



University of Redlands

# 2017 Catalog Supplement

2016–2018



2017 Supplement



# 2017 Supplement

to the 2016-2018 University of Redlands Catalog

University of Redlands  
Redlands, California

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# Introduction

This supplement to the *2016-2018 University of Redlands Catalog* serves as an extension of the *Catalog* through the 2017-2018 academic year. Changes that affect students attending in the 2017-2018 academic year are included. The supplement contains the following: Tuition and Fees chapters in their entirety, updated financial aid information, the academic calendar, changes to policies, standards, and academic programs, new courses and programs, or changes to existing courses and programs. Please see the appropriate chapters of the *2016-2018 Catalog* for programs or policies not listed here.

The University generally reserves the right to modify, delete, or supplement the terms, provisions, or policies set forth or referred to in this supplement.

*Published July, 2017*





# **College of Arts and Sciences**

Academic Calendar

Financial Aid

Graduation Requirements

Tuition, Fees, and Expenses

Programs of Study and Course Changes



# Academic Calendar 2017-2018

Fall 2017

**Wednesday, August 30**

New students arrive

**August 30–September 4**

New Student Orientation, new students register

**Monday, September 4**

Continuing students arrive

**Tuesday, September 5**

Classes begin

**Friday, September 8**

Check-in deadline

**Tuesday, September 19**

Final day to add classes; final day to submit individualized study contracts

**Tuesday, September 26**

Final day to submit Johnston regular course contracts

**October 9–10**

Study days

**Friday, October 20**

Final day to drop classes and change grading options and credit values

**October 23–November 17**

Advising and registration period for Spring and May Term 2018

**Friday, October 27**

Final day to record an incomplete grade for Spring 2017

**November 22–24**

Thanksgiving break

**Friday, December 1**

Deadline for departmental honors awards to be completed for Fall 2017 graduates

**Monday, December 11**

Last day of classes

**Tuesday, December 12**

Study day

**December 13–16**

Final exams

**Monday, December 18**

Winter break begins

**Wednesday, December 20**

Deadline for Fall 2017 grade submission: 12 midnight

**Friday, February 2**

Final day to submit Johnston evaluations for Fall 2017

Spring 2018

**Sunday, January 7**

All students arrive on campus

**Monday, January 8**

Classes begin

**Tuesday, January 23**

Final day to add classes; final day to submit individualized study contracts

**Tuesday, January 30**

Final day to submit Johnston regular course contracts

**Friday, February 23**

Final day to drop classes, change grading options and credit value

**February 26–March 2**

Spring break

**Monday, March 5**

Classes resume

**Friday, March 9**

Final day to record an incomplete grade for Fall 2017

**March 12–30**

Advising and registration period for Fall 2018

**Thursday, March 15**

Publication deadline for departmental honors awards to be completed for Spring 2018 graduates

**Friday, April 13**

Last day of classes

**April 16–19**

Final exams

**Friday, April 20**

Baccalaureate

**Saturday, April 21**

Commencement

**Wednesday, April 25**

Deadline for Spring 2018 grade submission: 12 midnight

**April 23–27**

May Term break

**Friday, June 1**

Final day to submit Johnston evaluations for Spring 2018

May Term 2018

**Monday, April 30**

Classes begin

**Tuesday, May 1**

Final day to add a class, final day to submit individualized study contracts for May Term

**Wednesday, May 2**

Final day to submit Johnston regular course contracts

**Thursday, May 3**

Final day to drop a class

**Wednesday, May 23**

Last day of classes

**Thursday, May 24**

Final exams

**Tuesday, May 29**

Deadline for May Term 2018 grade submission: 12 midnight

**Monday, June 25**

Final day to submit Johnston evaluations for May Term 2018

# Student Financial Services

## **Financial Aid**

The following is a list of financial aid programs available to students in the College of Arts and Sciences.

### **University of Redlands Grants**

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

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

### **Cal Grant A and Cal Grant B**

Cal Grants are funded by the State of California and are administered by the California Student Aid Commission (CSAC). Awards are based on financial need and grade point average. When you file a FAFSA and a Cal Grant GPA verification form by March 2, you are automatically considered for a grant. Cal Grant eligibility is contingent on students and/or parents meeting income and asset requirements. CSAC makes all final Cal Grant decisions. It is the policy of the University of Redlands to directly apply financial aid and/or scholarship funds to current



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

### **Federal Pell Grant**

This federal grant ranges from \$606 to \$5,920 for a full-time undergraduate student. The award is determined by the amount of the EFC in relation to the cost of attending the University of Redlands. Eligibility is limited to a total of 12 semesters during the pursuit of a student's first baccalaureate degree.

### **Federal Supplemental Educational Opportunity Grant (FSEOG)**

This federal grant assists students who demonstrate financial need and is administered by the Office of Student Financial Services. Grants range from \$200 to \$4,000 per academic year. A student must have a Pell Grant to be eligible to receive an FSEOG.

### **Institutional Loans**

A loan is often part of a financial aid award package and enables students to defer educational costs. All educational loans must be repaid.

### **Redlands Loan**

This 5 percent interest loan is packaged according to the university's packaging policy. Funding is limited. Repayment begins six months after a student is no longer registered as an undergraduate student at the University of Redlands.

### **Federal Direct Student Loans**

Federal Direct Student Loans are either subsidized or unsubsidized based on financial need, which is evaluated using the data reported on the FAFSA.

### **Federal Direct Subsidized Student Loan**

This long-term student loan is available from the Department of Education. No interest is charged to the student, nor is repayment required, while the borrower is enrolled at least half-time. The interest rate for undergraduate students is a fixed 3.76 percent for loans borrowed after July 1, 2016. Students should consult their repayment schedules to determine the applicable interest rates for loans borrowed prior to July 1, 2016. Borrowers are eligible for a six-month grace period once they drop below half-time enrollment, before repayment begins. Interest accrues during the six month grace period, but you are not required to begin making payments until your grace period ends. If you do not pay the interest during your grace period, it will be capitalized. Students are eligible for this loan if they demonstrate a financial need using standards established by the U.S. Department of Education.

**Loan Limits.** Students with a demonstrated need can borrow what is needed, not to exceed a maximum subsidized amount of \$3,500 a year for freshmen, up to \$4,500 a year for sophomores, and up to \$5,500 a year for juniors and seniors. The aggregate loan limit for subsidized direct loans is \$23,000.

### **Federal Direct Unsubsidized Student Loans**

This long-term student loan is available from the Department of Education. The interest rate on this loan is fixed at 3.76 percent for loans disbursed after July 1, 2016. Full-time and half-time students are eligible to apply. This loan is available to students who do not demonstrate the financial need necessary to qualify for Federal Direct Subsidized Loans.

The same terms and conditions apply as to Subsidized Federal Direct Loans, except the borrower is responsible for the interest that accrues during deferment periods (including time in school). During deferment periods, a student can (1) Make payments toward principal and interest; (2) Pay the interest quarterly and defer the principal; (3) Defer the interest and principal until the student goes into repayment (interest will accrue and be capitalized to the loan when the student enters repayment).

**Loan Limits.** Yearly loan limits for a dependent undergraduate student are \$5,500 for a freshman, \$6,500 for a sophomore, and \$7,500 for a junior or senior in total Direct Loan funds. Yearly loan limits for independent students or students whose parents have been denied a PLUS

Loan allow for an additional \$4,000 (freshmen and sophomores) or \$5,000 (juniors and seniors). The maximum aggregate loan amount for total direct loans is \$31,000 for a dependent undergraduate student and \$57,500 for an independent student, or those who have been denied a PLUS Loan.

Standard repayment on Direct Loans requires a minimum monthly payment of \$50 or the amount required to repay the loan within 10 years. Visit Federal Direct Loan Information for more information.

### **Federal Direct Parent PLUS Loan for Undergraduate Students**

Parents of dependent, undergraduate students are allowed to borrow a PLUS Loan for up to the total cost for the academic year, minus financial aid received. Repayment is required to begin within 60 days after the last disbursement; however, borrowers can request a deferment by contacting their loan servicer while their student is enrolled at least half-time toward their baccalaureate degree. The current interest rate is a fixed 6.31 percent for loans borrowed after July 1, 2016. The federal government deducts four percent in fees before the loan funds are disbursed to the University. The monthly minimum payment must be \$50 or an amount that will allow the loan to be paid in full in 10 years, whichever is more. Fees for this loan may be reviewed online at Parent Plus Loan Information.

### **Academic and Talent Awards Not Based on Need**

The University of Redlands offers a variety of talent- and merit-based scholarships. Current scholarship amounts and application deadlines may be found at [www.redlands.edu/sfs/scholarships](http://www.redlands.edu/sfs/scholarships).

### **Achievement Awards**

Achievement awards are determined by a review of academic record and/or leadership and accomplishment in school or community service. Entering freshmen and transfers are eligible for consideration.

### **Talent Awards**

Talent awards are available in each of the following areas to entering freshmen students and transfer students: art, creative writing, music,

and theatre. Selection and renewal are based upon recommendation by the department.

### **Renewal Policy on Merit Awards**

To be eligible to renew Achievement Awards, Talent Awards, or Presidential Scholarships, students must make satisfactory progress toward their degree.

Achieve a cumulative GPA of at least 3.00 by the end of the sophomore year and each year thereafter. Johnston Center students who have few or no courses taken for a numerical grade must be similarly evaluated by the Johnston Center director.

*Note: If a recipient of any of the above awards is also eligible for need-based funding, the total value of all University gift aid cannot exceed the cost of tuition.*

### **Student Employment**

Employment opportunities, both on and off campus, are available to those students who have work awards as part of their financial aid package.

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

Students should expect to earn between \$3,000 and \$3,500 per academic year. The exact earning potential will depend upon the student's academic schedule and year in school. Institutional funds and federal funds are allocated to provide work awards to students.

### **On-Campus Student Budget**

Tuition (\$47,722)

Room and board (double occupancy) (\$13,862)

ASUR fee (\$350)

Books and supplies\* (\$1,850)

**Total** (\$63,784)

*\*Estimate of possible cost to student.*

### **Graduate**

#### **Federal Direct Student Loans**

Federal Direct Student Loans are either subsidized or unsubsidized based on financial need, which is evaluated using the data reported on the FAFSA.

#### **Unsubsidized Federal Direct Student Loan**

This long-term loan is available from the Department of Education. The interest rate on this loan is fixed at 5.31 percent for loans disbursed after July 1, 2016. The terms and conditions of the Federal Direct Unsubsidized Loan require that the borrower be responsible for the interest that accrues during deferment periods (including time in school) and during the six-month grace period. During deferment periods, a student can (1) Make payments toward principal and interest; (2) Pay the interest quarterly and defer the principal; (3) Defer the interest and principal until the student goes into repayment (interest will accrue and be capitalized to the loan when the student enters repayment). Eligible graduate or professional students may borrow up to \$20,500 per academic year. The maximum aggregate Direct Loan limit for a graduate or professional student is \$138,500.

#### **Federal Grad PLUS Loan**

Graduate students are eligible to borrow from the Grad PLUS Loan Program. Students can borrow up to the cost of attendance minus other financial aid. It is recommended that students maximize their Direct

Loan eligibility before borrowing from the Grad PLUS. The interest rate on this loan is fixed at 6.31 percent for loans disbursed after July 1, 2016. Visit our website at Grad Plus Loans for more information.

## **Tuition, Fees, and Expenses**

The following schedules list the principal expenses and regulations concerning the payment of fees for the 2017–2018 academic year (Fall and Spring semesters and May Term session).

**Expenses are subject to change.** When such changes are made, notice will be given as far in advance as possible.

### **Definitions**

#### **Undergraduate**

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

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

**Full-time** degree-seeking students are charged full tuition for 9 or more credits in any single semester.

**Part-time** tuition is charged for 1–8 credits per semester based on approval from the Registrar’s Office.

#### **Graduate**

Graduate program tuition is charged on a per-credit basis.

**Full Year** is defined as Fall/Spring/May Term, or Fall/Spring.

**Half Year** is defined as Fall only, Fall/May Term, Spring/May Term, or Spring only.

#### **Graduate Assistantships**

Graduate assistantships are available. Contact the appropriate department for application and awards information.

## **Tuition and Fees**

### **Undergraduate Tuition**

Full year (\$47,722)

Half year (\$23,861)

### **May Term**

Excess residential (on-campus) May Term course fee will be charged after two residential May Term courses. See May Term Chapter for details.

May Term, per credit (\$1,492)

### **Special Status Undergraduate**

Part-time tuition, per credit (\$1,492)

Individualized Study, per credit (\$1,492)

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

Degree candidates (\$1,492)

Non-degree students (\$225)

High school students (\$120)

There is no charge for auditing by full-time undergraduate students within full-year (38 credits) or half-year (19 credits) limits. However, if auditing a course takes the total number of credits beyond the stated limit, the excess credit fee will apply. Full-time students may not audit applied music courses.

### **Excess Credits Fee**

For credits in excess of 19 per semester or 3 per May Term. Students who seek to overload must submit a petition to the Dean's Office.

Excess credit fee per credit (\$1,492)

## **Graduate Tuition**

### **Music and Communicative Disorders**

Per credit (\$1,038)

### **Graduate Individualized Study**

Per credit (\$1,038)

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

Degree candidates (\$1,038)

Non-degree students (\$225)

### **Graduate GIS Fees**

Per program (\$46,305)

Per credit (\$1,103)

Project Extension Fee\* (\$1,103)

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

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

New student (non-refundable after matriculation) (\$2,000)

Full-time graduate, per term (\$500)

Part-time graduate, per term (\$330)

## **Room and Board**

### **Meal Plans**

All students living on campus, including those living in Brockton Apartments and organizational houses, are required to have a meal plan. Meal plan options are declining balance dollar (DCB) plans.

### **Meal Plans Annual Options—DCBs**



Basic—*Minimum plan for students living in residence halls* (\$3,432)

Standard (\$3,656)

Premium (\$4,108)

Premium Plus (\$4,568)

Apartments and house—*Minimum plan for students living in apartments and houses* (\$2,510)

Commuter—*Optional meal plan for students not living on campus.* (\$1,946)

## **Housing**

### **Residence Halls**

#### **Air-conditioned Residence Halls\*—annual rate**

Double—Hall Bath (\$10,206)

Double—Suite Bath (\$10,718)

Double—Private Bath (\$11,228)

Triple—Hall Bath (\$8,166)

Triple—Suite Bath (\$8,576)

Triple—Private Bath (\$8,984)

Quad—Hall Bath (\$6,124)

Quad—Suite Bath (\$6,432)

Quad—Private Bath (\$6,738)

Large Single—Hall Bath (\$14,290)

Large Single—Suite Bath (\$15,006)

Large Single—Private Bath (\$15,720)

Small Single—Hall Bath (\$12,248)

Small Single—Suite Bath (\$12,862)

Small Single- Private Bath (\$13,474)

\* Air conditioned residence halls are California, Cortner, East, Founders, Grossmont, Haven, Holt, Melrose, Merriam, North, Williams

**Non-Air Conditioned Residence Halls\*\*–annual rate**

Double–Hall Bath (\$9,694)

Double–Suite Bath (\$10,206)

Double–Private Bath (\$10,718)

Triple–Hall Bath (\$7,758)

Triple–Suite Bath (\$8,166)

Triple–Private Bath (\$8,576)

Quad–Hall Bath (\$5,818)

Quad–Suite Bath (\$6,124)

Quad–Private Bath (\$6,432)

Large Single–Hall Bath (\$13,576)

Large Single–Suite Bath (\$14,290)

Large Single–Private Bath (\$15,006)

Small Single–Hall Bath (\$11,636)

Small Single–Suite Bath (\$12,248)

Small Single- Private Bath (\$12,862)

\*\* *Non-air conditioned halls are Anderson, Bekins, Fairmont*

**Apartments and Organizational Houses**

**Room Type–Annual Rate**

Brockton Apartment–Single (\$12,862)

Grove Apartment–Double (\$11,790)

Grove Apartment–Single (\$13,932)

Organizational Houses (\$10,206)

**Graduate GIS–Monthly Rate**

Double–Large (\$931)

Double–Small (\$868)

Family–Large (\$1,647)

Family–Small (\$1,534)

Single–Large (\$1,290)

Single–Small (\$1,229)

**Haven House fee**

*Fee is negotiated and paid directly to Recovery Grads*

**Room and Board Contract Cancellation**

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

Late cancellation fee—room and board contract (\$500)

**Other Special Costs**

**Admissions Deposit**

Each Arts and Sciences student admitted to the University must pay an admissions deposit. For students who enroll, the deposit is credited toward the student’s entering semester tuition. For students who do not enroll, the admissions deposit is not refundable.

