This catalog accurately represents the academic programs, policies, and personal expectations of the college as of the date of publication. The College reserves the right to make changes of any nature in academic programs, calendar, and academic policy whenever these are deemed necessary or desirable. Therefore, this publication is not an irrevocable contract between the student and Westmont College.
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Faculty

Gregg H. Afman (1999) Professor of Kinesiology
B.A., Calvin College
M.A., Central Michigan University
Ed.D, Brigham Young University

Judith L. Alexandre (1994) Associate Professor of Sociology
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M.S.W., University of Denver
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B.A., B.D., Los Angeles Baptist College & Seminary
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  Th.M., Princeton Theological Seminary
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  B.A., Taylor University
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M.A., Fuller Theological Seminary
Ph.D., Duke University
Faculty Emeriti

L. Dwight Anderson, Emeritus Director of Freshman Year
Leland F. Asa, Emeritus Professor of Psychology
George L. Bate, Emeritus Professor of Natural Science
William J. Beasley, Emeritus Professor of Music
Clifford S. Benton, Emeritus Professor of Chemistry
George V. Blankenbaker, Dean Emeritus
Eleanor L. Courtney, Emeritus Professor of English
John E. Divelbiss, Emeritus Associate Librarian
Stewart E. Ensign, Emeritus Professor of Biology
Brendan F. J. Furnish, Emeritus Professor of Sociology
Robert H. Gundry, Emeritus Professor of Religious Studies
John W. Lundberg, Emeritus Professor of Music
Arthur Lynip, Emeritus Professor of English
David F. Neu, Emeritus Professor of Mathematics
Stanley R. Obitts, Emeritus Professor of Philosophy
R. Vernon Ritter, Emeritus Librarian & Professor of Religious Studies
Lewis M. Robinson, Emeritus Professor of History
Dwight H. Small, Emeritus Associate Professor of Sociology
Rose Marie Springer, Emeritus Associate Professor of Urban Studies
Bruce C. Stockin, Emeritus Professor of Psychology
Eldad C. Vanderlip, Emeritus Professor of English
Paul C. Wilt, Emeritus Professor of History
Accreditation and Memberships

Westmont College is accredited by the Senior College Commission of the Western Association of Schools and Colleges (985 Atlantic Ave., Suite 100, Alameda, CA, 94501; phone 510-748-9001), an institutional accrediting body recognized by the U.S. Department of Education. Its teaching programs, with specialization in elementary and secondary teaching, are accredited by the California State Board of Education. Approval has been granted for the training of veterans and war orphans.

Westmont is a member of the Independent Colleges of Southern California; the Association of Independent California Colleges and Universities; the Council of Christian Colleges and Universities; the Christian College Consortium; and the Annapolis Group of national liberal arts colleges. Its financial policies are in accordance with those of the Evangelical Council for Financial Accountability (ECFA).

Westmont College does not discriminate on the basis of race, sex, color, religion, age, veteran status, national or ethnic origin, or disability in its admissions policies or in the administration of its educational programs, including scholarship and loan programs, and athletic and other college-administered programs and activities. Westmont is a drug and alcohol-free campus for all employees and students, and offers educational programs in alcohol and drug awareness for all campus groups. Inquiries regarding Westmont's policy and responsibilities should be addressed to the Special Assistant to the President for Legal Affairs.

I nstitutional Graduation Rate. Westmont College is pleased to provide the following information regarding our institution's graduation rate. The information is provided in compliance with the Higher Education Act of 1965, as amended. The rates reflect the graduation status of students who enrolled in college for the first time as full-time students in the Fall of 1993 through the Fall of 1996. The graduation rate is based on the number of students completing their degrees within six years, which equates to 150% of the length of Westmont's four-year, baccalaureate programs. The four-year average graduation rate is 70%.
What Is Westmont?

Westmont is a liberal arts college, and classically so. Our single, overriding objective is to launch our students into a lifetime of flourishing, so that they might become the people God created them to be. We prepare our students for life – the whole of it – enabling them to follow God’s call into any career, any avenue of service, that is suited to their gifts and abilities.

What do we hope for our students? Simply this: that they would follow Christ, becoming like him in character and affections, loving God and neighbor with heart, mind, soul and strength, and responding to his call in their lives to be faithful stewards of all that God has given to them.

And what should distinguish a Westmont graduate? Loving to learn, they are people whose learning is inspired by their love of God. Learning to live, their practices and habits are shaped by what they have learned. Living to love, their love of God and neighbor is evident in how they live their lives. These are our aspirations for our students, and this is what we believe our fragmented world desperately needs.

Christ Preeminent in All Things. To understand Westmont is to understand its motto – Christ Preeminent in All Things. We affirm with the Apostle Paul that "He is the image of the invisible God, the firstborn over all creation. For by Him all things were created: Things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities; all things were created by Him and for Him. He is before all things, and in Him all things hold together." Therefore, we do not begin with our knowledge about ourselves, but the revelation of Christ, who is the foundation for all knowing, all understanding, all wisdom. As God’s image bearers, we know in part. As fallen beings, we also know that we are easily deceived in our understanding. Reconciliation with God through Christ, therefore, is not only our future hope, but the ground in which our liberal learning must be rooted.

We believe that Jesus Christ – Creator, Sustainer, and Redeemer of all things – is present in all spheres of life, both to call us into relation with Himself and to challenge us to make him Lord. We are persuaded that the Christian faith, revealed to us in the Scriptures and realized in us by the Holy Spirit, provides the most promising framework within which to pursue an education. At Westmont, we believe that we can invest ourselves fully in every undertaking, with the confidence that in so doing, we will encounter the person of Christ. We will also come to understand more fully God’s purposes in the world, and to honor His call upon us to participate in them.
Loving to Learn. As a liberal arts college, Westmont exists primarily to cultivate the love of learning. If the fulfillment of Christian discipleship consists in learning both to appreciatively recognize and to faithfully honor God’s preeminence in all things, then education becomes a source of both personal enjoyment and communion with Christ. Therefore, the goal of a liberal education at Westmont is to stimulate growth in our ability to appreciate and to care for the wonders of God’s Creation and the treasures of human cultures. Because we believe the undergraduate years represent a crucial opportunity for transition into adult pleasures and responsibilities, we focus exclusively on undergraduate learning: our teaching, our curriculum, our research, and our cocurricular programs are designed to provide an optimum context for the growth and development of undergraduates.

Learning to Live. At Westmont, we believe that all true learning brings with it the responsibility to live differently as a result of what we understand. In fact, authentic learning cannot occur unless it involves not only cognitive understanding, but also personal experience and active response. We seek to educate the whole person through an integrated program of curricular instruction, co-curricular opportunities, and thoughtfully designed residential environment. The residential character of the college invites students from diverse backgrounds and perspectives to apply their studies to the daily task of creating a community in which individuals can grow and mature together. But communities are not simply testing grounds for our learning. They are also themselves a source of learning. The very context of living in community – of learning to value others as Christ values them – brings with it questions and challenges that drive us back to learning.

Living to Love. At Westmont, we believe education must reflect the gospel’s paradox that the ultimate end of human existence is not just learning to enrich our own lives, but growing in our ability to expend them in love for the sake of that which is other than ourselves. Thus, learning to live redemptively is not limited to the campus context. We seek to inspire a sense of God’s call and His purposes for the entire world, and not simply for our own lives. We want to be characterized by a large vision of the gospel, one that celebrates all dimensions of human existence, one that addresses the full range of ways in which the earth and its people have felt the impact of the fall, and might be healed by the power of the gospel. In short, we want to be faithful stewards of the gifts of grace that have come to us in our education. And we want our lives to be a prayer of grateful response to those gifts.
A Brief History. The history of Westmont began in Los Angeles in 1937 with the establishment of the Bible Missionary Institute (later renamed the Western Bible College). In 1940 Ruth Kerr and the other founders realized that a liberal arts curriculum was the best direction for the school. The college was renamed Westmont, and Dr. Wallace Emerson, the first president, envisioned a Christian college that would rival the best colleges in the nation, and he set an important direction for the new college.

By 1944, Westmont had outgrown its facilities in Los Angeles. The search for a new campus led Mrs. Kerr and the trustees to the former Dwight Murphy estate in Montecito with its 125 acres and beautiful Mediterranean house. Westmont purchased this property and moved to the Santa Barbara area in 1945.

Set in the foothills of the Santa Ynez Mountains, Westmont’s wooded and scenic acres provide a beautiful environment for a residential college. The campus includes buildings and land from two former estates and the historic Deane School for Boys. The grounds still feature the pathways, stone bridges, and garden atmosphere typical of Montecito, a lovely suburb of Santa Barbara.

While Westmont has sought to preserve and use the original structures, it has also built new facilities, including the Roger John Voskuyl Library which contains approximately 150,000 volumes, the newly restored Westmont Art Center, the Whittier Science Building with state-of-the-art equipment for the biology and chemistry departments, the Murchison Gymnasium Complex, and the Ruth Kerr Memorial Student Center.

In the 1980s, Westmont received increasing recognition as an outstanding Christian college of the liberal arts and sciences. *U.S. News and World Report* listed it as one of the top ten regional liberal arts colleges in the nation in 1985. The Carnegie Commission ranks Westmont in the Liberal Arts I category, which includes 160 “highly selective” institutions across the nation. A recent article in the *Bulletin* of the American Association of Higher Education reprinted from *The College Board Review* suggests that Westmont may be the only truly Liberal Arts I college among the many fine evangelical Christian institutions in California. The College appeared in the 1988 edition of *Best Buys in College Education*, a guide that features only 200 schools nationwide.

In 1997, the college celebrated 60 years of growth in this distinctive and consistent heritage. As an institution, we have come of age, and we offer an effective model of education for a new generation of men and women who apply their competency and their personal Christian faith to the challenge and complexity of today’s world.
The mission of Westmont College is to provide a high quality undergraduate liberal arts program in a residential campus community that assists college men and women toward a balance of rigorous intellectual competence, healthy personal development, and strong Christian commitments.

Liberal Arts. As a liberal arts college, Westmont seeks to help its students become certain kinds of people, not mere repositories of information or mere possessors of professional skills. Where such information and competencies are acquired, it is to be done in an intellectual and social context that nourishes a larger spiritual vision and is integrated with it. Crucially, as a liberal arts college, Westmont seeks to help inculcate those skills that contribute to leading a successful and satisfying life. For just as one must be trained in the skills that enable one to engage in a trade, so one must be trained in those skills that enable one to engage in the distinctively human activities of reasoning, communicating, thoughtfully choosing one's moral and spiritual ends, building political, economic and spiritual communities, and entering into those "appreciative pleasures" that require knowledge, experience, and trained discrimination. Herein lies the relationship between liberal learning and life, for these are the very skills that translate into performing well one's role as citizen of the state, servant of the church, member of a family, worker or professional and participant in the cultural world.

Christian. Westmont College is committed to the universal truths of the Christian faith, to a high view of biblical authority and an orthodox doctrinal vision, and to the central importance of a personal relationship with God through Jesus Christ. It is this Christian faith that the college seeks to integrate fully into its life as a liberal arts institution. For the pursuit of a liberal arts education, with its emphasis on producing certain kinds of people and inculcating certain basic human skills essential for living a satisfactory life, cannot take place in isolation from one's most basic commitments and beliefs. For the Christian, then, this means bringing one's biblical and theological heritage to this educational enterprise. Indeed, to have basic values and commitments that one cannot explicitly and systematically bring to this task is to have an education that is severely truncated, severed, as it were, from one's most important beliefs and values. To isolate one's worldview in this way, while pursuing an education, will only result in a worldview uninformed by sustained intellectual reflection. Such an approach will yield persons who are not fully educated, indeed not educated at the core of their
being. For the Christian, therefore, higher education must be Christian education, if it is to be education for the whole person. At Westmont, then, Christian faith is to inform the academic enterprise and the academic enterprise is to inform one’s Christian faith and thus yield a Christian worldview that is biblically based and intellectually sound.

Undergraduate. Westmont is an undergraduate college and as such directs its attention, focuses its resources and devises its pedagogical strategies to facilitate the development of students who are beginning their post-secondary education. It follows that the primary emphasis at Westmont is on teaching. But teaching often involves helping students to acquire research skills and to become themselves producers of knowledge. This can be done effectively only as faculty model research skills for students, and mentor them in the acquisition of those skills. Moreover, to create a vital intellectual environment profitable for undergraduate students, Westmont must be an institution where knowledge is generated as well as transmitted. But producing such knowledge is to be largely (though not exclusively) evaluated and appreciated in terms of the benefits that accrue, directly or indirectly, to those undergraduates who have come to Westmont to receive their education. For it is those students that the educational programs at Westmont are dedicated.

Residential. The educational programs of Westmont College are residential in character and reflect a commitment to facilitate and exploit the ways in which education occurs within community. Indeed, ever since the monastic tradition, learning has been cultivated and transmitted within residential communities, enabling learning to be promoted by the joys of shared exploration and the sustenance of spiritual kinship. Moreover, both the Christian and liberal arts traditions remind us of the integrity of human wholeness; we cannot be neatly compartmentalized into rational, spiritual and affective components. The residential character allows and encourages expression of this wholeness as we live, learn and worship together. Further, the residential character of the college reflects the conviction that the goal of all meaningful learning, and of biblical education in particular, is to inform the way we live. The residential character of the college invites students to apply their studies to the daily task of creating a community in which individuals can grow and mature together. Students are able to cultivate these patterns of adulthood and redemptive living in the presence of role models and mentors who can help them in this process.

Global. Westmont is to be a college with global concerns. For the earth and all its peoples are God’s good creation. As such, they must be appropriately valued and respected. We are called in scripture to be stewards of the earth, to be faithful caretakers of the physical creation. We are also called to
appreciate the rich diversity of human cultures – cultures shaped by people who bear the mark of God’s image in creation. We are, then to be a community informed and enriched by thoughtful and intentional study of and interaction with cultures other than our own. Ours is, however, a fallen world, and the earth, its peoples, and their institutions stand in need of the redemptive, reconciling word of the gospel. We are called, therefore, not only to appreciate and preserve the creation and human cultures, but also to participate in the work of the Kingdom in response to the Great Commission to make disciples of all nations – to bring all creation and human institutions under the Lordship of Christ. This task involves grappling with the full range of ways in which the fall has introduced blindness, disintegration, conflict, and injustice into the world. Finally, the emphasis on the global nature of education is a recognition that our world has increasingly become interconnected and interdependent. To prepare people to function intelligently, effectively and for the good in a world of global politics, global economics, and global communications must be one of the aims of a Westmont education.

Statement of Faith. Westmont College is a liberal arts college committed to Jesus Christ and belonging to the worldwide evangelical Protestant tradition. In that tradition, the college’s trustees, administrators, and faculty participate in many different churches and with them confess such historic statements of the church as the Apostles’ Creed and the Nicene Creed. In faithfulness to God, who is the source of truth, and under the authority of Scripture, we joyfully and humbly affirm the following articles of faith, which guide our learning, teaching, and living.

We believe in God

The Lord our God alone is God, holy and loving, revealing in creation and in Jesus Christ God’s own power and glory, grace and mercy. The Lord our God alone is God, just and true, perfect in being and trustworthy in action.

The Lord our God is infinite and beyond imagination; our minds can never fully know God nor our hearts completely grasp his ways. The Lord our God is faithful and steadfast, unfailing in word and deed.

The Lord our God is Triune—one being in three persons—Father, Son, and Holy Spirit in co-equal, co-eternal communion. The Lord our God, Creator and Sustainer of all that is, redeems the world from its fall- enness and consummates his saving work in a new heaven and a new earth.

. . . the Father, Son, and Holy Spirit

God the Father is the source of all that is good. He is Father to his eternal Son, Jesus Christ, and to all who are adopted as his sons and
daughters through faith in Jesus Christ. He has sovereignty over us, affection toward us, and glory for us.

God the Son became incarnate in Jesus Christ—one person in two natures, fully human and fully divine—who was conceived by the Holy Spirit and born of the virgin Mary. In his life and in his death on the cross he conquered the powers of darkness, paid the penalty for our sin, and demonstrated God's love for the world. In his bodily resurrection his life and death are vindicated, and he is revealed to be the only judge and redeemer of the world. He intercedes for us now before the Father and will return in glory.

God the Holy Spirit is Lord and Life-Giver, the one who empowered Jesus Christ and who empowers his people to continue God's work today. God the Holy Spirit convicts us of sin, brings us to faith in Jesus Christ, and conforms us to the image of Christ. The Spirit inspired the authors of Scripture and guides the church in faithful translation and interpretation. The Bible, consisting of the Old and New Testaments, is God-breathed and true, without error in all that it teaches; it is the supreme authority and only infallible guide for Christian faith and conduct—teaching, rebuking, and training us in righteousness.

. . . the Author of our salvation

God created humankind for unbroken relationship with God, one another, and the rest of creation. Through Adam's disobedience, we fell into sin and now suffer alienation and brokenness. The effects of sin are so pervasive that apart from God's grace we are lost and dead. Only by God's grace through faith in Jesus Christ are we saved and made alive.

In bringing us to faith in Jesus Christ, the Spirit incorporates us into the body of Christ, his church, the community of all believers in heaven and on earth. The church is called to bear witness to Christ among the nations by praising God, preaching the good news, discipling believers, healing the sick, serving the poor, setting free the oppressed, and caring for creation. The gifts and fruit of the Holy Spirit empower the church for this mission.

Jesus Christ will return one day in his glorified body to judge the living and the dead. Those who do not believe in him will be raised to suffer forever a just punishment. Those who believe in him will be transformed, their bodies raised imperishable and incorruptible, to live and reign with him forever in a new heaven and a new earth in which there will be all that is good and true and beautiful, but no sorrow, no tears, and no evil thing.

And so we pray: Come, Lord Jesus.
Even these declarations of faith do not define in detail what an individual Christian might believe in many important areas of doctrine and theology. Moreover, as a college seeking to serve evangelical Christians from many denominations, we feel less of an obligation to decide these various points in detail than we do to celebrate not only our unity in Jesus Christ but also our freedom to disagree, and to continue grappling in the many non-essential elements of our faith.
Academic Resources

The chief academic resource of any institution of higher education is its faculty and staff. But these committed people rely on programs and facilities which enhance learning.

Orientation. The Academic and Student Life Offices conduct a comprehensive orientation program for all new students before classes begin. All new students (including transfers) must attend Orientation.

First-Year Program. At Westmont we desire to establish first-year students on a strong academic footing and to assist them in developing sound relationships with faculty and peers. Our First-Year Program involves both the Academic and Student Life offices in order to best provide for the transition needs of new students. If first-year students have needs, they may contact the Director of First-Year Program.

Academic Advising. Incoming students are assigned a faculty advisor based upon their expressed major interest. Advisors assist students with the development of an academic program, adjustment to college and career development. In order for this relationship to be effective, students are encouraged to consult advisors on a regular basis. Students may change advisors as their interests or selection of major dictate. Course registration and adjustments in schedule must have advisor approval. Though advisors are available for advice and consultation, it is the student’s responsibility to know and complete all requirements for a degree.

Special Need Support. Students entering Westmont College with a certified learning or physical disability are assisted on a case by case basis. The College makes use of ASL interpreters and assisted hearing devices, allows for taping of lectures, makes provision for note takers, tutoring, extended testing time, and provides a listing of local services that may be contacted for additional assistance. If students require these services, they should contact the Director of First-Year Programs.

Academic Resources Office. Westmont admits students with the abilities and aptitudes necessary to study college-level material. As these abilities may be uneven in certain areas, many students will profit from extra study or academic help in some of their courses. Students may need to strengthen academic skills and disciplines to learn increasingly difficult and complex material.

Academic support is available to all students in two areas: supplemental instruction and study skills. The College encourages all students to take advantage of these resources.
Supplemental Instruction. Clarification and practice are essential for learning. For this reason, small-group tutorial and pre-exam review sessions are available free of charge for some general education classes and selected upper-division courses. Students should take advantage of them early in the semester. A student who is having difficulty should speak to the professor and the Director of First-Year Programs about receiving supplemental instruction.

Successful Scholars Seminar. Students who do well at Westmont possess good academic skills and discipline, and the ability to organize time and information in efficient and meaningful ways. This seminar is a six-week program which trains students in a variety of skills to help them succeed at Westmont College. If interested, students should contact the Director of First-Year Programs.

Writer's Corner. All students can receive help with their writing by dropping in at the Writer's Corner on the upper floor of Voskuyl Library. The staff of student tutors is trained through the English Department.

Library & Information Services. Named after Westmont’s third president, the Roger John Voskuyl Library is an active user of high-tech information retrieval systems. Information on the library’s holdings of over 160,000 volumes, and the audio and video collections is accessible through the online catalog called Roger. In addition, the library provides access to and training in the usage of many online database products, such as ProQuest, EBSCOhost, and Lexis-Nexis. These provide campus-wide access to journal indexes, and in many cases full-text of journal articles. In the JSTOR and Project Muse databases alone there is full-text of 356 titles and 192 titles respectively. In addition, our online system provides access to dictionaries, encyclopedias and other reference materials.

Media Services provides a broad range of support equipment and service for curriculum and student needs. Other services which are commonly used are inter-library loan, bibliographic instruction, and research counseling. Open study carrels make up much of the seating capacity of the library, and study cubicles are available on a limited basis.

The Voskuyl Library building is also the home of other campus services including the Office of Information Technology, the offices of Career and Life Planning, Inter-Cultural Programs, First-Year Programs and the Writer’s Corner. The building also houses a general-purpose computer laboratory and a language study and computer graphics laboratory.
Degree Requirements. In order to equip Westmont students to function with a global, Christian worldview, in the world as it moves into the 21st century, the goals of the College’s degree requirements are that students will:

1. develop an understanding and appreciation of the principal areas of human knowledge, including biblical Christianity;
2. learn how to express themselves clearly and objectively in both oral and written forms;
3. develop clearer understanding and perspective toward themselves and others in the context of an increasingly global and diverse society;
4. be equipped to accept social, religious, political, economic, and scientific positions of trust and leadership.

Students receive the Bachelor of Arts or Bachelor of Science degree when they complete the following:

1. A minimum of 124 semester units.
2. A minimum grade point average of 2.0 for all courses taken at Westmont and a 2.0 in upper-division courses taken for the major and minor.
3. The final year (two full-time semesters) taken at Westmont or 32 of the last 40 units for the degree taken at Westmont.
4. The general education requirements.
5. A major program.
6. At least one-half of the upper-division major requirements on the Westmont campus or on a Westmont staffed off-campus program.
7. At least 68 units outside of the major department, including general education and electives.

All candidates must file an application for degree no later than the second semester of their junior year.

The application of certain courses to the degree program is limited as follows:

1. A maximum of 12 units of practicum/internship credit.
2. A maximum of 12 units of applied music (MUA) credit (unless the lower-division requirements for the music major have been completed).

3. A maximum of 8 units of physical education activity courses (PEA) and not more than one PEA course per semester.

4. A maximum of 12 units may be earned through approved extension courses, and 20 units through credit by examination (excluding CLEP and Advanced Placement) not to exceed a combined total of 30 units. No student may earn credit in these ways during the final semester before graduation. Students must apply for credit by examination through the registrar. See the list of fees for cost per unit. Grading is pass/no credit, unless the faculty member and student mutually agree on letter grading.

5. A maximum of 6 units of credit by correspondence work. In addition, correspondence courses must be completed before the student enrolls at Westmont or started after the student terminates enrollment. No credit will be granted while a student is enrolled at Westmont or during the summer between academic years.

6. Concurrent enrollment (enrollment at another college or university while enrolled at Westmont) may be considered for approval under the following conditions: the student is enrolled for a minimum of 12 units at Westmont; the course to be undertaken is not taught at Westmont; and the value of the particular course to the degree program is established. Concurrent enrollment is appropriate for program enrichment or for solving serious scheduling conflicts where a required course cannot be scheduled in the remainder of a student’s Westmont program. Concurrent enrollment is not appropriate for satisfying general education requirements.

7. A maximum of 8 units of Applied Studies courses (APP).

8. A maximum of 8 units of tutorials.

9. A maximum of 12 units of publication credit.

10. A maximum of 64 units of community, junior, or two-year college credit. All such units will only be applied to lower-division requirements.

**Second Baccalaureate Degree**

A student with a bachelor's degree from another institution who pursues a B.A. or B.S. degree will be expected to meet all of the degree requirements applicable to a transfer student.

A Westmont graduate seeking a second bachelor's degree must meet the major requirements of a second major, satisfy all general education require-
ments in place at the time the second degree is initiated, and complete 30 units of work beyond the first degree, 24 of which must be taken at Westmont.

**General Education Requirements**

All courses taken for general education requirements must be taken for a letter grade. A minimum grade of D- is needed to fulfill a general education requirement unless otherwise noted. The following courses (or acceptable substitutes) are required of all students:

**I. Competency Requirements: 0-16 units**

**A. English Composition**

ENG 2 Composition (4) All students must complete the course with a grade of C- or higher, except those who meet one of the following standards: SAT II score of 500 or greater, A.P. Composition and Language score of 4 or 5, A.C.T. (English score) of 27 or greater, or Test of Standard Written English score of 50 or greater. Students must fulfill this requirement by the end of their first year at Westmont.

**B. Foreign Language**

Satisfactory completion of two years of one foreign language in high school or two semesters of one college-level foreign language.

**C. Mathematics Proficiency**

All students must demonstrate competency in mathematics by meeting one of the following standards: SAT I math score of 500 or greater; ACT math sub-test score of 20 or greater; or passing a mathematics course (MA 0) or proficiency examination approved by the Mathematics Department. Units earned from MA 0 are not credited towards the 124 units needed for graduation. Any transferred course that meets the requirement increases the units required for graduation by the value of the course.

**II. Religious Studies**

**A. Students enrolling as first-year students: 16 units**

**First and Second Years:**

Students must complete 12 units of religious studies by the end of the sophomore year **whether or not they plan to graduate from Westmont.** In their first four semesters they must complete the three following courses:

- RS 1 Life and Literature of the Old Testament (4) (Not open to first-year students in the fall semester)
- RS 10 Life and Literature of the New Testament (4)
- RS 20 Introduction to Christian Doctrine (4)
Third and Fourth Years: One of the following courses in Historical/Philosophical Backgrounds:

- RS 103 Christian Apologetics (4)
- RS 119 Early and Medieval Christianity (4)
- RS 120 Reformation Christianity (4)
- RS 121 Modern Christianity—1650-1914 (4)
- RS 122 Contemporary Christianity—20th Century (4)
- RS 123 American Christianity (4)
- RS 130/PY 130 Philosophical Theology (4)
- RS 151 History of World Christianity (4)
- RS 155 Geography, History and Religions of the Holy Land (4) (Europe Semester)
- RS 157 History of Christian Missions (4)
- RS 163/PY 163 Philosophy of Religion (4)

B. Students enrolling as transfers:

Four units for each year at Westmont. Students entering as sophomores or juniors must take at least one course in Old Testament (RS 1 recommended) or New Testament (RS 10 recommended). After taking RS 1 or RS 10, a sophomore transfer may choose which one of the religious studies requirements to omit, and a junior which two of them to omit. Students entering as seniors may take any of the basic courses (RS 1, 10, 20) or one of the courses listed for juniors and seniors.

III. Physical Education: 4 units

Students must complete the physical education requirement by the end of the junior year. PEA 32, Fitness for Life, is required of all students during the first year of enrollment, except for transfer students entering Westmont with the physical education requirement completed. Each additional course must represent a different activity except in sports with advanced sections. Only one course per semester is permitted. Varsity sports may be applied to only one semester’s requirement and precludes any activity class in the same sport. For transfer students, the physical education requirement is completed when a course equivalent to Fitness for Life and three additional PEA courses are completed.

IV. Distribution: 28 units

Each student must complete two courses from the natural sciences and one course from each of the other five areas. Students may select from the courses listed below.

A. Behavioral Science: 4 units

(minimum grade of C- needed to meet GE requirement)

AN 1 Introduction to Anthropology (4)
PSY 1 General Psychology (4)
SOC 1 Introduction to Sociology (4)
SOC 101 Principles of Sociology (4)
SOC 110 Social Problems (4)

B. Social Science: 4 units
   (minimum grade of C- needed to meet GE requirement)
COM 6 Messages, Meaning and Culture (4)
EB 11 Principles of Macroeconomics (4)
EB 12 Principles of Microeconomics (4)
HIS: All courses (except HIS 151, 190 or 198)
IS 195 Seminar in Urban Studies (4)
PO: All courses (except PO 190)

C. Fine Arts: 4 units
   (minimum grade of C- needed to meet GE requirement)
ART 1 Principles of Art (4)
ART 20 Survey of Art (4)
ART 21 History of Western Art I (4)
ART 22 History of Western Art II (4)
ART 23 Introduction to World Art (4)
ART 123 Western Art in Europe (4)
ART 131 Theory and Criticism in the Arts (4)
MU 20 Survey of Western Music (4)
MU 21 Survey of World Music (4)
MU 120 History of Western Music I (4)
MU 121 History of Western Music II (4)
MU 122 Music in the Worshipping Church (4)
TA 1 Principles of Theatre Arts (4)
TA 10 Acting I (4)
TA 20 Survey of Theatre Arts (4)
TA 21 Survey of World Theatre (4)
TA 120 History of Theatre I (4)
TA 121 History of the Theatre II (4)

D. Literature: 4 units
   (minimum grade of C- needed to meet GE requirement)
ENG 6 Studies in Literature (4)
ENG 44 Masterpieces of World Literature to 1600 (4)
ENG 130 Major American Writers to 1865 (4)
ENG 131 Major American Writers 1865-1914 (4)
ENG 132 Major American Writers 1914-1945 (4)
ENG 165 Studies in World Literature (4)
Any modern language course numbered 101 to 105
E. Philosophy: 4 units
(minimum grade of D- needed to meet GE requirement)
PY 6 Introduction to Philosophy (4)
PY 101 History of Ancient and Medieval Philosophy (4)
PY 102 History of Modern and Contemporary Philosophy (4)
PY 113 Contemporary Moral Problems (4) (Liberal Studies majors only)

F. Natural Science: 8-10 units
(minimum grade of C- needed to meet GE requirement)
One course from two of the three areas (biological sciences, mathematics, or physical science) or completion of a one-year laboratory course sequence (Sequences).

1. Biological Science
   BIO 5 General Biology I (4)
   BIO 6 General Biology II (4)
   BIO 11 Human Anatomy (4)
   BIO 12 Human Physiology (4)
   BIO 31 Origins (4)
   BIO 40 Human Nutrition (4)
   BIO 85 Human Love and Sexuality (4)
   NS 12 Introduction to Life Sciences (4)
   NS 13 Biology, Values, and the Third World (4)

2. Mathematics
   MA 4 Mathematics in Western Culture (4)
   MA 5 Introduction to Statistics (4)
   MA 7 Finite Mathematics (4)
   MA 9 Elementary Calculus I (4)
   MA 10 Elementary Calculus II (4)
   MA 160 Fundamentals of Mathematics I (4)

3. Physical Science
   CHM 1 Introductory Chemistry (4)
   CHM 4 Chemistry, Culture, and Society (4)
   CHM 5 General Chemistry I (4)
   CHM 6 General Chemistry II (4)
   NS 7 Astronomy: Discovering the Universe (4)
   NS 11 Introduction to Physical Sciences (4)
   NS 114 Earth Science (4)
   NS 117 Exploration of the Universe (4)
   PH 7 Physics of Music (4)
   PH 11 Physics for Life Science Majors (4)
   PH 13 Physics for Life Science Majors II (4)
   PH 21 General Physics (4)
   PH 23 General Physics II (4)
4. Sequences
- BIO 5 and 6 General Biology I, II (4,4)
- CHM 5 and CHM 6 General Chemistry I, II (4,4)
- PH 11, 13, and 14 Physics for Life Science Majors I, II & Lab (4,4,1)
- PH 21, 23 and 22, 24 General Physics I, II & Lab (4,4,1,1)

V. Interdisciplinary Studies: 8 units
- IS 16 World Civilization I (4)
- IS 17 World Civilization II (4)
- IS 116 Arts and Ideas of the Western Tradition I (4) (Europe Semester)
- IS 117 Arts and Ideas of the Western Tradition II (4) (Europe Semester)
- IS 118 Arts and Ideas of the Eastern Tradition I (4)
- IS 119 Arts and Ideas of the Eastern Tradition II (4)

Academic Load/Student Classification.

A minimum full-time course load is 12 units per semester. During the first year of college, students may be encouraged to carry only 13 units each semester while they adjust to the rigors of academic life. A schedule of 17 units during each semester of the sophomore year and 16 in the semesters of the junior and senior years will bring students to the 124 minimum units needed for graduation when all four years of college are taken at Westmont.

A maximum full-time load without petition is 18 units per semester. Students may petition for two additional units per semester if their grade average for the past two terms has been, or their cumulative average is, 3.0. The College does not grant permission for more than 20 units (plus 1 unit of PEA).

If students register for extension courses during any academic year, such courses must be approved in advance by petition and are counted as part of an academic load. Extension courses will not be approved for the final semester at Westmont.

Official classification is based on the number of units completed toward graduation as follows: first-year students 0-25; sophomores 26-58; juniors 59-91; seniors 92 or more.

Major and Minor Requirements.

Majors are designed to assist students in mastering a specified field. They are not merely accumulations of credit, but integrated programs aimed at developing scholars capable of independent study and research in an academic discipline.

Students must observe the following requirements:

1. Each degree candidate must complete requirements in one major field as prescribed by that department. Students are not required to have a minor.
2. Students must declare an academic major no later than the end of the sophomore year.

3. An average of “C” (2.0) is required in all upper-division courses in the major and minor field.

4. Students must complete at least one-half of the upper-division units required in the major field at Westmont. This requirement also applies to completing a minor at Westmont.

5. Four units of upper-division credit earned in a major may be applied to meeting the requirements of a minor. No upper-division credits may be shared by two minors. (There is no limitation on the overlap of units between two majors.)

Grading. Grades reflect the quality of students’ work:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>exceptional work or high A</td>
</tr>
<tr>
<td>A</td>
<td>exceptional</td>
</tr>
<tr>
<td>B</td>
<td>superior</td>
</tr>
<tr>
<td>C</td>
<td>good</td>
</tr>
<tr>
<td>P</td>
<td>pass (not given unless the student has done the quality of work that would earn at least a C)</td>
</tr>
<tr>
<td>D</td>
<td>poor</td>
</tr>
<tr>
<td>F and NC</td>
<td>work below passing quality or unofficial withdrawal after the seventh day of the semester</td>
</tr>
<tr>
<td>W</td>
<td>indicates official withdrawal from a course through the ninth week of classes</td>
</tr>
<tr>
<td>WF</td>
<td>indicates official withdrawal from a course with failing work after the ninth week of classes</td>
</tr>
<tr>
<td>WP</td>
<td>indicates official withdrawal from a course with passing work after the ninth week of classes</td>
</tr>
<tr>
<td>WX</td>
<td>indicates unofficial withdrawal during the first seven days of the semester</td>
</tr>
</tbody>
</table>

Faculty assign students a grade of I (incomplete) when they merit additional time to complete course work because of circumstances beyond their control such as a serious illness, accident, or death in the family. Students must make up this grade within six weeks of the end of the term in which they received it, or it automatically changes to F (NC in the P/NC grading option).

Grade points per unit of credit are assigned on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>4 grade points (Honors)</td>
</tr>
<tr>
<td>A</td>
<td>4 grade points</td>
</tr>
<tr>
<td>A-</td>
<td>3.7 grade points</td>
</tr>
<tr>
<td>B+</td>
<td>3.3 grade points</td>
</tr>
</tbody>
</table>
Westmont does not compute the units and grades students earned at other colleges in its grade average. (Exception: Courses and grades taken as part of a Westmont off-campus program are posted on the Westmont transcript.)

All courses taken to meet general education, major and minor requirements, including cognate courses required for the major, but with the exception of PEA, are graded on the 12-point letter scale as noted above. In addition, any course in the major or minor field must be graded on the “letter grade” scale, whether it fulfills a requirement or not. With the approval of the instructor, students may enroll for honors/pass/no credit in any elective courses in which the honors/pass/no credit option is available. Students may make a change in grading through the ninth week of classes if their progress has been satisfactory. But after the ninth week, enrollment for honors/pass/no credit may not be changed to a grade, nor may a graded course be changed to honors/pass/no credit. Students planning graduate studies should consult with departmental advisers before registering for honors/pass/no credit. Ungraded registration is limited to eight units during the academic year, including Mayterm, with no more than four units per term, plus a P.E. activity course.

At the end of the ninth week of each semester, the Registrar’s Office reports unsatisfactory grades to deans, advisers, and students. These grades are advisory, and the College does not record them permanently. Westmont issues final grades at the close of each semester and Mayterm. The Registrar’s Office records final grades on students’ permanent records and sends grade reports to students. The College will also send reports to parents or guardians, if requested, unless students establish non-dependent status through the Financial Aid Office in accordance with IRS guidelines.
Repeating Courses. Students may only repeat courses in which grades of D, F, or NC are earned (unless the course is identified as repeatable for credit elsewhere in this catalog). Repeating a course previously passed with a D grade earns no additional units. When a course is repeated, the lower grade is dropped from the GPA calculation. However, the course and grade remain on the student’s academic record (transcript).

Audit. Students who audit classes receive no credit for those classes. They can attend lectures, participate in musical ensembles, or take private music lessons without having any responsibility for examinations, completing homework or papers, practicing a certain number of hours, or being evaluated. Audit registrations are also available for special students who wish to attend lectures for information or review. In these cases, the College assesses an audit fee. Students may change their status from credit to audit or audit to credit through the last day to register in a course for credit.

Academic Standing. To remain in good standing, a student must maintain a grade point average (GPA) of 2.0.

Probation and Suspension. A student is placed on academic probation or suspended from Westmont according to the following scale:

<table>
<thead>
<tr>
<th>Earned Units</th>
<th>Probation GPA</th>
<th>Suspension GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-25</td>
<td>1.2 to 1.999</td>
<td>below 1.2</td>
</tr>
<tr>
<td>26-58</td>
<td>1.6 to 1.999</td>
<td>below 1.6</td>
</tr>
<tr>
<td>59-91</td>
<td>1.9 to 1.999</td>
<td>below 1.9</td>
</tr>
<tr>
<td>92 &amp; above</td>
<td>—</td>
<td>below 2.0</td>
</tr>
</tbody>
</table>

In addition to the above scale, a student on academic probation will be suspended at the end of any semester in which the student’s GPA earned for the semester just completed falls below 2.0.

Students on academic probation must register for at least 12 units, but not more than 16 units plus 1 unit of P.E. activity. Students will get off probation when they achieve a cumulative GPA of 2.0.

Reinstatement. Following academic suspension, the Admission Committee decides whether or not to reinstate students in response to their written appeals.

Extracurricular Load and Eligibility. Students on academic probation are ineligible to run for student body offices or to participate in intercollegiate athletics and public performances sponsored by the College, except where their academic major program requires these activities.

Developmental Curriculum. Westmont takes its mission as an institution of liberal arts and sciences very seriously. We recognize the importance
of the general education requirements as a foundation for other studies and believe it is important that courses be taught at a level appropriate to the preparation of students enrolled. Elements of the curriculum reflect these beliefs:

1. First-year students are limited to lower division courses (those numbered below 100).
2. Courses numbered between 100 and 199 are open to all upper-division students (those with sophomore through senior status).

Mayterm. The Westmont summer session (Mayterm) begins in early May, immediately after Commencement. Mayterm classes are five weeks in duration which means that students can complete summer courses by mid-June at the latest. This is a real advantage for those who need to work. Students may enroll in eight units of course credit. The list of courses is available early in the spring each year.

Honors and Awards. Beginning with merit awards to qualified first-year students through graduation honors for seniors, the College grants a series of awards and honors. Most of these include grade average requirements, although several are designed to recognize talent in the fine arts, scholarly work in a specific subject area, or reflection of the ideals of the College.

Semester honors (Dean’s List): 3.5 minimum for 12 graded units.

Graduation honors are determined from the gpa earned at Westmont and from any Westmont sponsored off-campus program: Cum laude, 3.3; Magna cum laude, 3.7; Summa cum laude, 3.85. A student must have completed a minimum of 56 units at Westmont (or a Westmont sponsored program) to be eligible for graduation honors.

Internships/Practica. Westmont emphasizes student learning rather than career training. However, we recognize that valuable learning occurs outside the classroom as well! Through its 90/190 courses, the Westmont Internship Program offers coursework that combines classroom learning with practical work experience. Learning in a practicum setting provides a unique opportunity for students to reflect upon the connections between academics and work. If combined with required reflection and directed study, practica may promote the habit of lifelong learning. In addition, when experiential learning is combined with an opportunity to develop a sense of Christian vocation, the result is a unique, educational experience.

In most cases, students may choose to take a practicum through their major department (e.g. Spanish 190, EB 190) or take an internship (IS 190 or APP 190) either in San Francisco or Santa Barbara which may be in a field unrelated to their major.
Honor Study/Directed Study. Students may receive recognition of their academic aptitude and achievement by enrolling in a variety of honors programs and directed studies. Certain courses in the catalog are available only to students who meet the qualifications for honors and directed study. Students should consult the registrar or their academic advisers if they wish clarification of their eligibility.

94/194 Tutorial Supervised study for non-honors students.

98/198 Research: Study of a particular problem in the library or the laboratory.

99/199 Major Honors Students who have achieved a 3.5 cumulative grade point average and 3.5 average in all their major courses in their first two and one-half years of undergraduate work (at Westmont and elsewhere) are eligible to apply for Major Honors. When they receive an application, the Academic Senate Review Committee will name an honors committee to supervise each student’s study and program for the summer between the junior and senior years and the following two semesters. Principal objectives for the Major Honors candidate are preparation through extensive reading, the development of an annotated bibliography, the production of a fully documented research paper, and the passing of an oral examination on the research before the Honors Committee and guest examiners; or the completion of a scientific project preceded by a feasibility study or other appropriate preliminary research and followed by a demonstration and written summary/evaluation of the result before a three-member Honors Committee and guest examiners.

The fall study schedule of the Major Honors candidate carries two units of credit. The spring writing schedule carries from two to four units of credit, depending on the scope of the project and the desire of the candidate at mid-year.

Only Major Honors work that receives a grade of A (or A-) will result in honors in the major being conferred.

General Education Honors. A number of general education and distribution courses are designated as honors courses. Students who wish to work at a more accelerated and higher academic level will find these courses challenging. Participation in these classes is by invitation of the Provost, based on previous academic achievement by the student.

In-Course Honors. Students with a minimum 3.3 over-all grade point average may petition to take any course for honors. If the Academic Senate Review Committee and the faculty member teaching the course approve an application, the student will develop an augmented study program. When students complete this program at a B or A grade level, they will receive the honor designation on their permanent record.
National Honor Societies. **Lambda Pi Eta:** The purpose of Lambda Pi Eta, the national honor society in communication studies, is to foster outstanding scholastic achievement in the discipline and to encourage continuing intellectual and educational growth in communication studies. To be considered for membership, applicants must have at least a 3.25 GPA in all communication studies courses, have completed 12 semester hours in communication studies, and have a cumulative GPA of 3.0 for all courses taken. In addition, all persons considered for membership must exhibit high standards of personal and professional character.

**Omicron Delta Epsilon:** Omicron Delta Epsilon is the international Economics Honorary Society. Its objectives include the recognition of scholastic achievement in economics by students; the opportunity for student research in economics to be disseminated and published through professional conferences and the journal *The American Economist;* and an emphasis on the professional aspects of economics as a field of service in business, government, the academy, and international organizations. The Alpha Pi chapter of ODE at Westmont seeks to foster student growth in economic scholarship through student research presentations, lectures by guest speakers, and mentoring by faculty. To be received into membership, students must have achieved high academic standards in either a major or minor in economics.

**Omicron Delta Kappa:** A circle of Omicron Delta Kappa, National Leadership Honor Society for college men and women, was established at Westmont in 1972. Students are eligible for membership in the Westmont circle when they rank among the upper 35% of the junior or senior class academically. They must also provide significant leadership in at least one of five areas: scholarship; athletics; social service, and religious activities and campus government; journalism, speech, and mass media; and the creative and performing arts. When they began the Society in 1914, the founders intended to bring together outstanding students, faculty, and administrators on a basis of mutual interest. So the local circle also elects faculty and administrators to membership. The activities of Westmont’s circle are varied, and may include forums on campus concerning community or national issues. Each year the circle selects and honors an outstanding first-year student leader.

**Phi Kappa Phi:** The National Honor Society of Phi Kappa Phi seeks to recognize and encourage superior scholarship in all academic disciplines. The Westmont College chapter, established in 1976, is one of over 200 chapters nationwide. Students are eligible for membership when they have senior status and are in the upper 10% of their class, or when they have reached the final period of their junior year and are in the upper five percent of their class scholastically. The Westmont chapter awards a scholarship to the male and female sophomore students with the highest cumulative grade point averages. The chapter also sponsors a lectureship each semester by a member of the Westmont faculty.
**Phi Sigma Tau:** Phi Sigma Tau is the national honor society in philosophy. Its central purpose is to serve as a means of awarding distinction to students having high scholarship and personal interest in philosophy, to provide opportunities for the publication of student research papers of merit, and to popularize interest in philosophy among the general collegiate public. To be received into membership, a student shall have attained standards of high scholarship in philosophy, but need not be a major.

**Psi Chi:** The purpose of Psi Chi, the national honor society in psychology, is to encourage and stimulate excellence in students’ scholarship and professional growth and to further the science of psychology. The Westmont College chapter was established in 1995. Students who are majors or minors in psychology, demonstrate superior scholarship in both the field and overall, and have high standards of personal behavior are eligible to join Psi Chi.

**Sigma Delta Pi:** The central purpose of Sigma Delta Pi, the National Hispanic Honor Society, is to honor those who seek and attain excellence in the study of the Spanish language and in the study of the literature and the culture of Spanish-speaking peoples. To become a member, students must demonstrate superior scholarship in Spanish and overall, show a genuine interest in things Hispanic, and be of good moral character.

**Sigma Tau Delta:** Sigma Tau Delta is the International English Honor Society. The purposes of the Society are (a) to confer distinction for high achievement in the study of English language and literature; (b) to promote interest in literature and the English language; and (c) to foster the discipline of English in all its aspects, including creative and critical writing. To be considered for membership, candidates must have at least two college courses in English beyond general education requirements, have a minimum of a 3.0 average in English, have a cumulative grade point average that ranks among the upper 35% of their class, and have completed at least three semesters of college coursework.

**Awards.** *The Faculty Scholarship Award* is presented each year to the graduating senior who has attained the highest cumulative record of scholarship during the entire college program. In case of ties, the student with the most graded units completed at Westmont will receive the award. To be eligible for consideration, a minimum of 56 units must have been completed at Westmont (or a Westmont sponsored program).

*The Dean’s Award* is given to the outstanding senior scholar/athlete, man and woman.

*The Dave Dolan Award* is given for service to the campus community and society at large. The recipients demonstrate awareness of and response to social problems and needs of the world as well as a commitment to share the Gospel.
To implement an academic philosophy designed to meet the needs of individual students, Westmont offers a curriculum that includes a broad spectrum of disciplines. Students study under a faculty deeply committed to research and scholarly activity as well as to personalized teaching.

The following pages feature descriptions of Westmont’s majors, programs, and courses. They reflect the College’s conviction that its curriculum must be comprehensive in nature yet specific enough to promote a breadth of perception and a depth of understanding.

Within the framework of a strong liberal arts emphasis, Westmont provides opportunities for students to build a foundation for specialized education and to expand vocational horizons.

## Majors and Programs

| Alternative (B.A., B.S.) | History (B.A.) |
| Art (B.A.) | Kinesiology (B.A., B.S.) |
| Biology (B.S., B.A.) | Liberal Studies (B.A.) |
| Chemistry (B.S., B.A.) | Mathematics (B.S., B.A.) |
| Communication Studies (B.A.) | Music (B.A.) |
| Computer Science (B.S.) | Neuroscience (B.S.) |
| Economics and Business (B.A.) | Philosophy (B.A.) |
| Education Program | Physics (B.S., B.A.) |
| Elementary Credential Program | Political Science (B.A.) |
| Secondary Credential Program | Psychology (B.S., B.A.) |
| Engineering Physics (B.S., B.A.) | Religious Studies (B.A.) |
| English (B.A.) | Social Science (B.A.) |
| English—Modern Languages (B.A.) | Sociology and Anthropology (B.A.) |
| European Studies (B.A.) | Spanish (B.A.) |
| French (B.A.) | Theatre Arts (B.A.) |
Alternative Major

Westmont College offers 26 officially approved departmental and inter-departmental majors. Students may also design their own majors and submit them for approval. These programs, called alternative majors, pursue courses of study that are challenging, fulfilling, and excellent preparation for careers and graduate studies.

In constructing and seeking approval for an alternative major, students must follow these guidelines:

1. Secure a faculty sponsor who will sympathetically support the proposed major and present it to the Review Committee of the Academic Senate for approval. Students needing assistance in securing a faculty sponsor will receive it from the Office of the Provost.

2. Submit a written proposal through the faculty member and the registrar to the Academic Senate. The proposal should describe the coherence, breadth, and depth of the alternate major. Students must explain how the courses fit together logically, how they cover the essential components of the field of study, and how they provide a mastery of a body of material comparable in scope to other majors. Faculty sponsors will assist students, and the Review Committee of the Academic Senate will provide further refinement, if necessary.

3. Explain carefully how the alternative major will enhance personal goals or objectives, and how these are consistent with the central aims and objectives of Westmont.

4. Major courses should be available at Westmont, either as classes or tutorials under qualified Westmont faculty. This does not exclude those courses at other institutions that the Review Committee specifically approves.

5. Students in alternative majors must abide by the limitation on tutorial units listed in the catalog.

6. Students may include general honors courses and major honors in alternative majors if the appropriate committees approve them.

7. Total units for the major, the distribution of units between lower and upper division, and limits on transfer units should be within the normal pattern of other majors.

8. Students may not appeal to precedent. Each application is unique and individual.
Applied Studies

A maximum of 8 units of applied studies courses (APP) will be credited towards graduation degree requirements.

Lower-Division Course Descriptions

APP 0 Successful Scholars Seminar (0) A non-credit workshop focusing on study skills and time management.

APP 1 General Research Instruction (1) Learn about library services available to students; how to construct search strategies; refine or expand searches; evaluate resources/results/web sites; locate material within the physical or electronic collections; and cite sources (electronic, print, media).

APP 61 Introduction to Leadership (2) This survey course examines the historical and theoretical aspects of leadership as students explore leadership styles and foundational principles of Christ-centered leadership. The course lays the groundwork to equip students for leadership roles at Westmont and the larger community.

APP 62 Leadership Skills/Fieldwork (2) Prerequisite: APP 61. Based on the premise that leadership is a learned skill, students examine personal and interpersonal skills needed to be effective leaders (e.g., personal leadership style, commitment, collaboration, common purpose, problem-solving, conflict resolution, negotiation, team building, effective presentation skills). Each student is required to participate in a mentoring relationship. (To be taken while serving in some leadership capacity.)

APP 63 Issues and Case Studies in Leadership (2) Campus, institutional, civic, and community leaders address current issues and dilemmas they face in their particular leadership role. Each student is required to participate in a mentoring relationship. (To be taken while serving in some leadership capacity.)

APP 80 Career and Life Planning (1) Prerequisite: Sophomore standing. Designed to help students understand: (1) the occupational “landscape” in terms of changes in the way work is done and the shifting contexts in which it takes place, (2) the correlation between their key characteristics (personality, interests, skills, work-related values) and choices of career options, and (3) the ways in which those key characteristics are communicated to potential employers (through job search, interviewing, resume).

APP 85 Foundation of Residential Life (2) Study of student development theory and its application to college residential life program.
APP 90 The Inoculum: Wilderness/Orientation (1) A 10-day to two-week mountain wilderness trek in the Yosemite High Sierras offered prior to fall semester. Faculty and wilderness leaders join to create a rigorous program of wilderness activities while examining the nature of a Christian liberal arts and sciences education at Westmont. Students engage in backpacking, rock climbing, peak climbing, and navigation with map and compass. Readings, discussions, and papers aid students in more fully understanding their purpose in attending Westmont. Participants also receive 1 unit of PEA credit.

**Upper-Division Course Descriptions**

APP 168 Student Publications (1-2) Practicum setting for students involved in specific student publications. Editors and section editors (chosen by the Publications Board) may receive two units per semester, while other staff may receive one unit per semester. The editor-in-chief of the Horizon may earn four units of credit each semester.

APP 190 Internship (1-8) Supervised experience through local public or private agencies, businesses, medical facilities, schools, government agencies, non-profit or church organizations. Supervised by a professional in the field and the course instructor.
Art

Professors R. Askew, J. Carlander
Associate Professors L. De Boer, S. Savage (chair)

Description of the Major. The art department at Westmont helps students discover and develop their creativity and become attentive to the power of the visual arts in our world. The creation of artwork engages a conversation. Each contributor brings what he or she can to the conversation, and ultimately the experience provides a channel for self-expression. A vision of the importance of the arts for a Christian liberal education forms the center of Westmont’s traditionally based academic program. The program pushes for self-understanding and the realization that art forms add strength to one’s worldview. Emphasizing basics and breadth, attention is given to the development of ideas and to the realm of problem solving as students learn to utilize media as tools for expression. Attention is also given to the importance of asking philosophical questions so that meaning can be achieved and experiences can be interpreted. Students begin with foundation courses in the principles of art and its history, which provides the context for continued exploration of 2-D (design, drawing, computer graphics, painting, printmaking, and photography) and 3-D (ceramics, sculpture, and crafts) media. In studio courses students receive individualized instruction and are challenged to develop both competency in a given medium, and creativity in working with and responding to that medium. Attention to careful work habits, diligence, and patience is valued. In art history courses, students are challenged to understand the visual arts as a dynamic, powerful domain of human culture. Both studio and art history courses stimulate critical thinking, and intellectual curiosity about the visual realm. Within the art department, students may choose one of five tracks: a 53-unit major in studio art, a 53-unit state-accredited secondary education preparation major, a 53-unit major in studio art with a graphics emphasis, a 24-unit minor in studio art, or a 24-unit minor in art history (studio majors may elect to minor also in art history).

