directed Hamlet, Disco Diane of Denmark, with original dialogue based on Shakespeare’s text set to music. Gardner has directed the department’s Summer Theatre Workshop for Youth for the past several years and has directed on the Equity Waiver circuit in Los Angeles.

Paul Gathercoal Jr.
Professor of Education, 1997
B.S., Southern Oregon College
M.Ed., Ph.D., University of Oregon
Dr. Gathercoal is Director of the graduate program in Curriculum and Instruction. His research interests include a wide variety of education and media-related topics. He has published and presented widely on the need for media studies at all levels of education and in all disciplines and the need for teaching about civil responsibility and social justice in public and parochial schools. Prior to coming to CLU, Dr. Gathercoal taught in teacher education and K-12 schools in South Australia, Oregon, Minnesota and California.

Blas M. Garza
Assistant Professor of Education, 1995
B.S., University of Texas, Austin
M.Ed., University of Houston
Ed.D., University of Southern California
Dr. Garza brings special expertise in multicultural and bilingual education to CLU. He has had an extensive career as a teacher, principal, assistant superintendent and acting superintendent in the Santa Barbara elementary and high school districts and continues his active participation on a wide variety of charitable and nonprofit boards in the Santa Barbara community.

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, Dr. Geeting conducts the University Symphony, Wind Ensemble.
also chairs the Lutheran Colleges Washington Consortium based in Washington, D.C. Dr. Gooch has taught in schools in Mexico and France, and has worked in political campaign management and business consulting in California, Nevada and France. He writes extensively on political ideology and American cinema, civil-military relations in Latin America, the NASA space shuttle program, and local and national political affairs. His outside interests include foreign travel, trekking and movies.

Bruce Gillies  
Assistant Professor of Business, 2005  
Director of Adult Programs (ADEP)  
B.S., University of State of New York  
M.S., M.A., US International University  
Pay.D., Alliant International University  
Bruce Gillies comes to CLU with a varied career. After 21 years of active duty in the Navy—spending time on the flight deck of an aircraft carrier, engine rooms on destroyers, and several years in human resources, he retired in March of 2000 as a Master Chief (E9). Bruce has also held leadership positions in colleges and universities as Faculty Advisor and Acting Dean of Adult Education. He holds a Doctorate in Industrial/Organizational Psychology from Alliant International University. His research interests are in athletic team dynamics, sports psychology, and leadership. Previously, as an adjunct faculty member for CLU, Bruce taught Business Statistics, Organizational Theory, and Business Ethics.

Sandrine Grunewald  
Assistant Professor of Business, 2004  
M.B.A., California Lutheran University  
Sandrine Grunewald joins the School of Business faculty as a full-time Assistant Professor in Accounting. She has, for many years, provided invaluable service as an adjunct instructor in both our day and evening programs. Sandy is a California licensed CPA and is a partner in her own CPA firm.

Veronica Guerrero  
Senior Lecturer, School 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). Veronica is entering her second year in the Pepperdine Organizational Leadership Doctoral Program.

RRDD Dr. Gooch serves as Director of the Master's in Public Policy and Administration Program. He

Melynn Haberman  
Professor of English, 1979  
B.A., The City College of New York  
Ph.D., Harvard University  
Dr. Haberman’s special literary interest is Charles Dickens. He has completed a full-length manuscript on Dickens’ novels and several of his essays about the author’s work have been published. He is currently researching violence in films. Dr. Haberman teaches courses in cinema, American literature and humanities.

Ronald Hagler  
Professor of Business, 1994  
B.A., Southern Illinois University  
M.B.A., George Washington University  
Ed.D., University of Southern California  
Dr. Hagler is Director of CLU’s MBA Program. A former director of administration for Deloitte & Touche, he returned to CLU as an associate professor after directing policy in the areas of finance and investment, human resources, compensation management and general administration for law firms. A retired U.S. Air Force pilot and Vietnam veteran, he was awarded the Distinguished Flying Cross and five air medals for flying 126 combat missions.

Arcelia Hernandez  
Instructor in Education, 2002  
B.A., Stanford University  
M.A., Claremont Graduate University  
B.A., California Lutheran University  
Ms. Hernandez is an instructor and supervisor in the Bilingual Education program. She has served as a school coordinator and teacher at the Cesar Chavez Dual Language Immersion Charter School in Santa Barbara. With more than seven years of teaching experience in bilingual, self-contained elementary classrooms in urban and rural schools, she brings first-hand experience and enthusiasm for the needs and challenges of working with the diverse students we serve in California.

Paul Hanson  
Professor of History, 1978  
B.A., Luther College  
Ph.D., University of Chicago  
Dr. 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 the Middle East. He is currently developing a reference collection of digitized images from South Asia. Dr. Hanson is co-director of CLU’s international studies major and coordinator of the Global Studies Program. He previously taught at St. Olaf College and Agra University in India.

