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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.
# Academic Calendar 2007-2008

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<tr>
<td>Orientation</td>
<td>August 23-26</td>
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<tr>
<td>Classes Begin</td>
<td>August 27</td>
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<tr>
<td>Fall Holiday</td>
<td>October 8-9</td>
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<tr>
<td>Thanksgiving Holiday</td>
<td>November 21-23</td>
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<tr>
<td>Last Day of Classes</td>
<td>December 7</td>
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<tr>
<td>Study Day</td>
<td>December 10</td>
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<tr>
<td>Final Exams</td>
<td>December 11-14</td>
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<td><strong>Spring 2008</strong></td>
<td></td>
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<tr>
<td>Orientation</td>
<td>January 5-6</td>
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<tr>
<td>Classes Begin</td>
<td>January 7</td>
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<tr>
<td>Martin Luther King Holiday</td>
<td>January 21</td>
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<td>Presidents' Holiday</td>
<td>February 18-19</td>
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<td>Spring Holiday and Easter Recess</td>
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<td>Last Day of Classes</td>
<td>April 24</td>
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<td>Study Day</td>
<td>April 25</td>
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<tr>
<td>Final Exams</td>
<td>April 28-May 1</td>
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<td>Baccalaureate</td>
<td>May 2</td>
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<td>Commencement</td>
<td>May 3</td>
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<td><strong>Mayterm 2008</strong></td>
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<tr>
<td>Classes Begin</td>
<td>May 5</td>
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<tr>
<td>Memorial Day Holiday</td>
<td>May 26</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>June 6</td>
</tr>
</tbody>
</table>
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
  B.A., University of California, Santa Barbara
  M.S.W., University of Denver
  Ph.D., United States International University

Scott Anderson (2006) Assistant Professor of Art
  B.A., Willamette University
  M.A., Syracuse University

Stanley E. Anderson, Jr. (1978) Professor of Chemistry
  B.S., Wheaton College
  Ph.D., University of Illinois

Karen M. Andrews (1994) Associate Professor of Urban Studies and English
  B.A., Westmont College
  M.A., Ph.D., Claremont Graduate School

R. Anthony Askew (1984) Distinguished Professor of Art
  B.A., University of California, Santa Barbara
  M.A., California State University, Los Angeles

Bradford S. Berky (1990) Assistant Professor of Urban Studies
  B.A., Gordon College
  M.Div., Fuller Theological Seminary

John D. Blondell (1989) Professor of Theatre Arts
  B.A., Winona State University
  M.A., Ph.D., University of California, Santa Barbara

M. Grey Brothers (1994) Associate Professor of Music
  B.S., University of California, Davis
  M.A., University of California, Santa Barbara
  Ph.D., University of California, Santa Barbara

L. Steve Butler (1995) Associate Professor of Music
  B.A., College of Charleston
  M.M., D.M.A., University of South Carolina

John R. Carlander (1980) Professor of Art
  B.A., Concordia College
  M.F.A., Bowling Green State University

Alister C. S. Chapman (2004) Assistant Professor of History
  B.A., M.A., M. Phil., Ph.D., University of Cambridge
Mary B. Collier (1981) Professor of French
  B.A., M.A., University of California, Santa Barbara
  Ph.D., Université de Paris-Sorbonne

Stephan H. Cook (1981) Professor of English
  B.A., Colorado State University
  M.A., Ph.D., Marquette University

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  B.A., Westmont
  Ph.D., Robert Gordon University

Lisa J. De Boer (1999) Associate Professor of Art History
  B.A., Calvin College
  M.A., Ph.D., University of Michigan

Paul W. Delaney (1972) Professor of English
  B.A., Asbury College
  M.A., Ph.D., Emory University

Mary K. Docter (1992) Professor of Spanish
  B.A., M.A., Ph.D., University of California, Los Angeles

Deborah S. Dunn (1997) Associate Professor of Communication Studies
  B.A., California State University, San Francisco
  M.A., Ph.D., University of Southern California

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  B.A., Middlebury College, Vermont
  M.A., Middlebury College, Madrid
  Ph.D., University of Texas, Austin

Ronald M. Enroth (1965) Professor of Sociology
  B.A., Houghton College
  M.A., Ph.D., University of Kentucky

Charles E. Farhadian (2004) Assistant Professor of World Religions and
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  B.A., Seattle Pacific University
  M.Div., Yale University
  Ph.D., Boston University

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  M.M., Yale University
  Ph.D. candidate, Boston University

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  B.S., Philadelphia College of Bible
  M.A., M.Div., Trinity Evangelical Divinity School
  Ph.D., Duke University
  B.A., B.D., Los Angeles Baptist College & Seminary
  Ph.D., University of Manchester

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  B.A., Wheaton College
  M.S., University of Pennsylvania
  Ph.D., Northeastern University

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  B.Mus.Ed., Lewis and Clark College
  M.Mus.Ed., University of Oregon
  D.Mus.A., University of Colorado

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  B.A., Westmont College
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  B.S., Wheaton College
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  M.Phil., National Seminary of Sri Lanka
  Ph.D., University of Surrey
  Ph.D., International University

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  B.S., M.S., Ph.D., Stanford University
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  B.A., University of California, Riverside
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  M.Div., Fuller Theological Seminary
  M.A., Ph.D., University of Wisconsin, Madison
David F. Marten (1983) Professor of Chemistry
  B.S., Western Illinois
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  M.A., University of California, Davis
  Ph.D., Princeton University
Bruce F. McKeown (1988) Professor of Political Science
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M.F.A., Ph.D., University of Iowa

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M.A., Azusa Pacific 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, Emerita 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
Crystal W. Jorden, Emerita Associate Professor of Kinesiology
John W. Lundberg, Emeritus Professor of Music
Arthur Lynip, Emeritus Distinguished Professor of English
Ronald T. Mulder, Emeritus Professor of Kinesiology
David F. Neu, Emeritus Professor of Mathematics
Stanley R. Obitts, Emeritus Professor of Philosophy
Lewis M. Robinson, Emeritus Professor of History
Rose Marie Springer, Emerita Associate Professor of Urban Studies
Bruce C. Stockin, Emeritus Professor of Psychology
Eldad C. Vanderlip, Emeritus Professor of English
Robert N. Wennberg, Emeritus Distinguished Professor of Philosophy
Paul C. Wilt, Emeritus Professor of History
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, began to envision a Christian liberal arts college that would take its place among the best colleges in the nation.

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, the restored Westmont Art Center, the Whittier Science Building, the Murchison Gymnasium Complex, and the Ruth Kerr Memorial Student Center. We are currently anticipating the addition of the Winter Hall for Science and Mathematics, and the Adams Center for the Visual Arts.

In 1997, the college celebrated 60 years of growth in this distinctive and consistent heritage. As an institution, we have come of age. We offer a nationally recognized liberal arts 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.
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.
Philosophy of Education

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 a high view of biblical authority, an orthodox doctrinal vision, and 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, unfalling 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 fallenness 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 Center for Leadership and Learning conducts a comprehensive orientation program for all new students before classes begin. All new students (including transfers) must attend summer orientation sessions.

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 Academic Advising and Disability Services.

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.

Disability Services. Students entering Westmont College with a certified learning, physical or psychological disability are assisted on a case by case basis. The College makes provision for note takers, tutoring, extended testing time, and separate testing locations as well as providing a listing of local services that may be contacted for additional assistance. If students require these or other reasonable accommodations, they should contact the Director of Academic Advising and Disability Services.

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 Academic Advising and Disability Services 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 Academic Advising and Disability Services.

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 provides access to both traditional hard copy library materials from its over 160,000 volume collection and online resources delivered over the Web. Access to the library’s resources begins on the Web page (http://library.westmont.edu). From here, the library patron can go to Roger, the online catalog which provides information on the hard copy book and periodical holdings, audio and video collections and access to over 20,000 ebooks. From the Website, there are links to the many online database products, such as ProQuest, EBSCOhost, and LexisNexis. These provide campus-wide access to journal indexes, and in many cases full-text of journal articles. Links to dictionaries, encyclopedias, and other online reference sources are also available. The library provides instruction in the use of these resources by offering subject-related study guide Web pages, in-class bibliographic instruction, and a self-paced Web tutorial. Student and faculty research is also supported by inter-library loan and individual research counseling.

Media Services provides a broad range of support equipment and service for curricular and student needs. 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 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.
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.

Institutional 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 1996 through the Fall of 1999. 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 70.2%.
The Purpose of General Education

Academic Program. In keeping with our overall philosophy of education, our academic program is designed to foster intellectual vitality, Christian character, and commitment to service that will last a lifetime. Crucial to this goal is providing our students with an education that is both deep and broad. In the context of a major, students learn the discipline of submitting to a particular methodology and of mastering a specialized body of content. It is in their general education that they acquire the tools for relating this specialized knowledge to other realms of understanding, to their own lives, and to the world around them.

Major Program. Each student, by the end of the sophomore year, will choose a major program. (The various major programs are outlined later in this catalogue.) The primary purpose of a major is to provide students with the experience of going beneath the surface of a field of learning. Though the particular skills of “going deep” may vary from discipline to discipline, the overall experience inculcates such broadly applicable virtues as patience, persistence, sustained attention, and awareness of complexity and ambiguity.

General Education. In the tradition of the liberal arts, Westmont’s academic program requires students to set their major programs of study within the larger context of General Education. The General Education framework ensures that a student’s major program will be supported by the skills, the breadth of knowledge, the strategies of inquiry, and the practices that will enable them to mature in wisdom throughout their lives and to apply their learning effectively in the world around them.

As a liberal arts college in the Christian tradition, we ground our pursuit of learning and wisdom in the context of God’s revelation—manifested in the scriptures and in the world around us, and apprehended through reason, observation, experimentation, and the affections. Through the General Education program, students develop the necessary contextual background, concepts, vocabulary, and skills to support their exploration of these various avenues to understanding the world.

In addition to developing knowledge and skills, our general education curriculum at Westmont seeks to inspire students to become constructive agents of redemption in a diverse and complex world. Thus, the General Education program provides opportunities for students to encounter a variety of viewpoints, cultures, and languages. Finally, we offer students the opportunity to practice their learning in the context of concrete experiences that facilitate the acquisition of wisdom, empathy and practical expertise.
An Introduction to General Education

Westmont students grow in ways that reflect the rich diversity of God’s created order. But students are nourished by a common grounding that provides a shared context for growth in the Christian liberal arts tradition. As they grow in faith, students become rooted in the canon of the Old and New Testaments and in theological understanding. As they grow in skill, students cultivate their ability to write cogently, to reason mathematically, to converse in a language other than their native tongue, and to be fit stewards of their bodies. As they grow in knowledge, students increase their ability to grasp world history, to read and analyze discerningly from a Christian perspective, and to distinguish truths and values as they think through issues of eternal significance.

Recognizing the breadth of their heritage, Westmont students explore a variety of the branches of human knowledge and inquiry. Such exploration necessarily involves choice. In choosing courses, students will encounter some disciplines and not others. But the array of options within the general education program ensures that in reaching out to a wide variety of specific branches, each student will grasp something of the rich diversity of human learning as an organic whole. By becoming familiar with the vocabularies and types of questions asked in several disciplines, students equip themselves to be members of an increasingly global and diverse intellectual community.

Students encounter their heritage through courses labeled Common Contexts, Common Inquiries, and Common Skills. Each Common Contexts class grounds students in a body of material and explicitly invites them into an understanding of the Christian liberal arts. Each Common Inquiries class empowers students to explore the knowledge, methodologies, and modes of inquiry of a given discipline. Each Common Skills class encourages students to develop their verbal, quantitative, or physical dexterity.

As they grow deeper in the common ground they share with other members of the community, Westmont students also master the methods and knowledge of their chosen majors. But a Christian liberal arts education is more than an intellectual exercise; students must incarnate their emerging maturity in competent and compassionate action. Living out what one has learned not only embodies the liberal arts tradition, which has always sought to produce informed and capable citizens, but also the Christian tradition, in which faith is demonstrated through works.

Reflecting the rich diversity of creation, such blossoming may take many different forms. It may emerge from and be demonstrated within the student’s major field of study, or within academic work outside the major. Students demonstrate the capability not just to know but to do, not just to study but to perform, not just to speak clearly but to communicate cross-culturally, not just to recognize right but to enact justice. A student completing general education and a major field of study leaves Westmont ready to live...
out the good news of Christ and the empowerment of education. However
difficult it may be to acquire, a Christian liberal arts education exists to be
given away, for free, in a lifetime of competent, compassionate service to God
and to others.

An Overview of General Education

A Minimum grade of “D-” is required to satisfy General Education
Requirements.

I. Common Contexts

Common Contexts courses must be taken at Westmont College or at an
approved institution similar to those in the Christian College Consortium.

A. Biblical and Theological Canons
   1. Life and Literature of the Old Testament
   2. Life and Literature of the New Testament
   3. Introduction to Christian Doctrine

B. Introduction to the Christian Liberal Arts
   1. Philosophical Reflections on Truth and Value
   2. World History in Christian Perspective

II. Common Inquiries

Courses satisfying each of the 8 categories

A. Reading Imaginative Literature
B. Exploring the Physical Sciences
C. Exploring the Life Sciences
D. Reasoning Abstractly
E. Performing & Interpreting the Arts
F. Thinking Globally
G. Thinking Historically
H. Understanding Society

III. Common Skills

A. Three writing-intensive or speech-intensive courses:
   1. Writing for the Liberal Arts
   2. Writing/speech within the major
   3. Writing/speech outside the major

B. Quantitative and Analytical Reasoning
C. Modern / Foreign Languages
D. Physical Education (four 1-unit courses) Fitness for Life plus three
   activity courses
IV. Competent and Compassionate Action
A. Complete one of the following three options:
1. Productions and Presentations
2. Research
3. Integrating the Major Discipline

B. Complete one of the following two options:
1. Serving Society; Enacting Justice
2. Communicating Cross-Culturally

The Components of General Education

I. Common Contexts

Common Contexts courses must be taken at Westmont College or at an approved institution similar to those in the Christian College Consortium. In order to obtain the developmental benefits the general education program is designed to confer and to insure timely progress toward graduation, it is strongly recommended that students complete the Common Contexts requirements by the end of the second year.

For transfer students, the Common Contexts requirements are prorated at one course in each of the two subcategories for each full year of attendance at Westmont. Transfer students are encouraged to complete the entire requirement in order to receive the full benefit of the General Education Program.

A. Biblical and Theological Canons

These courses increase students’ biblical and theological literacy, providing them with essential resources for the integration of faith and learning throughout the curriculum.
1. Life and Literature of the Old Testament
2. Life and Literature of the New Testament
3. Introduction to Christian Doctrine

B. Introduction to the Christian Liberal Arts

The two requirements in this section introduce students early in their time at Westmont to the nature and purpose of a Christian Liberal Arts education. By introducing students to the Christian liberal arts through a particular disciplinary or methodological lens, these requirements all are intended to draw students explicitly into the questions and the concerns that we hope will pervade their entire education at Westmont. These themes include, among others: an exploration of what it means to be human; what it means to live a good life; and what it means to
pursue justice as a citizen of both this world and the Kingdom of God. As a result of having fulfilled these requirements, students will have an appreciation for the development of the Christian Liberal Arts tradition. In addition, they will be on their way to developing categories of critical evaluation, sensitivity to historical context, empathic imagination, and other essential capacities of a liberally educated Christian.

1. **Philosophical Reflections on Truth and Value** Courses satisfying this requirement focus on how we can establish and know truths—or on how we can clarify and enact ethical values. Students in these courses should: understand the nature and strength of competing truth claims, or know how to apply various criteria of evaluation to the moral life; recognize the possibility and importance of drawing meaningful conclusions about matters of truth or ethical value; emerge with a sense of how to think Christianly about critical, normative, and evaluative questions of truth and values.