Distinctive Features. A vision of the importance of the arts for a Christian, liberal education forms the center of Westmont’s art program. Students who engage the artistic process and the objects that result, and who consider the past and present roles of those objects in our world, will learn the skills, attitudes, and affections essential to becoming discerning participants in contemporary culture. The faculty and staff, an on-site gallery, regular lectures and exhibits by visiting artists, a dedicated community-based arts council, off-campus study opportunities, and the vibrant art scene in Santa Barbara, all make this a rich community for students interested in learning through the visual arts.
Off-Campus Programs. The art department recognizes the importance of off-campus educational experiences. Art majors are strongly encouraged to experience the diversity and cultural impact of studying in another country or in another setting. The Office of Off-Campus Programs supports the art department’s endorsement of three programs of study in Italy (Studio Art Centers International in Florence, University of Georgia in Cortona, Gordon College in Orvieto). Students who desire to study in Italy during their sophomore, junior or senior year must begin the application process one year in advance of the intended study opportunity. Each student is encouraged to meet with his or her advisor and the Office of Off-Campus Programs for planning assistance. Art students also benefit from participating in the varied experiences available through the San Francisco Urban Program, American University Program in Washington, D.C., and Westmont’s Europe Semester. See the Sample Four-Year Program for a workable plan.

Career Choices. One of the goals of Westmont’s art program is to guide students in becoming artists of integrity. Westmont’s art program has been instrumental in directing students to specific careers as artists and art teachers. With additional training, art majors are able to pursue careers in graphic design, illustration, interior design, computer graphics, museum work, and many other specialties. Potential employers appreciate the creative problem-solving skills that art majors develop and nurture during their course of study at Westmont.

Requirements for a Studio Major: 53 units

**General Studio Track**

**Required Basic Core: 37 units**

- ART 1 Principles of Art (4)
- ART 10 Design I (4)
- ART 15 Drawing I (4)

*One of the following: (4)*

- ART 21 History of Western Art I (4)
- ART 22 History of Western Art II (4)

*One of the following: (4)*

- ART 40 Ceramics I (4)
- ART 70 Sculpture I (4)
- ART 93 Sophomore Project (1)
- ART 115 Drawing II (4)
- ART 128 Twentieth Century Art (4)
- ART 131 Theory and Criticism in the Arts (4)
- ART 195 Senior Seminar/Senior Project (4)
Studio Electives from the following: 16 units
ART 41 Crafts I: History and Process (4)
ART 45 Photography I (4)
ART 50 Painting I (4)
ART 55 Watercolor I (4)
ART 60 Printmaking I (4)
ART 65 Computer Graphics I (4)
ART 110 Design II (4)
ART 140 Ceramics II (4)
ART 141 Crafts II: History and Process (4)
ART 145 Photography II (4)
ART 150 Painting II (4)
ART 155 Watercolor II (4)
ART 160 Printmaking II (4)
ART 165 Computer Graphics II (4)
ART 167 Publication Design (4)
ART 170 Sculpture II (4)
ART 180 Art for Children (4)

Graphics Emphasis

Required Basic Core: 37 units

Studio Electives from the following: 16 units
ART 45 Photography I (4)
ART 60 Printmaking I (4)
ART 65 Computer Graphics I (4)
ART 145 Photography II (4)
ART 160 Printmaking II (4)
ART 165 Computer Graphics II (4)
ART 167 Publication Design (4)

Secondary Education Art Teacher Preparation
Track: 53 units

Required Foundational Core: 40 units
ART 1 Principles of Art (4)
ART 10 Design I (4)
ART 15 Drawing I (4)
ART 21 History of Western Art I (4)
ART 22 History of Western Art II (4)
ART 40 Ceramics I (4) or ART 70 Sculpture I (4)
ART 41 Crafts I: History and Process (4)
ART 50 Painting I (4) or ART 55 Watercolor I (4)
ART 60 Printmaking I (4)
ART 65 Computer Graphics I (4)
Required Breadth and Perspective: 13 units
ART 141 Crafts II (4)
ART 93 Sophomore Project (1)
ART 131 Theory and Criticism in the Arts (4)

Studio Electives: (at least 4 units)
- ART 45 Photography I (4)
- ART 110 Design II (4)
- ART 115 Drawing II (4)
- ART 150 Painting II (4)
- ART 155 Watercolor II (4)
- ART 160 Printmaking II (4)
- ART 165 Computer Graphics II (4)
- ART 170 Sculpture II (4)
- ART 180 Art for Children (4)

Requirements for Art Studio Minor: 24 units
ART 1 Principles of Art (4)
ART 10 Design I (4)
ART 15 Drawing I (4)
ART 131 Theory and Criticism in the Arts (4)
One of the following: (4)
- ART 21 History of Western Art I (4)
- ART 22 History of Western Art II (4)
- ART 23 Introduction to World Art (4)
- ART 123 Western Art in Europe (4)
- ART 128 Twentieth Century Art (4)

Studio Electives: (at least 4 units)
- ART 41 Crafts I: History and Process (4)
- ART 45 Photography I (4)
- ART 50 Painting I (4)
- ART 55 Watercolor I (4)
- ART 60 Printmaking I (4)
- ART 65 Computer Graphics I (4)
- ART 70 Sculpture I (4)
- ART 110 Design II (4)
- ART 115 Drawing II (4)
- ART 140 Ceramics II (4)
- ART 141 Crafts II: History and Process (4)
- ART 150 Painting II (4)
- ART 155 Watercolor II (4)
- ART 160 Printmaking II (4)
- ART 165 Computer Graphics II (4)
ART 167 Publication Design (4)
ART 170 Sculpture II (4)
ART 180 Art For Children (4)

Requirements for Art History Minor: 24 units
Two of the following: (8)
ART 21 History of Western Art I (4)
ART 22 History of Western Art II (4)
ART 23 Introduction to World Art (4)
ART 123 Western Art in Europe (4)
Four of the following: (16)
ART 122 The Arts of Medieval Europe (4)
ART 124 Italian Renaissance Art (4)
ART 125 Northern Renaissance Art (4)
ART 126 Art of Early Modern Europe (4)
ART 127 Nineteenth Century Art (4)
ART 128 Twentieth Century Art (4)
ART 129 Special Topics in the History of Art (4)
ART 129 Europe: Special Topics in the History of Art (4)

Sample Four-Year Program

FIRST YEAR

Fall
ART 1 (4)
ENG 6 (4)
RS 10 or 20 (4)
Distribution/Elective (4)
PEA 32 (1)

Spring
ART 15 (4)
ART 21 or 22 (4)
RS 10 or 20 (4)
Distribution/Elective (4)
PEA Elective (1)

SECOND YEAR

Fall
ART 10 (4)
IS 16 (4)
RS 1 (4)
Distribution/Elective (4)
PEA Elective (1)

Spring
ART 115 (4)
ART 131 (4)
ART 93 (1)
Distribution/Elective (4)

THIRD YEAR

Fall
ART 40 or 70 (4)
ART 128 (4)
ART Elective (4)
Upper-Division RS Elective (4)
PEA Elective (1)

Spring
(Urban or Off-Campus)
IS 190 (8) (4 Art units)
IS 194 (4) (4 Art units)
IS 195 (4) (GE units)
FOURTH YEAR

Fall
COM 15 (4)
ART Elective (4)
IS 17 (4)
Distribution/Elective (4)

Spring
ART 195 (4)
ART Elective (4)
EB 1 or 2 (4)
Distribution/Elective (4)

Lower-Division Course Descriptions

ART 1 Principles of Art (4) A practical study of the basic elements of art (color, line, texture, mass, and space) and of art styles through formal analyses. (GE)

ART 1H Principles of Art: Honors (4) Prerequisite: By invitation only. An accelerated section of ART 1 which is available in the spring semester to students with previous art experience. (GE)

ART 10 Design I (4) A study of the application of the formal elements of design through design projects. Emphasis on two-dimensional design with some graphic design problems.

ART 15 Drawing I (4) A study in the process of drawing using a variety of media in specific assignments. Emphasis is placed on learning to see, and the development of technical skills and interpretive imagery.

ART 20 Survey of Art (4) Emphasizes art appreciation and the professor's current interest. The course may be repeated for credit. Topics vary and include church art, 20th century art, Rembrandt, and primitive art. (Special projects are assigned for majors.) (GE)

ART 21/22 History of Western Art I, II (4,4) The study of the arts, their makers and their uses from the pre-historic to the post-modern eras. (GE)

ART 23 Introduction to World Art (4) A survey of the forms and cultural contexts of the arts of Asia, Africa, and the Americas. Within a broadly comparative framework, this course investigates how architecture, sculpture and two-dimensional representations function within different cultural and historical contexts. (GE)

Upper-Division Course Descriptions

ART 110 Design II (4) Prerequisite: ART 10. Intermediate and advanced design problems with emphasis upon three-dimensional studio work.

ART 115 Drawing II (4) Prerequisite: ART 15. Advanced drawing problems for the serious visual art student. Emphasis on composition, development of technical abilities, and conceptual growth. Special emphasis is placed on drawing the human figure.

ART 122 The Arts of Medieval Europe (4) Prerequisite: ART 21, 22, or 23. A study of the arts of the middle ages, from the Early Christian era through the High Gothic. A main focus on this course will be how the Christian
faith came to be represented on paper and mural, in the forms and decorative programs of buildings, and in the material culture surrounding pilgrimages and the veneration of relics.

**ART 123 Western Art in Europe** (4) A survey of the history of art of western civilization studied while in Europe. Includes painting, sculpture, and architecture. (GE)

**ART 124 Italian Renaissance Art** (4) Prerequisite: ART 21, 22, or 23. A study of the painting, sculpture and architecture of Italy from the 14th to the 16th centuries. This course is designed to help students understand why the arts of the Italian Renaissance have become the basis of the artistic tradition of the West.

**ART 125 Northern Renaissance Art** (4) Prerequisite: ART 21, 22, or 23. A study of the visual arts in the Low Countries (modern Belgium and the Netherlands) and Germany in the centuries of Renaissance and Reformation. A major theme will be the new uses of art afforded by new media: oil paint and print.

**ART 126 Art of Early Modern Europe (c. 1600-c. 1700)** (4) Prerequisite: ART 21, 22, or 23. A study of the arts of 17th century Europe, with particular emphasis on Italy, Spain, and the Low Countries. A major theme concerns the role played by the visual arts in developing ideas of absolute monarchy, and in facilitating European expansion.

**ART 127 Nineteenth Century Art: Origins of Modernism** (4) Prerequisite: ART 21, 22, or 23. An art historical investigation of shifting styles and understandings of art from the late 18th to the 19th century, with an emphasis on painting in Paris and the emergence of “modernism” in that milieu.

**ART 128 Twentieth Century Art** (4) Prerequisite: ART 21, 22, or 23. A study of modern art from its roots in post-impressionism to post modernism. Pablo Picasso’s career and legacy serve as a framework for understanding the images, ideas, economics, and personalities that shape the art of the modern west.

**ART 129 Special Topics in the History of Art** (4) Prerequisite: ART 21, 22, or 23. An art historical investigation of a specific issue, artist, or monument, chosen by the professor. This course may be repeated for credit.

**ART 131 Theory and Criticism in the Arts** (4) An exploration into theories in the arts (including theatre, music, and visual art). The purpose of the course is to develop insights into the creative mind and the relationships between creativity, culture, and spirituality. (GE)

**ART 180 Art for Children** (4) This course provides ideas and tools for instruction in art for prospective elementary school teachers. Students develop a continuum of lessons to enhance a child’s understanding of line, color, space, form, and texture.
ART 190 Art Practicum (1) A specifically school-site-related experience for Art 180 students.

ART 195 Senior Seminar/Senior Project (4) Prerequisite: Senior standing. A capstone course for the major involving advanced study, reading and research in a selected topic related to the student's emphasis. Additional supportive topics for discussion, implementation, and preparation for the culminating public exhibition are included.

Applied Art—Lower-Division Course Descriptions

ART 40 Ceramics I (4) An introduction to clay, glazes, firing, and studio procedures through the production of varied hand-built and wheel-thrown projects. Emphasis is on basic and classic forms.

ART 41 Crafts I: History and Process (4) Introductory studies in three or four universal craft forms, their histories and functions. Emphasis is on the processes inherent in resist-dyed textiles, masks, paper-making, book-making and on their contemporary applications. Limited to 10 students.

ART 45 Photography I (4) Prerequisite: ART 1. This course is intended to provide a basic introduction to the art of photography. Emphasis will be placed on operating the camera, printing the film, and mastering compositional design. Digital imagery will be introduced. A single-lens reflex camera is required.

ART 50 Painting I (4) Prerequisite: ART 10, ART 15, or consent of instructor. An introduction to the materials and processes of acrylic painting. Representational and non-representational investigations are covered.

ART 55 Watercolor I (4) Recommended prerequisite: ART 15. An introduction to the techniques and applications of watercolor. Both realistic and non-representational approaches are investigated. Some travel to off-campus sites is included.

ART 60 Printmaking I (4) Recommended prerequisites: ART 10, ART 15, or consent of instructor. An introduction to printmaking with emphasis on the intaglio methods of solar printing, etching, aquatint, engraving, drypoint, and relief methods.

ART 65 Computer Graphics I (4) An introduction to computer graphics using the Macintosh OS X system. The programs used are Adobe Illustrator 10 and Adobe Photoshop 7. Poster design, digital illustrations and CD cover design are among the potential projects. Emphasis will be placed on utilizing the computer as a medium for creating art. Lecture and lab time comprise the course. ART 10 or basic design background is helpful but not required.
ART 70 Sculpture I (4) An introduction to basic sculptural approaches and mold-making. Investigations include additive and subtractive processes in clay, plaster, wood, and stone.

ART 93 Sophomore Project (1) Prerequisite: Sophomore standing. An independent project designed to prepare students for the senior project. Successful completion of this project, before the senior year, constitutes commitment and stability in the major.

Applied Art—Upper-Division Course Descriptions

ART 140 Ceramics II (4) Prerequisite: ART 40. Intermediate and advanced work in clay, glazes, firing, and studio procedures through the production of varied hand-built and wheel-thrown projects.

ART 141 Crafts II (4) Prerequisite: ART 41. Intermediate studies in three or four universal craft forms. An extension of Crafts I with focused, personalized study in textiles, mask-making, paper-making, book-making and their contemporary applications. Limited to 10 students.

ART 145 Photography II (4) Prerequisite: ART 45. A continued study of the art of photography. Emphasis will be in printing, special effects techniques, composition, and fine-tuning technical camera skills. Digital photography and printing will be explored further. Single-lens reflex camera required.

ART 150 Painting II (4) Prerequisite: ART 50. Intermediate-level painting study. Emphasis on personal growth, development of technical ability, and conceptual awareness.

ART 155 Watercolor II (4) Prerequisite: ART 55. A continuation and expansion of ART 55 (Watercolor I).

ART 160 Printmaking II (4) Prerequisite: ART 60. An in-depth, advanced study of intaglio, methods of solar printing, etching, aquatint, engraving, drypoint, and relief techniques.


ART 167 Publication Design (4) Prerequisite: ART 65. An introduction to the fundamentals of graphic design using the page-layout program Adobe InDesign2, in addition to Photoshop and Illustrator. Emphasis will be on software mastery, typography, page design, and pre-press. Students will complete several projects including brochures, posters and book design. Taking a project from concept to finished printed piece will be a key goal.

ART 170 Sculpture II (4) Prerequisite: ART 70. Advanced techniques in three-dimensional art. A continuation of ART 70.
Biology

Professors G. Ayoub, F. Percival (chair), J. Schloss
Assistant Professor B. Horvath

Description of the Major. The Biology major at Westmont equips students for the rewarding and challenging professions related to laboratory, environmental, and medical studies. It also cultivates the knowledgeable care and appreciation of the living world as a means of developing a fuller appreciation of God.

There are several components of the Biology program: a schedule of required and elective coursework emphasizing biological concepts at the molecular, cellular, organismal, and ecosystem levels; a laboratory program involving student investigations with opportunities for individual laboratory or field research; and a senior seminar series in which each student develops work on a topic in the biological literature and on an issue of bioethics.

The Biology program emphasizes conceptual understanding, laboratory techniques, field methods, written and oral communication skills, competency in information processing and computer analysis, and informed sensitivity to issues involving biology, ethics, culture, and faith.

Several options are available within the major. The B.A. is designed for those choosing a biology major who wish to maintain a high level of involvement in other disciplines. The B.A. in Biology is common for those entering the health sciences, and for those double-majoring.

The B.S. includes three tracks, each of which is well-suited for those who wish to pursue graduate studies. The General Track affords a comprehensive study of Biology. The Cellular and Molecular Biology Track is designed for those planning study and research in this burgeoning field. The Environmental/Natural History Track is for those whose career goals include environmental studies.

Additional information about the major or the premedical program is available on the Biology web site, <http://www.westmont.edu/departments/biology>.

Distinctive Features. The traditional disciplinary content is enhanced by discussion of ethical and social implications of biology (e.g. genetic engineering and biomedical ethics, world hunger and environmental stewardship, human nature and origins). Students are provided the personal support and intellectual tools necessary to develop mature and reasoned approaches to relating scientific and scriptural perspectives on these emerging issues.

Students have the opportunity to engage in research, field study and internships under the supervision of faculty or associated personnel. These opportunities include research laboratories at the College, field study in the
region, internships in local medical clinics or internships at the Santa Barbara Zoo, Museum of Natural History or Botanic Garden.

Students in the Biology program have direct access to contemporary instrumentation for studies in physiological ecology, environmental biophysics, molecular biology, cell biology, neuroscience, physiology, biochemistry and computational biology. These instruments are used throughout one’s upper-division coursework, and may be used for individual and directed study.

Nearby resources for field biology include the Los Padres National Forest and local marine, river, and lake habitats. Desert, alpine, and coniferous forest ecosystems are within driving distance. Students may also take ecological coursework in the Pacific Northwest, Michigan northwoods, or African savannah at our AuSable Institute for Environmental Studies, in our tropical cloudforest Mayterm and semester programs in Costa Rica, or in our rainforest and coral reef centers through the Global Stewardship Studies Program in Belize or the South Pacific. Additional opportunities for an off-campus semester are available through the College, and can be planned into the schedule of any track within the Biology major.

Career Choices. Some of the fields recent biology students have entered include medicine, dentistry, veterinary medicine, law, biotechnology, graduate study, teaching at secondary and collegiate levels, physician assistant, public health, nursing, third-world development, agriculture, environmental monitoring, laboratory research, environmental education, pharmacology, fisheries industry, occupational therapy, and full-time missionary work.

Requirements for a B.A. Major: 48 units

The bachelor of arts major in biology consists of lower- and upper-division coursework in biology and supporting physical sciences and mathematics. The program is designed for students who wish to obtain a strong preparation in biology, while also obtaining a broader exposure to courses outside the major than is generally possible with a bachelor of science degree.

Required Lower-Division Courses: 20 units
BIO 5, 6 General Biology I, II (4,4)
Additional courses to be chosen from the following:
  CHM 5, 6 General Chemistry I, II (4,4)
  MA 5 Introduction to Statistics (4)
  MA 9, 10 Elementary Calculus I, II (4,4)
  PH 11, 13 Physics for Life Science Majors I, II (4,4)
  PH 21, 23 General Physics I, II (4,4)

Required Upper-Division Courses: 20 units
BIO 114 Genetics (4)
At least three additional upper-division biology lab or field courses (12)
One of the following: (4)
   Upper-division BIO Elective (4)
   CHM 101, 102 Organic Chemistry (4,4)
   PSY 125 Physiological Psychology (4)
   NS 114 Earth Science (4)

Additional Courses, either Lower- or Upper-Division: 8 units
Courses in the natural sciences chosen from the BIO listings or from the courses listed above.

Integrative Course
One course, included among the above requirements, which integrates biology with theological and ethical issues. Courses offered by the department which satisfy this requirement are:
   BIO 196 Bioethics Seminar (1)
   BIO 197 Biology and Faith (4)
   BIO 124 Biology, Values, and the Developing World (4)

Requirements for a B.S. Major: 64 units

The biology department offers three options leading to a bachelor of science degree in biology—a general track providing a comprehensive introduction to all areas of biology, a more specialized track emphasizing cellular and molecular biology and a track emphasizing environmental biology and natural history. Each track is comprised of lower-division courses in biology, mathematics, and physical sciences, plus a variety of required and elective upper-division courses.

General Biology Track: 64 units

Entrance Requirement
   MA 8 Elementary Functions or equivalent

Supporting Science Courses: 20 units
   CHM 5, 6 General Chemistry I, II (4,4)
   One Math course, from the following: (4)
      MA 5 Introduction to Statistics (4)
      MA 9 Elementary Calculus (4)
      CS 10 Introduction to Computer Science (4)
   Additional courses in chemistry, mathematics, or physics (8)

Required Biology Courses: 26-29 units
   BIO 5, 6 General Biology I, II (4,4)
   BIO 114 Genetics (4)
One course from each of the following three areas: (12)

Cellular and Molecular Biology
- BIO 113 Biochemistry (4)
- BIO 130 Cell Biology (4)
- BIO 132 Molecular Biology (4)

Organismal Biology
- BIO 102 Physiology (4)
- BIO 108 Animal Diversity (4)
- BIO 110 Microbiology (4)

Population Biology
- BIO 104 Marine Biology (4)
- BIO 125 General Ecology (4)
- BIO 126 Animal Ecology (4) (AuSable)
- BIO 128 Physiological Ecology (4)
- BIO 129 Tropical Ecology (4)

BIO 195 Seminar in Biological Research Literature (1)

One integrative course from the following: (1-4)
- BIO 196 Bioethics Seminar (1)
- BIO 197 Biology and Faith (4)
- BIO 124 Biology, Values, and the Developing World (4)

Additional courses from the following for a total of 64 units: 15-18 units

Upper-division BIO
Upper-division CHM
MA 9, 10 Elementary Calculus I, II
NS 114 Earth Science
PSY 125 Physiological Psychology

No more than 12 units to be selected from physical sciences or math.
No more than 2 units of Practicum, BIO 190, 191, or 192.
No more than 4 units Research, BIO 198.

**Cellular and Molecular Biology Track: 64 units**

**Entrance Requirement**
MA 8 Elementary Functions or equivalent

**Supporting Science Courses: 28 units**

CHM 5, 6 General Chemistry I, II (4,4)
CHM 101, 102 Organic Chemistry I, II (4,4)

One Math course, from the following: (4)
- MA 5 Introduction to Statistics (4)
- MA 9 Elementary Calculus (4)
- CS 10 Introduction to Computer Science (4)

Additional courses in Chemistry, Mathematics, or Physics (8)
Required Biology Courses: 30-33 units
BIO 5, 6 General Biology I, II (4,4)
Upper-division Biology Laboratory Courses (20)
  BIO 113 Biochemistry (4)
  BIO 114 Genetics (4)
  BIO 130 Cell Biology (4)
  BIO 132 Molecular Biology (4)
  One course from the following: (4)
    BIO 102 Physiology (4)
    BIO 110 Microbiology (4)
    BIO 162 Neuroscience (4)
BIO 195 Seminar in Biological Research Literature (1)
One integrative course, from the following: (1-4)
  BIO 124 Biology, Values, and the Developing World (4)
  BIO 196 Bioethics Seminar (1)
  BIO 197 Biology and Faith (4)

Additional courses from the following for a total of 64 units: 3-6 units
Upper-division BIO
Upper-division CHM
MA 9, 10 Elementary Calculus I, II
PSY 125 Physiological Psychology

No more than 4 units to be selected from physical sciences or math.
No more than 2 units of Practicum, BIO 190, 191, or 192
No more than 4 units Research, BIO 198

Environmental/Natural History Track: 64 units

Entrance Requirement
MA 8 Elementary Functions or equivalent

Supporting Science Courses: 20 units
CHM 5, 6 General Chemistry I, II (4,4)
MA 5 Statistics (4)
Additional courses in physical or other cognate sciences (8) to be selected from the following:
  CHM 101, 102 Organic Chemistry I, II (4,4)
  MA 9, 10 Calculus I, II (4,4)
  PH 11, 13 Physics for Life Science Majors I, II (4,4)
  PH 21, 23 General Physics I, II (4,4)
Other environmental courses offered at Westmont field programs (e.g.,
    Environmental Chemistry, Field Geology, Land Resources, Ecological Agriculture, Sustainable Development, Environmental Sociology)
**Required Biology Courses: 38-41 units**

- BIO 5, 6 General Biology I, II (4,4)
- BIO 114 Genetics (4)

*One of the following organismal courses*

- BIO 102 Physiology (4)
- BIO 110 Microbiology (4)
- BIO 128 Physiological Ecology (4)

**Five Field Courses: (20)**

At least two courses must be taken in residence at a biological field station. At least one course must be taken from each of the following four areas. Courses listed include Westmont courses that would meet the requirement as well as courses representative of those offered at field stations with which our program has affiliation.

- **General Ecology**
  - BIO 125 or equivalent course (4)
- **Plant Systematics or Field Studies**
  - BIO 151 Plant Classification (4)
  - Woody Plants, Field Botany or Forest Ecology
- **Animal Systematics or Field Studies**
  - BIO 108 Animal Diversity (4)
  - BIO 126 Animal Ecology (4)
  - Ornithology or Insect Ecology
- **Regional or Habitat Field Course**
  - BIO 104 Marine Biology (4)
  - BIO 123 Aquatic Biology (4)
  - BIO 129 Tropical Ecology (4)
  - Northwest Natural History or Limnology

*One course from the following: (1)*

- BIO 191 Environmental Practicum (1)
- BIO 195 Seminar in Biological Literature (1)
- BIO 198 Research (1)

*One integrative course from the following: (1-4)*

- BIO 124 Biology, Values and the Developing World (4)
- BIO 196 Seminar in Bioethics (1)
- BIO 197 Biology & Faith (4)

**Additional courses chosen from the following for a total of 64 units: (3-6 units)**

- Upper-division BIO
- Upper-division CHM
- MA 9, 10 Elementary Calculus I, II (4,4)
- PSY 125 Physiological Psychology (4)

No more than 2 units of Practicum, BIO 190, 191, or 192
No more than 4 units Research, BIO 198
Requirements for a Minor: 20 units

BIO 5, 6 General Biology I, II (4,4)
Upper-division BIO Electives (12)

Sample Four-Year Program
(General Track, B.S.)

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Except where noted, all courses include weekly laboratory or field experience.
Lower-Division Course Descriptions

BIO 5, 6 General Biology I, II (4,4) Prerequisite: CHM 5. Cell structure and metabolism; introductory genetics; systematics and a survey of the kingdoms of living organisms; anatomy and physiology of vascular plants; anatomy, physiology, and behavior of vertebrate animals; ecological and evolutionary biology. (GE)

BIO 11 Human Anatomy (4) Not for credit toward the B.S. in biology. Systemic approach to the structures of the tissues and organ systems which make up the human body. Course is designed with careers such as Nursing, Physical Therapy, and Sports Medicine careers in mind. (GE)

BIO 12 Human Physiology (4) Not for credit toward the B.S. in biology. Functional characteristics and interrelationships of the organ systems of the human body. (GE)

BIO 31 Origins (4) Not for credit toward the B.S. in biology. An introduction to the origin of biological diversity and human life, the evolution of sexual and altruistic behavior, human racial variation, and culture. Interdisciplinary consideration of the cultural significance of evolutionary theory; analysis of relationships between biblical and evolutionary cosmologies. (taught without laboratory) (GE)

BIO 40 Human Nutrition (4) Not for credit toward the B.S. in biology. Role of nutrients in human growth, development, and maintenance, including the chemistry and metabolism of carbohydrate, fat, and protein and the role of vitamins and minerals. The principles of energy balance, essentials of an adequate diet throughout the life cycle, and nutritive values of foods. Nutrition concepts applied to current nutrition issues and controversies. (taught without laboratory) (GE)

Upper-Division Course Descriptions

BIO 100 Developmental Biology (4) Prerequisites: BIO 114. An examination of the processes and mechanisms involved in animal development. Topics covered include patterns of development, cellular differentiation, cell fate and body axes, and organ formation. Laboratory exercises focus on crucial experiments important in the growth of developmental biology.

BIO 102 Physiology (4) Prerequisite: BIO 114. An examination of the mechanisms which determine the function of animal tissues and organs. The fundamental physiological processes which underlie all the body’s activities are examined in lecture and laboratory, and students also pursue short experimental projects.

BIO 104 Marine Biology (4) Prerequisites: BIO 5, 6, with BIO 125 recommended. The class presents an overview of the marine science disci-
plines, including oceanographic (both physical and biological), zoology, ecology, biogeography, island biology and diversity, as they are represented and featured here in the Southern and Central California marine environments. There is a strong emphasis on field experiences, introducing students to the natural history of this area, as well as the current areas of research and study being conducted here. Class does involve some travel up and down the Central California coast, will involve students in cooperative efforts with marine organizations in the area and will ask students to develop the ability to recognize organisms specifically in the field so that small field projects can be developed.

**BIO 108 Animal Diversity** (4) Prerequisite: BIO 6, with BIO 114 strongly recommended. The class will expose students to the diversity of animal life on the planet, emphasizing the adaptive nature of diversity through structure, function and life history, will involve students in actual case studies of animal populations currently experiencing loss of diversity, and will expose students to the issues of field research involving animal subjects. There is a major emphasis on Animal Behavior, Conservation Biology, and Wildlife Management. Many of these issues will be addressed not only in the classroom, but in the field, talking with and hearing from those who are actively engaged in aspects of this work. Thus, travel to field sites, and to institutions involved with the issues of animal conservation, is an integral component of the class.

**BIO 110 Microbiology** (4) Prerequisites: BIO 5, 6, 114 and one year of college chemistry. Recommended: CHM 101, 102 and BIO 113. A survey of microbial life, emphasizing the structure, metabolism, diversity and ecology of prokaryotes. Includes introductions to immunology, virology and the pathology of infectious disease.

**BIO 113 Biochemistry** (4) Prerequisites: BIO 5 and CHM 101, 102. Introduction to the chemistry and metabolism of biologically important substances, characteristics of enzyme action, and structure-function relationships in proteins. Laboratory work emphasizes enzyme isolation and characterization.

**BIO 114 Genetics** (4) Prerequisites: BIO 5, 6. Introduction to genetic analysis, emphasizing the physical basis for patterns of heredity in eukaryotes and prokaryotes, gene structure and function, cytogenetics, quantitative inheritance, and population genetics.

**BIO 122 Environmental Chemistry** (4) Prerequisites: one year general chemistry, plus one course in organic or biochemistry. Principles and analysis of chemical movement and distribution—both natural and human induced—in natural environments. Sampling and analytical methods for water, soil, and air. (Offered summers at the Au Sable Institute.)
BIO 123 Aquatic Biology (4) Ecology, identification, systematics, culture, and care of aquatic plants and animals, and adaptations to freshwater environments. Human impacts on aquatic species and ecosystems, stewardship of aquatic habitats, and aquatic restoration ecology. Fieldwork in lakes, ponds, bogs, marshes, and streams. (Offered summers at the Au Sable Institute.)

BIO 124 Biology, Values, and the Developing World (4) Prerequisites: BIO 5, 6 and prior or concurrent enrollment in a biological field course. An introduction to how biological processes both influence and are influenced by cultural values and lifestyle with emphasis on Third World issues. Discussion of world hunger and the neo-Malthusian controversy, biological theories of ethnic variation, Third World agricultural and health problems, equatorial natural history, tropical deforestation and desertification.

BIO 125 General Ecology (4) Prerequisite: BIO 5, 6 and one semester of college mathematics. An overview of organism/environment interactions at the physiological, population and community levels. Entails biostatistics, a field research project, and consideration of issues in human ecology and environmental stewardship.

BIO 126 Animal Ecology (4) Interrelationships between animals and their biotic and physical environments, emphasizing behavioral aspects. A field course that centers on the ecology of northern Michigan fauna from a stewardship perspective. Included are individual student research projects. (Offered summers at the Au Sable Institute.)

BIO 128 Physiological Ecology (4) Prerequisite: BIO 5, 6 and one upper-division biology course. An overview of the relationships between physiological adaptation and the environment. Includes examinations of water and energy balance, chemical defenses, biological rhythms, physiological tolerances, and ecological genetics.

BIO 129 Tropical Ecology (4) Prerequisites: BIO 5, 6 and one semester college mathematics. Examination of general ecological principles as they underlie the unique structural and functional characteristics of tropical ecosystems. Emphasis on environmental biophysics and climatology, energy balance and ecophysiological adaptation, plant/animal interactions, chemical and behavioral ecology, and specific threats to ecological integrity of local communities. Intensive exposure to field methodology, including student research projects. (Offered in Mayterm in Costa Rica.)

BIO 130 Cell Biology (4) Prerequisite: BIO 114. Cell biology is the study of the structures and functions which define cells. The course examines the components and properties of the cell membrane, subcellular organelles, intra- and inter-cellular communication, and genetic material, to learn how cellular properties and functions are related.
BIO 132 Molecular Biology (4) Prerequisites: BIO 114 and CHM 101, 102. Molecular Biology is a relatively new field in biology that is concerned with the molecular mechanisms involved in DNA replication and expression, including transcription of RNA and translation of protein. Laboratory exercises include techniques for DNA analysis, manipulation and cloning, as well as for RNA isolation and analysis.

BIO 135 Conservation Biology (4) Principles of conservation biology with applications to sustainable human society and biospheric integrity. Integrative relationships between population biology, ecological principles, biogeochemical cycles, ecosystem functions, and human society in the context of biospheric degradation. Principles for conserving plant and animal species, biotic communities, ecosystems, and human societies. (Offered summers at the Au Sable Institute.)

BIO 136 Global Development and Ecological Sustainability (4) Environmental analysis and natural resources in relation to society and development issues. Ecological sustainability in the context of factors contributing to environmental degradation and human impoverishment. Discussion of tropical agriculture, world hunger, poverty, international debt, appropriate technology, conservation of wild nature, land tenure and stewardship. (Offered summers at the Au Sable Institute.)

BIO 150 Topics in Biology (1-4) Prerequisites: BIO 5, 6 and consent of instructor. Special courses offered on selected topics in biology. Content as announced.

BIO 151 Plant Classification (4) Prerequisite: BIO 5, 6. An introduction to the major families of vascular plants and to the principles of botanical nomenclature and systematics. Fieldwork emphasizes the flora of Southern California with a survey of the plant communities of the region.

BIO 162 Neuroscience (4) Prerequisite: BIO 114 or permission of instructor. The function of the nervous system, including CNS structure and function, sensory and motor system activity, neuronal cell properties and synaptic mechanisms. The course will develop an understanding of the brain and nervous system, critically read and discuss the scientific literature, and understand experimental neuroscience through direct laboratory experience.

BIO 190 Practicum (1) Prerequisite: Upper-division standing in biology. Internship experience in any biological or biomedical field, including the health sciences.

BIO 191 Environmental Practicum (1) Prerequisite: Upper-division standing. Supervised internship experience with national park service, local museums, environmental education facilities, conservation agencies, or other environmental settings.
BIO 192 Lab/Instructional Practicum (1) Prerequisite: Upper-division standing and course experience in instructional area. Supervised internship in the design, preparation, and instructional implementation of laboratory exercises and other curricular components. Entails both laboratory and instructional activities.

BIO 195 Seminar in Biological Literature (1) Prerequisite: Senior standing or consent of the instructor. Each student will conduct a survey of the primary literature on a selected research topic, write a comprehensive and critical review paper, and make an oral presentation in a departmental forum.

BIO 196 Seminar in Bioethics (1) Prerequisite: Senior standing or consent of the instructor. Discussion of a variety of issues in bioethics, broadly conceived, drawing from lifeboat ethics and the Malthusian controversy, environmental ethics, biological theories of race and gender, sociobiological theories of morality, biological warfare, and biomedical ethics. Students lead seminar discussion of assigned readings, write and present a review paper, and/or participate in a formal debate.

BIO 197 Biology & Faith (4) Prerequisite: Upper-division standing. An overview of relationships between the Christian worldview and major themes in the biological sciences. Considers models for relating science and religion; biological and theological perspectives on human nature, freedom, and mind; sociobiological and biblical views of morality, sexuality, and altruism; neuro-evolutionary interpretations of religion; and ecological and theological assessments of human place in and responsibility toward the natural world. (taught without laboratory)

BIO 198 Research (1-4) Laboratory and/or field research with a faculty member. Students will conduct experiments, analyze the data, and present written and/or oral presentations based on their work.
Chemistry

Professors S. Anderson, D. Marten, A. Nishimura (chair), N. Tro

Description of the Major. Chemistry investigates the composition, properties, and changes of properties in substances and various elementary forms of matter. The study of chemistry gives students an opportunity to develop necessary modern knowledge and techniques with instrumentation.

The chemistry program at Westmont provides a broad knowledge of the field and includes six tracks.

The professional track, or Program A, leads to graduate study in chemistry and prepares students for challenging careers in teaching and research, industrial chemistry research and development, energy development, medicinal and pharmaceutical chemistry and related areas.

Program B, or the general track, is more flexible and allows students to go directly into laboratory work or to take additional courses in other disciplines for careers in environmental control, industrial chemistry, medical technology, food chemistry and agricultural chemistry. Those interested in teaching science at the secondary level would find Program B most appropriate.

The biochemistry track, or Program C, provides the basis for pre-medical, pre-pharmacy and pre-dental training or for graduate study in biochemistry, molecular biology, biomedical research or genetic engineering.

The chemical physics track, Program D, allows students to combine chemistry with a strong emphasis in physics and engineering. This track prepares students for graduate work in chemical physics or chemical engineering, or teaching chemistry and physics at the secondary level. All four tracks lead to the B.S. degree.

For students desiring a broader curriculum or a double major, the B.A. degree track allows the most flexibility.

Students interested in chemical engineering have the option of the 3-2 program in which they receive a degree from the engineering school and a B.A. from Westmont. The benefits of receiving a liberal arts and sciences background and the more specialized training from a formal engineering school such as USC and Washington University can be beneficial for both the student and the employer. Since the 3-2 program has strict requirements, interested students must meet with a faculty of the department to plan the class schedules consistent with their goals.

Distinctive Features. Chemistry students at Westmont have many opportunities to use state-of-the-art instrumentation such as atomic absorption spectrometers, 300 MHz Fourier transform nuclear magnetic resonance spectrometers, FT infrared and ultraviolet-visible spectrometers, mass spec-
trometer, and gas and high performance liquid chromatographs. They learn glassblowing, analytical chemical techniques (including microcomputer applications), and advanced organic synthesis techniques. Chemistry at Westmont involves computer programming, interfacing computers to instruments, and computerized literature searches on current research problems. Each student in the B.S. program is required to do independent research with a faculty member and to complete a written thesis or publishable journal article.

Participating in an off-campus program is encouraged of all chemistry majors. The student may choose to do so during the fall of either the junior or senior year. The student should consult his or her academic advisor so that the required courses can be scheduled ahead of that off-campus semester.

Career Choices. A degree in chemistry can lead to many interesting and challenging careers, including: biochemist, chemical engineer, industrial or clinical chemist, college instructor, dentist, dietician, high school teacher, marine scientist, pharmacologist, physician, radiologic technician, nuclear medicine technician, forensic serologist, toxicologist, technical writer, patent lawyer, industrial hygienist, and industrial management.

B.S. Degree Major Requirements: 54-67 units

A. Professional Track (Program A)

Required Lower-Division Courses: 30 units
- CHM 5, 6 General Chemistry I, II (4,4)
- MA 9, 10 Elementary Calculus I, II (4,4)
- MA 19 Multivariable Calculus (4)
- PH 21, 23 General Physics I, II (4,4)
- PH 22, 24 Introductory Physics Laboratory I, II (1,1)

Recommended Lower-Division Courses:
- BIO 5 General Biology I (4)
- CS 10 Introduction to Computer Science I (4)
- PH 40 Differential Equations (4)
- GR 1, 2 Elementary German I, II (4,4)

Required Upper-Division Courses: 35 units
- CHM 101, 102 Organic Chemistry I, II (4,4)
- CHM 104 Advanced Inorganic Chemistry (4)
- CHM 121 Introductory Analytical Chemistry (3)
- CHM 122 Advanced Analytical Chemistry (2)
- CHM 125 Analog and Digital Instrumental Analysis (4)
  OR
- PH 142/143 Circuits and Electronics/Electronics Laboratory (4,1)
CHM 130, 131 Physical Chemistry I, II (3,3)
CHM 132, 133 Physical Chemistry Laboratory I, II (1,1)
CHM 195 Seminar (1,1)
CHM 198 Chemical Research (4)

All graduating majors in the professional track are required to take the Graduate Record Exam in their senior year.

**B. General Track (Program B)**

**Required Lower-Division Courses: 25-26 units**  
CHM 5, 6 General Chemistry I, II (4,4)  
MA 9, 10 Elementary Calculus I, II (4,4)  
*One of the following combinations:* (9-10)  
  PH 11, 13 Physics for Life Science Majors I, II (4)  
  PH 14 Physics for Life Science Majors Laboratory (1)  
  OR  
  PH 21, 23 General Physics I, II (4,4)  
  PH 22, 24 General Physics Laboratory I, II (1,1)

**Required Upper-Division Courses: 29 units**  
CHM 101, 102 Organic Chemistry I, II (4,4)  
CHM 121 Introductory Analytical Chemistry (3)  
CHM 122 Advanced Analytical Chemistry (2)  
CHM 195 Seminar (1,1)  
CHM 198 Research (2)  
*One of the following:* (3)  
  CHM 130 Physical Chemistry I (3)  
  CHM 135 Introductory Physical Chemistry (3)  
CHM 132 or 133 Physical Chemistry Laboratory I or II (1)  
*Upper-Division CHM Electives* (8)

**C. Biochemistry Track (Program C)**

**Required Lower-Division Courses: 33-34 units**  
CHM 5, 6 General Chemistry I, II (4,4)  
BIO 5, 6 General Biology I, II (4,4)  
MA 9, 10 Elementary Calculus I, II (4,4)  
*One of the following combinations:* (9-10)  
  PH 11, 13 Physics for Life Science Majors I, II (4,4)  
  PH 14 Physics for Life Science Majors Laboratory (1)  
  OR  
  PH 21, 23 General Physics I, II (4,4)  
  PH 22, 24 General Physics Laboratory I, II (1,1)
**Required Upper-Division Courses: 33 units**

CHM 101, 102 Organic Chemistry I, II (4,4)  
CHM 113 Biochemistry (4)  
CHM 121 Introductory Analytical Chemistry (3)  
CHM 122 Advanced Analytical Chemistry (2)  
CHM 195 Seminar (1,1)  
CHM 198 Research (2)  

*One of the following: (4)*  
- CHM 130 Physical Chemistry I (3)  
- CHM 135 Introductory Physical Chemistry (3)  

*CHM 132 Physical Chemistry Laboratory I (1)*  

*Two of the following three: (8)*  
- CHM 131 Physical Chemistry II (3)  
- CHM 133 Physical Chemistry Laboratory II (1)  
- BIO 102 Physiology (4)  
- BIO 114 Genetics (4)  

Those interested in graduate school in biochemistry should choose CHM 130 and 131 and take additional courses in advanced biochemistry, molecular biology, inorganic and organic chemistry.

**D. Chemical Physics Track (Program D)**

**Required Lower-Division Courses: 39 units**

CHM 5, 6 General Chemistry I, II (4,4)  
PH 21, 23 General Physics I, II (4,4)  
PH 22, 24 General Physics Laboratory I, II (1,1)  
PH 25 Modern Physics (4)  
PH 26 Modern Physics Laboratory (1)  
PH 40 Differential Equations (4)  
MA 9, 10 Elementary Calculus I, II (4,4)  
MA 19 Multivariable Calculus (4)

**Required Upper-Division Courses: 26 units**

CHM 130, 131 Physical Chemistry I, II (3,3)  
CHM 132, 133 Physical Chemistry Laboratory I, II (1,1)  
CHM 198 Chemistry Research (2)  

*CHM Electives (8)*  
PH 155 Topics (4)  

*PH Elective (4)*

*Department Chair approval required.

**Recommended Course**

MA 140 Applications of Mathematics (4)
B.A. Degree Major Requirements: 46-47 units

A. General Track

Required Lower-Division Courses: 25-26 units
- CHM 5, 6 General Chemistry I, II (4,4)
- MA 9, 10 Elementary Calculus I, II (4,4)
- One of the following combinations (9-10)
  - PH 11, 13 Physics for Life Science Majors I, II (4,4)
  - PH 14 Physics for Life Science Majors Laboratory (1)
  OR
  - PH 21, 23 General Physics I, II (4,4)
  - PH 22, 24 General Physics Laboratory I, II (1,1)

Required Upper-Division Courses: 21 units
- CHM 101, 102 Organic Chemistry I, II (4,4)
- CHM 121 Introductory Analytical Chemistry (3)
- CHM 195 Seminar (1,1)
- One of the following:
  - CHM 130 Physical Chemistry I (3)
  - CHM 135 Introductory Physical Chemistry (3)
  - CHM 132 or 133 Physical Chemistry Laboratory I or II (1)
- Upper-Division CHM Elective (4)

B. Chemical Engineering 3-2 Program Track

Required Lower-Division Courses: 34 units
- CHM 5, 6 General Chemistry I, II (4,4)
- MA 9, 10 Elementary Calculus I, II (4,4)
- MA 19 Multivariable Calculus (4)
- PH 21, 23 General Physics I, II (4,4)
- PH 22, 24 General Physics Laboratory I, II (1,1)
- PH 40 Differential Equations (4)

Required Upper-Division Courses: 21 units
- CHM 101, 102 Organic Chemistry I, II (4,4)
- CHM 121 Introductory Analytical Chemistry (3)
- CHM 122 Advanced Analytical Chemistry (2)
- CHM 125 Analog and Digital Instrumental Analysis (4)
- CHM 130 Physical Chemistry I (3)
- CHM 132 Physical Chemistry Laboratory I (1)

Highly Recommended Courses:
- MA 20 Linear Algebra (4)
- CS 10 Introduction to Computer Science I (4)
Requirements for a Minor: 20 units

Required Lower-Division Courses: 8 units
CHM 5, 6 General Chemistry I, II (4,4)

Required Upper-Division Courses: 12 units
CHM 101, 102 Organic Chemistry I, II (4,4)
Upper-Division CHM Elective (4)

Sample Four-Year Program Professional Track
(Program A)

**FIRST YEAR**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>CHM 5 (4)</td>
<td>CHM 6 (4)</td>
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<tr>
<td>MA 9 (4)</td>
<td>MA 10 (4)</td>
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<tr>
<td>RS 10 or 20 (4)</td>
<td>Distribution/Elective (4)</td>
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<td>Distribution/Elective (4)</td>
<td>RS 10 or 20 (4)</td>
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<tr>
<td>PEA 32 (1)</td>
<td>PEA Elective (1)</td>
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**SECOND YEAR**

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<tr>
<th>Fall</th>
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<tr>
<td>CHM 101 (4)</td>
<td>CHM 102 (4)</td>
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<tr>
<td>MA 19 (4)</td>
<td>CHM 121 (3)</td>
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<td>PH 21 (4)</td>
<td>PH 23 (4)</td>
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<tr>
<td>PH 22 (1)</td>
<td>PH 24 (1)</td>
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<tr>
<td>RS 1 (4)</td>
<td>PEA Elective (1)</td>
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<td>PEA Elective (1)</td>
<td>Distribution/Elective (4)</td>
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**THIRD YEAR**

<table>
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<tr>
<th>Fall*</th>
<th>Spring</th>
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<tbody>
<tr>
<td>CHM 122 (2)</td>
<td>CHM 131, 133 (3,1)</td>
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<tr>
<td>CHM 130, 132 (3,1)</td>
<td>PH 40 (4)</td>
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<tr>
<td>Upper-Division RS Requirement (4)</td>
<td>Distribution/Elective (8)</td>
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<td>Distribution/Elective (6)</td>
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**FOURTH YEAR**

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<th>Fall*</th>
<th>Spring</th>
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<tr>
<td>CHM 104 (4)</td>
<td>CHM 125 (4)</td>
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<td>CHM 195 (1)</td>
<td>CHM 195 (1)</td>
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<tr>
<td>CHM 198 (2)</td>
<td>CHM 198 (2)</td>
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<tr>
<td>Distribution/Elective (9)</td>
<td>Distribution/Elective (8)</td>
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</tbody>
</table>

*During the fall of either the junior or senior year a student may be involved.
in an off-campus program. The normally scheduled courses for that semester can be taken during the fall semester that the student is on campus.

**Lower-Division Course Descriptions**

**CHM 1 Introductory General Chemistry** (4) Prerequisites: high school algebra and geometry. Three lectures and one four-hour laboratory per week. The periodic table, atomic structure, and other fundamentals of chemistry, including laboratory. (GE)

**CHM 4 Chemistry, Culture and Society** (4) Survey course that teaches the basic concepts of chemistry. Emphasizes the role of chemical principles as applied to nuclear and radiochemistry, agriculture and food, drugs, pollution, and other topics of current interest. Satisfies the physical science distribution requirement. (GE)

**CHM 5, 6 General Chemistry I, II** (4,4) Prerequisites: two years of high school algebra and one year geometry. Three lectures and one four-hour laboratory per week. Covers basic concepts of physical, inorganic, organic, analytical and nuclear chemistry. (GE)

**CHM 5H, 6H General Chemistry I, II: Honors** (4,4) Prerequisites: By invitation only and two years of high school algebra and one year of geometry, high school chemistry, previous or concurrent course in calculus. Three lectures and one four-hour laboratory per week. A survey of concepts in physical, inorganic, organic, analytical and nuclear chemistry. Examines each topic with more rigor than CHM 5, 6. (GE)

**CHM 14 Scientific Glassblowing** (1) Practical construction and repair of glass apparatus. One three-hour laboratory per week.

**Upper-Division Course Descriptions**

**CHM 101, 102 Organic Chemistry I, II** (4,4) Prerequisite: CHM 6. Three lectures and one four-hour laboratory per week. Preparation and properties of aliphatic and aromatic compounds, reaction mechanisms, organic synthesis, and qualitative organic analysis in theory and laboratory.

**CHM 104 Advanced Inorganic Chemistry** (4) Prerequisite: CHM 101. Descriptive chemistry of the elements, periodicity, atomic structure, bonding theory, coordination chemistry, acid-base theory, non-aqueous solvents, inorganic stereochemistry, bioinorganic, and organometallic chemistry.

**CHM 113 Elementary Biochemistry** (4) (See BIO 113)

**CHM 121 Introductory Analytical Chemistry** (3) Prerequisites: CHM 6. Two lectures and one four-hour laboratory per week. Theoretical background of quantitative analytical procedures, including statistics, gravimetry, titrimetry, potentiometry, and coulometry.
CHM 122 Advanced Analytical Chemistry (2) Prerequisites: CHM 121. Two lectures and one four-hour laboratory per week. Emphasis on instrumental methods of analysis including spectrophotometry, voltammetry, and gas and liquid chromatography.

CHM 125 Analog and Digital Instrumental Analysis (4) A laboratory course in analog and digital electronics: assembly language and microprocessors, computer interfacing, data acquisition by analog to digital conversion, and stepping motors. Two lectures and two three-hour laboratories per week.

CHM 130 Physical Chemistry I (3) Prerequisites: differential and integral calculus, college physics, concurrent enrollment in CHM 132. Classical equilibrium thermodynamics: applications of the first, second, and third laws to condensed and gas phases. Principles and applications of statistical thermodynamics.

CHM 131 Physical Chemistry II (3) Prerequisites: differential and integral calculus, college physics, concurrent enrollment in CHM 133. Postulates in quantum mechanics and application of the Schrödinger’s equation to translation, rotation and vibration. Dirac notation, angular momentum, approximation methods, group theory, atomic and molecular structure, spectroscopy, and electric and magnetic properties. Dynamics and transport properties.

CHM 132, 133 Physical Chemistry Laboratory I, II (1,1) Prerequisite: Concurrent enrollment in CHM 130, 131, 135. One three-hour laboratory per week. Emphasizes thermodynamics, kinetics, electrochemistry, spectroscopy, quantum chemistry, and computer applications. Oral and written presentations of laboratory results are required.

CHM 135 Introductory Physical Chemistry (3) Prerequisite: CHM 6, 101, MA 9, concurrent enrollment in MA 10, PH 21, 23, and CHM 132 or 133. Applications of physical chemistry to the life sciences. Thermodynamics, energy and the first law, entropy and the second law, free energy and bioenergetics, solar energy. Chemical and biochemical kinetics, biochemical spectroscopy, transport properties, macromolecules.

CHM 150 Special Topics (1/2-4) Prerequisite CHM 102; CHM 131. Topics include probability and statistics, applications of orbital symmetry, basic gas chromatography, organometallic chemistry of the transition elements, hard and soft acids and bases, applied problem solving, interpretation of infrared spectra, use of the chemical literature, electroanalytical chemistry, and a Lewis acid-base approach to chemical reactivity.

CHM 160 Advanced Organic Chemistry (4) Prerequisite: CHM 102. Corequisite CHM 131. Advanced topics in kinetics and mechanisms of organic reactions, stereochemistry, molecular orbital theory, photochemistry, organometallic chemistry, polymers, and natural products. Three lectures and one four-hour laboratory per week.
CHM 190 **Chemistry Practicum** (1) Supervised experiences in the chemistry department or in community and industrial facilities such as clinical or research laboratories. Generally one unit of credit per semester.

CHM 195 **Seminar** (1,1) Prerequisites: CHM 102 or 131. Use of the chemical literature in preparation for a research paper. Oral presentations of contemporary chemical research based upon a computerized literature search included in the second semester.

CHM 198 **Chemical Research** (2-4) Prerequisites: CHM 102, 125 or 131. Students work closely with a faculty person on original research projects. The results may be reported in research conferences and journal form for publication.
Description of the Major. Many have said that symbolic communication is the defining human characteristic. Even with this recognition, its mysteries often elude us. How do messages lead to meaning—or misunderstanding or manipulation? How has public discourse influenced culture? What are the effects of mediated communication? These and other questions are explored in the Communication Studies major. Our symbol-making nature is considered in all its manifestations, with attention given to the content, transmission, and consequences of oral, print, and electronic messages.