Timothy Hengst  
Associate Professor of Multimedia, 2001  
B.A., California Lutheran University  
M.A., Johns Hopkins University  
School of Medicine  
In his first year as a member of the CLU faculty, Professor Hengst was named Chair of the Multimedia Department. After receiving his graduate degree in medical illustration, he joined the faculty at Johns Hopkins University in 1977. In 1978 he was the first recipient of the CLU Alumni Association’s Career Achievement Award. Since returning to the Conejo Valley, Hengst has been an active member of the Kiwanis Club of Thousand Oaks and serves on the Board of Directors of the Kingsmen Shakespeare Festival.

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  
Dr. Gooch serves as Director of the Master’s in Public Policy and Administration Program. He
background in Southeast Asia and International Security. Haco has taught courses on international relations and Asian politics and history, as well as being a Fulbright Scholar at the Institute of Southeast Asian Studies in Singapore. In addition, she has been an assistant professor of Political Science at Mount St. Mary’s College where she was the Director of Leadership and Women’s Studies Program and Faculty of the Year.

Haco Hoang
Assistant Professor of Political Science, 2005
B.A., University of California, Santa Barbara
Ph.D., Boston University
Haco Hoang comes to the University with strong experience in teaching, curriculum development, and institutional grant development. Haco earned a Ph.D. in Political Science with an emphasis in International Relations from Boston University. She has a strong background in modern science and how students. As an administrator, she is interested in the interdisciplinary nature of modern science and how to deliver this to a new generation of university students.

Cynthia Jew
Associate Professor of Education, 2001
B.A., University of Colorado, Denver
M.A., University of Colorado
Ph.D., University of Denver
Professor Jew, who directs CLU’s doctoral program in educational administration, formerly served as a school psychologist at several schools in Colorado and as an assistant professor of education at Tennessee State University. At the University of Redlands, she was Program Coordinator for the School Counseling and PPS Credential Program. She was also Project Director for the development of the school psychology program.

Jing Jiang
Assistant Professor of Communication, 2005
B.A., Jilin University
M.A., Virginia Tech
Ph.D. in progress, University of South Carolina
Jing Jiang comes to CLU with a background in mass communication and public relations, and is also fluent in German and Chinese. She earned her undergraduate degree from Jilin University in China and master’s degree from Virginia Polytechnic Institute and State University. Jing is currently in her last year of doctoral study at University of South Carolina.

Edward H. Julius
Professor of Business Administration, 1981
B.A., Rutgers University
M.S., University of Pennsylvania
C.P.A., State of Illinois
Professor Julius teaches a variety of accounting courses in the traditional undergraduate and ADEP programs. He 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 six languages and was a Book-of-the-Month Club best seller. His biography has appeared in three versions of Who’s Who and he is a long-time member of Mensa. His outside interests include vintage jazz, Broadway musicals, pop culture, word play, comedy and old movies.

Kenneth Kambara
Assistant Professor of Business, 2005
B.S.C., B.A., California State University, Long Beach
M.S.C., University of Oregon
Ph.D., University of California, Irvine
Kenneth Kambara received his Ph.D. in Marketing from the University of California at Irvine, his M.S.C. from the Lundquist College of Business at the University of Oregon. While at the University of Oregon, he worked on projects affiliated with the Warsaw Shorts Marketing Institute which resulted in two publications. His prior consulting work has involved organizational and marketing studies for foundations, non-profits, and government agencies. His current research and consulting focus is on issues where technology, marketing and industrial organization intersect, using an economic sociology framework, spanning micro-individual and macro-institutional levels. His teaching interests include marketing strategy, Internet marketing, consumer behavior, entertainment marketing, technology marketing, and economic sociology.

Andrea Huvard
Professor of Biology, 1991
B.A., Trinity University
M.S., San Diego State University
Ph.D., University of California, Los Angeles
Dr. 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.

Bonnie Johnson
Senior Lecturer, School of Business, 2004
B.A., California State University, Fullerton
MBA, Claremont Graduate University
Bonnie Johnson joins the School of Business faculty as a Senior Lecturer in Finance. She holds an undergraduate degree in accounting from California State University, Fullerton and an MBA from the Drucker School of Management, Claremont Graduate University where she is currently pursuing her doctorate in Economics. In addition, she has over a decade of experience as a financial executive in California companies.

Silva Karayan
Associate Professor of Education, 1989
B.A., M.A., American University of Beirut
Ph.D., University of California, Santa Barbara
Dr. Karayan is Director of the Special Education Program and is involved in a wide range of educational research. As Director of Academic Service-Learning Initiatives, she has received several grants for service-learning research. Dr. Karayan served on the...
Hala King
Assistant Professor of Mathematics, 2002
B.S., M.S., American University of Beirut
Ph.D., Stanford University
Professor King established herself as an effective teacher while serving as a member of the adjunct faculty at CLU. Her vocation for teaching is recognized by her students who know her as one who “goes the extra mile.” Based on her work at Stanford University, she is currently developing a research agenda that includes undergraduates.