2. **World History in Christian Perspective** Courses satisfying this requirement explore world history from a Christian perspective, and include critical discussion of the term “Christian perspectives” as a concept whose definition is subject to interpretation. Geographically comprehensive and chronologically wide-ranging, the courses emphasize the historical rootedness of all traditions—the Christian tradition included. By challenging cultural stereotypes, the courses help students develop a thoughtful and informed approach to other cultures.

**II. Common Inquiries**

*Common Inquiries* courses will, collectively, seek to introduce students to a range of methodological approaches that one might employ in the quest for knowledge. These courses give particular attention to various ways of acquiring knowledge and evaluating information and incorporate appropriate consideration of the resources and implications of information technology. Courses may be either disciplinary (taught by one professor with demonstrated competence in that methodological approach) or interdisciplinary (team taught).

Students take courses to satisfy each of the following eight categories. A student may elect, as a one-time option, to use one qualified course to satisfy two Common Inquiries areas. A student who wishes to use AP, A-level, or IB credit to satisfy more than three Common Inquiries requirements may do so by passing an appropriate advanced course and filing a petition with the Registrar.
A. **Reading Imaginative Literature.** Courses satisfying this requirement develop students’ skills in analyzing and understanding the ways of knowing provided by imaginative literature. Such an approach invites students to see how literature reveals things we cannot know except by inference or by metaphor. Students in these courses should recognize how imaginative literature honors the complexity of human experience. Further, by encouraging the practice of compassion by imagining the other, the course involves students in ways of knowing that are inherently ethical.

B. **Exploring the Physical Sciences.** Courses satisfying this requirement introduce students to basic properties and principles of matter, examining structure and function in elementary physical systems traditionally studied by physicists and chemists. Students should come to appreciate both creative and systematic aspects of scientific method, and should come to understand the power of theory and prediction within the framework of empirical/experimental modes of inquiry.

C. **Exploring the Life Sciences.** Courses satisfying this requirement introduce students to complex living systems within the framework of the natural sciences. Courses may either help students experience the breadth of disciplines encompassed by the life sciences or focus more narrowly on a single field of study. In either case, courses will emphasize fundamental understandings of life processes rather than the technical applications based on those principles. As appropriate, students will be introduced to the methods used to develop the models of life processes they are studying, and they should come to understand both the strengths and the limitations of those methods, especially as they impinge on a broader philosophical view of life.

D. **Reasoning Abstractly.** Courses satisfying this requirement focus on critical and analytical reasoning about non-empirical, abstract concepts, issues, theories, objects and structures. Students in these courses should learn to understand and evaluate abstract arguments and explanations, analyze abstract concepts and solve abstract problems.

E. **Performing and Interpreting the Arts.** Courses satisfying this requirement develop students’ understanding of the fine arts and performing arts, including music, visual arts, theatre, or dance. Such courses develop and expand perceptual faculties, develop physical practices integral to the art form, and explore the critical principles which guide artists in the area.
F. **Thinking Globally.** Courses satisfying this requirement introduce cultural, religious, or economic issues and traditions from a comparative global perspective to equip students to be informed agents of redemption and justice in the world. Such a perspective entails encountering and understanding various “ways of thinking” (other worldviews) that are different from the student’s own, and exposure to a range of methodologies that extend beyond Western/North American approaches.

G. **Thinking Historically.** Courses satisfying this requirement develop students’ awareness and appreciation for the particularities of time and place, a sense of the complex process of change and continuity over time, the ability to work critically with a range of primary and secondary historical texts, and appreciation for the art of constructing historical narrative. By studying specific historical periods, the history of Christianity, the history of academic disciplines, or by taking interdisciplinary courses, students should: become critical readers of a range of historical sources; appreciate the importance of historical context in shaping our understanding of the world in which we live; be able to engage in thoughtful interpretive and historiographic discussion; have practice in constructing a historical narrative; understand the complexity of historical change.

H. **Understanding Society.** Courses in this area develop students’ understanding of social phenomena analyzing and explaining a wide and varied range of human behavior and social institutions and practices. Students should recognize the dynamic interplay among individuals, societal infrastructure, and public policy intention and resultant activities. Students should also understand the processes of the political economy, the nature of technology and innovation as social phenomena, and the interaction of private enterprise and the public sector. Courses provide exposure to a breadth of literature regarding models or theories that explain social phenomena. Students will acquire competence to evaluate these phenomena through observation, data collection, and quantitative and qualitative analysis. Students should reflect on the applications of contemporary technological advances and their impacts on personal relationships, research methodologies, the inquiry process, and the accumulation and dissemination of new knowledge.

### III. Common Skills

Each *Common Skills* class encourages students to develop their verbal, quantitative, or physical dexterity. Students in these courses are also expected to demonstrate competence in a wide range of contemporary information
technology processes. To the extent that it is possible, students are encouraged to fulfill their skills requirements in the context of a course in the major or a course taken to satisfy another general education requirement. Until the requirements have been satisfied, it is recommended that students complete at least one Writing/Speech Intensive and one Physical Education course per year.

A. Three Writing-Intensive or Speech-Intensive Courses. Students develop their communication skills at Westmont by taking at least three courses that emphasize writing fluently or speaking clearly and effectively. Such writing-intensive or speech-intensive courses encourage students to develop their abilities to articulate information, ideas, and convictions both in written and oral discourse. Students are expected to be able to communicate effectively to a wide range of audiences, within the academy, the church, and the public. The Writer’s Corner enables students at all levels to discuss writing strategies individually with peer consultants.

1. Writing for the Liberal Arts. All students should take a writing-intensive course during their first year at Westmont. Many students will fulfill this requirement by taking English 2: Composition for the Liberal Arts. Students with qualifying test scores (e.g., ACT, SAT WR II) may fulfill this requirement by taking a writing-intensive course offered by any department.

2. Writing-Intensive or Speech-Intensive Course within the Major. All students take at least one writing-intensive or speech-intensive course in their major.

3. Writing-Intensive or Speech-Intensive Course outside the Major. Students completing a single major take a writing-intensive or speech-intensive course in any field outside that major. Students completing a double major take a writing-intensive or speech-intensive course in both majors.

B. Quantitative and Analytical Reasoning. Since many phenomena in our world can best be understood through quantitative and analytic methods, students should develop the ability to interpret, evaluate and communicate quantitative ideas. Central to courses satisfying this requirement is: the use of mathematical models for physical or social systems or; the understanding and communication of numeric data including the computation and interpretation of summative statistics and the presentation and interpretation of graphical representations of data. A core focus of the course is the explicit study of quantitative and analytic methods, or, alternatively, the reflective use of quantitative methods as a tool.
C. Modern/Foreign Languages. Westmont encourages students to continue developing their fluency in a language other than their native tongue by requiring students to complete one semester of college language beyond the level of the two-year entrance requirement to the college. Alternatively, having met the entrance requirement in one language, they may take one semester of college-level study in another language. A course in any modern spoken language (e.g. Spanish, French, or German) or ancient language (e.g. Greek or Hebrew) is accepted as fulfilling this requirement. Students are exempt from this requirement if they pass an examination demonstrating the equivalent of three semesters of college language study or present evidence of a primary language other than English to the Records Office.

D. Physical Education. The physical education program is designed to provide instruction and exposure to fitness, skill-based and leisure activities. All students are required to take Fitness for Life and three 1-unit physical activity courses. A wellness-based foundation is laid in Fitness for Life, with the additional three activity courses providing reinforcement for a lifetime of physical activity. For transfer students the Physical Education requirement is prorated at one course for each full year at Westmont College. In any case, Fitness for Life is required.

IV. Competent and Compassionate Action
The expectation that students will put their education into action may be fulfilled in a variety of ways, many of which may be part of the student’s major.

All students will complete one of the following three options at an advanced level:

A. Productions and Presentations. Participation in a course that provides a substantial opportunity for creative production and performance or presentation. Upper-division courses in a wide variety of disciplines provide suitable occasions for students to complete a major project.

B. Research. Any course or project with a substantial research component may be undertaken to satisfy this requirement. The associated activities should include identification of a problem, question or issue; formulation of a question or hypothesis; development of an appropriate methodology; review of the relevant literature; experimentation, evidence-gathering, or argument construction and evaluation; and report of the findings in an appropriate form.

C. Integrating the Major Discipline. Any course or project in the student’s major that has a substantial integrative component may be taken
to satisfy this requirement. Such courses involve students in reflection on the discipline—how its diverse parts form a coherent whole and how the discipline interacts with the Christian faith and with the whole of a Liberal Arts education.

In addition to the above, all students also complete one of the following two options:

A. Serving Society; Enacting Justice. Students will participate in a course service project, or an internship that includes significant involvement in responding to social issues. The service project should be explicitly integrated into the academic content of the course. A course or internship fulfilling this requirement raise students’ awareness of issues of justice grounded in social class, gender, ethnicity or human disability; the environment; or the impact of technology. This should invite students to examine their own presuppositions and to develop their skills in their exercise of charity and compassion.

B. Communicating Cross-Culturally. Courses or programs satisfying this component involve an extended cross-cultural setting that is explicitly integrated into the course or program’s goals and content. This requirement could include an off-campus program that involves significant encounters with people from other cultures, in which the encounters are designed primarily to facilitate mutual understanding, dialogue, and appreciation. The requirement may also be met through an on-campus course providing significant opportunities for encounters with—in addition to learning about—people from other cultures in a context designed to facilitate mutual understanding and appreciation.
Degree Requirements. In order to equip Westmont students to function with a global, Christian worldview, in the world in 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 minimum grade point average of 2.0 in upper-division courses taken for the major and minor at Westmont.
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 60 units outside of the major department.

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, in which case there is no limit.
3. A maximum of 8 units of physical education activity courses (PEA), 1 unit of which must be “Fitness for Life” 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 32 units (see p. 240). CLEP credit may be applied to elective credit only. 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. Concurrent enrollment (enrollment for credit at another school while enrolled at Westmont) may occasionally be permitted for program enrichment or for solving serious class scheduling conflicts under the following conditions:
   - the student must be a full-time student (minimum 12 academic hours) at Westmont
   - the student must file a petition requesting approval for concurrent enrollment in advance of enrolling in the concurrent course
   - total academic load in a term must not exceed the academic load permitted at Westmont
   - if transfer credit is expected, the suitability of the particular course must be established in advance through the normal pre-approval process in the Student Records Office
   - the course should be commensurate with the student’s program but not offered at Westmont College or the concurrent enrollment should be undertaken to solve a class scheduling problem such that a student is unable to enroll for the course in the remainder of the student’s Westmont program.

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

7. A maximum of 8 units of tutorials.

8. A maximum of 12 units of publication credit.

9. A maximum of 64 units of community, junior, or two-year college credit will be accepted. All such units will only be applied to lower-division requirements. Once the 64-unit maximum has been reached, no additional units will be accepted from community, junior, or two-year colleges, i.e., units taken after the 64-unit maximum has been reached may not be substituted for any of the first 64 units already taken.
Second Baccalaureate Degree

A student with a bachelor's degree from another institution who pursues a second B.A. or B.S. degree will be expected to meet all of the degree requirements applicable to a transfer student. The College does not award credit for courses taken more than 25 years ago.

A Westmont graduate seeking a second bachelor's degree must meet the major requirements of a second major or minor, satisfy all general education requirements 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.

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 overload is 20 units (plus 1 unit of P.E.A.) providing the student’s cumulative grade point average at Westmont is at least 3.00, or at least 3.00 for the previous two terms (minimum of 12-units) at Westmont. The College does not grant permission for more than 20 units (plus 1 unit of P.E.A.).

The maximum full-time load for a student who does not meet the grade point average requirement for an academic overload (noted above) is 18 units. Students may petition for an overload of one to three units in advance of the semester stating the reason for the overload. The signature of the student's academic advisor is required. The Registrar will notify the student of approval or disapproval.

If students wish to register for courses at another institution during any academic year, such courses must be approved in advance by petition and are counted as part of the academic load. Advance approval of concurrent enrollment is also required.

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:

- **H** exceptional work or high A
- **A** exceptional
- **B** superior
- **C** good
- **P** pass (not given unless the student has done the quality of work that would earn at least a C)
- **D** poor
- **F and NC** work below passing quality or unofficial withdrawal after the seventh day of the semester
- **W** indicates official withdrawal from a course through the ninth week of classes
- **WF** indicates official withdrawal from a course with failing work after the ninth week of classes. By petition only.
- **WP** indicates official withdrawal from a course with passing work after the ninth week of classes. By petition only.
- **WX** indicates unofficial withdrawal during the first seven days of the semester

Faculty assign students a grade of I (incomplete) when they merit additional time to complete coursework 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).
Students have one year from the end of the semester in which a grade was reported to challenge the grade.

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</td>
</tr>
<tr>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
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<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>2.7</td>
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<tr>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>C</td>
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<tr>
<td>C-</td>
<td>1.7</td>
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<tr>
<td>D+</td>
<td>1.3</td>
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<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td>(At least C) No grade points assigned. Not computed in the grade point average.</td>
</tr>
<tr>
<td>NC</td>
<td>(C-through F) No grade points assigned. Not computed in the grade point average.</td>
</tr>
<tr>
<td>W</td>
<td>No grade points assigned. Not computed in grade point average.</td>
</tr>
<tr>
<td>WF</td>
<td>No grade points assigned. Not computed in grade point average.</td>
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<tr>
<td>WP</td>
<td>No grade points assigned. Not computed in grade point average.</td>
</tr>
<tr>
<td>WX</td>
<td>No grade points assigned. Not computed in grade point average.</td>
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</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 and will be calculated in the Westmont GPA.)

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 Student Records 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 Student Records Office records final grades on students’ permanent records and sends grade reports to students.

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 auditor 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 cumulative grade point average (G.P.A) of 2.0 in courses taken at Westmont and on Westmont off-campus programs.

Probation and Suspension. A student is automatically placed on probation if his or her cumulative G.P.A. falls below 2.00. A student on probation is automatically suspended at the end of the semester in which his or her career G.P.A. remains below 2.00.

Students on probation are eligible to return for another semester. Suspended students may return only if an appeal for reinstatement is granted.

Students on academic probation will be eligible to participate in athletic competition if they have a cumulative G.P.A. of at least 1.70 at the conclusion of their first semester at Westmont. Students on academic probation after their second semester at Westmont may not participate in athletic competition.

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 be returned to good academic standing when they achieve a cumulative G.P.A. of 2.0.
Reinstatement. Following academic suspension, the Admission Committee determines 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. Students on academic probation are ineligible to participate in 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 during the summer. Students may enroll in a maximum of 8 units of course credit plus 1 unit of P.E.A. (if available). 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, 3.5; Magna cum laude, 3.75; Summa cum laude, 3.90. A student must have completed a minimum of 56 units at Westmont (or a Westmont sponsored program) to be eligible for graduation honors. Graduation honors announced at commencement will be based on the cumulative G.P.A. at the conclusion of the fall semester. Graduation honors printed on the diploma and transcript will be based on the cumulative G.P.A. when all degree requirements have been completed.
Internships/Practica. Westmont is committed to excellence in education, both inside and outside the classroom; our growing Internship Program is one example of this excellence. This program is designed to complement regular academic instruction with first-hand application in the workplace. One expectation of the program is that internships will provide opportunities to explore the meaning of service and justice through hands-on participation at the work site as well as reflection with faculty and fellow students in regular seminar meetings. In this way, students learn to examine their own presuppositions and to develop their own sense of Christian vocation. The program strives to explore ways that faith, values and a Christian Liberal Arts education influence their work. When experiential learning is combined with an opportunity to develop a sense of Christian vocation, the result is a transformative educational experience.

Through its 90/190 courses, the Westmont Internship Program offers students a variety of work opportunities as practica in their major department (e.g. Spanish 190, EB 190) or as internships (IS 190 or APP 190) outside of their major department. These opportunities may be found in the greater Santa Barbara area or in San Francisco through the Urban Program.

Honors 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. Some general education 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. Presidential Scholars will receive an invitation letter from the Office of the Provost with their registration materials. In addition, Provost's Scholars may petition to enroll in honors courses by contacting the Student Records Office.