As part of this orientation, students develop facility in communication, gain an understanding of rhetoric as part of the human experience, and bring Christian values to bear on communication as a moral act. Topics include the role of persuasion and propaganda in social movements, the increasing power of the media, and the difficulty of interpersonal faithfulness in a transient culture.

Distinctive Features. Besides completing the required core of 20 units, students are able to select 24 units from various options to create a particular emphasis, such as media, rhetorical, or interpersonal studies. The curriculum is designed more to aid the student in being transformed intellectually according to the study of communication than to teach technique. Even so, the major is developed practically so that students learn to think, speak, and write better.

Career Choices. The Communication Studies major leads to many opportunities which may include: marketing, journalism, personnel, teaching, arbitration, counseling, editing, public relations, social service, ministry, advertising, sales, management, event coordination, diplomacy, and law.

Requirements for a Major: 44 units

Required Core: 20 units

Required Lower-Division Courses: 12 units
- COM 6 Messages, Meaning and Culture (4)
- COM 15 Public Speaking (4)
- COM 98 Introduction to Communication Research (4)

Required Upper-Division Courses: 8 units
- COM 101 Theories of Rhetoric and Communication I (4)
- COM 102 Theories of Rhetoric and Communication II (4)
Required Options by Category: 24 units

A. Relational Communication (one of the following): 4 units
   COM 10 Interpersonal Communication (4)
   COM 127 Small Group Communication (4)
   COM 145 Organizational Communication (4)

B. Mass Communication (one of the following): 4 units
   COM 125 Mass Communication (4)
   COM 140 Studies in Communication Ethics (4)

C. Written Communication (one of the following): 4 units
   COM 103 Communication Criticism (4)
   ENG 87 Journalism (4)
   ENG 90 Literary Analysis (4)
   ENG 101 Film Studies (4)
   ENG 104 Modern Grammar and Advanced Composition (4)

D. Conflict Resolution: 4 units
   One of the following:
   COM 130 Argumentation and Advocacy (4)
   COM 133 Reconciliation and Conflict Resolution (4)

E. Electives (two of the following not taken above): 8 units
   AN 150 Cross Cultural Communication (4) or MA 5 Statistics (4) or PY 135
   Philosophy of Language (4)
   COM 10 Interpersonal Communication (4)
   COM 15 Public Speaking (4)
   COM 103 Communication Criticism (4)
   COM 115 Advanced Public Speaking (4)
   COM 129 Persuasion and Propaganda (4)
   COM 125 Mass Communication (4)
   COM 127 Small Group Communication (4)
   COM 130 Argumentation and Advocacy (4)
   COM 133 Reconciliation and Conflict Resolution (4)
   COM 135 Studies in Public Discourse (4)
   COM 140 Studies in Communication Ethics (4)
   COM 145 Organizational Communication (4)
   COM 190 Practicum (4)
   COM 195 Special Topics (4) (may be taken more than once)
   COM 198 Independent Research (4)
Requirements for a Minor: 24 units

**Required Lower-Division Course: 4 units**
COM 6 Messages, Meaning and Culture (4)

**Required Upper-Division Courses: 8 units**
COM 101 Theories of Rhetoric and Communication I (4)
COM 102 Theories of Rhetoric and Communication II (4)

**Electives: 12 units**
Any three COM courses except COM 190 or any two COM courses except COM 190 and one of the following:
- ENG 87 Introduction to Journalism (4)
- ENG 101 Film Studies (4)
- ENG 104 Modern Grammar and Advanced Composition (4)

Sample Four-Year Program

**FIRST YEAR**

**Fall**
- IS 16 (4)
- RS 10 or 20 (4)
- PEA 32 (1)
- Distribution/Elective (8)

**Spring**
- COM 15 (4)
- IS 17 (4)
- RS 10 or 20 (4)
- Distribution/Elective (4)
- PEA Elective (1)

**SECOND YEAR**

**Fall**
- COM 6 (4)
- PSY 1 or SOC 1 (4)
- RS 1 (4)
- Distribution/Elective (4)
- PEA Elective (1)

**Spring**
- COM 10 (4)
- COM 98 (4)
- Distribution/Electives (8)
- PEA Elective (1)

**THIRD YEAR**

**Fall**
- COM 101 (4)
- COM 133 (4)
- Upper-Division RS Elective (4)
- Distribution/Elective (4)

**Spring**
- COM 102 (4)
- ENG 130 (4)
- Distribution/Elective (8)

**FOURTH YEAR**

**Fall**
- Fall/Urban Semester
- COM 198 as writing course (4)
- Practicum (8) (4 count toward COM)
- Urban Studies (4)

**Spring**
- COM 140 (4)
- COM 145 (4)
- Distribution/Elective (8)
Lower-Division Course Descriptions

COM 6 Messages, Meaning and Culture (4) A theory course that seeks to demonstrate the centrality of communication in our perceptions of reality. The course offers paradigms by which to decode and critique our message-dense society, and reviews issues of language and meaning. (GE)

COM 10 Interpersonal Communication (4) Examines theory and practice of one-on-one communication within casual, professional, familial, and intimate relationships. Attention given to social role, relational development, communicator responsibility, verbal and nonverbal messages, gender, and conflict management.

COM 15 Public Speaking (4) A performance class that presents principles of public speaking with classroom evaluation of speeches. Primary emphasis will be on student performance and understanding of basic speech theory.

COM 98 Introduction to Communication Research (4) Introduction to social scientific and humanistic approaches to the study of communication, including both qualitative and quantitative methods.

Upper-Division Course Descriptions

COM 101 Theories of Rhetoric and Communication I (4) Prerequisite: COM 6. Examines the philosophy and importance of rhetoric as the art of discourse. Draws from classical and biblical sources. Covers the first two canons of classical rhetoric.

COM 102 Theories of Rhetoric and Communication II (4) Prerequisite: COM 101. Completes the study of rhetoric with the last three canons and then reviews more contemporary theories of communication, especially non-verbal studies.

COM 103 Communication Criticism (4) Prerequisite or Corequisite: COM 101. A writing class which uses a rhetorical lens to criticize discourse, applying the theories of Aristotle, Burke, and Bormann.

COM 115 Advanced Public Speaking (4) Prerequisite: COM 15. An intensive study of the theory, preparation, delivery, and criticism of public speaking. The course includes public speaking opportunities both inside and outside the classroom.

COM 125 Mass Communication (4) Examination of the media of newspapers, magazines, radio, film, and television. Studies the social and cultural impact of mass media, especially upon politics, education, and religion.

COM 127 Small Group Communication (4) Theory and practice of communication in a variety of small-group contexts. Attention given to roles, conformity, decision-making, leadership, and group climate.
COM 129 Persuasion and Propaganda (4) The study of motivation and influence by various perspectives (rhetorical, philosophical, psychological) and by contexts (interpersonal, group, campaigns, and macrosocietal). Includes examination of contemporary acts of propaganda.

COM 130 Argumentation and Advocacy (4) Examines the philosophy, structure, theory and practice of argumentation as a counterpoint to the easy credulity of the modern age. Includes experience in advocacy and debate.

COM 133 Reconciliation and Conflict Resolution (4) The study of the nature and practice of verbal and non-verbal attempts at peace-making. Special emphasis given to the nature of civility in public discourse, to the communication aspects of treating others as image-bearers of the Creator, and to the conflict resolution approaches of modern communication theorists.

COM 135 Studies in Public Discourse (4) History through a communication lens examines the controversies, social movements, and persuasive strategies that have contributed to the American experience. The rhetoric of rebellion, abolition, revival, and civil rights will be studied. Some of the discourse chosen for analysis will come from Latin American sources.

COM 140 Studies in Communication Ethics (4) The ethical issues and legal constraints related to communication situations will be studied. Sometimes the course will emphasize case studies from the news, advertising, and entertainment industries. Other times the course will focus more broadly on communication dilemmas, with a focus on issues related to freedom of speech.

COM 145 Organizational Communication (4) Examines the relationship between communication and organization through the study of discourse, symbols, and information flow. Attention given to network analysis, conflict and bargaining, power and politics, organizational culture, global work issues, leadership, teamwork, and technology.

COM 190 Internship/Practicum (4) Experience through local businesses and non-profit organizations such as advertising firms, public relations organizations, social service agencies, hospitals, radio and television stations, and public schools, or working for the student newspaper, yearbook or literary magazine.

COM 195 Special Topics (4) A variety of special topics will be offered periodically, including, Politics and the Media, and Technology and Rhetoric. One consistent offering is senior seminar, a capstone course that reviews key texts in the discipline, presents perspectives on a biblical communication theory, and requires four-unit students to complete a senior project.

COM 198 Independent Research (2-4) Prerequisites: Junior standing; instructor consent. Guided research on appropriate issues in communication studies culminating in a major paper.


Computer Science

Professors R. Howell (chair), J. Leech, C. R. Rosentrater
Associate Professor D. Hunter
Assistant Professors W. Iba, K. P. Kihlstrom

Description of the Major. Computers permeate every aspect of our society, and the science of computing is an exciting and rapidly changing field. Designed to give students the best preparation for careers in computer science, the program at Westmont emphasizes the development and analysis of algorithms and the understanding of good software development principles. The major introduces students to computer science and develops the requisite technical skills for work in the field, further study, or research. Students who complete the major earn a B.S. degree.

The Westmont program, however, goes beyond the acquisition of technical skills by adding the perspective gained through group work, problem-solving, and critical thinking. The rationale for these emphases is simple: the modern computing environment involves professionals from many fields working together as a team to solve problems. Success in such an environment requires the ability to analyze problems from many sources and communicate clearly with people from other backgrounds. Set in the context of a college of liberal arts and sciences, the computer science program at Westmont offers broad opportunities for exposure to problems and ideas from other disciplines.

The program also offers students the opportunity to examine the ethical issues of modern computing from a Christian perspective. Our society needs the leadership and insight of individuals who are able to combine technical knowledge with ethical and moral principles.

Distinctive features. Students enjoy the benefits of working closely with faculty as well as having opportunities to work for the Information Technology Department which oversees the operation of the servers, network, and college-owned computers. This gives students hands-on experience with servers and network operations. Santa Barbara has earned the nickname “Silicon Beach” by being home to a number of high-tech companies; this opens the way for student work and/or paid internships off-campus. Similar opportunities exist elsewhere in companies in which our alumni have a leadership role. Advanced students can gain valuable experience and deeper understanding by participating in research with faculty or through working for the Mathematics and Computer Science Department as teaching assistants.

The schedule of courses is arranged so that computer science majors can complete the program in the normal four years and still take advantage of
one of numerous off-campus semester opportunities, such as the Europe Semester. In order to do this a student should plan to participate in the off-campus program in the fall semester of either the third or fourth year, the choice being determined in part by which of the upper-division computer science electives he/she wishes to take.

In addition to a major in computer science, an alternative major that combines computer science and business has also been developed. More information regarding this program is available from the Mathematics and Computer Science Department.

Career Choices. Opportunities for careers in computer science are both numerous and diverse, and a critical shortage of well-prepared professionals is predicted to exist for many years to come. Students who choose to further their studies in graduate school will be well prepared to do so. In addition, the fields of operations research, management science, linguistics, and most types of applied science welcome the talents of those properly trained in computer science. Computing on the mission field is also a growing area in which students will be able to make significant contributions.

Requirements for a Major: 61-64 units

Required Lower-Division Courses: 16 units
- CS 5 Fundamentals of Computing (4)
- CS 10 Introduction to Computer Science I (4)
- CS 30 Introduction to Computer Science II (4)
- CS 45 Computer Organization and Architecture (4)

Required Upper-Division Courses: 16 units
- CS 105 Programming Languages (4)
- CS 120 Data Structures and Algorithms (4)
- CS 130 Software Development (4)
- CS 135 Formal Languages (4)

Electives: 11-13 units required
Three of the following:
- CS 116 Artificial Intelligence (4)
- CS 125 Database Design (4)
- CS 140 Networks (4)
- CS 145 Operating Systems (4)
- CS 190 Practicum (3-4)
- PH 142, 143 Circuits and Electronics with Lab (4,1)

Courses Required from Other Disciplines: 18-20 units
- MA 9 Calculus I (4)
- MA 10 Calculus II (4)
- PH 23 General Physics II (4)
One of the following:
MA 20 Linear Algebra (4)
MA 121 Numerical Analysis (4)
MA 126 Combinatorics (2)
MA 130 Probability and Statistics (4)

One of the following:
PY 104 Ethics (4)
PY 133 Political and Legal Philosophy (4)

Requirements for a Minor: 24 units
CS 5 Fundamentals of Computing (4)
CS 10 Introduction to Computer Science I (4)
CS 30 Introduction to Computer Science II (4)
MA 9 Elementary Calculus I (4)
CS 130 Software Development (4)
One additional upper-division Computer Science course (4)

Sample Four-Year Program

FIRST YEAR

Fall
CS 5 (4)
MA 9 (4)
RS 10 or 20 (4)
Distribution/Elective (0-4)
PEA 32 (1)

Spring
CS 10 (4)
MA 10 or 10H (4)
PH 23 (4)
RS 10 or 20 (4)
PEA Elective (1)

SECOND YEAR

Fall
CS 30 (4)
MA Elective (4)
RS 1 (4)
PY 6 (4)
PEA Elective (1)

Spring
CS 45 (4)
CS 105 (4)
Distribution/Elective (8)
PEA Elective (1)

THIRD YEAR

Fall
CS 130 (4)
CS Elective (4)
PY 104 (4)
Distribution/Elective (4)

Spring
CS 120 (4)
CS 135 (4)
Distribution/Elective (8)

FOURTH YEAR

Fall
Off-Campus program

Spring
CS Electives (8)
RS Upper Division (4)
Distribution/Elective (4)
**Lower-Division Course Descriptions**

**CS 5 Fundamentals of Computing** (4) Prerequisite: fulfillment of mathematics competency requirement. No prior computer or programming experience required. Introduction to basic principles of computing, problem solving, algorithmic thinking, and abstraction. Overview of hardware and software. Applications including spreadsheets, databases, artificial intelligence, networks, and web development. Social and ethical issues including viruses, privacy, security, intellectual property, antitrust, and the digital divide. (Offered fall semester.)

**CS 10 Introduction to Computer Science I** (4) Prerequisite: fulfillment of mathematics competency requirement. No prior computer or programming experience required. Basics of C++ programming including language features, disciplined programming style, and documentation. Problem solving, algorithm design, and the software development process. Control structures including branches, loops and functions. Files and program input/output. Arrays, structures and classes. Array-based lists. Pointers and linked structures. Object-oriented design, inheritance. (Offered fall and spring semesters.)

**CS 30 Introduction to Computer Science II** (4) Prerequisite: CS 10. Introduction to Java programming. Abstract data types including lists, stacks, queues, and trees. Sorting and searching algorithms. Big-O notation. Graphical user interface design. Software testing and program verification. (Offered fall semester.)

**CS 45 Computer Organization and Architecture** (4) Prerequisite: CS 20 and PH 23 or consent of instructor. Computer structure; introduction to digital logic, data representation, computer arithmetic, software vs. hardware tradeoffs, addressing techniques, instruction sets, cache, virtual memory, pipelining, interfacing processors and peripherals. Overview of parallel and distributed systems. (Offered spring semester.)

**Upper-Division Course Descriptions**

**CS 105 Programming Languages** (4) Prerequisite: CS 30. Language processors; data; binding time; operations; sequence control; referencing environments; scope of a variable; storage management; operating environment, syntax; translation. (Offered in alternate years, spring semester.)

**CS 116 Artificial Intelligence** (4) Prerequisite: CS 20. Knowledge representation; search techniques. Functional programming. Neural networks. Expert system construction. (Offered in alternate years, fall semester.)

**CS 120 Data Structures and Algorithms** (4) Prerequisite: CS 30. Advanced data structures (balanced trees, heaps, graphs), hashing. Analysis of algorithms. (Offered in alternate years, spring semester.)
CS 125 **Database Design** (4) Prerequisite: CS 30. Database system architecture; relational and object-oriented databases, the Structure Query Language (SQL), normal forms and database design; query processing and optimization; handling transactions, concurrency control, crash recovery; data warehousing and data mining. (Offered in alternate years, spring semester.)

CS 130 **Software Development** (4) Prerequisite: CS 30. Software life-cycle. Fundamental concepts of software design. Supporting modern language features. Verification and validation techniques. The course is built around a major group software project. (Offered fall semester.)

CS 135 **Formal Languages and Automata** (4) Prerequisite: CS 30. Regular languages; finite automata. Context-free languages; pushdown automata; Turing machines, halting problem. Computability. (Offered in alternate years, spring semester.)

CS 140 **Networks** (4) Prerequisite: CS 45 or consent of instructor. Communication basics. Network technologies including packet switching, framing, local and wide area technologies, network addressing, repeaters, bridges, hubs, switches, topologies, next-hop forwarding, shortest path computation, delay and throughput, and protocol layers. Internetworking including IP, TCP, UDP, datagrams, routers, and protocol ports. Network applications including client-server paradigm, domain name system, file transfer, remote login, and email transfer. Web technologies and protocols including HTTP, CGI, and Java. (Offered in spring semester.)

CS 145 **Operating Systems** (4) Prerequisite: CS 45. Sequential processes; concurrent processes; scheduling algorithms; segmentation; paging; virtual systems; store management; networking; parallel processing; security. (Offered in alternate years, fall semester.)

CS 190 **Practicum** (1-4) Prerequisite: CS 30. Field experience arranged in conjunction with the department and supervised by professional computer scientists. Up to four units of practicum may be counted toward the elective requirement for the major. (By arrangement.)

CS 198 **Research** (1-4) Prerequisite: CS 30. Students will work closely with faculty on original research. (By arrangement.)
Economics and Business

Professors P. Morgan, D. Newton, E. Noell (chair)

Description of the Major. Economics and business are basically problem-solving disciplines. Economics studies the choices arising from the inadequacy of resources to meet all needs and desires, even in the richest societies. The economist explores the options available and the methods used to solve the resulting problems. By identifying the consequences of each economic choice, the discipline reveals the dilemmas inherent in temporal life.

The study of business explores the methods society uses to organize and implement productive activity. Courses emphasize collecting information (accounting), using that information to solve problems (business finance), and managing the performance of others (management theory).

Distinctive Features. The Small Business Institute (SBI) exposes Westmont students to the challenges and problems of organizing and managing a business enterprise. Students form small teams to analyze a particular firm in depth and present a comprehensive report and series of recommendations. The program presents students with a real business and management context in which to test and use the skills acquired in the classroom.

The economics and business department encourages students to take advantage of a variety of international opportunities offered. A Europe based International Business Institute is available as Westmont credit. Centered in the Netherlands, it emphasizes on-site presentations in about 11 countries by various multinational corporations. Check with the department to learn of other international opportunities.

Career Choices/Major Emphases. Students in the major may pursue several different emphases: finance, including courses in Principles of Accounting I and II, Corporate Financial Management, Investments and Portfolio Management, and Money and Banking; accounting, with courses in Principles of Accounting I and II, Business Law, Topics in Accounting (Intermediate and Tax Accounting in alternate years), Auditing, and Corporate Financial Management; international business, including the International Business Institute or equivalent experience and Globalization and World Poverty and Economic Development; economics, with courses in Intermediate Micro- and Macroeconomics, Managerial Economics, History of Economic Thought, Antitrust and Regulatory Environment of Business, and Money and Banking; pre-law, including courses in Principles of Accounting I and II, Business Law, Corporate Financial Management, Antitrust and Regulatory Environment of Business; and small business management, including courses in Entrepreneurship and New Venture Development,
Principles of Management and Organization, Marketing, and Corporate Financial Management. A general business major would include courses in Principles of Accounting I and II, Management and Organization, Marketing, and Corporate Financial Management, and Business Law. We also recommend a practicum with any of the emphases.

**Requirements for a Major: 47-49 units**

**Required Lower-Division Courses: 22-24 units**
- EB 3 Principles of Accounting I (4)
- EB 11 Principles of Macroeconomics (4)
- EB 12 Principles of Microeconomics (4)
- EB 17 Quantitative Economics I (2)
- MA 5 Introduction to Statistics (4)
- *One of the following: (4)*
  - MA 7 Finite Mathematics (4)
  - MA 9 Elementary Calculus I (4)
- *Required for students electing not to take MA 9:*
  - EB 18 Quantitative Economics II (2)

**Required Upper-Division Courses: 25 units**
- EB 195 Senior Seminar (1)
- *Two of the following: (8)*
  - EB 102 Intermediate Microeconomics (4)
  - EB 137 Intermediate Macroeconomics (4)
  - EB 138 Managerial Economics (4)
- *Upper-Division EB Electives (16)*

**Requirements for a Minor: 24 units**

**Required Lower-Division Courses: 12 units**
- EB 3 Principles of Accounting I (4)
- EB 11 Principles of Macroeconomics (4)
- EB 12 Principles of Microeconomics (4)

**Required Upper-Division Courses: 12 units**

**Sample Four-Year Program**

**FIRST YEAR**

**Fall**
- EB 3 (4)
- RS 10 or 20 (4)
- Distribution/Elective (8)
- PEA 32 (1)

**Spring**
- EB 4 (4)
- MA 7, or 9 (4)
- RS 10 or 20 (4)
- Distribution/Elective (4)
- PEA Elective (1)
SECOND YEAR

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Consider a practicum in a Santa Barbara business, the International Business Institute (summer), a Washington semester with an economic placement, or the San Francisco Urban Program with a business placement.

Lower-Division Course Descriptions

**EB 3 Principles of Accounting I** (4) An introduction to accounting and construction of financial statements developed by basic concepts and techniques used in accounting.

**EB 4 Principles of Accounting II** (4) Accounting principles for a partnership and corporation. Principles of cost accounting for product and process costing. Cash flow analysis. Taxation concepts and accounting as a decision-making tool for management. (Not part of requirements for the major.)

**EB 6 Survey of Principles of Economics** (2) Survey of micro- and macroeconomic principles, applications, economic systems, and international trade and development. (Not open to EB majors and minors.)

**EB 11 Principles of Macroeconomics** (4) An introduction to economic analysis with an emphasis on the dynamics of national income and monetary and fiscal policy. (GE)

**EB 11H Principles of Macroeconomics: Honors** (4) Prerequisite: By invitation only. An advanced section of Principles of Macroeconomics incorporating greater emphasis on oral reports, writing assignments, and more advanced readings with close supervision by the instructor. Special attention will be given to current economic policy issues. (GE)
**EB 12 Principles of Microeconomics** (4) An introduction to economic analysis with emphasis on the theory of firm and consumer behavior and the role of government in the microeconomy. (GE)

**EB 12H Principles of Microeconomics: Honors** (4) Prerequisite: By invitation only. An advanced section of Principles of Microeconomics incorporating greater emphasis on oral reports, writing assignments, and more advanced readings with close supervision by the instructor. Special attention will be given to current economic policy issues. (GE)

**EB 17 Quantitative Economics I** (2) Fundamental quantitative techniques for macro- and microeconomic problem solving. Emphasis is placed on application and use of quantitative methods. The core topic of the course is multivariate regression.

**EB 18 Quantitative Economics II** (2) Fundamental quantitative techniques for macro- and microeconomic problem solving. Emphasis is placed on application and use of quantitative methods. The core topic of the course is differential calculus.

**EB 80 Personal Finance** (4) Consumer spending decisions, budget constructions, estate planning, and consumer problems. (Not counted in meeting major requirements.)

### Upper-Division Course Descriptions

(All lower-division required courses must be completed before upper-division courses are undertaken. This requirement applies to both the major and minor.)

**EB 102 Intermediate Microeconomics** (4) Analysis of the price system as applied to consumer behavior, theory of the firm, product market structures, and resource markets. Includes the consideration of the competitive market process, rent-seeking, market failure, the economics of information, and principal-agent relationships.

**EB 103 History of Economic Thought** (4) (Alternate years) A study of the origins and development of economic thought, emphasizing its interrelationship to other disciplines, especially the other social sciences and Christian theology. Examines the economic thought of the ancients and medieval scholastics, as well as the development of modern political economy associated with figures such as Adam Smith, Karl Marx, J.M. Keynes, and Joseph Schumpeter.

**EB 104 World Poverty and Economic Development** (4) Examination of the issues of world poverty and economic development including income distribution, capital formation, informality, law and corruption, international trade, foreign aid, globalization and multinationals, financial crises, population growth, gender issues, agriculture, and education. An emphasis is placed on the neoclassical economic principles and economic evidence that point to causes of poverty and the path to economic development.
EB 105 Business Law (4) History of composition of legal systems, contracts, negotiable instruments, partnerships, corporations, security devices, personal property, real estate, and bankruptcy.

EB 106 Environmental and Natural Resource Economics (4) Economic principles for understanding complex environmental and natural resource issues and providing a foundation for innovative policy solutions. Special attention is paid to the debate between the neoclassical and ecological economics perspectives.

EB 116 Antitrust and Regulatory Environment of Business (4) The influence of government on business with special emphasis on market structure, industrial organization, and antitrust policy.

EB 120 American Economic History (4) Examines the development of the American economy, from the colonial period to the twenty-first century, in order to understand sources of economic growth. Special attention is given to understanding the significance of economic institutions in particular economic issues, including the Constitution, technological change, slavery, the changing roles of women and African-Americans in the economy, immigration, industrialization, warfare, increasing scope of government, the labor union movement, changes in antitrust and labor law, macroeconomic fluctuations, and the role of the U.S. in the global economy.

EB 125 Topics on Accounting (4) Prerequisite: EB 3. Advanced accounting topics will be selected from year to year, including income tax theory and practice, and intermediate accounting.

EB 131 Corporate Financial Management (4) Corporate finance theory, working capital, debt and equity, capital budgeting, capital structure, financial analysis, mergers and acquisitions, leasing, and financial forecasting.

EB 132 Investments and Portfolio Management (4) Prerequisite: EB 131 Risk and return, stocks, bonds, options, commodity and index futures, real estate, mutual funds, technical and fundamental analysis, money markets, modern portfolio theory, arbitrage, and asset allocation.

EB 135 Money and Banking (4) An examination of the money and capital markets, financial intermediaries, and financial instruments. Emphasizes the role of financial innovation and government regulation in relationship to the U.S. banking industry, nondepository financial institutions, the Federal Reserve System and monetary policy, and the international financial system.

EB 138 Managerial Economics (4) Managerial use of microeconomic models and quantitative techniques including probability, optimization, forecasting, econometrics, linear programming, utility tests, production models, exponential and logarithmic functions, derivatives, and decisions under uncertainty.

EB 150 Topics (2-4) Prerequisites: two upper-division courses. Special topics in economics, business, or management.

EB 160 Marketing (4) Marketing institutions and methods, distribution, research, and pricing legislation.

EB 161 International Marketing (3) Theory and practice of international marketing management. (International Business Institute)

EB 170 Auditing (4) Concepts of auditing businesses, including analysis of financial statements and ethical considerations, with emphasis on the principles needed for the CPA examination.

EB 180 Principles of Management and Organization (4) Techniques of decision-making with emphasis on managerial systems, processes, and functions.

EB 184 Globalization: Economic History, Controversy, and Prospects (4) Explores the process of globalization, by means of examining various eras of globalization and possible lessons for modern controversies. Considers the growth of major European economies as economic powers, “European exceptionalism” and Asian economic growth, international trade and protectionism in the nineteenth century, global dislocation through world wars and the Depression, and the interaction between protectionism and global economic integration in the postwar era. Special emphasis is placed on capital flows and changes in international monetary standards and exchange-rate policy in Europe, Asia, and Latin America, the controversial roles of the World Bank, IMF, WTO, and multinational corporations in relation to trade, the environment and global poverty, and the development of the European Monetary Union. Prospects for the world economy in the twentieth century and particular global economic challenges facing Christians are examined.

EB 185 International Trade and Finance (3) An introduction to analysis of international trade, international finance, and economic integration. (International Business Institute)

EB 186 Seminar on International Business Policy (3) The multinational firm in the world economy, international business strategy, organizational behavior, and international investment. On-site presentations by leaders of multinational and international firms. (International Business Institute)

EB 187 Comparative Economic Systems (3) Analytical and historical comparison of various major economic systems. (International Business Institute)
EB 188 Global Capital Markets (4) A survey of the breadth and interrelationships of the various capital markets around the world, including: money markets, currency forward and future markets, loan markets, bond markets, stock markets, derivative markets, swap markets, and offshore banking. These are examined in the context of a fundamental understanding of countries balance of payments, foreign trade, and trade agreements.

EB 189 Economics of the European Union (4) An examination of the development and current status of the European Union, including its history, central economic and political institutions, and inter-relationships among member economies. Analyzes current issues in industrial policy, social policy, trade policy, economics of a single currency, financial markets, and European political economy, and considers possible future directions for the European Union.

EB 190 Practicum (2-4) Prerequisite: one upper-division elective. Practical field experience with a business firm, a government agency, or non-profit organization. See IS 190 Urban Practicum under Special Programs.

EB 191 Entrepreneurship and New Venture Development (4) Classical tenets and contemporary literature of entrepreneurship, and the role and processes of new venture development. Other topics include: writing business plans, strategic management, expansion plans, franchising, venture capital, public offerings, and the unique legal and tax issues of small to medium enterprises.

EB 192 Change and Innovation (4) Seminar style course focused on reading five or six contemporary authors as a follow-up to EB 191 (Entrepreneurship and New Venture Development). The emphasis is on industry analysis within various technology sectors of the economy. Defines the primary economic tenets and freedoms of the American private enterprise system, and the impacts (negative and positive) that emerging change and innovation have on the stability and viability of firms within specific industries. Topics include: types and forms of change, the role of process innovation, emergence of intellectual capital, the impact of IT, principles of strategic management in response to change, and ethics and issues of successful change and transition management. Includes several private sector field trips including attending the annual InternetWorld conference in Los Angeles.

EB 195 Senior Seminar (1) Prerequisites: completion of half of upper-division major requirements. Topics related to the transition to the world of economics and business.
Education Program

Professors G. Tucker, R. Tucker
Associate Professor A. Mullen (chair)

Program Description: Well-educated persons want to share their education with others. It’s no surprise, then, that graduates of liberal arts colleges such as Westmont have historically been attracted in large numbers to elementary and secondary classrooms. A career in K-12 education allows one to share one’s knowledge and wisdom with others, but perhaps even more important—to share oneself.

Teaching at any level is a demanding profession, and requires rigorous preparation accordingly. This includes academic and professional preparation, but also something much bigger: becoming the sort of self worth sharing. A liberal arts college such as Westmont, where students are encouraged to develop themselves as whole, well-rounded persons, is an ideal environment to undertake such preparation. The task of preparing teachers becomes in one sense, then, the responsibility of the entire college. All courses and experiences on and off campus are potential contributions to the education of a prospective teacher, and should be approached by students in that spirit.

In the Education Department, however, we bear a special responsibility for mentoring prospective teachers and guiding them in the transition from student to teacher. We work closely with other academic departments on campus responsible for the subject matter preparation of teachers. We seek to integrate that subject matter into our lives and to develop skills in sharing subject matter with adolescents and children. The department takes great pride in the reputation we have developed in the community and the region for sending out well-prepared, highly professional teachers.

Program Offerings: Westmont’s Department of Education offers programs leading to both elementary (Multiple Subject) and secondary (Single Subject) credentials.

Prospective elementary teachers at Westmont typically major in Liberal Studies, which in California refers to a multi-disciplinary program specifically designed for elementary teaching candidates. After completing the Liberal Studies major, candidates enroll in a one-year professional program to earn a Multiple Subject (K-6) Credential. At Westmont, students who plan carefully can complete both the Liberal Studies major and the credential program in four years. For details of the Liberal Studies program, please see p. 137.

Prospective secondary teachers generally major in the subject area they want to teach. More specifically, they choose within that subject area a particular track designed for teachers, referred to as a waiver major. Then having completed the state subject-area requirements, secondary candidates
enroll in a one-year professional program to earn a Single Subject (typically secondary) Credential. It is often possible at Westmont, with careful planning and extra classes over the summer, to complete both the subject-area requirements and the Credential program in four years.

Westmont offers single-subject waiver majors in five areas: English, History/Social Science, Mathematics, Art, and Physical Education/Kinesiology.

Program Distinctives: Careful, one-on-one advising guides candidates through the sometimes bewildering maze of state requirements leading to a teaching credential. Program personnel are consistently available and responsive to individual student questions.

A scholarship equal to a 55% reduction in tuition is given during the semester of student teaching to students who have completed the B.A. degree.

Since 1988, Westmont has provided the opportunity to student teach at an American International School in Costa Rica. Other student teachers are placed locally with carefully selected master teachers in our partner schools. In either case, student teachers are supervised directly by full-time program faculty, rather than adjunct faculty or graduate students.

Multiple Subject Credential Requirements (Elementary)

Candidates for the Multiple Subject Credential must complete a Liberal Studies waiver major or achieve a passing score on the appropriate CSET (California Subject Examinations for Teachers) test.

Required courses:
- ED 110 Psychological Foundations of Education (3)
- ED 120 Teaching Social Studies and Science in the Elementary School (3)
- ED 130 Special Education for the Classroom Teacher (2)
- ED 150 Elementary Curricula, Procedures, and Instruction in Crosscultural Multilingual Classrooms—Math Emphasis (3)
- ED 170 Reading/Language Arts and Classroom Management in Crosscultural Classrooms (3)
- ED 190 Student Teaching (12)
- ED 195 Student Teaching Seminar (3)

Required support courses:
(Normally these are taken prior to entering the Credential program, but one of these may also be taken simultaneously with the program):
- ED 100 Explorations in Teaching (3)
- ED 105 Perspectives on Cultural Diversity and Education (4)
- ED 160 Computers for the Classroom Teacher: Elementary (2)
ENG 106 Language Acquisition (4)  
KNS 156 Health Education for the Classroom Teacher (2)

Note that CPR training/certification (infant/child/adult level) is also required to receive the credential.

Be advised that in accordance with California Commission on Teacher Credentialing guidelines, candidates for the Multiple Subject Teaching Credential must pass a state examination in reading, the Reading Instruction Competence Assessment (RICA), in order to obtain a California Teaching Credential.

**Single Subject Credential Requirements (Secondary)**

Candidates for the Single Subject Credential must complete an approved single-subject waiver program or achieve a passing score on the appropriate CSET (California Subject Examinations for Teachers) exams. See the following catalog sections for the approved single subject waiver programs; Art, English, Mathematics, Kinesiology [physical education], and Social Science [History].

Students are also advised to complete an added teaching field if their coursework schedule permits. See Dr. G. Tucker in the education department and your departmental adviser for further information concerning the proper course work selection.

**Required courses:**

ED 101 Explorations in Teaching: Culturally Diverse Secondary Schools (3)  
ED 111 Psychological Foundations of Education (3)  
ED 121 Curriculum and Instructional Planning in the Secondary School (3)  
ED 151 Secondary Curricula, Classroom Management and Instruction in Crosscultural Multilingual Classrooms II (3)  
ED 171 Reading, Writing, and Planning in the Crosscultural Multilingual Secondary Classroom (3)  
ED 191 Student Teaching: Secondary (12)  
ED 195 Student Teaching Seminar (3)

**Required support courses**

(Normally these are taken prior to entering the Credential program, but one of these may also be taken simultaneously with the program):  
ED 105 Perspectives on Cultural Diversity and Education (4)  
ENG 106 Language Acquisition (4)  
ED 161 Computers for the Classroom Teacher: Secondary (2)  
ED 130 Special Education for the Classroom Teacher (2)  
KNS 156 Health Education for the Classroom Teacher (2)
Note that candidates must also demonstrate knowledge of the U.S. Constitution (by completing HIS 7 or PO 10; or passing an approved examination) and complete CPR training/certification (infant/child/adult level).

**Admission Procedures  (For either elementary or secondary credential)**

Students desiring admission to Westmont’s Credential program should complete the following:

1. Obtain a sequence checklist for the professional teaching credential program from the education department. This form provides further details on all requirements.
2. Schedule an interview with a member of the education department faculty.
3. File an application with the education department during the junior or senior year by May 1 for admission to the teacher preparation program.

**Formal Admission.** The Teacher Education Advisory and Candidate Selection Committee bases formal admission to the teacher preparation program upon:

1. Personal and academic qualifications - 2.85 grade point average from a four-year institution or 2.75 GPA and a passing score on the appropriate CSET (California Subject Examinations for Teachers) exam.
2. Junior standing or above.
3. Completion of ED 100 or ED 101 or evidence of 100 contact hours with children or adolescents.
4. Personal recommendations by faculty.
5. CBEST results.

**Student Teaching.** Prior to approval for student teaching, the teacher candidate must:

1. Complete all courses required in the teacher preparation program.
2. Complete all application forms, including the one for student teaching.
3. Qualify for senior status or be officially admitted to the advanced studies program.
4. Complete the health requirement (chest x-ray or PPD test) required by the Commission on Teacher Credentialing.
5. Complete Certificate of Clearance Application required by the Commission on Teacher Credentialing.
7. Maintain a 2.85 GPA in the semester prior to student teaching.
8. Pass the appropriate CSET (California Subject Examinations for Teachers) exams or complete an appropriate Waiver Program.

**Fifth Year: Advanced Studies Program (Elementary or Secondary)**

Teacher candidates who wish to complete the fifth year of work required by the Commission on Teacher Credentialing for the multiple-subject or single-subject credentials may apply for admission to the advanced studies program. In general, the total work completed in the junior year, senior year, and fifth year must include an approved major, credential prerequisite courses and the professional education courses. For details and necessary application forms, contact the College’s Office of Admissions and the Education Department. Financial aid applications are filed through the Office of Financial Aid.

Students planning to enroll in the teacher preparation program during their fifth year at Westmont should complete KNS 156: Health Education for the Classroom Teacher, ED 130: Special Education for the Classroom Teacher, and ED 160: Computers for the Classroom Teacher: Elementary or ED 161: Computers for the Classroom Teacher: Secondary prior to the fifth year. The following courses must be taken as prerequisites and/or during the program as time permits; ENG 106 Language Acquisition (4), ED 105 Perspectives on Cultural Diversity and Education (4) and a course which deals with the U.S. Constitution (may test out). ED 180: Topics - Literature for Children (1 unit) for elementary candidates is required if multiethnic literature for children requirement has not been satisfied.

**Admission Requirements for Advanced Studies**

1. Baccalaureate degree from an accredited college, university, or college of recognized standing.
2. Submission of application by May 1.
3. Personal interview.
4. Evidence of agreement with College standards.
5. Grade Point Average of 2.85 (four point scale) from a four-year institution or 2.75 GPA and a passing score on the CSET (California Subject Examinations for Teachers) exams.
6. Fifth-year candidates who hold a B.A. degree, live off campus, and are not enrolled in classes on campus, will receive a scholarship equal to a 55% reduction in tuition during the semester they do student teaching.
Course Descriptions

ED 100 Explorations in Teaching: Culturally Diverse Elementary Schools
(3) An introduction to contemporary educational issues, with an emphasis on understanding how teaching and learning are impacted by forces outside the classroom. A 40-hour field experience in an ethnically and/or socio-economically diverse classroom in or near Santa Barbara is a major component of the course.

ED 101 Explorations in Teaching: Culturally Diverse Secondary Schools
(3) Involves a placement as a teacher’s aid in a local school with a focus on effective teaching. Includes introduction to historical, cultural/sociological, and philosophical foundations of education and teaching in the multicultural environment.

ED 105 Perspectives on Cultural Diversity and Education (4) Introduces students to the changing cultural diversity in California and issues of multicultural education relevant to K-12 schooling. Includes the nature of culture, aspects of culture that teachers should learn about their students, ways teachers can use cultural knowledge to make learning accessible to a diverse population, crosscultural field experience.

ED 109 Portfolio Seminar for Liberal Studies (1) Capstone course for Liberal Studies major. Focus will be the preparation and presentation of a comprehensive portfolio wherein student demonstrates academic achievement and reflection upon the major as a whole.

ED 110 Psychological Foundations of Education: Elementary (3) Covers functional concepts of learning and modern theories of education; physical, motor, intellectual, social, emotional, and moral development of the student; observing, recording, and interpreting behavior of children; pupil variability; teaching in the multicultural classroom; and observing in public schools.

ED 111 Psychological Foundations of Education: Secondary (3) Covers functional concepts of learning and modern theories of education; physical, motor, intellectual, social, emotional, and moral development of the student; observing, recording and interpreting behavior of children; pupil variability; teaching in the multicultural classroom; and observing in public schools.

ED 130 Special Education for the Classroom Teacher (2) Covers needs of exceptional children in the area of diagnosis, program development, special learning needs and techniques, cultural and linguistic characteristics, material modification, social and career goals, professional services, and individual educational programs. Attention given to legislative requirements and parent involvement. Encompasses competencies required in Title 5 Regulations: Section 8003.2 and Section 44259 related to special education training for the classroom teacher.
ED 160 Computers for the Classroom Teacher: Elementary (2) Emphasis placed on hands-on experiences with software appropriate for elementary subjects and grade levels. Encompasses competencies required in Title 5 Regulations: Section 80422 related to computer education coursework.

ED 161 Computers for the Classroom Teacher: Secondary (2) Emphasizes hands-on experiences with software appropriate for secondary subjects and grade levels. Encompasses competencies required in Title 5 Regulations: Section 80422 related to computer education coursework required for the classroom teacher.

ED 172 Multietnic Literature for Children (4) Emphasizes the central role literature can play in the social, emotional, cognitive, moral, and spiritual growth of children and in helping children to understand various cultural contexts. Surveys the history of children's literature, multiethnic literature, and various literary genres. Placement in a local school library provides hands-on experience.

Enrollment in the following courses is limited to students who have been accepted in the Teacher Preparation Program.

ED 120 Teaching Social Studies and Science in the Elementary School (3) An introduction to developmentally appropriate instructional strategies, curriculum materials, and conceptual frameworks for teaching these subjects in the elementary classroom. Emphasis given to working with California K-6 content standards and adapting instruction to the needs of culturally and linguistically diverse learners.

ED 121 Curriculum and Instructional Planning in the Secondary School (3) An introduction to instructional strategies, curriculum materials, the preparation of instructional plans, and conceptual frameworks specific to candidate's major content area. Emphasis given to working with California 7-12 content standards and adapting instruction to the needs of culturally and linguistically diverse learners. A field placement in a local secondary school is a major component of the course.

ED 150 Elementary Curricula, Procedures and Instruction in Crosscultural Multilingual Classrooms—Math Emphasis (3) Organization and planning of the mathematics curriculum in the culturally/linguistically diverse elementary school. Emphasizes instructional material and teaching techniques used for mathematics. Clinical instruction for the diverse classroom is an integral part of this course. Includes field experiences.

ED 151 Secondary Curricula, Classroom Management, and Instruction in Crosscultural Multilingual Classrooms II (3) Functional concepts of
learning, curricular content, instructional planning, teaching techniques, classroom management, and methods of diagnosing and evaluating student performance in culturally/linguistically diverse classrooms at the middle and high school levels. Exposure to the structure/role of central office administration, building principals, support staff/systems through on-site visits, guest lectures and working with practitioners in local schools students develop lessons focusing on their particular subject matter disciplines. Includes field experiences.

ED 170 Reading, Language Arts and Classroom Management in Crosscultural Multilingual Classrooms in the Elementary School (3) Comprehensive survey of instructional methods and materials in elementary reading and language arts. In-depth study of current reading methods including phonetics, techniques to use in a multicultural setting (Specially Designed Academic Instruction in English SDAIE and English Language Development ELD strategies), analysis of reading needs, materials, and techniques for reading instruction at the elementary level. Culturally and developmentally appropriate classroom management is an integral part of this course. Includes field experiences.

ED 171 Reading, Writing, and Planning in the Crosscultural Multilingual Secondary Classroom (3) Comprehensive survey and in-depth study of current reading methods, including analysis of reading needs, remedial techniques, reading materials, and appropriate methodology for teaching adolescents in culturally/linguistically diverse classrooms to read fluently. Clinical instruction and SDAIE/ELD approaches are an integral part of the course. Includes field experiences.

ED 180 Topics in Education: Elementary (1-4) Prerequisite: approval of the instructor. Content as announced.

ED 181 Topics in Education: Secondary (1-4) Prerequisite: approval of the instructor. Content as announced.

ED 190 Student Teaching Elementary (12) Requires completion of all prerequisites to student teaching. Candidates student teach for a semester in local culturally diverse elementary schools.

ED 191 Student Teaching Secondary (12) Requires completion of all prerequisites to student teaching. Candidates student teach for a semester in local culturally diverse secondary schools. Student teaching continues beyond the close of Westmont’s spring semester.

ED 195 Student Teaching Seminar (3) Registration is concurrent with ED 190 or ED 191. Weekly seminars focus on issues relevant to student teaching in culturally diverse settings.
Description of the Major. The rapid growth of scientific knowledge and its applications has generated a large demand for men and women well-trained in physics and engineering. Physicists seek a fundamental understanding of the physical universe. Engineers apply scientific knowledge to design and develop structures, machines, and products.

Students may pursue the engineering physics major with an emphasis in either area. The physics emphasis stresses fundamental science and mathematics essential for graduate study or professional work in physics. The engineering emphasis, while not a formal engineering program, provides a strong conceptual base for an engineering career. In addition, the “3-2” dual-degree program allows for a full engineering program.

Recent acquisitions of state-of-the-art instrumentation enrich students' experience in the laboratory. Opportunities exist for involvement in research.

Distinctive Features. In addition to pursuing the regular B.S. or B.A. degree offered in the engineering physics major, students have the option of combining the Westmont liberal arts and sciences curriculum with study at an engineering school. This program usually requires three years at Westmont and two years at an engineering school. Students receive both a formal engineering degree from the engineering school (such as Boston University, UCSB, USC, or Washington University) and a B.A. from Westmont. Students are encouraged to participate in an off-campus program during the junior or senior year.

Career Choices. Completion of the engineering physics degree enables students with good academic records to enter graduate study in physics or engineering.

The engineering physics major also prepares students for a variety of careers such as medicine, law, secondary or college-level teaching, and church ministry. It develops their ability to think logically and analytically regarding the objective behavior of physical systems.

Competencies developed in the engineering physics major also help students acquire specific technical skills needed in a variety of careers such as technical writing, patent work, geophysical or marine exploration, and medical technology.

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**Engineering Physics**

*Professors K. E. Kihlstrom, H. M. Sommermann (chair), W. Rogers*

Description of the Major. The rapid growth of scientific knowledge and its applications has generated a large demand for men and women well-trained in physics and engineering. Physicists seek a fundamental understanding of the physical universe. Engineers apply scientific knowledge to design and develop structures, machines, and products.

Students may pursue the engineering physics major with an emphasis in either area. The physics emphasis stresses fundamental science and mathematics essential for graduate study or professional work in physics. The engineering emphasis, while not a formal engineering program, provides a strong conceptual base for an engineering career. In addition, the “3-2” dual-degree program allows for a full engineering program.

Recent acquisitions of state-of-the-art instrumentation enrich students' experience in the laboratory. Opportunities exist for involvement in research.

Distinctive Features. In addition to pursuing the regular B.S. or B.A. degree offered in the engineering physics major, students have the option of combining the Westmont liberal arts and sciences curriculum with study at an engineering school. This program usually requires three years at Westmont and two years at an engineering school. Students receive both a formal engineering degree from the engineering school (such as Boston University, UCSB, USC, or Washington University) and a B.A. from Westmont. Students are encouraged to participate in an off-campus program during the junior or senior year.

Career Choices. Completion of the engineering physics degree enables students with good academic records to enter graduate study in physics or engineering.

The engineering physics major also prepares students for a variety of careers such as medicine, law, secondary or college-level teaching, and church ministry. It develops their ability to think logically and analytically regarding the objective behavior of physical systems.

Competencies developed in the engineering physics major also help students acquire specific technical skills needed in a variety of careers such as technical writing, patent work, geophysical or marine exploration, and medical technology.
Requirements for a B.S. in Engineering/Physics:
64 units

Required Lower-Division Courses: 43 units
PH 21, 23 General Physics I, II (4,4)
PH 22, 24 General Physics Laboratory I, II (1,1)
PH 25 Modern Physics (4)
PH 26 Modern Physics Laboratory (1)
PH 40 Differential Equations (4)
CHM 5, 6 General Chemistry I, II (4,4)
CS 10 Introduction to Computer Science (4)
MA 9, 10 Elementary Calculus I, II (4,4)
MA 19 Multivariable Calculus (4)

Required Upper-Division Courses: 21 units
PH 115 Mathematical Physics (4)
PH 130 Mechanics (4)
PH 142 Circuits and Electronics (4)
PH 143 Electronics Laboratory (1)
PH 150 Electricity and Magnetism (4)
PH 151 Electromagnetic Waves and Optics (4)

Strongly Recommended:
PH 170 Advanced Physics Lab (2)

Requirements for a B.A. in Engineering/Physics:
55-56 units

Required Lower-Division Courses: 43 units
PH 21, 23 General Physics I, II (4,4)
PH 22, 24 General Physics Laboratory I, II (1,1)
PH 25 Modern Physics (4)
PH 26 Modern Physics Laboratory (1)
PH 40 Differential Equations (4)
CHM 5, 6 General Chemistry I, II (4,4)
CS 10 Introduction to Computer Science (4)
MA 9, 10 Elementary Calculus I, II (4,4)
MA 19 Multivariable Calculus (4)

Required Upper-Division Courses: 12-13 units
PH 130 Mechanics (4)
PH 150 Electricity and Magnetism (4)
One of the following: (4-5)
PH 115 Mathematical Physics (4)
PH 142, 143 Circuits and Electronics, Laboratory (4,1)
PH 160 Thermodynamics (4)
Requirements of Engineering/Physics 3-2 Program:
44 units

Required Lower-Division Courses: 35 units
PH 21, 23 General Physics I, II (4,4)
PH 22, 24 General Physics Laboratory I, II (1,1)
PH 25 Modern Physics (4)
PH 26 Modern Physics Laboratory (1)
PH 40 Differential Equations (4)
CHM 5 General Chemistry I (4)
MA 9 Elementary Calculus I (4)
MA 10 Elementary Calculus II (4)
MA 19 Multivariable Calculus (4)

Required Upper-Division Courses: 9 units
PH 130 Mechanics (4)
PH 142 Circuits and Electronics (4)
PH 143 Electronic Laboratory (1)

Strongly Recommended
PH 115 Mathematical Physics (4)
PH 150 Electricity and Magnetism (4)

Requirements for an Engineering/Physics Minor:
23-24 units

Required Lower-Division Courses: 15 units
PH 21, 23 General Physics I, II (4,4)
PH 22, 24 General Physics Laboratory I, II (1,1)
PH 25 Modern Physics (4)
PH 26 Modern Physics Laboratory (1)

Required Upper-Division Courses from the following: 8-9 units
PH 115 Mathematical Physics (4)
PH 130 Mechanics (4)
PH 142, 143 Circuits and Electronics, Laboratory (4,1)
PH 150 Electricity and Magnetism (4)
PH 160 Thermodynamics (4)
Sample Four-Year Program B.S. Major Track

FIRST YEAR

**Fall**
- PH 21 (4)
- PH 22 (1)
- MA 9 (4)
- RS 10 or 20 (4)
- Distribution/Elective (4)
- PEA 32 (1)

**Spring**
- PH 23 (4)
- PH 24 (1)
- MA 10 (4)
- RS 10 or 20 (4)
- Distribution/Elective (4)
- PEA Elective (1)

SECOND YEAR

**Fall**
- PH 25 (4)
- PH 26 (1)
- CHM 5 (4)
- MA 19 (4)
- RS 1 (4)
- PEA Elective (1)

**Spring**
- PH 40 (4)
- PH 95 (0-1)
- CHM 6 (4)
- Distribution/Elective (8)
- PEA Elective (1)

THIRD YEAR

**Fall**
- PH 115 (4)
- PH 195 (0-1)
- CS 10 (4)
- Distribution/Elective (8)

**Spring**
- PH 130 (4)
- PH 142 (4)
- PH 143 (1)
- Distribution/Elective (8)

FOURTH YEAR

**Fall**
- PH 150 (4)
- PH 190 (0-4)
- PH 195 (0-1)
- Distribution/Elective (8-12)

**Spring**
- PH 151 (4)
- PH 190 (0-4)
- PH 195 (0-1)
- Distribution/Elective (8-12)

See Physics for Course Descriptions
Description of the Major. Literature invites us to live in other worlds and experience life in other times and other places. It helps to release us from the narrow experience of our own cultural moment, race, and gender. By reminding us continually that there is more to life than the physical or the quantifiable, imagination can be the beginning of faith.

Just as language is the medium through which we enter those other worlds, so is language the mediator between any individual and the world. The English major develops the capacity for critical thinking and the ability to communicate in clear, cogent prose that articulates significant ideas.

Distinctive Features. The fall semester study tour in England, directed by regular department faculty, combines the study of literature with a program of travel to literary and cultural centers. During the period of residential study students concentrate on major English writers. They also attend theatre performances in London and productions by the Royal Shakespeare Company in Stratford-upon-Avon. Students visit Oxford, Cambridge, the Lake District of the Romantic poets, and Hardy’s country in southern England.

The major offers a strong program for students interested in the general study of English, and two areas of concentration. The writing track is for those who desire the benefits, in college and after, of significant exercise in various kinds of writing. The graduate study track is for students who plan to pursue graduate study in literature.

Career Choices. An English major prepares students to enter a wide variety of fields after the college years. Although the choice of major within a liberal arts and sciences education is not often a vocational decision, English majors typically develop abilities—to read closely, to analyze astutely, to write cogently—that equip them particularly well to enter any area requiring professionals who are discerning and articulate.