Steven C. Kissinger
Professor of Psychology, 1991
B.A., University of Wisconsin, Milwaukee
M.A., Ph.D., Kent State University
Dr. Kissinger teaches courses in experimental psychology. His research interests include physiology and animal models of learning and memory. His interests are not limited to the lab, however, as he also enjoys building furniture, remodeling houses and restoring antique communications equipment.

Myungsook Klassen
Associate Professor of Computer Science, 1998
B.S., Sagang University, Korea
M.S., Kansas State University
M.S., Ohio State University
Ph.D., Case Western Reserve University
Dr. Klassen received her master’s degree in computer and information science and her doctorate in computer science and engineering. Before coming to CLU, she served as an assistant and associate professor at Chinese University of Hong Kong and Soochow University in Taipei. In addition to her established research record and teaching skills, Dr. Klassen has several years of experience working in industry as a software engineer and systems analyst. Her doctoral work and specialty is artificial intelligence (AI), machine learning and pattern recognition. As a certified E-commerce architect, she also continues her work on this newest development in the computer field.

Barbara Lipinski
Assistant Professor of Psychology, 2005
B.S.W., University of Illinois
M.A., University of California
Ph.D., University of Southern California
Barbara Lipinski is a licensed Clinical Psychologist and a Marriage, Family and Child Therapist. In addition to her experience as a therapist and the Director of Clinical Training at Pacifica Graduate Institute, she specializes in forensic psychology.

Helen Lim
Assistant Professor of Criminal Justice, 2005
B.A., University of California, Irvine
M.A., Ph.D., Indiana University
Helen Lim’s research and teaching interests are in hate crimes, criminal justice systems, criminology, white collar crime and race, and gender and crime. Her current research focuses on bias crimes against Asian Americans. Helen has held teaching positions at Indiana University and Raritan Valley College, and was the lead researcher and analyst for Merck and Company World Headquarters in New Jersey.

Michele LeBlanc
Assistant Professor of Exercise Science and Sports Medicine, 2003
B.S., Ph.D, Indiana University
M.S., University of North Carolina
Ph.D., Indiana University
Dr. LeBlanc completed a B.S. and M.S. in mathematics and has used her computational skills in completing her Ph.D. in the Human Performance program at Indiana University. While teaching at Cal Poly Pomona and Pepperdine University, she involved students in her biomechanics research for the U.S. Olympic Committee.

Julie M. Kuehnel
Professor of Psychology, 1975
B.A., California Lutheran College
Ph.D., University of Texas, Austin
Dr. Kuehnel was the second CLC graduate to return to the Psychology Department to teach. She earned her doctorate at the University of Texas in school psychology and is a licensed clinical psychologist. Dr. Kuehnel has published a book on marital therapy, as well as journal articles and book chapters on behavior therapy.

Thomas Langley
Assistant Professor of Mathematics, 2005
B.S., Rice University
M.S., University of Southern California
MA, San Diego State University
Ph.D., University of California, San Diego
Tom Langley returned to California after four years as an assistant professor at the Rose-Hulman Institute of Technology in Indiana. He holds a B.S. and an M.S. in Electrical Engineering from Rice University and University of Southern California, respectively. After spending several years working for JPL, Tom returned to graduate school to begin his career in mathematics. He brings to us experience in undergraduate research in mathematics, having directed student projects as part of an NSF-funded summer research program.

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Ph.D., University of Texas, Austin
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Fletcher Jones
Professor

Joining the CLU faculty as

ecules. He has consulted
digital explorations of
Wide Web-based soft-

students in collaborative
education by engaging

include enriching science
in the construction of
cells how to participate

instructions that tell
focuses on the molecular
evolution. His research

and teaching interests
Dr. Marcey’s research
Ph.D., University of Utah
Professor of Biology, 1999

Associate Professor of
Biology, 1989
B.A., San Francisco State
University
Ph.D., University of
California, Santa Barbara
Dr. Long teaches courses in vertebrate anatomy and physiology, cell biology, and neurobiology. His research interest is in neurobiology, specifically the cell biology of the vertebrate retina and inherited retinal degenerations. He involves undergraduates in anatomical and biochemical studies of normal and diseased retinas. His outside interests include natural history, acoustic music and T’ai Chi.

Jose Marichal
Assistant Professor, Political
Science, 2004
B.S., Florida State University
M.S., Florida Atlantic University
Ph.D., University of Colorado, Boulder
Dr. Marichal’s teaching interests are in the areas of civic engagement and political participation, community development, public policy, state and urban politics and Latino politics. Dr. Marichal’s scholarly pursuits focus on how citizens get involved in the civic and political life of their communities and how people overcome racial and ethnic differences to solve community problems. Prior to joining the CLU faculty, Dr. Marichal taught courses and held research positions at Florida Atlantic University, the University of Colorado and the University of Maine.