In-Course Honors. Students with a minimum 3.5 over-all grade point average may apply 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 for the course 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 and reward outstanding scholastic achievement in the discipline and to encourage continuing intellectual growth in communication studies. Students are invited to join when they are ranked in the top 30% of the junior or senior class, have earned at least a 3.30 in at least 12 units of the major, and have demonstrated 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 Alpha: Phi Sigma Alpha, the national political science honor society, stimulates scholarship and intellectual interest in political science. Westmont’s chapter honors academic excellence among political science majors and provides a forum for student discussion and guest lectures.

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 Hispanic literature and culture. 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 at the conclusion of the fall semester before spring graduation. 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.
Curriculum

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.

Important Note: Prerequisites may be met by an equivalent transfer course, as determined by the Student Records Office and/or the academic department chair. Students who do not meet prerequisite requirements may be allowed to register for a class if they obtain consent of the instructor, i.e., instructor’s signature on a registration form or add/drop form.

Majors and Programs

Alternative (B.A., B.S.)
Art (B.A.)
Biology (B.S., B.A.)
Chemistry (B.S., B.A.)
Communication Studies (B.A.)
Computer Science (B.S., B.A.)
Economics and Business (B.A.)
Education Program
  Elementary Credential Program
  Secondary Credential Program
Engineering Physics (B.S., B.A.)
English (B.A.)
English—Modern Languages (B.A.)
European Studies (B.A.)

French (B.A.)
History (B.A.)
Kinesiology (B.S.)
Liberal Studies (B.A.)
Mathematics (B.S., B.A.)
Music (B.A.)
Philosophy (B.A.)
Physics (B.S., B.A.)
Political Science (B.A.)
Psychology (B.S., B.A.)
Religious Studies (B.A.)
Social Science (B.A.)
Sociology (B.A.)
Spanish (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 enthusiastically support the proposed major and present it to the Academic Senate Review Committee 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 alternative 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 1 General Research Instruction** (1) An introduction to library research, resources and services intended to enhance the research skills of students. Course provides instruction in formulating search strategies, refining searches, locating materials in the physical and electronic collections, evaluating resources and web content, obtaining materials from outside libraries, and proper citation procedures. P/NC grading only.

**APP 2 Successful Scholars Seminar** (0) A non-credit workshop focusing on developing appropriate study skills and time management for the college environment.

**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: Horizon (1-4) Semester-long course of experiential learning in news writing, and perhaps in editing, page layout and production of a student newspaper. The editor-in-chief may receive 4 units per semester, section editors may receive 2 units per semester, and other staff may receive 1 unit per semester.

APP 170 Student Publications: Citadel (1-4) Semester-long course of experiential learning in the design and production of Westmont’s yearbook. Course includes writing, editing, page layout and photography using InDesign and Photoshop. The editor may receive 4 units of credit, co-editors may receive 2 units of credit and other staff may receive 1 unit of credit. This course is only offered in fall 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.
Distinguished Professor of Art R. Askew  
Professor J. Carlander  
Associate Professors L. De Boer, S. Savage (chair)  
Assistant Professor S. Anderson

**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.** 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.

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. The flexibility, intellectual engagement, reasoning, and risk-taking attributes inherent in art training provide a solid basis for employment in numerous professional fields.

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 193 Senior Project (2)
ART 195 Senior Seminar (2)
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 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 Studio Art 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)

Lower-Division Course Descriptions

ART 1 Principles of Art (4) A foundational course in the study of the basic elements of art (line, shape, color, value, texture, space) and art styles through formal analysis and their relationship to intellectual, aesthetic, and historical engagement. Includes a comprehensive hands-on studio component.

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.

ART 10 Design I (4) A study of the application of the formal principles and elements of design through the process of problem solving. Intense investigation in looking, seeing and making. Emphasis on two-dimensional design.

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. (Special projects are assigned for majors.)

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.
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.

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.

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.

ART 180 Art for Children (4) Prerequisite: Open only to liberal studies majors. 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, as well as the implementation of The California State Visual Arts Standards.

ART 190 Art Practicum (1) A specifically school-site-related experience for Art 180 students.

ART 193 Senior Project (2) Prerequisite: Senior standing. Corequisite: ART 195. Advanced study in applied art culminating in a public exhibition.

ART 195 Senior Seminar (2) Prerequisite: Senior standing. Corequisite: ART 193. 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 several universal craft forms, their histories and functions. Emphasis is on the processes inherent in resist-dyed textiles, masks, paper-making, book-making and 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 or ART 15. An introduction to the materials and processes of acrylic painting. Representational and non-representational investigations are covered.

ART 55 Watercolor I (4) Prerequisite: ART 1 or 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) Prerequisite: ART 10 or ART 15. 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. 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 in particular.

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. Alternating semesters emphasizing experimental or representational perspectives are offered.
ART 155 Watercolor II (4) Prerequisite: ART 55. A continuation and expansion of 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 and expansion of Sculpture I.
**Biology**

**Professors F. Percival (chair), J. Schloss**  
**Assistant Professors B. Horvath, S. Julio, E. McMahon**

**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 website, <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 course work 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)
PHY 11, 13 Physics for Life Science Majors I, II (4,4)
PHY 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)

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 Behavioral Neuroscience (4)

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 Behavioral Neuroscience (4)

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)
  PHY 11, 13 Physics for Life Science Majors I, II (4,4)
  PHY 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, Land Stewardship Ecology)
**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 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 representative courses 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

**Courses at a Biological Field Station**

At least two courses for the major must be taken in residence at a biological field station.

*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 Behavioral Neuroscience (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)

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.

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.

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.

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)

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. Recommended: BIO 125. The class presents an overview of the marine science disciplines, 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. Recommended: BIO 114. 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 CHM 5, 6. 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 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 theAu Sable Institute.)
BIO 124 Biology, Values, and the Developing World (4) Prerequisites: BIO 5, 6. 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 permission of instructor. 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. 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 138 Forest Ecology** (4) Ecology of the Great Lakes Forest, including forest community analysis and community structure, soils and soil development, hydrology, and post-glacial history. Prerequisite: one year in biology and one course in ecology, or permission of professor. (Offered summers at the Au Sable Institute.)

**BIO 139 Marine Mammals** (4) Biology, behavior, ecology, identification, and conservation of the marine mammals of the Pacific Rim. The study area covers some major habitats in Puget Sound and the Salish Sea, with attention to the diving physiology, social behavior, and communications of whales and seals. The course aims to develop a stewardship perspective rooted in biological principles and directed at the global conservation of marine mammals and their ecosystems. Special attention is given to their use by cultures of the region in order to understand current issues. Prerequisite: one year of general biology or one semester of zoology. A course in anatomy and/or physiology is recommended. (Offered summers at the Au Sable Institute.)

**BIO 140 Marine Invertebrates** (4) A study of invertebrate taxonomy, ecology, life histories, and economic importance. Field methods are stressed. Prerequisite: one year of general biology or one semester of general zoology. (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. Field work emphasizes the flora of Southern California with a survey of the plant communities of the region.

**BIO 162 Neuroscience** (4) Prerequisite: BIO 114. 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: Junior standing. Internship experience in any biological or biomedical field, including the health sciences.
BIO 191 Environmental Practicum (1) Prerequisite: Junior 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: Junior standing. 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. 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. 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: Senior 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

Distinguished Professor of Chemistry A. Nishimura
Professors S. Anderson, D. Marten (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.

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. A four-year Fast-Track plan for obtaining a secondary teaching credential in chemistry is available using this track.

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 spectrometer, 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)
PHY 21, 23 General Physics I, II (4,4)
PHY 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)
PHY 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)
One of the following (4-5)

CHM 125 Analog and Digital Instrumental Analysis (4)
PHY 142/143 Circuits and Electronics/Electronics Laboratory (4,1)
CHM 160 Advanced Organic Chemistry (4)
CHM 130, 131 Physical Chemistry I, II (3,3)
CHM 132, 133 Physical Chemistry Laboratory I, II (1,1)
CHM 195 Seminar (2)
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)*
   - PHY 11, 13 Physics for Life Science Majors I, II (4)
   - PHY 14 Physics for Life Science Majors Laboratory (1)
   OR
   - PHY 21, 23 General Physics I, II (4,4)
   - PHY 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 (2)
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)*
   - PHY 11, 13 Physics for Life Science Majors I, II (4,4)
   - PHY 14 Physics for Life Science Majors Laboratory (1)
   OR
   - PHY 21, 23 General Physics I, II (4,4)
   - PHY 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 (2)
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) and 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)
PHY 21, 23 General Physics I, II (4,4)
PHY 22, 24 General Physics Laboratory I, II (1,1)
PHY 25 Modern Physics (4)
PHY 26 Modern Physics Laboratory (1)
PHY 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 101 Organic Chemistry I (4)
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 (4)
PHY 155 Topics (4)
*PHY 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)
  - PHY 11, 13 Physics for Life Science Majors I, II (4,4)
  - PHY 14 Physics for Life Science Majors Laboratory (1)
  OR
  - PHY 21, 23 General Physics I, II (4,4)
  - PHY 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 (2)
- 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)

A four-year Fast-Track plan is available using this track that allows a student to receive a B.A. degree and a secondary teaching credential in chemistry. See the department chair or the education department for details.

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)
- PHY 21, 23 General Physics I, II (4,4)
- PHY 22, 24 General Physics Laboratory I, II (1,1)
- PHY 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)

Lower-Division Course Descriptions
CHM 1 Introductory General Chemistry (4) Three lectures and one four-hour laboratory per week. The periodic table, atomic structure, and other fundamentals of chemistry, including laboratory.

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.

CHM 5, 6 General Chemistry I, II (4,4) Prerequisites: Admissions math requirement (see p. 232). Three lectures and one four-hour laboratory per week. Covers basic concepts of physical, inorganic, organic, analytical and nuclear chemistry.

CHM 5H, 6H General Chemistry I, II: Honors (4,4) Prerequisites: By invitation only and Admissions math requirement (see p. 232). 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.

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 101. 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 131 Physical Chemistry II (3) Prerequisites: MA 10. Corequisite: CHM 133. Postulates in quantum mechanics and application of the Schrodinger’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) Corequisites: CHM 130 or 131 or 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: MA 10. Corequisite: 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) Prerequisites: CHM 102 and 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) Prerequisites: CHM 102 and CHM 131 or CHM 135. 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 (2) Prerequisite: Senior standing. Weekly reading and writing assignments, with discussion, on topics involving the nature of scientific knowledge, science and religion, the environment and stewardship, and ethics in science. A major research paper and oral presentation are given at the end of the course.

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 104 Modern Grammar and Advanced Composition (4)

**D. Conflict and Communication: 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 PHI 135 Philosophy of Language (4) or ENG 101 Film Studies (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)

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.

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) Prerequisites: COM 006 and COM 098. 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) Prerequisite: COM 098. Examination of the social and cultural impact of mass media (print, radio, television, film, new technologies), especially upon politics, public discourse, 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) Prerequisite: COM 098. 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 Conflict Transformation and Reconciliation (4) How might human communication enable peacemaking both internationally and interpersonally? Special attention paid to theories of dialogue and conflict resolution, as well as differing conceptions of justice as precursor to peace.

COM 135 Studies in Public Discourse (4) Prerequisites: COM 098 or SOC 106 or SOC 107 or POL 040. 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) Prerequisites: COM 098 or SOC 106 or SOC 107 or POL 040. 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 Practicum** (2-4) Prerequisite: COM 006 and COM 098. Practical field experience, usually in the form of an internship, with an organization in the local community. Organizations may include advertising and public relations firms, radio and television stations, newspapers and magazines, and various non-profit agencies.

**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 196 Senior Seminar** (2-4) This capstone course asks students to look back at their studies in communication at Westmont and to look forward living out ideals and skills after graduation. Students will consider issues related to “telling the truth,” book-driven conversation, biblical principles for communication, and the rhetoric of vocation. Students who take the course for four units will also complete a major research project (2-4 units).

**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, J. Leech, C. R. Rosentrater
Associate Professors D. Hunter, W. Iba (chair), 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. A. or 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 liberal arts college, the computer science program at Westmont offers broad opportunities for exposure to problems and ideas from other disciplines. In recognition of the increasingly interdisciplinary contexts faced by computer professionals, our program also provides a B.A. or B.S. in computer science with an emphasis in a second discipline.

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 in a variety of settings. Santa Barbara has earned the nickname “Silicon Beach” by being home to a number of high-tech companies; thus opening 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.

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 the Computer Science Major

Core Courses Required for all Computer Science Degrees: 24 units

- MA 15 Discrete Mathematics (4)
- CS 10 Introduction to Computer Science I (4)
- CS 30 Introduction to Computer Science II (4)
- CS 120 Data Structures and Algorithms (4)
- CS 130 Software Development (4)
- CS 150 Topics in Computer Science: History and Ethics in Computing, or PHI 104 Ethics (4)

In addition to the core courses, one of the following four programs must be completed, providing depth in computer science and (optionally) one other field of interest. Students customize their program in conjunction with their faculty advisor and, in the case of an emphasis in a second field, also with a faculty member from the other department.

1. General B.A. in Computer Science (44 units including core)
   - CS 45 Computer Organization and Architecture (4)
   - CS 105 Programming Languages (4)
   - Additional CS/Math courses to bring the total to 44 units

2. General B.S. in Computer Science (56 units including core)
   - CS 45 Computer Organization and Architecture (4)
   - CS 105 Programming Languages (4)
   - MA 9 Calculus (4)
   - Additional CS/Math courses to bring the total to 56 units

3. B.A. in Computer Science with Emphasis in a Second Field (48 or more units including core)
   - Three additional CS/Math courses, one of which must be a CS upper-division course
Three courses from a second field of interest, two of which must be upper-division courses

**B.S. in Computer Science with Emphasis in a Second Scientific Field (56 or more units including core)**

Three additional CS/Math courses, one of which must be a CS upper-division course

Three courses from a second field of interest, two of which must be upper-division courses

Additional CS/Math courses and/or courses from the second field to bring the total to 56 units

**Requirements for a Computer Science 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 15 Discrete Mathematics
  - or MA 9 Elementary Calculus I (4)
- CS 130 Software Development (4)
- One additional upper-division Computer Science course (4)

**Lower-Division Course Descriptions**

**CS 5 Fundamentals of Computing** (4) Prerequisite: Admissions math requirement (see p. 232). 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, anti-trust, and the digital divide. (Offered fall semester.)

**CS 10 Introduction to Computer Science I** (4) Prerequisite: Admissions math requirement (see p. 232). No prior computer or programming experience required. Basics of programming including language features, disciplined programming style, and documentation. Problem solving, algorithm design, and the software development process. (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 30. 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. (Offered spring semester.)

CS 90 Seminar (1) Required attendance in the seminars offered by the Natural and Behavioral Science Division during a given semester. Students enrolled will be under the guidance of a faculty mentor and will meet periodically to discuss the wide range of topics presented in the seminars. Seminars usually occur on Friday afternoons.

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 30. Computational and philosophical principles of intelligence; methods for knowledge representation; automated reasoning, and learning. (Offered in alternate years, spring semester.)

CS 120 Data Structures and Algorithms (4) Prerequisite: CS 30. Advanced data structures including balanced trees, heaps, graphs and hash tables. 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, fall 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 organized 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. 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, and domain name system. Web technologies and protocols including HTTP, CGI, and Java. (Offered in alternate years, 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 150 Topics in Computer Science** (4) Prerequisite: CS 30 and consent of instructor. Special courses offered on selected advanced topics in computer science. Content as announced. May be repeated for credit in a different topic. (Offered spring 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 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 (chair), E. Noell
Assistant Professor C. Crockett

Description of the Major. The economics and business department equips students to serve and lead in dynamic settings with a major that is distinctively broad - integrating the essential components of economics and business, and deeply engaging - challenging students to address contemporary issues with critical thinking, personal conviction, and a Christian perspective.