Students who love literature but also wish to pursue an interest in some other field find it convenient to double major in English and religious studies, biology, economics and business, political science or some other discipline. Graduating majors have entered the fields of teaching, writing, editing, publishing, law, medicine, pastoral and parachurch ministries, missions, drama, film production, information and library science, public relations, real estate, finance, and commercial and industrial management.
Requirements for an English Major: 36 units
(20 units minimum upper division)

Students choosing an English major often recognize one another when they find themselves taking as many literature courses as their hearts desire. For institutional purposes, the college recognizes as an English major anyone who completes the following minimal requirements:

**Required Core: 12 units**

*One course in British literature before 1800: 4 units*

* ENG 46 Survey of British Literature to 1800 (4)*
* ENG 158 Literature of the English Renaissance 1485-1600 (4)*
* ENG 166 Neoclassic Literature 1660-1798 (4)*

*One course in British literature after 1800: 4 units*

* ENG 47 Survey of British Literature 1800-Present (4)*
* ENG 121 Romantic Literature 1798-1832 (4)*
* ENG 122 Victorian Literature 1832-1900 (4)*
* ENG 170 British Novel 1700-1900 (4)*

*One course on a major author: 4 units*

* ENG 117 Shakespeare (4)*
* ENG 151 Milton and the Early 17th Century (4)*
* ENG 152 Chaucer and Medieval Literature (4)*

In addition to the core requirements, all majors must complete one of the following emphases: 24 units

A. Literature Emphasis:

*Three literature courses, 12 units*
*Three literature or writing courses, 12 units*

B. Writing Emphasis:

*Three literature courses, 12 units*
*Three writing courses from the following, 12 units*
* ENG 87 Introduction to Journalism (4)*
* ENG 90 Literary Analysis (4)*
* ENG 101 Film Studies (4)*
* ENG 104 Modern Grammar and Advanced Composition (4)*
* ENG 141 Creative Writing (4)*
* ENG 190 Journalism Practicum (2,2)*
* IS 190 Urban Practicum (4)*

(Note: An “*” next to a course indicates it can be substituted with an approved England Semester course.)
Graduate Study Preparation English Major: 54-62 units

Students who wish to pursue graduate study in literature should plan their programs using the following general guidelines.

Required Lower-Division Courses: 12-20 units
- ENG 46 Survey of British Literature to 1800 (4)
- ENG 47 Survey of British Literature 1800-Present (4)
- ENG 90 Literary Analysis (4)
- A modern or ancient language at the intermediate level (0-8)

Required Upper-Division Courses: 42 units
- ENG 117 Shakespeare (4)
- Three of the following: (12)
  - ENG 121 Romantic Literature 1798-1832 (4)
  - ENG 122 Victorian Literature 1832-1900 (4)
  - ENG 151 Milton and the Early 17th Century (4)
  - ENG 152 Chaucer and Medieval Literature (4)
  - ENG 158 Literature of the English Renaissance 1485-1600 (4)
  - ENG 166 Neoclassic Literature 1660-1798 (4)
  - ENG 170 British Novel 1700-1900 (4)
- Two of the following: (8)
  - ENG 130 Major American Writers to 1865 (4)
  - ENG 131 Major American Writers 1865-1914 (4)
  - ENG 132 Major American Writers 1914-1945 (4)
  - ENG 133 Major American Writers: Special Topics (4)
- Two of the following: (8)
  - ENG 134 Ethnicity and Race in American Literature (4)
  - ENG 160 Women Writers (4)
  - ENG 165 Topics in World Literature (4)
  - ENG 195 Seminar (4)
- Two of the following: (8)
  - ENG 181 Twentieth-Century Poetry (4)
  - ENG 182 Twentieth-Century Fiction (4)
  - ENG 183 Twentieth-Century Drama (4)
- One of the following: (2-6)
  - ENG 197 Comprehensive Examination (2) (Written essay exam to be prepared for and taken in the student’s last semester. Students preparing for the exam will be expected to review English and American literary history and theory, meeting for two hours a week with each other and with different department members as appropriate.)
  - ENG 199 Senior Honors Project (6) (Students who elect this choice will be excused from 4 units from the two sets of courses listed immediately above.)
Recommended:

Two of the following: (8)
- HIS 152 England, 1485 to Present (4)
- HIS 171 Colonial and Revolutionary America (4)
- HIS 173 Civil War and Reconstruction America (4)
- HIS 175 Recent America (4)

One of the following: (4)
- ART 131 Theory and Criticism in the Arts (4)
- HIS 142 European Intellectual History, 1650-Present (4)
- PY 135 Philosophy of Language (4)
- Any upper-division literature course in a language other than English (4)

Teacher Preparation Program for Secondary Teachers of English: 55-59 units

This set of courses fulfills the State’s requirement for a Single Subject Credential for high school teaching.

Required Core Studies: 32 units

ENG 104 Modern Grammar and Advanced Composition (4)
*ENG 117 Shakespeare (4)

One of the following: (4)
*ENG 46 Survey of British Literature to 1800 (4)
ENG 151 Milton and the Early 17th Century (4)
ENG 152 Chaucer and Medieval Literature (4)
ENG 158 Literature of the English Renaissance 1485-1600 (4)
ENG 166 Neoclassic Literature 1660-1798 (4)

One of the following: (4)
*ENG 47 Survey of British Literature 1800-Present (4)
ENG 121 Romantic Literature 1798-1832 (4)
ENG 122 Victorian Literature 1832-1900 (4)
ENG 170 British Novel 1700-1900 (4)

Two of the following courses: (8)
- ENG 130 Major American Writers to 1865 (4)
- ENG 131 Major American Writers 1865-1914 (4)
- ENG 132 Major American Writers 1914-1945 (4)
- ENG 133 Major American Writers: Special Topics (4)

Two of the following, including ENG 134 or 160: (8)
- ENG 134 Ethnicity and Race in American Literature (4)
- ENG 160 Women Writers (4)
- ENG 165 Studies in World Literature (4)
- ENG 182 Twentieth-Century Fiction (4)
Breadth and Perspective Studies: 16 units

ENG 106 Language Acquisition (4)
Three of the following: (12)
  ENG 6 Studies in Literature (4)
  ENG 44 Studies in World Literature (4)
  ENG 87 Introduction to Journalism (4)
  ENG 90 Literary Analysis (4)
  ENG 101 Film Studies (4)
  ENG 141 Creative Writing (4)
  ENG 181 Twentieth-Century Poetry (4)
  ENG 183 Twentieth-Century Drama (4)
  ENG 190 Journalism Practicum (4)
  ENG 190B Writer’s Corner (4)
  ENG 195 Seminar (e.g. Theory, British Theatre) (4)
  COM 15 Public Speaking (4)
  TA 1 Principles of Theatre Arts (4)
  TA 20 Survey of Theatre Arts (4)
  Additional courses from the options for the Core Studies (above).

Additional Requirements: 7-11 units

ED 101 Explorations in Teaching: Culturally Diverse Secondary Schools (3)
ED 161 Computers for the Classroom Teacher: Secondary (4)
ENG 2 Composition (4) (unless waived by department-approved alternative)

Additional Recommendations

The following courses are recommended for the fulfillment of General Education requirements for graduation.

Behavioral Science: (4)
  AN 1 Introduction to Anthropology (4)
  SOC 1 Introduction to Sociology (4)

Social Science: (4)
  HIS 7 United States to 1877 (4)
  HIS 8 United States 1877-Present (4)
  HIS 171 Colonial and Revolutionary America (4)
  HIS 178 California Experience (4)

Modern Languages: 8 units
  Two college-level Spanish courses (8)

Requirements for a Minor: 20 units

Completion of 20 units of English, which must include: at least 12 units of literature, and at least 12 units of upper-division coursework.
Sample Four-Year Program

Required Core

FIRST YEAR

Fall
ENG 6 (4)
RS 10 or 20 (4)
Distribution/Elective (4)
PEA 32 (1)

Spring
ENG 44 (4)
RS 10 or 20 (4)
Distribution/Elective (8)
PEA Elective (1)

SECOND YEAR

Fall
ENG 46 (4)
ENG 117 (4)
RS 1 (4)
Distribution/Elective (4)
PEA Elective (1)

Spring
ENG 132 (4)
Distribution/Elective (12)
PEA Elective (1)

THIRD YEAR

Fall
Off-Campus Program
Distribution/Elective (12)

Spring
ENG 141 (4)
ENG 183 (4)
Distribution/Elective (8)

FOURTH YEAR

Fall
ENG 122 (4)
Distribution/Elective (8)
Upper-Division RS Requirement (4)

Spring
ENG 160 (4)
Distribution/Elective (12)

Lower-Division Course Descriptions

ENG 2 Composition (4) Provides practice and critique in a variety of forms and modes of exposition including personal reflection, analysis, synthesis, and evaluation. Requires six to eight formal papers, including a documented research paper. (GE) (Does not apply to the English major.)

ENG 6 Studies in Literature (4) An exploration of the ways of knowing provided by narrative, poetry and drama. The course invites us to see how literature reveals things we cannot know except by inference or by metaphor. Further, by encouraging us to practice compassion by imagining the other, the course involves us in ways of knowing that are inherently ethical. Content varies; faculty usually include selections from historically underrepresented writers. Requires at least three formal papers or the equivalent, involving a minimum of fifteen pages of analytic writing. (GE)
ENG 6H Studies in Literature: Honors (4) Prerequisite: By invitation only. An accelerated section of ENG 6. (GE)

ENG 44 Studies in World Literature (4) Literary classics of the Western and non-Western world. (GE) Topics vary. May be repeated for credit.

ENG 46 Survey of British Literature to 1800 (4) Historical overview of major authors, genres, and developments from the Anglo-Saxon through the medieval, Renaissance, seventeenth-century and neoclassic eras.

ENG 47 Survey of British Literature 1800-Present (4) Historical overview of major authors, genres, and developments in the Romantic, Victorian, and twentieth-century periods.

ENG 87 Introduction to Journalism (4) Prerequisite: satisfaction of the general education composition requirement. Extensive experience in news-gathering and feature writing. Consideration given to current issues facing the press.

ENG 90 Literary Analysis (4) Prerequisites: one literature course and satisfaction of the general education requirement in composition. Intensive exercises in interpretation of drama, fiction, and poetry on topics such as imagery, character, structure, and genre, as preparation for upper-division literature courses.

Upper-Division Course Descriptions

ENG 101 Film Studies (4) Prerequisite: one literature course and satisfaction of the general education composition requirement. Consideration of film as a narrative and visual medium. Includes practice in analysis of plot structure, theme, symbolism, and literary sources.

ENG 104 Modern Grammar and Advanced Composition (4) Prerequisite: satisfaction of the general education composition requirement. Strategies and practice in writing non-fiction, expository prose. Special emphasis on revision and style. Includes mini-lessons, peer editing, in-class writing, workshops, and oral presentations.

ENG 105 History and Structure of English (4) Prerequisite: ENG 46. History of the language including modern developments in grammar and Anglophone dialects.

ENG 106 Language Acquisition (4) An examination of the basic structures of English usage and the process of acquiring and developing a first and second language. Course includes historical and current theories of language acquisition as well as teaching methodologies.

ENG 117 Shakespeare (4) Prerequisite: one literature course or consent of instructor. Representative comedies, histories, and tragedies.

ENG 121 Romantic Literature 1798-1832 (4) Prerequisite: one literature course or consent of instructor. Poetry, prose, and drama of the major authors of the Romantic period from Blake to Keats.
ENG 122 Victorian Literature 1832-1900 (4) Prerequisite: one literature course or consent of instructor. Readings from novelists including the Brontës, Dickens, Eliot, and Hardy; and poets such as Arnold, the Brownings, and Tennyson, along with less-remembered literary figures.

ENG 130 Major American Writers to 1865 (4) Major achievements of the American Renaissance by Hawthorne and Melville in fiction, Emerson and Thoreau in prose non-fiction, and Whitman in poetry. (GE)

ENG 131 Major American Writers 1865-1914 (4) Masters of American realism–Mark Twain, James, and Howells; Dickinson and other forerunners of modern poetry; and such early 20th century authors as Wharton and Dreiser. (GE)

ENG 132 Major American Writers 1914-1945 (4) Masterpieces of such 20th century novelists as Faulkner, Hemingway, Fitzgerald, and Cather; poetry of Frost and Eliot; plays of O'Neill and T. Williams. (GE)

ENG 133 Major American Writers: Special Topics (4) Prerequisite: two literature courses or consent of instructor. Intensive study of one topic in American letters such as Southern writers, the expatriate writers, Jewish-American writers, contemporary novelists, or a single author.

ENG 134 Ethnicity and Race in American Literature (4) Prerequisite: one literature course or consent of instructor. Explorations of traditions in America's diverse cultural literatures, and literary representations of relations between and within different ethnic and racial groups. Texts and emphases vary.

ENG 135 Faulkner (4) Prerequisite: two literature courses or consent of instructor. A study of the writer who attracts more critical attention than any writer in English except Shakespeare and Chaucer. The seminar explores the way Faulkner creates a literary world on his postage-stamp of Yoknapatawpha soil in such major works as Absalom, Absalom! As I Lay Dying, The Sound and the Fury, and Go Down, Moses.

ENG 136 Jewish-American Literature (4) An exploration of selected literature related to the history, traditions, and life of Jewish people in twentieth-century America. Emphases include assimilation, the Holocaust, and the changing voice in Jewish-American literature after World War II. Writers studied include Cahan, Singer, West, Roth, Wallant, Salinger, Bellow, Malamud, Ozick, and Potok.

ENG 141 Creative Writing (4) Prerequisite: two literature courses or consent of instructor. Theory and practice of writing poetry, fiction, and drama.

ENG 151 Milton and the Early 17th Century (4) Prerequisite: ENG 46 or 117. Poetry, prose, and drama from Jonson to Milton.

ENG 152 Chaucer and Medieval Literature (4) Prerequisite: ENG 46. Old English texts in translation; Chaucer and other Middle English authors in the original.
ENG 158 Literature of the English Renaissance 1485-1600 (4) Prerequisite: ENG 46 or 117. Poetry, prose, and drama from Malory to Spenser, excluding Shakespeare.

ENG 160 Women Writers (4) Writing by women in a variety of genres, arranged chronologically or thematically to focus on questions related to gender, class, race, and spirituality.

ENG 165 Topics in World Literature (4) May focus on major figures or on a special topic in world literature in translation, such as 19th century French fiction, Dante, Greek and Roman literature. Includes selections from historically underrepresented writers. (GE)

ENG 166 Neoclassic Literature 1660-1798 (4) Prerequisite: one literature course or consent of instructor. English literature from the Augustan Age and the 18th century, including Restoration drama, satire, heroic verse, periodical essays, and the rise of the novel, by writers such as Bunyan, Dryden, Behn., Pope, Swift, Johnson, Burney, and Fielding.

ENG 170 British Novel 1700-1900 (4) Prerequisite: one literature course or consent of instructor. Evolution of the novel in Great Britain, including writers such as Fielding, Austen, Dickens, George Eliot, and Hardy.

ENG 181 Twentieth-Century Poetry (4) Prerequisite: two literature courses or consent of instructor. British and American poetry by such major poets as Hopkins, Hardy, Yeats, Eliot, Frost, Bishop and Williams with some works from more recent poets.

ENG 182 Twentieth-Century Fiction (4) Prerequisite: two literature courses or consent of instructor. British, European, Commonwealth and Third World novelists and short story writers of the 20th century.

ENG 183 Twentieth-Century Drama (4) Prerequisite: one literature course or consent of instructor. British, American and European works by such major playwrights as Ibsen, Chekhov, O’Neill, Beckett, Miller, Stoppard, Lorraine Hansberry, August Wilson, Brian Friel, and Caryl Churchill. Field trips to performances of both new and established plays.

ENG 185 Twentieth-Century Irish Literature (4) Prerequisite: two literature courses or consent of instructor. An examination of Anglo-Irish literature of the 20th Century. The post-colonial crafting of a national identity by writers from Yeats, Joyce, and Synge to Heaney and Friel—and the reexamination of that identity by more recent women writers from Eavan Boland to Nuala Ni Dhomhnaill, Eiléan Ní Chuilleanáin, Christina Reid and Marina Carr.

ENG 190 Practicum (1-4) A variety of opportunities, both on and off campus, providing practical experience and training including: (a) journalism practicum in information gathering, news writing, and news editing; (b) writing workshop practicum tutoring peers in writing and editing papers (c) internship related to English at a variety of employers in Santa
Barbara or San Francisco (through the Westmont Urban Program). Such experiential learning is set in context through reflection, both in writing and in discussion, on the significance of the experience. Any journalism-related internship has a prerequisite of ENG 87 for students to receive English credit.

**ENG 195 Seminar** (4) Prerequisite: two literature courses or consent of instructor. Advanced study on a single author or topic such as literary theory, satire, or literature of place. Topics vary. May be repeated for credit.

**ENG 197 Comprehensive Examination** (2) Weekly seminar in English and American literary history and theory in preparation for written essay exam.
English - Modern Language

Professor M. Collier, M. Docter (chair)
Assistant Professor L. Elías

Description of the Major. Westmont offers regular modern language courses in French, German Studies, and Spanish. These courses emphasize communication skills at the elementary and intermediate levels. Beyond the classroom, regularly scheduled drill sessions and the use of the language laboratory encourage the development of skills. Students learn about the culture and civilization through reading selected portions of literature as well as through a variety of media. The College offers upper-division courses and majors in French and Spanish. In these programs students study masterpieces of the literature and discuss them in their original languages.

Distinctive Features. Personally acquainted with the culture of the languages they teach, the professors incorporate personal experiences and insights in lectures and discussions. Small class sizes, close student-faculty relationships, a well-equipped language laboratory, and a flexible curriculum all contribute to fulfilling students’ needs and demands in studying modern languages and their literature.

Career Choices. Becoming proficient in a second language and understanding people of another culture are competencies valuable in any profession or career. They can help us live and move in the global community as attractive and articulate witnesses for Christ. In every field, including foreign missions, domestic human services agencies, business, education, government, and the arts, there is a need for people capable of communicating meaningfully with others.

Requirements for a Major: 36 units

ENG 117 Shakespeare (4)

Literature Survey: Two courses selected from one of the following categories (8)

A. British Literature
   ENG 46 Survey of British Literature to 1800 (4)
   ENG 47 Survey of British Literature 1800-Present (4)
   OR

B. American Literature - Two of the following:
   ENG 130 Major American Writers to 1865 (4)
   ENG 131 Major American Writers 1865-1914 (4)
   ENG 132 Major American Writers 1914-1945 (4)
   ENG 133 Major American Writers: Special Topics (4)
Two upper-division electives in English Literature (8)
Four upper-division literature courses in a Single Foreign Language (16)

Sample Four-Year Program

**FIRST YEAR**

**Fall**

ENG 46 (4)
FR 1 or SP 1 (4)
RS 10 or 20 (4)
Distribution/Elective (4)
PEA 32 (1)

**Spring**

ENG 47 (4)
FR 2 or SP 2 (4)
RS 10 or 20 (4)
Distribution/Elective (4)
PEA Elective (1)

**SECOND YEAR**

**Fall**

ENG 117 (4)
FR 3 or SP 3 (4)
RS 1 (4)
Distribution/Elective (4)
PEA Elective (1)

**Spring**

ENG 131 (4)
FR 4 or SP 4 (4)
Distribution/Elective (8)
PEA Elective (1)

**THIRD YEAR**

**Fall**

FR or SP Literature (4)
Upper-Division RS requirement (4)
Distribution/Elective (8)

**Spring**

FR or SP Literature (4)
ENG 183 (4)
Distribution/Elective (8)

**FOURTH YEAR**

**Fall**

FR or SP Literature (4)
Distribution/Elective (12)

**Spring**

FR or SP Literature (4)
Distribution/Elective (8)

Course Descriptions

**French**

*(see French major)*

**German Studies**

GS 1, 2 Introductory German (4,4) Introduction to various aspects of the German-speaking world and to the German language (pronunciation, conversation, essentials of grammar, and composition). Emphasis on the history of German-speaking countries in their European and global context and their influence on Christianity. This course includes laboratory work and exercises involving the Internet, e-mail, video and film. Offered fall and spring semesters, respectively. (GE)
GS 3, 4 Intermediate German (4,4) Prerequisite: GS 2,3, respectively or Language Placement Test. Continuation of GS 1 & 2 with emphasis on communicative competence and grammar review. Readings and discussions of literary texts from various genres and centuries. Continued study of German history, including events leading up to WWII and its consequences, the resistance movement, the role of the church, etc., and discussion of national and individual German identities. This course includes laboratory work and email communication with other language learners. Offered fall and spring semesters, respectively. (GE)

Spanish
(see Spanish major)
French

Professor M. Collier

Description of the Major. The study of a foreign language prepares us to live in an ever-shrinking world. But the joy of studying a language and its literature lies in our widening perspective and growing appreciation, not only of the world’s rich and varied cultural heritage, but of people shaped by a civilization different from our own. Historically, the French have had a pivotal influence on diplomacy, politics, and economics as well as on mathematics, the sciences, theology, philosophy, literature, and every form of art.

The great body of French literature, whose importance in every period and genre is comparable only to the English, allows us to vicariously live the history, philosophy, sociology, and psychology of another nation. The French major develops the capacities for a sensitive and refined use of language and affection and admiration for a people whose cultural achievement is distinguished.

Distinctive Features. The French major combines the experience of living and studying in a foreign country with that of the residential liberal arts college. French majors may choose either fall or spring semester, usually in their junior year, to take a full course of study (14-16 units) at an approved university in a region where French is the native language. Course offerings vary from year to year and from university to university, but always include language, literature, and civilization and culture classes. Westmont students majoring in French may choose one of these universities in France: Université de Paris-Sorbonne, Cours de Civilisation Française de la Sorbonne; Université Paul Valéry-Montpellier, Institut Méditerranéen de Langues de Spécialités; Université d’Aix-en-Provence, Institut d’Études Françaises pour Étudiants Étrangers; or a Brethren Colleges Abroad Program at either Université de Nancy or Université de Strasbourg. Students who wish for personal or family reasons to study in French Canada, French Switzerland, French Belgium, or French Africa may petition for approval of a program in one of those regions.

Close student-faculty relationships, small class sizes, a well-equipped language laboratory, and flexibility in the curriculum all contribute to meet students’ needs in studying French.

Due to the role France and the French have played in the world’s culture and civilization, the French major lends itself particularly well to doubling with majors in religious studies, political science, philosophy, economics and business, mathematics, history, art, music, and theatre arts, among others.
Career Choices. A liberal arts and sciences education opens the door to a broad range of vocations. French majors usually develop the skill to express themselves gracefully and the cultural sensitivity to understand others. These competencies enhance their contribution to every profession. Every field needs people prepared to communicate meaningfully with others, especially foreign missions, domestic human-service agencies, education, international business, law, and government services, and the arts.

Requirements for a Major: 34-44 units

A. Language and Literature Track: 34-36 units

French majors must take 34-36 upper-division units in French, including one semester of 14-16 units at an approved university in a region where French is the native language. The minimum prerequisite to study abroad toward the major is four semesters of college French (or equivalent) and one four-unit course in upper-division work. It is recommended that students fulfill their general-education, or distribution, requirements with courses that contribute to their understanding of France’s role in world history and civilization, such as European history, international relations, and art and music history.

B. French Studies Track: 42-44 units

Three of the following: (12)
- FR 101 Survey of French Literature I (4)
- FR 102 Survey of French Literature II (4)
- FR 103 French Literature of the 17th Century (4)
- FR 104 French Literature of the 19th Century (4)
- FR 105 French Literature of the 20th Century (4)
- FR 195 Seminar (4)

One of the following: (4)
- AN 150 Cross-Cultural Communication (4)
- ENG 106 Language Acquisition (4)
- PY 135 Philosophy of Language (4)

Three of the following: (12)
- ART 122 The Arts of Medieval Europe (4)
- ART 127 Nineteenth Century Art (4)
- HIS 134 European Intellectual and Cultural History (4)
- HIS 140 European Politics and Diplomacy Since 1789 (4)
- HIS 141 European Society and Culture Since 1789 (4)
- HIS 142 European Intellectual History, 1650 to Present (4)
- HIS 156 France, 1500 to Present (4)
- PO 122 Comparative Politics: Europe (4)
Off-Campus Semester: 14-16 units
Upper-division level courses in language, literature, civilization, and culture approved by the major advisor in France, Québec, or French Switzerland.

Requirements for a Minor: 20 units
FR 101 Survey of French Literature I (4)
FR 102 Survey of French Literature II (4)
Upper-Division FR elective (4)
Additional FR electives (8)

Sample Four-Year Program

FIRST YEAR

Fall
FR 3 or 101 (4)
RS 10 or 20 (4)
Distribution/Elective (4)
PEA 32 (1)

Spring
FR 4 or 102 (4)
RS 10 or 20 (4)
Distribution/Elective (8)
PEA Elective (1)

SECOND YEAR

Fall
FR 101 or 103 (4)
RS 1 (4)
Distribution/Elective (8)
PEA Elective (1)

Spring
FR 102 or 104 (4)
Distribution/Elective (12)
PEA Elective (1)

THIRD YEAR

Fall
FR 103 or 105 (4)
Upper-Division RS Requirement (4)
Distribution/Elective (8)

Spring
Semester in France, Québec, French Switzerland (14-16)

FOURTH YEAR

Fall
FR 195 Seminar (4)
Distribution/Elective (12)

Spring
FR 195 Seminar (4)
Distribution/Elective (12)

Lower-Division Course Descriptions
FR 1 Elementary French I (4) Pronunciation, conversation, essentials of grammar and composition. For students who have had no French or less than two years of high-school French. (GE)
FR 2 Elementary French II (4) Prerequisite: FR 1 or Language Placement Test. A continuation of French 1. (GE)

FR 3 Intermediate French I (4) Prerequisite: French 2 or Language Placement Test. Review and reinforcement of pronunciation, grammar and composition. Reading of selected materials for discussion in French and an introduction to French literature and culture. (GE)

FR 4 Intermediate French II (4) Prerequisite: FR 3 or Language Placement Test. Continuation of French 3. (GE)

(Lower-division courses include weekly drill sessions and laboratory work.)

**Upper-Division Course Descriptions**

FR 101 Survey of French Literature I: Middle Ages to 1800 (4) Prerequisite: FR 4. An historical overview of French literature through the medieval and renaissance periods, 17th and 18th centuries. All papers and examinations written in French. (GE)

FR 102 Survey of French Literature II: 1800 to Present (4) Prerequisite: FR 4. An historical overview of French literature through romanticism, realism, symbolism, and modern periods. All papers and examinations written in French. (GE)

FR 103 French Literature of the 17th Century (4) Prerequisite: FR 4. Masterpieces from the Baroque and classical periods in 17th century drama, poetry and philosophy. Original texts read and discussed in French; all papers and examinations written in French. (GE)

FR 104 French Novel of the 19th Century (4) Prerequisite: FR 4. Literary classics of the romantic, realist, and naturalist movements. Original texts read and discussed in French; all papers and examinations written in French. (GE)

FR 105 French Literature of the 20th Century (4) Prerequisite: FR 4. Major achievements in novel, poetry, drama, and screenplay from Proust to Robbe-Grillet. Original texts read and discussed in French; all papers and examinations written in French. (GE)

FR 190 Internship (2,4) Prerequisite: consent of the instructor. Supervised field work in the Santa Barbara area in which the student has the opportunity to use his or her French. Field work may be in schools, businesses, churches, social service agencies, etc. An ongoing personal log and a portfolio of work accomplished as well as regular sessions with the supervisor are required.

FR 195 Seminar (2,4) Advanced study on a single author, genre, or topic. Recent seminar: Medieval Literature.
History

*Professors S. Mullen, R. Pointer (chair)*  
*Associate Professors R. Cahill, M. Ruel Robins*  
*Assistant Professor C. Mallampalli*

**Description of the Major.** History is the study of human activity and its meaning from the earliest times to the present. It searches for the secret of stability and change in our past. Students of history gain a perspective with which to interpret and appreciate present political, socio-economic, and cultural developments.

The study of history sharpens the analytical and critical skills essential to intelligent citizenship in today’s world. It fosters the ability to ask good questions, to understand situations from several vantage points, to maintain a spirit of moderation, and to understand and appreciate other times, people, and cultures. In studying history, students learn to communicate clearly by organizing their thoughts and defending their ideas.

The history department provides courses in a variety of geographic and topical areas in which students can develop a broad base of content, as well as familiarity with the methodology and philosophy of historical study. All courses nurture research and writing skills.

**Distinctive Features.** The history major provides breadth of content in the spirit of the liberal arts, as well as the depth in research training necessary to be a competent historian. Courses emphasize critical reading, discussion, and thoughtful analysis of differing interpretations. To provide additional research experience, history majors complete courses in historical method and bibliography and research which require them to work in a major research library. Students who wish to spend a semester abroad might consider the international studies track.

Faculty encourage majors to develop skills of the trade, including the traditional tools of foreign language and geography, and the increasingly important expertise in statistics.

**Career Choices.** Traditionally, a history major has led to a teaching career in elementary or secondary schools, or via graduate school, in a college. History is also excellent preparation for professional training in law, business, management, government service, the ministry, and missions. Its emphasis on research and writing produces clear thinking and cogent articulation, which are valuable commodities in any career.
Requirements for a Major: 36-48 units

A. Standard Track: 36 units

Required Methodology Course: 8 units
HIS 1 Introduction to History (4)
HIS 198 Historical Method, Bibliography, and Research (4)

Required Upper-Division Courses: 20 units

One of the following: (4) Modern Europe
- HIS 140 European Politics and Diplomacy Since 1789 (4)
- HIS 141 European Society and Culture Since 1789 (4)
- HIS 142 European Intellectual History, 1650-Present (4)

One of the following: (4) United States
- HIS 171 Colonial and Revolutionary America (4)
- HIS 173 Civil War and Reconstruction America (4)
- HIS 175 Recent America (4)

One of the following: (4) Early Modern Europe
- HIS 121 Medieval Mediterranean (4)
- HIS 133 European States and Peoples, 1350-1750 (4)
- HIS 134 European Intellectual and Cultural History, 1350-1650 (4)

Two of the following: (4) Non-Western/Non-U.S.
- HIS 161 Latin America to Independence (4)
- HIS 162 Modern and Contemporary Latin America (4)
- HIS 180 The Islamic World, 600-1500 (4)
- HIS 181 The Islamic World, 1500-Present (4)
- HIS 182 History of the Arab-Israeli Conflict (4)
- HIS 186 Gandhi and the Politics of Modern South Asia (4)

Additional HIS Electives: 8 units

B. Graduate School Track: 44 units

Completion of the Standard Track (36 units).
Completion of 8 units of Intermediate Modern Foreign Language (8 units)
Recommended: completion of a major honors project supervised by the History Department.

C. International Studies Track: 48 units

Students must complete their work with an emphasis on either Latin America or Europe.

Requirements in history (32 units)
32 units of history
HIS 1 Introduction to History (4)
HIS 198 Historical Method, Bibliography, and Research (4)
20 units of upper-division history
8 units of upper-division history in geographic area of study
8 units of upper-division history outside the chosen geographic area of study

Requirements in foreign language (12 units)
12 units of foreign language appropriate to geographic area of study, 4 units of which must be in literature or culture

Requirements in related fields (4 units)
4 units of upper-division related coursework in Social Science or Humanities appropriate to geographic area of study (course must be pre-approved by history department)

Requirement of off-campus learning
Students will complete one semester (12-16 units) in an overseas program approved by your major advisor, in consultation with the Off-Campus Programs office. This semester should include at least two courses that are part of your major program.

Requirements for a Minor: 20 units

Required Lower-Division Course: 4 units
HIS 1 Introduction to History (4)

Required Upper-Division Courses: 16 units
One of the following: (4)
HIS 140 European Politics and Diplomacy Since 1789 (4)
HIS 141 European Society and Culture Since 1789 (4)
HIS 142 European Intellectual History, 1650-Present (4)

One of the following: (4)
HIS 171 Colonial and Revolutionary America (4)
HIS 173 Civil War and Reconstruction America (4)
HIS 175 Recent America (4)

One of the following: (4)
HIS 121 Medieval Mediterranean (4)
HIS 133 European States and Peoples, 1350-1750 (4)
HIS 134 European Intellectual and Cultural History, 1350-1650 (4)

One of the following: (4)
HIS 161 Latin America to Independence (4)
HIS 162 Modern and Contemporary Latin America (4)
HIS 180 The Islamic World, 600-1500 (4)
HIS 181 The Islamic World, 1500-Present (4)
HIS 182 History of the Arab-Israeli Conflict (4)
HIS 186 Gandhi and the Politics of Modern South Asia (4)
Sample Four-Year Program

Standard Track

**FIRST YEAR**

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**SECOND YEAR**

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**THIRD YEAR**

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**FOURTH YEAR**

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**Lower-Division Course Descriptions**

**HIS 1 Introduction to History** (4) An introduction to the discipline of history. Includes development of research, analytical, and synthetic skills. Requires evaluation, organization, and writing. (GE)

**HIS 7 United States to 1877** (4) A survey of America’s political, economic, social, and cultural development from the first encounters of Europeans and Native Americans through the Civil War and Reconstruction. (GE)

**HIS 8 United States 1877-Present** (4) A survey of America’s political, economic, social, and cultural development from the aftermath of Reconstruction through the present. (GE)

**HIS 12 Greece** (4) The Mycenaean period to the Roman conquest. Emphasizes political and cultural influence on the Western world. (GE)
HIS 46 Russia, 1700 to Present (4) Development of Russian society and culture since Peter the Great. Exploration of continuity and change from Czarist period to the fall of the Soviet Union. (GE)

HIS 55 Imperialism and Independence (4) An exploration into the origin and development of the British Empire from 1600 on, with special emphasis on the experience of India and Africa. (GE)

HIS 83 Modern China and Japan (4) Political, economic, and cultural development of China and Japan from 1850 to the present. (GE)

HIS 91 Topics in Women’s History (4) An introductory class focusing on a consideration of recent theoretical and methodological trends in women’s studies, as well as the history of women in a particular geographical area. Geographical area will be rotated. (GE)

Upper-Division Course Descriptions

HIS 121 Medieval Mediterranean (4) A cross-cultural study of Byzantine, Islamic and Western civilizations between the first crusade and the capture of Constantinople (1085-1204). Explores themes related to the individual history of each region (political, religious, and social structures) as well as the interactions between the three civilizations (holy war, commerce, cultural and artistic exchanges). (GE)

HIS 133 European States and Peoples, 1350-1750 (4) A political and social history of Europe from Black Death to the First Industrial Revolution. Special emphasis on national histories, the Italian city-states, the impact of the Reformations, and the growth of national monarchies. The course takes a transnational perspective on social changes (rise of the bourgeoisie, the development of capitalism, and changes affecting class structure). (GE)

HIS 134 European Intellectual and Cultural History, 1350-1650 (4) From the Italian Renaissance to Modern Science. Special emphasis on Humanism and the Reformation movements. The class will also examine questions related to mentalités and the interaction between popular and high cultures. (GE)

HIS 140 European Politics and Diplomacy Since 1789 (4) A study of the major nation states of Europe and their interaction from the French Revolution through the fall of the Soviet Union. Special emphasis on shifting patterns of creating and legitimizing national and international stability. (GE)

HIS 141 European Society and Culture Since 1789 (4) A study of continuity and change at the level of daily life during the modern period. Explores such themes as the development of new types of political discourse, the impact of the industrial revolution, the secularization thesis, the impact of total war, and the reinvention of tradition. (GE)
HIS 142 European Intellectual History, 1650-Present (4) A survey of classic works of the history of ideas since 1650, along with thoughtful consideration of new trends in the field of intellectual history. (GE)

HIS 149/PY 149 Philosophy of History (4) Fulfills philosophy distribution requirement for history majors. Speculative and critical philosophy of history. Evaluates attempts to discern a pattern of meaning in history. Studies problems of historical understanding and objectivity. (GE)

HIS 151/RS 151 History of World Christianity (4) Surveys the history of Christianity from the New Testament to the present in Europe, Africa, Asia, and the Middle East, and from the colonial period to the present in North America and Latin America. Particular attention will be paid to intellectual, cultural, political, theological, and institutional developments in Roman Catholicism, Eastern Orthodoxy, and Protestantism.

HIS 152 England, 1485 to Present (4) A survey of England from the Age of the Tudors to the present. Special emphasis on areas associated with England’s legacy in the world—including representative government, literature, industrialization, empire and humanitarian reform. (GE)

HIS 156 France, 1500 to Present (4) A survey of the many forces and events, such as religious reformations, revolutions, intellectual strife and strikes that have shaped French history. Special emphasis will be placed in the various constructions of French identity as seen through cultural sources (literature, music, art, and film). (GE)

HIS 161 Latin America to Independence (4) Latin America from pre-Columbian times through the wars of independence. (GE)

HIS 162 Modern and Contemporary Latin America (4) Nineteenth and twentieth centuries; inter-American relations; the role of Latin America in world affairs. (GE)

HIS 171 Colonial and Revolutionary America (4) A study of early American politics, society, and culture from the era of first contacts through the gaining of independence and the writing of the constitution. (GE)

HIS 173 Civil War and Reconstruction America (4) An intensive study of the United States amid sectional conflict, civil war, and Reconstruction in the mid-nineteenth century. (GE)

HIS 175 Recent America (4) A study of the United States since 1945 emphasizing key domestic and foreign developments (e.g., Civil Rights Movement, Vietnam War) that have shaped the character of contemporary America. (GE)

HIS/PO 178 California Experience (4) A multidisciplinary study of the idea and experience that is California; its Spanish/Mexican roots, its colorful past, diverse present and multicultural future. (GE)
HIS 180 The Islamic World, 600-1500 (4) An examination of the social organization, cultural expressions, and political institutions that evolved in the Middle East from the emergence of Islam to early modern times. (GE)

HIS 181 The Islamic World, 1500-Present (4) A survey of the Islamic world under the Ottoman Sultans; its varied encounters with Europe, North Africa, Safavid Iran, and Moghul India; and the subsequent wholesale political restructuring of the Middle East since the break-up of the Ottoman Empire in the aftermath of World War I. (GE)

HIS 182 History of the Arab-Israeli Conflict (4) An intensive study of the historical roots and contemporary realities of the Arab-Israeli conflict. (GE)

HIS 186 Gandhi and the Politics of Modern South Asia (4) An exploration of the career of Mohandas K. Gandhi, whose methods of non-violence challenged the British Empire and gave birth to the world’s largest democracy. (GE)

HIS 190 Internship (4-8) Supervised field work in historical societies, government, business, and related areas in Santa Barbara or San Francisco.

HIS 195 Topics in History (4) A seminar class that focuses on a selected subject. Sample topics include the American West, Church/State relations in Latin America, the Black Death, the Enlightenment, and the Jewish question in European history. The course may be repeated if the topic of concentration changes. (GE)

HIS 198 Historical Method, Bibliography and Research (4) Guided research on a problem of historical interest. Culminates in a major paper. Open to juniors and seniors.
European Studies Major

Description of the Major. The European studies major is designed to allow students to combine an interest in modern languages with an interdisciplinary exploration of culture and history. Using demonstrated competence in French, German or Spanish as a foundation, students will undertake coursework in the humanities and social sciences in order to develop an understanding of and appreciation for the complexities of a given European (culture/nation/region) and its place on the world stage.

The major will be supervised by faculty drawn from the departments of Art History, French, Economics, German, Spanish, History, and Political Science.

Distinctive Features of the Major. The European studies major is intentionally interdisciplinary. To complete this course of study, students will engage faculty and peers in several departments: modern languages, history, art, anthropology, philosophy, economics, and political science. This major is also attentive to both individual interests and disciplinary concerns. Students are encouraged not only to pursue their unique interest in each of these fields, but to become conscious of the methods and assumptions that differ from discipline to discipline. Finally, the European studies major integrates an off-campus semester into the student’s experience, affording opportunities to hone language skills, take courses within a European educational context, and benefit from immersion in a foreign culture.

Career Choices. Students pursuing a major in European studies develop a range of skills and sensibilities that are valuable assets in the worlds of business, arts, civil service, ministry, and education. Linguistic facility, historical understanding, and cultural sensitivity are invaluable, whether one’s interests lie in the field of international business, mission work, politics, or teaching.

Course Template. Students will complete one semester of 14-16 units in an overseas program determined by their foreign language proficiency and approved by their major advisor in consultation with the off-campus program office. This semester should include at least three courses that would count toward their major.
Requirements for a Major: 46-48 units

Students will select courses appropriate to their geographic area of study in consultation with their academic advisor.

8 units of appropriate foreign language, at least 4 of which must be in literature. This may assume additional prerequisite language study.

8 units of upper division history: two appropriate upper-division history courses from among the following:
- HIS 133 European States and Peoples 1350-1750 (4)
- HIS 134 European Intellectual and Cultural 1350-1650 (4)
- HIS 140 European Politics and Diplomacy Since 1789 (4)
- HIS 141 European Society and Culture Since 1789 (4)
- HIS 142 European Intellectual History 1650-present (4)
- HIS 156 France 1500-present (4)
- HIS 195 Topics in History, if appropriate (4)
- SP 110 Spanish Cultures (4)

4 units of politics: One of the following
- EB 189 Economics of the European Union (4)
- HIS 140 European Politics and Diplomacy Since 1789 (4)
- PO 122 Comparative Politics: Europe (4)

4 units of appropriate art history
- ART 122 Medieval Europe (France/Germany) (4)
- ART 124 Italian Renaissance (4)
- ART 125 Northern Renaissance Art (Germany) (4)
- ART 126 Art of Early Modern Europe (All) (4)
- ART 127 Nineteenth Century Art (France) (4)
- ART 128 Twentieth Century (France/Germany) (4)
- ART 129 Special Topics, when relevant (4)

4 units of interdisciplinary seminar

8 units of cognates
- Any upper-division art listed above
- Any upper-division history listed above
- Any appropriate upper-division foreign language or literature course
- EB 189 Economics of the European Union (4)
- PO 122 Comparative Politics: Europe (4)
- PY 101 History of Ancient and Medieval Philosophy (4)
- PY 102 History of Modern and Contemporary Philosophy (4)

14-16 units in one semester off campus. The 14-16 units include 4 of the 8 units of cognates listed above.

Appropriate courses are courses selected in consultation with the student’s academic advisor and relevant for the student’s geographic area of emphasis (Spain, Germany, France).
Ethnic Studies Minor

Description of the Minor. The ethnic studies minor is designed to provide students with the opportunity to study the cultural, historical, political, and social dimensions of a variety of national racial and ethnic groups. The minor is interdisciplinary in nature and draws upon various departments for its course offerings.

Requirements for a Minor: 24 units

Required Courses: 8 units
IS 196 Ethnic and Gender Studies Seminar (4)
SOC 189 Ethnic Groups (4)

Electives: 16 units
ED 105 Perspectives on Cultural Diversity and Education (4)
ENG 134 Ethnicity and Race in American Literature (4)
ENG 136 Jewish-American Literature (4)
HIS 175 Recent America (4)
HIS 178 California Experience (4)
RS 143 North American Religions (4)

Gender Studies Minor

Description of the Minor. The gender studies minor is designed to be an interdisciplinary exploration of gender in contemporary and international life. Students will study gender and its importance to politics, culture, history, philosophy, psychology, theology, communication, language and religion.

Requirements for a Minor: 24 units

Required Courses: 24 units
AN 135 Gender and Sex Roles in Cross-Cultural Perspective (4)
ENG 160 Women Writers (4)
HIS 91 Topics in Women’s History (4)
IS 196 Ethnic and Gender Studies Seminar (4)
PO 126 Gender and Politics in Comparative Perspective (4)
One of the following: (4)
PY 113 Contemporary Moral Problems (4)
RS 129 Doctrine of Reconciliation (4)
Lower-Division Course Descriptions

IS 16, 17 World Civilization I, II (4,4) A two-semester survey of world civilization from earliest times to the present. (IS 16: Pre-history to 1500; IS 17: 1500-Present) Emphasizes the Western tradition and promotes understanding of non-Western cultures. Stresses the development of the Christian church in history and the role of the past in creating the circumstances of the present. Invites the cultivation of a considered Christian world view. (GE)

IS 16H, 17H World Civilization I, II: Honors (4,4) Prerequisite: By invitation only. Accelerated and expanded sections of IS 16 and 17. (GE)

Upper-Division Course Descriptions

IS 105 History of Science (4) An overview of the origins, nature and development of Western scientific knowledge and thought from antiquity to the present. Particular attention will be given to how scientists and their discoveries have influenced, and been influenced by, culture, religion, technology and public policy throughout history. (GE - Social Science or Natural Science)

IS 116, 117 Arts and Ideas of the Western Tradition I, II (4,4) Surveys European thought and culture from ancient times to the present while traveling in Europe. Field work in museums, art galleries, and historical sites. Emphasizes thoughtful consideration of Christian and cultural concerns through preparatory readings, lectures, extensive discussion, and essay writing. (GE)

IS 190 San Francisco Urban Program (8) Placements may be in social service agencies, with children, with the aged, in education, business, churches, hospitals, mental health, etc.

IS 195 Seminar in Urban Studies (4) Introduction to various aspects of urban life. Methodology includes seminars, long-term projects, and resource persons. Though San Francisco is the focus for much discussion, experience, and insight, the content of the course is intended to provide a basis for life-significant perspectives. (GE)

IS 196 Ethnic and Gender Studies Seminar (4) Prerequisites: Declared minors with junior or senior class standing. The seminar course is designed to synthesize the course work of the minor under an interdisciplinary rubric. Main objectives include learning interdisciplinary theoretical perspectives and research methods, further compounding the variables of race and gender with other variables, such as social class and religion, and placing interdisciplinary perspectives and course themes within a Christian context. Students will also learn about the value and practical application of this kind of research within academia and for society.
Description of the Major. The discipline of kinesiology is the study of the art and science of human movement. This organized body of knowledge emphasizes scientific and educational research. General areas of study include the biophysical, sociocultural and behavioral spheres of kinesiology. Within these spheres are numerous subdisciplines, including biomechanics, physiology of exercise, motor learning, sport psychology, sport sociology, and pedagogy.

The major curriculum provides a sound liberal arts background and an area of academic specialization. The department offers two academic majors: B.A. (General) with areas of emphasis in education, fitness, coaching, and Christian camping; and B.S. (Movement and Exercise Science), emphasizing pre-physical and occupational therapies and other allied health fields.

Distinctive Features of the Major. The kinesiology major gives the student the opportunity to select from the two majors of academic and professional interest while keeping a liberal arts and science focus. There are early practicums where students have the chance to elect options in the workplace (e.g. occupational therapy, physical therapy aid; assisting in the training room; or a student teacher in a PEA class). This helps students with self selection of professional choices early in their academic experience. Seminar and small group discussion, multi-media use, and active learning characterize theory courses.

The Kinesiology Department recognizes the tremendous value of an off-campus experience. In addition to campus-wide programs available to all students, three programs are available which offer unique application to the discipline of kinesiology. Courses in each of these programs meet requirements for the kinesiology major.

The San Francisco-based Urban Program offers unique opportunities to select internship experiences in physical and occupational therapy, corporate fitness, and physician assistant programs. In addition, an optional research tutorial is available for students.

On the Europe Mayterm Program, students visit some of the top sport science facilities in Europe and dialog with prominent professionals in many fields related to kinesiology. Sport science institutes in England, Sweden, Germany and Switzerland welcome our students in this cutting edge program in the sport sciences. This popular program is offered every other Mayterm.
Students interested in the therapies or physician assistant career opportunities should consider taking advantage of our Mayterm Guatemala program. This program allows students to study on campus for two weeks and then apply those studies to internships in Antigua, Guatemala. This unique blend of academics and service helps students to make decisions regarding future choices while appreciating the role of health care in a Third World country. Offered every other Mayterm.

Career Choices. The purpose of this liberal arts major is to provide a foundation of understanding and competencies in the discipline with an integrated Christian worldview. Career options include: adapted physical education, athletic administration, camping education, coaching, corporate fitness, emergency medical care, fitness management, health science, medical technician, nurse practitioner, occupational therapy, personal trainer, physician assistant, recreation administration, research, sports communications, sports medicine, and teaching.

Distinctive Features of PEA. Physical education activity classes at Westmont encourage successful psychomotor development and provide a rationale for making exercise a priority in the stewardship of our bodies. Courses give students skills and principles for continuing a physically active life, including an exercise program to maintain physical well-being. The instruction-based program is diverse and developmental, and it encourages healthful, active, lifetime, leisure-time activities.

Requirements for the B.A. Major, General Emphasis: 58-61 units

Required Major Core: 48 units

Required Lower-Division Courses: 20 units
KNS 64 Professional Activities (2)
KNS 72 Foundations of Kinesiology (4)
PEA 15 Swimming (1)
PEA 34 Outdoor Education (1)
BIO 11 Human Anatomy (4)
BIO 12 Human Physiology (4)
PSY 1 General Psychology (4)

Required Upper-Division Courses: 28 units
KNS 101 Applied Kinesiology/Basic Biomechanics (4)
KNS 105 Physiology of Exercise (4)
KNS 119 Measurement and Evaluation (4)
KNS 131 Administration and Organization (2)
KNS 151 Care and Conditioning I (3)
KNS 166 Movement: Pedagogy and Leadership (4)
KNS 181 Disabilities and Movement (3)
KNS 185 Applied Learning Theories (2)
KNS 195 Senior Seminar (2)

**In addition to the above core, all majors must complete one of the following emphases:**

**A. Coaching Emphasis: 10 units**
- KNS 54 First Aid and CPR (2)
- KNS 170 Coaching Theory (2)
  - One of the following: (2)
    - KNS 157 Psychology of Sport (2)
    - KNS 158 Sociology of Sport (2)
  - One of the following: (2)
    - KNS 171 Principles and Techniques of Team Sports (2)
    - KNS 172 Principles and Techniques of Team Sports (2)
    - KNS 190 Practicum (2)
    - KNS Elective (2)

**B. Education Emphasis: 13 units**
- KNS 145 Motor Learning (2)
- KNS 153 Dance Theory and Technique (2)
- KNS 155 Fundamentals of Movement (2)
- KNS 170 Coaching Theory (2)
- PEA 54 Gymnastics (1)
  - One of the following: (2)
    - KNS 157 Psychology of Sport (2)
    - KNS 158 Sociology of Sport (2)
  - One of the following: (2)
    - KNS 171 Principles and Techniques of Team Sports (2)
    - KNS 172 Principles and Techniques of Team Sports (2)

**C. Fitness Emphasis: 13 units**
- BIO 40 Human Nutrition (4)
- KNS 160 Strength and Conditioning (2)
- KNS 161 Fitness for Special Populations (2)
- KNS 190 Practicum (1)
  - One of the following: (4)
    - EB 160 Marketing (4)
    - EB 180 Principles of Management and Organization (4)

**D. Camping/Recreation Emphasis: 10 units**
- Camp Ministry - Honey Rock (2)
Camp Programming - Honey Rock (4)
Electives (4)

**E. General Emphasis: 10 units**
10 units of courses approved by academic adviser.

**Requirements for the B.S. Major,**
**Movement & Exercise Science Emphasis: 59 units**

**Required Lower-Division Courses: 33 units**
- KNS 72 Foundations (4)
- PEA 15 Swimming (1)
- BIO 11 Human Anatomy (4)
- BIO 12 Human Physiology (4)
- MA 5 Statistics (4)
- PSY 1 General Psychology (4)

**Elective Requirements: 12 units**
*One of the following: (4)*
- BIO 5 General Biology I (4)
- CHM 1 Introductory General Chemistry (4)
- CHM 5 General Chemistry I (4)
- PH 11 Physics for Life Science Majors I (4)
- PH 21 General Physics I (4)

*Two of the following courses: (8)*
- BIO 5, 6 General Biology I, II (4,4)
- BIO 40 Human Nutrition (4)
- CHM 5, 6 General Chemistry I, II (4,4)
- KNS 150 International Issues in the Sport Sciences (4)
- MA 9, 10 Elementary Calculus I, II (4,4)
- PH 11, 13 Physics for Life Science Majors I, II (4,4)
- PH 21, 23 General Physics I, II (4,4)
- PSY 115 Child Development (4)
- PSY 131 Abnormal Psychology (4)

**Required Upper-Division Courses: 26 units**
- KNS 101 Applied Kinesiology/Basic Biomechanics (4)
- KNS 105 Physiology of Exercise (4)
- KNS 110 Cardiovascular Dynamics (4)
- KNS 151 Care and Conditioning (3)
- KNS 166 Movement: Pedagogy and Leadership (4)
- KNS 181 Disabilities and Movement (3)
- KNS 185 Applied Learning Theories (2)
- KNS 195 Senior Seminar (2)
Requirements for a Minor: 22-24 units

Minor tracks are offered in coaching, teaching, fitness/wellness, and movement science.

Movement Science Minor: 24 units
BIO 11 Human Anatomy (4)
BIO 12 Human Physiology (4)
KNS 101 Applied Kinesiology/Basic Biomechanics (4)
KNS 105 Exercise Physiology (4)
and
8 units from upper-division kinesiology electives

Teaching Minor: 23 units
KNS 64 Professional Activities (2)
KNS 72 Foundations (4)
KNS 155 Fundamentals of Movement (2)
KNS 166 Movement: Pedagogy and Leadership (4)
KNS 185 Applied Learning Theories (2)
KNS 190 Practicum (2)
PEA 15 Swimming (1)
6 units from the following course offerings:
KNS 131 Administration and Organization (2)
KNS 145 Motor Learning (2)
KNS 170 Coaching Theory (2)
PEA (2 courses)

Fitness/Wellness Minor: 22 units
BIO 12 Human Physiology (4)
BIO 40 Nutrition (4)
KNS 101 Applied Kinesiology/Basic Biomechanics (4)
KNS 105 Exercise Physiology (4)
KNS 160 Strength and Conditioning (2)
KNS 161 Fitness for Special Populations (2)
KNS 190 Practicum (2)

Coaching Minor: 22-24 units
BIO 12 Human Physiology (4)
KNS 101 Applied Kinesiology/Basic Biomechanics (4)
KNS 105 Exercise Physiology (4)
KNS 151 Care and Conditioning (3)
KNS 157 Psychology of Sport (2)
KNS 166 Movement: Pedagogy and Leadership (2-4)
KNS 170 Coaching Theory (2)
KNS 190 Practicum (1)
## Sample Four-Year Program

**(B.S. Major)**

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B.A. Major: Select sample program in consultation with your academic adviser.