Michael McCambridge
Assistant Professor of Education, 2002
B.S., Ohio University
M.Ed., Pepperdine University
Ed.D., University of San Francisco
Dr. McCambridge has served as a part-time instructor at CLU since 1999. Mike brings 32 years and a wide range of teaching experience at the elementary, middle and high school levels. His administrative experience includes work as an assistant principal, principal, and curriculum director. He has directed local theater and has developed particular expertise in the use of drama as a teaching tool. In the Department of Teacher Education, Mike teaches courses in child and adolescent development, as well as other foundations and methods courses, and supervises student teachers.

Dr. McCambridge teaches courses in educational foundations and secondary teaching methods at CLU and formerly served as a lecturer and supervisor of student teachers. He has taught history and political science at the secondary level and served as a high school administrator. His research is focused on inclusive curriculum development and the role of the school in promoting individuality and community.

Beth Molineux
Associate Professor of Communication, 2005
B.A., California State University, Stanislaus
MA, Ph.D., University of Arizona
Beth Molineux was a member of the Communication Department at UCSB for eleven years where she received tenure and was promoted to the rank of professor. She is well-known within the discipline of Communication for her research on communication and the family and interpersonal communication, having published more than forty articles. Beth has received numerous awards for her research at national conferences and has received over $500,000 in grants. In 2001 and 2004, she received Distinguished Teaching Awards from UCSB.

Wyant Morton
Professor of Music, 1992
B.A., B.A., Gonzaga University
M.M., D.M.A., University of Arizona, Tucson
Dr. 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. Off campus, Morton is Musical Director and Conductor of the Ojai Camerata, a chamber vocal ensemble based in Ojai. Active as a clinician and adjudicator, Morton holds memberships...
in several professional organizations including the American Choral Directors Association, the National Association of Teachers of Singing, the Southern California Vocal Association, the Music Educators National Conference, Chorus America and the Association of Lutheran Church Musicians.

Susan Murphy
Assistant Professor of Business, 2002
B.B.A., M.B.A., Texas Tech University
Ph.D., University of Illinois at Chicago
Dr. Murphy teaches courses in organizational behavior and human resources management in the traditional undergraduate, ADEP, and MBA programs. She has had prior academic appointments at Wilmington College and the University of Dayton. She has conducted research through the Center for Human Resource Management at the University of Illinois at Chicago with a number of Fortune 500 companies, and published research in the areas of social loafing, organizational justice and exchange relationships.

Nancy Myers
Senior Lecturer, School of Education, 2005
B.A., University of California, Santa Cruz
M.A., California State University, Los Angeles
Nancy Myers comes to CLU with an expansive teaching background. She was an elementary school teacher for 18 years and was honored as Pleasant Valley School District Teacher of the Year. Nancy began at the University as an adjunct senior lecturer in 2002 and now joins the School of Education full-time.

Adina Nack
Assistant Professor of Sociology, 2003
B.A., University of California, Irvine
Ph.D., University of Colorado, Boulder
Adina Nack was an award winning instructor at the University of Maine. Her areas of teaching and research interest include medical sociology, deviance, qualitative/ethnographic methods, sex and gender, social inequality and social psychology. Featured in the 1999 MTV documentary on sexual health, Dr. Nack has played an important role in health education for young adults.

Michael Pearce
Assistant Professor of Art, 2005
B.A., Dartington College
M.F.A., University of Southern California
Michael Pearce joined the Art Department at CLU full-time after serving as an adjunct professor since 2001. His special interests lie with prehistoric British sacred space and art. Michael earned his undergraduate degree from Dartington College of Arts and his M.F.A. from University of Southern California.

Chang-Shyh Peng
Professor of Computer Science, 1997
B.S., National Taiwan University
M.S., Ph.D., University of Texas at Dallas
Dr. 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.

Leanne M. Neilson
Professor of Psychology, 1993
B.A., M.A., Psy.D., Pepperdine University
In addition to serving as director of CLU’s psychology graduate programs, Dr. Neilson teaches courses in human cognition, assessment and organization development. Through her work at the UCLA Neuropsychiatric Institute, she has conducted research and published journal articles related to the cognitive functioning of adults who are diagnosed with schizophrenia. Dr. Neilson is a licensed clinical psychologist and has interests in sport psychology.

Druann L. Pagliassotti
Associate Professor of Communication, 1998
B.A., University of California, Santa Barbara
M.A., Ph.D., University of Southern California
Dr. Pagliassotti’s interests are split between the publishing industry and the sociology of gender. In addition to teaching classes in news writing, editing, and Web publishing and research, Dr. Pagliassotti also advises the student newspaper, The Echo. She is active in the women’s studies faculty, teaching a course on feminism, technology and communication, and she pursues research interests in the social construction of gender and sexuality. Outside of CLU, Dr. Pagliassotti designs Web sites, provides content for About.com and runs her own horror and fantasy Webzine.