Distinctive Features. The department of economics and business offers a rigorous undergraduate curriculum that explicitly integrates a decidedly Christian perspective to a broad range of concepts and terminology from both the economics and business fields of study. The college and faculty are committed to the classic liberal arts - educating the whole person for a lifetime of learning and growth - personally, spiritually, and professionally. Many institutions offer separate degrees in economics or business. Westmont intentionally blends these academic fields to demonstrate the timeless synergies between the core tenets of economic theory, and the functional disciplines of business, such that models, graphs, terminology, constructs, and simulations are explored from the integrative perspectives of both the economist and the business manager.

Career Choices. Study of the indivisible interaction of economics and business within a liberal arts framework is designed specifically for full-time, residential, undergraduate students, grounding them in the noblest competencies related to all types of economic activity and enterprise development, in both public and private sectors, including: critical thinking, problem-solving, quantitative analysis, writing, speaking, original inquiry, and decision-making. The department is not a business school within a university, and does not offer majors such as: accounting, economics, finance, and marketing. The Wall Street Journal reports that a broad, interdisciplinary liberal arts education is preferred for future CEOs - blending knowledge of history, culture, philosophy, and economic policy, with international experience and problem-solving (April 15, 2005).

Requirements for a Major: 47-49 units
During the first two years, students complete 20-22 units of lower-division introductory courses:
- EB 3 Principles of Accounting I (4)
- EB 11 Principles of Macroeconomics (4)
- EB 12 Principles of Microeconomics (4)
EB 17 Business Research and Forecasting I (2)
MA 5 Introductory Statistics (4)

One of the following alternatives:
EB 18 Business Research and Forecasting II (2)
One additional Upper-Division Elective (4)
or
MA 9 Elementary Calculus (4)

Students who take Calculus complete the first section of Business Research and Forecasting (EB 17) otherwise students must complete both sections of Business Research and Forecasting (EB 17, EB 18), plus one additional upper-division elective course. Students may also take the lower-division course EB 9 Society, Morality and Enterprise, which fulfills the General Education Common Contexts requirement for Philosophical Reflections on Truth and Value.

During the final two years, students take 9 units of required upper-division courses:
EB 102 Intermediate Microeconomics (4) or EB 137 Intermediate Macroeconomics (4)
EB 180 Principles of Management (4) or EB 138 Managerial Economics (4)
EB 195 Senior Seminar (1)

Students choose 16-20 units of elective courses (four or five 4-unit courses):
EB 103 History of Economic Thought (4)
EB 104 World Poverty and Economic Development (4)
EB 105 Business Law (4)
EB 106 Environmental and Natural Resource Economics (4)
EB 116 Antitrust and Regulatory Environment (4)
EB 120 American Economic History (4)
EB 131 Corporate Finance (4)
EB 132 Investments and Portfolio Management (4)
EB 135 Money and Banking (4)
EB 160 Principles of Marketing (4)
EB 184 Globalization (4)
EB 190 Practicum (2-4)
EB 191 Entrepreneurship and New Venture Development (4)
EB 192 Change and Innovation (4)

Electives may be taken in any combination, based upon individual interests, allowing students to develop an emphasis such as: economics, entrepreneurship, finance, business, pre-law or international business. Students may earn 12 units of upper-division electives in the Europe-based International
Business Institute, which includes visits to eight countries, and presentations by management and senior executives at venues such as: Nestle, Goldman Sachs, Finland Bank, Daimler-Benz, and the British Parliament. Other off-campus programs for economics and business majors include the Westmont San Francisco urban Semester or the Washington, D.C. semester, with internship placements in an economics- or business-related organization or firm.

Many students complete a second major or minor in: mathematics, foreign language, philosophy, communication studies, or computer science.

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

Upper-division courses focus on individual inquiry and research. Using both qualitative and quantitative data and methods, faculty emphasize careful examination of issues, the formulation of hypotheses, and interpretation of research results, as well as written and oral communication, including assessment and dialogue with peers and faculty. Classes use debates, presentations, case studies, and team-projects to stimulate diverse ideas and perspectives. Students are strongly encouraged to complete a practicum with a local company or organization to gain applied experience and strengthen competencies toward career ambitions. The final semester includes a comprehensive, integrated seminar covering a broad range of economics and business topics.

**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 macro-economic principles, applications, economic systems, and international trade and development. (Not open to EB majors and minors.)

**EB 9 Society, Morality, and Enterprise** (4) An introduction to the philosophical perspectives, assumptions, competing interests and moral issues at the intersection of enterprise and society. The course progresses with
an emphasis on reflective and critical evaluation of practical enterprise cases.

**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.

**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.

**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.

**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.

**EB 17 Business Research and Forecasting 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 Business Research and Forecasting 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.

**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) 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 relation-
ship to the U.S. banking industry, nondepository financial institutions, the Federal Reserve System and monetary policy, and the international financial system.

**EB 137 Intermediate Macroeconomics** (4) The study of aggregate economic activity. Analyzes inflation, employment, and growth policies of Classical, Keynesian, Monetarist, and New Classical schools through the use of macromodels.

**EB 138 Applied Management Science** (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) Special topics in economics or business.

**EB 160 Principles of 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** (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 and the interaction between protectionism and global economic integration. Special emphasis is placed on 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 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 economics course. 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: Senior standing. 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 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 and passing state-required examinations, 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. 138.

Prospective secondary teachers generally major in the subject area they wish to teach. In their junior or senior year, they take a general academic
competency test (the CBEST) and a specific subject-matter examination in their chosen field (the CSET) in order to enroll in a professional program leading to certification. If schedule permits, secondary teaching candidates are encouraged to qualify for teaching an additional subject beyond their major field.

All teacher candidates, elementary and secondary, should note that requirements for entrance to state-approved credential programs, as well as credential requirements themselves, are subject to change by California’s Commission on Teacher Credentialing (CTC) on short notice. It is imperative to stay in close touch with academic advisor to stay up on current regulations.

Early planning is essential for secondary candidates. Students considering such a profession should alert their academic advisor as soon as possible after arriving at Westmont, and also schedule an appointment with Dr. Gayle Tucker, Coordinator of Secondary Education.

Program Distinctives: With careful planning and (in many cases) extra classes over the summer, it is possible to complete both the subject-area requirements and the Credential program in four years.

Personal, 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 and who live off campus.*

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.

*Note that this is given in lieu of other Westmont scholarships the student may have received previously.

Multiple Subject Credential Requirements (Elementary)

Candidates for the Multiple Subject Credential typically complete a Liberal Studies major. Whatever major is selected, candidates must achieve passing scores on the CBEST and CSET.

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 (4)  
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 candidates must also demonstrate knowledge of the U.S. Constitution (by completing POL 10; or passing an approved examination) and complete CPR training/certification (infant/child/adult level). Certification must be valid at the time of application for credential—see Program Assistant for details.  

Note that in addition to two state tests required for entry to Credential program, elementary candidates must later pass a state examination in reading instruction (the RICA), in order to receive their California credential.

Single Subject Credential Requirements  
(Secondary)

Candidates for the Single Subject Credential must achieve a passing score on the appropriate CSET (California Subject Examinations for Teachers) exam.  

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 or two 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 POL 10; or passing an approved examination) and complete CPR training/certification (infant/child/adult-level). Certification must be valid at the time of application for credential—see Program Assistant for details.

Admission Procedures (For either elementary or secondary credential)

Students desiring admission to Westmont’s Credential program should complete the following:
1. Obtain a handbook for the credential program from the education department. This booklet provides further details on all requirements.
2. Schedule an interview with a member of the education department.
3. File an application with the education department during the junior or senior year by May 1.

Formal Admission. The Teacher Education Advisory and Candidate Selection Committee bases admission to the teacher preparation program upon:
1. Academic qualifications - 2.75 GPA from a four-year institution, CBEST results, 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.

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) exam or complete an appropriate Waiver Program.

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

Graduates of Westmont or other colleges who choose not to earn their credential as part of their four-year program have the option of completing a fifth-year, post-baccalaureate program at Westmont.

For details and application forms pertinent to the fifth year program, contact the Education Department, as well as the Offices of Admissions and Financial Aid.

Teacher candidates planning to enroll in the fifth year program should complete as many of the following requirements as possible, at Westmont or elsewhere, prior to beginning the fifth year. Normally, one to three of these courses (up to 6 credits) may be taken as part of the fifth year.

- ED 105 Perspectives on Cultural Diversity and Education (4)
- ED 130 Special Education for the Classroom Teacher (2)
- ED 160 or ED 161 Computers for the Classroom Teacher (2)
- ENG 106 Language Acquisition (4)
- KNS 156 Health Education for the Classroom Teacher (2)

Course or test demonstrating knowledge of the U.S. Constitution

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.

**Admission Requirements for Advanced Studies**

1. Baccalaureate degree from an accredited college.

2. Submission of application by May 1.

3. Personal interview.

4. Evidence of agreement with College standards.
5. Grade Point Average of 2.75 (four point scale) from a four-year institution and a passing score on the CSET (California Subject Examinations for Teachers) exam.

## Course Descriptions

**ED 100 Explorations in Teaching: Culturally Diverse Elementary Schools** (4) 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. Crosscultural field experiences required.

**ED 109 Liberal Studies Seminar** (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 80032.2 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 Literature for Children and Adolescents (4) Survey of selected writing for children, representing different developmental stages, a range of world cultures, and major literary genres. Course themes include criteria for evaluating literature, relationship of literature to culture and society, and the utilization of literature in K-8 classrooms.

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 tech-
niques, 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 Colorado School of Mines, 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
PHY 21, 23 General Physics I, II (4,4)
PHY 22, 24 General Physics Laboratory I, II (1,1)
PHY 25 Modern Physics (4)
PHY 26 Modern Physics Laboratory (1)
PHY 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
PHY 115 Mathematical Physics (4)
PHY 130 Mechanics (4)
PHY 142 Circuits and Electronics (4)
PHY 143 Electronics Laboratory (1)
PHY 150 Electricity and Magnetism (4)
PHY 151 Electromagnetic Waves and Optics (4)

Strongly Recommended:
PHY 170 Advanced Physics Lab (2)

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

Required Lower-Division Courses: 43 units
PHY 21, 23 General Physics I, II (4,4)
PHY 22, 24 General Physics Laboratory I, II (1,1)
PHY 25 Modern Physics (4)
PHY 26 Modern Physics Laboratory (1)
PHY 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
PHY 130 Mechanics (4)
PHY 150 Electricity and Magnetism (4)
One of the following: (4-5)
PHY 115 Mathematical Physics (4)
PHY 142, 143 Circuits and Electronics, Laboratory (4,1)
PHY 160 Thermodynamics (4)
Requirements of Engineering/Physics 3-2 Program: 44 units

Required Lower-Division Courses: 35 units
PHY 21, 23 General Physics I, II (4,4)
PHY 22, 24 General Physics Laboratory I, II (1,1)
PHY 25 Modern Physics (4)
PHY 26 Modern Physics Laboratory (1)
PHY 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
PHY 130 Mechanics (4)
PHY 142 Circuits and Electronics (4)
PHY 143 Electronic Laboratory (1)

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

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

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

Required Upper-Division Courses from the following: 8-9 units
PHY 115 Mathematical Physics (4)
PHY 130 Mechanics (4)
PHY 142, 143 Circuits and Electronics, Laboratory (4,1)
PHY 150 Electricity and Magnetism (4)
PHY 160 Thermodynamics (4)

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 upper-division 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 111 Screenwriting I (4)
   ENG 112 Screenwriting II (4)
   ENG 113 Screenwriting III (4)
   ENG 141 Creative Writing (4)
   ENG 142 Workshop in 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)
  - ENG 135 Faulkner (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)
  - ENG 185 Twentieth-Century Irish Literature (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 Track for Secondary Teachers of English: 54-60 units

Students who plan on teaching English at the secondary level in California need to complete the following recommended course of study, which prepares candidates to take the CSET English exam. The CSET (California Subject Examinations for Teachers) English exam requires knowledge in four domains:

- literature and textual analysis
- language, linguistics, and literacy
- composition and rhetoric
- communications - speech, media, and creative performance

Literature and Textual Analysis: 32 units

ENG 117 Shakespeare (4)

Two of the following: (4)
- ENG 46 Survey of British Literature to 1800 (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 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)
- ENG 135 Faulkner (4)
Two of the following, including ENG 134 or 160: (8)
   ENG 44 Studies in World Literature: International Novels (4)
   ENG 134 Ethnicity and Race in American Literature (4)
   ENG 136 Jewish-American Literature (4)
   ENG 160 Women Writers (4)
   ENG 165 Studies in World Literature: Anglophone Poetry (4)
   ENG 182 Twentieth-Century Fiction (4)

One of the following: (4)
   ENG 6 Studies in Literature (4)
   ENG 44 Studies in World Literature (4)
   ENG 181 Twentieth-Century Poetry (4)
   ENG 185 Twentieth-Century Irish Literature (4)
   ENG 195 Seminar (4)
   an additional course from the options for British, American, or world literature (above)

Language, Linguistics, and Literacy: 8 units
   ENG 106 Language Acquisition (4)
   Modern/Foreign Languages (4) - a college-level course in any modern spoken language (e.g., Spanish, French, or German) or ancient language (e.g., Greek or Hebrew)

Composition and Rhetoric: 6-12 units
   ENG 104 Modern Grammar and Advanced Composition (4)
   One of the following: (2-4)
      ENG 2 Composition (4) (unless waived by department-approved alternative)
      ENG 90 Literary Analysis (4)
      ENG 190B Writer’s Corner (2)
      COM 6 Messages, Meaning and Culture (4)
      SP 100 Advanced Spanish (4)

Communications: Speech, Media and Creative Performance: 8 units
   Two of the following: (8)
      ENG 87 Introduction to Journalism (4)
      ENG 101 Film Studies (4)
      ENG 141 Creative Writing (4)
      ENG 183 Twentieth-Century Drama (4)
      ENG 195 British Theatre [England Semester or London Mayterm] (4)
      COM 15 Public Speaking (4)
      COM 125 Mass Communication (4)
      COM 140 Studies in Communication Ethics (4)
      TA 10 Acting (4)
      TA 20 Survey of Theatre Arts (4)
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.

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. (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 four formal papers or the equivalent, involving a minimum of sixteen pages of analytic writing.

ENG 6H Studies in Literature: Honors (4) Prerequisite: By invitation only. An accelerated section of ENG 6.

ENG 44 Studies in World Literature (4) Topics in modern and contemporary literature from around the world. Such topics may include African, Asian, Middle Eastern, Latin American, and Native American writers and range from indigenous work to writing in colonial and post-colonial contexts, including both literature in translation and Anglophone writers. May be repeated for credit as topics vary.

ENG 45 Studies in Classic Literature (4) Topics in literature of the Western World. Such topics as classical mythology, Dante, and the Bible as literature may range from genre studies to courses on individual writers and may range in time from the writers of classical antiquity to modern European authors. May be repeated for credit as topics vary.

ENG 46 Survey of British Literature to 1800 (4) Historical overview of major authors, genres, and developments from the medieval through the 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: Completion of the first-year writing for the liberal arts requirement. Extensive experience in newsgathering and feature writing. Consideration given to current issues facing the press.
ENG 90 Literary Analysis (4) Prerequisites: one literature course and completion of the first-year writing for the liberal arts requirement. 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 completion of the first-year writing for the liberal arts 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: completion of the first-year writing for the liberal arts 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 111 Screenwriting I** (4) Prerequisites: ENG 6, completion of the first-year writing requirement, and instructor consent. Introduction to theory and technique of dramatic writing for film and TV.

**ENG 112 Screenwriting II** (4) Prerequisite: ENG 111. Fundamentals of screenwriting focusing on conflict and character, structure, scenes, dialogue, and dramatic action.

**ENG 113 Screenwriting III** (4) Prerequisite: ENG 111. Examination of methods of adapting fiction and non-fiction material to film and TV.

**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.

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.


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. Theory and practice of writing poetry, fiction, and drama.

ENG 142 Workshop in Creative Writing (4) Prerequisite: two literature courses. Workshop in creative writing in a single genre, such as poetry, prose fiction, drama, or creative nonfiction. May be repeated for credit as genres vary.