Admissions Deposit (\$350)

**Application Fees**

Application Fee, not refundable (\$50)

Application Fee, study abroad, not refundable (\$40)

**Associated Students Fees**

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

Regular student, per year (\$350)

Part-time undergraduate, per year (\$116)

Special Status undergraduate, per year (\$116)

Full-time graduate, per semester (\$86)

Part-time graduate, per semester (\$63)

MGIS graduate, per semester (\$63)

Visiting student for May Term (\$65)

International Off-Campus Programs, per semester (\$54)

Salzburg semester (\$175)

**Cross-registration with the Schools of Business and Education**

Full-time, upper-division Arts and Sciences students may cross-register for School of Business or School of Education courses with the permission of their academic advisors. Students may register for one School of Business or School of Education course per term provided it does not duplicate an Arts and Sciences offering. No more than 12 credits taken at the School of Business and the School of Education can be applied toward a baccalaureate degree. School of Business or School of Education add requests must be signed by the student's advisor and the Registrar. Credits taken at either the School of Business or the School of Education are considered part of the regular academic load and are subject to the Arts and Sciences excess credit fee. Part-time, degree-seeking students follow the same procedures and policies as stated above for full-time students. Part-time, non-degree students are charged the School of Business or School of Education credit fee.

**Examination for credit in lieu of classwork**

Available only to full-time students who have not previously audited or attended the course, per credit (\$295)

**Field Trips—Actual cost per student**

**Late change of program processing fee**

After successful petition to change program after normal add or drop deadline.

During the semester (\$40)

After semester (\$90)

**Late Check-in Fee**

Checking in after the deadline (\$100)

**Late Immunization Fee**

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

**Late Payment Fee**

For bills not paid by the payment due date of each semester, *per occurrence* (\$250)

**Matriculation Fee**

Encompasses costs incurred by the University for maintenance of students' permanent records, *not refundable* (\$150)

**Music Fees**

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

Private Lessons\*, per credit (\$240)

*\* Music majors are eligible for a waiver of this fee if they meet specific criteria. All students who register for a major conducted ensemble are eligible for a reduced fee. See "Waiver or Reduction of Private Lesson Fees" below. Appropriate conducted ensembles are MUSI 111 University Choir, MUSI 112 Chapel*

*Singers, MUSI 114 Bel Canto Singers, MUSI 131 University of Redlands Symphony Orchestra, MUSI 138 Wind Ensemble, and MUSI 140 Symphonic Band.*

### **Class Lessons, per class**

Full-time students, no extra cost

Part-time and non-degree-seeking students, no extra cost

### **Waiver or Reduction of Private Lesson Fees**

Students required by their program curriculum to register for private lessons will have private lesson fees waived for the minimum number of credits required in their respective majors, regardless of the distribution of these credits among various instruments or in voice. Credits for private instruction earned at other universities will be counted in determining this minimum number. Students will be charged the private lesson fee for any instruction beyond the minimum number of credits. Music majors in the bachelor of arts program may waive a maximum of 8 credits of private lesson fees.

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

- be registered full-time;
- be registered for or have completed MUS 101, MUS 102, MUS 103, MUS 104, MUS 105, MUS 106, MUS 107, MUS 108 and MUS 110 (MUS 103, MUS 104, MUS 107, and MUS 108 are not required for bachelor of arts majors);
- be declared and approved as a music major;
- be advised by a member of the music faculty; and
- be registered for a course of study that will permit graduation within nine semesters. Semesters of eligibility for transfer students will be pro-rated.

Full-time students who concurrently enroll for credit in and successfully complete MUSI 111, MUSI 112, MUSI 113, MUSI 114, MUSI 130, MUSI 131, MUSI 136, or MUSI 138 are eligible for a special private lesson fee of \$75 per credit; the minimum enrollment per semester is 1 credit.

### **Reader's Fee**

Assessed to students who make up incomplete work after the deadline and after leaving the institution. Approval to complete such work must be secured from the Registrar's Office, per course (\$385)

### **Replacement fees**

Replacement Diploma Fee (\$50)

Replacement ID Fee (\$10)

### **Student Health Insurance**

This insurance is mandatory for international students. Domestic students must provide proof of health insurance coverage. Non-covered students may purchase the plan to comply with coverage requirement.\*

Annual rate- (\$1,892)  
(8/17/16 to 8/16/17)

Fall rate- (\$1,135)  
(8/17/16 to 1/4/17)

Spring rate- (\$757)  
(1/5/17 to 8/16/17)

### Study Abroad Program

Mandatory International Accident and Sickness Insurance\*

Annual Policy–Premium Plus includes natural disaster/political evacuation (\$160)

May Term–Enhanced comprehensive includes natural disaster/political evacuation (\$47)

*\*Insurance rates are subject to change*

### **Transcripts**

Transcripts of Records, each copy (\$5)

Johnston Center Transcript, each copy (\$8)

*Transcripts are now requested online at [www.getmytranscript.com](http://www.getmytranscript.com) for a fee that includes an additional vendor fee of \$2.25 per transcript for standard mail delivery.*

### **Payment Policy**

All charges must be paid in full by the tuition due date. All remittances should be made payable to the University of Redlands.

**Students with a past due balance on their University account are subject to dismissal from the University. The University will not release transcripts or a diploma until the past due balance is paid in full. Students will not be permitted to pre-register for the next term until the past due balance is paid in full. If the University is required to use third-party collections (i.e., collection agency or attorney) to collect the student account balance due, any future registration may require payment in advance.**

### **Policy on Refunds**

Refund policies at the University of Redlands are established in compliance with the 2008 amendments to the Higher Education Act of 1965. The University has adopted the federal refund policy guidelines as its institutional policy. Refund policies are subject to change at any time, according to federal and state regulations. When such changes are made, notice will be given as far in advance as possible.

Refunds are determined from the date of **official** withdrawal or approved leave of absence. Students who withdraw unofficially or at the request of the University are not entitled to refunds for the current semester.

Students receiving federal Title IV financial aid funding may be eligible for a refund according to the federal refund guidelines. Federal regulations stipulate the allocation of refunds representing federal aid and repayment requirements for students receiving cash disbursements of federal aid.

### **Official Withdrawal**

A withdrawal is considered official for all students when written notice has been provided to the Office of Student Life. Written withdrawal or



leave of absence notification is required to state the intention of the student to discontinue the course(s) in which he or she is registered and their last date of attendance. The withdrawal will be considered effective as of the date the student gives official notification of intent to withdraw. If a student fails to withdraw officially, the applicable date will become the midpoint of the term, unless the University can document a later date. In certain circumstances, if a later date of last academic activity is substantiated, this date can be used in lieu of the midpoint of the term.

### **Returning Students**

Students re-enrolling after withdrawal from the University will be charged current rates and fees based on the start date of new registration.

### **Temporary Absence**

No refunds will be made for students who remain away for part of a semester without officially completing the withdrawal or leave of absence process. No refunds will be made in cases of disciplinary action, which includes suspension or expulsion.

# Graduation Requirements

Updates to the graduation requirements information:

## **Writing Across the Curriculum**

*Writing requirement and placement update*

### **Lower Division Writing (WA)**

Students will complete a lower-division writing intensive course. Students completing the WA will demonstrate:

- Students completing the WA will demonstrate the ability to compose and revise critical essays that develop reasoned positions;
- the ability to respond to and incorporate the work of other writers into their own writing;
- proper source citation and avoiding plagiarism.

### **Requirement Placement**

To determine lower-division (WA) writing placement, AP, SAT, and ACT scores submitted by entering first-year students are used to decide which courses best match a student's preparation. For transfer students, we consider test scores for placement only if the student has no credit in transferable writing courses.

For questions about how test scores are used to determine writing placement, please consult with your academic advisor or contact the Director of Writing.

Upon arrival, students receive notification of their writing placement in one of the following categories (Placement details are in italics)

**Code 1 — WA Satisfied**

Lower-division writing requirement is complete. Enroll in a course labeled WB in the current schedule of classes after attaining full junior standing.

*Transfer credit, AP Lang & Comp 4–5, or IB higher level English A: Language and Literature score of 5 or above.*

**Code 2 — WA**

Complete a course labeled WA in the current schedule of classes to satisfy the lower-division writing requirement (ideally in the first year; must be completed by the end of the sophomore year). After attaining full junior standing, complete a course labeled WB in the current schedule of classes.

*SAT EWR = 590 or above, or ACT English + Writing Total = 45 or above.*

**Code 4 — English 102**

For transfer students with sophomore standing, no test scores, no transfer writing credit. Complete English 102 (Academic Writing Seminar) by the end of the first year on campus. After attaining full junior standing, complete a course labeled WB in the current schedule of classes.

**Code 5 — English 102 + second WA**

Complete English 102 (Academic Writing Seminar) with a minimum 2.0 grade AND complete an additional class labeled WA in the current schedule of classes by the end of the sophomore year. After attaining full junior standing, complete a course labeled WB in the current schedule of classes.

Transfer students below sophomore level and without transfer writing credit or qualifying test scores must complete both English 102 plus an additional class labeled WA in the current schedule of classes by the end of their first year on campus.

*SAT EWR between 530–580 OR ACT English + Writing between 37–45.*

**Code 6 — English 100 + 102**

Complete English 100 (Analytical Reading and Writing) in the first semester AND English 102 (Academic Writing Seminar) with a minimum 2.0 grade as soon as possible after completing English 100 (must be completed by the end of the sophomore year). After attaining full junior standing, complete a course labeled WB in the current schedule of classes.

*SAT EWR below 530 OR ACT English + Writing below 37; also for students below sophomore standing with no transfer credit and with no test scores.*

**Upper Division Writing (WB)**

Students will complete an upper-division writing-intensive course in the junior or senior year that concentrates on forms of writing appropriate to the major.

Students completing the WB will demonstrate:

- the ability to write thoughtfully in the genres appropriate to a specific discipline;
- an awareness of conventions for communicating in writing within a specific discipline;
- the ability to use feedback to revise their writing so as to communicate effectively with a specific disciplinary audience.

# Programs of Study and Course Changes

## **Accounting**

*Course revision*

### **440 Financial and Business Reporting Analysis**

Title change: Financial Statement Analysis

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

## **Art**

*New course*

### **356 Contemporary Art: Theory and Practice. Spring (4).**

This course examines early 20th century art to contemporary art practices of various disciplines; creative processes and the conceptual basis from which art practices develop with exploration of art movements within a historical, social context. Students will engage in the art making process periodically throughout the semester. Prerequisite: any WA course.

*Course revision*

**264 Special Topics in the History of Photography/Printmaking/  
Graphic Arts**

New title: History of Photography/Printmaking/ and Graphic Design

**Biology**

*New course*

**333 Evolutionary Medicine. Fall (4), Spring (4).**

Humans are the products of three billion years of evolution. Our evolutionary legacy can shed interesting light on many medical problems. The course discusses such topics as the evolution of aging and death, coevolution with our parasites, and medical problems associated with our recent very novel environment. Prerequisites: BIOL 200 and BIOL 201.

**Business Administration**

*New course*

**188 China: An Introduction. Fall (4).**

China is amongst the most important countries in the world, yet most Americans know little about it. Participants diminish that gap by learning about China's enormous successes, challenges, complexity, and global impact. Focus is on business and economic issues, richly contextualized with background on China's history, politics, geography, and cultures.

*Course revisions*

**226 The Rise of American Capitalism**

Prerequisites change: ECON 101 (or ECON 250 or ECON 251) with a minimum grade of 2.0 or higher; students must have a cumulative GPA of 2.7 to enroll, or by permission.

**228 Globalization**

Prerequisite removed.

**430 Human Resource Management**

Prerequisite change: senior standing, or by permission.

## **Chemistry**

*New minor*

### **Interdisciplinary Minor in Environmental Chemistry**

#### **Requirements**

##### **A. Core courses– 4 courses (16 credits)**

- EVST 100 Introduction to Environmental Studies (4)
- CHEM 131 General Chemistry I (4)
- CHEM 132 General Chemistry II (4)
- CHEM 231 Organic Chemistry I (4)

##### **B. Environmental Systems, each of the courses includes a laboratory and/or fieldwork component**

##### **2 courses (7-8 credits)– Select one each from Chemistry and Environmental Studies**

- CHEM 312 Advanced Environmental Chemistry (4) OR CHEM 360 Environmental Chemistry Field Experience and Modeling (3) OR CHEM 330 Analytical Chemistry (4) OR CHEM 301 Quantitative Chemistry and Analysis (4)
- EVST 290 Environmental Geology (4) OR EVST 391 Environmental Hydrology (4) OR EVST 220 Physical Geography OR EVST 392 Oceanography (4) OR EVST 305 Ecology for Environmental Scientists (4)

##### **C. Elective– 1 course (4 credits)**

Select one additional course from the list below

- CHEM 332 Physical Chemistry II, (4), CHEM 445 Inorganic Chemistry (4), CHEM 320 Biochemistry (4), EVST 245 Marine Environmental Studies (4), EVST 254 Climate Disruption: Science and Sustainability (4), EVST 242 Food and Nature, BIOL 336 Botany (4), BIOL 340 Conservation Biology (4), BIOL 331 Ecology (4), BIOL 346 Aquatic Biology (4) and MATH 231 (4)

A third course from the Environmental Systems list may be substituted for the Elective course.

*New course*

#### **494 Communication in Chemistry. Fall (3).**

This course focuses on important concepts in effective written and oral communication in chemistry. Students will write multiple drafts of the introduction to their capstone report and review the work of their peers. Students will receive instruction in effective presentation techniques and give two presentations with feedback. Prerequisite: senior standing and at least one credit of CHEM 378 (can be co-requisite).

### **Chinese**

*Course revisions*

#### **401 Fourth Year Chinese**

Credit change: from 4 to 2–4.

#### **402 Fourth Year Chinese**

Credit change: From 4 to 2–4.

### **Communicative Disorders –Department name changed to**

### **Communication Sciences and Disorders**

*Revision to the minor*

Add CDIS 309 as an option to the minor requirements.

#### **Minor requirements are now:**

Students who minor in Communicative Disorders must complete a minimum of 23 credits including:

#### **6 courses (23–24 credits)**

- CDIS 100 Introduction to Communicative Sciences and Disorders (4)
- CDIS 204 Speech and Language Science (4)
- CDIS 206 Anatomy and Physiology of Communication (4)



- CDIS 307 Language Development (4)
- CDIS 308 Language Disorders (4) or CDIS 309 Phonetics and Phonology (4)
- One additional course in Communication Sciences and Disorders (4) that may include CDIS 260 (3)

*Course revisions*

**206 Anatomy and Physiology of Communication**

Prerequisite change: CDIS 100, sophomore status or by permission, or graduate status.

**309 Phonetics and Phonology**

Prerequisite change: CDIS 100, junior status or by permission, or graduate status.

**410 Special Topics: Research Literacy in Communication Disorders**

Prerequisites: CDIS 100 and CDIS 208, and CDIS 307, and majors with senior status, or by permission.

**411 Assessment and Intervention in Communicative Disorders**

Prerequisites change: Minimum 3.0 cumulative GPA.

**413 Communicative Disorders Capstone**

Prerequisites change: CDIS 307 and majors with senior status, or instructor permission.

**652 Principles of Evidence-Based Practice in Communication Sciences and Disorders.**

Remove prerequisite.

**Education**

**Master of Arts in Learning and Teaching (MALT)**

Update to maximum number of credits that undergraduate students taking credential courses may transfer to the School of Education:

Undergraduate students who take credential EDUG courses will be able to, after graduation, transfer a maximum of 17 credits into the Master of Arts in Learning and Teaching (MALT) Program in the School of Education.