Mindy Puopolo
Assistant Professor of Psychology, 2004
B.S., Plymouth State
M.Ed., Notre Dame College
Psy.D., Pepperdine University
Dr. Puopolo is a licensed clinical psychologist. She has had extensive teaching experience at California State University, Northridge where she won the Outstanding Faculty of the Year Award from students with disabilities.

Chang-Shyh Peng
Professor of Computer Science, 1997
B.S., National Taiwan University
M.S., Ph.D., University of Texas at Dallas
Dr. 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.

Eva Leticia Ramirez
Associate Professor of Spanish, 1996
B.A., M.A., Ph.D., Arizona State University
Dr. Ramirez has taught courses in Spanish language, Latin-American culture and civilization, theory of contemporary culture and Mexican literature. Her research areas of interest are Mexican and Latin American literature, as well as literary and culture theory. She has published research on Mexican literature and has written numerous research papers on subjects including literary and nonliterary forms of sociocriticism on Mexico. Dr. Ramirez has served as a faculty adviser as well as editor and guest lecturer for the Upward Bound Program. She holds membership in a number of honorary societies and professional organizations, including Phi Beta Kappa.

Linda Ramos
Instructor of Sociology, 2005
B.S., Cal Poly, San Luis Obispo
Ph.D. in progress, University of Colorado, Boulder
Linda Ramos brings to the Sociology Department experience and teaching excellence in the areas of aging, death and dying, social stratification, and juvenile delinquency. She has published on the topic of social problems and given presentations of her research on death and dying, as well as domestic violence.
Michaela C. Reaves
Associate Professor of History, 1987
B.A., California Lutheran University
M.A., California State University, Northridge
Ph.D., University of California, Santa Barbara
Dr. 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. She has published several articles and is currently working on a book of oral histories of women in the 20th century. Dr. Reaves teaches courses in U.S. social history, modern America, and Civil War and Colonial-era history.

Karen Renick
Professor of French, 1972
Certificat du Lycée Clémentine de Gérardmer, France
B.A., Occidental College
M.A., Middlebury College
Ph.D., University of Southern California
Besides teaching intermediate and advanced French conversation, composition, phonetics, linguistics, cinema and francophone literature, Dr. 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.

C. Douglas Saddler
Professor of Psychology, 1982
B.A., San Francisco State University
Ph.D., University of Texas, Austin
D.S.C., California School of Professional Psychology, Los Angeles
Dr. Saddler has had a number of articles published on the topics of personality factors in academic achievement and performance, as well as cognitive factors in psychological disorders. He is a licensed psychologist in private practice. An avid outdoorsman, Dr. Saddler enjoys running, fishing, hunting and camping.

Linda A. Ritterbush
Professor of Geology, 1981
B.S., M.S., California State University, Northridge
Ph.D., University of California, Santa Barbara
Dr. Ritterbush teaches courses in paleontology, water resources, and environmental science. She conducts research on the paleobiology of Cambrian trilobites, and contributes scholarship on religion/science issues. Dr. Ritterbush’s outside interests include hiking, backpacking, and kayaking.

Dennis Revie
Professor of Biology, 1988
B.A., Ph.D., University of California, Davis
Dr. Revie’s interests in biochemistry and molecular biology serve as a basis for the courses he teaches in these subject areas. He also teaches classes in genetics and virology and does extensive research. Prior to joining the CLU faculty, Dr. Revie conducted research and taught at the University of San Diego and the University of California, San Diego.

Jane Rider
Assistant Professor of Exercise Science and Sports Medicine, 2003
B.S., M.S., Truman State University
Dr. Rider has been teaching in the Exercise Science and Sports Medicine Department since 1996. Her specialty area includes the pedagogy courses. She enjoys the small classes, interacting with students and preparing physical education teachers. A former coach, Dr. Rider has held a variety of positions at Truman State University, University of Utah, Carmonts Junior College, Chapman University and the Boise Unified School District. Her areas of interest include women in sport, running, strength training and scuba diving.

Michael Roehr
Associate Professor of Drama and Director of Technical Theatre, 1982
B.S., Northern State University
M.F.A., University of Southern California
Professor Roehr supervises theatre design and technology for drama productions at CLU, as well as designing scenery and lighting for stage productions on campus and for other theatre companies in Southern California. He also teaches classes in stage design and theatre history. Roehr is a member of United Scene Artists as both scenic designer and lighting designer. He is currently a member of the Western Regional Board of USA, IATSE Local 829 and serves on the Regional Board of Directors of the United States Institute of Theatre Technology.

Craig Reinhart
Assistant Professor of Computer Science, 2002
B.S., California State University, Northridge
M.S., Ph.D., University of Southern California
Dr. Reinhart came to CLU from 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.