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 164 Topics in Classic Literature (4) Advanced study of topics ranging from the writers of classical antiquity to modern European authors. May be repeated for credit as topics vary.

ENG 165 Topics in World Literature (4) May focus on major figures or on a special topic in world literature in translation (such as visionary literature), or on an emerging field such as Anglophone poetry or post-colonial fiction. May be repeated for credit as topics vary.

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 167 Writers’ Corner (2) Prerequisite: by invitation. A course in composition theory and pedagogy that establishes a community of scholar-practitioners among students who work at Writers’ Corner and equips them with the training needed to serve as effective writing tutors.

ENG 168 Student Publications: Horizon (1-4) Prerequisite: ENG 087. Semester-long course of experiential learning in news writing, and perhaps in editing, page layout and production of a student newspaper. The editor-in-chief may receive 4 units per semester, section editors may receive 2 units per semester, and other staff may receive one unit per semester. (A maximum of 4 units of publication credit may apply toward the English major.)

ENG 169 Student Publications: Phoenix (1-4) Supervised experience in editing the student literary magazine, the Phoenix, published in April of each year. The editor or co-editors may receive 2 units per semester and assistant editors may receive 1 unit per semester. Offered spring semester only. (A maximum of 4 units of publication credit may apply toward the English major.)

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) Internships 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. (A maximum of 4 units of practicum credit may apply toward the English major.)

ENG 191SS Reading in the Community (0) (Co-requisite: enrollment in an upper-division literature course) Students receive help and training in the art of oral interpretation and read selections of the literature they are studying to an elderly or otherwise underserved person or audience for an hour a week. Fulfills the General Education expectation of Serving Society.

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)
Associate 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)

Course Descriptions

French
(see French major)

German Studies

GER 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, video and film. Offered fall and spring semesters, respectively.

GER 3, 4 Intermediate German (4,4) Prerequisite: GER 2,3, respectively or Language Placement Test. Continuation of GER 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 exercises involving the internet, video and film. Offered fall and spring semesters, respectively.

Spanish
(see Spanish major)
French

**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 that of English, allows us to live vicariously 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’Etudes Françaises pour Etudiants Etrangers; or a Brethren Colleges Abroad Program at 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 English, 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: 38-44 units

A. Language and Literature Track: 38-40 units

French majors must take 38-40 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), one four-unit course in upper-division work, and FR 150, Cross-Cultural Studies. 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

FR 150 Cross-Cultural Studies (4)
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)
Three of the following: (12)
AN 150 Cross-Cultural Communication (4)
ART 122 The Arts of Medieval Europe (4)
ART 127 Nineteenth Century Art (4)
ENG 106 Language Acquisition (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)
PY 135 Philosophy of Language (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)

Lower-Division Course Descriptions
FR 1 Elementary French I (4) Pronunciation, conversation, essentials of grammar and composition. For students who have had no French at all or whose language placement test results indicate French I.
FR 2 Elementary French II (4) Prerequisite: FR 1 or Language Placement Test. A continuation of French 1.
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.
FR 4 Intermediate French II (4) Prerequisite: FR 3 or Language Placement Test. Continuation of French 3.
(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 lectures, oral presentations, and class discussions given in French; all papers and examinations written in French.
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 lectures, oral presentations, and class discussions given in French; all papers and examinations written in French.
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.
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.

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

FR 150 Cross-Cultural Studies (4) A course designed to help you get the most out of your study abroad experience by preparing you for it intellectually, culturally, emotionally, and spiritually. Taught each Spring for students planning to study abroad the following academic year.

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) Prerequisite: FR 101, FR 102, FR 103, FR 104 or FR 105. Advanced study on a single author, genre, or topic. Recent seminar: Medieval Literature.
History

Professors S. Mullen, R. Pointer
Associate Professor M. Ruel Robins (chair)
Assistant Professors A. C. S. Chapman, 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: 40-52 units

A. Standard Track: 40 units

**Required Courses: 12 units**
- HIS 1 Introduction to History (4)
- HIS 9 World Civilizations to 1750 (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 184 History of Christianity in Asia (4)
- HIS 185 Imperialism and Independence (4)
- HIS 186 Modern South Asia (4)

**Additional HIS Electives: 8 units**

B. Graduate School Track: 48 units

Completion of the Standard Track (40 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: 52 units

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

*Requirements in history (36 units)*
- HIS 1 Introduction to History (4)
HIS 9 World Civilizations to 1750 (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.

Secondary Education Teacher Track: 52 units

Required Lower-Division Courses: 28 units
HIS 1 Introduction to History (4)
HIS 7 United States to 1877 (4)
HIS 8 United States 1877-Present (4)
HIS 9 World Civilizations to 1750 (4)
POL 10 American Government (4)
EB 11 Principles of Macroeconomics (4)
EB 12 Principles of Microeconomics (4)

Required Upper-Division Courses: 24 units
One of the following: (4)
HIS 178 California Experience (4)
HIS 179 California History and Literature (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)
HIS 198 Historical Method, Bibliography, and Research (4)
One upper-division course in European history (4)
One upper-division course in Non-Western history (4)
One upper-division elective in history (4)
Recommended Courses:
ENG 106 Language Acquisition (4)
ED 105 Perspectives on Cultural Diversity and Education (4)
ED 130 Special Education for the Classroom Teacher (2)
ED 161 Computers for the Classroom Teacher: Secondary (2)
KNS 156 Health Education for the Classroom Teacher (2)
Additional course work in American politics, international politics, the American economy, and the global economy.

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 184 History of Christianity in Asia (4)
- HIS 185 Imperialism and Independence (4)
- HIS 186 Modern South Asia (4)

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.

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.
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.

HIS 9 World Civilizations to 1750 (4) A survey of world civilizations from earliest times to 1750. Exposes students to the historical development of a range of Western and non-Western cultures and emphasizes global contacts in all historical eras. Given the number of elementary teaching candidates enrolled in this class, careful attention is given to the content required by the State of California, as delineated in Appendix A of the Standards of Program Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Teaching Credential and the History-Social Science Content Standards for California Public Schools, K-12.

HIS 10 Perspectives on World History (4) An exploration of world history during the early modern and modern eras. Students will consider key themes and texts across a range of world cultures and will be encouraged to develop a thoughtful and historical approach to cultural diversity while gaining a narrative understanding of the sweep of world history. The course will expose students to various Christian perspectives within and upon world history, as well as multiple other perspectives on the past.

HIS 12 Greece (4) The Mycenaean period to the Roman conquest. Emphasizes political and cultural influence on the Western world.

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.

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

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.

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).

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).

**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 *mentalities* and the interaction between popular and high cultures.

**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.

**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.

**HIS 142 European Intellectual History, 1650-Present (4)** A survey of classic works of the history of ideas since 1650.

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

**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.

**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).

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

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

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.

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.

HIS/POL 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. Students may not earn credit for this course if they have taken HIS/ENG 179.

HIS/ENG 179 California History and Literature (4) A multidisciplinary study of California history and literature from Native American beginnings through contemporary California. Students may not earn credit for this course if they have taken HIS/POL 178.

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.

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.

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

HIS 184 History of Christianity in Asia (4) An overview of the history of Christian movements in India, China, Korea and Japan. This includes a discussion of ancient Christian presence in Asia, along with the role of Catholic and Protestant missionaries and indigenous agents in the emergence of an Asian Church.

HIS 185 Imperialism and Independence (4) An exploration of the ideology and politics of British imperialism during the nineteenth and twentieth centuries, along with “anti-imperial” movements in Asia, Africa and the Middle East. Special attention is given to cultural, religious and intellectual responses to colonial modernity by non-Western peoples.

HIS 186 Modern South Asia (4) An exploration of Mughal, East India Company, and British rule in South Asia, and the evolution of Islamic, Hindu and secular nationalism. The course features the career and philosophy of Mohandas K. Gandhi as a reconciler of difference and a voice of anti-colonial resistance.
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.

HIS 195TH History of the Body in Medieval and Early Modern Europe (4) This course examines a selection of themes concerning the history of the body in Western Europe from the Middle Ages to the end of the 19th century. We will focus particularly on the body and social identity (e.g., dress, cleanliness, and eating), the religious significance of the body (e.g., saints’ bodies, religious violence, and “holy anorexia”) and the changing definitions and perceptions of bodily impairment (e.g., the treatment of the elderly and blindness).

HIS 198 Historical Method, Bibliography and Research (4) Prerequisite: Junior standing and HIS 1. Guided research on a problem of historical interest. Culminates in a major paper.
Interdisciplinary Studies

**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)
- POL 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)
- POL 122 Comparative Politics: Europe (4)
- PHI 101 History of Ancient and Medieval Philosophy (4)
- PHI 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)
- POL 126 Gender and Politics in Comparative Perspective (4)
- One of the following: (4)
  - PHI 113 Contemporary Moral Problems (4)
  - RS 129 Doctrine of Reconciliation (4)

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 121, 122, 123, 124 European Culture and Society, Past and Present (4,4,4,4) Studies various aspects of European history, thought, arts, society, culture, science, economy and politics while resident in Europe. Special effort is made to understand Europe's heritage and contemporary society in relation to larger world contexts. Emphasizes thoughtful consideration of Christian and cultural concerns through preparatory readings, lectures, extensive discussion, and essay writing. The courses fulfill respectively the four Common Inquiries requirements: Thinking Globally, Understanding Society, Performing and Interpreting the Arts, and Thinking Historically. At least three of the four courses—to be determined by the faculty team—will be offered during each Europe Semester.

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.

IS 196 Ethnic and Gender Studies Seminar (4) 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.
Kinesiology

Professors G. Afman, R. Smelley, G. Town (chair)
Associate Professors C. Milner, J. Moore, E. Whiteman, D. Wolf
Assistant Professors R. Jorden, K. LeSage
Instructor R. Mouw

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 clinical arm of kinesiology includes the subdisciplines such as clinical nutrition, clinical exercise physiology and gerontology.

The major curriculum provides a sound liberal arts background and an area of academic specialization. The department offers a B.S. (Movement and Exercise Science), emphasizing exercise science, pre-physical and occupational therapies, pre-medical training, physician assistant, cardiac rehabilitation and other allied health fields.

Distinctive Features of the Major. The kinesiology major gives the student the opportunity to study the many disciplines associated with the allied health professions and approach this discipline with 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; assisting in a medical clinic). This helps students make 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, two 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.
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 world view. Career options include: adapted physical education, cardiac rehabilitation, coaching, corporate fitness, fitness management, gerontology services for older adults, graduate studies in the sport or health sciences, health science, medicine, medical technician, nurse practitioner, occupational therapy, personal trainer, physical therapy, physician assistant, 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.S. Major, Movement & Exercise Science Emphasis: 61 units

Required Lower-Division Courses: 8 units
   KNS 72 Foundations (4)
   KNS/BIO 11 Human Anatomy (4)

Non-Department Requirements: 12 units
   BIO 12 Human Physiology (4)
   MA 5 Statistics (4) or
   KNS 119 Research Methods & Statistics (4)
   PSY 1 General Psychology (4)

Required Upper-Division Courses: 29 units
   KNS 101 Basic Biomechanics (4)
   KNS 105 Physiology of Exercise (4)
   KNS 140 Human Nutrition (4)
   KNS 151 Care and Conditioning (3)
   KNS 157 Psychology of Movement (2)
   KNS 166 Movement: Pedagogy and Leadership (4)
   KNS 181 Special Populations (3)
   KNS 185 Motor Behavior (2)
   KNS 195 Senior Seminar (2)

Electives: 12 units
   BIO 5, 6 General Biology I, II (4, 4)
   CHM 5, 6 General Chemistry I, II (4, 4)
   KNS 054 First Aid/CPR (2)
KNS 110 Cardiovascular Dynamics (4)  
KNS 150 International Issues in the Sport Sciences (4)  
KNS 150 Psychology/Social Aspects of Aging (2)  
KNS 150 Nutrition for Athletes (2)  
KNS 150 Nutrition for the Health Professional (2)  
KNS 160 Strength and Conditioning (2)  
KNS 198 Research (1-4)  
MA 9, 10 Elementary Calculus I, II (4, 4)  
PHY 11, 13 Physics for Life Science Majors I, II (4, 4)  
PHY 21, 23 General Physics I, II (4, 4)  
PSY 115 Child Development (4)  
PSY 131 Abnormal Psychology (4)  

**Requirements for a Minor: 22-24 units**

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

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

**Fitness/Wellness Minor: 22 units**
- BIO 12 Human Physiology (4)  
- KNS 40 Nutrition (4)  
- KNS 101 Basic Biomechanics (4)  
- KNS 105 Exercise Physiology (4)  
- KNS 160 Strength and Conditioning (2)  
- KNS 161 Fitness for Older Adults (2)  
- KNS 190 Practicum (2)  

**Coaching Minor: 22-24 units**
- BIO 12 Human Physiology (4)  
- KNS 101 Basic Biomechanics (4)  
- KNS 105 Exercise Physiology (4)  
- KNS 151 Care and Conditioning (3)  
- KNS 157 Psychology of Movement (2)  
- KNS 166 Movement: Pedagogy and Leadership (2-4)  
- KNS 170 Coaching Theory (2)  
- KNS 190 Practicum (1)
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 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 Basic Biomechanics (4) Prerequisites: Junior standing, BIO 11 and BIO 12. 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) Introduces the specialized knowledge associated with the metabolic, cardiorespiratory, and muscular responses and adaptations to exercise. Topics of endurance, strength, fatigue, and environmental factors will be applied to both health and fitness as well as performance objectives. Concurrent lab required.

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


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)
- Psychology/Social Aspects of Aging (2)

KNS 151/152 Care and Conditioning of Athletic Injuries I, II (3,2)
Prerequisite: Junior standing. 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: Junior standing. 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 Movement (2) Application of psychological principles to the sporting and exercise environment. Topics include exercise adherence, 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. Students will analyze strength and conditioning methodology in preparation for NSCA certification in either personal training or as a strength and conditioning specialist. Participation in designing, instructing, and monitoring strength and conditioning programs for varied populations is an integral part of this course.

KNS 161 Fitness for Older Adults (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. 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 181 Special Populations (4) (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 Motor Behavior (2) Prerequisites: Junior standing and KNS 72. Understanding the neurophysiological bases of learning and performance, with applications to clinical and other instructional settings.

KNS 190 Practicum (1-4) Prerequisites: Junior standing and KNS 185. 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 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.
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 to develop candidates’ subject matter expertise.

Westmont’s liberal studies program is recognized by California’s Commission on Teacher Credentialing as a state-approved Elementary Subject Matter program. As such, it is designed, among other purposes, to prepare prospective elementary school teachers for the California Subject Examination for Teachers (CSET), required as of 2003 for entry into a state-approved credential program.

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. 93.

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 program and the responsibilities of full-time teaching.

Liberal studies students who have completed the B.A. degree and who live off campus receive a scholarship (equal to a 55% reduction in tuition) during the student teaching semester. Note that this is given in lieu of other Westmont scholarships students may have received previously.

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) Major: 102-106 units

Note: The outline of requirements below incorporates Westmont’s General Education Requirements.

I. Language and Literature (16-20 units)
   ENG 2 Composition (4) (waived if a score of 580 on the SAT I Writing Component) or a score of “4” or “5” on AP language exam
   ENG 104 Modern Grammar and Advanced Composition (4)
   ENG 6 Studies in Literature (4)
   ED 172 Literature for Children and Adolescents (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.
   For details of how students fulfill the College’s writing intensive course requirements, please see Liberal Studies Handbook.

II. History/Social Science (16 units)
   HIS 9 World Civilization I (4)
   HIS 7 US History to 1877 (4)
   HIS 178 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 satisfy college entrance requirements for mathematics. See p. 232.