## Major Courses

### Lower-Division Course Descriptions

**KNS 54 First Aid and CPR (2)** American Red Cross certification course designed to develop competence in the emergency treatment of victims of injury or sudden illness and cardiopulmonary resuscitation.
KNS 64 Professional Activities (2) Open to all prospective kinesiology majors. Provides students with basic skills and theories in various physical education activities.

KNS 72 Foundations (4) Recommended for students considering a kinesiology major or minor. Includes an exploration of facts and principles in the discipline, an historical survey, an investigation of vocational and professional opportunities, and a connected field experience of the student’s choice.

Upper-Division Course Descriptions

KNS 101 Applied Kinesiology/Basic Biomechanics (4) Prerequisites: BIO 11 and BIO 12. Juniors and seniors only. Functional anatomy of the human skeletal and muscular systems. Muscle and joint action with emphasis on the mechanical concepts and physical laws involved. PEAK Performance (computer motion analysis) technology is emphasized. Lab required.

KNS 105 Physiology of Exercise (4) Prerequisites: BIO 11 and BIO 12. Juniors and seniors only. Metabolic, circulatory, and respiratory responses of the human body as related to skill, endurance, fatigue, and other phenomena resulting from physical activity. Lab required.

KNS 110 Cardiovascular Dynamics (4) Prerequisite: BIO 12, KNS 105 or by permission. Physiology of the cardiorespiratory system. Includes ECG interpretation, stress test, administration, exercise prescription, pharmacology, and pathophysiology.


KNS 131 Administration and Organization (2) Prerequisites: KNS 72. Underlying philosophy, principles, policies, and procedures of administration. Explore law and the interrelationships with the general school curriculum.

KNS 145 Motor Learning (2) Understanding a conceptual model of human performance and the acquisition of motor skills, including human motor learning processes and individual difference variables throughout the life span.

KNS 150 Topics Courses (2-4) These courses are taught periodically and may be used as elective hours for a particular emphasis in the major or minor. Offerings in the KNS 150 series include:

International Issues in the Sport Sciences (4)
Nutrition for Athletics (2)
Nutrition for the Health Professionals (2)
KNS 151/152 Care and Conditioning of Athletic Injuries I, II (3,2)
Prerequisite: Juniors and seniors only. Students learn to organize and administer a training room, acquire theoretical understanding and practical skills in first-aid protocol, injury evaluation, rehabilitation techniques, and recognize common injury pathologies.

KNS 153 Dance Theory and Technique (2) Prerequisite: Juniors and seniors only. The process of learning the philosophical, theoretical, and technical aspects of dance in education covering Movement Fundamentals, Folk Forms, Ballet, Creative Modern, Jazz, and Social Dance.

KNS 155 Fundamentals of Movement (2) Examines the psychomotor performance of children, including: basic movement patterns with complex applications, cognitive and affective dimensions, fitness, and choosing appropriate pedagogy.

KNS 156 Health Education for the Classroom Teacher (2) Overview of health-related issues based on the philosophical model of wellness education. Includes strategies and curriculum ideas for teaching health education. Meets the health education requirement for the California Teaching Credential.

KNS 157 Psychology of Sport (2) Application of psychological principles to the sporting environment. Topics include personality research, motivation, anxiety, stress and aggression, as well as basic intervention strategies.

KNS 158 Sociology of Sport (2) An in-depth study of sport as a mirror of American society. Topics include competitive ethics, youth sport, professional sport, minority participation and the changing role of women in sport.

KNS 160 Strength and Conditioning (2) Prerequisite: KNS 101 and KNS 105 or by permission. This course is designed to integrate exercise physiology, anatomy, physiology, kinesiology, biomechanics, and care and conditioning. Students will analyze strength and conditioning methodology, biomechanics, and the physiologic changes that occur with training. Participation in designing, instructing, and monitoring strength and conditioning programs for varied populations is an integral part of this course.

KNS 161 Fitness for Special Populations (2) This course is designed to give the student theoretical knowledge and opportunities for practical application involving exercise for diverse populations, with special emphasis on older adults. Particular attention will be given to the impact of exercise on the aging process and the overall quality of life.

KNS 166 Movement: Pedagogy and Leadership (4) Prerequisites: Junior standing or by permission. This course is designed to analyze and develop pedagogy theories and leadership skills. The strategies and tools for
facilitating successful psychomotor outcomes for client, patient or learner are explored. Students are given opportunities to enhance their competencies in the role of facilitator through observations of a professional leader and by taking part in a cooperative learning and leadership role.

**KNS 170 Coaching Theory** (2) An in-depth study of the theories and philosophies related to a variety of coaching settings, including school, college, professional, and youth sport environments. Topics covered include a Christian perspective on coaching, brain types related to psychomotor development, application of psychological and sociological principles to the team setting and specific strategies for successful leadership in the sporting environment.

**KNS 171 Principles and Techniques of Team Sports** (2) Prerequisites: KNS 170. Analysis of fundamental skills, techniques, and teaching/coaching methods of basketball and volleyball.

**KNS 172 Principles and Techniques of Team Sports** (2) Prerequisites: KNS 170. Analysis of fundamental skills, techniques, and teaching/coaching methods of soccer and track and field.

**KNS 181 Disabilities and Movement** (3) (includes one unit practicum) The study of disabilities encountered in medical and educational settings. Exploration of theories, strategies and methods based on current legislative mandates.

**KNS 185 Applied Learning Theories** (2) Prerequisites: Junior standing, KNS 72, KNS 166. Application of leadership and learning theory in the teaching of physical education and in other professional roles. The ability to write performance objectives and educationally-sound learning designs, with analysis of teaching pedagogy and evaluation techniques is emphasized.

**KNS 190 Practicum** (1-4) Prerequisite: KNS 185 or consent of instructor. Laboratory for juniors and seniors only. The department chair and the practicum supervisor must approve laboratory teaching and other field practicums.

**KNS 195 Senior Seminar** (2) Prerequisite: Senior standing. Survey of relevant issues and trends in the discipline. Students begin networking interviews, construct a professional resume, and write a culminating senior paper.

**KNS 198 Research** (1-4) Laboratory and/or field research with a faculty member. Students will conduct experiments, analyze data and present written and/or oral findings based on their work.
Physical Education Activity Courses

(General Education Requirement: PEA 32, Fitness for Life, required of all entering students during the first or second semester of attendance. A total of four different PEA courses must be completed.)

PEA (1-99) Physical Activity (1) Schedule of classes will indicate course numbers. General offerings for all students: Aerobics, Archery, Badminton, Ballet Basics, Ballroom/Swing, Basketball, Creative Modern Dance, Dance Technique, Fencing, Fitness for Life, Fitness by the Sea, Folk Dance, Golf, Gymnastics, Jazz Basics, Outrigger Canoeing, New Games, Outdoor Education, Physical Conditioning, Pickle-Ball, Sailing, Self-Defense, Softball, Soccer, Swimming, Tennis, Ultimate Frisbee, Volleyball, Water Aerobics, Water Polo, Weight Training. Special courses are offered depending on the availability of instructors. (GE)

PEA 32 Fitness for Life (1) The study and practical application of the health-related components of fitness. Founded on the “wellness model,” the course emphasizes lifestyle changes and decisions leading to good health. Emphasis is on individualized programs based on pre-assessed fitness needs. The student will complete a 9-week program of aerobic activities selected by the student with instructor approval.
Liberal Studies

Associate Professor A. Mullen, Program Coordinator

Subject Matter Preparation for Elementary Teaching Candidates

Description of the Major: The Liberal Studies program is a multi-disciplinary major designed for those preparing to become elementary teachers. Unlike most other majors at Westmont, the Liberal Studies major requires students to develop themselves in a wide range of academic fields. Although some courses are designed specifically with teacher candidates in mind, the primary emphasis of the program is developing candidates’ subject matter expertise.

Westmont’s Liberal Studies program is recognized by California’s Commission on Teacher Credentialing as an Elementary Subject Matter waiver program, which means that candidates who complete the program are exempt from taking the state exam otherwise required for demonstrating one’s content knowledge.

Typically, students completing the Liberal Studies major go on immediately to enroll in a one-year Multiple Subject (K-6) credential program. For information on Westmont’s Credential programs, refer to Education, p. 87.

Distinctive Features: With proper planning, students may complete the liberal studies major (including Westmont’s general education requirements) and the teacher preparation program in four years, beginning their professional careers immediately after receiving the B.A. degree.

Careful, one-on-one advising guides Liberal Studies students at Westmont through the sometimes bewildering maze of California requirements leading to a teaching credential. Program personnel are consistently available and responsive to individual student questions.

Field placements in local elementary schools throughout the Liberal Studies major help to prepare students for the demands of a teaching credential and the responsibilities of full-time teaching.

For Liberal Studies students continuing into the Credential Program, a scholarship for all graduates (equal to a 55% reduction in tuition) is given during the student teaching semester.

Since 1988, Westmont has provided the opportunity to student teach at an American International School in Costa Rica.
Career Choices: As noted above, the Liberal Studies major is explicitly designed for those pursuing a career in elementary teaching. In many cases, graduates of the Westmont program eventually go on to careers in special education, school administration, teacher education, or writing.

Requirements for Liberal Studies (Multiple Subject)

Waiver Major: 102-106 units

Note: The outline of requirements below incorporates Westmont’s General Education Requirements. Students beginning the Liberal Studies major in the Fall of 2003, unlike students in other majors, must fulfill Westmont’s new General Education requirements scheduled for college-wide implementation in the Fall of 2004. This outline reflects changes to the program submitted to the California Commission on Teacher Credentialing, February 2003, in compliance with SB 2042, and is pending the Commission’s final approval of said changes.

I. Language and Literature (16-20 units)

- ENG 2 Composition (4) (waived if 50 or above is obtained on TSWE or a score of 500 on SAT II)
- ENG 104 Modern Grammar and Advanced Composition (4)
- ENG 6 Introduction to Literature or equivalent (4)
- ED 172 Multiethnic Literature for Children (4)
- ENG 106 Language Acquisition (4)

Students must also fulfill a departmental entrance requirement of three years of a single high school language, or complete one semester of a foreign language at the college level.

Students must also complete two writing-intensive courses in the context of fulfilling other requirements. For details, see Liberal Studies Handbook.

II. History/Social Science (16 units)

- HIS 9/IS 16 World Civilization I (4)
- HIS 7 US History to 1877 (4)
- HIS 178 or HIS 179 California Experience (4)
- ED 105 Cultural Diversity (4)

III. Mathematics and Computer Science (8 units)

- MA 160 Fundamentals of Mathematics I (4)
- MA 165 Fundamentals of Mathematics II (2)
- ED 160 Computers for Classroom Teachers (2)

Students must also meet entrance level mathematical proficiency (SAT math score of 500 or greater; ACT Sub Test score of 20 or greater, or enrollment in MA 00)
IV. Natural Science (12 units)
  NS 12 Introduction to Life Science (4)
  NS 11 Introduction to Physical Science (4)
  NS 114 Earth Science (4)

V. Visual and Performing Arts (7 units)
  ART 180 Art for Children (4)
  MU 184 Music for Children (3)

VI. Health and Physical Education (7 units)
  KNS 156 Health Education for the Classroom Teacher (2)
  KNS 155 Fundamentals of Movement (2) [counts as one PE activity course]
  PEA 32 Fitness for Life (1)
  Two additional one-unit PEA courses (2)

VII. Human Development (4 units)
  PSY 115 Child Development (4)

VIII. Preprofessional coursework (4 units)
  ED 100 Explorations in Teaching (3)
  ED 109 Portfolio Seminar (1)

IX. Academic Concentration (12 units)
  Each Liberal Studies major selects three 4-unit courses, beyond the
  requirements above, in one of the following areas. For details, see Liberal
  Studies Handbook.

  1. American Studies
  2. Hispanic Studies
  3. English
  4. History/Social Science
  5. Art
  6. Music
  7. Mathematics
  8. Physical Science
  9. Environmental Science

X. Additional courses to fulfill General Education requirements
(16 units)
  PY 6 Introduction to Philosophy (4)
  RS 1 Life and Literature of the Old Testament (4)
  RS 10 Life and Literature of the New Testament (4)
  RS 20 Introduction to Christian Doctrine (4)

Transfer students may have reduced requirements. See departmental advisor
for details.
Students taking courses that do not appear on the list above must gain approval from the education department in order for the coursework to be validated as part of their major.

**Sample Four-Year Course Sequence**

**Liberal Studies Program—Fast-track option**  
(3 years Liberal Studies Major  
+ 1 year Credential Program)

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Notes on sample four-year schedule:

Students who choose not to complete the teacher preparation program as part of their four-year program, or who have not been admitted to the credential program, will replace the education courses in the fourth year, above, with elective units.

Based on the “fast-track” schedule above, student would need to take a minimum of 4 elective units in May Term or summer school, or bring into Westmont 4 units of AP credit.

Program above assumes that the student has waived the following courses: ENG 2 (4 units) waived by a TSWE score of 50 or above; foreign language (one semester) waived by satisfactory completion of three years of high school foreign language; MA 0 (4 units) waived if SAT math score is 500 or greater or ACT subtest score is 20 or greater.

For students on “fast-track” schedule shown above, the baccalaureate degree would officially be awarded at the conclusion of the first semester of the fourth year. Students would participate in graduation ceremonies the following May. A student in this program would have, at the conclusion of the four years, fifteen post-baccalaureate credit hours.
Description of the Major. Mathematics is a language capable of clear and precise expression and an analytic tool that can solve complex problems. As such it attracts students to its study and practice. While it is true that mathematics is important because of its many applications, many mathematicians view the subject as a creative art in which human reason finds its purest expression. The attention to precise reasoning in mathematics as well as its emphasis on abstraction and creativity identify it as a discipline central to the liberal arts and sciences. Students will find that this perspective permeates the teaching of mathematics at Westmont.

Distinctive Features. The program in mathematics provides solid preparation for graduate study; it also facilitates interaction, both academic and social, with faculty and peers. Among the educational advantages the program offers are opportunities for students to participate in problem-solving groups or work as teaching assistants. Westmont students also help prepare and run an annual high school mathematics contest which the College hosts.

The California Commission on Teacher Credentialing has approved the Westmont College Subject Matter Preparation Program in Mathematics. Students who complete this program are exempt from taking the SSAT and PRAXIS exams which are required by the State of California for a secondary teaching credential. A description can be found on the mathematics department web site or may be obtained from the department.

Career Choices. By choosing the appropriate courses, students can prepare for: graduate study in mathematics; a career in secondary education; opportunities in computer science; or study in disciplines akin to mathematics in methodology (e.g., linguistics) or which rely heavily on mathematics (e.g., engineering, actuarial science, statistics, economics).

Requirements for a Major: 55-61 units

B.S. Graduate School Preparation Track: 55-56 units

Required Lower-Division Courses: 24-25 units
  MA 9 Elementary Calculus I (4)
  MA 10 Elementary Calculus II (4)
  MA 19 Multivariable Calculus (4)
MA 20 Linear Algebra (4)

One of the following combinations: (8-9)
   CHM 5, 6 General Chemistry I, II (4,4)
   PH 21, 23, 24 General Physics I, II, Lab (4,4,1)

Required Upper-Division Courses: 31 units
MA 108 Mathematical Analysis (4)
MA 110 Modern Algebra (4)
MA 180 Problem Solving II (1,1,1)

One of the following: (4)
   MA 109 Advanced Mathematical Analysis (4)
   MA 111 Applied Modern Algebra (4)
   MA 150 Topics in Mathematics (4)

Upper-Division MA Electives (16)

B.S. Secondary Education Mathematics Preparation Track: 61-64 units

Required Lower-Division Courses: 33-34 units
MA 5 Introduction to Statistics (4)
MA 9, 10 Elementary Calculus I, II (4,4)
MA 19 Multivariable Calculus (4)
MA 20 Linear Algebra (4)
MA 80 Problem Solving (1)

One of the following: (4)
   CS 5 Fundamentals of Computing (4)
   CS 10 Introduction to Computer Science I (4)

One of the following combinations: (8-9)
   CHM 5, 6 General Chemistry I, II (4,4)
   PH 21, 23, 24 General Physics I, II, Lab (4,4,1)

Required Upper-Division Courses: 28-30 units
MA 108 Mathematical Analysis (4)
MA 110 Modern Algebra (4)
MA 130 Probability and Statistics (4)
MA 136 Geometry (4)
MA 145 Number Theory (2)
MA 155 History of Mathematics (4)
MA 180 Problem Solving II (1)
ED 101 Explorations in Teaching: Secondary (3)

One of the following: (2-4)
   MA 126 Combinatorics (2)
   CS 30 Introduction to Computer Science II (4)
Note: Completion of the state approved subject matter preparation program also requires the maintenance of a portfolio which must include work samples, essays, reports of presentations, evidence of service and other documents which are not tied to specific courses.

**B.S. Applied and Computational Mathematics Track: 54-55 units**

**Required Lower-Division Courses: 32-33 units**
- MA 9, 10 Elementary Calculus I, II (4,4)
- MA 19 Multivariable Calculus (4)
- MA 20 Linear Algebra (4)
- CS 10 Introduction to Computer Science I (4)
- CS 30 Introduction to Computer Science II (4)

*One of the following combinations: (8-9)*
- CHM 5, 6 General Chemistry I, II (4,4)
- PH 21, 23 General Physics I, II (4,4) including one lab (Ph 22 or 24) (1)

**Required Upper-Division Courses: 22 units**
- MA 108 Mathematical Analysis (4)
- MA 121 Introduction to Numerical Analysis (4)
- MA 126 Combinatorics (2)
- MA 130 Probability and Statistics (4)
- MA 140 Complex Analysis (4)

*Upper-Division MA or CS Electives: (4)*

**Highly Recommended:**
- MA 110 Modern Algebra (4)
- MA 111 Applied Modern Algebra (4)

**B.A. General Track: 52 units**

**Required Lower-Division Courses: 20 units**
- MA 9, 10 Elementary Calculus I, II (4,4)
- MA 19 Multivariable Calculus (4)
- MA 20 Linear Algebra (4)

*One of the following: (4)*
- CHM 5 General Chemistry I (4)
- PH 21 General Physics I (4)
- PH 23 General Physics II (4)

**Required Upper-Division Courses: 32 units**
- MA 108 Mathematical Analysis (4)
- MA 110 Modern Algebra (4)
- MA 155 History of Mathematics (4)
- NS 117 Exploring the Universe (4)

*Upper-Division MA Electives: (16)*
Requirements for a Mathematics Minor: 24 units

MA 9, 10 Elementary Calculus I, II (4,4)
MA 19 Multivariable Calculus (4)
MA 20 Linear Algebra (4)
One of the following: (4)
  MA 110 Modern Algebra (4)
  MA 145 Number Theory (2) and MA 126 Combinatorics (2)
  MA 136 Geometry (4)
  MA 155 History of Mathematics (4)
One of the following: (4)
  MA 108 Mathematical Analysis (4)
  MA 121 Numerical Analysis (4)
  MA 130 Probability and Statistics (4)
  MA 140 Complex Analysis (4)

Sample Four-Year Program—B.S. Major Track

FIRST YEAR

Fall
MA 9 (4)
Foreign Language (4)
RS 10 or 20 (4)
PH 21 (4)
PEA 32 (1)

Spring
MA 10 (4)
Foreign Language (4)
PH 23 (4)
PH 24 (1)
RS 10 or 20 (4)
PEA Elective (1)

SECOND YEAR

Fall
MA 19 (4)
RS 1 (4)
Distribution/Elective (4)
PEA Elective (1)

Spring
MA 20 (4)
Distribution/Elective (8)
PEA Elective (1)

THIRD YEAR

Fall
MA Elective (4)
Upper-Division RS requirement (4)
Distribution/Elective (4)

Spring
MA 110 (4)
MA Elective (4)
Distribution/Elective (8)

FOURTH YEAR

Fall
MA Elective (8)
Distribution Elective (8)

Spring
MA 108 (4)
MA Elective (4)
Distribution/Elective (8)
**Lower-Division Course Descriptions**

**MA 0 Basic Mathematics** (4) Designed to fulfill the mathematics competency requirement. Targets topics covered in second-year high school algebra: functions, inequalities, systems of equations, factoring, basic algebraic manipulation. Units earned do not contribute toward those required for graduation.

**MA 4 Mathematics in Western Culture** (4) Prerequisite: Fulfillment of mathematics competency requirement. A survey of some of the great ideas and questions in mathematics in the context of their historical/cultural formulation. Emphasis on conceptual rather than computational skills. (GE)

**MA 5 Introduction to Statistics** (4) Prerequisite: Fulfillment of mathematics competency requirement. Descriptive statistics, correlation and regression. Distributions: normal, binomial, Student's t, chi-square, F. Inferential statistics: parametric and non-parametric tests for population parameters; tests for goodness-of-fit and independence; one- and two-way analysis of variance. Uses an interactive computer program. (GE)

**MA 7 Finite Mathematics** (4) Prerequisite: Fulfillment of mathematics competency requirement. Discrete mathematics: probability, linear programming, game theory, matrices, Markov chains. (GE)

**MA 8 Elementary Functions** (4) Prerequisite: Fulfillment of mathematics competency requirement. Not open to those having four years of high school mathematics. Topics in advanced algebra and trigonometry. This course is designed primarily for calculus preparation and is not recommended as a final course in mathematics.

**MA 9, 10 Elementary Calculus I, II** (4,4) Prerequisite: MA 8 or four years of college-preparatory high school mathematics. Functions, graphs, limits, differentiation, integration, sequences, series. Introduction to numerical methods. (GE)

**MA 10H Honors Calculus II** (4) Prerequisite: By invitation only and MA 9 or equivalent. Functions, graphs, limits, differentiation, integration, sequences, series. Emphasis on theoretical aspects of the calculus, with extensive computer use to illustrate patterns and perform complex computations. (GE)

**MA 19 Multivariable Calculus** (4) Prerequisite: MA 10 or 10H. Elements of vector analysis. Functions of several variables. Differentiation, partial differentiation, gradient, implicit functions. Integration, multiple integrals, line integrals, Green's Theorem.

**MA 20 Linear Algebra** (4) Prerequisite: MA 10 or 10H. Vector spaces, linear transformations, matrices, eigenvalues and eigenvectors; orthogonality; applications to differential equations, and optimization problems.

MA 80 Problem Solving I (1) Topics include: symbolic logic and puzzles; mathematical induction; uses of the binomial symbol and combinatorial problems. Problems considered may include those published in the Mathematics Magazine or The College Mathematics Journal. Also create problems for the annual mathematics contest.

Upper-Division Course Descriptions


MA 109 Advanced Mathematical Analysis (4) Prerequisite: MA 108. Measure and integration theory, space of functions, Fourier series.

MA 110 Modern Algebra (4) Prerequisite: MA 20. Group theory: permutations, subgroups, structure theorems; rings and fields, quotient structures.

MA 111 Advanced Modern Algebra (4) Topics will be selected from among the following: Group actions and Burnside’s Theorem; Sylow Theorems; subnormal subgroup series, the Jordan-Holder Theorem; structure theorems for finitely generated abelian groups. Extension fields and their automorphism groups, Galois Theory; solvability of polynomials by radicals. Unique factorization in integral domains.

MA 121 Introduction to Numerical Analysis (4) Prerequisite: MA 10 or 10H, Recommended: CS 10. Numerical methods in the solution of equations; polynomial approximations; integration, and the solution of differential equations. Use of computer where applicable.

MA 126 Combinatorics (2) Prerequisite: MA 10 or 10H or consent of instructor. Emphasis on problem solving using discrete mathematical techniques. Enumeration, induction, optimization, recursion, graph theory.


MA 136 Geometry (4) Prerequisite: MA 20. Axiomatic systems; finite geometries, neutral and hyperbolic geometries, transformations of the Euclidean plane, projective geometry.
MA 140 **Complex Analysis** (4) Prerequisite: MA 19. Complex numbers, analytic and special functions, integrals, series, residues and poles, conformal maps, Fundamental Theorem of Algebra and the classical theorems obtained in complex analysis.

MA 145 **Number Theory** (2) Prerequisite: MA 19 or MA 20. Congruence, residue classes; quadratic residues; distribution of the primes; theorems on sums of squares; continued fractions.

MA 150 **Topics** (4) Prerequisite: MA 19 or MA 20. Course content will be determined by student interest and need.

MA 155 **History of Mathematics** (4) Prerequisite: MA 19 or MA 20. Survey of the historical development of mathematics from antiquity through the early twentieth century. Topics included: mathematics in ancient Greece, mathematics in China and India during the medieval period, the mathematics of Islam, the evolution of ideas in such areas as geometry, number theory, calculus, algebra, and set theory. Includes exploration of historiographical questions and of questions about the nature of mathematical discovery and proof. Emphasizes use of primary sources.

MA 160, 165 **Fundamentals of Mathematics I, II** (4,2) Not for credit toward mathematics major. Logic, sets, numbers, natural numbers, numeration systems, algorithms for arithmetic operations, geometry, probability. (GE)

MA 180 **Problem Solving II** (1) A continuation of MA 80. Solve problems from *The American Mathematical Monthly* for possible publication, prepare for the Putnam examination, and/or mathematical modeling contest, and organize and prepare questions for the annual mathematics contest.
Music

Professor S. Hodson
Associate Professors G. Brothers, S. Butler (chair)

Description of the Major. The music major is designed to develop musical skills, knowledge, and attitudes. Professors place special emphasis on encouraging and developing creativity. Students majoring in music may complete a liberal arts music program or may elect to complete a track in music education, music performance, music composition, or world music.

Distinctive Features. The music major at Westmont is distinctive in the great amount of personal attention given students and the emphasis on drawing out and developing creativity. The major consists of three main areas of investigation: theory/composition, history and performance. Students completing the world music track travel abroad for study at Daystar University in Nairobi, Kenya.

Career Choices. Traditionally, people have tended to view a music major as useful for persons who wish to perform or teach. Many students are finding rewarding careers in music outside of performing and teaching. Exciting opportunities exist in church music, music publishing, music management, music business, recording, broadcasting and other areas. The music major at Westmont is designed to provide a solid foundation in music and yet offer enough flexibility for a student to earn a legitimate liberal arts degree and prepare for a variety of careers.

Requirements for a Major: 48-58 units

Required Major Core: 30 units

Required Lower-Division Courses: 10 units

- MU 10 Principles of Music I (3)
- MU 11 Musicianship Lab I (1)
- MU 12 Principles of Music II (3)
- MU 13 Musicianship Lab II (1)
- MU 15 Conducting (2)

Required Upper-Division Courses: 20 units

- MU 110 Principles of Music III (3)
- MU 111 Musicianship Lab III (1)
- MU 112 Principles of Music IV (3)
- MU 113 Musicianship Lab IV (1)
MU 120 History of Western Music I (4)
MU 121 History of Western Music II (4)
ART 131 Theory and Criticism in the Arts (4)

Notes:
1. All incoming music majors will be required to take a basic music proficiency entrance exam. Those students who do not pass the exam will be required to complete MU 1 before beginning the Principles sequence. The two units for MU 1 will not be counted toward the major.
2. All incoming music majors will be required to take a piano proficiency exam. Students who do not pass the exam will be required to take MUA 5 or MUA 50 until the exam is passed. MUA 5 units will not be counted toward the major.

In addition to the above core, all majors must complete one of the following tracks:

A. Liberal Arts Music Track: 18 units

Required MU Courses: 4-6 units
*MU Electives* (lower or upper-division)

Required Applied Music Courses: 12-14 units
Private Instruction: Minimum of 6 units in one area.
- MUA 30 Private Composition (1)
- MUA 40 Private Organ (1)
- MUA 50 Private Piano (1)
- MUA 55 Private Harp (1)
- MUA 60 Private Guitar (1)
- MUA 70 Private Voice (1)
- MUA 80 Private Orchestral Instrument (1)
Ensembles: Minimum of 6 units in a major ensemble.
- MUA 71/171 College Choir (1)
- MUA 81/181 Wind Ensemble (1)
- MUA 83/183 Chamber Orchestra (1)

B. Music Education Track: 26 units

Required MU Upper-Division Courses: 8 units
- MU 115 Advanced Conducting (2)
- MU 184 Music for Children (3)
- MU 185 Music in the Secondary Schools (3)

Required Applied Music Courses: 18 units
Pedagogy: (4)
- MUA 165 Brass Instrument Techniques (1)
- MUA 166 Woodwind Instrument Techniques (1)
MUA 167 String Instrument Techniques (1)
MUA 168 Percussion Instrument Techniques (1)
MUA 175 Vocal Techniques (2)

Private Instruction: (8) Minimum of 6 units in one performance area.
MUA 30 Private Composition (1)
MUA 40 Private Organ (1)
MUA 50 Private Piano (1)
MUA 55 Private Harp (1)
MUA 60 Private Guitar (1)
MUA 70 Private Voice (1)
MUA 80 Private Orchestral Instrument (1)

Ensembles: Minimum of 6 units in a major ensemble.
MUA 71/171 College Choir (1)
MUA 81/181 Wind Ensemble (1)
MUA 83/183 Chamber Orchestra (1)

C. Music Performance Track: 28 units

Required Upper-Division Courses: 6 units
MU 193 Senior Recital (2)
Upper-Division Elective (4)

Required Applied Music Courses: 22 units
Private Instruction: 16 units, with a least 12 of those units in one performance area.
MUA 40/140 Private Organ (1/2)
MUA 50/150 Private Piano (1/2)
MUA 55/155 Private Harp (1/2)
MUA 60/160 Private Guitar (1/2)
MUA 70/170 Private Voice (1/2)
MUA 80/180 Private Orchestral Instrument (1/2)

Ensembles: Minimum of 6 units in a major ensemble.
MUA 71/171 College Choir (1)
MUA 81/181 Wind Ensemble (1)
MUA 83/183 Chamber Orchestra (1)

D. Music Composition Track: 28 units

Required Upper-Division Courses: 6 units
MU 193 Senior Recital (2)
Upper-Division Elective (4)

Required Applied Music Courses: 22 units
Private Instruction: 16 units, with a least 12 of those units in composition.
MUA 30/130 Private Composition (1/2)
MUA 40/140 Private Organ (1/2)
MUA 50/150 Private Piano (1/2)
MUA 55/155 Private Harp (1/2)
MUA 60/160 Private Guitar (1/2)
MUA 70/170 Private Voice (1/2)
MUA 80/180 Private Orchestral Instrument (1/2)
Ensembles: Minimum of 6 units in a major ensemble.
MUA 71/171 College Choir (1)
MUA 81/181 Wind Ensemble (1)
MUA 83/183 Chamber Orchestra (1)

**E. World Music Track: 18 units**

**Required MUS Courses: 6 units**
Taught at Daystar University, Nairobi, Kenya
- MUS 412 Survey of World Music (3)
- MUS 111 Music in Africa (2)
- MUS 114 African Music Ensemble (1)

**Required Applied Music Courses: 12 units**
Private Instruction: 6 units in one area:
- MUA 30 Private Composition (1)
- MUA 40 Private Organ (1)
- MUA 50 Private Piano (1)
- MUA 55 Private Harp (1)
- MUA 60 Private Guitar (1)
- MUA 70 Private Voice (1)
- MUA 80 Private Orchestral Instrument (1)
Ensembles: 6 units in a major ensemble
- MUA 71/171 College Choir (1)
- MUA 81/181 Wind Ensemble (1)
- MUA 83/183 Chamber Orchestra (1)

**Requirements for a Minor: 24 units**
- MU 10 Principles of Music I (3)
- MU 11 Musicianship Lab I (1)
- MU 12 Principles of Music II (3)
- MU 13 Musicianship Lab II (1)

*Four units of the following:*
- MU 20 Survey of Music (4)
- MU 120 History of Western Music I (4)
- MU 121 History of Western Music II (4)

*Four units of the following:*
- MUA 30 Private Composition (1)
- MUA 40 Private Organ (1)
MUA 50 Private Piano (1)
MUA 55 Private Harp (1)
MUA 60 Private Guitar (1)
MUA 70 Private Voice (1)
MUA 80 Private Orchestral Instrument (1)

*Four units of the following:*
- MUA 71/171 College Choir (1)
- MUA 81/181 Wind Ensemble (1)
- MUA 83/183 Chamber Orchestra (1)

*MU Electives: (4)*

Note: All incoming music minors will be required to take a basic music proficiency entrance exam. Those students who do not pass the exam will be required to complete MU 1 before beginning the Principles sequence. The two units for MU 1 will not be counted toward the minor.

### Sample Four-Year Program

#### FIRST YEAR

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THIRD YEAR

Fall
- MU 112 (3)
- MU 113 (1)
- MU 120 (4)
- MUA (Ensembles) (1)
- MUA (Private Lessons) (1-2)
- RS Upper-Division requirement (4)
- Distribution/Elective (4)

Spring
- MU 121 or ART 131 (4)
- MUA (Ensembles) (1)
- MUA (Private Lessons) (1-2)
- MU or MUA Track Elective (1-4)
- Distribution/Elective (8)

FOURTH YEAR

Fall
- MUA (Ensembles) (1)
- MUA (Private Lessons) (1-2)
- MU or MUA Track Electives (8)
- Distribution/Elective (8)

Spring
- MU 121 or ART 131 (4)
- MUA (Ensembles) (1)
- MUA (Private Lessons) (1-2)
- MU or MUA Track Elective (1-4)
- Distribution/Electives (8)

Lower-Division Course Descriptions

MU 1 Basic Musicianship (2) A course designed to acquaint students with the basics of music reading, writing and performing. (Not applicable to major requirements but may be required of music majors with deficiencies.)

MU 10 Principles of Music I (3) Basic music theory in preparation for musicianship and further studies. Emphasizes learning the theory of music through compositional, analytical, notational, and aural skills.

MU 11 Musicianship Lab I (1) Sight singing and ear training.


MU 13 Musicianship Lab II (1) Continuation of MU 11.

MU 15 Conducting (2) Prerequisite: MU 12 or consent of instructor. An introduction to basic conducting skills.

MU 20 Survey of Western Music (4) An historical survey of the music of European culture. (GE)

MU 21 Survey of World Music (4) A survey of the music of non-western cultures. (GE)
Upper-Division Course Descriptions


MU 111 Musicianship Lab III (1) Continuation of MU 13.

MU 112 Principles of Music IV (3) Prerequisite: MU 110. Continuation of MU 110. Emphasis on contrapuntal techniques in the 20th century.

MU 113 Musicianship Lab IV (1) Continuation of MU 111.

MU 115 Advanced Conducting (2) Prerequisite: MU 15. Advanced conducting techniques. Students may choose to emphasize choral or instrumental conducting.

MU 117 Orchestration (2) Prerequisite: MU 12. Practical study in orchestration and arranging.

MU 118 Form and Analysis (2) Prerequisite: MU 112. Examination of fundamental principles of musical form; analysis of representative tonal works.

MU 120 History of Western Music I (4) Prerequisite: MU 12. A study of the development of music through the great eras of history. Concentrates primarily on Western music in the context of a global arena, making comparisons to non-Western music where appropriate. (GE)

MU 121 History of Western Music II (4) Continuation of MU 120. (GE)

MU 122 Music in the Worshipping Church (4) A practical and philosophical study of music in the worship of the Christian Church, including a survey of the historical development of worship and worship music and an assessment of current styles. (GE)

MU 184 Music for Children (3) A course designed to provide ideas and tools for instruction in music by elementary school teachers.


MU 190 Practicum (1-4) Practical field experience in music administration, business, music production, church music, and related areas.

MU 193 Senior Recital/Project (2)

Applied Music Courses

Class Lessons (1)

Not applicable to major requirements, but may be required of music majors with deficiencies. May be repeated up to four semesters.

MUA 5 Preparatory Piano (1)
MUA 6 Class Guitar (1)
MUA 7 Class Voice (1)
Private Lessons (1-2)

Private lessons may be taken for 2 units of credit per semester only by students who have been accepted into the Music Major Performance Track. All other music students may only register for 1 unit of credit per semester.

MUA 30/130 Private Composition (1/2)
MUA 40/140 Private Organ (1/2)
MUA 50/150 Private Piano (1/2)
MUA 55/155 Private Harp (1/2)
MUA 60/160 Private Guitar (1/2)
MUA 70/170 Private Voice (1/2)
MUA 80/180 Private Orchestral Instrument (1/2)

Ensembles (1)

By audition. May be repeated for credit.

MUA 71/171 College Choir (1)
MUA 72/172 Chamber Singers (1)
MUA 73/173 Men’s Ensemble (1)
MUA 74/174 Women’s Chorale (1)
MUA 81/181 Wind Ensemble (1)
MUA 82/182 Jazz Ensemble (1)
MUA 83/183 Chamber Orchestra (1)
MUA 84/184 Chamber Instrumental Ensemble (1)

Pedagogy

MUA 165 Brass Instrument Techniques (1) A practical introduction to the brass instruments. Materials and techniques of playing the instruments are studied.

MUA 166 Woodwind Instrument Techniques (1) A practical introduction to the woodwind instruments. Studies materials and techniques of playing the instruments.

MUA 167 String Instrument Techniques (1) A practical introduction to the string instruments. Studies materials and techniques of playing the instruments.

MUA 168 Percussion Instrument Techniques (1) A practical introduction to the percussion instruments. Materials and techniques of playing the instruments are studied.

MUA 175 Vocal Techniques (2) A study of the materials and techniques of singing.
Natural Science

Lower-Division Course Descriptions

**NS 7 Astronomy: Discovering the Universe** (4) History of astronomy, the stars and constellations of the night sky, celestial mechanics, exploration of the solar system, survey of planets and moons, discussion of the properties of stars and galaxies, structure of the universe, introduction to cosmogony. Observatory and planetarium sessions. (GE)

**NS 11 Introduction to Physical Sciences** (4) An introduction to physics, chemistry, earth science, and astronomy including mechanics, electricity and magnetism, energy, theories of the atom, periodic table, chemical reactions, plate tectonics, continental drift, weather, cosmology, and the solar system. (GE)

**NS 12 Introduction to Life Sciences** (4) An introduction to the processes of life, from the biochemical to ecological/evolutionary levels of organization. Includes discussions of nutrition, heredity, genetic technologies, racial variation, sexual behavior, ecological principles, population growth, and evolutionary theory. (GE)

**NS 13 Biology, Values and the Developing World** (4) An introduction to biological processes, with emphasis on third world issues. Discussion of population growth and the Malthusian controversy, global resources and the Cornucopian debate, biological theories of racial variation, adaptations of indigenous cultures, appropriate technology, third world agriculture and health, equatorial natural history, and environmental challenges to tropical/global ecosystems. (GE)

**NS 17 The Physics of Music** (4) An exploration of music and sound from the perspective of classical physics. Topics include basic physical principles of vibrating systems, wave propagation, and resonance; the ear and the perception of sound, pitch, tone quality, and harmony; scales and temperament; musical instruments and the human voice; the electronic reproduction of sound; and room acoustics. Course will include some “hands-on” activity and attendance of at least one local music production or recital. (GE)

Upper-Division Course Descriptions

**NS 114 Earth Science** (4) An introduction to astronomy, geology, meteorology, and oceanography. (GE)

**NS 117 Exploration of the Universe** (4) A seminar course focusing on the connections between scientific and religious views of the universe. (GE)
Neuroscience

Professor G. Ayoub
Associate Professor T. Fikes

Description of the Major. Neuroscience is an interdisciplinary and multifaceted approach to the study of the brain and its relationship to the behavior of humans and other animals. The discipline comprises empirical and theoretical research from the disciplines of biology, psychology, mathematics, computer science, physics and chemistry. Once a student demonstrates competence in a subset of courses in these foundational disciplines, s/he may apply to be admitted to the Neuroscience Program (applications available from program directors). Once admitted, the student would complete an agreed upon selection of distribution courses and the neuroscience core courses. Additionally, a major research project is required. Further information is available at the program’s web site, <http://www.westmont.edu/departments/neuroscience>.

Distinctive features. A major in Neuroscience provides a broad background in the sciences, the flexibility to develop depth of knowledge in an area of interest within the neuroscience field, and intensive experience in developing research skills. As part of the neuroscience program at Westmont College, students confront a number of historical and contemporary issues involving brain-behavior research and its relation to Christian faith. Such issues include those of an ethical, theological, moral, and philosophical nature. Pursuing such issues is an important feature of the program, and it is an integral part of Neuroscience core courses.

Career Choices. This major prepares students for a number of potential careers, as well as for further study in a wide variety of fields. Some careers at the undergraduate level include educator, technical writer, editor, laboratory assistant, and film producer in these areas. Graduate work allows an even wider range of choices, including artificial intelligence, biophysics, psychobiology, physiological psychology, cognitive science, medicine, clinical psychology, pharmacology, sensory sciences and brain development.

Requirements for a Major: 66-68 units

Required Basic Core Courses: 40-42 units
BIO 5 General Biology I (4)
BIO 6 General Biology II (4)
CHM 5 General Chemistry I (4)
CHM 6 General Chemistry II (4)
MA 5 Statistics (4)
MA 9 Elementary Calculus I (4)
PSY 1 General Psychology (4)
PSY 13 Experimental Psychology (4)

One of the following sequences: (8-10)
- CHM 101, 102 Organic Chemistry I, II (4,4)
- PH 11, 13, 14 Physics for Life Science Majors I, II and lab (4,4,1)
- PH 21, 22, 23, 24 General Physics I, II and labs (4,4,1,1)

Required Neuroscience Core Courses: 14 units
- BIO 162 Neuroscience (4)
- PSY 125 Physiological Psychology (4)
- PSY 198 or BIO 198 Research (6)

Distribution Courses: 12 units
Three of the following: (in consultation with a neuroscience advisor)
- BIO 100 Developmental Biology (4)
- BIO 102 Physiology (4)
- BIO 113 Biochemistry (4)
- BIO 114 Genetics (4)
- BIO 130 Cell Biology (4)
- BIO 132 Molecular Biology (4)
- CHM 121 Analytical Chemistry (3)
- CHM 122 Advanced Analytical Chemistry (2)
- CHM 135 Introductory Physical Chemistry (3)
- CS 10 Introduction to Computer Science I (4)
- CS 20 Introduction to Computer Science II (4)
- PH 142 Circuits and Electronics (4)
- PSY 120 Cognitive Psychology (4)
- PSY 121 Psychology of Learning (4)
- PSY 124 Sensation and Perception (4)
- PSY 150 Topics in Cognitive and Behavioral Neuroscience (4)
- PSY 150 (Other relevant topics courses as available, e.g., Psycholinguistics, Cognitive Development)

Courses Recommended from Other Disciplines
- CHM 130 Physical Chemistry I (3)
- PY 12 Critical Reasoning and Logic (4)
- PY 113 Contemporary Moral Issues (4)
- PY 135 Philosophy of Language (4)
- PY 175 Metaphysics (4)
- RS 121 Modern Christianity—1650-1914 (4)
- RS 128 Doctrine of Creation (4)
Upper-Division Course Descriptions

NES 125 Physiological Psychology (4) (see PSY 125)

NES 162 Neuroscience (4) (see BIO 162)

NES 198 Research (1-4) Laboratory and/or field research with a faculty member. Students will conduct experiments, analyze the data, and present written and/or oral presentations based on their work.
Philosophy

Professors J. Taylor (chair), R. Wennberg
Assistant Professor D. Vander Laan

Description of the Major. Philosophy is a thorough and systematic examination of the most fundamental questions facing human beings. At Westmont, the program in philosophy is designed to foster the ability to think critically and analytically, communicate clearly and logically, interact with the philosophic tradition, and explore the relationship between philosophy and the Christian faith.

The program also provides a philosophical framework for specific academic disciplines (such as philosophy of science and philosophy of religion), and it helps students acquire the intellectual skills needed in integrating knowledge. Philosophy courses provide an exposure to the ideas essential in understanding our political, literary, and religious heritage.

Distinctive Features. Philosophy at Westmont is a serious attempt to find answers to crucial questions of human existence, knowledge, values, and society that do justice to the Christian faith. Whereas Christian philosophers are not committed to specific answers on all philosophic issues by virtue of the Christian position, they are aware that the Christian faith has important, and at times crucial, implications.

The Westmont chapter of Phi Sigma Tau, a national honor society in philosophy, invites speakers to talk on a variety of topics. It also provides an active forum for student discussion. In addition, students may join the Society of Christian Philosophers, which holds a West Coast regional conference and brings well-known Christian philosophers to the area.

Career Choices. Besides having an integrity of its own, a major in philosophy provides a foundation for graduate work in philosophy and valuable preparation for professional training in such fields as law, management, and the ministry. Philosophy majors consistently excel in their performance on graduate admissions tests in law (LSAT), in management (GMAT) and on the Graduate Record Exam (GRE). Given the variety of student objectives, the major is offered in six tracks: pre-law, pre-M.B.A., pre-seminary, standard, off-campus and individualized.
Requirements for a Major: 36 units

A. Standard Track: 36 units

Required Lower-Division Courses: 8 units
PY 6 Introduction to Philosophy (4)
PY 12 Critical Reasoning and Logic (4)

Required Upper-Division Courses: 28 units
PY 101 History of Ancient and Medieval Philosophy (4)
PY 102 History of Modern and Contemporary Philosophy (4)
PY 170 Theory of Knowledge (4)
One of the following: (4)
  PY 104 Ethics (4)
  PY 133 Political and Legal Philosophy (4)
One of the following: (4)
  PY 135 Philosophy of Language (4)
  PY 175 Metaphysics (4)
Upper-Division PY Electives (8)

B. Pre-M.B.A. Track: 36 units

Required Lower-Division Courses: 8 units
PY 6 Introduction to Philosophy (4)
PY 12 Critical Reasoning and Logic (4)

Required Upper-Division Courses: 20 units
PY 101 History of Ancient and Medieval Philosophy (4)
PY 102 History of Modern and Contemporary Philosophy (4)
One of the following: (4)
  PY 104 Ethics (4)
  PY 113 Contemporary Moral Problems (4)
  PY 133 Political and Legal Philosophy (4)
One of the following: (4)
  PY 135 Philosophy of Language (4)
  PY 170 Theory of Knowledge (4)
  PY 175 Metaphysics (4)
Upper-Division PY Elective (4)

Required Supportive Courses: 8 units
EB 11 Principles of Macroeconomics (4)
One of the following: (4)
  EB 131 Corporate Financial Management (4)
  EB 160 Marketing (4)
  EB 180 Principles of Management and Organization (4)
Note: Students are also strongly encouraged to take EB 3 Principles of Accounting I (4)
C. Pre-Law Track: 36 units

**Required Lower-Division Courses:** 8 units
- PY 6 Introduction to Philosophy (4)
- PY 12 Critical Reasoning and Logic (4)

**Required Upper-Division Courses:** 24 units
- PY 101 History of Ancient and Medieval Philosophy (4)
- PY 102 History of Modern and Contemporary Philosophy (4)
- *Two of the following:* (8)
  - PY 104 Ethics (4)
  - PY 113 Contemporary Moral Problems (4)
  - PY 133 Political and Legal Philosophy (4)
- *One of the following:* (4)
  - PY 135 Philosophy of Language (4)
  - PY 170 Theory of Knowledge (4)
  - PY 175 Metaphysics (4)
- *Upper-Division PY Elective* (4)

**Required Supportive Course:** 4 units
- *One of the following:* (4)
  - PO 104 Constitutional Law (4)
  - PO 121 Marxism: Theory & Practice (4)
  - PO 130 Political Theory (4)

D. Pre-Seminary Track: 36 units

**Required Lower-Division Courses:** 4 units
- PY 6 Introduction to Philosophy (4)

**Required Lower or Upper-Division PY Elective:** 4 units

**Required Upper-Division Courses:** 28 units
- PY 101 History of Ancient and Medieval Philosophy (4)
- PY 102 History of Modern and Contemporary Philosophy (4)
- *Two of the following:* (8)
  - PY 104 Ethics (4)
  - PY 170 Theory of Knowledge (4)
  - PY 175 Metaphysics (4)
- *One of the following:* (4)
  - PY 130/RS 130 Philosophical Theology (4)
  - PY 163/RS 163 Philosophy of Religion (4)
- *Two of the following:* (8)
  - RS 103 Christian Apologetics (4)
  - RS 121 Modern Christianity (4)
  - RS 122 Contemporary Christianity (4)
  - RS 126 Doctrine of the Word (4)
RS 127 Doctrine of God (4)
RS 128 Doctrine of Creation (4)
RS 142 World Religions (4)

E. Social Issues and the Human Condition
(Off-Campus Track): 36 units

Required Lower-Division Courses: 8 units
PY 6 Introduction to Philosophy (4)
PY 12 Critical Reasoning and Logic (4)

Required Upper-Division Courses: 20 units
PY 101 History of Ancient and Medieval Philosophy (4)
PY 102 History of Modern and Contemporary Philosophy (4)
Two of the following: (8)
  PY 104 Ethics (4)
  PY 113 Contemporary Moral Problems (4)
  PY 133 Political and Legal Philosophy (4)
One of the following: (4)
  PY 135 Philosophy of Language (4)
  PY 170 Theory of Knowledge (4)
  PY 175 Metaphysics (4)

Off-Campus Program (Spring or Fall): 8 units
The off-campus semester’s work will be planned in consultation with the Philosophy Department. Internships and independent study projects will focus on the human condition and social issues. On the San Francisco Urban Program and the American Studies Program in Washington, D.C., four units of philosophy credit will be given for an internship and four units of philosophy credit will be given for an independent study project. On the Oregon Extension Program, eight units of philosophy credit will be given for the courses “Social Issues in Philosophical Perspective,” “Philosophical Perspectives on the Human Condition” and “Selected Topics in the Philosophy of Religion.”

F. Individualized Tracks: 44 units
Carefully selected work in another field may be included in an individually devised major in philosophy. Students will develop proposed programs in consultation with the department. Such a concentration will involve seven courses in philosophy and four courses from another field chosen to enhance and supplement philosophic competency. One of the courses in philosophy or in the other field must be a “bridge course” that addresses an area of overlap between philosophy and the other field.
Requirements for a Minor: 20 units
Required upper-division PY courses (12)
Additional required PY courses (8)

Sample Four-Year Program

FIRST YEAR

Fall
PY 6, or 6H (4)
RS 10 or 20 (4)
Distribution/Elective (8)
PEA 32 (1)

Spring
RS 10 or 20 (4)
Distribution/Elective (12)
PEA Elective (1)

SECOND YEAR

Fall
PY 101 (4)
RS 1 (4)
Distribution/Elective (8)
PEA Elective (1)

Spring
PY 12 (4)
PY 102 (4)
Distribution/Elective (8)
PEA Elective (1)

THIRD YEAR

Fall
PY 104 or 133 (4)
Upper-Division RS requirement (4)
Distribution/Elective (8)

Spring
PY 135 or 170 (4)
Distribution/Elective (12)

FOURTH YEAR

Fall
PY 175 (4)
PY Elective (4)
Distribution/Elective (8)

Spring
PY Elective (4)
Distribution/Elective (12)

Lower-Division Course Descriptions

PY 6 Introduction to Philosophy (4) An introduction to the main ideas and methods of philosophy and central problems, the significant figures in the philosophic tradition, or some of the significant schools of thought. Attention is given to the assessment of world and life views and to the development of a Christian world and life view. (GE)

PY 6H Introduction to Philosophy: Honors (4) Prerequisite: By invitation only. An advanced introduction to philosophy and its main ideas and methods. (GE)

PY 12 Critical Reasoning and Logic (4) A study of correct reasoning. Emphasizes ability to detect fallacious arguments and construct sound ones. Analyze informal argumentation in everyday discussions.
Substantial attention to formal logical skills. Highly recommended for pre-law students.

**Upper-Division Course Descriptions**

**PY 101 History of Ancient and Medieval Philosophy** (4) A critical survey of major Western philosophers from ancient Greeks to philosophers of the late medieval period. Includes emphasis on historical context. (GE)

**PY 102 History of Modern and Contemporary Philosophy** (4) A critical survey of major Western philosophers from Descartes to the present. Includes emphasis on historical context. (GE)

**PY 104 Ethics** (4) Prerequisites: One course in philosophy or consent of instructor. Emphasizes the full variety of normative ethical theories; addresses current issues in meta-ethics, including moral skepticism, justification of ultimate norms, and the question of justice and rights.

**PY 113 Contemporary Moral Problems** (4) Prerequisite: One course in philosophy or consent of instructor. Addresses moral issues such as abortion, animal rights, euthanasia, suicide, the death penalty, war, life-boat ethics, marriage and sexual integrity, homosexuality, pornography, and women’s issues. (GE for liberal studies majors)

**PY 130/RS 130 Philosophical Theology** (4) Prerequisites: PY 6 or PY 101. A philosophical analysis of such theological topics as: the attributes of God; the relation of time to eternity; the doctrine of the Trinity; God’s foreknowledge and human freedom; morality and God’s Will; and the logic of the Incarnation. (Religious Studies GE only)

**PY 133 Political and Legal Philosophy** (4) Prerequisite: One course in philosophy or consent of instructor. The basis and justification of political authority; individual rights and the common good, freedom, equality, and democracy; concepts used in law: punishment, insanity, negligence, strict liability, liberty, and tolerance.

**PY 135 Philosophy of Language** (4) Prerequisite: One course in philosophy or consent of instructor. An investigation of philosophical questions about language raised by both analytic and continental philosophers. Potential topics: the nature of language, philosophical hermeneutics, meaning, truth, reference, analyticity and synonymy, propositions, speech acts, metaphor and religious language. Various interdisciplinary connections.

**PY/HIS 149 Philosophy of History** (4) Fulfills philosophy distribution requirement for history majors. Speculative and critical philosophy of history. Evaluates attempts to discern a pattern of meaning in history. Attention given to the problems of historical understanding and objectivity.
PY 150 Topics in Philosophy (2,4) Prerequisite: Consent of instructor. Exploration of a selected philosophical problem, school, figure or subject.

PY 163/RS 163 Philosophy of Religion (4) Prerequisite: PY 6 or PY 101. A study of the veracity of religious beliefs, with special scrutiny of the relation of philosophy and theology, the possibility of religious knowledge, the meaning of religious language, the existence of God, and the problem of evil.