Daniel Restuccio
Instructor in Multimedia, 2003
B.F.A., Syracuse University
Mr. Restuccio brings a wealth of experience in the theory and creative practice of video production and multimedia. He has educational experience at London Polytechnic Institute and the New School for Social Research, and has been a senior producer and director of multimedia and video projects for nationally recognized corporations including Walt Disney Imagining, Citicorp, and AT&T. He is also senior editor of Post Magazine and Chief Creative Officer of the production company Realwork Entertainment.

Linda Schechter
Professor of Music, 1980
B.M., B.A., M.M., D.M.A., University of Southern California
Dr. Schechter has a special interest in the music of Edvard Grieg. In 1993 she lectured and performed in Norway, Denmark, and Finland for the International Grieg Year and her essay on “The Folk Elements in the Piano Music of Edvard Grieg” was published by Greenwood Publications in 1995. She has performed Grieg’s music for a recording by Troll Records and the piano music of S. Liapunov for Marco Polo/Naxos. In addition to serving as guest pianist with symphony orchestras, Dr. Schechter performs concerts throughout the United States and

Dorothy Elliott Schechter
Professor of Music, 1980
B.M., B.A., M.M., D.M.A., University of Southern California
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and phenomenology. He is active in the Modern Language Association and the National Council of Teachers of English.

**Erika Schlomer-Fischer**
Assistant Professor of Business, 2002
B.A., Washington State University/University of Copenhagen
M.B.A., Thunderbird University
Ph.D., Washington State University
Prior to joining CLU, Dr. Schlomer-Fischer was an assistant professor of marketing and international business at Linfield College in Oregon and an instructor of international business at Washington State University. She has taught graduate and undergraduate level courses in Global Marketing at Pepperdine University, California State University-Fullerton, and University of Idaho as well.

**Michael Shaw**
Associate Professor of Physics, 2002
B.S., University of California, Berkeley
M.S., Ohio State University
Ph.D., University of California, Santa Barbara
At Rockwell Scientific, Dr. Shaw was the manager of a large group of scientists and engineers working in the area of design and reliability. Winning a number of prestigious research awards and grants, Dr. Shaw’s multidisciplinary research group initiated new research on nano-materials and nano-engineered systems. A proven and gifted teacher, Dr. Shaw is also a highly productive scholar with more than 20 peer-reviewed journal articles to date.

**Beth Anderson Smith**
Assistant Professor of Education, 2000
B.S., Ph.D., University of Colorado
M.A., Point Loma Nazarene College
After completing a Ph.D. in social, multicultural and bilingual foundations of education, Dr. Smith earned her bilingual teacher certification from San Diego State University. She has taught, supervised and led professional development activities at all educational levels (K-12, adult education and higher education) and has had substantial experience with culturally and linguistically diverse students, families and communities both in California and Colorado.

**Christina Soderlund**
Assistant Professor of Mathematics, 2005
B.S., University of California, Davis
M.S., Ph.D., University of California, Los Angeles
Christina Soderlund brings to CLU a variety of excellent teaching experiences. While completing her doctoral studies at UCLA, she earned the Robert Sorgenfrey Distinguished Teaching Assistant Award. She also has served as an adjunct instructor at Loyola Marymount University for four years.

**Mark Spraggins**
Assistant Professor in Music, 1998
B.A., Auburn University
M.A., Butler University
D.M.A., University of Southern California (ASU)
Dr. Spraggins teaches the four-semester music theory sequence, private composition lessons, and music-technology related courses. As director of the music technology component of the music program, he oversees the Digital Music Lab and the Pro Tools HD workstation in the TV studio. Professionally, he is an award-winning composer and has produced music for programs on the History Channel and the A&E Network.

**Bruce R. Stevenson**
Associate Professor of English, 1996
B.A., California Lutheran University
M.A., Ph.D., University of Colorado, Boulder
A 1980 graduate of CLU, Dr. Stevenson returned to his alma mater in 1996. Along with his duties as Chair of the English Department, he currently teaches courses in American literature, expository writing, history of the novel and literary criticism. His scholarship centers on the post-Revolutions novel in America and on the ways the discourse of the period articulates social and political anxieties. Dr. Stevenson is also the faculty sponsor for CLU’s chapter of Sigma Tau Delta, the international English honor society.

**Brian Stethem**
Assistant Professor of Art Department, 2005
M.F.A., California Institute of the Arts
Brian Stethem holds a bachelor’s degree in English from California Lutheran University and a Master of Fine Arts in Photography from California Institute of the Arts. Brian has served as an adjunct instructor in photography at CLU for the past seven years, and is now appointed to a half-time position. In addition to his teaching, he runs a professional photography business, and enjoys a career as a fine art photographer.

**Christina Soderlund**
As 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, Dr. 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.
Assistant Professor of Communication, 1991
B.A., Harvard College
M.A., Harvard University
M.B.A., University of California, Los Angeles
Ph.D., Stanford University
Dr. 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 Minority in Cable. He has done broadcast journalism in Costa Rica and for KCLU-FM, a National Public Radio affiliate, located on the CLU campus.