## **English**

### *Course revisions*

#### **239 Chicano/a Literature**

Offering change: Fall (4), Spring (4), May Term (3).

#### **317 Women's Literature**

Offering change: Fall (4), Spring (4), May Term (3).

Prerequisite change to: ENGL 201 or ENGL 202.

#### **320 Medieval Literature**

Prerequisite change to: ENGL 201 or ENGL 202.

#### **321 Renaissance Literature**

Prerequisite change to: ENGL 201 or ENGL 202.

#### **322 The Eighteenth Century: Regicides, Libertines, Bluestockings, and Fops**

Prerequisite change to: ENGL 201 or ENGL 202.

#### **323 The Romantics**

Prerequisite change to: ENGL 201 or ENGL 202.

#### **324 Victorian Literature**

Prerequisite change to: ENGL 201 or ENGL 202.

#### **330 American Literature 1620–1860: Republicans and Revolutionaries**

Prerequisite change to: ENGL 201 or ENGL 202.

#### **331 American Literature: Industry and Enterprise**

Prerequisite change to: ENGL 201 or ENGL 202.

#### **332 American Literature: Making it New**

Prerequisite change to: ENGL 201 or ENGL 202.

#### **333 Topics in African Diasporic Literature**

Prerequisite change to: ENGL 201 or ENGL 202.

#### **334 Representing the Holocaust**

Prerequisite change to: ENGL 201 or ENGL 202

**351 Postcolonial, Global, and Transnational Literatures**

Prerequisite change to: ENGL 201 or ENGL 202.

**361 Studies in Literature**

Prerequisite change to: ENGL 201 or ENGL 202.

**362 Single-Author Seminar**

Prerequisite change to: ENGL 201 or ENGL 202.

**Environmental Studies**

*Program requirements*

**Bachelor of Arts in Environmental Studies**

**Environmental Studies Categories and Courses (10 courses)**

**Introductory course**

- EVST 100 Introduction to Environmental Studies (4) or equivalent.

**Environmental Humanities or Environmental Social Science (1 course)**

EVST 215 American Environmental Literature (4), EVST 277 Environmental Justice (4), EVST 315 Environmental Nonfiction (4), REL 122 Religion and Ecology: Environmental Ethics (4), PHIL 211 Environmental Ethics (4), POLI 207 Environmental Politics and Policy (4), OR ECON 205 Ecological Economics (4)

**Earth Systems (1 course)**

EVST 205 Natural Disasters (4), EVST 210 Energy and the Environment, EVST 220 Physical Geography (4), EVST 254 Climate Disruption (4), EVST 290 Environmental Geology (4), EVST 375 Tropical Rainforests (3), EVST 391 Environmental Hydrology (4), EVST 392 Oceanography (4), EVST 430 Advanced Geology Seminar (4),

**Living Systems (1 course)**

EVST 225 California Plants (4), EVST 230 Biodiversity (4), EVST 245 Marine Environmental Studies (4), EVST 255 Ornithology

(4), EVST 281 The Palau Expedition (3), EVST 305 Ecology for Environmental Scientists (4), EVST 355 The Ecology of Australia and New Zealand (3)

**Tools, Applications, and Methods (2 courses)**

*The recommendation is a statistics course and SPA 110*

Choose two from

- SPA 110 Foundations of Spatial Analysis and GIS (4)
- Statistics—choose from ECON 200 Introduction to Statistical Methods (4), POLI 202 Statistical Analysis and Mapping of Social Science Data (4), MATH 111 Elementary Statistics and Probability with Applications (4), PSYC 250 Statistical Methods (4)
- EVST 235 Environmental Impact Assessment (4)
- EVST 250 Environmental Design Studio I (4), or EVST 350 Environmental Design Studio II
- Studios or clinics in business, policy, etc., without GIS focus
- EVST 325 Public Lands Management (4)
- EVST 399 Research Methods for Environmental Scientists (4)
- MATH 231 Introduction to Modeling (4)

**Experiential Learning (Practicum) (0 credits)**

Complete one of the following

- Environmental Study Abroad
- Environmental internship
- Environmental travel course
- Approved environmental community service activity

**Advanced Environmental Studies Elective (1 course)**

Choose from EVST courses numbered 200 and above.

### **Environmental Studies Concentrations**

*Note that there are many opportunities to strengthen the concentration by choosing concentration-relevant courses inside the core.*

#### **Business Concentration (3 courses)**

- EVST 340 Green Business (4) or BUS 308 Green Business (4)
- EVST 242 Food and Nature (4)
- EVST 276 Market-based Conservation Policy (4)
- ECON 101 Principles of Economics (4)
- ECON 205 Ecological Economics (4)
- BUS 136 Principles of Global Marketing (4)
- ACCT 210 Principles of Financial Accounting and Reporting (4)
- BUS 310 Principles of Management and Organizational Behavior (4)

#### **Spatial Studies Concentration (3 courses)**

- SPA 110 Foundations of Spatial Analysis and GIS (4)
- POLI 202 Statistical Analysis and Mapping of Social Science Data (4)
- EVST 220 Physical Geography (4)
- EVST 230 Biodiversity (4)
- EVST 250, 350 Environmental Design Studio (4)
- BIOL 111 Introduction to Marine Biology (4)
- CHEM 102 Introduction to Chemistry of the Environment (4)

#### **Policy and Management Concentration (3 courses)**

- SPA 110 Foundations of Spatial Analysis and GIS (4)
- EVST 235 Environmental Impact Assessment (4)
- EVST 242 Food and Nature (4)
- EVST 245 Marine Environmental Studies (4)
- EVST 276 Market Conservation Policy (4)
- EVST 325 Public Lands (4)
- EVST 354 Climate Disruption: Science and Sustainability (4)

- EVST 340 Green Business (4)
- POLI 202 Statistical Analysis of Mapping and Social Science (4)
- POLI 207 Environmental Politics and Policy (4)
- POLI 209 Introduction to Public Policy Analysis (4)
- ECON 101 Principles of Economics (4)
- ECON 205 Ecological Economics (4)

### **Capstones (3–5 credits)**

- Junior Capstone (1)
- EVST 475 Senior Capstone (2–4)

## **Bachelor of Science: Environmental Science**

### **Learning Outcomes**

Upon completion of the major, an environmental science major should be able to

- Integrate social and environmental science to critically evaluate complex environmental problems or opportunities, with an emphasis in mathematics, ecology, biology, geology, chemistry, or physics
- Use appropriate tools to analyze and communicate environmental problems or opportunities
- Apply interdisciplinary environmental learning to a specialization in Environmental Science

## **Environmental Science Categories and Courses (13 courses)**

### **Introductory course**

- EVST 100 Introduction to Environmental Studies (4) or equivalent

### **Environmental Humanities or Environmental Social Science (1 course)**

EVST 215 American Environmental Literature (4), EVST 315 Environmental Nonfiction (4), EVST 242 Food and Nature (4), EVST 276 Market Based Conservation Policy (4), EVST 277 Environmental Justice (3–4), EVST 287 Beaches, Environment,

and Society (3), EVST 335 Environment and Development (4), REL 122 Religion and Ecology: Environmental Ethics (4), PHIL 211 Environmental Ethics (4), POLI 207 Environmental Politics and Policy (4), OR ECON 205 Ecological Economics (4)

**Earth Systems (1 course)**

EVST 205 Natural Disasters (4), EVST 220 Physical Geography (4), EVST 254 Climate Disruption (4), EVST 290 Environmental Geology (4), EVST 391 Environmental Hydrology (4), EVST 392 Oceanography (4), EVST 375 Tropical Rainforests (3), OR EVST 430 Advanced Geology Seminar (4)

**Living Systems (1 course)**

EVST 225 California Plants (4), EVST 230 Biodiversity (4), EVST 245 Marine Environmental Studies (4), EVST 255 Ornithology (4), EVST 305 Ecology for Environmental Scientists (4), EVST 281 The Palau Expedition (3), OR EVST 355 The Ecology of Australia and New Zealand (3)

**Chemistry (1 course)**

CHEM 131 General Chemistry (4)

**Allied Science (2 courses)**

These courses support the concentration electives in Chemistry, Physics, Biology.

**Math (2 courses)**

*Either statistics or calculus is required. Both are recommended.*

- Statistics—choose from EVST 399 Research Methods for Environmental Scientists (4), ECON 200 Introduction to Statistical Methods (4), POLI 202 Statistical Analysis and Mapping of Social Science Data (4), MATH 111 Elementary Statistics and Probability with Applications (4), PSYC 250 Statistical Methods (4)
- MATH 118 or higher, Calculus (4)
- MATH 231 Mathematical Modeling (4)

**Experiential Learning (Practicum) (0 credits)**

Complete one of the following

- Environmental study abroad
- Environmental internship
- Environmental travel course
- Approved environmental community service activity

**Advanced Environmental Science (1 course)**

EVST 305 Ecology for Environmental Scientists (4), EVST 391 Environmental Hydrology (4), EVST 392 Oceanography (4), EVST 220 Physical Geography (4), EVST 254 Climate Disruption (4), EVST 290 Environmental Geology (4), EVST 225 California Plants (4), EVST 230 Biodiversity (4), EVST 245 Marine Environmental Studies (4), OR EVST 255 Ornithology (4)

**Environmental Science Concentrations**

*Note that there are many opportunities to strengthen the concentration by choosing concentration-relevant courses inside the core.*

**Ecology (3 courses)**

- EVST 225 California Plants (4)
- EVST 230 Biodiversity (4)
- EVST 255 Ornithology (4)
- EVST 355 The Ecology of Australia and New Zealand (3)
- Various approved biology courses

**Chemistry (3 courses)**

- CHEM 132 General Chemistry I (4)
- CHEM 260 Environmental Chemistry Field Experience (3)
- CHEM 312 Advanced Environmental Chemistry (4)
- CHEM 231 Organic Chemistry I (4)
- CHEM 232 Organic Chemistry II (4)



- CHEM 330 Analytical Chemistry (4)

**Physics (3 courses)**

- PHYS 220 Fundamentals of Physics I (4)
- PHYS 221 Fundamentals of Physics II (4)
- PHYS 231 General Physics I (4)
- PHYS 232 General Physics II (4)
- PHYS 233 General Physics III (4)
- EVST 391 Environmental Hydrology (4)
- EVST 392 Oceanography (4)

**Mathematics (3 courses)**

- MATH 118 Integrated Calculus I (4)
- MATH 121 Calculus I (4)
- MATH 150 Techniques in Problem Solving (1)
- MATH 231 Introduction to Modeling (4)
- MATH 312 Mathematical Statistics (4)
- MATH 335 Advanced Modeling (4)

**Biology/Marine (3 courses)**

- BIOL 111 Introduction to Marine Biology (4)
- EVST 245 Marine Environmental Studies (4)
- EVST 391 Environmental Hydrology (4)

**Capstones (3–5 credits)**

- Junior Capstone (1)
- EVST 475 Senior Capstone (2–4)

See specific information for the capstone courses and honors policy under the Environmental Studies major requirements.

**The Minor****6 courses (24 credits)****Introductory course**

- EVST 100 Introduction to Environmental Studies (4) or equivalent

**Environmental Humanities or Environmental Social Science (1 course)**

EVST 215 American Environmental Literature (4), REL 122 Religion and Ecology: Environmental Ethics (4), PHIL 211 Environmental Ethics (4), POLI 207 Environmental Politics and Policy (4), OR ECON 205 Ecological Economics (4)

**Earth Systems (1 course)**

EVST 205 Natural Disasters (4), EVST 220 Physical Geography (4), EVST 254 Climate Disruption (4), EVST 290 Environmental Geology (4), EVST 391 Environmental Hydrology (4), EVST 392 Oceanography (4), OR EVST 375 Tropical Rainforests (3)

**Living Systems (1 course)**

EVST 225 California Plants (4), EVST 230 Biodiversity (4), EVST 245 Marine Environmental Studies (4), EVST 255 Ornithology (4), EVST 305 Ecology for Environmental Scientists (4), EVST 281 The Palau Expedition (3), OR EVST 355 The Ecology of Australia and New Zealand (3)

**Tools, Applications, and Methods (1 course)**

SPA 110 Foundations of Spatial Analysis and GIS (4)

OR Choose a Statistics course—EVST 399 Research Methods for Environmental Scientists (4), ECON 200 Introduction to Statistical Methods (4), POLI 202 Statistical Analysis and Mapping of Social Science Data (4), MATH 111 Elementary Statistics and Probability with Applications (4), or PSYC 250 Statistical Methods (4)

OR choose a course from—EVST 235 Environmental Impact Assessment, EVST 250 Environmental Design Studio I (4), EVST 350 Envi-

ronmental Design Studio II (4), OR Studios or clinics in business, policy, etc., without GIS focus, OR EVST 325 Public Land Management, EVST 399 Research Methods for Environmental Scientists, MATH 231 Introduction to Modeling

### **Advanced Environmental Studies Elective (1 course)**

Choose from EVST courses numbered 200 and above

#### *New courses*

#### **287 Beaches, Environment, and Society. May Term (3).**

This course represents an interdisciplinary environmental studies exploration of beaches connecting the geology and the ecology of a dynamic environment to the history, economics, and politics of human uses of beaches. Topics include tourism, recreational uses, contests over access, oil extraction, beach replenishment, and sea level rise.

#### **315 Environmental Nonfiction. Spring (4).**

This course prepares students to write non-technical essays, reports, and articles on environmental topics and in various forms, including documentary, lyric, advocacy/public engagement, and experimental. Students read and discuss published nonfiction, write drafts and a final portfolio, and participate in group critiques.

#### **347 Innovation for Sustainability. Fall (4), Spring (4).**

Participants join a team to develop sustainable products and services, conduct research with potential customers, build prototypes, and test them with target users. Each time the course is offered, students will be presented with a different design challenge, for example, a solar heated, solar powered, self-filtering shower using recycled water. Prerequisite: EVST 340.

#### **430 Advanced Geology Seminar. Spring (4).**

From the cliffs of Madagascar to the glacial crevasses of the Transantarctic Mountains to the selenite crystals of Mexico, the Earth is filled with formations that inspire wonder and awe. This course explores the geologic processes that create these amazing formations. Prerequisite: EVST 205 or EVST 220 or EVST 290 or by permission of instructor.

#### *Course revisions*

**250/350 Environmental Design Studio I**

Updated offering: Fall (4), Spring (4), May Term (3).

**277 Environmental Justice**

Offering change: Fall (4), Spring (4), May Term (3).

**290 Environmental Geology**

Prerequisite change to: EVST 100 and MATH 101 or higher.

**391 Environmental Hydrology**

New prerequisite: EVST 100 and MATH 101 or higher, or by permission.

**Media and Visual Culture**

**Major requirements**

**Add to course requirements for the major**

**Electives**

The balance of courses making up the required 44 credits/11 classes are electives.

**Departmental honors**

A two-semester departmental honors program is available for exceptionally motivated students with unusually strong attainment. A GPA in the major of 3.5 is a minimum requirement for being invited to pursue honors. Current details of the honors process are available from the Director.

*New courses*

**201 Writing Media and Visual Culture. Fall (4).**

This writing intensive course is designed to help students to hone their ability to think and write critically about film, television and other media, develop research skills, and cultivate their ability to write a sustained paper without a fixed topic or assignment. Focus of course subject matter varies.

**202 Visual Storytelling. Fall (4), Spring (4).**

Explores the means of creating narrative through media with a central visual component, chiefly still photography and digital filmmaking. Stu-

dents will analyze effective visual storytelling and will devise, make, and edit a series of exploratory exercises, developing awareness of techniques proper to the medium.

**203 Screenwriting. Fall (4).**

This course serves as an introduction to screenwriting for feature films and television. Work includes critical examination of screenplays and finished films, and both critical and exploratory writing, including a group television writing assignment, and a first draft of a first act of a feature screenplay.

**301 Theories of Media and Visual Culture. Spring (4).**

Addresses some of the critical and theoretical concerns that define visual and media studies as fields, such as issues of cultural articulation and hegemony, problems of epistemology and aesthetics, concepts of 'high' versus 'popular' culture, theories of persuasion and attention, and media literacies in an era of media convergence.