IV. Natural Science (12 units)
   LS 12 Introduction to Life Science (4)
   PHS 11 Introduction to Physical Science (4)
   PHS 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 (4)
   ED 109 Liberal Studies 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 (Spanish)
   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)
   PHI 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 for Religious Studies courses. 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)

**FIRST YEAR**

<table>
<thead>
<tr>
<th>Fall (17)</th>
<th>Spring (16)</th>
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<tbody>
<tr>
<td>RS 20 (4)</td>
<td>RS 10 (4)</td>
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<tr>
<td>ENG 2 (4)</td>
<td>ENG 6 (4)</td>
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<td>HIS 7 (4)</td>
<td>HIS 9 (4)</td>
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<td>PHS 11 (4)</td>
<td>MUS 184 (3)</td>
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<td>PEA 32 (1)</td>
<td>PEA elective (1)</td>
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**SECOND YEAR**

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<tbody>
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<td>RS 1 (4)</td>
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<td>ENG 106 (4)</td>
<td>MA 165 (2)</td>
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<tr>
<td>PHS 114 (4)</td>
<td>PSY 115 (4)</td>
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<td>MA 160 (4)</td>
<td>ED 172 (4)</td>
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<tr>
<td>ED 160 (2)</td>
<td>Concentration elective (4)</td>
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**THIRD YEAR**

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<th>Spring (18)</th>
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<tbody>
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<td>ENG 104 (4)</td>
<td>HIS 178 (4)</td>
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<tr>
<td>ED 105 (4)</td>
<td>KNS 155 (2)</td>
</tr>
<tr>
<td>KNS 156 (2)</td>
<td>ED 100 (3)</td>
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<tr>
<td>PHI 6 (4)</td>
<td>ED 109 (1)</td>
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<td>Concentration elective (4)</td>
<td>LS 12 (4)</td>
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**FOURTH YEAR (Credential Program)**

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<tbody>
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<td>ED 190 (12)</td>
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<td>ED 120 (3)</td>
<td>ED 195 (3)</td>
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<td>ED 150 (3)</td>
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<td>ED 170 (3)</td>
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<td>ED 130 (2)</td>
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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, at entrance, has met the foreign language admission requirement and the mathematics admission requirement.

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 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.
Mathematics

Professors R. Howell, J. Leech, C. R. Rosentrater
Associate Professors D. Hunter, P. Hunter

Description of the Major. Mathematics is a language capable of clear and precise expression and an analytic tool that can solve complex problems. It is important because of its many applications, but 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 various research projects, problem-solving groups, or work as teaching assistants. Westmont students also help prepare and run an annual high school mathematics contest that the College hosts. This popular event has helped place Westmont as a leader in mathematics education, and its graduates who choose to enter this field are highly regarded. Details regarding recommended strategies for teacher preparation can be found by consulting the department’s web site.

Career Choices. By choosing the appropriate courses, students can prepare for: graduate study in mathematics; a career in secondary education; opportunities in computer science and operations research; 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 Mathematics Major
(B.S. Degree): 53 units

Lower-Division Courses: 24 units
MA 9 Elementary Calculus I (4)
MA 10 Elementary Calculus II (4)
MA 15 Discrete Mathematics (4) or MA 19 Multivariable Calculus (4)
MA 20 Linear Algebra (4)
One of the following applied course sequences: (8-9)
   CHM 5, 6 General Chemistry I, II (4,4)
CS 10, 30 Introduction to Computer Science I, II (4,4)
PHY 21, 23 General Physics I, II (4,4)

**Foundation Courses: 8 units**
- MA 108 Mathematical Analysis (4)
- MA 110 Modern Algebra (4)

**In-Depth Study (Choose one of the following): 4 units**
- MA 109 Advanced Mathematical Analysis (4)
- MA 111 Applied Modern Algebra (4)

**Interdisciplinary Study: 1 unit**
- MA 90 Seminar (1)

**Capstone Course (Choose one of the following): 4 units**
- MA 136 Geometry (4)
- MA 140 Complex Analysis (4)
- MA 155 History of Mathematics (4)

**Breadth: 12 units**
(Choose any 12 additional units chosen from upper-division mathematics courses or CS 135)

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**Requirements for a Mathematics Major (B.A. Degree): 45 units**

**Lower-Division Courses: 20 units**
- MA 9, 10 Elementary Calculus I, II (4,4)
- MA 15 Discrete Mathematics (4) or MA 19 Multivariable Calculus (4)
- MA 20 Linear Algebra (4)

One of the following applied courses: (4)
- CS 5 Fundamentals of Computing (4)
- CS 10 Introduction to Computer Science I (4)
- CHM 5 General Chemistry I (4)
- PHY 21 General Physics I (4)

**Foundational Courses: 8 units**
- MA 108 Mathematical Analysis (4)
- MA 110 Modern Algebra (4)

**Interdisciplinary Study: 1 unit**
- MA 90 Seminar (1)

**Capstone Course (Choose one of the following): 4 units**
- MA 136 Geometry (4)
- MA 140 Complex Analysis (4)
- MA 155 History of Mathematics (4)

**Breadth: 12 units**
(Choose any 12 additional units chosen from upper-division mathematics courses or CS 135)
Requirements for a Mathematics Minor: 24 units
MA 9, 10 Elementary Calculus I, II (4,4)
MA 15 Discrete Mathematics (4) or MA 19 Multivariable Calculus (4)
MA 20 Linear Algebra (4)
One of the following: (4)
   MA 110 Modern Algebra (4)
   MA 123 Number Theory (4)
   MA 136 Geometry (4)
   MA 155 History of Mathematics (4)
One of the following: (4)
   MA 108 Mathematical Analysis (4)
   MA 121 Introduction to Numerical Analysis (4)
   MA 130 Probability and Statistics (4)
   MA 140 Complex Analysis (4)

Admissions Math Requirement
The admissions math requirement is a prerequisite for all mathematics courses, unless otherwise noted. The requirement is as follows: Three years of high school math, including Algebra II, or a math SAT I score of 550 or ACT math score of 22. For further information, see p. 232.

Lower-Division Course Descriptions
MA 4 Mathematics in Western Culture (4) Prerequisite: Admissions math 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.

MA 5 Introduction to Statistics (4) Prerequisite: Admissions math requirement. Exploratory data analysis, 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; t-tests; one- and two-way analysis of variance. Extensive use of spreadsheets.

MA 7 Finite Mathematics (4) Prerequisite: Admissions math requirement. Discrete mathematics: probability, linear programming, game theory, matrices, Markov chains.

MA 9, 10 Elementary Calculus I, II (4,4) Prerequisite for MA 9: Admissions math requirement. Prerequisite for MA 10: MA 9 or equivalent. Functions, graphs, limits, differentiation, integration, sequences, series. Introduction to numerical methods.

MA 10H Honors Calculus II (4) Prerequisite: MA 9 or equivalent and instructor approval. 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.

MA 15 Discrete Mathematics (4) Prerequisite: MA 9. The study of ideas of discrete mathematics including sets, permutations, relations, graphs, trees, and finite-state machines. Using these concepts, students will learn mathematical skills such as: methods of proof; problem solving via advanced counting techniques; problem solving through the creation of algorithms.

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 90 Seminar (1) Required attendance in the seminars offered by the Natural and Behavioral Science Division during a given semester. Students enrolled will be under the guidance of a faculty mentor and will meet periodically to discuss the wide range of topics presented in the seminars. Seminars usually occur on Friday afternoons.

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. Groups including permutation groups, subgroups, factor groups and isomorphism theorems. Rings and ideal theory. Fields and their extensions. Applications to solving polynomial equations and geometry.

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 123 Number Theory (4) Prerequisite: MA 19 or MA 20. Prime factorization and the distribution of primes. Congruences and residue class arithmetic; quadratic residues and Gauss reciprocity. Primality testing and pseudoprimes with applications to cryptography. Arithmetic functions. Theorems on sums of squares and other results inspired by Fermat.


MA 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.)

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 harmonic functions, integrals, series, residues and poles, conformal maps, Fundamental Theorem of Algebra and the classical theorems obtained in complex analysis. Discussion of some of the great topics in complex analysis such as the Riemann Hypothesis and Bieberbach Conjecture (now a theorem).

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 Reasoning Abstractly for MA 160; Quantitative and Analytical Reasoning for MA 65)
Music

Adams Chair of Music and Worship M. Shasberger
Professor S. Hodson
Associate Professors G. Brothers, S. Butler (chair)
Assistant Professor P. Ficsor

Description of the Major. The music department equips students for the serious study and performance of great music within the scope of the liberal arts tradition and the context of the Christian faith and worship. 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, or music composition.

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.

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 (4)
- MU 12 Principles of Music II (4)
- MU 15 Conducting (2)

Required Upper-Division Courses: 20 units
- MU 110 Principles of Music III (4)
- MU 112 Principles of Music IV (4)
- 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 MU 010 students will be required to take a basic music placement test.
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 76/176 New Sounds (1)
- MUA 77/177 Musical Drama Workshop (1)
- MUA 81/181 Wind Ensemble (1)
- MUA 82/182 Jazz Ensemble (Up to 2 units may count toward major ensemble requirement.
- 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 (4)
- 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 76/176 New Sounds (1)
  MUA 77/177 Musical Drama Workshop (1)
  MUA 81/181 Wind Ensemble (1)
  MUA 82/182 Jazz Ensemble (Up to 2 units may count toward major ensemble requirement.
  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 76/176 New Sounds (1)
  MUA 77/177 Musical Drama Workshop (1)
  MUA 81/181 Wind Ensemble (1)
  MUA 82/182 Jazz Ensemble (Up to 2 units may count toward major ensemble requirement.
  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 at 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 76/176 New Sounds (1)
- MUA 77/177 Musical Drama Workshop (1)
- MUA 81/181 Wind Ensemble (1)
- MUA 82/182 Jazz Ensemble (Up to 2 units may count toward major ensemble requirement.
- MUA 83/183 Chamber Orchestra (1)

**Requirements for a Minor: 24 units**

- MU 10 Principles of Music I (4)
- MU 12 Principles of Music II (4)

**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 76/176 New Sounds (1)
MUA 77/177 Musical Drama Workshop (1)
MUA 81/181 Wind Ensemble (1)
MUA 82/182 Jazz Ensemble (Up to 1 unit may count toward minor ensemble requirement.
MUA 83/183 Chamber Orchestra (1)
*MU Electives: (4)*

Note: All incoming MU 010 students will be required to take a basic music placement test.

**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 or minor requirements but may be required of music theory students with deficiencies.)

**MU 10 Principles of Music I** (4) An entry level study of music theory, this course introduces the student to the elements of harmonic materials and analysis. All four levels of the Principles of Music sequence incorporate the development of sight singing skills, rhythmic perception, aural proficiency, and the integration of computers with the conventional study of music.

**MU 12 Principles of Music II** (4) Prerequisite: MU 10. A continuation of MU 10, the theoretical study in MU 12 introduces the student to the elements of more advanced harmonic writing and analysis skills using inversion principles, cadential formulae, phrases, periods and non-chord tones.

**MU 15 Conducting** (2) Prerequisite: MU 12. An introduction to basic conducting skills.

**MU 20 Survey of Western Music** (4) An historical survey of the music of European culture.

**MU 21 Survey of World Music** (4) A survey of the music of non-western cultures.

**Upper-Division Course Descriptions**

**MU 110 Principles of Music III** (4) Prerequisite: MU 12. A continuation of MU 12, the theoretical study in MU 110 introduces the student to the elements of more advanced harmonic writing and analysis skills incorporating seventh chords, secondary functions, modulation, and binary-ternary formal relationships.

**MU 112 Principles of Music IV** (4) Prerequisite: MU 110. A continuation of MU 110, the theoretical study in MU 112 introduces the student to mode
mixture, the Neapolitan chord, the augmented sixth chords, as well as a comprehensive study of 20th - 21st century techniques.

**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.

**MU 118 Form and Analysis** (2) Prerequisite: MU112. Examination of musical form and function by comprehensive analysis of major 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.

**MU 121 History of Western Music II** (4) Continuation of MU 120.

**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.

**MU 184 Music for Children** (4) 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 or Composition 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 76/176 New Sounds (1)
MUA 77/177 Musical Drama Workshop (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 77/177 Musical Drama Workshop (1) The study and performance of scenes from the opera and musical theater repertoire.

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

LS 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.

LS 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.

PHS 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.

PHS 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.

PHS 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.

Upper-Division Course Descriptions

PHS 114 Earth Science (4) An introduction to astronomy, geology, meteorology, and oceanography.

PHS 117 Exploration of the Universe (4) A seminar course focusing on the connections between scientific and religious views of the universe.
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

Required Basic Core
(for all tracks except the individualized tracks): 20 units

PHI 6 Philosophical Perspectives (4)
PHI 12 Critical Reasoning and Logic (4)
PHI 101 Ancient and Medieval Philosophy (4)
PHI 102 Modern and Contemporary Philosophy (4)
PHI 195 Senior Seminar (4)

A. Standard Track: 36 units

Required Basic Core: 20 units

Required Upper-Division Courses: 16 units
PHI 104 Ethics (4)
PHI 170 Epistemology (4)
PHI 175 Metaphysics (4)
Upper-Division PHI Elective (4)

B. Pre-M.B.A. Track: 36 units

Required Basic Core: 20 units

Required Upper-Division Courses: 8 units
One of the following: (4)
PHI 104 Ethics (4)
PHI 113 Contemporary Moral Problems (4)
PHI 133 Political and Legal Philosophy (4)
One of the following: (4)
PHI 130 Philosophical Theology (4)
PHI 135 Philosophy of Language (4)
PHI 163 Philosophy of Religion (4)
PHI 170 Epistemology (4)
PHI 175 Metaphysics (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 Basic Core: 20 units

Required Upper-Division Courses: 12 units

Two of the following: (8)
PHI 104 Ethics (4)
PHI 113 Contemporary Moral Problems (4)
PHI 133 Political and Legal Philosophy (4)

One of the following: (4)
PHI 130 Philosophical Theology (4)
PHI 135 Philosophy of Language (4)
PHI 163 Philosophy of Religion (4)
PHI 170 Epistemology (4)
PHI 175 Metaphysics (4)

Required Supportive Course: 4 units

One of the following: (4)
POL 104 Constitutional Law (4)
POL 121 Marxism: Theory & Practice (4)
POL 130 Political Theory (4)

D. Pre-Seminary Track: 36 units

Required Basic Core: 20 units

Required Upper-Division Courses: 12 units

Two of the following: (8)
PHI 104 Ethics (4)
PHI 170 Epistemology (4)
PHI 175 Metaphysics (4)

One of the following: (4)
PHI 130/RS 130 Philosophical Theology (4)
PHI 163/RS 163 Philosophy of Religion (4)

Required Supportive Course: 4 Units

One of the following: (4)
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 Basic Core: 20 units

Required Upper-Division Courses: 12 units

Two of the following: (8)
- PHI 104 Ethics (4)
- PHI 113 Contemporary Moral Problems (4)
- PHI 133 Political and Legal Philosophy (4)

One of the following: (4)
- PHI 130 Philosophical Theology (4)
- PHI 135 Philosophy of Language (4)
- PHI 163 Philosophy of Religion (4)
- PHI 170 Epistemology (4)
- PHI 175 Metaphysics (4)

Off-Campus Program (spring or fall): 4 units

The off-campus semester’s work will be planned in consultation with the philosophy department. On the San Francisco Urban Program and the American Studies Program in Washington, D.C., four units of philosophy credit will be given for a philosophically-oriented internship that focuses on social issues and the human condition. On the Oregon Extension Program, four 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 philosophy 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. Two of the seven philosophy courses must be PHI 6 (Philosophical Perspectives) and PHI 195 (Senior Seminar).

Requirements for a Minor: 20 units

Required upper-division PHI courses (12)
Additional required PHI courses (8)
Lower-Division Course Descriptions

**PHI 6 Philosophical Perspectives** (4) An introduction to the main ideas and methods of philosophy and central problems, significant figures in the philosophic tradition, and 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.

**PHI 6H Introduction to Philosophy: Honors** (4) Prerequisite: By invitation only. An advanced introduction to philosophy and its main ideas and methods.

**PHI 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

**PHI 101 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.

**PHI 102 Modern and Contemporary Philosophy** (4) A critical survey of major Western philosophers from Descartes to the present. Includes emphasis on historical context.