PY 170 Theory of Knowledge (4) Prerequisites: PY 6 and PY 12. Origin, nature, scope and structure of knowledge, including a survey of the main problems and positions.

PY 175 Metaphysics (4) Prerequisites: PY 6 and PY 12. Theories of reality and its most general features. Potential topics include the nature of time, identity, constitution of material objects, causation, freedom, the mind/body problem, universals, possibility and necessity.

PY 189 Aesthetics (4) A critical survey of the various ways, both historical and contemporary, in which people have understood art and the aesthetic experience.
Physics

Professors K. E. Kihlstrom, W. Rogers (chair), H. M. Sommermann

Description of the Major. Physicists seek a fundamental understanding of the physical universe. The skills and knowledge gained in studying physics can be applied not just in research but in several applied disciplines as well. The major includes courses in mathematics (the foundation of science) chemistry (for scientific breadth) and physics. In addition to theory courses, both laboratory classes and hands-on research provide the practical training that is relevant to both graduate school or professional work in science and engineering. For students desiring greater breadth (or a double major) there is also the B.A. degree track that allows greater flexibility.

Distinctive Features. Beyond coursework the opportunity to participate in research is available to students in the department. Current research opportunities include thin film superconductivity, theoretical and experimental nuclear/atomic physics. Internships and summer research programs (both on campus and NSF sponsored programs at other institutions) are both available and encouraged. Students are encouraged to participate in an off-campus program during the junior or senior year.

Career Choices. A physics degree provides a solid foundation for a great many careers besides that of research physicist including: science writing, patent law, software development, materials research, nuclear medical science, forensic science, museum education, engineering (mechanical, electrical, process, civil, aeronautical, etc.), medicine, technician, teaching (high school or college).

Requirements for a B.S. in Physics: 67 units

Required Lower-Division Courses: 39 units
- PH 21, 23 General Physics I, II (4,4)
- PH 22, 24 General Physics Laboratory I, II (1,1)
- PH 25 Modern Physics (4)
- PH 26 Modern Physics Laboratory (1)
- PH 40 Differential Equations (4)
- CHM 5, 6 General Chemistry I, II (4,4)
- MA 9, 10 Elementary Calculus I, II (4,4)
- MA 19 Multivariable Calculus (4)
Required Upper-Division Courses: 28 units
PH 115 Mathematical Physics (4)
PH 121, 122 Quantum Mechanics I, II (4,4)
PH 131 Classical Mechanics (4)
PH 150 Electricity and Magnetism (4)
PH 151 Electromagnetic Waves and Optics (4)
PH 160 Thermodynamics (4)
Strongly Recommended: PH 170 Advanced Physics Lab (2)

Requirements for a B.A. in Physics: 55 units

Required Lower-Division Courses: 39 units
PH 21, 23 General Physics I, II (4,4)
PH 22, 24 General Physics Laboratory I, II (1,1)
PH 25 Modern Physics (4)
PH 26 Modern Physics Laboratory (1)
PH 40 Differential Equations (4)
CHM 5, 6 General Chemistry I, II (4,4)
MA 9, 10 Elementary Calculus I, II (4,4)
MA 19 Multivariable Calculus (4)

Required Upper-Division Courses: 16 units
PH 121 Quantum Mechanics I (4)
PH 131 Classical Mechanics (4)
Two of the following: (8)
PH 115 Mathematical Physics (4)
PH 150 Electricity and Magnetism (4)
PH 160 Thermodynamics (4)

Requirements for a Physics Minor: 23 units

Required Lower-Division Courses: 15 units
PH 21, 23 General Physics I, II (4,4)
PH 22, 24 General Physics Laboratory I, II (1,1)
PH 25 Modern Physics (4)
PH 26 Modern Physics Laboratory (1)

Required Upper-Division Courses from the following: 8 units
PH 121 Quantum Mechanics I (4)
PH 131 Classical Mechanics (4)
PH 115 Mathematical Physics (4)
PH 150 Electricity and Magnetism (4)
PH 160 Thermodynamics (4)
# Sample Four-Year Program B.S. Major Track

## FIRST YEAR

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<td>PH 95 (0-1)</td>
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<td>CHM 5 (4)</td>
<td>PH 131 (4)</td>
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<td>CHM 6 (4)</td>
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## THIRD YEAR

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## FOURTH YEAR

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## Lower-Division Course Descriptions

**PH 7 The Physics of Music** (4) An exploration of music and sound from the perspective of classical physics. Topics include basic physical principles of vibrating systems, wave propagation, and resonance; the ear and the perception of sound, pitch, tone quality, and harmony; scales and temperament; musical instruments and the human voice; the electronic reproduction of sound; and room acoustics. Course will include some “hands-on” activity and attendance of at least one local music production or recital. (GE)


PH 21, 23 General Physics I, II (4,4) Prerequisite: MA 9, 10 (May be taken concurrently). PH 21: Vectors, kinematics and dynamics of translational motion; work, energy, momentum, angular momentum, conservation laws, kinematics and dynamics of rotational motion, gravity, simple harmonic motion. PH 23: Electric charges and current, electric and magnetic fields, capacitance, inductance, waves, sound, Maxwell’s equations, electromagnetic waves, refraction, reflection of light, lenses, interference and diffraction. (GE)


PH 25 Modern Physics (4) Prerequisites: PH 23, MA 19 Continuation of PH 21, 23 requiring advanced calculus. Introductory study of special and general relativity, quantum theory, atomic physics, and elements of solid state, nuclear and particle physics.


PH 40 Differential Equations (4) Prerequisites: PH 23, MA 19. Physical systems and first-order equations; homogeneous and non-homogeneous linear equations with applications; linear systems solved by eigenvalue and eigenvector solutions of matrix equations; LaPlace transforms applied to initial value problems. Power series solutions; numerical methods; Fourier series and boundary value problems; selected partial differential equations from classical physics.

Upper-Division Course Descriptions

PH 115 Mathematical Physics (4) Prerequisite: MA 19. Vector analysis: gradient, divergence, curl; complex analysis; curvilinear coordinate systems; matrices; eigenvalue problems; orthogonal functions.

PH 117 Exploration of the Universe (4) A seminar course focusing on the connections between scientific and religious views of the universe. (GE)
PH 121 Quantum Mechanics I (4) Prerequisites: Differential and integral calculus, college physics. Postulates in quantum mechanics. Exact solutions to the Schrödinger's equation to translation, rotation and vibrations. Dirac notation, angular momentum, approximation methods, group theory, atomic and molecular structure, spectrosophy, and electric and magnetic properties.

PH 122 Quantum Mechanics II (4) Prerequisites: PH 25, PH 40, PH 115, PH 121. Heisenberg's matrix formulation of quantum mechanics, separation of variables, central field problem, angular momentum eigenstates, perturbation theory, Fermi and Bose statistics, scattering theory.

PH 130 Mechanics (4) Prerequisites: PH 25 and PH 40. Statics; kinematics and dynamics of particles and rigid bodies, conservation laws; energy analysis with attention to equilibrium of rigid bodies and the method of virtual work; motion under central forces with applications to space mechanics; impulsive forces and torques in translational and rotational motion.

PH 131 Classical Mechanics (4) Prerequisites: PH 25 and PH 40. Newtonian mechanics, three dimensional motion, oscillations, central force motion, Lagrangian and Hamiltonian dynamics, rigid body dynamics.


PH 142 Circuits and Electronics (4) Prerequisites: PH 23 and MA 10; corequisite: PH 143. A basic introduction to circuits and electronics including electrical quantities, circuit principles, signal processing circuits, semiconductor diodes, transistors and integrated circuits. Digital electronics including logic elements and microprocessors. Analog electronics including operational amplifiers and design of large and small signal amplifiers.

PH 143 Electronics Laboratory (1) Corequisite: PH 142. This weekly three-hour laboratory provides an introduction to practical electronic devices, experience in using some basic measurement techniques, and a feel for the capabilities and limitations of some common electronic instruments. The laboratory experiments are designed to supplement and complement the class (PH 142) discussions.

PH 150 Electricity and Magnetism (4) Prerequisites: PH 25 and MA 40. Electrostatics and magnetostatics with emphasis on vector differential operators and integration related to Gauss’ law, the divergence theorem, Green’s theorem, the Biot-Savart law and the various laws of Maxwell; applications of LaPlace’s and Poisson’s equations; properties of dielectrics and magnetic media; and image solutions; electric and magnetic force
interactions; propagation and reflection of plane electromagnetic waves; elements of transmission line theory.

PH 151 Electromagnetic Waves and Optics (4) Prerequisite: PH 150. Antennas, electromagnetic waves, super-position, interference, Fraunhofer and Fresnel diffraction, crystal optics, matrix optics, laser beams and resonators, guided waves, quantum aspects of light fiberoptics and holography.

PH 155 Topics (4) Prerequisites; MA 9, 10 (or concurrent), PH 25. Advanced treatment of topics of current interest in physics.


PH 170 Advanced Physics Laboratory (2) Prerequisites: PH 26, PH 131. Advanced experiments in several areas of physics.

PH 95/195 Seminar (1) Developments of current interest in the sciences.

PH 190 Engineering Physics Practicum (1) Projects meeting three hours per week under the tutelage of practicing engineers. Up to six units of practicum may be taken for elective credit.

PH 198 Physics Research (1-4) Prerequisites: PH 25, PH 131. Students will work closely with faculty on original research and/or senior thesis.
Political Science

Professors D. Lawrence, B. McKeown (chair)
Associate Professor S. Penksa

Description of the Major. The political science major helps students understand the organization and functions of political systems, institutions, and processes in the United States and the global community. Political science majors are encouraged to perceive their role as Christians in a complex world of domestic and international politics. They learn how to apply Christian values to the study of political science. The political science minor is designed for students in other social science fields, religious studies, or philosophy. It encourages them to consider the political perspectives of their chosen field as well as alternative careers. The department is committed to helping non-majors become politically competent citizens in a world increasingly characterized by political, social, and economic diversity.

Distinctive Features. The political science department faculty is committed to combining theory and political practice. They offer a balanced curriculum, research experiences, field trips, and close student/faculty interaction. We encourage our students to develop their Christian faith and to take seriously the responsibility of living that faith in the context of the public square.

Students put their classroom insights to use in career-oriented internships in Santa Barbara in legislative offices, private legal offices, the district attorney’s office, city administration, regional planning agencies, police departments, occasional political campaigns, and various social service agencies.

Students may pursue similar internships through Westmont’s off-campus program in the San Francisco Urban Program and in the nation’s capital with internships in the Council for Christian Colleges and Universities’ American Studies Program, Latin American Studies, or the American University’s Washington Semester Program.

Career Choices. Political science majors have pursued careers in many fields, including the law, teaching, management consulting, journalism, local government administration, health policy administration, congressional staff, foreign intelligence, real estate, investment analysis, computer sales, corporate public affairs, the ministry, and missions.
Requirements for a Major: 44-56 units

Required Major Core: 24 units

Required Lower-Division Courses: 12 units
- PO 1 Contemporary Political Ideologies (4)
- PO 4 Introduction to International Politics (4)
- PO 10 American Government (4)

Required Upper-Division Courses: 12 units
- PO 104 Constitutional Law (4)
- PO 130 Political Theory (4)
- PO 131 Modern Political Analysis (4)

In addition to the above core, all majors must complete one of the following tracks:

A. Standard Track: 20 units
- PO 190 Internship (4)
- Upper-Division PO Electives (16) in consultation with major advisor

B. Pre-Law Track: 32 units
- PO 190 Internship (law related) (4)
- One of the following: (4)
  - PO 102 State and Community Politics (4)
  - PO 103 Governing: Doing Public Policy (4)
  - PO 132 American Political Experience (4)
- Upper-Division PO Electives (12) in consultation with major advisor

Requirements from outside PO Department: 12 units
- One of the following: (4)
  - COM 15 Public Speaking (4)
  - COM 130 Argumentation and Advocacy (4)
- One of the following: (4)
  - EB 3 Principles of Accounting I (4)
  - EB 12 Principles of Microeconomics (4)
  - EB 105 Business Law (4)
- One of the following: (4)
  - PY 12 Critical Reasoning and Logic (4)
  - PY 104 Ethics (4)
  - PY 133 Political and Legal Philosophy (4)

C. International Affairs Track: 32 units
- PO 122 Comparative Politics: Europe (4)
- PO 124 Comparative Politics: Developing Nations (4)
- PO 190 Internship (international or foreign policy related) (4)
One of the following: (4)
   PO 111 American Foreign Policy (4)
   PO 112 United Nations and International Law (4)
   PO 126 Gender and Politics in Comparative Perspective (4)

Upper-Division PO Elective (4)

Requirements from outside PO Department: 12 units
   EB 11 Principles of Macroeconomics (4)
   GEO 1 World Geography (4)
   One of the following: (4)
      AN 1 Introduction to Anthropology (4)
      SOC 150 Cross-Cultural Communication (4)

Recommended Courses:
   EB 12 Principles of Microeconomics (4)
   EB 104 World Poverty and Economic Development (4)
   EB 188 Global Capital Markets (4)
   RS 140 Judaism and Islam (4)
   RS 141 Asian Religions (4)
   RS 142 World Religions (4)
   Foreign language fluency

Requirements for a Minor: 24 units

Required Lower-Division Course: 12 units
   PO 1 Contemporary Political Ideologies (4)
   PO 4 Introduction to International Politics (4)
   PO 10 American Government (4)

Other Required Courses: 12 units
   One of the following: (4)
      PO 121 Marxism: Theory and Practice (4)
      PO 130 Political Theory (4)
      PO 131 Modern Political Analysis (4)
      PO 132 American Political Experience (4)
   One of the following: (4)
      PO 112 United Nations and International Law (4)
      PO 122 Comparative Politics: Europe (4)
      PO 123 Comparative Politics: East Asia (4)
      PO 124 Comparative Politics: Developing Nations (4)
      PO 126 Gender and Politics in Comparative Perspective (4)
   One of the following: (4)
      PO 102 State and Community Politics (4)
      PO 103 Governing: Doing Public Policy (4)
      PO 104 Constitutional Law (4)
      PO 105 The Presidency (4)
      PO 108 Congress (4)
Sample Four-Year Program

FIRST YEAR

**Fall**
- PO 1 or 10 (4)
- IS 16 (4)
- RS 10 or 20 (4)
- PEA 32 (1)

**Spring**
- PO 1 or 10 (4)
- IS 17 (4)
- RS 10 or 20 (4)
- Distribution/Elective (4)
- PEA Elective (1)

SECOND YEAR

**Fall**
- PO 10 (4)
- RS 1 (4)
- Distribution/Elective (8)
- PEA Elective (1)

**Spring**
- PO 4 (4)
- Distribution/Elective (12)
- PEA Elective (1)

THIRD YEAR

**Fall**
- PO 130 (4)
- PO Electives (4)
- Upper-Division RS requirement (4)
- Distribution/Elective (4)

**Spring**
- PO 131 (4)
- PO Electives (8) or Off-campus Program
- Distribution/Elective (4)

FOURTH YEAR

**Fall**
- PO 190 (4)
- PO Elective (4)
- Distribution/Elective (8)

**Spring**
- PO Elective (4)
- Distribution/Elective (8-12)

Lower-Division Course Descriptions

**PO 1 Contemporary Political Ideologies** (4) An introduction to the political ideologies of the twentieth and twenty-first centuries. The course examines the historical roots and the contemporary practice of the major ideologies of democracy, Marxism and communism, and fascism as well as recent ideologies of liberation (New Left, feminism, liberation theology), religious fundamentalism, nationalism, environmentalism, and their relationships with Christian faith and practice. (GE)

**PO 4 Introduction to International Politics** (4) Explore the pluralistic realm of international politics; its concepts, assumptions and ideologies that constitute its practices in order to understand how our international realities are shaped by them. (GE)

**PO 10 American Government** (4) The basic concepts, background, organization, functions, and processes of the United States political system. (GE)
Upper-Division Course Descriptions

PO 102 State and Community Politics (4) The politics, organization, functions and role of state and local government in the United States. Special emphasis on Californian political affairs. (GE)

PO 103 Governing: Doing Public Policy (4) A study of how public sector and nonprofit administrators solve problems, implement public policy, and administer programs at all levels of the American political systems; the accomplishing side of contemporary public life. (GE)

PO 104 Constitutional Law (4) An in depth survey of the United States Supreme Court, the constitutional system in which it works, and the landmark decisions it has rendered, including limits on government and civil liberties. (GE)

PO 105 The Presidency (4) An analysis of the American presidency, including its powers, leadership styles, policy-making roles, and current trends. (GE)

PO 106 Presidential Election Politics (4) An analysis of how Americans choose their President, including the nomination process, the campaign, electoral behavior and outcomes, and an evaluation of how well the system works, including proposals for reform. (Offered only in presidential election years.) (GE)

PO 108 Congress (4) The organization and processes of the United States Congress and its relationships with other actors in the political system and home constituencies. (GE)

PO 111 American Foreign Policy (4) The United States in world politics. The policy process, its assumptions, objectives, and decision-making processes and strategies; the influence on American policy of changing trends in the international environment and the interaction between domestic and external policies. (GE)

PO 112 United Nations and International Law (4) Prerequisite: PO 4. Examine the structure, workings, and politics of the United Nations and a study of international law and politics. (GE)

PO 121 Marxism: Theory and Practice (4) Prerequisite: junior or senior standing or permission of instructor. Detailed study of the writings of Marx and Engels and revisionist texts, with applications made to communist systems and the Christian-Marxist dialogue. (GE)

PO 122 Comparative Politics: Europe (4) Comparative analyses of political systems in Europe; the political dynamics and problems which have an impact on those systems, and the international community. (GE)

PO 123 Comparative Politics: East Asia (4) The political systems of selected East Asian nations plus the colony of Hong Kong. The course focuses on historical political development, current political structures and behav-
ior, the impact of ideology, public policy issues, current trends, and future prospects. (GE)

PO 124 Comparative Politics: Developing Nations (4) An examination of “development” in the non-western world within a political economy perspective, focusing on some of the main arguments about the two faces of development and (national and international) the contending theories and strategies for altering the existing pathologies of world development. (GE)

PO 126 Gender and Politics in Comparative Perspective (4) This course analyzes the importance of gender identity to an understanding of political behavior. When gender is not a primary focus for political activism, other forms of identity are examined such as race, class, nationalism, and sexual orientation. The comparative method will be used to analyze cross-national variations between women’s movements, revolutionary struggles, and nationalist movements. (GE)

PO 130 Political Theory (4) Prerequisite: junior or senior standing, or permission of instructor. A survey of the pre-modern “politics of virtue” (Plato, Aristotle, Augustine, Aquinas, and Machiavelli) and its contributions to contemporary political thinking. (GE)

PO 131 Modern Political Analysis (4) Prerequisite: junior or senior standing, or permission of instructor. Continuation of PO 130, surveying the “politics of freedom” (social contract and democratic theory, Marx, and Nietzsche) and introducing empirical political science research methods and analysis. (GE)

PO 132 The American Political Experience (4) Prerequisite: junior or senior standing, or permission of instructor. Evaluates the American experiment in republican government and its transformation from the intent of the founders to contemporary politics of mass society, emphasizing the resulting ethical dilemmas. (GE)

PO 140 Christianity and Politics (4) Examines how Christians view the relationship between their personal and collective faith and the public arena of politics, including fundamentalist, evangelical, and neo-evangelical perspectives in Protestant political thought and action. (GE)

PO/HIS 178 California Experience (4) A multidisciplinary study of the idea and experience that is California; its Spanish/Mexican roots, its colorful past, diverse present and multicultural future. (GE)

PO 190 Internship (4-8) Prerequisite: consent of instructor. Supervised internship in government or private organizations.
Psychology

Professors R. Paloutzian (chair), B. Smith
Associate Professors T. Fikes

Description of the Major. The understanding of human functioning is basic to human life. Students interested in exploring or applying this knowledge should major in psychology.

The sequence of courses in the psychology major involves three tiers or levels of study. The first tier provides the theoretical and methodological foundation. The second tier is composed of central content courses that survey the main areas within the discipline. The third tier, or capstone experience, consists of practicum, research, or seminar. Students who intend to pursue an applied field of psychology should take practicum. Those who expect to pursue graduate school are encouraged to take research and possibly practicum, depending on their interests.

Distinctive Features. The department provides several types of training and opportunities to enrich students’ academic and professional development and help them achieve their career goals. Students can experience the kind of work they may wish to pursue in the practicum. Psychology majors at Westmont can also engage in original research with professors. Summer research opportunities are often available with some financial support. Part-time positions assisting professors are available. Professionals from the psychological community present their research and insights at regularly-scheduled colloquia. Students are encouraged to present their research and attend psychological conferences. The G. Eugene Walker Award for Outstanding Achievement in Psychology provides financial support to students who attend a psychological convention, meeting or training session.

The Westmont college chapter of Psi Chi, the national honor society in psychology, sponsors speakers, professional activities, and service to the community. Finally, the department presents the Willard F. Harley Outstanding Student Award to a graduating senior and the Psychology Alumni Award, a scholarship, to a continuing student.

The Psychology Department encourages students who are prospective majors to participate in an off-campus program before the end of the junior year. In addition, the department urges such students to complete at least a year of college-level foreign language in order to take greatest advantage of travel and study in another culture.

Off-campus experiences may include participation in a Westmont-sponsored program like Europe or England semester, or Israel, Europe, or Sri Lanka Mayterm, in which the student completes general education requirements and electives. Another option is to enroll in the Urban Program in San
Francisco. A third option is to spend a semester at a university in another country, taking a combination of psychology, general education, or elective courses. Students should work closely with their academic advisors when planning for a semester away from the Westmont campus so they can complete their graduation and major requirements in the proper sequence and in a timely manner.

Career Choices. A bachelor’s degree in psychology is desirable for anyone whose interests involve human behavior. Positions in teaching, ministry, law and law enforcement, social work, public relations, youth work, personnel management, communications, recreation, rehabilitation, emergency services, advertising, administration, and the health industries are open to psychology majors.

The major also provides the essential foundation for graduate work. Career opportunities at this level broaden to include counseling, teaching, consulting, and doing research in areas like social, developmental, cognitive, or physiological psychology, psychological testing, behavioral medicine, industrial/organizational, sports, or health psychology, just to name a few.

Requirements for a B.A. Major: 44 units

Required Lower-Division Courses: 12 units
(To be completed by the end of the sophomore year.)
PSY 1 General Psychology (4)
PSY 13 Experimental Psychology (4)
MA 5 Introduction to Statistics (4)

Recommended: Courses from related fields; biology, anatomy and physiology; sociology; additional statistics or mathematics; computer science.

Required Upper-Division Courses: 32 units
PSY 111 History and Systems of Psychology (4)

One of the following: 4 units
PSY 120 Cognitive Psychology (4)
PSY 121 Psychology of Learning (4)
PSY 124 Sensation and Perception (4)
PSY 125 Physiological Psychology (4)

Two of the following: 8 units
PSY 115 Child Development: Infancy through Adolescence (4)
PSY 122 Social Psychology (4)
PSY 131 Abnormal Psychology (4)
PSY 135 Psychological Testing (4)
PSY 140 Personality (4)
PSY 141 Fundamentals of Clinical & Counseling Psychology (4)

Four units from the following three options:
PSY 190 Psychology Practicum (4)
PSY 195 Seminar in Psychology (4)
PSY 197, 198 Psychology Research I/II (4)
Additional Upper-Division PSY Electives: 12 units

Requirements for a B.S. Major: 60 units

Required Lower-Division Courses: 12 units
(To be completed by the end of the sophomore year.)
PSY 1 General Psychology (4)
PSY 13 Experimental Psychology (4)
MA 5 Introduction to Statistics (4)

Required Upper-Division Courses: 32 units
PSY 111 History and Systems of Psychology (4)
PSY 197 Psychology Research I (2)
PSY 198 Psychology Research II (2)
Two of the following: 8 units
   PSY 120 Cognitive Psychology (4)
   PSY 121 Psychology of Learning (4)
   PSY 124 Sensation and Perception (4)
   PSY 125 Physiological Psychology (4)
Two of the following: 8 units
   PSY 115 Child Development: Infancy through Adolescence (4)
   PSY 122 Social Psychology (4)
   PSY 131 Abnormal Psychology (4)
   PSY 135 Psychological Testing (4)
   PSY 140 Personality (4)
Additional Upper-Division PSY Electives: (8)

Required Courses from Other Disciplines: 16 units
CS 10 Introduction to Computer Science I (4)
One of the following: 4 units
   MA 7 Finite Mathematics (4)
   MA 9 Elementary Calculus I (4)
   MA 10 Elementary Calculus II (4)
Two of the following: 8 units
   BIO 5 General Biology I (4)
   BIO 6 General Biology II (4)
   BIO 11 Human Anatomy (4)
   BIO 12 Human Physiology (4)
   CHM 1 Introductory General Chemistry (4)
   CHM 5 General Chemistry I (4)
   CHM 6 General Chemistry II (4)
   PH 11 Physics for Life Science Majors I (4)
PH 13 Physics for Life Science Majors II (4)
PH 14 Physics for Life Science Majors Laboratory (1)
PH 21 General Physics I (4)
PH 23 General Physics II (4)
PH 24 General Physics Laboratory (1)

**Requirements for a Minor: 24 units**

**Required Lower-Division Courses: 8 units**
PSY 1 General Psychology (4)
MA 5 Introduction to Statistics (4)

**Required Courses: 16 units**

*One of the following: 4 units*
- PSY 13 Experimental Psychology (4)
- PSY 120 Cognitive Psychology (4)
- PSY 121 Psychology of Learning (4)
- PSY 124 sensation and Perception (4)
- PSY 125 Physiological Psychology (4)

*One of the following: 4 units*
- PSY 111 History and Systems of Psychology (4)
- PSY 115 Child Development: Infancy through Adolescence (4)
- PSY 122 Social Psychology (4)
- PSY 131 Abnormal Psychology (4)
- PSY 135 Psychological Testing (4)
- PSY 140 Personality (4)
- PSY 141 Fundamentals of Clinical & Counseling Psychology (4)
- PSY 175 Psychology of Religion (4)

*Additional requirements from above two sections: 8 units*

**Sample Four-Year Program - B.A.**

### FIRST YEAR

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<th>Spring</th>
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<td>PSY 1 (4)</td>
<td>RS 10 or 20 (4)</td>
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<td>RS 10 or 20 (4)</td>
<td>Distribution/Elective (12)</td>
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### SECOND YEAR

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<td>RS 1 (4)</td>
<td>PSY Elective (4)</td>
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<td>PEA Elective (1)</td>
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THIRD YEAR

Fall
PSY Elective (8)
Upper-Division RS requirement (4)
Distribution/Elective (4)

Spring
PSY 111 (4)
PSY Elective (4)
Distribution/Elective (8)

FOURTH YEAR

Fall
PSY 190, 195 or 198 (4)
PSY Elective (4)
Distribution/Elective (8)

Spring
PSY Elective (4)
Distribution Elective (12)

Lower-Division Course Descriptions

PSY 1 General Psychology (4) Survey of major areas of psychology with emphasis on basic concepts, theories, and facts of behavior. (GE)

PSY 1H General Psychology: Honors (4) Prerequisite: By invitation only. Accelerated and expanded section of PSY 1. (GE)

PSY 13 Experimental Psychology (4) Prerequisites: PSY 1; MA 5. The logic of scientific investigation with an examination of research principles, designs, and reports; experimentation with human and animal subjects; and an original research project.

Upper-Division Course Descriptions

PSY 111 History and Systems of Psychology (4) Prerequisite: PSY 1, junior standing or permission of instructor. Background of modern psychology, development of various schools, and appreciation of the complexity of the discipline today.

PSY 115 Child Development: Infancy through Adolescence (4) Prerequisite: PSY 1. Human development from conception through adolescence. Considers social, psychological, cognitive, and biological processes.

PSY 120 Cognitive Psychology (4) Prerequisites: PSY 1; MA 5; PSY 13. Theory and research on the nature of memory, concept formation, language production and comprehension, and problem solving. Laboratory experience may be required.

PSY 121 Psychology of Learning (4) Prerequisite: PSY 1; MA 5. Theories and research in classical and operant conditioning. Laboratory experience may be required.

PSY 122 Social Psychology (4) Prerequisite: PSY 1. Theory and research on social bases of behavior. Topics of personal and social relevance: social cognition, attitudes, prejudice, aggression, group influence, conformity, authoritarianism, and obedience.
**PSY 124 Sensation and Perception** (4) Prerequisite: PSY 1; MA 5. Research and theories of audition, vision, taste, smell, and somesthesis; speech, music, pain, time, color, space, and motion perception. Laboratory experience may be required.

**PSY 125 Physiological Psychology** (4) Prerequisite: PSY 1; MA 5; PSY 13. Analysis of behavior as a function of neurological and physiological processes. Laboratory experience may be required.

**PSY 131 Abnormal Psychology** (4) Prerequisite: PSY 1. Mental and emotional disorders, their symptomatology, etiology, classification, and methods of treatment.

**PSY 135 Psychological Testing** (4) Prerequisites: PSY 1; MA 5; PSY 13. Principles of measurement and evaluation. Development, administration, and interpretation of a variety of psychological assessment devices.

**PSY 140 Personality** (4) Prerequisite: PSY 1; junior standing or permission of instructor. Scientific definition and assessment of personality; major theories and current research areas.

**PSY 141 Fundamentals of Clinical and Counseling Psychology** (4) Prerequisite: PSY 1, 131. Foundations and principles of individual and group helping processes.

**PSY 150 Topics in Psychology** (2-4) Prerequisite: PSY 1 and consent of instructor. Content as announced.

**PSY 175 Psychology of Religion** (4) Prerequisite: PSY 1; junior standing or permission of instructor. Theory and research on the psychological understanding of religion. Topics: religious development, conversion, intrinsic-extrinsic religious orientation, special groups and religions, social compassion, and mental health.

**PSY 190 Psychology Practicum** (4) Prerequisites: PSY 1, 131, 141 and consent of instructor. Field work in local or San Francisco mental health facilities, schools, probation and social service agencies, or research facilities.

**PSY 192 Research in Psychology** (1-4) Prerequisites: Consent of instructor. Laboratory or field research with a faculty member. Students may be involved in any or all of the following: conduct literature reviews, carry out research procedures, analyze data, or write up results.

**PSY 195 Seminar in Psychology** (4) Prerequisite: Consent of instructor. Content includes an examination of specialized topics and methods at an advanced level.

**PSY 197 Senior Psychology Research I** (2) Prerequisites: PSY 1, 13; MA 5 and consent of instructor. Development of a professional research proposal that likely includes preliminary data collection. In-depth training in
doing literature searches and reviews, applying research ethics, selecting experimental designs, and thinking critically in research.

**PSY 198 Senior Psychology Research II** (2) Prerequisites: PSY 1, 13, 197; MA 5 and consent of instructor. Continuation of PSY 197 with a focus on carrying out the research project proposed in PSY 197, and writing and submitting a professional level report for presentation. (If required by his or her program, a student may petition to take PSY 198 for 4 units.)
Religious Studies

Professors T. Longman, III (chair), W. Nelson, C. Whiteman
Associate Professors B. Fisk, K. Jobes
Assistant Professor T. Work
Scholar-in-Residence R. Gundry

Description of the Major. The religious studies department offers a substantial program of study enabling students to explore the Christian faith with intelligence and sensitivity. The foundation of the program is knowledge of the Bible, to which the faculty are committed as inspired and authoritative. In addition to courses in Old Testament, New Testament, and biblical languages, classes in theology allow for in-depth consideration of important doctrines, courses in theological history encourage attention to the church’s tradition, and courses in religion examine the global context in which we live. The purpose of the major is to lay a foundation of serious thought about God and God’s Word.

Distinctive Features. The major is flexible enough to achieve its primary purpose while allowing students to choose an emphasis. Majors may emphasize biblical studies, theological and historical studies, missions, or history of religions. The department encourages double majors and allows some courses in other subjects to count toward its own major. Many religious studies majors benefit from off-campus programs. Students emphasizing missions may fulfill the requirements for this “track” by participating in Westmont's San Francisco Urban Program. It is possible to earn practicum credit for ministry in a local church. Some spend a semester in Israel at Jerusalem University College. The religious studies department also regularly offers an Israel/Jordan (sometimes including Egypt) Mayterm where students can visit the most important biblical sites while studying the Bible, historical geography, and archaeology.

Career Choices. Most majors go on to graduate study and to vocations of Christian service. But no college major determines a student’s future, and many of our graduates are serving in areas such as education, publishing, business and social work.
Requirements for a Major: 48 units

Required Major Core: 28 units

Old Testament Upper-Division Elective (4)
New Testament Upper-Division Elective (4)
Systematic Theology Upper-Division Elective (except RS 125) (4)
Theological History Upper-Division Elective (except RS 157) (4)
*Upper-Division RS Electives (12)

*Interdisciplinary Credit: (0-4 units) With permission from the RS department, one course from another department may be applied to the 28-unit, upper-division requirement for majors. Courses that may receive such approval include:
- BIO 31 Origins (4)
- ENG 158 Literature of the English Renaissance (4)
- GRK 151 Advanced Greek Reading (4) (by petition)
- MU 122 Music in Contemporary Worship (4)
- PY (any upper-division course except PY 133, 138, 150, 189) (4)
- PO 121 Marxism: Theory and Practice (4)
- PO 140 Christianity and Politics (4)
- PSY 175 Psychology of Religion (4)
- SOC 120 Religion and Society (4)
- SOC 121 New Religious Movements (4)

In addition to the above core, all majors must complete one of the following emphases:

A. Biblical Studies Emphasis: 20 units
- RS 107 Biblical Interpretation (4)
  One of the following: (8)
  - GRK 1, 2 Elementary Greek I, II (4,4)
  - HB 1, 2 Elementary Hebrew I, II (4,4)
  One of the following: (8)
  - GRK 1, 2 Elementary Greek I, II (4,4) (if not taken above)
  - HB 1, 2 Elementary Hebrew I, II (4,4) (if not taken above)
  - GRK 101, 102 Intermediate Greek I, II (4,4)
  - An additional OT and NT course not already taken in Core (8)

B. Theological/Historical Studies Emphasis: 20 units
- RS 125 Contemporary World Theologies (4)
- RS 150 Topics in Theological History (4)
- RS 151 History of World Christianity (4)
One of the following not taken for Core requirements: (4)
RS 126 Doctrine of the Word (4)
RS 127 Doctrine of God (4)
RS 128 Doctrine of Creation (4)
RS 129 Doctrine of Reconciliation (4)

One of the following not taken for Core requirements: (4)
RS 119 Early and Medieval Christianity (4)
RS 120 Reformation Christianity (4)
RS 121 Modern Christianity (4)
RS 122 Contemporary Christianity (4)
RS 123 American Christianity (4)

C. Christian Mission Emphasis: 20 units
Requirements in Christian Mission: 8 units
RS 157 History of Christian Missions (4)
RS 159 Theological Foundation of Mission (4)

One of the following: (4)
RS 140 Judaism and Islam (4)
RS 141 Asian Religions (4)
RS 142 World Religions (4)

One of the following: (4)
AN 1 Introduction to Anthropology (4)
AN 115 Peoples and Cultures (4)
AN 150 Cross-Cultural Communications (4)
AN 155 Modernization and the Third World (4)

One of the following: (4)
SOC 120 Religion and Society (4)
SOC 121 New Religious Movements (4)
SOC 189 Ethnic Groups (4)

D. Christian Mission Emphasis with Urban Concentration: 20 units
RS 159 Theological Foundation of Mission (4)
IS 190 Urban Practicum (8)
IS 194 Tutorial (4)*
IS 195 Seminar in Urban Studies (4)

*IS 194 Tutorial must be arranged with RS departmental personnel prior to registration in the Urban Program.

E. History of Religions Emphasis: 20 units
RS 144 History and Theory of Religion (4)
RS 142 World Religions (4)
RS 143 North American Religions (4)
RS 151 History of World Christianity (4)

One of the following: (4)
Any theological history not taken for the RS core (4)
RS 140 Judaism and Islam (4)
RS 141 Asian Religions (4)
RS 150 Topics in Theological History (4)
SOC 120 Religion and Society (4)
SOC 121 New Religious Movements (4)

Requirements for a Minor: 20 units*
(upper-division only)

Three of the following: (12)
Old Testament Upper-Division Elective (4)
New Testament Upper-Division Elective (4)
Systematic Theology Upper-Division Elective (4)
Theological History Upper-Division Elective (4)
Upper-Division RS Electives (8)

*The 20 units may be reduced by four units if a student takes a theological history course to meet the fourth general education course requirement, and it may be reduced by eight units if a student takes two years of Greek.

Sample Four-Year Program

**FIRST YEAR**

**Fall**
- RS 10 or 20 (4)
- Distribution/Elective (8)
- PEA 32 (1)

**Spring**
- RS 1, 10 or 20 (4)
- Distribution/Elective (12)
- PEA Elective (1)

**SECOND YEAR**

**Fall**
- RS 1, 10 or 20 (4)
- GRK 1 (4)
- IS 16 (4)
- Distribution/Elective (4)
- PEA Elective (1)

**Spring**
- GRK 2 (4)
- HIS 111, 112, 113, PY 101, 102
  - or RS 154 (4)
- IS 17 (4)
- Distribution/Elective (4)
- PEA Elective (1)

**THIRD YEAR**

**Fall**
- GRK 101 (4)
- RS Elective (4)
- Upper-Division RS GE requirement (4)
- Distribution/Elective (4)

**Spring**
- GRK 102 (4)
- RS Electives (8)
- Distribution/Elective (4)
FOURTH YEAR
The completion of upper-division religious studies electives and graduation requirements. Note: Greek (or the substitutes for it) may be delayed till the third and fourth years.

Course Descriptions

Greek
GRK 1, 2 Elementary Greek I, II (4,4). Basic grammar and beginning reading in the Greek New Testament. (GE)

GRK 101, 102 Intermediate Greek I, II (4,4) Prerequisite: GRK 2. Extensive reading in Greek New Testament, vocabulary building, textual criticism, exegetical method. (GE)

GRK 151 Advanced Greek Reading (4) Reading selected from the New Testament and other literature of the period.

Hebrew
HB 1, 2 Elementary Hebrew I, II (4,4). Basic grammar and beginning reading in the Hebrew Old Testament. (GE)

Old Testament
RS 1 Life and Literature of the Old Testament (4) Prerequisite: RS 10 or 20. A survey of the Old Testament with special attention to ancient Near Eastern context, Israelite history, literary forms, and theological contents. (GE)

RS 1H Life and Literature of the Old Testament: Honors (4) Prerequisite: By invitation only and RS 10 or 20. A survey of the Old Testament with special attention to ancient Near Eastern context, Israelite history, literary forms, and theological contents, with more advanced readings and more discussion, research, and writing than in RS 1. (GE)


RS 106 The Old Testament in Its Ancient Near Eastern Context (4) A study of the Old Testament in the light of the history and literature of the ancient Near East, with an emphasis on Egyptian, Sumerian, Babylonian, Assyrian, Hittite, and Ugaritic myths, epics, legends, historical texts, and
wisdom literature in English translation. In addition, an examination of the methodological and theological issues raised by the similarities and dissimilarities between biblical and extrabiblical literature.

**RS 108 Prophetic Literature of the Old Testament** (4) A study of prophets and prophecy in ancient Israel concentrating on the prophet’s role in society, forms of prophetic speech, historical background, and theological perspectives.


**RS 154 History of Israel** (4) A survey of Israel’s history in the Old Testament period, utilizing historiography, ancient Near Eastern sources, and archaeology in order to understand biblical events.

### New Testament


**RS 10H Life and Literature of the New Testament: Honors** (4) Prerequisite: By invitation only. The historical context and theological content of the New Testament along with development of skills in the interpretation of primary texts. (GE)

**RS 110 The Life and Teaching of Jesus** (4) Activities and words of Jesus as reported in the first three canonical gospels with attention to important themes, problems, and methods of study.

**RS 111 Pauline Literature** (4) Literary form, historical occasions, and theological contents.

**RS 112 General Epistles** (4) Textual and topical studies in the general epistles with in-depth examination of Hebrews and 1 Peter. Methods of analysis, important themes and theological content are emphasized.


**RS 114 The New Testament World** (4) Prerequisites: RS 1 and RS 10 or permission of professor. A study of the texts, cultures, and religions of the Mediterranean World that formed the context for the NT and the rise of Christianity.

**RS 116 Johannine Literature** (4) Textual and topical studies in John, 1-3 John, and Revelation with attention to literary issues, theological content and historical background.
General Scripture

RS 104 Topics in Biblical Studies (4) Upper-division seminar course open to RS majors and minors and others by permission of the instructor. Introduces students to advanced issues and research methods in biblical studies. The topic will be announced in advance and will vary according to the interests of the instructor.

RS 107 Biblical Interpretation (4) Discusses how to interpret and apply the various biblical genres as the Word of God written within a particular historical setting by authors who used language and literary conventions peculiar to that setting. Examines the theological, linguistic, literary, historical, sociological, and personal aspects of interpretation. Surveys the history of biblical interpretation in the church and current issues in modern hermeneutics.

Systematic Theology

RS 20 Introduction to Christian Doctrine (4) Thematic examination of biblical doctrines, including God, Christ, Holy Spirit, man, redemption, the Church; consideration of their historical development and contemporary meaning. (GE)

RS 20H Introduction to Christian Doctrine: Honors (4) Prerequisite: By invitation only. More advanced introduction to Christian doctrine (see the description of RS 20). (GE)

RS 125 Contemporary World Theologies (4) Surveys a wide variety of contemporary Christian theologies around the world, including Asian, African, Latin American, Palestinian, European, African-American, feminist, womanist, and Latino/Latina theologies from an evangelical perspective.

RS 126 Doctrine of the Word (4) Prerequisite: RS 20. God’s knowability and self-disclosure: revelation, the incarnation, Scripture, preaching.

RS 127 Doctrine of God (4) Prerequisite: RS 20 (RS 126 recommended). The nature and attributes of God, with emphasis on the Trinity and the deity of Christ.

RS 128 Doctrine of Creation (4) Prerequisite: RS 20. Includes discussion of human nature and the fall, God’s providence in history, and miracles.

RS 129 Doctrine of Reconciliation (4) Prerequisite: RS 20 (RS 128 recommended). Election, Christ’s redemptive work, the Holy Spirit’s role in salvation; present and future dimensions of the Kingdom of God; the last things.

RS 131 Seminar in Theology (4) Prerequisite: RS 20. Upper-division seminar course open to RS majors and minors (others by permission). Topic selected by professor. Focus either on a doctrine (such as ecclesiology,
human nature), an issue (such as narrative), or a person or movement (such as Jürgen Moltmann, feminist theology, liberation theology) not covered by other courses.

**Theological History**

**RS 119 Early and Medieval Christianity—100-1450** (4) The historical and theological development of the church, with particular emphasis given to the doctrines of the Trinity, Christology, and ecclesiology. (GE)

**RS 120 Reformation Christianity—1450-1650** (4) Examination of the Protestant Reformers (e.g., Luther, Calvin, Anabaptists) with emphasis on their reaction to scholasticism, Roman Catholicism, and the trends they set for theology. (GE)

**RS 121 Modern Christianity—1650-1914** (4) Analysis of problems confronting traditional Christian faith, as formulated in the Enlightenment and by philosopher/theologians including Hume, Kant, Schleiermacher, Hegel, Ritschl, and Harnack. (GE)

**RS 122 Contemporary Christianity—20th Century** (4) Analysis of prominent theologians including Barth, Brunner, Bultmann, Tillich, and Moltmann, with particular interest given to the questions which their theologies have posed for American evangelicals. (GE)

**RS 123 American Christianity** (4) The historical and theological development of Christianity in America, with special emphasis given to the roots and development of evangelicalism in America. (GE)

**RS 150 Topics in Theological History** (4) Upper-division seminar course open to RS majors and minors (others admitted by permission). Topics will be selected by the professor from her or his area of research interest (works of a particular theologian, or specific issues in religious history or theology).

**Church History**

**RS/HIS 151 History of World Christianity** (4) Surveys the history of Christianity from the New Testament to the present in Europe, Africa, Asia, and the Middle East, and from the colonial period to the present in North America and Latin America. Particular attention will be paid to intellectual, cultural, political, theological, and institutional developments in Roman Catholicism, Eastern Orthodoxy, and Protestantism. (GE)

**RS 151H History of World Christianity: Honors** (4) Prerequisite: By invitation only. A survey of ecclesiastical history with greater emphasis on primary readings, writing, and discussion. (GE)

**RS 157 History of Christian Missions** (4) The past history and present conditions in Christian missions. (GE)
Religious Studies

RS 100 Foundations of Spiritual Formation (4) An exploration of some disciplines of the Christian spiritual life. Readings in classical and contemporary literature on spirituality, especially spiritual autobiographies.

RS 103 Christian Apologetics (4) An exploration into the relation of Christian faith and reason, God's existence, the problem of evil, the possibility of miracles, the historicity of the Resurrection, and the intelligibility of the Trinity and the Incarnation. (GE)

RS 130/PY 130 Philosophical Theology (4) Prerequisite: PY 6 or PY 101. Analysis of God's attributes (omniscience, immutability, eternity); the relation of time to eternity; the Trinity; God's foreknowledge and human freedom; morality and God's will; the logic of the Incarnation. (Religious Studies GE only)

RS 140 Judaism and Islam (4) The history and contemporary beliefs and practices of the monotheistic traditions of Judaism and Islam, with attention to their relationship to Christianity.

RS 141 Asian Religions (4) The history and contemporary beliefs and practices of Asian religions, and especially Hinduism and Buddhism, with attention to their relationship to Christianity.

RS 142 World Religions (4) An historical survey of the origin and development of religions, from antiquity to the present, examining the major religious traditions, and including a discussion of the methodologies used to study them.

RS 143 North American Religions (4) Surveys the history of North America religions from the colonial period to the present, with special attention to Christianity, Judaism, Islam, Buddhism, Hinduism, Metaphysical/Occult, and Native American traditions.


RS 155 Geography, History and Religions of the Holy Land (4) (Europe Semester) Important sites and events in Israel's history, including religious traditions of Judaism, Islam, and Eastern Christianity. (GE)

RS 159 Theological Foundation of Mission (4) An introduction to contemporary biblical and theological understandings of the church in its mission, and theoretical models for implementation of that mission.
RS 163/PY 163 Philosophy of Religion (4) Prerequisite: PY 6 or PY 101. Significance of religious phenomena and the veracity of religious beliefs. (GE)

RS 165 Christianity and Existentialism (4) Prerequisites: RS 20 and PY 6 or 102. Religious implications of central ideas in the philosophies of Kierkegaard, Nietzsche, Heidegger, Sartre, and Jaspers.

RS 190 Religious Studies Practicum (4) Field experience with local church, parachurch, or service organizations. Prior arrangement with field personnel and a member of the religious studies department. On-site supervision. Direction and course evaluation by the religious studies department.
Description of the Major. The social science major offers students an opportunity to study human beings by applying the methodology of science to the subject of our behavior as individuals and in groups. The social sciences share the search for general characteristics or patterns of human behavior rather than a concern for particular persons or institutions. Each of the four social sciences—history, political science, sociology, and economics—brings its own set of questions to the major and offers a different arena of human activity for observation and experiment. Social science majors will have a clearer understanding of how human beings function in community, how they organize to accomplish common goals, and how they seek to manage the production and exchange of goods and services. Students will also explore the normative questions of how individuals can live together and promote the work of the Kingdom of God.

Distinctive Features. Students may select certain emphases which will best serve them individually. The major provides a broader program than can be found in any single subject major. It may serve as preparation for seminar, as a teaching field, or in some cases, as preparation for graduate study in the field of greatest emphasis.

Career Choices. A degree in social science can lead to many interesting and challenging areas, including social work, law, health sciences, missions, ministry, business, government, and teaching.

Requirements for a Major: 48 units
Must complete one full area A-D (20 units); twelve units each in two other areas A-D (24 units); plus four units in fourth area A-D (4 units). Must complete at least 20 units of the required 48 units at the upper-division level regardless of which area (A-D) is chosen as the principle (20 unit) concentration.

A. Economics and Business: 20 units
EB 11 Principles of Macroeconomics (4)
EB 12 Principles of Microeconomics (4)
Two of the following: 8 units
  EB 102 Intermediate Microeconomics (4)
  EB 103 History of Economic Thought (4)
  EB 135 Money and Banking (4)
  EB 137 Intermediate Macroeconomics (4)
Upper-Division EB Elective: 4 units
B. History: 20 units
HIS 1 Introduction to History (4)
HIS 198 Historical Method, Bibliography and Research (4)
One of the following: 4 units
   HIS 140 European Politics and Diplomacy Since 1789 (4)
   HIS 141 European Society and Culture Since 1789 (4)
   HIS 142 European Intellectual History 1650-Present (4)
One of the following: 4 units
   HIS 171 Colonial and Revolutionary America (4)
   HIS 173 Civil War and Reconstruction America (4)
   HIS 175 Recent America (4)
Additional HIS Elective: 4 units

C. Political Science: 20 units
PO 1 Principles of Political Science (4)
PO 4 Introduction to International Politics (4)
PO 10 American Government (4)
Upper-Division PO Electives: 8 units

D. Sociology: 20 units
SOC 1 Introduction to Sociology (4)
SOC 171 Sociological Theory (4)
Upper-Division SOC Electives: 12 units

Social Science Single Subject Credential Waiver Major: 72 units

Required Basic Core: 40 units
GEO 1 World Geography (4)
IS 16 World Civilization I (4)
IS 17 World Civilization II (4)
EB 11 Principles of Macroeconomics (4)
EB 12 Principles of Microeconomics (4)
HIS 7 United States to 1877 (4)
HIS 8 United States 1877-Present (4)
HIS/PO 178 California Experience (4)
PO 10 American Government (4)
One of the following: (4)
   AN 115 Peoples and Cultures (4)
   PSY 1 General Psychology (4)
   SOC 1 Introduction to Sociology (4)

Required Breadth: 32 units
RS 142 World Religions (4)
One of the following: (4)
  HIS 140 European Politics and Diplomacy Since 1789 (4)
  HIS 141 European Society and Culture Since 1789 (4)
  HIS 142 European Intellectual History (1650-Present) (4)

One of the following: (4) (Modern Non-Europe)
  HIS 55 Imperialism and Independence (4)
  HIS 83 Modern China and Japan (4)
  HIS 162 Modern and Contemporary Latin America (4)
  HIS 181 The Islamic World, 1500-Present (4)

One of the following: (4) (Prior to 1500)
  HIS 121 Medieval Mediterranean (4)
  HIS 133 European States and Peoples 1350-1750 (4)
  HIS 134 European Intellectual and Cultural History 1350-1650 (4)
  HIS 161 Latin America to Independence (4)
  HIS 180 The Islamic World 600-1500 (4)

One U.S. Colonial: (4)
  HIS 171 Colonial and Revolutionary America (4)

One 20th Century America: (4)
  HIS 175 Recent America (4)

One of the following: (4)
  PO 4 Introduction to International Politics (4)
  PO 122 Comparative Politics: Europe (4)
  PO 123 Comparative Politics: East Asia (4)
  PO 124 Comparative Politics: Developing Nations (4)

One of the following: (4)
  PO 102 State & Community Politics (4)
  PO 104 Constitutional Law (4)
  PO 111 American Foreign Policy (4)
  PO 132 The American Political Experience (4)

Preparation of a Portfolio under Supervision of Academic Advisor

Lower-Division Course Description
(Both courses may not be taken for credit)

GEO 1 World Geography (4) A survey of the physical, demographic, and political features of the world with additional discussion of their historic impact and development.

GEO 2 Cultural Geography (2) A survey of the demographic and political topography of the world.
Sociology and Anthropology

**Professors R. Enroth (chair), T. Jayawardene, L. Montgomery**  
**Associate Professors J. Alexandre**  
**Assistant Professor J. Cordero**

**Description of the Major.** Every society establishes relational patterns that determine how its members should behave. There are prescribed ways for members to conduct group life, carry on economic activities, and sanction those who deviate from its expectations. These and other patterns of social behavior constitute the subject matter of sociology, a branch of science whose practitioners endeavor to explain the origins and functions of these social patterns.

The basic objective of the sociology major at Westmont College is to help students develop a sociological and anthropological perspective within the context of a Christian worldview. It is our hope that students will gain insight into the nature of society and culture through a disciplined examination of the social components of human activity.

**Distinctive Features.** The sociology and anthropology curriculum at Westmont offers students the unique opportunity to study sociology and anthropology from an evangelical Christian standpoint. Professors are concerned about the intellectual and spiritual development of each student. Students receive academic credit for supervised field experience in various public and private agencies and organizations in Santa Barbara. Sociology-Anthropology majors are encouraged to participate in an off-campus program. Many students take advantage of the learning opportunities available at Westmont’s nationally recognized Urban Program in San Francisco. Westmont sponsors several other opportunities that students find enrich their study of sociology or anthropology, though we recommend that you plan to attend only one program.

**Career Choices.** The sociology major provides an excellent background for a career in any of the “human services” including social work, counseling, vocational rehabilitation, probation, corrections, law enforcement, youth services and human resources. It also provides pre-professional preparation for the ministry, law, public administration, and community development. In addition, it offers excellent background for all health professions.

The sociology major also makes it possible for students to pursue further training at the graduate level and become professional sociologists or anthropologists. The anthropology component of the curriculum prepares students for careers in foreign service, cross-cultural health programs, international relief and development work, international business, and missionary outreaches in third world countries.
Interest Tracks: Recognizing that students may desire to study a particular aspect of sociology in depth to better prepare for a career, the sociology and anthropology department has established three formal tracks within the sociology curriculum.

Requirements for a Major: 46 units

Required Major Core: 18 units

Required Lower-Division Course: 4 units
SOC 1 Introduction to Sociology (4)
OR
AN 1 Introduction to Cultural Anthropology (4) (preferred for the Cross-Cultural Track)

Required Upper-Division Courses: 14 units
SOC 106 Qualitative Research Methodology (4)
SOC 107 Quantitative Research Methodology (4)
AN 192/SOC 192 Extracurricular Departmental Activities (2)
AN 195/SOC 195 Senior Seminar (4)

Recommended:
MA 5 Introduction to Statistics (4)

In addition to the above core, all majors must complete one of the following tracks:

A. General Sociology Track: 28 units

This track is intended to accommodate students who wish to pursue different orientations than those specified in the other tracks. It is particularly suited for students who wish to pursue further work in academic sociology beyond the B.A.