*Course revisions*

**101 Introduction to Visual and Media Studies**

New title: Introduction to Media and Visual Culture Studies

New description: Introduces students to the critical study of visual culture and the spectrum of media, introducing techniques of formal, semiotic, and feminist analysis, etc., and approaches such as reception theory.

**395 Research Methods**

New title: Theory and Methodology in Media and Visual Culture Studies

Credit change: 4 credits

New description: Addresses critical and theoretical concerns that define media/visual studies, engaging with these through multiple written assignments. The culminating assignment is a significant research project that draws upon and engages with appropriate theoretical models. Serves students in the major as a preparation for MVC 495 in fall of the senior year.

**495 Senior Seminar**

New description: The capstone experience, within which students integrate and extend previous MVC work through the design and develop-

ment of a thesis; revision and augmentation of a prior research paper; substantial reflection on experience in the major, or another project approved by the instructor.

## **Music**

*Course revision*

### **399 Junior Recital**

New description: A minimum of one credit of private instruction on the major instrument or voice must be taken concurrently. Recital must be 30 minutes in length.

## **Philosophy**

*New course*

### **111 Crime and Punishment. Fall (4).**

An introduction to philosophy via an examination of philosophical issues surrounding crime and punishment. Topics include the Free Will-Determinism problem, theories of ethics and justice, the justification of punishment, and the morality of capital punishment.

*Course revision*

### **121 Animal Ethics and Service**

New description: An introduction to animal ethics incorporating philosophical readings, films, discussions, writing reflections, and hands-on experience volunteering for a variety of animal organizations. Occasional weekend field trips to animal rescues. There is a \$300 course fee to cover travel expenses and tour fees.

## **Physics**

*Course revision*

### **391 Junior Seminar**

Description change: Students develop their skills for communicating scientific articles, writing papers, and giving presentations.

## **Public Policy**

*New course*

### **495 Public Policy Capstone. Fall (4).**

Students complete an integrated writing project in Public Policy within their chosen area of concentration. Prerequisites: PLCY 209 and senior standing.

*Course revision*

### **POLI 209 Public Policy Analysis**

Alpha/number change: PLCY 100 Introduction to Public Policy Analysis.

## **Political Science**

*New courses*

### **211 Politics of Race and Ethnicity in America. Spring (4).**

An introduction to the study of identity politics in America, including race, ethnicity, gender, class, and the intersectionality among these factors. Topics include the history of Latino and Black civil rights movements, the legacy of colonialism, key judicial decisions and legislation, and contemporary political issues facing people of color.

### **300 Advanced Quantitative Methods. Fall (4), Spring (4).**

Examination of the most commonly used advanced statistical techniques used in the social sciences. Topics may include Ordinary Least Squares (OLS) regression, Logit/Probit, and/or other advanced methods. Prerequisite: POLI 202 or MATH 111.

*Course revisions*

### **202 Statistical Analysis and Mapping of Social Science Data**

Offering change: Fall (4), Spring (4).

### **209 Introduction to Public Policy Analysis**

Alpha/number change to: PLCY 100 Introduction to Public Policy Analysis

### **457 Health Care Policy**

Offering change. Fall (4), Spring (4).

## Race and Ethnic Studies

*New course*

### 210 Reach Juvenile Justice. Fall (2), Spring (2).

This REACH class enables students to learn about the juvenile justice system as they volunteer to work with incarcerated youth as tutors and workshop facilitators. Students develop their own learning goals and write reflections to analyze their experience in juvenile hall to meet these goals. C/N only.

## Religious Studies

*New course*

### 232 Hinduism(s). Fall (4).

Explores the many ways Hindu beliefs and practices shape and are shaped by the communities and individuals who live their lives, defined in infinitely variable ways, as adherents of Hindu traditions. Prerequisite: REL 125 recommended.

*Course revision*

### 323 Quest of the Mystic: The Inner Path

Prerequisite removed.

## Sociology and Anthropology

*Course revision*

### 230 Bodies and Societies

Prerequisites removed.

## Spatial Studies

*New course*

### 460 Intermediate GIS. May Term (3)

Provides the essential theoretical foundation and applied skills in geographic information science and technology. Focus on GIS data operation, analysis, application, and presentation. Various real-world applications of GI technology are covered through assignments and



small-scale projects. Prerequisite: SPA 110 or EVST 100, or by permission of instructor.

## **Theatre Arts**

*New course*

### **381 Theatre Internship. Fall (0–4), Spring (0–4).**

Internship in professional theatrical or other entertainment company. Students work with faculty or administrator to establish an appropriate internship. Students complete a report analyzing the experience. Prerequisite: THA 230.

## **Women, Gender, and Sexuality Studies**

*Course revision*

### **145 Gender, Sexuality and Power**

Name change: Gender, Sexuality and Power in a Global Context.

### **340 Contemporary Feminist Theory**

New title: Film Feminisms

Description: This course is an introduction to important theoretical frameworks developed around women, gender, feminism, and film studies. We will be watching both canonical and non-canonical films and using these films to discuss pressing issues in feminist and gender theory. The course will ask you to interrogate the role of the spectator in the production of meaning in film.

## **Additional Course Offerings**

### **Arabic (ARAB)**

*New courses*

#### **101 Beginning Arabic I. Fall (4), Spring (4).**

Beginning level Modern Standard Arabic language for students with no previous background. Introduction to the alphabet, basic spoken communication, grammar, and culture of Arabic-speaking societies.

#### **102 Beginning Arabic II. Fall (4), Spring (4).**

Beginning level Modern Standard Arabic Language for students with no

previous background. Introduction to the alphabet, basic spoken communication, grammar, and culture of Arabic-speaking societies. Continues ARAB-101, Beginning Arabic I.

### **Community Service Learning Activity (CSAC)**

*New courses*

#### **316A Roots and Shoots. Fall (3), Spring (3).**

A course that provides environmental programs for youth at local schools, building on the vision of Dr. Jane Goodall. The program meets weekly and requires a semester/year-long commitment with a membership application. Student Directors provide transportation. Reflective components include journals, evaluations, timesheet, final paper and group reflection. Prerequisite: must complete an interview process and be accepted as a mentor as well as meeting with a CSL administrator for approval and permission prior to enrollment.

#### **316B Roots and Shoots. Fall (0), Spring (0).**

A course that provides environmental programs for youth at local schools, building on the vision of Dr. Jane Goodall. The program meets weekly and requires a semester/year-long commitment with a membership application. Student Directors provide transportation. Reflective components include hours verification and reflective paper. Prerequisite: must complete interview process and be accepted as a mentor as well as meeting with a CSL administrator for approval and permission prior to enrollment

### **Student Services (SSRV)**

*New courses*

#### **100 Practical Skills for College Survival. Fall (1).**

This course will provide an introduction to university life. Topics will include the challenges of balancing life and school, academic success strategies, dealing with financial aid, and diversity and inclusion. In addition, we will read and discuss some of the latest research on the experiences of first year college students.

#### **112 D.U.D.E.S.: Understanding and Supporting College Men's Journey. Fall (1), Spring (1).**

This course will explore Edwards' Man Mask from a theoretical and practical lens. Historical and societal norms of masculinity will also be interrogated. Special topics such as healthy relationships, race, sexual identity, drug/alcohol use, and gender roles will be discussed. A safe space to talk about issues will be provided. May be repeated, maximum 4 credits.

**113 D.U.D.E.S : College Men's Journey put into Action. Fall (1), Spring (1).**

This course will create a space for students to discuss issues facing men in and beyond college, create programming around campus for awareness of issues related to Men and Masculinity and enhance leadership qualities through development of the curriculum for a DUDES retreat, discussions, workshops and recreational activities.

# School of Business

Admissions

Financial Aid

Tuition, Fees, and Expenses



# Admissions

*Addition to admissions policy*

## **MBA Admissions**

Students who have recently completed an undergraduate degree in business or related field within the last seven (7) years with a reasonable cumulative GPA may be permitted to be admitted into the MBA program and enrolled in either the twenty-four month or eighteen-month curricular track.

# Student Financial Services

## **Financial Aid**

*Student loan rate and Pell Grant award information updates are included in this Supplement. For more information, please refer to the 2016-2018 Catalog.*

### **Federal Direct Subsidized Student Loan (Undergraduate Students)**

No interest is charged nor is repayment required while the borrower is enrolled at least half-time. For loans disbursed after July 1, 2016, the interest rate is 3.76%. Students will be eligible for this loan if they demonstrate financial need using standards established by the U.S. Secretary of Education. For more information, visit [www.redlands.edu/sfs/directs](http://www.redlands.edu/sfs/directs).

### **Federal Direct Unsubsidized Student Loan**

This long-term loan is available from the Department of Education. The interest rate on this loan for disbursements made after July 1, 2016 is 3.76% for undergraduate students. The interest rate on this loan for disbursements made after July 1, 2016 is 5.31% for graduate students.

### **Federal Direct Parent PLUS Loan for Undergraduate Students**

This loan is available to creditworthy parents of undergraduate students, regardless of income. This loan program allows parents to borrow the difference between the cost of education and the financial assistance the student is scheduled to receive. The interest rate is fixed at 6.84%. When borrowing through this loan program, please remember

that the federal government will deduct 4.276% in fees before funds are disbursed to the University.

### **Federal Direct Grad PLUS Loan**

The Grad PLUS Loan (GPLUS) is available to creditworthy students enrolled at least half-time in a graduate or professional program. The loan program is not dependent on income and assets and allows students to borrow the difference between the cost of education and the financial assistance they are scheduled to receive. The interest rate for this loan is fixed at 6.31%. It is recommended that students maximize their Direct Loan eligibility before borrowing from this program. For more information, visit [www.redlands.edu/cdgradplus](http://www.redlands.edu/cdgradplus).

### **Need-based Grants**

#### **Federal Pell Grants (Undergraduate students)**

This federal grant ranges from \$606 to \$5,920 for undergraduate students. The award is determined by the amount of the calculated student contribution in relation to the cost of attending the University of Redlands.

### **Tuition, Fees, and Expenses**

The following schedules list the principal expenses and regulations concerning the payment of fees for the 2017-2018 academic year. **Expenses are subject to change.** When such changes are made, notice will be given as far in advance as possible.

*Fees for the 2018-2019 academic year will be published during summer 2018.*

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

B.S. Business (\$678)

B.S. Management (\$678)

Electives for Business (undergraduate), per credit (\$678)

M.A., Management (\$813)



M.B.A. (\$830)

M.S., Information Technology (\$830)

Certificate Programs (\$830)

Electives for Business (graduate), per credit (\$830)

**Audit, per credit**

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

**Independent Study Fee**

The independent study fee must be prepaid and is non-refundable (\$275)

In addition, independent study courses are billed at the current per-credit rate for the degree program in which the course resides.

**International Students**

**International Program fee**

One-time fee for incoming School of Business International Students (\$300)

**International Program Housing**

*Double Large Double*

(Larger room in apartment, occupied by 2 people)

Fall (\$2,284)

Spring (\$2,284)

Summer (\$1,713)

*Double Large Single*

(Smaller room in apartment, occupied by 1 person)

Fall (\$2,884)

Spring (\$2,884)

Summer (\$2,163)

*Other Housing*

\*\*University-approved housing rates will apply by housing selected

**Repeat Courses, per credit**

Repeated courses are billed at the student's per-credit program rate, provided he/she is currently enrolled in his/her core program. All other courses will be billed at the current per-credit rate for the degree program in which the course resides.

**Other Fees****Textbooks**

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

**Transcripts of records**

Each copy (\$5)

Transcripts are requested online at: [www.getmytranscript.com](http://www.getmytranscript.com) for a fee that includes an additional vendor fee of \$2.25 per transcript for standard mail delivery

**Student services fee**

Per course (\$35)

**Cross-registration with Arts and Sciences**

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

**Other Special Costs****Degree completion extension fee**

Must be prepaid (\$350)

**Examination for credit in lieu of coursework**

Per credit (\$295)

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

### **Matriculation fee**

Not refundable (\$150)

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

When an extension is granted to a student for degree completion, all options for gaining earned and certified credit will remain open to the student during the time of the extension. The extension for degree completion will begin on the date of the student's originally scheduled deadline.

### **Replacement diploma fee (\$50)**

### **Payment Policy**

Tuition and fees are billed course-by-course with payment due 30 days from the invoice date. All charges must be paid in full prior to the tuition due date. All remittances should be made payable to the University of Redlands.

**Students with a past due balance on their University account are subject to dismissal from the University. The University will not release transcripts or a diploma until the past due balance is paid in full.**

**Students will not be permitted to pre-register for the next term until the past due balance is paid in full.**

**If the University is required to use third-party collections (i.e., collection agency or attorney) to collect the student account balance due, any future registration may require payment in advance.**

**For information regarding student and parent loan programs, please refer to the appropriate category in the Student Financial Services section of this *Catalog*.**

### **Policy on Refunds**

Refund policies at the University of Redlands are established in compliance with the 2008 amendments to the Higher Education Act of 1965. The University has adopted the federal refund policy guidelines as its

institutional policy. Refund policies are subject to change at any time, according to federal and state regulations. When such changes are made, notice will be given as far in advance as possible. Refunds are based on the date of official withdrawal.

Students receiving federal Title IV financial aid funding may be eligible for a refund according to the federal refund guidelines. Federal regulations stipulate the allocation of refunds representing federal aid and the repayment requirements for students receiving cash disbursements of federal aid.

### **Official Withdrawal**

A withdrawal is considered official when written notice has been provided to the Registrar's Office stating the intention of the student to discontinue the course(s) or program in which he/she is registered or when the University administratively withdraws students from courses or programs for non-attendance, financial non-payment, or academic actions. Written withdrawal notification must include the last date of attendance. The withdrawal will be considered effective as of the last date of attendance.

If a student fails to attend the first two sessions of any course, the student may be administratively dropped from the course by the University. If a student is dropped from two courses in sequence or three courses within a twelve-month period, he/she may be administratively withdrawn from the program and will be charged in accordance with the University's Refund Policy.

### **Returning Students**

Students re-enrolling after withdrawal from the University will be charged current rates and fees based on the start date of new registration.

### **Denial of Admission**

Students who are denied admission to a program after beginning their coursework may immediately withdraw or continue the current course. Students will be liable for 100% of the course costs for all courses completed. Course costs include per-credit tuition, matriculation fees, and related course fees. Academic credit will be received for all completed

courses. A withdrawal is considered official when written notice is provided to the Registrar's Office stating the student's intention to withdraw.

# School of Education

Admissions

Academic Standards

Financial Aid

Tuition, Fees, and Expenses

Programs of Study

Course Changes



# Admissions

*The Admissions chapter appears here in its entirety with the exception of the information under the heading International Applicants, which had no changes.*

The School of Education Admissions Office encourages all interested individuals to visit the campus either informally or by appointment. To schedule an appointment, please call (909) 748-8064 or visit our web site for School of Education admissions information. Prospective applicants receive information describing the school's degree and credential programs, course curriculum, admissions requirements, cost, and financial aid. Potential students will work with an enrollment counselor to identify a program that is best suited for his/her educational needs.

## **Admission Status**

Official admission status must be attained before continuing into the second course or term. Students may be permitted provisional admission (with approval from the Departmental Admissions Committee).

## **Provisional Admission**

Applicants who do not meet the 2.75/3.0 GPA requirement may petition to be provisionally admitted with the approval of the Departmental Admissions Committee. If approved the student is considered fully admitted but with provisions. Provisionally admitted students are eligible for financial aid. These students attend the first semester of the program and academic progress is monitored carefully. If the student earns



at least a 3.0 in each of his or her courses during the first semester, the provisions are lifted. Students who do not meet the academic requirements during the first term will be academically dismissed from the program.

### **Appealing Decision**

Students seeking to appeal an admission decision can write to the Departmental Admission Committee through the office of Graduate and Professional Enrollment. Additional documentation in support of the appeal must be included.

### **Matriculation**

Students will be matriculated when the Registration and Tuition agreement has been signed.

### **Preliminary Teacher Credential**

#### **Admissions Requirements**

The School of Education offers the Multiple Subject (elementary), Single Subject (secondary), and Education Specialist Teacher Credential Programs. The programs are accredited by the California Commission on Teacher Credentialing. The teacher credential programs are designed for individuals who have earned their baccalaureate degrees. For undergraduate credential programs, see the Education segment in the College section of this *Catalog*.