Magdalena Teichmann
Senior Lecturer of Spanish, 2004
B.A., M.A., Ph.D., University of California, Los Angeles
Magdalena Teichmann has taught at California Lutheran University for many years as an adjunct instructor. She has also taught at UCLA, Cal State Fullerton, Cal State Northridge and Moorpark College. She has spent a great deal of time abroad traveling and studying and brings a wealth of knowledge and experience to the Spanish department.

Nathan L. Tierney
Professor of Philosophy, 1990
B.A., University of Melbourne
Ph.D., Columbia University
Dr. 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 called *Ethics of the Evolving Self*. 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.

Fred Tomblin
Senior Lecturer, Physics, 2002
B.S., Harvey Mudd College
M.A., Ph.D., University of California, Santa Barbara
For 24 years, Dr. Tomblin has taught Spanish at UCLA, UCSB and local community colleges and is also fluent in German. He has published two books and numerous articles on Spanish and Mexican literature. Dr. Teichmann has done extensive research on the Mexican novel and Mexican authors and is cited for his work in the *Diccionario Enciclopédico de México*. He has lived in Mexico and has traveled throughout Mexico and Central and South America. A member of the Society of Authors and Composers of Mexico, he is also an accomplished composer and interpreter of Mexican ranchera music and performs in Mexico and Los Angeles.

Cecelia Travick-Jackson
Assistant Professor of Education, 2003
B.S., Hampton University
M.Ed., University of Hartford
Ph.D., University of New Mexico
Cecelia Travick-Jackson completed her Ph.D. in language, literature, and sociocultural studies. Her dissertation focused on the role and relationship of religion to academic success among African American women in academia. She holds an M.Ed. in secondary education and a B.S. in theatre and English education. She brings 20 years of experience as a high school teacher and drama director. During her doctoral studies, she also taught at the university level and supervised and advised student teachers. Dr. Travick-Jackson teaches courses in action research and advises M.Ed. students with their action research projects.

Janice Tucker
Assistant Professor of Education, 2004
B.A., Memorial University of Newfoundland
M.Ed., Mount Saint Vincent University
Ed.D., Indiana University
Janice Tucker has had over 15 years of leadership experience as a teacher, vice-principal, assistant superintendent and director of programs in K-12 settings. She has also taught at both Mount Saint Vincent University and Indiana University and now serves as an Assistant Professor in Educational Leadership at CLU.

Magdalena Teichmann
Senior Lecturer of Spanish, 2004
B.A., M.A., Ph.D., University of California, Los Angeles

Fred Tomblin
Senior Lecturer, Physics, 2002
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Janice Tucker
Assistant Professor of Education, 2004
B.A., Memorial University of Newfoundland
M.Ed., Mount Saint Vincent University
Ed.D., Indiana University

CALIFORNIA LUTHERAN UNIVERSITY
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. In addition to her duties in the Counseling and Guidance Program, she is a practicing licensed psychologist.

Paul R. Williams
Associate Professor of Business Administration, 1992
B.S., Old Dominion University
M.B.A., Washington University
Ph.D., Claremont Graduate School
Dr. Williams’ courses focus on finance and strategy and his research efforts are directed to the financial performance and capital structure criteria in corporations and strategic finance as a management tool. Dr. Williams spent 20 years with Atlantic Richfield Co. in various capacities including sales management, strategic planning and analysis and finance and traveled to Asia and Europe to oversee ARCO’s joint venture interests. He currently consults in the areas of strategic planning and investments.

James Valadez
Professor of Education, 2003
B.A., University of California, Santa Cruz
M.A., University of California, Los Angeles
Ph.D., University of California, Santa Barbara
James Valadez has most recently been affiliated with the Department of Educational Leadership and Policy Studies at the University of Washington. He has extensive experience in program evaluation and is comfortable with quantitative and qualitative research and often uses mixed methods in his own research. His recent research has focused on the social, cultural and economic factors that influence the educational decision-making of immigrant Latino students. He works in CLU’s Advanced Studies Department and teaches Research Methods in the master’s degree programs as well as Qualitative Research Methods in the doctoral program. He also directs the Educational Research and Leadership Institute.