Required Courses: 28 units
SOC 171 Sociological Theory (4)
Select one course from four out of the following five categories: (16)
1. Sociology of Religion
   SOC 120 Religions and Society (4)
   SOC 121 New Religious Movements (4)
2. Deviance and Social Control
   SOC 177 Intimate Violence (4)
   SOC 182 Sociology of Deviant Behavior (4)
3. Social Stratification
   AN 135 Gender and Sex Roles in Cross-Cultural Perspective (4)
   SOC 180 Human Services and Social Policy (4)
   SOC 189 Ethnic Groups (4)
4. Comparative Sociology/Globalization
   AN 140 Food Systems (4)
   SOC/AN 155 Third World Studies (4)
5. Social Interaction
   SOC 130 The Family (4)
   SOC 145 Social Psychology (4)
   SOC/AN 150 Cross-Cultural Communication (4)
   SOC 175 Child Welfare (4)
   *Department-approved upper-divisional sociology or anthropology electives (8)

B. Human Services Track: 28 units
This track is designed for students who are interested in pursuing a career in the helping professions or in community organizations. It is appropriate for students interested in pursuing careers in social welfare and other human service areas as well as those drawn toward careers in counseling and the criminal justice system.

Required Courses: 28 units
SOC 171 Sociological Theory (4)
SOC 175 Child Welfare (4) or SOC 177 Intimate Violence
SOC 180 Human Services and Social Policy (4)
SOC 190 Field Placement (4-8 hours. Eight units of practicum are strongly encouraged to provide continuity for both the student and the sponsoring agency) (Prerequisite: SOC 180)
*Department-approved Electives (12)
Suggested Electives:
   SOC 110 Social Problems (4)
   SOC 130 The Family (4)
   AN 135 Gender and Sex Roles in Cross-Cultural Perspective (4)
   SOC 182 Sociology of Deviant Behavior (4)
   SOC 189 Ethnic Groups (4)

C. Cross-Cultural Studies Track: 28 units
This track is designed for students who are interested in studying the diverse cultural groups of the United States and third world nations. It is especially recommended for those who are interested in missions and cross-cultural ministries as well as for those who desire to pursue inter-cultural affairs for other applications.

Required Courses: 28 units
AN 145 Culture Theory (4)
SOC 189 Ethnic Groups (4) or AN 115 Peoples and Cultures (4)
Four of the following: (16)
   AN 130 Applied Anthropology (4)
AN 135 Gender and Sex Roles in Cross-Cultural Perspective (4)
AN 140 Food Systems (4)
AN 150/SOC 150 Cross-Cultural Communication (4)
AN 155/SOC 155 Modernization and the Third World (4)
Upper-Division SOC/AN Elective (4)

*Not more than eight units of field experience, SOC 190 Field Placement or IS 190 Urban Program Practicum (8), may be included in the 36 upper-division units. Students who intend to be sociology majors are strongly encouraged to complete the required theory and methods courses as soon as possible after completion of the introductory course. Prospective majors are also encouraged to discuss the different career tracks within the sociology curriculum with a sociology adviser. An anthropology minor is available for those students desiring a cross-cultural emphasis.

Requirements for an Anthropology Minor: 24 units
AN 1 Introduction to Cultural Anthropology (4)
AN 145 Culture Theory (4)
Three of the following: (12)
   AN 130 Applied Anthropology (4)
   AN 135 Gender and Sex Roles in Cross-Cultural Perspective (4)
   AN 140 Food Systems (4)
   AN 150/SOC 150 Cross-Cultural Communication (4)
   AN 155/SOC 155 Modernization and the Third World (4)
Upper-Division SOC/AN Elective (4)

Requirements for a Sociology Minor: 24 units
SOC 1 Introduction to Sociology (4)
SOC 171 Sociological Theory (4)
Upper-Division SOC Electives: (16)

Sample Four-Year Program

General Sociology Track

**FIRST YEAR**

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<tr>
<td>SOC 1 (4)</td>
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<td>RS 10 or 20 (4)</td>
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<td>PEA 32 (1)</td>
<td>PEA Elective (1)</td>
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## Lower-Division Course Descriptions

### Anthropology

**AN 1 Introduction to Cultural Anthropology** (4) The nature and dynamics of culture; a survey of the range of cultural phenomena, including material culture, social organization, religion and language, with emphasis on contemporary, non-literate societies. Emphasis is also given to the process of anthropological research, cross-cultural adaptation, and the applicability of anthropology to a range of social issues including healthcare, education, business, economic development, and missions. (GE)

### Sociology

**SOC 1 Introduction to Sociology** (4) The analysis of patterned social relationships in modern societies and a survey of the major concepts and methods of sociology. Prerequisite to most upper-division courses in sociology. (GE)

**SOC 20 Contemporary Marriage** (4) The nature of dating, courtship and marriage; topics include romantic love, mate selection, engagement, the psychology and theology of sexual relations, marital adjustment, family planning, parenthood, divorce, and remarriage.
Upper-Division Course Descriptions

**Anthropology**

**AN 115 Peoples and Cultures** (4) A survey of the culture types in a particular geographical area and the anthropological frameworks and methods that have been used to describe them. Course may be repeated as geographical area changes. Areas offered: Latin America and Asia.

**AN 130 Applied Anthropology** (4) Emphasizes the application of anthropological concepts, methods, and theories to solution of human problems. Topics covered include education, public health, natural resource management, health care, and rural development among others.

**AN 135 Gender and Sex Roles in Cross-Cultural Perspective** (4) A survey of the diversity of male and female roles in a variety of cultures. A review of the anthropological theories that explain the similarities and differences in the ways in which cultures construct gender and determine sex roles.

**AN 140 Food Systems** (4) Surveys food production and consumption systems practiced in cultures around the world. Addresses issues of hunger, ethics of consumption and social and environmental justice.

**AN 145 Culture Theory** (4) Examination of the theories anthropologists, from the Evolutionists to post-Modernists, have used to understand human cultures and to explain similarities and differences among them.

**AN 150 Cross-Cultural Communication** (4) The influence of culture on the communication process, including both verbal and non-verbal expression. Emphasizes problems of cross-cultural communication both overseas and within U.S. society with attention to acquiring skills to improve such communication.

**AN 155 Third World Studies** (4) Prerequisite: AN 1 or SOC 1 or consent of instructor. Anthropological and sociological approaches to economic development and sociocultural change in the context of the new nation-states created since colonialism ended in Africa, Asia, and Latin America.

**AN 192 Extracurricular Departmental Activities** (2) See SOC 192.

**AN 195 Senior Seminar** (4) Prerequisites: Senior status and completion of SOC 171 or AN 145, SOC 106 or AN 110, and SOC 107. See SOC 195.

**AN 196 Topical Seminar** (2-4) Seminar topics to be announced by department. Open to junior and senior sociology majors, or by consent of instructor. Enrollment limited.

**Sociology**

**SOC 101 Principles of Sociology** (4) An advanced, preliminary course on the methods, theories and orientation of sociology. Emphasis on understanding and developing theoretical interpretations of culture and soci-
ety through an examination of some of the core literature in the discipline. Enrollment in this course is restricted to upper division students.

**SOC 106 Qualitative Research Methodology** (4) Prerequisite: SOC 1. Introduction to scientific research and qualitative research methods. Topics include interviewing, content analysis, ethnography, and other field techniques, as well as descriptive and inferential statistics.

**SOC 107 Quantitative Research Methodology** (4) Prerequisite: SOC 106. Social research design, analysis, and data interpretation. Topics include experimental design, survey research, and other quantitative methodologies. Students will incorporate non-parametric and associational statistics with appropriate research designs.

**SOC 110 Social Problems** (4) Analysis of selected current social problems including poverty, crime, aging, race, gender, health care, and the family. (GE)

**SOC 120 Religion and Society** (4) Prerequisite: SOC 1. Religion as a social phenomenon; patterns of religious behavior in American society; the church as a social institution.

**SOC 121 New Religious Movements** (4) An examination of cults and new religions, psychic/occult phenomena, the New Age, and aberrational Christian groups. Sociological, psychological, and theological dimensions will be discussed.

**SOC 130 The Family** (4) Prerequisite: SOC 1. A historical and cross-cultural study of the family as a social institution; including gender roles, social class, and family violence.

**SOC 138 Complex Organizations** (4) Prerequisite: SOC 1 or consent of instructor. An analysis of the formal and informal structure of modern, complex organizations and the role of bureaucracy in contemporary society.

**SOC 143 Urban Sociology** (4) Prerequisite: SOC 1. Dynamics and structure of the urban community; the growth of cities; problems and future prospects of modern city living.

**SOC 145 Social Psychology** (4) Prerequisite: SOC 1. A survey of the field of social psychology from a sociological orientation. Emphasis will be on basic theoretical concepts, with some consideration given to application.

**SOC 150 Cross-Cultural Communication** (4) See AN 150.

**SOC 155 Third World Studies** (4) Prerequisite: AN 1 or SOC 1 or consent of instructor. See AN 155.

**SOC 171 Sociological Theory** (4) Prerequisite: SOC 1. A survey of social theory from Comte to Garfinkel. Attention given to both substantive and metatheoretical ideas.
SOC 175 Child Welfare (4) The functions and purposes of child welfare programs including supportive, supplementary, and substitute services. Concepts underlying the special-needs child, foster care, institutional care, day care, and adoptions.

SOC 177 Intimate Violence (4) An overview of the policies, practices, interventions, laws and cultural issues related to the topics of family violence, partner abuse, child abuse and neglect, elder abuse and rape. Social work and sociological concepts, Christian values and ethics and beliefs affecting intimate violence will be explored. Special populations will be discussed.

SOC 180 Human Services and Social Policy (4) An examination of the historical basis of the social service delivery system. Additionally, the different fields of social work will be explored.

SOC 182 Sociology of Deviant Behavior (4) Prerequisite: SOC 1. An examination of sociological approaches to deviance and a survey of the major types of deviant behavior.

SOC 189 Ethnic Groups (4) Prerequisite: SOC 1. Racial, ethnic, and religious minorities in America with special focus on Black Americans, Indian Americans, Mexican Americans, Puerto Ricans, Asian Americans, and Jews.

SOC 190 Field Placement (2-8) Prerequisite: Consent of the instructor. Practical field experience chosen from a variety of possible social service agencies and organizations. Supervision provided by qualified agency personnel and the instructor. Students must arrange their own transportation. In addition to the practical experience, students will be in class monthly (three hours) and meet for conferences. Students are encouraged to take the practicum on a 4-4 plan. Students may elect to apply eight units of IS 190 (San Francisco Urban Program) toward the major in lieu of field placement.

SOC 192 Extracurricular Departmental Activities (2) In order to enhance students abilities to link Christian faith and practice and major study as well as facilitate the creation of topics for more common department-wide conversations between students and faculty, students are required to participate in 26 hours of approved and/or required events during the course of their enrollment at Westmont. These events include departmentally sponsored colloquia or worship, departmental-wide field trips, the annual departmental retreat, and other selected events. Students will be provided lists of approved events at the beginning of each academic semester. Students should register for these units during one of their last two semesters on campus, though some hours of the 26 hours of required activity may be completed in prior semesters. Students may
start acquiring the hours after they have declared sociology as their major.

**SOC 195 Senior Seminar** (4) Prerequisites: Senior status and completion of SOC 171 or AN 145, SOC 106 or AN 110, and SOC 107. This course is designed for the synthesis of knowledge gained in the department’s offerings, the integration of sociological or anthropological thinking with a Christ-centered world view, and the application of such knowledge to areas of praxis, research, or contemporary social issues. Students are expected to do critical thinking in class and through the completion of a written senior project. Because of the different major tracks available to our students, students may choose one of these foci for their senior project: a major research project and paper; a paper examining a contemporary issue in the discipline incorporating a Christian perspective; or a praxis project involving the design of a program to address a current social need. (Students may be concurrently enrolled in SOC 107.)

**SOC 196 Topical Seminar** (2-4) Seminar topics to be announced by department. Open to junior and senior sociology majors, or by consent of instructor. Enrollment limited.

**SOC 198 Social Research Project** (2) Prerequisite: Open only to senior sociology majors. Preparation of appropriate topical research paper under supervision of departmental adviser.
Description of the Major. The Spanish major at Westmont develops advanced proficiency in Spanish and provides students with intercultural sophistication to function comfortably and effectively in a Spanish-speaking environment. At the elementary, intermediate, and upper-division levels, professors teach Spanish communicatively (so that grammar is mastered but not at the expense of oral proficiency). The emphasis is on the culture, civilization, and literature of the people who speak this language.

Distinctive Features. The Spanish major combines the perspective of a liberal arts background, cross-cultural experience, and advanced competency in the language. Students achieve these goals through classroom instruction and residence in a culture where Spanish is the native language. Spanish majors complete one semester (14-16 units) abroad at an approved university in Spain or Latin America. Students are eligible to study abroad (in either fall or spring semester) after having completed at least four units of upper-division work in Spanish. The courses offered vary from year to year and from program to program, but always include language, literature, and civilization and culture classes. Students may choose from the following programs and locations in Spain and Latin America: Barcelona (Brethren Colleges Abroad), San Sebastián or Bilbao (University Studies Abroad Consortium), Santiago de Compostela (University of Kansas), Sevilla (Trinity Christian College), Heredia or Punta Arenas, Costa Rica (University Studies Abroad Consortium), San José, Costa Rica (University of Kansas), Quito, Ecuador (Brethren Colleges Abroad), Santiago, Chile (University Studies Abroad Consortium).

Students benefit from small class sizes, close student-faculty relationships, a flexible curriculum, and first-hand experience in a Spanish-speaking environment. The curriculum for the Spanish major develops an understanding of Spanish and provides the training which prepares students for professional pursuits or advanced study in Spanish at the graduate level.

As our society becomes more bilingual, all graduates entering careers in education, ministry, business, and public services would benefit from fluency in Spanish. The major lends itself well to doubling with majors in religious studies, education, economics and business, and sociology, among others.

Career Choices. Proficiency in another language and understanding of other peoples and cultures are essential tools in many careers. These include primary, secondary and bilingual education; international journalism; foreign and home missions; foreign service; international business and law; medicine; social work; translation and interpretation.
Requirements for a Major: 34-44 units

A. Language and Literature Track: 34-36 units

Majors are required to take 34-36 upper-division units in Spanish, including one semester of 14-16 units at an approved university in Spain or Latin America. The department recommends that the semester abroad be taken in the junior year; in any case, the student must first have completed four semesters of college-level Spanish (or the equivalent) and four units of upper-division work.

SP 100 Advanced Spanish (4)

Two of the following: (8)

SP 101 Survey of Spanish Literature to 1700 (4)
SP 102 Survey of Spanish Literature, 1700 to the Present (4)
SP 103 Survey of Latin American Literature to 1885 (4)
SP 104 Survey of Latin American Literature, 1885 to the Present (4)

Two of the following advanced literature courses: (8)

SP 172 Golden Age Literature (4)
SP 183 Twentieth-Century Latin American Poetry (4)
SP 184 Twentieth-Century Latin American Short Story (4)
SP 185 Twentieth-Century Latin American Novel (4)
SP 195 Seminar (2-4)
(or approved literature courses taken abroad)

Four of the following elective courses: (16)

SP 110 Hispanic Cultures: Spain (4)
SP 111 Hispanic Cultures: Latin America (4)
SP 130 Hispanic Film and Literature (4)
SP 190 Practicum (2-4)
(or other courses not taken above, including approved courses taken abroad)

The following courses are also recommended for the Spanish major:

ENG 90 Literary Analysis (4)
ENG 106 Language Acquisition (4)
AN/SOC 150 Cross-Cultural Communication (4)

B. Hispanic Studies Track: 42-44 units

Majors are required to take 42-44 upper-division units, including 16 units of upper-division Spanish courses taken at Westmont. Students will work closely with their major advisor, choosing a geographical area of specialization (Spain or Latin America) and related courses outside the Modern Languages Department. Students will complete one semester (14-16 units) abroad in a Westmont-approved program.
Core Courses: 8 units
SP 100 Advanced Spanish (4)
One of the following: (4)
  SP 110 Hispanic Cultures: Spain (4)
  SP 111 Hispanic Cultures: Latin America (4)

Literature: 12 units
12 units in area of specialization, at least 4 of which must be at the advanced level (170 and above).

Related Courses: 12 units
12 units in related social science fields or art history. Possible examples:
  AN 115 Peoples and Cultures of Latin America (4)
  AN 150/SOC 150 Cross-Cultural Communication (4)
  AN 155/SOC 155 Modernization and the Third World (4)
  ART 126 Art of Early Modern Europe (1600-1700) (4)
  ART 128 Twentieth-Century Art (4)
  EB 104 World Poverty and Economic Development (4)
  EB 161 International Marketing (4)
  EB 188 Global Capital Markets (4)
  ENG 106 Language Acquisition (4)
  HIS 161 Latin America to Independence (4)
  HIS 162 Modern and Contemporary Latin America (4)
  PO 124 Comparative Politics: Developing Nations (4)

Electives: 12 units
12 units in Spanish or related fields (not taken above)

Requirements for a Minor: 20 units
20 units, 12 of which must be upper-division.

Sample Four-Year Program

**FIRST YEAR**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>SP 3 (4)</td>
<td>SP 4 (4)</td>
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<tr>
<td>RS 10 or 20 (4)</td>
<td>RS 10 or 20 (4)</td>
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<tr>
<td>Distribution/Elective (4)</td>
<td>Distribution/Elective (8)</td>
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<tr>
<td>PEA 32 (1)</td>
<td>PEA Elective (1)</td>
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<tr>
<th>SECOND YEAR</th>
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<tbody>
<tr>
<td>SP 100 (4)</td>
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<td>RS 1 (4)</td>
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<tr>
<td>Distribution/Elective (8)</td>
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<tr>
<td>PEA Elective (1)</td>
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THIRD YEAR

Fall
Semester in Spanish speaking country (14-16)

Spring
SP 103 or 104 (4)
Upper-Division RS Requirement (4)
Distribution/Elective (8)

FOURTH YEAR

Fall
SP 172 or 183 (4)
Distribution/Elective (12)

Spring
SP 184 or 190 (4)
Distribution/Elective (12)

Lower-Division Course Descriptions

SP 1 Elementary Spanish I (4) Pronunciation, conversation, essentials of grammar and composition. This course includes laboratory work and weekly conversation group sessions (times arranged). For students who have had no Spanish or less than two years of high school Spanish. (GE)

SP 2 Elementary Spanish II (4) Prerequisite: SP 1 or Language Placement Test. A continuation of Spanish 1. Course includes laboratory work and weekly conversation group sessions (times arranged). (GE)

SP 3 Intermediate Spanish I (4) Prerequisite: SP 2 or Language Placement Test. Review and reinforcement of pronunciation, grammar, and composition. Reading of selected materials for discussion in Spanish and an introduction to Spanish literature and culture. This course includes field work and weekly conversation group sessions (times arranged). (GE)

SP 4 Intermediate Spanish II (4) Prerequisite: SP 3 or Language Placement Test. Continuation of SP 3. Course includes field work and weekly conversation group sessions (times arranged). (GE)

Upper-Division Course Descriptions

All upper-division courses are conducted in Spanish. Texts read and discussed in Spanish; all papers and examinations written in Spanish.

SP 100 Advanced Spanish (4) Prerequisite: SP 4 or Language Placement Test. An intensive course designed to reinforce students’ reading, oral, and written skills in Spanish. Emphasis on skills such as composition and advanced reading comprehension to develop students’ vocabulary and familiarity with the finer points of Spanish grammar and syntax.

SP 101 Survey of Spanish Literature to 1700 (4) Prerequisite: SP 100. Historical overview of major authors, genres, and developments in Spain from the Middle Ages through the 17th century. (GE)
SP 102 Survey of Spanish Literature, 1700 to the Present (4) Prerequisite:
SP 100. Historical overview of major authors, genres, and developments in Spain from the 18th through the 20th centuries. (GE)

SP 103 Survey of Latin American Literature to 1885 (4) Prerequisite: SP 100. Historical overview of major authors, genres, and developments in Latin America from the Colonial era to the late 19th century. (GE)

SP 104 Survey of Latin American Literature, 1885 to the Present (4) Prerequisite: SP 100. Historical overview of major authors, genres, and developments in Latin America from modernismo (1885) through the present. (GE)

SP 110 Hispanic Cultures: Spain (4) Prerequisite: SP 4 or 100. A survey of the leading social, political, religious, and artistic issues in Spain from the Middle Ages to the present.

SP 111 Hispanic Cultures: Latin America (4) Prerequisite: SP 4 or 100. A survey of the leading social, political, religious, and artistic issues in Latin America, from pre-Columbian times to the present, with emphasis on the twentieth-century.

SP 130 Hispanic Film and Literature (4) Prerequisite: SP 4 or SP 100. Study of Hispanic film as a narrative and visual medium, and introduction of basic concepts of film analysis. Through journals and papers, students will develop their “visual literacy” and their analytical abilities in “reading” a film.

SP 172 Golden Age Literature (4) Prerequisite: Two upper-division classes including SP 101 or 102. Study of the historical context and literary movements that comprise Spanish Golden Age Literature (16th and 17th centuries) through readings and discussions of works of poetry, prose, and drama by major writers including Cervantes, Quevedo, Góngora, Lope de Vega, and Calderón de la Barca.

SP 176 Post-Civil War Spanish Literature (4) Prerequisite: Two upper-division classes including SP 101 or 102. Study of the history and literature of the Spanish Civil War and the dictatorship of Franco. Readings and discussions of works by major twentieth-century Spanish novelists and playwrights, including Cela, Delibes, Laforet, Buero-Vallejo and Sastre. In addition films by Camus, Cuenda, and Eric will be viewed and discussed.

SP 183 Twentieth-Century Latin American Poetry (4) Prerequisite: Two upper-division classes including SP 103 or 104. Study of the historical context and literary movements that comprise 20th century Latin American poetry through readings and discussions of major poets, including César Vallejo, Pablo Neruda, and Octavio Paz, with some works by more recent poets.

SP 184 Twentieth-Century Latin American Short Story (4) Prerequisite: Two upper-division classes including SP 103 or 104. Readings and dis-
cussions of 20th century works by such major writers as Quiroga, Borges, Rulfo, García Márquez, and recent women writers such as Isabel Allende and Luisa Valenzuela.

**SP 185 Twentieth-Century Latin American Novel** (4) Prerequisite: Two upper-division classes including SP 103 or 104. Readings and discussions of 20th century novels by such major writers as Rulfo, Fuentes, García Márquez, and Allende.

**SP 190 Practicum** (2,4) Prerequisite: Consent of instructor. Supervised field work in the Santa Barbara area in which the student has the opportunity to use his or her Spanish. Field work may be in hospitals, clinics, schools, businesses, churches, social service agencies, etc. Weekly sessions held with supervisor and an ongoing personal log required.

**SP 195 Seminar: Special Topics** (2, 4) Prerequisite: Two literature classes. Advanced study of a single author or topic in Spanish or Latin American literature. Course may be repeated as topics vary.
Theatre Arts

Professor J. Blondell (chair)
Associate Professor E. Whiteman
Assistant Professor M. Pearce

Description of the Major. The study of theatre at Westmont focuses on the development of world theatrical traditions, and the collaborative processes engaged in creating live theatre. Theatre Arts majors acquire an understanding of the interdisciplinary nature of the field through the study of the history, literature, theory, and the creative processes of the theatre. Through the exploration of the aesthetic, social, and spiritual ramifications of the discipline, students develop creativity, critical thinking, sensitivity, and an awareness of wide ranging attitudes to human experience, taught from a Christian perspective.

Distinctive Features. In the spirit of the liberal arts, the theatre department offers a wide variety of courses that illuminates the breadth and depth of theatre studies. In addition to classroom study, student involvement in the creating of live theatre is central to the major. Production schedules include mainstage, studio, and touring productions, in shows directed and designed by both faculty and students. Seasons are selected which offer students full exposure to the expressive range of western theatre practice.

Career Choices. The field of theatre arts includes many opportunities for graduate training and professional work, including acting, directing, design, playwriting, stage management, promotion and publicity, and business management. In addition, the major develops skills that extend far beyond those connected with theatrical production. These include skills that are vital to a wide variety of careers: the confident presentation of self in the public area, self-knowledge, discipline, sensitivity, insightful criticism, active listening, and conflict resolution.

Requirements for a Major in Theatre Arts: 52 units

Required Lower-Division Courses: 12 units
- TA 1 Principles of Theatre Arts (4)
- TA 10 Acting I (4)
- TA 15 Stagecraft I (2)
- TA 16 Stagecraft II (2)

Required Upper-Division Courses: 32 units
- TA 120 History of the Theatre I (4)
- TA 121 History of the Theatre II (4)
TA 125 Directing for the Theatre (4)
TA 135 Design for the Theatre (4)
TA 193 Senior Performance/Project (2)
TA 198 Senior Research Paper (2)
ART 131 Theory and Criticism in the Arts (4)
One of the following: (4)
  TA 11 Acting II (4)
  TA 111 Acting III (4)
  TA 136 Special Topics in Design (4)
  TA 141 Special Topics in Theatre Arts (4)
One of the following: (4)
  TA 140 Special Topics in Dramatic Literature (4)
  ENG 117 Shakespeare (4)
  ENG 183 Twentieth-Century Drama (4)

**Required Applied Theatre Arts: 8 units**
*Two units in each of the following: (8)*
  TA 50 Rehearsal and Performance I (1-2)
  TA 60 Technical Production I (1-2)
  TA 150 Rehearsal and Performance II (1-2)
  TA 160 Technical Production II (1-2)

(It is expected that all theatre arts majors participate each semester in a performance or production class.)

**Requirements for a Major in Theatre Arts:**

**Dance Emphasis: 50 units**

**Required Lower-Division Core Courses: 16 units**
  TA 1 Principles of Theatre Arts (4)
  TA 10 Acting I (4)
  TA 15 Stagecraft I (2)
  TA 16 Stagecraft II (2)
  TA 21 Survey of World Theatre (4)

**Required Lower-Division Technique Courses: 8 units**
*Four of the following: (8)*
  TA 70 Ballet Basics (2)
  TA 71 Intermediate/Advanced Ballet (2)
  TA 72 Creative and Modern Dance (2)
  TA 73 Intermediate/Advanced Modern Dance (2)
  TA 74 Jazz Basics (2)
  TA 75 Intermediate/Advanced Jazz (2)


**Required Upper-Division Courses: 16 units**
- TA 122 History, Philosophy, and Criticism of Dance (4)
- TA 126 Choreography and Composition (2)
- TA 130 Dance Theory & Technique (2)
- TA 132 Movement for Actors & Artists (2)
- TA 133 Dance for the Musical Stage (2)
- TA 135 Design for the Theatre (4)

**Required Applied Courses: 10 units**
- TA 60/160 Technical Production (2) or TA 50/150 Rehearsal and Performance (2)
- TA 31/131 Dance Performance (8)

**Requirements for a Minor in Theatre Arts: 24 units**
- TA 1 Principles of Theatre Arts (4)
- TA 50/150 Rehearsal and Performance (2)
- TA 60/160 Technical Production (2)
- One of the following: (4)
  - TA 10 Acting I (4)
  - TA 15 Stagecraft I (2)
  - TA 16 Stagecraft II (2)
- One of the following: (4)
  - TA 120 History of the Theatre I (4)
  - TA 121 History of the Theatre II (4)
- One of the following: (4)
  - TA 125 Directing for the Theatre (4)
  - TA 135 Design for the Theatre (4)
- One of the following: (4)
  - TA 140 Special Topics in Dramatic Literature (4)
  - ENG 117 Shakespeare (4)
  - ENG 183 Twentieth-Century Drama (4)

**Requirements for a Minor in Dance: 24 units**
- TA 1 Principles of Theatre Arts (4)
- TA 10 Acting I (4)
- TA 31/131 Dance Performance (4)
- TA 60/160 Technical Production (for Dance) (2)
- TA 122 History of Dance (4)
- TA 126 Choreography and Composition (2)
- Two of the following: (4)
  - TA 71 Intermediate/Advanced Ballet (2)
  - TA 73 Intermediate/Advanced Modern Dance (2)
  - TA 75 Intermediate/Advanced Jazz (2)
# Sample Four-Year Program

## FIRST YEAR

**Fall**
- TA 1 (4)
- TA 15, 50 or 60 (1-2)
- RS 10 or 20 (4)
- Distribution/Elective (4)
- PEA 32 (1)

**Spring**
- TA 10 (4)
- TA 16, 50 or 60 (1-2)
- RS 10 or 20 (4)
- Distribution/Elective (4)
- PEA Elective (1) (Recommend Dance or Fencing)

## SECOND YEAR

**Fall**
- TA Elective (4)
- Applied Activity (1-2)
- RS 1 (4)
- Distribution/Elective (8)
- PEA Elective (1) (Recommend Dance or Fencing)

**Spring**
- Applied Activity (1-2)
- ENG 101 or 117 (4)
- Distribution/Elective (12)
- PEA Elective (1) (Recommend Dance or Fencing)

## THIRD YEAR

**Fall**
- TA 120 (4)
- Applied Activity (1-2)
- Upper-Division R.S. requirement (4)
- Distribution/Elective (8)

**Spring**
- TA 135 (4)
- Applied Activity (1-2)
- ART 131 (4)
- Distribution/Elective (4)

## FOURTH YEAR

**Fall**
- TA 121 (4)
- TA 198 (2)
- TA Elective (4)
- IS 16 (4)
- Elective (4)

**Spring**
- TA 125 (4)
- TA 193 (2)
- Applied Activity (1-2)
- IS 17 (4)
- Elective (4)

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**Lower-Division Course Descriptions**

**TA 1 Principles of Theatre Arts** (4) A foundational course for all majors that concentrates on script analysis, major classical and modern theory, and critical methodology. (GE)

**TA 10 Acting I** (4) An introduction to the craft of the actor in preparing for performance. The process challenges students to begin developing technique in observation, sensory awareness, applied imagination, ensemble work, improvisation, and scene work. (GE)
TA 11 Acting II (4) Prerequisite: TA 10 or permission of instructor. Further investigation and exploration of the craft of acting. Focuses on developing the process of the actor, script analysis, and scene study.

TA 15, 16 Stagecraft I, II (2,2) Foundational courses in the technology of the stage, centering on the collaborative process involved in realizing a live production of the script. The theory and work includes safety in the theatre and shop, crew organization and training, design plan reading and building, hand and power tool operation, stage carpentry, properties construction, and basic theatrical lighting and sound.

TA 20 Survey of Theatre Arts (4) A survey of theatre arts as both a distinctive art form and social instrument, considered from three viewpoints: those of the artist (actor, playwright, director, designer/technician), the spectator, and the critic. (GE)

TA 21 Survey of World Theatre (4) A survey of theatre and performance forms from Asia, India, Africa, and Central and South America. Specific theatre forms include Kabuki, Noh, and Butoh (Japan); Kathakali (India); Chinese Opera; and Balinese Dance. The course will place special emphasis on the aesthetic components of the art form, and on the cultural dimensions of these performance types.

TA 36/136 Special Topics in Design I, II (4,4) (Repeatable) Special topics in a variety of design areas including: make-up, scene painting, sound and lighting design, and history of costume.

TA 70 Ballet Basics (2) Warm-up and stretch will be taught along with a basic Barre, Adagio, and Allegro. (GE)

TA 71 Intermediate/Advanced Ballet (2) Prerequisite: PEA 70, TA 70, or equivalent. Intermediate or advanced level Barre, Adagio, Petit, and Grand Allegro. The class is geared toward students who have had previous training in ballet (GE).

TA 72 Creative and Modern Dance (2) Creative and technical work based on Laban, Limon, and Graham styles. (GE)

TA 73 Intermediate/Advanced Modern Dance (2) Prerequisite: PEA 72, TA 72, or equivalent. Intermediate/advanced level modern dance based on Cunningham or Graham techniques. This class is geared toward students with previous modern training (GE).

TA 74 Jazz Basics (2) Lyrical jazz dance based on Luigi and Giordano styles for beginners. (GE)

TA 75 Intermediate/Advanced Jazz (2) Prerequisite: PEA 74, TA 74, or equivalent. The intermediate/advanced level is fast-paced and based on New York and L.A. styles. This class is geared toward students with previous jazz training (GE).
Upper-Division Course Descriptions

TA 111 Acting III (4) Prerequisite: TA 11 or permission of instructor. (Repeatable.) Advanced training in the acting craft, focusing on major acting styles such as Greek, Shakespearean, Restoration comedy, and farce.

TA 120 History of the Theatre I (4) A study of the history of theatre from the Greeks to the 17th century. (GE)

TA 121 History of the Theatre II (4) A study of theatre history from the 17th century to the present. (GE)

TA 122 History of Dance (4) A study of the historical development of dance as a theatrical and social form, and of the theoretical and critical works that have influenced how cultures have viewed their own and other culture's dances.

TA 125 Directing for the Theatre (4) Prerequisite: TA 1 or permission of instructor. Consideration of aesthetic and technical aspects of stage directing. Focuses on script analysis and interpretation, conceptualization, and theatrical communication.

TA 126 Choreography and Composition (2) A study of the basic elements of choreography (the making of dances), based on sequential (theme and variation) and group composition. A basic understanding of the dynamics of stage space will be explored with a small studio recital as the ultimate goal.

TA 130 Dance Theory and Technique (2) Prerequisites: Juniors and seniors only. The process of learning the philosophical, theoretical, and technical aspects of dance in education covering Movement Fundamentals, Folk Forms, Ballet, Creative Modern, Jazz, and Children’s Dance.

TA 132 Movement for Actors & Artists (2) Based on the Laban/Bartenieff system of Effort-Shape analysis, the class will expand the student’s movement vocabularies and improvisational facility. The class will utilize techniques from mime, acrobatics, fencing and social dance forms from the Renaissance period through contemporary ballroom and swing forms.

TA 133 Dance for Musical Theatre (2) Historical background and applied technique in various styles of musical theatre from Greek and Roman times to Shakespearean period styles, Baroque dances, waltz, ballroom, ballet, modern, and jazz for stage.

TA 135 Design for the Theatre (4) Prerequisite: TA 1, TA 15 and TA 16 or permission of instructor. An examination of the creative process of theatrical design covers theory, analysis, interpretation, and decision-making involving basic design elements and principles. Includes some design history, along with projects in design.
TA 140 Special Topics in Dramatic Literature (4) Prerequisite: TA 1 or TA 120 or permission of instructor. (Repeatable) Focuses on the great plays of various eras and genres. Involves script analysis and criticism from a dramaturgical perspective. Topics vary and are announced in the class schedule.

TA 141 Special Topics in Theatre Arts (1-4) Prerequisite: permission of instructor. (Repeatable) Possible topics include: playwriting, auditioning, world dance, costuming for dance, musical theatre, improvisation, stage combat, and religion and the theatre. Topics vary and are announced in the class schedule.

TA 193 Senior Performance/Project (2) Advanced study in a theatre craft. Culminates in a public performance or work associated with a public performance.

TA 198 Senior Research Paper (2) Research and preparation of an in-depth paper on a selected topic in theatre and drama generated from a major course taken during the senior year.

**Applied Theatre Arts**

TA 31/131 Dance Performance (1-2) Prerequisite: Audition. Performances with the Music Department are geared toward Sacred Dance; students are introduced to theoretical background in folk, world, modern, ballet, and jazz dance. Dancers prepare to perform in the annual Westmont Spring Dance Concert. Excerpts from the concert will be submitted to the Santa Barbara Dance Alliance for inclusion in their concerts, and to the Sacred Dance Guild.

TA 50/150 Rehearsal and Performance I, II (1-2) Prerequisite: permission of instructor. (Repeatable.) Active participation in a major dramatic production of Westmont theatre arts.

TA 60/160 Technical Production I, II (1-2) Prerequisite: permission of instructor. (Repeatable.) Active participation in technical support of a major dramatic production of Westmont theatre arts.
Off-Campus Programs

Why is the experience of an off-campus program so valuable?

1. Off-Campus Programs confront us with the world around us as a text, a text waiting to be processed, interpreted, appreciated, and respected.

2. Off-Campus Programs draw our vision outward. They heighten our sensory awareness of the world by placing us in new situations, challenging us to process, reflect upon, and respond to things we have not previously noticed. For example, Off-Campus Programs, in many cases, awaken in us a greater awareness of social injustices in the world, and call us to get involved in redressing these injustices.

3. Off-Campus Programs draw our vision inward. They serve to reveal the sort of character each of us is developing, and to further stimulate character development. In the process of interpreting a new context, each of us is confronted with a vision of ourselves from a new perspective. This vision is essential in empowering us to seek new strategies for changing the self and for finding new areas in which to grow.

4. Off-Campus Programs provide us with the chance to practice the skills and sympathies that are vital to an effective Christian in the world – skills that have begun to develop in and out of the classroom on campus. In new circumstances, we may have and may notice more opportunities for practicing openness to new ideas, fair-mindedness, and self-criticism.

5. Finally, Off-Campus Programs offer us ample opportunity to practice discernment of the central core of Christianity – to sort out the essential from the non-essential in our relationship to Christ.

Why do we strongly recommend that students include an off-campus program experience as a part of their undergraduate program?

Off-Campus Programs at Westmont have grown out of the same educational philosophy as our on-campus curriculum. All of Westmont’s programs are committed to developing in our students the competencies, the skills, the sympathies, the motivations, and the knowledge base that will make them effective as Christians in their chosen vocation. Westmont’s Off-Campus Programs are much more than mere duplication of learning on campus, however. While our educational program attempts to offer students the balance of challenge and support necessary for growth, off-campus programs intensify the challenge for our students by placing them in unfamiliar surroundings.
All of the programs listed below can serve to enlarge us as Christian learners and to enlarge our vision of God’s work in the world. Westmont provides a variety of approved programs that offer different levels of support for students. They range from programs taught by Westmont faculty for Westmont students to programs in which Westmont students participate as individuals and are taught by program faculty. Students may consult with their academic advisor and with the Off-Campus Programs Office to explore which type of program would best suit their individual needs.

For additional information and applications for the programs listed below, contact the Off-Campus Programs Office. A minimum 2.3 GPA is required unless otherwise noted. At least one-half of the upper-division major requirements must be completed on the Westmont campus or on a Westmont staffed off-campus program.

Programs Led By Westmont Faculty:

**England Semester**

The England Semester program takes place during the fall semester of even years only. It is directed by English Department faculty and combines travel to literary and cultural centers with residential study in the British Isles. Students study English literature in the land of its origin, witnessing first-hand the birthplaces of major writers and the settings of their works. They attend theatre performances in Edinburgh, London, Stratford-upon-Avon, and Dublin and visit sites throughout the UK and Ireland including Oxford, Cambridge, the Lake District of the Romantic poets, and Hardy’s country in southern England. Upper division English and Theatre credit is offered. The last week of the semester is spent in sites related to the electives offered on the program; past itineraries have included trips to Florence or Israel.

**Europe Semester**

The Europe Semester program takes place every fall semester. The program offers a broad geographical scope of experience as students and faculty travel and study together in Europe. Students study European culture and history firsthand in its rich heritage and present diversity with extended stays in cultural centers such as London, Athens, Rome, Florence, and Paris with shorter visits to other cities and regions throughout Europe. Recent itineraries have also included visits to Scotland, Ireland, Germany, Austria, Spain, Turkey, and the Czech Republic.

Three core courses are offered every year.

- IS 116/117 Arts & Ideas of the Western Tradition I, II (8)
- An upper-division religious studies course (4)
IS 116 and 117 will meet the world civilization requirement or the fine arts requirement. The upper-division RS course will meet the upper-division religious studies elective requirement. The program offers elective credits in areas such as history, literature, economics, art, and sociology, depending on which faculty members accompany the students in a given year. One of the following courses should be taken before applying for the program: World Civilization (IS16 &/or IS17), Principles of Art (Art 1), Art History (Art 21/22, 123), Theatre History (TA 20, 120, 121), or Music History (MU 20, 120, 121).

**Inoculum**

This 12-day backpack trip to the northeastern wilderness area of Yosemite National Park is a special extension of the orientation program. Readings, discussions, and papers focus the course content on the uniqueness of Westmont liberal arts education. It takes place before orientation.

Participants must take the following courses:

APP 90 The Inoculum: Wilderness/Orientation (2)

The APP 90 course will meet one of the four PEA requirements.

**Off-Campus Mayterm and Summer Programs**

Westmont Mayterm and Summer Programs are short-term study excursions that often include both on-campus study and travel. Programs offering general education courses as well as programs offering major-specific curricula are available. A number of options are available in any given year; in the past, such programs have included trips to Europe, England, Egypt, Israel, Sri Lanka, China, Hong Kong, Singapore, Malaysia, Indonesia, Japan, Sri Lanka, Oregon, Mexico, Belize, Costa Rica and Honduras. Various summer programs are also available through member schools of the Christian College Consortium and other institutions affiliated with Westmont. Information on which programs are available in a given year can be found in the Off-Campus Programs Office.

**San Francisco Urban Program**

Students may attend the Urban Program in either the fall or spring semester. The program combines living and working in a unique urban setting, offering an opportunity for the study of cultural, ethnic, political, and business-oriented aspects of modern society. While enjoying the relative security and intimacy of a self-determined community, students reside in the heart of the city. The core of the program is a pre-professional internship that involves a minimum of 24 hours each week. Tutorials and independent study in a variety of areas are available in addition to the core curriculum:

Participants must take the following courses:

IS 190 Urban Practicum (8)
IS 195 Seminar in Urban Studies (4)
Electives:

IS 194 Tutorial (1-4)
ENG 101 Film Studies (4) - Spring only
ENG 134 Ethnicity, Race, and the City (4) - Fall only

**Christian College Consortium Programs:**

**Consortium Visitor Program**

The Christian College Consortium promotes the development and articulation of the unique contributions that Christian higher education can make to contemporary society. The Visitor Program allows students to take advantage of different course offerings and to experience the culture of different regions of the country at the following Christian Colleges while maintaining regular standing at their home campuses. The other members of the Consortium are: Asbury College, KY; Malone College, OH; Bethel College, MN; Messiah College, PA; George Fox University, OR; Taylor University, IN; Gordon College, MA; Trinity International University, IL; Greenville College, IL; Seattle Pacific University, WA; Houghton College, NY; Wheaton College, IL.

**Gordon-at-Oxford**

Gordon-at-Oxford is a yearlong program of Gordon College in which students spend the entire year at Oxford University. All courses are in the form of one-on-one tutorials with Oxford dons. The year is usually worth a total of 33 semester hours of credit. The course schedule per term is listed below:

- Major course – full tutorial (6)
- Minor course – half tutorial (3)
- Seminar on British culture (2)

A required minor tutorial in Critical Thinking is designed to prepare students for the special learning style of the tutorial system. The Oxford Calendar is split into three terms: Michaelmas (autumn: mid-October to mid-December), Hilary (spring: mid-January to mid-March), and Trinity (summer: late April to late June). A minimum 3.2 GPA is required.

**Houghton-in-Tanzania**

Houghton-in-Tanzania is a spring only program of Houghton College set in East Africa offering junior and senior students experience in and exposure to Africa on a broad front including history, anthropology, environment, languages, politics, and religion. Extended trips away from the campus site in Iringa, Tanzania, include visits to nearby game reserves and Wahehe and Maasai tribal villages. Elective course options vary from year to year but the three required core courses are listed below:
East African Culture (3)
East African History (3)
Wildlife Behavior (3/4)
A minimum 2.75 GPA is required.

**Oregon Extension**

Oregon Extension is a fall-only program of Houghton College located in the southern reaches of the Cascade Mountains near Ashland, Oregon. Students study, in sequence, four interdisciplinary themes: Contemporary Issues, Social Thought, Human Stories, and Living Faith. Special emphasis is given to individual professor-student interaction and attention to small group discussion and dialogue. Within each of these units, students can choose one academic discipline from among the following in which to receive 3-4 semester hours of credit: literature, psychology, sociology, philosophy, biology, theology, biblical studies, history, education, or science. Students earn an additional two hours of credit in Rhetoric and Composition.

**Council of Christian Colleges and Universities (CCCU) Programs:**

**American Studies Program**

During their semester in Washington, DC, junior and senior students have the opportunity to gain hands-on experience in their chosen field and interact with decision-makers while studying in interdisciplinary seminars focused on domestic and international public policy and the foundations for policy analysis and public involvement. Washington experts serve as guest speakers. Students spend 20-25 hours a week in internships designed to complement their career interests, which include work in congressional offices, federal government agencies, law offices, public interest and research groups, social services, NGOs, grassroots organizations, media, the arts, and more. The program requires a minimum 2.75 GPA.

**China Studies Program**

While living and experiencing Chinese civilization firsthand, students participate in seminar courses on the historical, cultural, religious, geographical, and economic realities of this strategic and populous nation. The program seeks to introduce students to the diversity of China and provides opportunities for one-on-one interaction with the culture. Home bases for the program are in Xi’an at Xi’an Foreign Languages University and in Shanghai at Fudan University, leading universities in the country. Students spend a week in Beijing and visit Hong Kong at the beginning and end of the semester. A minimum 2.75 GPA is required.
Contemporary Music Center, Cape Cod, Massachusetts

The program offers students the opportunity to spend a semester studying, living and working with faculty, music industry experts and other students who share their interest in making and marketing contemporary music. It is a chance to devote some serious time to discovering how God would have the students integrate their faith and their love of music in the marketplace. The program isn’t just for music majors – it’s for any student considering a career as a musician, vocalist, songwriter, producer, engineer, artist manager, booking agent, A & R director, marketing executive, music publisher, concert promoter or entertainment industry entrepreneur.

Latin American Studies Program

Located in San Jose, Costa Rica, this program gives students the opportunity to study the language, culture, politics, history, economics, ecology, and religion of the region while living with a Costa Rican family and participating in the day-to-day life of Costa Rica. Students also participate in a service opportunity and travel for three weeks to nearby Latin American nations. Four concentrations are available: Latin American Studies (offered in both the fall and spring terms), Advanced Language and Literature (limited to Spanish majors and offered in both terms), International Business and Management (offered only in the fall term), and Tropical Sciences (offered only in the spring term). The program is open to juniors and seniors with a GPA of 2.75 or higher and a minimum of one year of college Spanish or the equivalent.

Los Angeles Film Studies Center

Located in the Los Angeles area near major studios, this semester-long program combines seminar courses with 20-24 hour per week internships in various segments of the film industry, providing the opportunity to explore the industry within a Christian context and from a liberal arts perspective. Two required seminars focus on the role of film in culture and the relationship of faith to work in this industry. A variety of elective courses in film studies are available. The program is open to juniors and seniors with a minimum 2.75 GPA.

Middle East Studies Program

Located in Cairo, Egypt, students study Middle Eastern cultures, religions, and conflicts from within the complex world of the modern Middle East. Interdisciplinary seminars explore the diverse religious, social, cultural, and political traditions of the region. In addition, students study Arabic language and work as volunteers with various organizations in Cairo. Through travel to Israel, Palestine, Jordan, Syria, and Turkey, students are exposed to the diversity and dynamism of the Middle East. The program seeks to encourage and equip students to relate to the Muslim world in an informed, constructive, and Christ-centered manner at a time of tension and change. A minimum 2.75 GPA is required.
Oxford Honours Programme

Junior and senior honors students have the opportunity to study in England by participating in an interdisciplinary semester in Oxford through a partnership program with the Centre for Medieval & Renaissance Studies affiliated with Keble College of the University of Oxford. Under the guidance of the Council-appointed program director, students take part in two self-designed tutorials, a small group seminar, and an integrative survey course. The semester also includes travel to significant historical and cultural sites in England. A minimum 3.5 GPA is required.

Russian Studies Program

Students spend a semester living and learning in Russia’s three largest cities, Moscow, St. Petersburg and Nizhni Novgorod, studying the Russian language, participating in service projects and homestays, and attending seminar courses on Russian culture, history, and current political and economic issues. The program is open to juniors and seniors with a minimum 2.75 GPA.

Other Programs:

American University Washington Semester*

Washington Semester is a program of American University in Washington, DC, in which students live and study at the Tenley Campus. Students have the opportunity to serve in internships in eleven different programs including national politics, foreign policy, economic policy and justice, journalism, and a number of other fields. Participants come from over 200 affiliated colleges and universities in the U.S. and from 28 international institutions. A limited number of Westmont students will be nominated for consideration for the program each semester.

- Seminar (8)
- Internship (4)
- Elective Course or Research Project (4)

American University World Capitals

The World Capitals Program provides students with an academic experience of interactive learning which links experiential education with traditional pedagogy in capital cities around the world. Through seminars with decision makers, internships, and primary source research, students will gain an education which provides multicultural understanding, diversity of opinion, practical application, and academic rigor. Each program incorporates the host country’s history, civilization, culture and language into the primary curriculum. The program is recommended for political science majors. Current programs include: Art in Italy, Australia/New Zealand, Beijing, Berlin, Brussels, Buenos Aires, Jerusalem, London, Madrid, Mediterranean, Paris, Prague, Rome, Santiago, and Southern Africa (South Africa, Lesotho, and Swaziland).
Creation Care Study Program, South Pacific – Samoa and New Zealand

From the coral reefs and lava fields of Samoa to the forests and peaks of New Zealand, students spend the semester exploring the South Pacific’s wide range of ecosystems, learning about sustainable development, and Christian creation care. Community living enriches the learning experience all along the way. Village homestays are a highlight of the three-week Samoa segment, and upon arrival in New Zealand, students are welcomed to Great Barrier Island’s Orama Christian Community, a campus base of the semester. Set in an ocean-front valley flanked by native bush, students can watch the sun set over other islands of the Hauraki Gulf from their cabin windows. For the mainland component of the program students reside at Kodesh – another Christian community in Auckland. While on the New Zealand mainland students explore other parts of the country as part of the semester’s coursework. Courses: Ecosystems of the South Pacific, God & Nature, Introduction to Sustainable Community Development, Introduction to Cultural Anthropology, Literature of the Wild, Internship.

Daystar University

Located in Nairobi, Kenya, students from the Christian College Consortium join the approximately 1,700 Kenyan nationals who study each year at Daystar University, providing the opportunity to experience and study the junction of Western and African cultures and societies in a variety of disciplines. In addition to their regular classes, participants also have excursions to museums, other Universities, and other sites of cultural importance. A limited number of Westmont students will be nominated for consideration for the program each semester.

Development Studies in Honduras

The Development Studies Program is a program of Calvin College based in Tegucigalpa, Honduras. Students study development by living with Honduran families, traveling to urban squatter’s camps, remote rural villages, and tropical rain forests, and talking with national leaders about Honduras’ problems and its future. It is an opportunity to experience hands-on the issues surrounding poverty, development, and living in the Third World.

- Exploring a Third World Society (3)
- The Problem of Poverty (3)
- Development Theory in Practice (3)
- Spanish Language Study (3)

Global Stewardship Study Program, Belize

The Global Stewardship Study Program is a Christian undergraduate environmental studies program in Belize. In this program students explore the interconnected dimensions of natural ecology, human consumption, popu-
lation, Christian discipleship, culture, economics and the implications of these and other related issues on their disciplines, avocations, occupations, world views, and lifestyles. The GSSP seeks to equip students to fulfill the Biblical mandate to care for all God’s creation, both human and non-human, through the sustainable stewardship of the earth’s systems.

- Tropical Ecosystems (4)
- Introduction to Sustainable Community Development (4)
- God and Nature (4)
- Electives (1-4)
- Practicum/Internship (1-4)

**Spring Term in Thailand**

The Spring Term in Thailand is an intensive 16 week semester offering the unique opportunity to experience Thai life and understand Thai culture and society from an indigenous perspective. Students will be exposed to Thai society from a multidisciplinary perspective including history, sociology, anthropology, languages, politics, economics, education, family and religion. Students will also be provided with an internship experience that will enable them to draw from their personal value commitments as they serve others in church, governmental, and educational institutions. Students will also live with Thai families, take field trips, and live for a month in a Karen tribal village in the foothills of the Himalayas.

- Thai Culture and Society (4)
- Intensive Introduction to Thai Language (4)
- The Karen of Northern Thailand (4)
- Internship (4)

**Programs for Specific Majors:**

**Art Majors**

Art majors may attend Gordon College’s Orvieto Semester in Orvieto, Italy or the studio art programs in Cortona, Italy with the University of Georgia or in Florence with Studio Art Centers International.

**Biology Majors**

Several field study opportunities are available to biology majors, including the AuSable Institute for Environmental Studies, the Global Stewardship Study Program and Creation Care Studies program. Information on summer opportunities available in any given summer is available from the Biology department.

**French Majors**

As part of the major requirements, one semester is spent at an accredited university in a French-speaking region in Paris, Montpellier, Aix-en-Provence, or Nancy.
**History Majors***

History majors in the international track may attend the following program in France: Institute for American Universities in Aix-en-Provence and Brethren Colleges Abroad in Nancy.

**Kinesiology Majors**

The kinesiology department offers off-campus Mayterms for their majors each year. The program alternates between Central America and Europe each year.

**Political Science Majors***

Majors in the international track of political science have international internship programs available to them in addition to the internships available in Washington D.C. and San Francisco.

**Spanish Majors***

As part of the major requirements, one semester is spent at an accredited university in Spain, Ecuador, Chile, or Costa Rica.

* While these programs are approved for Westmont students, this is not intended as an endorsement of their educational philosophy or mission.
Special Programs

While Westmont is unapologetically an undergraduate institution of liberal arts and sciences and not a professional school or university, we recognize that many students will come to Westmont for a short time and transfer to other institutions for professional training. Such students will find that we offer a full selection of pre-professional programs to guide their work at Westmont.

Pre-Engineering Program

In connection with work taken at other colleges and universities, Westmont offers a full engineering program. Graduates of this program have completed their B.S. degrees in engineering at Stanford University, Washington University, the University of Southern California, the University of California, California Polytechnic, San Luis Obispo, as well as other schools.