Credential courses are offered during evening hours to accommodate working adults. The program's early field experience will require a minimum 6 to 10 hours per course. Student teaching is a 14-week, full time work commitment that occurs at the end of the program.

#### **Admission Requirements for Preliminary Teacher Credential**

- Completed application
- Verification of passing CBEST or equivalent. Equivalency is determined by CTC.
- Official transcript with evidence of an undergraduate degree from a regionally-accredited institution with a 2.75 or higher GPA sent directly to the School of Education\*

- Completion of Child Development course or equivalent
- Evidence of 50 hours of observation or work with children in a public school setting
- Proof of Certificate of Clearance (livescan)
- Evidence of subject matter competency by passing state CSET examination or completion of state-approved waiver program—may show evidence of registering for examination for application purposes, but will need to pass examination before student teaching
- Two letters of recommendation from academicians or professionals who know the applicant's capacity for academic work
- Evidence of negative TB test results, within the last two years

Admission decisions are made by the Departmental Admissions Committee

*\*Students who do not have the minimum GPA must submit a GPA petition to the School of Education along with 2 additional letters of reference from different academicians/professionals.*

## **Subject Matter Competency**

### **Admissions Requirements**

All teacher credential candidates must demonstrate competency in their specific subject matter area. In the State of California, this requirement can be met by successful completion of one of the alternatives that follow.

#### **Multiple Subject candidates (teaching in elementary schools) must**

Pass Multiple Subject CSET (subtest I, II, III).

#### **Single Subject (teaching single-content areas in middle or high schools) candidates must either**

- Pass state-approved examinations (CSET) in their specific subject matter area, OR
- Complete a state-approved, single-subject waiver program.

Before teacher credential candidates are allowed to student teach, com-

petency in related subject matter content areas must be evidenced by either passing the CSET or by having completed at least four-fifths of an approved subject matter competency program. A student who successfully completes a waiver program does not need to pass the state-approved subject competency examinations.

### **Additional Admission Requirements for Education Specialist Candidates**

- In-person interview (Education Specialist only)
- Pass MS CSET (Subtest I, II, III) or pass SS CSET in a core subject

### **Master of Arts Degrees**

*The following is required of all applicants to School of Education masters degree programs. Specific programs may have additional requirements.*

#### **Admissions Requirements**

- Completed application
- Official transcript with evidence of an undergraduate degree from a regionally-accredited institution with a 3.0 or higher GPA sent directly to the School of Education (requirement is 2.75 GPA for the MA in Education: Learning and Teaching)\*
- Personal statement of 500 words describing personal experience and interests in relationship to the degree program (not required for MA in Education: Learning and Teaching)
- Two recommendations from professionals who know the applicant's capacity for academic work
- GRE scores (optional)
- Certification of Clearance required for candidates in Educational Administration and School Counseling

Admission decisions are made by the Departmental Admissions Committee

*\*Students who do not have the minimum GPA must submit a GPA petition to the School of Education along with 2 additional letters of reference from different academicians/professionals.*

**For credential applicants only**

- California teacher credential or basic service credential for administrative credential required
- If earning credential only, the essay requirement is waived
- Proof of Certificate of Clearance
- Evidence of Passing CBEST score
- Proof of administrative position (Interns)

**Doctorate in Leadership for Educational Justice (Ed.D.)****Admissions Requirements**

- Completed application
- Official transcript with evidence of a master's degree from a regionally-accredited institution with a 3.0 or higher GPA sent directly to the School of Education\*
- Writing requirement consisting of two parts; 1. A sample of professional writing (e.g., masters project or thesis, essay, major course paper, policy analysis, curriculum guide, book). There is no minimum or maximum length. 2. A personal statement addressing the following:
  - How does your experience and education prepare you for doctoral work in educational justice?
  - How do you plan to use the knowledge, skills, and dispositions obtained from your doctoral studies to address leadership issues related to educational justice?
- Two (2) letters of recommendation from professionals who know the applicant's capacity for academic work
- Interview with program faculty

*\*Students who do not have the minimum GPA must submit a GPA petition to the School of Education along with 2 additional letters of reference from different professionals.*

The admission decision will be based on a holistic review of evidence of the quality of graduate-level work, the professional writing sample, the

essay of 1,000-1,500 words addressing the writing prompts listed previously, and the two letters of recommendation from professionals who know the applicant's work. A panel of School of Education faculty will review the materials submitted by the applicant. Following an interview, the committee will render an admission decision.

# Academic Standards

## *Updated section*

### **Independent Study**

In exceptional cases, independent study projects provide alternatives not available through regular course offerings or because of scheduling limitations. Credit for a single independent study project ranges from 1 to 4 credits; no more than 12 independent study credits can be counted toward a degree. Independent Study is subject to an additional fee, except for doctoral students fulfilling elective credits.

Independent Study is arranged only under the following circumstances:

- to investigate topics not offered in the catalog;
- for catalog courses not currently offered;
- for catalog courses not available in the student's geographical area and not offered in the region within three months of the end of the core program or date of request.

First, students consult with their Academic Advisor. Second, the student develops an independent study contract with the faculty member who agrees to oversee the study. The completed contract, which specifies course requirements (e.g., the number of meetings, readings, fieldwork, papers, and examinations, and evaluation) must be signed by the student and the faculty overseeing the study. Third, the contract must be approved and signed by the appropriate Department Chair prior to

courses registration or beginning any work. Fourth, the contract is signed by the Dean or Associate Dean. These four steps must occur in the specified order.

### **Official Withdrawal or Leave of Absence**

*Add the following under Readmission*

### **Fieldwork Practicum Readmission**

Students seeking re-entry to fieldwork, practicum or internship must meet application deadlines.

# Student Financial Services

## **Financial Aid**

### **Loans**

#### **Federal Direct Subsidized Student Loan**

This long-term student loan is made available from the U.S. Department of Education. No interest is charged nor is repayment required while the borrower is enrolled at least half-time. For loans disbursed after July 1, 2016, the interest rate is a fixed 3.76%. For more information, visit [www.redlands.edu/sfs/directloan](http://www.redlands.edu/sfs/directloan).

*Eligibility.* Full-time and half-time students are eligible to apply. \*Students are eligible for this loan if they demonstrate a financial need using standards established by the U.S. Secretary of Education. Eligibility is determined through needs analysis, documented via the FAFSA form. Eligibility is limited to U.S. citizens and qualified non-citizens. Also, the student must be officially admitted and registered in a degree-seeking program before the loan can be certified.

*Loan Limits.* Post-baccalaureate (teacher credential) students may borrow up to \$5,500 per academic year. The maximum aggregate Subsidized Direct Loan amount for an undergraduate or post-baccalaureate student is \$23,000. Repayment of principal and interest begins six months after leaving school or if enrollment is less than half-time, with up to ten years using standard repayment. Students are not required to begin making payments until the grace period ends; however, during the grace period, interest will accrue on subsidized and unsubsidized



loans. If interest is not paid during the grace period, it will be capitalized. All loans are assessed a loan origination fee on the amount of the loan.

### **Federal Direct Unsubsidized Student Loan**

This long-term loan is available from the Department of Education. The interest rate on this loan for disbursements made after July 1, 2016 is 3.76% for undergraduate students. The interest rate on this loan for disbursements made after July 1, 2016 is 5.31% for graduate students. The Unsubsidized Loan is similar in terms and conditions to the Subsidized Loan; however, interest begins to accrue on the Unsubsidized Loan as soon as the funds are disbursed and during all eligible periods of deferment and the grace period. The student's options in handling the interest on the loan are:

- Pay the interest and principal;
- Pay the interest quarterly and defer the principal; or
- Defer the interest and principal until the student goes into repayment. (Interest will accrue while the student is enrolled and in the grace period. Interest will be capitalized to the loan when the student begins repayment.)

*Eligibility.* Full-time and half-time students are eligible to apply.\* Eligibility is documented via the FAFSA form. This loan is available to graduate students and students who do not otherwise demonstrate the financial need necessary to qualify for a subsidized loan.

*Loan Limits.* Full-time and half-time graduate students may borrow up to \$20,500 per academic year. Undergraduate students may borrow up to \$12,500 per academic year in total Direct Loan funds. Maximum aggregate loan limits are: for a dependent undergraduate student, \$31,000; for an independent undergraduate student (or a dependent undergraduate student whose parent does not qualify for the PLUS Loan), \$57,500; for a graduate or professional student, \$138,500.

### **Federal Direct Grad PLUS Loan**

The Grad PLUS Loan (GPLUS) is available to creditworthy students enrolled at least half-time in a graduate or professional program (students enrolled in the School of Education post-baccalaureate teaching

credential program are ineligible). The loan program is not dependent on income and assets and allows students to borrow the difference between the cost of education and the financial assistance they are scheduled to receive. The interest rate for this loan is fixed at 6.31%. It is recommended that students maximize their Direct Loan eligibility before borrowing from this program. For more information, visit [www.redlands.edu/sfs/dgradplus](http://www.redlands.edu/sfs/dgradplus).

## **Tuition, Fees, and Expenses**

The following schedules list the principal expenses and regulations concerning the payment of fees for the 2017-2018 academic year. All expenses are subject to change. When such changes are made, notice will be given as far in advance as possible.

Fees for the 2018-2019 academic year will be published during summer 2018.

### **Tuition, per credit**

#### **Education**

- Preliminary Teaching Credential (\$715)
- M.A., Education/Credential Administration (\$715)
- Counseling (\$715)
- Clinical Mental Health (\$715)
- Curriculum and Instruction (\$715)
- Higher Education (\$715)
- Learning and Teaching (\$715)
- Education Specialist (\$715)

#### **Services Credential Programs**

- Pupil Personnel Services (\$715)
- Preliminary Administrative Services (\$715)
- Professional Administrative Services (\$715)

#### **Professional Development, Induction Programs**

- Master's Level (\$715)
- Non-Master's Level, per course (\$715)
- Doctorate (\$995)

### **Audit, per credit**

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

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

Repeated courses are billed at the student's per-credit program rate, provided he or she is currently enrolled in his or her core program. All other courses will be billed at the current per-credit rate for the degree program in which the course resides.

### **Fees**

#### **Degree Completion Extension Fee**—must be prepaid

When an extension is granted to a student for degree completion, all options for gaining earned and certified credit will remain open to the student during the time of the extension. The extension for degree completion will begin on the date of the student's originally scheduled deadline. (\$350)

#### **Dissertation Extension Fee**

If a doctoral candidate is unable to successfully defend his or her dissertation and successful defense of the dissertation within the last trimester of the program, a fee equivalent to 1 credit of tuition will be charged for each trimester required to complete the dissertation and defense. The candidate will be required to enroll in EDUC 862 *Dissertation Writing Extension* for each trimester required until completion of the dissertation and defense. The dissertation extension will be supervised by the candidate's dissertation faculty chair. (\$995)

#### **Examination for Credit in Lieu of Course**—per credit

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

#### **Independent Study Fee**—not refundable, must be prepaid

Independent study courses are billed at the current per-credit rate for the degree program in which the course resides. (\$275)

**Matriculation Fee**—not refundable

Encompasses costs incurred by the University for maintenance of students' permanent records. (\$150)

**Other Fees**

**Replacement Diploma** (\$50)

**Transcripts of records**, each copy, (\$5)

Transcripts are now requested online at [www.getmytranscript.com](http://www.getmytranscript.com) for a fee that includes an additional vendor fee of \$2.25 per transcript for standard mail delivery

**Cross-Registration with Arts and Sciences**

Full-time School of Education students may cross-register for one Arts and Sciences course per term as part of their degree program with the approval of their academic advisor, provided the course does not duplicate a School of Education offering. Classes must be at the intermediate or advanced level. Arts and Sciences add requests must be signed by the student's academic advisor and the Registrar. Part-time students are subject to the same regulations applicable to full-time students.

**Payment Policy**

Tuition and fees are billed course-by-course, with payment due 30 days from the invoice date. All charges must be paid in full prior to the tuition due date. All remittances should be made payable to the University of Redlands.

**Students with a past due balance on their University account are subject to dismissal from the University. The University will not release transcripts or a diploma until the past due balance is paid in full.**

**Students will not be permitted to pre-register for the next term until the past due balance is paid in full.**

**If the University is required to use third-party collections (i.e., col-**

**lection agency or attorney) to collect the student account balance due, any future registration may require payment in advance.**

**For information regarding student and parent loan programs, please refer to the appropriate category in the Student Financial Services section of this *Catalog*.**

### **Policy on Refunds**

Refund policies at the University of Redlands are established in compliance with the 2008 amendments to the Higher Education Act of 1965. The University has adopted the federal refund policy guidelines as its institutional policy. Refund policies are subject to change at any time, according to federal and state regulations. When such changes are made, notice will be given as far in advance as possible. Refunds are based on the date of official withdrawal.

Students receiving federal Title IV financial aid funding may be eligible for a refund according to the federal refund guidelines. Federal regulations stipulate the allocation of refunds representing federal aid and the repayment requirements for students receiving cash disbursements of federal aid.

### **Official Withdrawal**

A withdrawal is considered official when written notice has been provided to the Registrar's Office stating the intention of the student to discontinue the course(s) or program in which he or she is registered or the University administratively withdraws students from courses or programs for non-attendance, financial non-payment, or academic actions. Written withdrawal notification must include the last date of attendance. The withdrawal will be considered effective as of the last date of attendance.

If a student fails to attend the first two sessions of any course, the student may be administratively dropped by the University from the course. If a student is dropped from two courses in sequence or three courses within a twelve-month period, he or she may be administratively withdrawn from the program and will be charged in accordance with the University's Refund Policy.

### **Returning Students**

Students re-enrolling after withdrawal from the University will be charged current rates and fees based on the start date of new registration.

### **Tuition Liability and Refund Schedule**

A Program Withdrawal form or a letter of withdrawal must be sent to the Registrar's Office to withdraw officially from the program. The matriculation fee is non-refundable.

# Programs of Study

*The Programs of Study chapter appears in its entirety.*

## **Regional Campuses**

Some of our courses and programs are offered at convenient locations throughout Southern California. For more programmatic regional campus information, refer to our website.

## **Master of Arts in Education Degrees and Service Credentials**

The School of Education offers the following areas of study for a Master of Arts in Education degree: School Counseling, Curriculum and Instruction, Educational Administration, Higher Education, and Learning and Teaching. The requirements for a California teaching or service credential may be incorporated into the four other degree programs. In addition, master's degrees may be earned without credentials, as in Educational Administration or in School Counseling. For those already holding master's degrees, a pupil personnel services or both preliminary and professional levels of the administrative service credential may be earned in credential-only programs. Some programs have multiple starts each year. Classes are scheduled in the evening to accommodate working adults and courses are taught by full-time faculty and adjunct practitioners. Students also have Internet access to course content, classmates and faculty through Moodle, a software program that facilitates online discussions and information exchange.

The master's programs, with the exception of the Master of Arts in Edu-

cation Learning and Teaching, are based on a foundation of four graduate courses. These “core courses” provide the basic knowledge and skills to perform graduate level research, assessment, evaluation, writing, and personal and professional reflection, as well as multicultural perspectives. In addition to these core courses, each program has requirements specific to its discipline and tailored to meet student needs and interests. Students in these master’s programs complete an exit process tailored to their individual program (see program information for more details).

## **ACCREDITATION AND CERTIFICATION**

Each teacher and service credential is accredited by the California Commission on Teacher Credentialing (CCTC). The teacher credentials are aligned with California SB 2042 standards. The pupil personnel services and the administrative services credentials also meet current state mandates. Master’s programs and the doctoral program are accredited through the Western Association of Schools and Colleges (WASC).

## **CREDENTIAL PROGRAMS**

### **Teacher Credential Programs (SB 2042)**

- Preliminary Multiple Subject, elementary
- Preliminary Single Subject, secondary
- Education Specialist Credential with an Emphasis in Mild/Moderate Disabilities

### **Service Credential Programs**

- Pupil Personnel Services Credential
- Preliminary Administrative Service Credential
- Clear Administrative Services Credential

## **Registration**

Students register for classes using Student Planning. Students plan their program in consultation with their advisors during the orientation periods that precede registration day and the start of classes. Recommended pathways are available on the School of Education website. Changes in



registration may be made at the beginning of each term, before the add/drop deadline. Relevant dates are listed in the academic calendar.