**PHI 104 Ethics** (4) Prerequisites: One course in philosophy. 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.

**PHI 113 Contemporary Moral Problems** (4) Prerequisite: One course in philosophy. 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.

**PHI 130/RS 130 Philosophical Theology** (4) Prerequisites: PHI 6 and RS 10. 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.

**PHI 133 Political and Legal Philosophy** (4) Prerequisite: One course in philosophy. 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.
PHI 135 Philosophy of Language (4) Prerequisite: One course in philosophy. 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.

PHI/HIS 149 Philosophy of History (4) 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.

PHI 150 Topics in Philosophy (2,4) Prerequisite: Consent of instructor. Exploration of a selected philosophical problem, school, figure or subject.

PHI 163/RS 163 Philosophy of Religion (4) Prerequisites: PHI 6 and RS 10. 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.

PHI 170 Epistemology (4) Prerequisites: PHI 6 and PHI 12. Origin, nature, scope and structure of knowledge, including a survey of the main problems and positions.

PHI 175 Metaphysics (4) Prerequisites: PHI 6 and PHI 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.

PHI 189 Aesthetics (4) A critical survey of the various ways, both historical and contemporary, in which people have understood art and the aesthetic experience.

PHI 195 Senior Seminar (4) Prerequisite: Philosophy majors only. To be taken by all philosophy majors during their last spring semester on campus. A writing-intensive capstone seminar course designed to help students to: (a) integrate their major, (b) prepare for transition to life after graduation, and (c) reconnect with fellow graduating philosophy majors.
Physics

Professors K. E. Kihlstrom, W. F. 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, astronomy 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
PHY 21, 23 General Physics I, II (4,4)
PHY 22, 24 General Physics Laboratory I, II (1,1)
PHY 25 Modern Physics (4)
PHY 26 Modern Physics Laboratory (1)
PHY 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
PHY 115 Mathematical Physics (4)
PHY 121, 122 Quantum Mechanics I, II (4,4)
PHY 131 Classical Mechanics (4)
PHY 150 Electricity and Magnetism (4)
PHY 151 Electromagnetic Waves and Optics (4)
PHY 160 Thermodynamics (4)
Strongly Recommended: PHY 170 Advanced Physics Lab (2)

Requirements for a B.A. in Physics: 55 units

Required Lower-Division Courses: 39 units
PHY 21, 23 General Physics I, II (4,4)
PHY 22, 24 General Physics Laboratory I, II (1,1)
PHY 25 Modern Physics (4)
PHY 26 Modern Physics Laboratory (1)
PHY 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
PHY 121 Quantum Mechanics I (4)
PHY 131 Classical Mechanics (4)
Two of the following: (8)
PHY 115 Mathematical Physics (4)
PHY 150 Electricity and Magnetism (4)
PHY 160 Thermodynamics (4)

Requirements for a Physics Minor: 23 units

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

Required Upper-Division Courses from the following: 8 units
PHY 121 Quantum Mechanics I (4)
PHY 131 Classical Mechanics (4)
PHY 115 Mathematical Physics (4)
PHY 150 Electricity and Magnetism (4)
PHY 160 Thermodynamics (4)
Lower-Division Course Descriptions

PHY 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.


PHY 21, 23 General Physics I, II (4,4) Prerequisite: MA 9, 10. PHY 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. PHY 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.


PHY 40 Differential Equations (4) Prerequisites: PHY 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**

**PHY 115 Mathematical Physics** (4) Prerequisite: MA 19. Vector analysis: gradient, divergence, curl; complex analysis; curvilinear coordinate systems; matrices; eigenvalue problems; orthogonal functions.

**PHY 117 Exploration of the Universe** (4) A seminar course focusing on the connections between scientific and religious views of the universe.

**PHY 121 Quantum Mechanics I** (4) Prerequisites: MA 10, PHY 21 or 23. Postulates in quantum mechanics. Matrix mechanics, Hilbert space, angular momentum, time evolution, spin, EPR paradox, Bell inequalities, wave mechanics, harmonic oscillator, hydrogen atom.

**PHY 122 Quantum Mechanics II** (4) Prerequisites: PHY 25, PHY 40, PHY 115, PHY 121. Translational and rotational symmetry in the two body problem, bound states of central potentials, time independent perturbations, identical particles, scattering, photons and atoms.

**PHY 130 Mechanics** (4) Prerequisites: PHY 25 and PHY 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.

**PHY 131 Classical Mechanics** (4) Prerequisites: PHY 25 and PHY 40. Newtonian mechanics, three dimensional motion, oscillations, central force motion, Lagrangian and Hamiltonian dynamics, rigid body dynamics.

**PHY 135 Materials Science** (4) Prerequisites: PHY 23, MA 19. Fundamentals (crystal structure and defects), microstructure (phase diagrams and kinetics) and properties of the major classes of materials: metals, ceramics, polymers, composites and semiconductors. Properties examined include: mechanical, electrical, optical/dielectric, magnetic, thermal and composite.

**PHY 142 Circuits and Electronics** (4) Prerequisites: PHY 23 and MA 10. Corequisite: PHY 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.
PHY 143 Electronics Laboratory (1) Corequisite: PHY 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 (PHY 142) discussions.

PHY 150 Electricity and Magnetism (4) Prerequisites: PHY 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, Smith charts.

PHY 151 Electromagnetic Waves and Optics (4) Prerequisite: PHY 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 fiber-optics and holography.

PHY 155 Topics (4) Prerequisites: MA 9, 10 and PHY 25. Advanced treatment of topics of current interest in physics.

PHY 160 Thermodynamics (4) Prerequisites: MA 10, PHY 21 or 23. Classical equilibrium thermodynamics: applications of the first and second law of thermodynamics to condensed and gas phases. Compressible flow and heat transfer. Principles and applications of statistical thermodynamics.

PHY 170 Advanced Physics Laboratory (2) Prerequisites: PHY 26, PHY 131. Advanced experiments in several areas of physics.

PHY 95/195 Seminar (1) Developments of current interest in the sciences.

PHY 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.

PHY 198 Physics Research (1-4) Prerequisites: PHY 25, PHY 131. Students will work closely with faculty on original research and/or senior thesis.
**Political Science**

*Professors D. Lawrence (chair), B. McKeown
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 majors 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 combines theory and political practice. They offer a balanced curriculum, research experiences, field trips, and close student/faculty interaction. Students are encouraged 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, the American University’s Washington Semester Program, or the World Capitals Brussels Semester.

Pi Sigma Alpha, the National Political Science Honor Society, stimulates scholarship and intellectual interest in political science. Westmont’s chapter honors academic excellence among political science majors and provides a forum for student discussion and guest lectures.

**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: 48-68 units

Required Major Core: 40 units

Required Lower-Division Courses: 16 units
- POL 10 American Government (4)
- POL 20 International Politics (4)
- POL 30 Contemporary Political Ideologies (4)
- POL 40 Empirical Political Research (4)

Required Upper-Division Courses: 24 units

American Government and Politics
- Two of the following (8)
  - POL 102 State and Community Politics (4)
  - POL 103 Governing: Doing Public Policy (4)
  - POL 104 Constitutional Law (4)
  - POL 105 The Presidency (4)
  - POL 106 Presidential Election Politics (4)
  - POL 108 Congress (4)
  - POL 178 California Experience (4)

International Relations and Comparative Politics
- One of the following (4)
  - POL 111 American Foreign Policy (4)
  - POL 112 International Organizations and Law (4)
  - POL 123 Comparative Foreign and Security Policies (4)
  - POL 126 Sex, Gender, and Power (4)

- One of the following (4)
  - POL 122 European Politics (4)
  - POL 124 Third World Development (4)

Political Theory
- Two of the following (8)
  - POL 121 Marxism (4)
  - POL 130 Classical Political Theory (4)
  - POL 131 Modern Political Theory (4)
  - POL 132 The American Political Experience (4)
  - POL 133 Contemporary Political Theory (4)

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

A. Standard Track: 8 units
- POL 190 Internship (4)
- Upper-Division POL Electives (4) in consultation with major advisor
B. Pre-Law Track: 28 units
POL 104 Constitutional Law (4)
POL 190 Internship (law related) (4)
Upper-Division POL Elective (4) in consultation with major advisor
One of the following: (4)
  POL 102 State and Community Politics (4)
  POL 103 Governing: Doing Public Policy (4)
  POL 132 American Political Experience (4)
  POL 178 California Experience (4)
Requirements from outside POL 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)
  PHI 12 Critical Reasoning and Logic (4)
  PHI 104 Ethics (4)
  PHI 133 Political and Legal Philosophy (4)
Recommended Course:
POL 112 International Organizations and Law (4)

C. International Affairs Track: 28 units
POL 190 Internship (international or foreign policy related in an approved off-campus program) (4)
Upper-Division POL Elective (4) in International Relations and Comparative Politics
Requirements from outside POL Department: 20 units
EB 11 Principles of Macroeconomics (4)
Foreign Language (8) with approval of major adviser
One of the following: (4)
  AN 1 Introduction to Anthropology (4)
  SOC 150 Cross-Cultural Communication (4)
One of the following: (4)
  HIS 140 European Politics and Diplomacy (4)
  HIS 162 Modern and Contemporary Latin America (4)
  HIS 182 History of the Arab-Israeli Conflict (4)
  (Other HIS courses may be approved by major adviser)
Recommended Courses:
GEO 1 World Geography (4)
RS 142 World Religions (4)
EB 12 Microeconomics (4)

Off-Campus Programs Restriction (applicable to all tracks): Four units earned in off-campus programs must be used to meet the four unit upper division elective requirement.

Requirements for a Minor: 24 units

Required Lower-Division Course: 12 units
POL 10 American Government (4)
POL 20 International Politics (4)
POL 30 Contemporary Political Ideologies (4)

Other Required Courses: 12 units
One of the following: (4)
- POL 102 State and Community Politics (4)
- POL 103 Governing: Doing Public Policy (4)
- POL 104 Constitutional Law (4)
- POL 105 The Presidency (4)
- POL 108 Congress (4)
One of the following: (4)
- POL 112 International Organizations and Law (4)
- POL 122 European Politics (4)
- POL 124 Third World Development (4)
- POL 126 Sex, Gender, and Power (4)
One of the following: (4)
- POL 121 Marxism (4)
- POL 130 Classical Political Theory (4)
- POL 131 Modern Political Theory (4)
- POL 132 The American Political Experience (4)
- POL 133 Contemporary Political Theory (4)

Lower-Division Course Descriptions

POL 10 American Government (4) The basic concepts, background, organization, functions, and processes of the United States political system.

POL 20 International Politics (4) An introduction to the study of what produces conflict and cooperation in the international system, including attention to historical, social, economic, religious and political factors that impact world peace and security.
POL 30 Contemporary Political Ideologies (4) An examination of the historical roots and contemporary practice of the major ideologies of the twentieth and twenty-first centuries: democracy (liberal, conservative, socialist), Marxism and communism, fascism, and liberation ideologies (black, feminist, native peoples, gay, animal, and liberation theology) and environmentalism. The study analyzes their metaphysical assumptions, views of human nature, political and economic organization, and their relationships with Christian faith and practice.

POL 40 Empirical Political Research (4) An introduction to empirical methods and quantitative analysis in political research: applications of philosophy of science, survey and alternative methods of data collection, basic statistical analysis, reporting results, and ethical issues associated with research using human participants.

Upper-Division Course Descriptions

POL 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.

POL 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.

POL 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, civil rights, and civil liberties.

POL 105 The Presidency (4) An analysis of the American presidency, including its powers, leadership styles, policy-making roles, and current trends.

POL 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.)

POL 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.

POL 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.
POL 112 International Organizations and Law (4) Prerequisites: POL 20 and junior standing. Fee required. Advanced study of international politics, law and organizations including a case study and simulation of the United Nations system.

POL 121 Marxism (4) Prerequisite: junior standing. Detailed study of the writings of Marx and Engels and revisionist texts, with applications made to communist systems and the Christian-Marxist dialogue.

POL 122 European Politics (4) The comparative analyses of political systems in Europe with a special emphasis on the role of the European Union in transforming the landscape of European politics at the local, regional and national levels.

POL 123 Comparative Foreign and Security Policies (4) Prerequisite: POL 20 and junior standing. Part one of the course provides an in-depth exploration of comparative foreign policy (of great, middle and small state powers) using the three levels of foreign policy analysis – individual, state and systems. The second half of the course examines contemporary security issues through a study of human, state and international security approaches.

POL 124 Third World Development (4) An examination of “development” and the North-South gap within a political economy and human development perspective, focusing on some of the main arguments about the two faces of development (national and international) and the contending theories and strategies in world development.

POL 126 Sex, Gender and Power (4) A comparative analysis of sex and gender identity to an understanding of political behavior. Other forms of identity are examined in light of their intersection with both sex and gender, including race, class, sexual orientation, and nationalism. The comparative method is used to analyze global gender issues, cross-national variations among women’s movements, revolutionary struggles, and nationalist movements.

POL 130 Classical Political Theory (4) Prerequisite: junior standing. A survey of the pre-modern “politics of virtue” (Plato, Aristotle, Augustine, and Aquinas) and its contributions to contemporary political thinking.

POL 131 Modern Political Theory (4) Prerequisite: junior standing. Surveys the "politics of freedom" beginning with Machiavelli and the development of the classical liberal tradition (Hobbes, Locke, Rousseau, and Mill) and its Marxist critique.

POL 132 The American Political Experience (4) Prerequisite: junior standing. 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.
POL 133 Contemporary Political Theory (4) Prerequisite: junior standing. Considers late and post-modern political thought from Nietzsche to the present including the impact of social and psychological theories, totalitarianism, communitarianism, and post-modernism.

POL 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.

POL 150 Seminar (4) Prerequisite: junior standing. Advanced study of selected issues in political science.

POL/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.

POL 190 Internship (4-8) Prerequisite: consent of instructor. Supervised internship in government agencies, law offices, nonprofit organizations, and NGOs (nongovernmental organizations).
Psychology

Professors T. Fikes (chair), R. Paloutzian, B. Smith
Assistant Professors A. Gurney, S. Rogers

Description of the Major. Psychology is the science that deals with the behavioral and mental functioning of individuals. It includes both basic scientific and applied aspects, and encompasses a wide variety of explanatory and descriptive levels ranging from neural-physiological to social. All three degree options in psychology at Westmont encourage students to sample broadly from across these aspects and levels, and to focus in those areas of special interest.

All degree options incorporate (a) lower-division coursework in methodological and theoretical foundations, (b) lower-division coursework in allied disciplines, (c) core upper-division lecture and laboratory courses in specific areas of psychology, and (d) a senior capstone experience involving practicum, individual research, or both. 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 may major in psychology by choosing one of three degree options: a Bachelor of Arts degree, allowing maximum flexibility to major or minor in other disciplines; a Bachelor of Science degree, broadly emphasizing the various research disciplines of psychology; and the Behavioral Neuroscience track, focusing particularly on the neural bases of behavior. Both of the latter options emphasize psychology’s connections with biology and chemistry. Each of these options is compatible with a wide variety of career choices, including clinical and counseling practice, basic and applied research, and many others.

The capstone experience, which is designed to integrate knowledge and skills gained throughout the curriculum, also allows students to focus on areas of particular interest. Students can experience the kind of career 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 are available assisting professors or working in the department. Professionals from the psychological community present their research and insights at departmental and divisional colloquia. Students are encouraged to present their research at and attend psychological conferences. The G. Eugene Walker Award for Outstanding Achievement in Psychology provides financial sup-
port 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.

The psychology department encourages its majors to participate in an off-campus program before the end of the junior year.

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, electives, and in some cases major requirements. 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 clinical and counseling psychology, teaching, consulting, and research in areas like social, developmental, or cognitive psychology, the neurosciences, psychological testing, behavioral medicine, industrial/organizational, sports, or health psychology, just to name a few.