Joan Wines
Professor of English, 1976
B.A., M.A., University of Detroit
M.A., Ph.D., University of Southern California
The Focus of Dr. Wines’ work at CLU is the integration of multimedia into undergraduate and graduate teaching and learning. In addition to integrating multimedia into her own literature and writing courses, Dr. Wines is the Director of CLU’s Center for Teaching and Technology. The center provides faculty with support teams who help redesign courses using the newest research in the field of instructional technology. Dr. Wines has developed computer-integrated curriculum for USC’s Neighborhood Academic Initiative program, CLU’s Math/Science Upward Bound program and summer High School Multimedia Institute. She is also the adviser for the University’s award-winning literary publication, Morning Glory.
University Governance
University Governance

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

President’s Cabinet
The President’s Cabinet consists of the President, the five divisional vice presidents and associate provost. These include the Provost and Vice President for Academic Affairs, the Vice President for University Advancement, the Vice President for Administration and Finance, the Vice President for Student Affairs and Dean of Students, the Vice President for Marketing and Communications, and the Associate Provost for Graduate and Adult Programs and Accreditation. The President’s Cabinet is the senior executive and administrative body of the University. Under the direction of the president, it is responsible for policy-making, strategic planning and implementation, budget, and ensuring that institutional energies and resources are focused on accomplishing the mission and vision of the University.

Board of Regents
The 33-member Board of Regents directs the administration through its policy-making role, safeguards the mission and assets of the University, authorizes budgets and strategic plans, elects the president of the University, and approves the appointment of chief administrative officers and faculty.

Convocation
The 85-person Convocation, which ratifies the election of the University’s Board of Regents, represents the corporation of California Lutheran University. The Convocation is made up of members of the five synods of Region II of the Evangelical Lutheran Church in America, faculty, students, the university president and members-at-large. Convocators serve as ambassadors, counselors, recruiters and development support for the University throughout a broad geographic area on the Pacific Coast and in the Southwestern region of the United States.
Karen B. Spies
Author
Denver, Colo.

Marvin Suomi
President and CEO
KUD International
Santa Monica, Calif.

James Swenson
Founder
Swenson Family Foundation
President (retired)
Details, Inc.
Dana Point, Calif.

GayLynn Talbot
Creative Director
Talbot Design Group
Westlake Village, Calif.

Stephanie Taylor
Director
Darwin, Ph.D.
Assistant Clinical Professor
Department of Pediatrics
University of Southern California
Los Angeles, Calif.

George Ullman Jr.
President
Ullman Bros. Land and Cattle Company
Los Angeles, Calif.

Franklin Urteaga
Founder and CEO
Digital Coast Advisors, Inc.
Los Angeles, Calif.

Jane Lee Winter
President
Town and Country Travel
Thousand Oaks, Calif.

Joan R. Young
Vice President, Brokerage Manager
Sotheby’s Realty
Westlake Village, Calif.

President
Associated Students, CLU
Thousand Oaks, Calif.

Arne Selbyg, Ph.D.
Division of Higher Education and Schools
Evangelical Lutheran Church in America
Chicago, Ill.

Takashi Uyeno
President
The Uyeno Group
Yokohama, Japan

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Lake Havasu City, Ariz.

Judy Day
Lake Havasu City, Ariz.

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Rod McKinley
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Scottsdale, Ariz.

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The Rev. Ruth Peterson
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The Rev. Ron Geikow
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Ruth Ann Johnson
Sunnyvale, Calif.

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The Rev. David Mullen
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The Rev. Scot Sorensen
Sacramento, Calif.

Linnea Wong
Davis, Calif.

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Ventura, Calif.

The Rev. Steve Beckham
Ventura, Calif.

The Rev. James Berg
Morro Bay, Calif.

Ingrid Fuellman-Ramos
Los Alamos, N.M.

Connie Gray
Olympia, Wash.

The Rev. Edwin McGee II
Son Gabriel, Calif.

Bonnie Mohr
Monrovia, Calif.

Martha Moscoso
Los Angeles, Calif.

The Rev. Frank Naussin
Thousand Oaks, Calif.

The Rev. Dean Nelson
Glendale, Calif.

The Rev. Matthew Smuts
Palo Alto, Calif.

David White
Palmdale, Calif.

The Rev. Erik Young
Covina, Calif.

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Beverly Anderson
Sun City West, Ariz.

Robert Gappinger
Granada Hills, Calif.

Desta Goehner
Camarillo, Calif.

Karen Ingram
Thousand Oaks, Calif.

Michele Rosselli
Thousand Oaks, Calif.

Student Members of the Convocation
Two representatives from the Student Body

Honorary Members of the Convocation
Dr. & Mrs. Mark Mathews
Santa Barbara, Calif.

Dr. & Mrs. Jerry H. Miller
Thousand Oaks, Calif.

Former University Presidents
Luther S. Luedtke, Ph.D.
1992-2006

Jerry H. Miller, D.Div.
1981-92

Mark Mathews, D.B.A.
1972-80

Raymond Olson, D.Div.
1963-71

Orville Dahl, Ed.D.*
1959-62

*Deceased

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Campus Map

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Academic Affairs .......................................................493-3145
Admission Office .....................................................493-3135
1-877-CLU-FORU (258-3678)
        e-mail: cluadm@callutheran.edu
Alumni Office ......................................................493-3170
Bookstore....................................................................493-3270
Business Office - Student Accounts .....................493-3176
Campus Ministries ..................................................493-3228
Career Services Center .........................................493-3200
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