### **Advising**

Upon admission, students will be assigned an academic advisor. During the advising period students will work with an advisor to determine course selection that meet both State and University requirements and are tailored to the student's interests. For specific programmatic requirements, students should refer to this catalog or [www.Redlands.edu/schoolofeducation](http://www.Redlands.edu/schoolofeducation).

### **Group Advising**

Throughout the academic year, advisors will host group advising sessions by program. These sessions address required coursework, fieldwork/practicum, and other culminating experiences.

### **Orientation**

Orientation will provide students with essential information regarding coursework, fieldwork, financial aid, and the overall functions of the university. Orientation will be held the week before classes start. Refer to the academic calendar for orientation dates. Students are strongly encouraged to attend.

## **Department of Teaching and Learning**

### **THE PROGRAMS**

#### **Preliminary Teacher Credential for undergraduate students**

- Multiple Subject
- Single Subject

#### **Preliminary Teaching Credential**

- Multiple Subject
- Single Subject

#### **Education Specialist Teaching Credential**

### **Master of Arts in Education: Learning and Teaching**

- Multiple Subject
- Single Subject
- Education Specialist

### **Master of Arts in Education: Curriculum and Instruction**

#### **PROGRAM REQUIREMENTS**

#### **Preliminary Teacher Credential Programs**

##### **Single and Multiple Subject Teacher Credentials**

The coursework and the field experience segments of the Preliminary Teacher Credential are delivered in a prescribed sequence. An educational foundation course is followed by four methods-related courses. These methods courses are accompanied by two early field experiences in the public school system and the first two task-segments of the Teaching Performance Assessment (TPA), a state-mandated interactive examination that must be passed prior to recommendation for a credential. When candidates demonstrate the required program competencies, including all prerequisites, content and pedagogy coursework with a 3.0 or higher cumulative grade point average, and successful completion of the first two TPA tasks, they may begin their student teaching placements and the culminating seminar course. Throughout this portion of the program's sequence, the final two task-segments of the TPA are completed and evaluated.

The use of educational technology is incorporated in all courses, field experiences and TPA segments, as are the theory and skills needed to effectively teach English Learners and diverse student populations enrolled in today's classroom.

##### **Learning Outcomes**

Learning outcomes for the Preliminary Teacher Credential programs are found at:

Multiple Subject—[www.redlands.edu/CTC-PMS/learning-outcomes](http://www.redlands.edu/CTC-PMS/learning-outcomes)  
and

Single Subject— [www.redlands.edu/CTC-PSS/learning-outcomes](http://www.redlands.edu/CTC-PSS/learning-outcomes)

## **Undergraduate Students**

Students from the College of Arts and Sciences interested in earning a teaching credential must apply to the School of Education. Undergraduate students can enroll in Child Development (EDUG 331) and Educational Foundations (EDUG 401) before the School of Education admission process. Students need to contact an enrollment counselor to discuss the best credential program pathway.

## **Additional Requirements for Credentials**

To be eligible to be recommended for the Preliminary Teaching Credential or the Preliminary Education Specialist Credential, candidates must meet the U.S. Constitution requirement. For details on meeting this requirement, contact the School of Education. POLI 111 Introduction to American Politics or HIST 121 American History to 1877 (in the College of Arts and Sciences) or their equivalents, satisfy the requirement.

Prior to the student teaching seminar (EDUC 552) students must complete the following:

- Multiple subject–CSET subject tests 101, 102 and 103 and TPA 1 and 2 must be passed
- Single Subject–all CSET single subject tests must be passed

Prior to completion of the credential program, students must complete the following:

- Multiple Subject– CPR requirement, and TPA 3 and 4 passed
- Single Subject– CPR requirement, TPA 3 and 4 passed

## **Multiple Subject Teacher Credential Required Courses**

- EDUC 501 Educational Foundations (3)
- EDUC 503 Multiple Subject Curriculum and Methods I (3)
- EDUC 500A Multiple Subject Fieldwork Clinic I (1)
- EDUC 505 Multiple Subject Literacy and Language I (3)
- EDUC 507 Multiple Subject Curriculum and Methods II (3)
- EDUC 500B Multiple Subject Fieldwork Clinic II (1)

- EDUC 509 Multiple Subject Literacy and Language II (3)

AND

**Student Teaching**

- EDUC 552 Teaching Seminar (3)
- EDUC 553A Student Teaching I (5)
- EDUC 553B Student Teaching II (5)

OR

**Internship:**

- EDUC 552 Teaching Seminar (3)
- EDUC 554 Internship (13)\*

*\*Speak to an advisor regarding internship option requirements.*

**Single Subject Teacher Credential Required Courses:**

- EDUC 501 Educational Foundations (3)
- EDUC 502 Teaching and Learning in Secondary Schools (3)
- EDUC 500C Single Subject Fieldwork Clinic I (1)
- EDUC 504 Single Subject Literacy and Language (3)
- EDUC 506 Single Subject Content Teaching (3)
- EDUC 500D Single Subject Fieldwork Clinic II (1)
- EDUC 508 Single Subject Content Area Literacy (3)

AND

**Student Teaching:**

- EDUC 552 Teaching Seminar (3)
- EDUC 553A Student Teaching I (5)
- EDUC 553B Student Teaching II (5)

OR

**Internship:**

- EDUC 552 Teaching Seminar (3)
- EDUC 554 Internship (13)\*

*\*Speak to an advisor regarding internship option requirements.*

### **Education Specialist Credential with an Emphasis in Mild/Moderate Disabilities**

The Education Specialist program prepares individuals to teach students with mild to moderate disabilities and students with autism spectrum disorders in K–12 settings. Candidates take coursework and engage in field experiences concurrently from the very beginning of the program. The course content prepares candidates to: know and understand various types of disabilities and their causes; design, adapt and differentiate instruction for students with a wide range of abilities and disabilities; design and implement positive behavior support plans for students' behavioral challenges; and administer and interpret a wide variety of assessment instruments for referral and progress monitoring of struggling students and students with mild to moderate disabilities. The combined coursework and fieldwork experiences require candidates to think critically and reflectively about the theory to practice continuum. The capstone experience in this program consists of an intensive student teaching experience in a special education classroom or setting, plus the presentation of a summative portfolio of assignments and case studies to address the Teacher Performance Expectations (TPE) required by the California Commission on Teacher Credentialing (CCTC). Completion of these requirements, along with successful completion of all coursework with a GPA of 3.0 or higher, is required for recommendation for the credential.

Prior to the student teaching seminar (EDSP 552A and EDSP 552B) students must complete the following:

- Multiple Subject–CSET subject tests 101, 102 and 103 must be passed
- Single Subject–All CSET single subject tests must be passed. (CORE subjects allowed)

Prior to completion of the credential program, students must complete the following:

- Multiple Subject–CPR requirement, U.S. Constitution requirement, IDTP plan and TPE portfolio submitted to Program Coordinator
- Single Subject–CPR requirement, U.S. Constitution requirement, IDTP plan and TPE portfolio submitted to Program Coordinator

Learning outcomes for the Education Specialist credential are found at: [www.redlands.edu](http://www.redlands.edu).

**Required Courses:**

- EDSP 510 Overview of Special Education (3)
- EDUC 503 Multiple Subjects Curriculum and Methods I(3)\*\*
- EDSP 520 Curriculum and Instruction for Students with Mild to Moderate Disabilities and Autism Spectrum Disorders (3)
- EDSP 515 Planning, Case Management, and Behavioral Strategies for Students with Disabilities (3)
- EDUC 505 Multiple Subjects Literacy and Language (3)\*\*
- EDSP 525 Diagnostic Reading and Specialized Interventions (3)
- EDUC 501 Foundations of Education (3)\*

*\*EDUC 501 waived for students holding a multiple or single subject credential or those taking a workshop offered to Education Specialist candidates.*

*\*\*EDUC 503 and 505 waived for students holding a multiple subject credential.*

AND

**Student Teaching:**

- EDSP 552A Education Specialist Teaching Seminar (1)
- EDSP 552B Education Specialist Teaching Seminar (1)
- EDSP 555A Education Specialist Student Teaching I (5)
- EDSP 555B Education Specialist Student Teaching II (5)

OR

**Internship**

- EDSP 552A Education Specialist Teaching Seminar (1)
- EDSP 552B Education Specialist Teaching Seminar (1)
- EDSP 553 Education Specialist Internship (13)\*

*\*Speak to an advisor regarding internship option requirements.*

### **Master of Arts in Education Learning and Teaching**

The Master of Arts in Education Learning and Teaching (MALT) is an innovative program of study which integrates research and practice. The program is designed for aspiring K-12 teachers who wish to concurrently earn their master's degree while meeting the State of California-approved requirements for the Preliminary Teaching Credential in either single or multiple subjects or Education Specialist Preliminary Credential.

The MALT program is comprised of five 3-credit courses for the multiple subject track and five 3-credit courses for the single-subject track, concurrent with two 1-credit-each fieldwork clinic courses. Students then take a 3-credit teaching seminar course, 10 credits of student teaching, followed by a culminating 6-credit master's action research course. Combined, the program totals 36 credits and spans 16 months from start to finish.

To be eligible to be recommended for the Preliminary Teaching Credential or the Preliminary Education Specialist Credential, candidates must meet the U.S. Constitution requirement. For details on meeting this requirement, contact the School of Education. POLI 111 Introduction to American Politics or HIST 121 American History to 1877 (in the College of Arts and Sciences) or their equivalents, satisfy the requirement.

#### **Prior to the student teaching seminar (MALT 652) students must complete the following**

- Multiple subject—CSET subject tests 101, 102 and 103 and TPA 1 and 2 must be passed
- Single Subject—All CSET single subject tests must be passed

#### **Prior to completion of the credential program, students must complete the following**

- Multiple Subject– CPR requirement, and TPA 3 and 4 passed
- Single Subject– CPR requirement, TPA 3 and 4 passed

### **Single or Multiple Subject Track**

#### **Required Courses for Multiple Subject Track**

- MALT 601 Educational Foundations (3)
- MALT 603 Multiple Subject Curriculum and Methods I (3)
- MALT 600A Multiple Subject Fieldwork Clinic I (1)
- MALT 605 Multiple Subject Literacy and Language I (3)
- MALT 607 Multiple Subject Curriculum and Methods II (3)
- MALT 600B Multiple Subject Fieldwork Clinic II (1)
- MALT 609 Multiple Subject Literacy and Language II (3)
- MALT 610 Research in Practice (6)

AND

#### **Student Teaching Options**

- MALT 652 Teaching Seminar (3)
- MALT 653A Student Teaching I (5)
- MALT 653B Student Teaching II (5)

OR

- MALT 652 Teaching Seminar (3)
- MALT 654 Internship (13)\*

*\*Speak to an advisor regarding internship option requirements.*

#### **Required Courses for Single Subject Track**

- MALT 601 Educational Foundations (3)
- MALT 602 Teaching and Learning in Secondary Schools (3)
- MALT 600C Single Subject Fieldwork Clinic I (1)
- MALT 604 Single Subject Literacy and Language (3)



- MALT 606 Single Subject Content Teaching (3)
- MALT 600D Single Subject Fieldwork Clinic II (1)
- MALT 608 Single Subject Content Literacy (3)
- MALT 610 Research in Practice (6)

AND

### **Student Teaching Options**

- MALT 652 Teaching Seminar (3)
- MALT 653A Student Teaching I (5)
- MALT 653B Student Teaching II (5)

OR

- MALT 652 Teaching Seminar (3)
- MALT 654 Internship (13)\*

*\*Speak to an advisor regarding internship option requirements.*

### **Education Specialist**

#### **Required Courses for Education Specialist Preliminary Credential**

- EDSP 610 Overview of Special Education (3)
- MALT 603 Multiple Subjects Curriculum (3)
- EDSP 620 Curriculum and Instruction for Students with Mild to Moderate Disabilities and Autism Spectrum Disorders (3)
- MALT 601 Foundations of Education (3)\* or EDSP workshop equivalent
- EDSP 615 Planning, Case Management, and Behavioral Strategies for Students with Disabilities (3)
- MALT 605 Multiple Subjects Literacy and Language (3)
- EDSP 625 Diagnostic Reading and Specialized Interventions (3)
- MALT 610 Research in Practice (6)

AND

### Student Teaching Options

- EDSP 652A Education Specialist Teaching Seminar (1)
- EDSP 652B Education Specialist Teaching Seminar (1)
- EDSP 655A Education Specialist Student Teaching (5)
- EDSP 655B Education Specialist Student Teaching (5)

OR

- EDSP 652A Education Specialist Teaching Seminar (1)
- EDSP 652B Education Specialist Teaching Seminar (1)
- EDSP 653 Education Specialist Internship (13)

*\*Speak to an advisor regarding internship option requirements.*

*EDUC 601 will be waived for students holding a multiple or single subject credential or those taking an Education Foundations Workshop offered to Education Specialist Candidates.*

*MALT 603 and MALT 605 will be waived for students holding a multiple subject credential.*

### Culminating Experiences and Graduating Requirements

When candidates demonstrate the required program competencies, including all coursework with a 3.0 or higher cumulative grade point average and successful completion of the first two Teaching Performance Assessment (TPA) tasks, they may begin their student teaching courses. Throughout this portion of the program sequence, the final two segments of the TPA are completed and evaluated. No candidate can be recommended for a teaching credential until all TPAs have been successfully completed. The use of educational technology is incorporated in all courses, field experiences, and TPA segments, as are the theory and skills needed to effectively teach English learners and diverse student populations enrolled in today's classrooms.

Education Specialist credential students must complete a Health Education Competency workshop or equivalency and Augmentative and Assistive Communication (AAC) Competency workshop or equivalent.

## **Transfer Credit Policy for the MALT Program**

### **For Existing PTC Students**

All PTC students must state at the outset whether they intend to enter as credential-only or as MALT degree-seeking. Students initially entering the Preliminary Teaching Credential program must transfer into the MALT program prior to the start of the second course in the program (EDUC 502 or EDUC 503). Students must pay the difference between the credential tuition rate and the master's tuition rate per credit for each course taken. The EDUC 500A–D 1-credit fieldwork courses will not be accepted as transfer for the MALT 600 A–D 1-credit fieldwork courses because the latter have different graduate-level expectations. Students transferring into the MALT program will be required to take the master's level fieldwork courses (MALT 600A–D).

### **For Former PTC Students**

Former students who took PTC coursework prior to July 1, 2014, will not be able to transfer any of the 30 credits earned in the PTC program into the MALT program. However, the current transfer policy in the University *Catalog* will remain an option for the Master of Arts in Education in Curriculum and Instruction. Students who have completed their teaching credential at the University of Redlands as post-baccalaureate students within the past six years may use four of these courses, not including student teaching, as their electives.

### **Undergraduate Students**

After graduating, University of Redlands College of Arts and Sciences students may apply to transfer fifteen credits of their EDUG courses into the MALT program. The EDUG 400A–D 1-credit fieldwork courses will not be accepted as transfer for the MALT 600A–D 1-credit fieldwork courses because the latter have different graduate-level expectations. Students transferring into the MALT program will be required to take the master's level fieldwork courses (MALT 600A–D). These fieldwork courses are taken concurrently with the credential courses in the teacher education program as part of the Teaching Performance Assessment (TPA).

This model is depicted for single subject and multiple subject candidates as follows:

### **Undergraduate Transferable Multiple-Subject Courses\***

- EDUG 401 (3) transfers to MALT 601
- EDUG 403 (3) transfers to MALT 603
- EDUG 405 (3) transfers to MALT 605
- EDUG 407 (3) transfers to MALT 607
- EDUG 409 (3) transfers to MALT 609

\*maximum transfer: 15 credits

### **Undergraduate Transferable Single-Subject Courses\***

- EDUG 401 (3) transfers to MALT 601
- EDUG 402 (3) transfers to MALT 602
- EDUG 404 (3) transfers to MALT 604
- EDUG 406 (3) transfers to MALT 606
- EDUG 408 (3) transfers to MALT 608

\*maximum transfer: 15 credits

### **For Education Specialist Preliminary Credential Students**

Education Specialist Preliminary Credential students beginning coursework after January 1, 2017 must state at the outset whether they intend to enter as a credential only or as MALT degree-seeking.