Students complete three years of work at Westmont and usually two years at an accredited school of engineering. The program leads to the concurrent awarding of the B.S. degree (or in some cases the M.S. degree) from the chosen university and the B.A. degree from Westmont. The dual-degree major is flexible, and students may construct their own programs. Faculty recommend that students pursue a course of study in one of the sciences or mathematics while at Westmont, especially if they intend to work toward an M.S. degree. Those who plan to enter the engineering program should declare their intention no later than the beginning of the sophomore year.

Westmont general education requirements (reduced by 4 units of RS and 4 units of either IS 16 or IS 17) must be fulfilled during the three years of enrollment at Westmont. There may be additional liberal arts courses required by the second institution.

Specific course requirements are listed in the Chemistry (Chemical Engineering 3-2 Program) and Engineering Physics (Engineering Physics 3-2 Program) sections of the catalog.

Pre-Law Program

Students gain admission to law schools largely on the basis of their scores on the Law School Admission Test (LSAT) administered by the Educational Testing Service as well as their overall grade point averages as undergraduates. While there is no prescribed undergraduate program for students contemplating a career in law, they should develop analytical skills to improve their test scores and prospects for admission to law schools. The study of law requires the ability to analyze issues for effective presentation in logical sequence, training in clarity of thinking, in-depth understanding of writing, and a familiarity with the legal system. Students may acquire all these skills by pre-law preparation at Westmont. Students interested in pre-legal and law-
related studies should consult the pre-law adviser who will work with individuals in planning schedules.

**Pre-Medical and Pre-Dental Program**

Pre-medical and pre-dental students should indicate their professional interest when they enter Westmont. Most students interested in pursuing medicine or dentistry find that biology or chemistry majors are excellent preparation. However, the American Medical Association points out that students should also have “a broad cultural background in the arts, humanities, and social sciences as well as in the biological and physical sciences.” Students should consider the possibility of a double major.

**Pre-Medical Technology Program**

Students planning to enter medical technology as a profession should consider a baccalaureate degree in either biology or chemistry. A second major (or extensive course work) in the humanities or social sciences is advisable.

**Pre-Ministerial Program**

Students who plan to pursue studies in a theological seminary after college are urged to take a double major in religious studies and English, history, philosophy, political science, psychology, or sociology, or to combine one of these majors with GRK 1, 2, 101, 102 and eight units beyond general education requirements in each of three other areas, excluding the area of the major. Advisers in the religious studies department must approve the choice of courses. Students who pursue a major outside that department should have an adviser within the religious studies department as well as within the department of the major. They should plan the pre-ministerial program very early.

**Pre-Missionary Program**

Westmont offers a religious studies major with an emphasis in missions, but also encourages pre-missionary students to select majors which offer broad and varied training and to plan for seminary. Since some foreign countries give preference to teachers, many mission boards are encouraging their missionaries to secure a teaching credential when possible. Students should study the history and culture of the land in which they expect to serve. Faculty advise missionary students to place themselves under a particular mission board and carefully follow its educational requirements.

**R.O.T.C.: Army**

The military science curriculum is part of the Army Reserve Officer’s Training Corps (ROTC) program at the University of California at Santa Barbara. The program leads to a commission as a second lieutenant in either the Regular
Army, the National Guard or the U.S. Army Reserves. Enrollment is open to qualified male and female students at Westmont College.

The ROTC program is divided into two parts: (1) two years of lower-division subjects, the basic course; and (2) two years of upper-division work, the advanced course, which is for selected students. The basic course classes are open to all interested students. No military obligation is incurred by taking these courses. Students must complete six lower-division military science courses before they can be considered for the Advanced Course. Westmont College only grants credit for the upper-division, advanced courses.

Students selected for the Advanced Course attend a six-week camp between their first and second year of Advanced ROTC, normally between the junior and senior years of college. Each student is given a travel allowance, and is paid for their time attending Advanced Camp. Upon obtaining a baccalaureate degree, students may be commissioned as second lieutenants in the U.S. Army. Graduates are eligible for either active duty (full time) or part time duty with the National Guard or the U.S. Army Reserves. National Guard or Reserve duty begins following a three to six month active duty commitment to attend their Officer’s Basic Course.

All department instructors can advise students on academic matters, the ROTC program, and financial aid. In addition, the ROTC enrollment counselor is available for discussion of special options such as the two-year program and the scholarship program. There are two- and three-year scholarships available. Several publications, including brochures and fact sheets, are available in the department office located in Building 451 on the UCSB campus. These brochures explain the scholarship application process and the various deadlines. The Department of Military Science telephone number is (805) 893-ARMY.

Military Science courses at UCSB for Westmont credit are:

- MS 131 Principles of Leadership (2)
- MS 132 Advanced Tactical Theory (2)
- MS 133 Principles of Military Instruction (2)
- MS 141 Military Management (2)
- MS 142 Fundamentals of Military Law (2)
- MS 143 Profession of Arms: Ethics and Reality (2)
- MS 190 Advanced Military Science Field Study (2)

To qualify for the Westmont degree, the ROTC student must complete PY 104 Ethics, or PY 113 Contemporary Moral Problems as a co-requisite. For more information, contact the Records Office.

**R.O.T.C.: Air Force**

Through arrangements with Loyola Marymount University (LMU) in west Los Angeles, students may participate in the Air Force Reserve Officer
Training Corps (AFROTC) program. AFROTC offers a variety of two-, three-, and four-year scholarships, many of which pay the full costs of tuition, books, and fees. Successful completion of AFROTC academic classes and leadership laboratories can lead to a commission as a second lieutenant in the United States Air Force.

Classes consist of one hour of academics and two hours of leadership laboratory for freshmen and sophomores and three hours of academics and two hours of leadership laboratory for juniors and seniors. The academic hours earned for upper-division courses taken in the junior and senior years are counted as elective credit toward graduation. All AFROTC classes and laboratories are held on Fridays to better accommodate students commuting from other colleges and universities. Currently, LMU does not charge for AFROTC courses and offers cross-town students free parking while attending AFROTC activities. Additionally, AFROTC cadets under scholarship and all juniors and seniors receive a monthly tax-free stipend.

For more information, contact the Loyola Marymount University Department of Aerospace Studies (AFROTC) at (310) 338-2770.
Community Life Statement. *Living in Community*. When Jesus Christ summed up the way His followers were to treat each other, He said, “love one another as I have loved you” and “love your neighbor as yourself.” On a college campus, this kind of love must take into consideration the relationship between learning and community.

Affirming the qualities of this relationship is vital. As students, staff, and professors learn to live together, we recognize the dual manifestations of love in justice and mercy. We attempt to work out what it means to live justly and mercifully in common agreements such as this one. We understand that life in a college will give priority and honor to the wise development of the mind. Given this focus, our social and intellectual growth needs freedom for exploration, complemented by a commitment to good will and graciousness. Personal discipline is also required. For example, civility is basic to all types of community, while academic honesty and respect for education are fundamental to an instructional environment.

Learning depends on truth-centered attitudes. It thrives in an atmosphere of discriminating openness to ideas, a condition that is characterized by a measure of modesty toward one’s own views, the desire to affirm the true, and the courage to examine the unfamiliar. As convictions are expressed, one enters into the “great conversation” of collegiate life, a task best approached with a willingness to confront and be confronted with sound thinking.

Community is built upon other-centered practices. It flourishes in a place where love for God and neighbor is cultivated and nurtured. It grows strong when members practice integrity, confession, and forgiveness, attempt to live in reconciled relationships, accept responsibility for their actions and words, and submit to biblical instructions for communal life.

Scripture supports these attitudes and principles. It promotes relationships based on the ideals of trust, compassion, and forbearance, and praises actions that manifest sacrificial giving and sincere faith. Scripture also forbids attitudes such as pride and jealousy, and prohibits such actions as drunkenness, sexual promiscuity, and dishonesty. In keeping with these standards, the Westmont community has agreed to certain guidelines in the Student, Staff, and Faculty Handbooks.

Desiring to implement the teachings of Christ, Westmont encourages true fellowship, in the whole body of Christ, including the local church, for when we love each other we imitate Christ’s love for us. As we seek to follow God in truth, certain choices make for greater peace: a respect for others as they make decisions contrary to ours, a readiness to listen carefully to those who represent situations or cultures unfamiliar to us, and a concern for how our preferences affect the lives of those around us.
We are committed to inquiry as well as pronouncement, rigorous study as well as kindred friendship, challenging teaching as well as reflective learning. Sometimes these tensions will lead to conflict. To live in unity, we must set ourselves to the practical task of discerning daily how to love well, how to inflesh the biblical call to justice and mercy. As we do so, our life together at Westmont will begin to resemble the community God has envisioned for us.

**Behavioral Expectations.** The Westmont community chooses, freely and willingly, to impose upon itself rules for behavior which serve both the long-range interests of the institution and the immediate good of its individual members. While we do not view these expectations as an index to maturity in Christ, we do regard violations as a serious breach of integrity within the community because each member has voluntarily chosen to associate with it and to accept its standards.

The College establishes the following specific expectations for the trustees, administration, faculty, staff, and students of the Westmont community:

1. The College will not condone practices which Scripture forbids. Such activities include occult practices, sexual relations outside of marriage, homosexual practice, drunkenness, theft, profanity, and dishonesty. Westmont also recognizes that Scripture condemns “sins of the spirit” such as covetousness, jealousy, pride, and lust. By their very nature, these sins are more difficult to discern. Because they lie at the heart of the relationship between the individual and God they are of central concern to the Westmont community.

2. The College upholds integrity as a core value of the community. Members are expected to take responsibility for their own violations of all behavioral guidelines and demonstrate commitment to the value of integrity in word and deed.

3. The College is committed to providing a learning and work environment free of harassment.

4. The college upholds the laws of the local community, the nation, and the state of California. Such laws include prohibitions against possession or use of illegal drugs or drug paraphernalia, against purchasing or consuming alcoholic beverages by persons under the age of 21, public intoxication, and driving under the influence of alcohol.

5. The College expects our members who choose to marry to abide by the commitment to lifelong heterosexual marriage, and whether single or married, to strive to maintain healthy family relationships.

6. The College recognizes that the use of tobacco products and alcoholic beverages presents a danger to personal health. It condemns the abuse,
and raises questions about the use, of tobacco and alcohol. Under no circumstances shall any member of the community use or possess the products on campus or when attending a college-related student activity.

The College will establish other rules and regulations necessary for orderly community life and will list them in appropriate handbooks.

Campus Pastor’s Office. Believing that the worship of God is at the heart of all that we are and all that we do, the Campus Pastor’s Office leads Chapel/Convocation services to bring the Westmont community together to love and glorify God through prayer, music, and teaching from the Word of God. The Campus Pastor’s Office schedules outstanding speakers throughout the year to expose Westmont to God’s work in the world. Westmont College views Chapel as an integral part of the liberal arts educational experience; therefore, Chapel attendance is mandatory. Chapel is held three times a week on Monday, Wednesday, and Friday from 10:30-11:20 a.m. In addition, special Chapel opportunities are held throughout the semester in which students may choose to attend for credit.

The Campus Pastors seek to provide spiritual nurture and pastoral presence to the college. They offer spiritual guidance in both formal and informal settings to the entire Westmont community, as well as oversee the Chapel program.

Office of Leadership and Character Development (LCD). Rather than just asking, “How does one become a leader?” Westmont College goes one step deeper and asks, “Who are you becoming as a person?” The people who make up the LCD department believe that implicit in being a whole person is a willingness to be transformed into people eager for a comprehensive knowledge of God and of self. As followers of Christ, we believe that good leadership must be a natural outflow of such a transformation.

In this spirit, the LCD department is committed to nurturing habits of learning and living that promote maturity. When it comes to leadership, we view skills, technique, method and competencies as necessarily instrumental to the goal of becoming a person worth following. The development of character, then, is what we see as our primary focus.

The tools we use to foster character growth come in various forms: First, we offer a number of courses (e.g., APP 061 and APP 062). Second, we advise and support numerous leadership groups in the community including student government (i.e., WCSA), student social activities (i.e., WACC) and student ministries (i.e., WSM). Third, we support and promote experiential service learning opportunities locally (e.g., Santa Barbara Rescue Mission) and around the globe (e.g., The Westmont chapter of the International Justice Mission). Finally, and in complement to all areas of the college, we hold mentoring to be vital to the experiential development of character in a person’s life and therefore consistently direct our departmental resources to meet that end.
Intercultural Programs. The office of Intercultural Programs is committed to be one community at Westmont, interwoven and connected with each other. Our desire is to move from simply being a collection of diverse people present in one place to one community intentionally working to understand each other’s unique contribution to the whole, and hence changing how we experience community at Westmont. We seek to enrich our campus by 1) assisting our students in the continued development of their cultural, ethnic and spiritual identities; and 2) by further cultivating an appreciation and respect for the diversity of God’s kingdom.

Support: Intercultural Programs exists to encourage our ethnic students and to promote their social and academic success; cultivate their continued involvement in leadership among their peers; nurture their relationship building within the community, and to encourage our majority students to explore and share their own cultural and ethnic heritages. We advise several WACC-sponsored student clubs such as R.I.C.E. (Representing InterCultural Experiences), a Latino Cultural Club, and Nomads for our third culture and international students. We partner with staff and faculty to host meals for students, to sponsor lectures, and to participate in other activities in the local area.

Educate: Intercultural Programs exists to foster mutual edification that comes from listening to and learning from one another’s perspective, experience and knowledge; and to grow in our understanding of cross-cultural issues so we may better empathize and exhort one another to live in truth and harmony as well as being better able to live and serve in a world that is often marked by ethnic, religious, socioeconomic and racial strife and struggles. We attend student conferences addressing multicultural issues and developing student leaders for diversity.

Serve: Intercultural Programs exists to fulfill God’s purposes by collaborating with and learning from Christians of other cultures and ethnicities from around the corner to around the world. The student groups under Intercultural Programs are Potter’s Clay (Ensenada, Mexico), Spring Break in the City (Los Angeles and San Francisco), and Emmaus Road (Summer Service Projects, World Missions Week and On-campus Education).

Residence Life. As a residential college, students have many opportunities to reflect on decision-making and issues that result in growth in Christ. The residence experience also contributes to an appreciation for differing points of view and an understanding of one’s contribution to the immediate community and society at large.

The residence life staff at Westmont is committed to fostering an environment that helps students continue maturing as adults. This is an important time for students to increase their knowledge and understanding of themselves and to learn how to cope with stress and the demands of academic life in a healthy way. It is also important that students learn to develop and sustain fulfilling interpersonal relationships.
Residence halls at Westmont are designed to be challenging, fun, and healthy places to live. Students are encouraged to participate actively in their living group and to engage fully in creating an environment that is conducive to personal, spiritual, and academic growth.

**Housing.** The Housing Office provides services related to both on and off-campus housing and vehicle use. Incoming students are matched personally and prayerfully and in consideration of their stated preferences. Returning students choose their room and roommates in the annual housing selection.

The Housing Office is responsible for all residence hall furnishings and works closely with Residence Life and the Physical Plant to insure a comfortable and secure living environment. Lounge settings and study tables, kitchen appliances, laundry machines and recreational equipment are provided in each hall.

**Career and Life Planning.** The Office of Career and Life Planning provides educational programs and a variety of services intended to produce Westmont graduates who understand their uniqueness, make good decisions, set goals, and have the career planning skills necessary to reach their goals.

Graduates with a liberal arts and sciences degree have many career choices and opportunities and, therefore, benefit by taking advantage of career services throughout their education. The resource center can help them understand their own strengths, make wise decisions about majors, and begin to explore career alternatives. As juniors and seniors, students can participate in internships, senior workshops (assertive job search strategies, resume writing, and interviewing skills), graduate school investigation and personalized consultation.

Students may meet individually with a career counselor at any time to assess their values, interests, personality style, and skills relative to career choice. The assessment services include an interactive, computer-based guidance system that helps students weigh personal values, interests, and skills against educational and career choices, using up-to-date career information.

The Career and Life Planning Office maintains an active job posting system for full-time, part-time, off-campus, work-study, internship, and summer employment opportunities.

The Career Resource Center on the upper level of the library, contains a variety of resources for students to use in making their career choices. They can gain information about specific career options, employment projections, company descriptions, graduate school guides, career planning materials, and job search resources. Students can also pick up handouts addressing many of their career needs and access information through the internet.

College officials encourage students to use career and life planning services even if they feel certain about the career they wish to pursue. The pro-
gram helps students gain the most from their education, make informed choices that integrate their goals for life and work, and develop a vision for contributing to society.

**Student Health Center.** A mandatory health fee provides each student with an accident and sickness insurance plan and various services at the campus health center. Physical exams, prescription refills, immunizations, and allergy injections are all available for a fee. The full-time physician and staff believe that students have a right and responsibility to participate in their own health care. The Health Center is open on weekdays during Fall and Spring semesters and during Mayterm for limited hours.

**Counseling Center.** Professional counseling services are available to students at no charge. The counselors are professionally trained, licensed, and caring individuals who have a deep commitment to their Christian faith. They treat each student with respect and dignity, upholding the professional ethic regarding confidentiality.

A variety of student concerns may be addressed in counseling, including the following: self-esteem, parent and family issues, separation/transition issues, spiritual concerns, dating relationships, premarital counseling, loneliness, loss and grief, stress and anxiety, depression, suicidal thoughts, substance abuse, issues related to sexuality, sexual assault, pregnancy, eating issues, communication skills, shyness, assertiveness training and decision making.

Counselors provide individual counseling and couples counseling (for dating, engaged and married couples). They are aware of community resources and consult with other professionals, referring students as necessary. The Center also has a self-help library with books, pamphlets, audio-tapes and videotapes.

**Student Activities.** **Student Government.** The Westmont College Student Association (WCSA) is made up of the elected student representatives for the college community. WCSA is the student body voice to the Westmont community as a whole and actively pursues change in response to the expressed interests of our students. WCSA seeks to utilize a responsible leadership structure with an emphasis on academic, communal and spiritual growth. The Leadership and Character Development (LCD) department advises WCSA.

**Student Activities and Clubs.** The Westmont Activities and Clubs Council (WACC) is the student organization responsible for all social events and club sponsorship for the college. WACC sponsors concerts, movies, talent shows, speakers and many other exciting campus-wide events as well as student-initiated clubs that rally around particular commonalities. The Leadership and Character Development (LCD) department advises WACC.
**Student Ministries.** Westmont Student Ministries (WSM) oversees, encourages, facilitates and serves the student-led ministries at Westmont. They provide funding, accountability and the opportunity to participate in a larger vision of service to these ministries at the college. The Leadership and Character Development (LCD) department advises WSM.

**Athletics.** The Warrior athletic program is a vital component in fulfilling Westmont’s commitment to a strong liberal arts and sciences education. The College provides intercollegiate competition that combines a national level of excellence with a perspective that reflects and interacts with the person and precepts of Jesus Christ. This provides a unique experience for the athlete. Westmont is a charter member of the Golden State Athletic Conference which includes the strongest athletic teams in the Far West Region of the N.A.I.A. (National Association of Intercollegiate Athletics). Outstanding programs exist for both men and women in cross-country, track and field, soccer, tennis, and basketball. In addition, the College offers baseball for men and volleyball for women.

In all programs, determined student-athletes and dedicated coaches have worked together to achieve an outstanding record of success—measured not merely by win-loss records, but chiefly by the positive impact on the lives of the participants. Over the years, several teams have experienced the pride of being nationally ranked or the excitement of winning a championship. Yet it is often the overall personal growth of a Westmont athlete which is most dramatic.

Westmont athletics provide other opportunities for growth. Many athletes use their competitive experience to participate in international tours and short-term ministries such as Athletes in Action and Sports Ambassadors. In some instances, Westmont athletes have had the opportunity to enter professional athletics after graduating.

Westmont athletic teams have a long history and tradition of success. Warrior Sports will always be a strong part of the College’s educational program.

**Westmont Intramural Program.** The intramural department offers a well-rounded program of wholesome recreational services. The wide variety of activities range from pickleball to flag football. Intramurals promote social interaction among students and provides an opportunity for physical activity in an organized setting. An average of 650 entries per year demonstrates the wide popularity of the Westmont intramural program.
Admission Policy. Westmont selects candidates for admission from those prospective students who provide evidence that they are prepared to benefit from - and to contribute to - an educational environment that is academically rigorous and deeply Christian.

Each year, there are more qualified applicants than we can enroll at Westmont, given our enrollment cap of 1,200. Thus, the admissions process is inherently selective. Recognizing the importance of peers in shaping a learning environment, Westmont gives attention in the admissions process not only to individual applicants, but also to the emerging character of each class as a whole.

In the admissions process, the following elements will be taken into account when reviewing each applicant:

1. The strength of the high school academic record as reflected in grade point average.
2. Academic aptitude as reflected in SAT/ACT scores.
3. The strength of one’s academic program, (Honors, AP, or IB) and rank in class.
4. Demonstrated character as reflected in the sorts of challenges that an applicant has met.
5. A clear sense of goals for one’s education as reflected in the essays.
6. Special skills in the creative and performing arts, athletics, science, journalism or other academic areas.
7. A clear vision as to why Westmont is the best place to pursue one's educational goals as reflected in the admissions essays.
8. Diversity in one’s background and interests.

Final decisions for admissions are based on an evaluation of the entire application. It is crucial, therefore, that an admissions file be an accurate and complete reflection of a candidate.

A visit to the campus, which should include an interview with an admissions counselor, class visitations, chapel, meetings with professors and coaches and spending a night in a residence hall, is an excellent way to learn more about Westmont and how it might be just the right choice for you. Appointments for campus visits can be arranged through the Office of Admissions.

How to Apply. FIRST-YEAR STUDENTS: The Westmont Office of Admissions begins receiving applications on October 1 for the following
fall semester. If you are a high school senior and Westmont is one of your top choices, you may apply for EARLY ACTION (a non-binding process). Applicants with strong records and accomplishments may find this an attractive choice. EARLY ACTION applicants are indicating to the Admissions Committee that Westmont is perhaps their first choice college. This may allow you to resolve your college choice early in your senior year and avoid the necessity of filing multiple applications. First-year students interested in competing for Westmont Full Tuition Scholarships, must apply by the Early Action process. EARLY ACTION applications must be completed and postmarked no later than December 1. Completed files must include official transcripts for all courses from 9th grade to the present. Candidates not accepted for EARLY ACTION may be notified that they will be reconsidered for admission under REGULAR DECISION. This will allow time for additional materials to be submitted that might strengthen the overall file (i.e. fall term grades and additional SAT I/ACT results). Application materials for REGULAR DECISION should be submitted by the priority deadlines of February 15 and November 1 for spring. TRANSFERS: Application materials should be submitted by March 1 for fall and November 1 for spring.

1. Complete, return, or submit online the Westmont College Application for Admission.

2. Enclose an application fee in the form of a personal check (or money order) for $50, made payable to Westmont College. (Westmont’s online application fee is $40.)

3. Request that official transcripts for all courses from ninth grade to the present be sent to the Office of Admissions. Admission decisions will only be made with an official transcript. Admissions decisions may be rescinded in the summer or registration for classes may not be allowed if there is no official final high school transcript on file. If any high school or college work is in progress at the time of application, be sure an additional, final transcript is sent when the work is complete.

4. Applicants must submit two letters of recommendation. Required letters of recommendation for FIRST-YEAR STUDENTS are: two from teachers in core courses or one from a teacher and one from an advisor or counselor. Required letters of recommendation for TRANSFERS are: two from professors in academic courses or one from a professor and one from an advisor or counselor. Pastor or youth leader recommendations are welcomed for first-year and transfer students. Pastor recommendations will be in addition to the teacher/counselor recommendations. They cannot be used as a substitute.

5. Request that the results of either the Scholastic Assessment Test (SAT I) or the American College Test (ACT) be sent to the Office of Admissions.
Transfer applicants who have completed more than 24 units of transferable, semester college credit are not required to submit test scores.

Return all application materials to:

**Director of Admissions**  
**Westmont College**  
**Santa Barbara, CA 93108-1089**

**Admission to First-Year Standing.** Westmont attracts high school graduates who have at least a B average in academic subject areas, rank in the top 50% of their high school class, have followed a college preparatory curriculum, present above average SAT I or ACT scores, and would benefit from and contribute to the goals and mission of Westmont College.

Applicants must have a minimum of 16 academic units of credit, including at least:

- **English**: 4 years
- **Science**: 3 years (two years of laboratory science)
- **Mathematics**: 3 years (including at least second-year algebra)
- **Foreign language**: 2 years of one language (3 years recommended)
- **Social Science**: 2 years (history, government, sociology, political science, economics, psychology, civilization, geography)

In addition, applicants should have strong academic electives. Exceptional applicants not meeting one of these standards may be granted conditional admittance with the understanding that the deficient course(s) will be made up at a community college or similar institution. Demonstrating proficiency on a national exam such as the SAT II can also satisfy a requirement. (Contact the Office of Admissions for details.) Preferably, any deficiencies will be made up during the summer before a student first enrolls at Westmont. In any case, conditionally admitted students must have satisfied all outstanding admissions requirements in order to continue beyond the second year of classes at Westmont. Moreover, some Westmont College classes may require that deficits in one or more of the areas be satisfied before a student is allowed to enroll in that course.

The Office of Admissions recalculates the grade point average of each applicant and considers the overall average, the average in academic courses and the average that includes honors or advanced placement courses.

**Home-Schooled Students.** Westmont encourages applications from the home-schooled student. Home-schooled students are recognized for the individual and unique talents and qualities they bring to the Westmont community. Home-schooled applicants are evaluated on their individual merit
and specialized programs. Westmont does request a Certificate of Completion of the home-study program and proof of whether or not the program is recognized by the state where the student resides. Because the curriculum of home-schooled students varies depending on the particular program, the Office of Admissions may place greater emphasis on either the SAT I or ACT. (Westmont welcomes either standardized test.) If the home-schooled student has enrolled concurrently in a college or university for additional classes prior to the completion of their home-study program, Westmont must have official transcript from the institution(s) in order to apply appropriate credit. Home-schooled students will qualify for the same merit-based scholarships as do traditional high school graduates.

If the home-schooled student is applying for Federal Financial Aid, the State Department of Education requires them to satisfy the Ability to Benefit requirement in order to qualify for Federal Financial Aid. Please visit our website for a complete list of tests that will satisfy this requirement. (www.westmont.edu/prospective/homeschooled)

Non High School Graduates. Applicants who have not officially graduated from high school or graduate early, may still be considered for admission. However, Westmont will require these applicants to submit the results of the General Education Development (G.E.D.) Test or the High School Proficiency Examination for the state in which the student resides. Greater emphasis may be given to the SAT I or ACT in these specific circumstances.

Admission to Transfer Standing. Westmont welcomes applications from transfer students. As with first-year applicants, admission to Westmont is competitive and will be granted to those applicants with the strongest credentials. Transfer credit from community colleges is limited to 64 semester units or 96 quarter units.

Transfer applicants with more than 24 solid semester units of completed transferable college credit at the time of application will be evaluated for admission primarily on the basis of that college work, even though it is necessary to submit an official copy of the high school transcript. Applicants with less than 24 semester units will be evaluated on the basis of the college transferable units complete at the time the application is submitted as well as the high school transcript and the results of either the SAT I or ACT. Applicants transferring from an accredited college or university will be given credit for transferable courses for which they received a grade of C- or better and coursework is submitted on an official transcript. Giving credit for a course does not necessarily mean that an academic department will apply that course to the fulfillment of a major requirement.

Following admission, the Westmont Records Office will make a thorough evaluation of completed coursework as it applies to the general education requirements and the overall graduation requirements. Evaluations will be
completed only with an official transcript. The Records Office will mail the evaluation to the applicant.

Westmont may restrict credit from a non-accredited institution and may, at the discretion of the registrar, require some validation through attending the course at Westmont and receiving a minimum grade of C, or through an examination. Students must validate courses during their first year of residence at Westmont.

Although it is not a final authority regarding transfer credit, evaluators use The Report of Credit Given By Educational Institutions. The College does not award credit for courses taken more than 25 years ago.

**Consortium Visitor Program Application Process.** Students enrolled at a Consortium institution, who want to take advantage of this opportunity, apply using a special application process (see page 11 for a list of participating schools). To be considered, begin by contacting your current institution’s Registrar’s Office to obtain the consortium application. Your proposed coursework for the required semester needs to be approved by your Registrar. Following this approval, submit the Consortium Visitor application to the Westmont Admissions Office, along with transcripts of all completed college work. In the event you have not completed 24 semester units in college, an official high school transcript will be necessary. The consortium application and all supporting documents must be received in the Admissions Office (postmarked) for fall admission, by March 1 and for spring admission, by November 1. Should the application be submitted after these deadlines, the applicant will be considered on a space available basis only. Should an offer of admission be made and the applicant confirms after the deadline stated in the acceptance letter, the confirmation will be accepted on a space available basis only.

**Reapplicants.** Reapplicants are students who previously attended Westmont and have withdrawn or exited from Westmont for a semester or more and now desire to return. All reapplicants must submit an Application for Readmission to the Admissions Office. The Application for Readmission may be obtained in the Admissions Office, Registrar’s Office or the Student Life Office. The Application for Readmission and all supporting documents must be received in the Admissions Office (postmarked) for fall admission, by March 1 and for spring admission, by November 1. Should the reapplication be submitted after these deadlines, the reapplicant will be considered on a space available basis only. Should an offer of admission be made and the reapplicant confirms after the deadline stated in the acceptance letter, the reapplicant’s confirmation will be accepted on a space available basis only. Students must submit the application and transcripts from all colleges and universities attended during the absence from Westmont. If reapplicants have attended other colleges since leaving Westmont, they must have main-
tained a cumulative grade point average of at least 2.0. Students will be con-
sidered for readmission only if the following criteria have been satisfied; all
educational loans and student accounts are current; the student left
Westmont in good academic and student life standing. The Office of
Admission requests clearances from the Business Office, Office of Student Life
and the Office of the Registrar.

If a reapplicant initially left Westmont for medical reasons, they must
include a statement from a doctor indicating that any health issues have
been resolved sufficiently to allow a return to school.

Applicants from Foreign Countries. Applications for students from for-
eign countries are available from the Office of Admissions. Westmont
evaluates applicants on their academic background as shown on transcripts
and through the results of the SAT I or ACT and the Test of English as a
Foreign Language (if the native language is other than English) with a mini-
mum score of 560 or 220 on the computer based TOEFL. In addition to the
application form, the College requires a report on proficiency in English, a
personal reference, school recommendation, school transcripts, health infor-
amation and certification of good health, and a confidential financial state-
ment. It is the applicant’s responsibility to provide Westmont with certified
English translations of all transcripts. In addition, the applicant will be asked
to have the transcripts evaluated by a professional foreign academic creden-
tials service at the applicant’s expense.

Special Students. Special students are mature persons qualified for admis-
sion to Westmont who do not intend to work toward a degree. To be
admitted as a special student, an applicant must file an application for non-
matriculated status and provide an official transcript from the last college or
university attended in a degree program. The transcript must show good
standing and applicants must qualify for admission to the College and to the
desired classes. Westmont grants admission as a special student only as its
enrollment limitation and facilities permit.

The College expects students who are granted admission to respect and
live within Westmont’s Christian Life Expectations and maintain at least a
2.0 grade point average in order to continue enrollment. Special students
who later wish to apply credits toward a Westmont degree must apply for reg-
ular admission. If they are granted admission, they must get approval from
the Academic Senate to apply previous credit to the degree program. They
should file the petition for approval with the registrar.

Advanced Studies. College graduates holding a bachelor's degree and
wishing to earn a standard elementary or secondary teaching credential
are welcome to apply to the Advanced Studies Program. Limited enrollment
is available. Students must have a grade point average of 2.75 and schedule
an interview with a member of the faculty in the Education Department.
Advanced Placement. Westmont grants advanced placement and/or credit to students who present scores of 4 or 5 on the Advanced Placement Tests of the College Entrance Examination Board and for scores of 5, 6, or 7 on higher-level subject examinations of the International Baccalaureate Program. The College limits credit to a maximum of 32 units and may be applied to general education or elective units only.

College Level Examination Program. Westmont will give CLEP credit for scores of 500 or above for general tests and 50 or above for subject matter tests, provided students have not completed introductory college courses in those areas. Essays are required when they are available (that is, offered with the examination). CLEP credit may be applied to elective credit only.

Students may transfer college credit they earned while they were in high school to Westmont. They must ask the college they attended to send an official transcript to Westmont so the course work can be evaluated.

Notification of Admission. Following are application deadline and notification dates:

**First-Year Students**

**Early Action (Fall Only)**
- Dec. 1 Application Deadline
- Jan. 20 Notifications Sent

**Regular Decision**
- Feb. 15 Priority Application Filing Deadline
- Apr. 1 Notifications Sent

**Spring Semester**
- Nov. 1 Application Deadline
- Dec. 1 Notifications Sent

**Transfers**

**Early Action**
- Available to First-year Students Only

**Regular Decision**
- Mar. 15 Priority Application Filing Deadline
- Apr. 1 Notifications begin and continue on a rolling basis

**Spring Semester**
- Nov. 1 Application Deadline
- Dec. 1 Notifications Sent

Note: Applications may be submitted after the deadline dates. However, Westmont cannot guarantee that they will be given the same consideration as those submitted on time. The office of Admissions continues to process applications on a space available basis only.
Confirmation of Admission. Westmont adheres to the Candidates National Reply Date of May 1. Therefore, students must send a non-refundable deposit of $300.00 and a Westmont Housing Application by May 1. International students who require an I-20 form to obtain a student visa must send a $8000 deposit ($6800 of which is refundable if the student cancels). Due to Westmont’s limited enrollment (see CUP on page 243), deposits postmarked after May 1 could be returned because of space limitations. Deposits may be accepted after the May 1 postmark only if space is available. Deposits are not additional fees, but are credited to the student’s account. After confirming, students will also receive a health questionnaire which does not require a doctor’s appointment. College health insurance regulations make it necessary for every student to complete and return the health questionnaire.
Charges

Community of Support. Westmont is a non-profit corporation and receives gifts and contributions to help keep costs at a minimum. Student charges do not cover the entire cost of education at Westmont. Donations from individuals, churches, and businesses make up the balance and allow the College to offer many types of financial aid (See Financial Aid section).

Student Charges. The charges listed below and throughout this section apply to the 2003-2004 academic year. Charges and financial policies are subject to change without notice by action of the Westmont College Board of Trustees.

<table>
<thead>
<tr>
<th></th>
<th>Semester</th>
<th>Year</th>
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</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$12,112</td>
<td>$24,224</td>
</tr>
<tr>
<td>Fees</td>
<td>333</td>
<td>666</td>
</tr>
<tr>
<td>Room</td>
<td>2,444</td>
<td>4,888</td>
</tr>
<tr>
<td>Board (21 Meals)</td>
<td>1,745</td>
<td>3,490</td>
</tr>
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</table>

Tuition and Required Fees

Semester fees include: health fee, $203 and student activity fee, $112.

Room and Board Charges

The room rental contract allows students to occupy their rooms for the entire semester, except during the Christmas vacation period. Students may stay for any portion (or all) of spring recess, but must register in advance with their Resident Director. Students who occupy a triple room and live with two other roommates for the entire semester will receive a refund of $220 at the end of the semester. All students residing in campus residence halls must be on the board program. The dining commons is open every day during each semester, except during Christmas vacation, spring recess and on Thanksgiving Day.

Only students who have registered and paid the $300 non-refundable deposit can reserve campus housing or request parking permits.

Off-Campus Programs

Study programs in Europe, England, Israel, San Francisco, and Washington D.C., as well as international summer study/travel programs, are listed in the Special Programs section of this catalog. Contact the Off-Campus Programs Office for charges and refund policies.
**Accessory Fees**

(This list is for information purposes only and is not intended to be all-inclusive.)

- **Application Fee** $50
- **Art Course Fee** 50
- **Audit Fee (per unit - assessed on part-time students only)** 50
- **Class Music Instruction (weekly)**
  - Piano (preparatory level), 13 half-hour lessons 180
- **Credit by Examination Fee (per unit)** 45
- **Final Exam fee, rearranged (per exam)** 35
- **Late Course Add/Drop Fee (per course)** 25
- **Late Financial Check-In Fee** 50
- **Non-matriculated Student Tuition (per unit)** 1237
- **Parking Fee (per semester)** 95
- **Parking Fee/Restricted (per semester)** 55
- **Physical Education Course Fees (per semester)** 90-320
- **Private Music Instruction**
  - 13 45-minute lessons 475
  - 13 one-hour lessons 590
- **Processing Fee (degree work completed after graduation date)** 20
- **Rescheduling Final Exam** 35
- **Science Laboratory Fee (per semester)** 100

**Payment Schedule.** Students are required to pay at least one-third of the amount they owe for the semester on or before the beginning of each semester. In order to meet this schedule, it is strongly recommended that all financial aid forms and documents be submitted by July 1 and a Student Account Promissory Note be completed, signed by all parties, and received by the Business Office before the beginning of the first semester at Westmont.

All charges for the Fall Semester must be paid in full by October 31 and by March 31 for the Spring Semester. Westmont applies finance charges monthly on account balances at a rate equal to the amount allowed by law, up to 1% per month. All charges for one semester must be paid before a student is permitted to register for the next semester.

**Foreign Student Payment**

Foreign students who require an I-20 form to obtain a student visa must pay the annual balance due (annual student charges less $8,000 deposit and financial aid) in four equal installments. These installments are due on September 30, October 31, January 31, and February 28. Additional charges (e.g. lab fees, long distance telephone charges, and pharmacy charges) are due as they are billed. Foreign students may return for subsequent years only if they have paid their bills for the current and prior semesters and make a $8,000 deposit ($300 of which is non-refundable) by August 1.
**Withdrawning from School/Refunds.** Westmont makes refunds under certain conditions. Students never receive refunds of their deposits. Refunds for tuition, fees, board, and housing depend on the time the student officially exits. Students must submit an exit form to the Registrar’s Office before exiting in order to receive a refund of any student charges. The exit date is set as the day the student notifies the Registrar’s Office that the student is leaving school.

A schedule of refunds for first-semester students is available at the Business Office, but will be no less than the schedule of refunds for continuing students which follows. A variation of the refund policy may apply for students who are federal financial aid recipients.

### Tuition

**Time of Exit**

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<th>Refund</th>
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<tbody>
<tr>
<td>Prior to first day of the semester:</td>
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</tr>
<tr>
<td>End of week:</td>
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</tr>
<tr>
<td>1</td>
<td>90%</td>
</tr>
<tr>
<td>2</td>
<td>80%</td>
</tr>
<tr>
<td>3</td>
<td>70%</td>
</tr>
<tr>
<td>4</td>
<td>60%</td>
</tr>
<tr>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td>6</td>
<td>40%</td>
</tr>
<tr>
<td>After the sixth week:</td>
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### Fees

**Time of Exit**

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<tr>
<th>Time of Exit</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to first day of the semester</td>
<td>100%</td>
</tr>
<tr>
<td>After first day of the semester</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Board

**Time of Exit**

<table>
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<tr>
<th>End of Week</th>
<th>Refund</th>
<th>End of Week</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>90%</td>
<td>8</td>
<td>47%</td>
</tr>
<tr>
<td>2</td>
<td>87%</td>
<td>9</td>
<td>40%</td>
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<tr>
<td>3</td>
<td>80%</td>
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<td>4</td>
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<tr>
<td>7</td>
<td>53%</td>
<td>14</td>
<td>7%</td>
</tr>
</tbody>
</table>

### Room

A $150 cancellation fee is charged to cancel campus housing once it is reserved. In addition, students will only be refunded the percentage indicated for board refunds if the room is cancelled after August 1 for fall semester (December 15 for spring semester).
Appeals. Students who feel their individual circumstances warrant exception from the published policy may appeal to the Vice President for Finance.

Billing Procedures. The College will issue bills about three weeks before each semester to those students who have pre-registered. These bills will show the exact amount of charges due before or during the Financial Check-in for each semester. Subsequent statements may include additional charges. Students who do not pre-register will receive a bill for the upcoming semester immediately following registration.

Westmont does not consider students to be officially enrolled until they have completed the Financial Check-in each semester. At Financial Check-in students confirm their compliance with the following three conditions:

1. At least the minimum payment has been received by the Business Office
2. All financial aid forms and documents have been completed and received by the Financial Aid Office
3. A Student Account Promissory Note has been completed and signed by all parties and received by the Business Office

Financial Check-in

Electronic Financial Check-in – Students who comply by paying at least the minimum amount, and submit all required forms to the Business Office and Financial Aid Office on or before August 15 for the Fall Semester and December 15, for the Spring Semester, will be eligible to conduct Financial Check-in via the Financial Check-in Website.

Financial Check-in – Students who have not complied with all of the three conditions described above must complete Financial Check-in in person by the first day of each semester.

Westmont may cancel the registration of students who do not complete the Financial Check-in by the first day of each semester. This includes students whose checks to satisfy Financial Check-in are returned for insufficient funds. These students will be dropped from their classes so that students on waiting lists may fill their places. Only registered students will be able to occupy College housing.

Students who complete Financial Check-in after the first day of the semester and pay the $50 late Financial Check-in fee, may register or re-register through the 5th day of the semester. After this time, they may register or add classes by petition only, and they must pay a late registration fee or a late course add fee if the College grants their petitions. However, if Westmont reaches its County-imposed limit on enrollment, registration will close at that time, and the College will not be able to enroll any more students.

Students may register for subsequent semesters only if they have paid their bills for the current and prior semesters. They must also have made a $300 non-refundable deposit.
Westmont sends statements of accounts for each month on or before the 10th of the following month. Payments are due by the end of the month in which the Business Office issues these statements, and the College will assess finance charges on outstanding balances. Westmont cannot accept loan proceeds as payments until students have endorsed the promissory notes or checks. All unpaid student account balances will constitute a student loan for which students and parents are responsible according to the terms and conditions of the Payment Plan/Student Loan Agreement and Promissory Note. Students may not obtain grade reports, transcripts, diplomas, or participate in commencement exercises as long as they owe money or loan payments to Westmont.
Financial Aid

Financial Aid. Eighty-five percent of Westmont students receive some form of financial aid. All students admitted to Westmont are eligible to apply for financial assistance. Students receive financial aid funds in the form of scholarships/grants, loans, and work-study jobs. Usually, assistance comes through a “Financial Aid Package” which may include two or more types of awards.

Most financial aid requires demonstration of need, although some students receive scholarships solely on the basis of merit. To determine financial need and estimate a fair family contribution, Westmont uses the nationally accepted standards and procedures of the federal government. Factors involved in computing family contributions include income and assets of students and parents as well as the size of the family and the number of siblings in college. The Free Application for Federal Student Aid (FAFSA), provides the necessary information. “Need” is defined as the difference between your expected family contribution and the allowable educational expenses of attending Westmont. Do not rule out financial aid because of a high income. Students must submit the necessary forms each year to determine need. Watch for the deadlines.

Merit Awards. These scholarships are awarded to entering first-year students and transfers who meet the specified criteria. The type of scholarship is based on a combination of academic GPA and SAT or ACT scores for first-year students and the college academic GPA for transfers. Awards are renewable each year provided the student maintains a Westmont cumulative grade point average of 3.25 or higher, 3.0 if the student is enrolled in two or more honor classes, for the Westmont Full-Tuition Scholarship or the Presidential Scholarship; 3.0 for the Provost Scholarship; and 2.75 for the Westmont or Dean’s Scholarship. Grades are reviewed for continued eligibility at the end of the spring/Mayterm semester. In the event a student must leave Westmont for one semester, he/she may have the merit scholarship reinstated upon return to Westmont, if he or she has not attended another college during the semester away.

Westmont Full-Tuition Scholarships—awarded to a limited number of first-year top scholars who apply for Early Action Admission and who participate in a formal selection process.

Presidential Scholarship—$8,000 per year
Provost Scholarship—$6,500 per year
Dean’s Scholarship—$5,000 per year
Transfer Presidential Scholarship—$4,000 per year
Transfer Provost Scholarship—$3,000 per year
Scholarships. Scholarships are based on academic performance and/or financial need. They do not require repayment.

Junior Scholars Awards–Through these awards, the faculty wish to recognize the top scholars of the sophomore class from each of the three divisions of the College and to encourage them to complete their education at Westmont.

Creative and Performing Arts Scholarships–Westmont gives awards each year in art, music, and theatre arts. Students should contact the creative and performing arts department directly for more information.

The David K. Winter Character through Servant Leadership Awards–Students completing their first-year, sophomore or junior year are eligible to be nominated for these leadership and character development scholarships. Awards will be granted for the following academic year. The selection process occurs during the spring semester. Generally, there are four awards given for each class (for a total of twelve), valued at approximately $2,000 each; however, the amounts may vary. More details regarding the David K. Winter Awards are available through the Leadership and Character Development Office.

Grants. Students receive grants on the basis of financial need and do not need to repay them.

Westmont College Grants–These grants assist students in meeting tuition costs, depending on assessed financial need and satisfactory academic performance.

Cal Grant A–This state grant for California residents is based on financial need and academic performance, and new awards for 2003-04 are worth up to $8,832 yearly at Westmont. Students may renew this grant if they demonstrate satisfactory academic progress and continued financial need.

Cal Grant B–This state grant for California residents ranges from $1,551 to $10,383. The award is designed for disadvantaged, low-income families.

Federal Pell Grants–These federal grants are available to eligible students who are planning to enroll, or are already enrolled, in institutions of post-secondary education. They range from $400 to $4,050 and are awarded based on financial need.

Federal Supplemental Education Opportunity Grant–This federal grant from $200 to $2,000 per year is given to students from families with low incomes. Pell Grant recipients are given priority for these awards.

Loans. Loans are low-interest and no-interest awards that students must repay.

Westmont College Interest-Free Loans–These loans are available to dependent students who are graduates of California high schools, U.S. citizens, and have established financial need. Students repay them in equal monthly installments over 10 years, beginning six months after they leave Westmont or their scheduled graduation, whichever is earlier.
Federal Perkins Loan—These loans are designed for students who come from low-income families. Perkins Loans are charged five percent interest during the repayment period, which begins nine months after students graduate, leave school, or drop below half-time. Loans normally range up to $3,000 per year under this program.

Federal Subsidized Stafford Loan—Banks and other lending institutions fund these loans. Applicants must show financial need and, in some cases, the amount of need may limit the size of the loan. Repayment begins six months after graduating, leaving school, or dropping below half-time. For students who have a Federal Stafford Loan and have questions concerning their interest rate, they should contact their lender or the Westmont College Financial Aid Office.

The interest rate is variable, adjusted annually on July 1st, capped at 8.25 percent. Borrowers are required to pay 3% fees which will be deducted proportionately from each disbursement of the loan.

Federal Unsubsidized Stafford Loan—The same terms and conditions as the Federal Subsidized Stafford Loans, except that the borrower is responsible for interest that accrues while he/she is in school. The program is open to students who may not qualify for Subsidized Stafford Loans or may qualify for only partial Subsidized Stafford Loans. The combination of Subsidized and Unsubsidized Federal Stafford Loans for a borrower may not exceed the annual and aggregate limits for loans under the Federal Stafford Loan program. Borrowers are required to pay 3% fees which will be deducted proportionately from each disbursement of the loan.

Federal Parent Loans for Undergraduate Students (PLUS)—Parents may take out loans to help pay for educational costs for their dependent students at eligible institutions of higher education. The interest rate is variable and is adjusted annually on July 1st. Repayment begins 30 days after the second disbursement. Borrowers are required to pay fees of approximately 3% which will be deducted proportionately from each disbursement of the loan.

Work. Federal Work-Study is a federally funded work program. Students are generally limited to 16 hours per week during the academic year and 40 hours per week during vacation periods. Federal Work-Study is based on financial need as determined by the FAFSA. There are also campus jobs not funded by FWS.

How to Apply for Aid

Complete and submit a FAFSA form by March 1 to receive priority consideration. The Westmont College code number is 001341. FAFSA forms are available at the counseling office of your local high school and at Westmont College. Application can also be made over the Internet at http://www.fafsa.ed.gov.
California residents who have not previously been awarded a Cal Grant A or B must carefully review the instructions before completing the FAFSA and completely answer the state residency questions. New Cal Grant applicants must also submit a grade point average verification form which must be submitted to the California Student Aid Commission. The deadline for submitting these forms is March 2. Information about this application process is available at your high school, college, or at Westmont College.

Rights and Responsibilities. Westmont will not make an offer of financial aid until the College has made a decision about admission. If students receive aid, they must enroll full-time, complete 12 units each semester, and maintain a grade-point average at Westmont of 2.0 (“C”) or better.

A student is eligible for a maximum of eight semesters of aid or until graduation, whichever comes first. Transfer students receive aid on a prorated scale of the units transferred at the time of admission to Westmont. Aid is not awarded to students pursuing a second B.A. and/or B.S. degree.

The College applies aid to students’ accounts once each semester. Students who drop below the minimum academic load or withdraw from school may be required to repay a prorated amount of the semester’s aid. Any decision of the Financial Aid Office, including the amount of aid or denial of aid, may be appealed to the College Financial Aid Committee.

Renewal of Aid. Westmont offers financial aid for one year at a time. Renewal is subject to continued financial need and satisfactory academic progress. The amount of financial aid offered each year may be reduced from prior year’s offers if financial need decreases. All students who request aid after their first year are required to file renewal FAFSA.

A veteran or eligible V.A. benefit recipient who remains on probation for grade point deficiency below a 2.0 cumulative GPA beyond two semesters, will have his/her veteran’s benefits discontinued and any further certification of benefits terminated.

Scholarships. The scholarship funds listed below have been made available through the generous gifts of friends of the college. These scholarships represent a portion of the total financial aid budget each year. Specific applications for these funds are not necessary.

Abernethy Endowed Scholarship
Ahmanson Foundation Collegiate Scholarship Program
Don Anderson Endowed Scholarship
Esther Anderson Memorial Scholarship
Stanton D. Anderson Scholarship
Richard Reed Armstrong Scholarship in Art
George Bate Physics Scholarship
Troy and Linda Bateson Scholarship
Cliff Benton Freshman Chemistry Scholarship
Berti Family Scholarship
Kathryne Beynon Foundation Scholarship
Bunn Family Endowed Scholarship
Burns Endowed Athletic Scholarship
Carl Byers Family Scholarship
Class of 1963 Endowed Scholarship
Deming Music Fund
Disabled Student Aid
Downing Street Foundation Women’s Scholarship
Emelco Foundation Scholarship
England Semester Award
Leonhard Euler Award
Paula Fenner Scholarship Fund
Grace Hopper Award
Morris S. and Barbara Ludwig Ferguson Scholarship
William and Marcia Fochler Scholarship
Gebert Christian Athlete Scholarship
Peter and Christine Geddes Scholarship
Regina Gor Memorial Scholarship
David and Anna Grotenhuis Scholarship
Hahner Scholarship
Vernon L. Hall Endowed Fund
Thomas K. Herskowitz Scholarship
Gary F. and Frank L. Hieronymus Scholarship Fund
Helen Hieronymus Scholarship
Clarence Hinkle Art Scholarship Fund
Virginia R. Hutchings Scholarship
Independent Colleges of Southern California Scholars
Argyros Foundation Scholarships
Avery Dennison Corporation Scholarships
Bank of America Scholars Program
Comerica Bank
Fluor Independent Colleges Scholarships
Forest Lawn Foundation Scholarships
Macerich Company Scholarship Program
Milken Family Scholars Program
Nordstrom Scholarship Program
Ralph M. Parsons Foundation Scholarships
Rockwell Collins Scholarship Program
Union Bank of California Scholarship Program
UPS Foundation Scholars Program
Washington Mutual Scholarship Program
April Jones Memorial Scholarship
Ruth Kerr Memorial Scholarship
Vincent and Frances LaBarbera Scholarship
Brian Lightner Memorial Scholarship
Lundberg Endowed Soccer Scholarship
Arthur Lynip Scholarship
Phyllis Martin Fine Arts Scholarship
David and Jane Maynard Scholarship
Mayr Foundation Scholars Fund
George H. Mayr Foundation Endowed Scholarship
Emma K. McKee Endowed Scholarship
Ruth McKee Scholarship
Melin Family Scholarship Fund
Paul Raymond Miller Scholarship
Morey Endowed Education Department Scholarship
NSF Computer Science/Math Scholarship
Orfalea Family Scholarship
Mable Palmer Endowed Scholarship
John and Isabella Parks Memorial Fund
Phi Kappa Phi Sophomore Scholarship
Bretten Drake Pickering Scholarship
Edwin J. Potts Diversity Scholarship
Psychology Alumni Award
Gladys L. Quackenbush Endowed Scholarship
Robert and Mary Quackenbush Endowed Scholarship Fund
Anna Gaub Renoud Scholarship
Lord and Lady Ridley-Tree Scholarship
Ian and Joyce Ritchie Scholarship Fund
Schuele Family Scholarship
Perry and Margaret Shirley Endowed Scholarship
Dorothy M. Shoemaker Memorial Scholarship Fund
Ron Smith Scholarship
Carol K.S. Chung Song Scholarship
James L. Stamps Foundation Scholars
John Stauffer Memorial Scholarship for Academic Merit
George and Edna Williams Strait Memorial Endowment Fund
Tom and Sue Sweetman Memorial Scholarship
Target Earth International Fellowship/Scholarship
Track and Field and Cross-Country Scholarship Fund
Trustee Scholarship Fund
Alice Tweed Tuohy Foundation Scholarship
George C. Tyler Scholarship
Visick Endowed Scholarship
Kim Wainwright Endowed Memorial Scholarship
John E. and Barbara L. Wertin Scholarship
Westmont Alumni Scholarship
Westmont Carpinteria High School Scholarship Fund
Dorothy Westra Scholarship
Wheelon Handwriting Award
Cicely Wheelon Scholarship in Physics
Paul and Doris Wilt History Research Award Fund
David K. Winter Servant Leadership Scholarship
Personnel

Administrative Staff

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Elizabeth A. Aspen
Administrative Application Specialist

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Assistant Basketball Coach
Associate Director of Warrior Sports Associates

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Manager of Security

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Manager of Custodial Services

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Admissions Counselor

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