### **For Former Education Specialist Preliminary Credential Students**

Former students who took all coursework prior to January 1, 2016 will not be able to transfer into the MALT program.

### **Master of Arts in Education Curriculum and Instruction Language and Culture**

The Curriculum and Instruction Language and Culture program is designed for classroom teachers and education professionals who want to enhance their teaching effectiveness in connection with language and

culture. In addition to the core and required courses, students choose four elective courses with the advice of the Program Chair to complete the 36 required credits.

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

**Core Courses:**

- EDUC 602 Pluralism in Education (3)
- EDUC 603 Inquiry I: Introduction to Quantitative Research (3)
- EDUC 604 Inquiry II: Introduction to Qualitative Research (3)
- EDUC 637 Master's Seminar (3)

**Required Courses:**

- EDUC 645 Introduction to Linguistics for Educators (3)
- EDUC 646 Diversity and Inclusion (3)
- EDUC 647 Perspectives in Second Language Acquisition (3)
- EDUC 649 Teaching English Learners (3)

**Elective Courses or Transfer Courses:**

- Twelve additional elective credits to be selected in consultation with the advisor.

Students who have completed their teaching credential at the University of Redlands as post-baccalaureate students within the past six years may use four of these courses, not including student teaching, as their electives. Other students may transfer six qualified credits from an accredited program outside the University of Redlands.

**Department of Counseling and Human Services**

**THE PROGRAMS**

- Pupil Personnel Service Credential, School Counseling, K-12 (credential only)
- Master of Arts in Education: School Counseling

- K-12 Counseling Emphases with PPS Credential
- College Counseling Emphasis
- K-12 Counseling with PPS & College Counseling Emphases
- Master of Arts in Clinical Mental Health Counseling
  - with PPS: School Counseling credential

## **PROGRAM REQUIREMENTS**

### **Pupil Personnel Services Credential (PPS): School Counseling**

The pupil personnel services credential in school counseling meets current state mandates and is accredited through the Western Association of Schools and College (WASC).

#### **Required Courses**

- EDUC 601 The Counseling Process (3)
- CMHC 610 Sociocultural Counseling (3)
- CMHC 615 Group Psychology and Counseling (3)
- EDUC 653 Counseling Theories (3)
- EDUC 675 Curriculum and Program Development (3)
- EDUC 685 Foundations of School Counseling (3)
- EDUC 677 Supervised Fieldwork in Counseling (3)

Students adding the PPS Credential will need to complete 400 additional hours of fieldwork in two different (K-12) settings.

## **Master of Arts Degrees**

### **Master of Arts in Education School Counseling**

The Master of Arts in Education School Counseling program involves training in counseling, consultation, and helping relationships. The program provides general counseling preparation for public and private school service. Coursework meets all standards required for a California Pupil Personnel Services (PPS) Credential.

In the School Counseling program, students may combine the degree and credential, earn a master's degree only, or obtain a Pupil Personnel Services Credential, provided they already have a master's degree. The master's degree consists of 48 credits plus 600 documented fieldwork hours beyond the classroom. Twelve of the 48 credits are the core graduate courses and the remaining 36 credits are counseling-based and required for the PPS Credential. Those with master's degrees who are earning only the PPS Credential usually have a credit requirement which ranges from 15 to 24, depending on the type of master's degree the student has already earned. The 600 fieldwork hours are required for each option, and credential candidates must ensure at least two-thirds of their fieldwork hours are completed in K–12 school settings.

Although a California teacher credential is not required for the PPS Credential, successful completion of the California Basic Educational Skills Test (CBEST) is a prerequisite to enter the program. Also, candidates for the PPS program must apply for a Certificate of Clearance and need evidence of a negative TB test dated within the past two years when they initially enroll in the program. Additionally, students must pass a comprehensive written exam and exit conference.

Please refer to program handbook for additional information and requirements.

Learning outcomes for these programs can be found at [www.redlands.edu/MA-EDSC/learning-outcomes](http://www.redlands.edu/MA-EDSC/learning-outcomes) for the School Counseling; [www.redlands.edu/MA-EDSCP/learning-outcomes](http://www.redlands.edu/MA-EDSCP/learning-outcomes) for the College emphasis; and at [www.redlands.edu/MA-EDSCC](http://www.redlands.edu/MA-EDSCC) for both.

### **Master of Arts in Education School Counseling with Pupil Personnel Services Credential**

To obtain the master's degree along with the Pupil Personnel Services (PPS) Credential, candidates must take the three research sequence graduate courses and all courses listed for the PPS Credential.

#### **Research sequence:**

- EDUC 603 Inquiry I: Introduction to Quantitative Research (3)
- EDUC 604 Inquiry II: Introduction to Qualitative Research (3)
- EDUC 637 Master's Seminar (3)

### **Pupil Personnel Services Credential (PPS)**

Applicants who already have earned a master's degree at a regionally-accredited college or university in a counseling-related field and who wish to receive a PPS Credential must complete the following CCTC-approved courses. In those cases in which the degree was earned within the past five years, the student may request that their transcript be reviewed for:

- Courses that are substantively equivalent to University of Redlands counseling courses required for the PPS credential and that have been completed within the past six years.
- Waiver of those courses that meet the above criteria, up to a maximum total of 24 credits/hours of credit.

Regardless of the number of courses waived, a student will need to complete a minimum of 15 credits of the required coursework at the University of Redlands in order to earn the PPS credential.

#### **Required Courses:**

- EDUC 601 The Counseling Process (3)
- EDUC 653 Theories of Counseling and Psychotherapy (3)
- EDUC 654 Counseling for Career Choice and Development (3)
- EDUC 655 Counseling Systems (3)
- EDUC 675 Curriculum and Program Development (3)
- EDUC 680 Human Development Across the Lifespan (3)
- EDUC 685 Foundations of School Counseling (3)
- CMHC 610 Sociocultural Counseling in Schools (3)
- CMHC 615 Group Psychotherapy and Counseling (3)
- CMHC 613 Counseling Law and Ethics (3)
- CMHC 620 Counseling and Educational Assessment (3)
- EDUC 677 Supervised Fieldwork in Counseling (2) (to be taken at least three times, and then as long as the student remains placed in a field site)

#### **School Counseling Emphasis Fieldwork Requirement**



Students in the School Counseling program must complete 400 of their required 600 hours in two different K-12 levels (which is the state requirement for the PPS Credential).

### **College Emphasis**

The College Counseling emphasis allows students to prepare for work in a college or university context rather than in K-12 settings. Students pursuing this emphasis will complete the courses listed above for the School Counseling with Pupil Personnel Services Credential with the following exceptions: they will not take EDUC 675 or EDUC 680 and instead will take the following two classes:

- EDUC 624 Introduction to College Student Development Theory (3), plus
- One of: EDUC 605 Community College Today (3) or EDUC 607 Higher Education in the United States: Contexts and Populations (3).

### **College Counseling Emphasis Fieldwork Requirement**

Students who choose to take the College Counseling emphasis will conduct 400 hours of fieldwork hours; 200 in a college setting(s) and 200 in a high school or high school-to-college setting transition setting(s).

### **Combination K-12 and College Emphasis**

The combination K-12 and College Counseling emphasis allows students to focus on both the K-12 and college or university arena. Students in this emphasis will complete the courses listed for the School Counseling with Pupil Personnel Services Credential as well as:

- EDUC 624 Introduction to College Student Development Theory (3)
- An additional three credits from EDUC 607 Higher Education in the United States: Contexts and Populations (3), EDUC 614 Organization Theory and Leadership in Higher Education (3), or EDUC 609 Higher Education Law (3)

### **Combination K-12 and College Fieldwork Requirement**

Students who choose both the K-12 and the College Counseling emphasis must participate in 600 hours of fieldwork; 400 hours must be

completed in two different K–12 levels (which is the requirement for the PPS credential) and 200 hours in a college or high school-to-college transition setting.

### **Master of Arts in Clinical Mental Health Counseling**

The Master of Arts in Clinical Mental Health Counseling (CMHC) offers an environment of academic excellence designed to provide a transformational learning experience while preparing and empowering graduate students seeking entrance into the field of clinical mental health counseling. By having access to cutting-edge educational experiences, skilled clinical supervision, and a rigorous academic program of study, students are afforded the opportunity to acquire a comprehensive body of knowledge, professional skills, ethical foundations, and cultural competencies. With an embedded emphasis on issues of social justice and advocacy counseling, this carefully structured training program prepares students for success, responsible citizenship, and lifelong learning in the field of Clinical Mental Health Counseling (CMHC).

The 60-credit CMHC Master's degree coursework prepares students to be license-eligible in California and most other states as a Licensed Professional Clinical Counselor (LPCC). In addition to the coursework and practicum experiences described in this catalog, CMHC students are to complete 25 hours of personal therapy from a mental health professional approved by the program by the end of their first academic year in the program. Students must pass a comprehensive written exam in order to graduate from this program. Please refer to program handbook for additional information and requirements.

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

### **Clinical Training**

Clinical Training Students admitted into the CMHC program, upon completing their first year of coursework, are required to perform practicum hours in a clinical setting across three semesters for a total of at least 450 hours (280 hours must be face-to-face counseling). In addition, as part of the CMHC clinical training experience and in keeping with the program's social justice and advocacy focus, all students are required to participate at the student-run Health Clinic approximately

10 to 12 hours per month. Practicum hours must be completed concurrently with the sequence of academic practicum courses. Students who are unable, for any reason, to complete the required practicum hours during the CMHC 699A, CMHC 699B, CMHC 699C courses will need to enroll in additional practicum courses until their required hours are complete.

**Required courses:**

- EDUC 601 The Counseling Process (3)
- CMHC 610 Sociocultural Counseling and Intervention (3)
- CMHC 613 Counseling Law and Ethics (3)
- EDUC 680 Human Development Across the Lifespan (3)
- EDUC 653 Theories of Counseling and Psychotherapy (3)
- EDUC 655 Counseling Systems (3)
- CMHC 692 Crisis Intervention Counseling (3)
- CMHC 695 Introduction to Substance Abuse Counseling (3)
- CMHC 693 Advanced Counseling: Psychopathology and Diagnostic Procedures (3)
- CMHC 615 Group Psychotherapy and Counseling (3)
- CMHC 620 Counseling and Educational Assessment (3)
- CMHC 616 Introduction to Social Justice and Advocacy (3)
- CMHC 694 Psychopharmacology (3)
- CMHC 699A Practicum I: Clinical Mental Health Counseling (2)
- EDUC 654 Counseling for Career Choice and Development(3)
- CMHC 699B Practicum II: Clinical Mental Health Counseling (2)
- CMHC 640 Research and Evaluation (3)
- CMHC 621 Counseling in a Global Context (3)
- CMHC 699C Practicum III: Clinical Mental Health Counseling (2)
- Six additional credits of advanced clinical coursework are required that can be used to specialize in Clinical Mental Health practice.

**Elective Courses**

- CMHC 630 Theory and Practice in Family Counseling (3)
- CMHC 631 Couples and Relationship Counseling Theories and Techniques (3)

## **Department of Leadership and Higher Education**

### THE PROGRAMS

- Preliminary Administrative Services Credential (PASC)
- Clear Administrative Services Credential
- Master of Arts in Education: Education Administration (with PASC)
- Master of Arts in Education: Higher Education
- Student Affairs Track
- Doctorate in Educational Justice Ed.D.

### **PROGRAM REQUIREMENTS**

#### **Master of Arts in Education Educational Administration**

The Educational Administration program provides theoretical and practical coursework in school leadership. It is designed to develop school administration leaders in both the public and private sectors of education.

Students may combine the master's degree and the Preliminary Administrative Services Credential or earn a master's degree only.

The master's degree consists of 36 credits. All master's candidates complete a portfolio, exit interview and comprehensive exam at the completion of their program.

Credential candidates must possess a basic teacher or service credential and have passed the California Basic Educational Skills Test. Candidates must apply for a Certificate of Clearance when they initially enroll in the program. Prior coursework will be evaluated for equivalency. Credential candidates who have been recommended for an administrative appointment in a district may be eligible for an administrative internship.

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

### **Master of Arts in Education with Preliminary Administrative Services Credential**

To receive the Master of Arts degree along with the Preliminary Administrative Services Credential, candidates must complete the four core graduate courses and all of the courses and requirements of the Preliminary Administrative Services Credential.

#### **Core Courses**

- EDUC 602 Pluralism in Education (3)
- EDUC 603 Inquiry I: Introduction to Quantitative Research (3)
- EDUC 604 Inquiry II: Introduction to Qualitative Research (3)
- EDUC 637 Master's Seminar (3)

#### **Preliminary Administrative Services Credential**

In order to become an administrator in California K-12 public schools, candidates need to gain the competencies and meet the standards required by the California Commission on Teacher Credentialing (CCTC). The following courses are approved by the CCTC to attain a Preliminary Administrative Services Credential.

#### **Required courses**

- EDUC 678A Fieldwork: Educational Administration Program Induction (1)
- EDUC 601 The Counseling Process (3)
- EDUC 602 Pluralism in Education (3)
- EDUC 670 Program Administration and Evaluation (3)
- EDUC 671 Leadership (3)
- EDUC 673 School Finance (3)
- EDUC 674 School Politics and Law (3)
- EDUC 675 Curriculum and Program Development (3)
- EDUC 676 School Personnel Management (3)

- EDUC 678B Practicum: Fieldwork in Education (2)

Candidates employed as administrative interns may be waived from EDUC 678A and EDUC 678B but must enroll in EDUC 679, Preliminary Administrative Internship Practicum (1–3) each term during the internship.

Additionally, in order to receive the credential when coursework is completed, a candidate must have worked under the authority of a basic teacher or service credential for five years and must successfully complete an exit interview facilitated by faculty members.

### **Clear Administrative Services Credential**

The Clear Administrative Services Credential program assists current school administrators in developing their professional skills and competencies through several options of study approved and supported by a mentor, their employer, and the coordinator of the Educational Administration program. Candidates currently employed as school administrators whose positions require the Clear Administrative Services Credential first enroll in an Academic Plan Development course where an individually designed program is written and approved. Each academic plan consists of 4 credits of required post-graduate coursework and 120 hours of approved professional development and coursework or the development of a professional portfolio. The academic plan must address the standards of administrative practice required by CCTC. At the end of the program, the candidate must successfully complete an exit assessment course.

### **Required Courses**

- EDUC 720 Professional Administrative Services Credential Assessment: Plan Development and Mentoring (2)
- EDUC 726 Professional Administrative Services Credential Assessment: Exit (2)
- 120 hours of approved professional development and coursework

### **Master of Arts in Education Higher Education**

The Higher Education master's program consists of 36 credits and is designed for persons pursuing careers in colleges and universities. The

program prepares students to work in postsecondary institutions through exposure to the social, cultural, and organizational contexts of higher education, theories of leadership and student development, and current issues. Students develop the skills to practice informed decision making in their roles as higher education professionals and the program embraces a social justice perspective to professional practice.

### **Learning Outcomes**

Learning outcomes for the Master of Arts in Higher Education may be found at [www.redlands.edu/MA-EDHE/learning-outcomes](http://www.redlands.edu/MA-EDHE/learning-outcomes).

### **Core Courses:**

- EDUC 603 Inquiry I: Introduction to Quantitative Research (3)
- EDUC 604 Inquiry II: Introduction to Qualitative Research (3)
- EDUC 669 Diversity in Higher Education (3)
- EDUC 637 Master's Seminar (3)

### **Required Courses:**

- EDUC 607 Higher Education in the United States (3)
- EDUC 612 Popular Culture: Media and Higher Education (3)
- EDUC 614 Organization Theory and Leadership in Higher Education (3)
- EDUC 666 Fieldwork in Higher Education (1-3)\*

*\*Students are eligible to accrue up to 3 credits by completing 120 fieldwork hours. Students may be eligible to accumulate 1 credit for every 40 fieldwork hours.*

- EDUC 608 Evaluation and Assessment: Enhancing Program Effectiveness and Student Learning (3)
- EDUC 609 Higher Education Law (3)

### **Elective Courses**

Each candidate plans an additional 6-9 credits of coursework in consultation with their advisor. Topics courses address questions, theories, and practices related to a special topic or area in higher education.

Recent courses include Women & Higher Education: Past and Present, Collegiate Athletics: Meaning, Role, & Purpose, Social Media & Higher Education, and Popular Culture & Higher Education.

- EDUC 605 Community College Today (3)
- EDUC 606 Topics in Higher Education (0–3)
- EDUC 624 Introduction to College Student Development Theory (3)

### **Master of Arts in Education Higher Education–Student Affairs Track**

Students completing the Student Affairs track will not complete the Elective Course requirement but will instead complete the following courses:

#### **Required Courses**

- EDUC 611 Introduction to Student Affairs (3)
- EDUC 624 Introduction to College Student Development Theory (3)
- EDUC 633 Working with College Students (3)

### **Doctorate degree**

#### **Doctorate in Leadership for Educational Justice**

The Doctorate in Leadership for Educational Justice (Ed.D.) is a nationally unique program that engages up to 20 students per cohort in rigorous study, debate, research, and practice. Our driving mission is to produce scholarly practitioners who are sought for leadership roles in schools, districts, agencies, and public service, as well as faculty positions in institutions of higher education.

The program prepares educational leaders to recognize the varied levels of social and educational inequity and to serve as advocates for the disenfranchised and under-served that results in their personal and political empowerment. Candidates are consistently encouraged to analyze, debate, and develop productive strategies in response to the principles, challenges, and opportunities of equity and educational justice.

**Graduates of the Doctorate in Leadership for Educational Justice Program will:**



- Employ a comprehensive understanding of social justice theories to identify proposed responses to educational inequities
- Apply transformative leadership practices
- Analyze how judicial decisions, policy, and educational finance systems address educational justice issues
- Effectively advocate for equitable human rights for the disenfranchised through engaged leadership practices
- Critically analyze a range of scholarship to inform professional practice and applied research activity
- Comprehensively design and implement inquiry relevant to educational justice practices/principles
- Draw from their understandings of the larger geopolitical context to analyze schools' impact on equitable student treatment, outcomes, and broader societal well-being

Learning outcomes for the Doctorate in Leadership for Educational Justice (Ed.D.) are found online at [www.redlands.edu/EDD-LDREJ/learning-outcomes](http://www.redlands.edu/EDD-LDREJ/learning-outcomes).

### **Program Requirements**

The entire program comprises 60 semester credits of advanced graduate work taken over three years. The core requirements include 48 credits of coursework. In addition, candidates will complete 12 credits of discipline-specific electives for the Ed.D. program. Students can satisfy their electives with master's or higher-level coursework in their area of study completed at an accredited institution and with advisor approval. Students can satisfy up to 6 credits as electives with master's or higher-level coursework in their area of study from advanced graduate work at the University of Redlands or transferred from another accredited institution. Coursework must have been completed within 10 years of program completion date. Please refer to the Ed.D. Handbook for additional information and requirements.

The program begins with an optional Educational Justice Institute that focuses on current issues and offers students an opportunity to engage with international experts. This institute, offered each summer, brings together all doctoral students. Each cohort group shares common expe-

riences, as well as focuses on particular areas of study during each of the three summer institutes.

The first year of the doctoral program lays a foundation for the study of educational justice in the context of theory, leadership, and policy, and builds skills in inquiry and the critical examination of practice. Year two continues to build on the foundation of understanding and applies it to the practice of educational leaders in various settings. During the second year, students will develop their dissertation proposals and prepare for comprehensive examinations that must be passed before advancement to candidacy. The third year will focus on the primary research and writing of the dissertation under the guidance of the candidate's faculty chair and dissertation committee.

If students need additional time after the third or fourth year to complete their dissertation, they must enroll in the Dissertation Extension course and pay the equivalent of one credit tuition to remain a student.

### **Required Program Courses:**

#### **Year One (21 credits)**

- EDUC 830 Foundations of Social Justice Leadership (3)
- EDUC 840 Educational Inquiry (3)
- EDUC 850A Research to Practice Seminar I (1)
- EDUC 833 Education Finance and Budget (3)
- EDUC 841 Quantitative Research Methods I (3)
- EDUC 850B Research to Practice Seminar (1)
- EDUC 832 Educational Policy: A Multiple Perspectives Approach (3)
- EDUC 842 Qualitative Research Methods (3)
- EDUC 850C Research to Practice Seminar I (1)

#### **Year Two (18 credits)**

- EDUC 831 Legal and Ethical Issues in Educational Leadership (3)
- EDUC 851A Research to Practice Seminar II (1)
- EDUC 843 Evidence and Educational Practice (3)
- EDUC 860A Dissertation Development and Proposal Writing (1)

- EDUC 851B Research to Practice Seminar II (1)
- EDUC 844 Social Justice Leadership for Changing Organizational Systems (3)
- EDUC 860B Dissertation Development and Proposal Writing (1)
- EDUC 835 Critical Theory and Educational Leadership (3)
- EDUC 851C Research to Practice Seminar II (1)
- EDUC 860C Dissertation Development and Proposal Writing (1)

**Year Three (9 credits)**

- EDUC 861 Dissertation Writing (3/3/3)— must be taken three times for a total of 9 credits. Normally, candidates enroll in EDUC 861 for three terms for 3 credits each term. If the dissertation process extends longer than 9 credits, candidates enroll in EDUC 862 each term for 0 academic credits until finished.

*Note: A fee equivalent to one credit of tuition is assessed each term in order to remain an active student.*

**Elective Course (12 credits)**

Each candidate plans an additional 12 credits of coursework in consultation with their advisor. Topics courses address questions theories, and practices related to a special topic or area in higher education. Students may apply up to six eligible graduate transfer credits to this requirement. For more information, please refer to the Academic Standards section of this *Catalog*.

# Course Changes

## **CLINICAL MENTAL HEALTH COUNSELING (CMHC)**

### *New courses*

#### **621 Counseling in a Global Context. (3)**

This course examines counseling and other mental health treatments across the globe, focusing particularly on the roles played by both culture and national policies. Through a field component of the course, students will gain direct experience with counseling practices of at least one culture. Prerequisite: CMHC 610 or permission of instructor.

### *Course revisions*

#### **615 Group Psychotherapy and Counseling.**

Prerequisites change: EDUC 601 (with at least a grade of 3.0).

#### **620 Assessment Techniques in Counseling**

New title: Counseling and Educational Assessment.

Prerequisites change: EDUC 603 or CMHC 640.

#### **640 Research and Evaluation**

Prerequisites removed.

#### **699A Practicum I: Clinical Mental Health Counseling**

New description: Students develop counseling competence as they work under supervision to provide direct service to clients in an approved field setting. Particular emphasis will be given to developing

students' skills in assessment and case conceptualization, delivering counseling interventions, professional comportment, and ethical decision making.

New prerequisites: instructor consent and EDUC 601 (with a grade of at least 3.0), and EDUC 651, and EDUC 653, and EDUC 655, and EDUC 680, and CMHC 610, and CMCH 613.

### **699B Practicum II Clinical Mental Health Counseling**

New description: Students develop counseling competence as they work under supervision to provide direct service to clients in an approved field setting. Particular emphasis will be given to developing students' skills in assessment and case conceptualization, delivering counseling interventions, professional comportment and ethical decision making.

New prerequisite: instructor consent and CMHC 699A.

### **699C Practicum III: Clinical Mental Health Counseling**

New description: Students develop counseling competence as they work under supervision to provide direct service to clients in an approved field setting. Particular emphasis will be given to developing students' skills in assessment and case conceptualization, delivering counseling interventions, professional comportment and ethical decision making.

New prerequisites: CMHC 699B and instructor consent.

## **EDUCATION (EDUC)**

*New courses:*

### **520 Culture and Globalization on Contemporary Educational Issues. (2).**

Explore, examine, and understand current issues related to culture and globalization utilizing socially-situated theoretical perspectives in framing approaches to curriculum, instruction, and assessment. Study major developments and implications associated with internationalization and culture that are shaping education. Prerequisite: Instructor approval.

### **521 Culture and Globalization on Contemporary Educational Issues. (1).**

Exposure to international themes in the study of culture, globalization, and education. The course will culminate in a reflective, personal jour-

nal-type conceptual paper or in a comprehensive research paper that covers international themes related to culture, globalization, and educational justice. Prerequisite: Instructor approval.

**620 Culture and Globalization on Contemporary Educational Issues. (2).**

Explore, examine, and understand current issues related to culture and globalization, utilizing socially-situated theoretical perspectives in framing approaches to curriculum, instruction, and assessment. Study major developments and implications associated with internationalization and culture that are shaping education. Prerequisite: Instructor approval.

**621 Culture and Globalization on Contemporary Educational Issues. (1).**

Exposure to international themes in the study of culture, globalization, and education. The course will culminate in a reflective, personal journal-type conceptual paper or in a comprehensive research paper that covers international themes related to culture, globalization, and educational justice. Prerequisite: Instructor approval.

**677 Supervised Fieldwork in Counseling. (2).**

This course focuses on work in which students are engaged in program-approved field placements in schools and other counseling settings. To develop expected counseling competencies, students will participate in supervision with site supervisors and the course instructor. They also will participate with other class members in group supervision. Prerequisites: EDUC 601, EDUC 685, CMHC 610, concurrent enrollment in EDUC 653 and EDUC 680 or EDUC 624.

**771 Clear Administrative Services Credential Personal Learning Plan. (1).**

Required of all Clear Administrative Services Credential (CASC) Candidates. Working with a mentor, students develop a Personal Learning Plan which aligns with the induction plan and a formal leadership analysis. Prerequisite: EDUC 770. CN only.

**772 Clear Administrative Services Credential– CPSEL #1. (1).**

Required of all Clear Administrative Services Credential (CASC) candidates. Working with a mentor, students must demonstrate mastery of the California Professional Standard for Educational Leaders (CPSEL)

**#1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION. CN only.**

**773 Clear Administrative Services Credential– CPSEL #2. (1).**

Required of all Clear Administrative Services Credential (CASC) candidates. Working with a mentor, students must demonstrate mastery of the California Professional Standard for Educational Leaders (CPSEL) #2: INSTRUCTIONAL LEADERSHIP. Prerequisites: EDUC 770, EDUC 771, and EDUC 772. CN only.

**774 Clear Administrative Services Credential– CPSEL #3. (1).**

Required of all Clear Administrative Services Credential (CASC) candidates. Working with a mentor, students must demonstrate mastery of the California Professional Standard for Educational Leaders (CPSEL) #3: MANAGEMENT AND LEARNING ENVIRONMENT. Prerequisites: EDUC 770, EDUC 771, EDUC 772, and EDUC 773. CN only.

**775 Clear Administrative Services Credential– CPSEL #4. (1).**

Required of all Clear Administrative Services Credential (CASC) candidates. Working with a mentor, students must demonstrate mastery of the California Professional Standard for Educational Leaders (CPSEL) #4: FAMILY AND COMMUNITY ENGAGEMENT. Prerequisites: EDUC 770, EDUC 771, EDUC 772, EDUC 773, and EDUC 774. CN only.

**776 Clear Administrative Services Credential– CPSEL #5. (1).**

Required of all Clear Administrative Services Credential (CASC) candidates. Working with a mentor, students must demonstrate mastery of the California Professional Standard for Educational Leaders (CPSEL) #5: ETHICS AND INTEGRITY. Prerequisites: EDUC 770, EDUC 771, EDUC 772, EDUC 773, EDUC 774, and EDUC 775. CN only.

**777 Clear Administrative Services Credential– CPSEL #6. (1).**

Required of all Clear Administrative Services Credential (CASC) candidates. Working with a mentor, students must demonstrate mastery of the California Professional Standard for Educational Leaders (CPSEL) #6: EXTERNAL CONTEXT AND POLICY. Prerequisites: EDUC 770, EDUC 771, EDUC 772, EDUC 773, EDUC 774, EDUC 775 and EDUC 776. CN only.

**778 Clear Administrative Services Credential– Individual Learning**

**Plan Completion. (1).**

Required of all Clear Administrative Services Credential (CASC) Candidates. Working with a mentor, students must complete the Personal Learning Plan. Prerequisites: EDUC 770, EDUC 771, EDUC 772, EDUC 773, EDUC 774, EDUC 775, EDUC 776, and EDUC 777. CN only.

**779 Clear Administrative Services Credential– Individual Induction Plan Completion. (1).**

Required of all Clear Administrative Services Credential (CASC) candidates. Working with a mentor, students must complete the Personal Learning Plan. Prerequisites: EDUC 770, EDUC 771, EDUC 772, EDUC 773, EDUC 774, EDUC 775, EDUC 776, EDUC 777, and EDUC 778. CN only.

*Course revisions:*

**655 Counseling Systems**

Prerequisites change: EDUC 601 (with at least a grade of 3.0) and EDUC 653 (may be taken as a corequisite).

**685 Pupil Personnel Services: Counseling in Schools**

New title: Foundations of School Counseling.

*Deleted courses*

EDUC 527X Health Education

**EDUCATIONAL SPECIALIST (EDSP)**

*Course revisions*

**515 Planning, Case Management, and Behavioral Strategies for Students with Disabilities**

Prerequisites change: EDSP 510 and EDSP 520.

**520 Curriculum and Instruction for Students with Mild/Moderate Disabilities and Autism Spectrum Disorder**

Prerequisite change: EDSP 510.

**552A Education Specialist Teaching Seminar I**

Prerequisites change: EDUC 501 or workshop equivalent and EDUC 503 and EDUC 505 and EDSP 510 and EDSP 515, and health education



workshop or equivalent and Augmentative and Alternative Communication (AAC) Technology Workshop and all CSETs passed.

**552B Education Specialist Teaching Seminar II**

Prerequisites change: EDUC 501 or workshop equivalent and EDUC 503 and EDUC 505 and EDSP 510 and EDSP 515, and health education workshop or equivalent and Augmentative and Alternative Communication (AAC) Technology Workshop and all CSETs passed.

**553 Educational Specialist Internship**

Prerequisites change: EDUC 501 or workshop equivalent and EDUC 503 and EDUC 505 and EDSP 510 and EDSP 515, and health education workshop or equivalent and Augmentative and Alternative Communication (AAC) Technology Workshop and all CSETs passed.

**555A Education Specialist Student Teaching I**

Prerequisites change: EDUC 501 or workshop equivalent and EDUC 503 and EDUC 505 and EDSP 510 and EDSP 515, and health education workshop or equivalent and Augmentative and Alternative Communication (AAC) Technology Workshop and all CSETs passed.

**555B Education Specialist Student Teaching II**

Prerequisites change: EDUC 501 or workshop equivalent and EDUC 503 and EDUC 505 and EDSP 510 and EDSP 515, and health education workshop or equivalent and Augmentative and Alternative Communication (AAC) Technology Workshop and all CSETs passed.

**LEARNING AND TEACHING (MALT)**

**603 Multiple Subject Curriculum and Methods**

Title change: STEM Methods

Description change: Focuses on equity-centered and integrated K-8 pedagogical content knowledge and instructional methods in Science, Technology, Engineering, Mathematics (STEM), and related content. Models project-based learning incorporating digital resources with an emphasis on ELD and special needs strategies, through the theoretical orientation of critical theory. STEM fieldwork experience required.

# **School of Continuing Studies**



# Course Changes

## *New Courses*

### **NONPROFIT OPERATIONS (NPCS)**

#### **100 Nonprofit Operations And Personnel Management. (4).**

Build effective operational and personnel management approaches to improve organizational effectiveness and ensure regulatory compliance. Topics include operational excellence, personnel management, supervision, coaching, and performance management, policies and procedures, and legal aspects of nonprofit management. Case studies are discussed.

## *Course revisions*

### **ACCTS 601**

Remove prerequisite.

### **ACCTS 602**

Remove prerequisite.

### **ACCTS 603**

Remove prerequisite.

### **ACCTS 604**

Remove prerequisite.