Requirements for a B.A. Major: 48 units

Required Lower-Division Courses: 12 units
(To be completed by the end of the sophomore year.)
PSY 1 General Psychology (4)
PSY 13/13L Experimental Psychology & Lab (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: 36 units
PSY 111 History and Systems of Psychology (4)
One of the following: 4 units
PSY 120/120L Cognitive Psychology & Lab (4)
PSY 121/121L Psychology of Learning & Lab (4)
PSY 124/124L Sensation and Perception & Lab (4)
PSY 125/125L Behavioral Neuroscience & Lab (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 two options:
- PSY 196 Capstone Senior Practicum in Psychology (4)
- PSY 197, 198 Capstone Senior Research in Psychology 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 13/13L Experimental Psychology & Lab (4)
- MA 5 Introduction to Statistics (4)

Required Upper-Division Courses: 32 units
- PSY 111 History and Systems of Psychology (4)
- PSY 197 Capstone Senior Research in Psychology I (2)
- PSY 198 Capstone Senior Research in Psychology II (2)

Two of the following: 8 units
- PSY 120/120L Cognitive Psychology & Lab (4)
- PSY 121/121L Psychology of Learning & Lab (4)
- PSY 124/124L Sensation and Perception & Lab (4)
- PSY 125/125L Behavioral Neuroscience & Lab (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)
PHY 11 Physics for Life Science Majors I (4)
PHY 13 Physics for Life Science Majors II (4)
PHY 14 Physics for Life Science Majors Laboratory (1)
PHY 21 General Physics I (4)
PHY 23 General Physics II (4)
PHY 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 13/13L Experimental Psychology & Lab (4)
PSY 120/120L Cognitive Psychology & Lab (4)
PSY 121/121L Psychology of Learning & Lab (4)
PSY 124/124L Sensation and Perception & Lab (4)
PSY 125/125L Behavioral Neuroscience & Lab (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
Requirements for a B.S. Major, Behavioral Neuroscience Track: 65 units

Required Lower-Division Courses: 12 units
(To be completed by the end of the sophomore year.)
PSY 1 General Psychology (4)
PSY 13/13L Experimental Psychology & Lab (4)
MA 5 Introduction to Statistics (4)

Required Upper-Division Courses: 33 units
PSY 125/125L Behavioral Neuroscience & Lab (4)
PSY 111 History and Systems of Psychology (4)
PSY 192 Individual Research in Psychology (1)*
PSY 197 Capstone Senior Research in Psychology I (2)**
PSY 198 Capstone Senior Research in Psychology II (2)**

One of the following: 4 units
- PSY 120/120L Cognitive Psychology & Lab (4)
- PSY 121/121L Psychology of Learning & Lab (4)
- PSY 124/124L Sensation and Perception & Lab (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: 20 units
MA 9 Elementary Calculus I (4)
BIO 5 General Biology I (4)
BIO 6 General Biology II (4)
CHM 5 General Chemistry I (4)
CHM 6 General Chemistry II (4)

*PSY 192 must be completed prior to the end of the junior year. Most students in this track take more than one unit of PSY 192, during different semesters.

**PSY 197/198 projects must be on approved topics in behavioral neuroscience.

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.
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 section required.

PSY 121 Psychology of Learning (4) Prerequisite: PSY 1; MA 5. Theories and research in classical and operant conditioning. Laboratory section 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 section required.

PSY 125 Behavioral Neuroscience (4) Prerequisite: PSY 1; PSY 13. Analysis of behavior as a function of neurological and physiological processes. Laboratory section 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; 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. 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. 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 **Individual Internship in Psychology** (1-4) Prerequisites: PSY 1 and consent of instructor. Psychology-related field work in local or San Francisco area placements (see IS 190 for description of San Francisco Urban Program internship opportunities). May not be taken concurrently with PSY 196; Urban Program placements must be pre-approved.

PSY 192 **Individual 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 196 **Capstone Senior Practicum in Psychology** (4) Prerequisites: PSY 1, 131, 141; senior standing. Field work in local mental health facilities, schools, probation and social service agencies, or research facilities.

PSY 197 **Capstone Senior Research in Psychology I** (2) Prerequisites: PSY 1, 13; senior standing. 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 **Capstone Senior Research in Psychology II** (2) Prerequisites: PSY 1, 13, 197; senior standing. 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.)
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 one of four possible emphases. Majors may concentrate in biblical studies, theological and historical studies, mission, or world 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 mission 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.

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: 52 units

Required Major Core: 32 units

Old Testament Upper-Division Elective (4)
New Testament Upper-Division Elective (4)
Systematic Theology Upper-Division Elective (4)
Theological History Upper-Division Elective (except RS 157) or RS 151
History of World Christianity (RS 151 double counts as a general education course under “Thinking Historically”) (4)
RS 142 World Religions (4) (RS 142 double counts as a general education course under “Thinking Globally”)
*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 031 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)
- PHI (any upper-division course except PHI 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 tracks:**

**A. Biblical Studies: 20 units**
RS 107 Biblical Interpretation (4)
One of the following: (8)
- GRK 001, 002 Elementary Greek I, II (4,4)
- HB 001, 002 Elementary Hebrew I, II (4,4)
One of the following: (8)
- GRK 001, 002 Elementary Greek I, II (4,4) (if not taken above)
- HB 001, 002 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 for the Core (8)

**B. Theological/Historical Studies: 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)
RS 131 Seminar in Theology

*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—20th Century (4)
- RS 123 American Christianity (4)

C. Christian Mission: 20 units
- RS 157 History of Christian Missions (4)
- RS 159 Theological Foundation of Mission (4)

*One of the following: (4)*
- RS 122 Contemporary Christianity—20th Century (4)
- Mayterm (as offered, off campus)

*One of the following: (4)*
- AN 001 Introduction to Anthropology (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 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 faculty prior to registration in the Urban Program.

E. World Religions: 20 units

*Three of the following: (12)*
- RS 136 Hinduism (4)
- RS 137 Buddhism (4)
- RS 138 Judaism (4)
- RS 139 The World of Islam (4)

*One of the following: (4)*
- RS 144 Theory and Nature of Religion (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 or RS 151 History of World Christianity (4)

Upper-Division RS Electives (8)

*The 20 units may be reduced by up to eight units if a student takes RS 142 and RS 151 to meet general education course requirements. It also may be reduced by eight units if a student takes two years of Greek.

Course Descriptions

Greek

GRK 001, 002 Elementary Greek I, II (4,4) Basic grammar and beginning reading in the Greek New Testament.


GRK 151 Advanced Greek Reading (4) Reading selected from the New Testament and other literature of the period (offered occasionally by request).

Hebrew

HB 001, 002 Elementary Hebrew I, II (4,4) Basic grammar and beginning reading in the Hebrew Old Testament.

Old Testament

RS 001 Life and Literature of the Old Testament (4) Prerequisite: RS 010 or 020. A survey of the Old Testament with special attention to ancient Near Eastern context, Israelite history, literary forms, and theological contents.

RS 001H Life and Literature of the Old Testament: Honors (4) Prerequisite: RS 010 and RS 020; by invitation only. 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 001.


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 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 001 and RS 010. 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) Open only to RS majors and minors. 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 020 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.

RS 125 Contemporary World Theologies (4) Prerequisite: RS 020; open only to RS majors and minors. Surveys a wide variety of contemporary Christian theologies to understand the historical, intellectual, practical heart of Christian faith as it is embodied around the world and in our own culture.

RS 126 Doctrine of the Word (4) Prerequisite: RS 020; open only to RS majors and minors. God’s knowability and self-disclosure: revelation, the incarnation, Scripture, preaching.

RS 127 Doctrine of God (4) Prerequisite: RS 020; open only to RS majors and minors. The nature and attributes of God, with emphasis on the Trinity and the deity of Christ.

RS 128 Doctrine of Creation (4) Prerequisite: RS 020; open only to RS majors and minors. Includes discussion of human nature and the fall, God’s providence in history, and miracles.

RS 129 Doctrine of Reconciliation (4) Prerequisite: RS 020; open only to RS majors and minors. 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 020; open only to RS majors and minors. 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.

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.

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, and the rise of evangelicalism (e.g., the Pietist and Methodist Movements).

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, and of the growth of Christianity in the Southern Hemisphere.

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.

RS 150 Topics in Theological History (4) Open only to RS majors and minors. 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.

RS 158 Christianity and the Roman Empire (4) This course surveys the rise of Rome as the “world empire” and the rise of Christianity as the “world religion” and the paradoxical and intricate relationship between the two (31 BCE-476 CE). The course examines the major socio-cultural, political and religious developments of Roman Empire and its interaction and “coming to terms” with Christianity on the one hand, and the socio-cultural, institutional and theological developments of Christianity and its struggle with and “triumph” over the Empire on the other. While giving a proper attention to the rise of the Augustan Empire in the first century as an introduction, the course will focus on the period from the second through the fifth centuries.

Religion

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.

RS/PHI 130 Philosophical Theology (4) Prerequisites: PHI 006 and RS 010. 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.

RS 136 Hinduism (4) This course introduces Hindu religious traditions by examining Hindu mythology, philosophy and society from its beginning to the present. Topics will include the law of karma, class structure, dharma, yoga, devotional traditions, liberation, modern reform movements, and Hindu mythology as presented in its sacred texts, including the Vedic hymns, Upanishads, and Bhagavad Gita. Throughout the course students will compare important elements of Hinduism with those of Christianity.

RS 137 Buddhism (4) An historical and doctrinal study of Theravada and Mahayana Buddhism, focusing on Buddhist views of the human predicament and its solution, and different teachings and Buddhists practices in various regions of Asia and the West. Other topics include the historical Buddha’s sermons, Buddhist psychology, cosmology, meditation, bodhisattvas, Pure Land, and Zen. Throughout the course students will compare important elements of Buddhism with those of Christianity.

RS 138 Judaism (4) This course introduces the history, texts, practices, and legacy of Judaism from the second century to the present, with special attention to issues at the intersection of Jewish and Christian faith.
RS 139 The World of Islam (4) This course will introduce the rise and expansion of Islam from the seventh century to the present, its central beliefs, institutions and practices, and its impact on the religious and cultural history of the world. Throughout the course students will compare important elements of Islam with those of Christianity.

RS 142 World Religions (4) This course surveys a variety of world religions, including Hinduism, Buddhism, Jainism, Sikhism, Confucianism, Taoism, Shinto, Judaism, Islam, and Mormonism. Topics include the history of each religion, its beliefs and practices. Throughout the course students will compare important elements of the world religions with those of Christianity.


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.

RS 159 Theological Foundation of Mission (4) An introduction to contemporary biblical and theological understandings of the Christian mission, and theoretical models for implementation of that mission.

RS/PHI 163 Philosophy of Religion (4) Prerequisite: PHI 006 or PHI 101. Significance of religious phenomena and the veracity of religious beliefs.

RS 165 Christianity and Existentialism (4) Prerequisites: RS 020 and PHI 006 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.
Social Science

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

POL 30 Contemporary Political Ideologies (4)
POL 20 International Politics (4)
POL 10 American Government (4)

Upper-Division POL Electives: 8 units

D. Sociology: 20 units

SOC 1 Introduction to Sociology (4)
SOC 171 Sociological Theory (4)

Upper-Division SOC Electives: 12 units

**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, T. Jayawardene, L. Montgomery (chair)
Associate Professor J. Alexandre

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 world view. 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 and only a total of eight units from such programs will be accepted toward the major requirements.

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 Social Research Methods (4)
MA 5 Introduction to Statistics (4) or SOC 107 Quantitative Research Methodology (4)
AN 192/SOC 192 Extracurricular Departmental Activities (2)
AN 195/SOC 195 Senior Seminar (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 Religion 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 Racial and Ethnic Relations (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) (Strongly recommended: SOC 180)

*Two of the following Department-approved Electives (8)
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 Racial and Ethnic Relations (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 Racial and Ethnic Relations (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 Third World Studies (4)
- Department-approved 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 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 Third World Studies (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)

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.
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.

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 relation, 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) 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, and MA 5 or SOC 107. See SOC 195.

AN 196 Topical Seminar (2-4) Prerequisite: Junior standing. Seminar topics to be announced by department. Enrollment limited.

Sociology

SOC 101 Principles of Sociology (4) Prerequisite: Junior standing. An advanced, preliminary course on the methods, theories and orientation of sociology. Emphasis on understanding and developing theoretical interpretations of culture and society through an examination of some of the core literature in the discipline.

SOC 106 Social Research Methods (4) Prerequisite: SOC 1 or MA 5. Introduces the major elements of scientific, social research such as developing a hypothesis or research question; literature reviews; and research design, measurement and sampling. Several research methods such as structured and unstructured interviews, surveys, participant observation, and cultural domain analysis are reviewed. Extended attention given to the ethical principals that guide the research process.

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.

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. 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) 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 including alcoholism, homosexuality, mental illness, drug abuse, and prostitution.

**SOC 189 Racial and Ethnic Relations** (4) Provides an historical overview of racial and ethnic relations in the United States, with an emphasis on systemic racism in the cultural, economic, and political dimensions of social life. The course includes an analysis of contemporary race relations and of race-related issues and evaluates anti-racist strategies and solutions.

**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. Only five department-approved hours will be accepted from off-campus events.

SOC 195 Senior Seminar (4) Prerequisites: Senior status and completion of SOC 171 or AN 145, SOC 106, and MA 5 or 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 worldview, 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.

SOC 196 Topical Seminar (2-4) Prerequisite: Junior standing. Seminar topics to be announced by department. 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 and SP 150 (Cross-Cultural Studies). 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, spring semester only), San Sebastián or Bilbao (University Studies Abroad Consortium), Santiago de Compostela (University of Kansas), Sevilla (Trinity Christian College), Heredia, Costa Rica (University Studies Abroad Consortium), San José, Costa Rica (University of Kansas), Quito, Ecuador (Brethren Colleges Abroad), Santiago, Chile (University Studies Abroad Consortium), or Querétaro, Mexico (Westmont in Mexico).

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: 38-44 units

A. Language and Literature Track: 38-40 units

Majors are required to take 38-40 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 SP 150 (Cross-Cultural Studies).

Core Courses: (8)
- SP 100 Advanced Spanish (4)
- SP 150 Cross-Cultural Studies (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 176 Post-Civil War Spanish 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 20 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: 12 units
SP 100 Advanced Spanish (4)
SP 150 Cross-Cultural Studies (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)
POL 124 Comparative Politics: Developing Nations (4)

Electives: 8 units
8 units in Spanish or related fields (not taken above)

Requirements for a Minor: 20 units
20 units, 12 of which must be upper-division.

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.

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).

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).

**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).

**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.

**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.

**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.

**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.

**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 150 Cross-Cultural Studies (4) A course designed to help you get the most out of your study abroad experience by preparing you for it intellectually, culturally, emotionally, and spiritually. Taught each Spring for students planning to study abroad the following academic year. (Exception: taught Fall 2005). Note: This course is taught in English.

SP 172 Golden Age Literature (4) Prerequisites: One upper-division course and SP 101, SP 102, SP 103 or SP 104. 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) Prerequisites: One upper-division course and SP 101, SP 102, SP 103 or SP 104. 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, Cuerda, and Erice will be viewed and discussed.

SP 183 Twentieth-Century Latin American Poetry (4) Prerequisites: One upper-division course and SP 101, SP 102, SP 103 or SP 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) Prerequisites: One upper-division course and SP 101, SP 102, SP 103 or SP 104. Readings and discussions 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) Prerequisites: One upper-division course and SP 101, SP 102, SP 103 or SP 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) Prerequisites: One upper-division course and SP 101, SP 102, SP 103 or SP 104. 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. Thomas

Description of the Major. The study of Theatre Arts at Westmont blends traditional and contemporary approaches to the art of the stage, engaging students in a dynamic and lively exploration of theatre and/or dance. Majors participate in the interdisciplinary nature of the field through an integrated study of performance, dramatic literature and theory, and theatre history. The department’s many courses and projects provide a deep broad and deep understanding of the field, and create opportunities for the development of personal creativity and critical thinking skills.

Distinctive Features. The department’s two tracks – General Theatre Studies and Dance – are infused with international perspectives and methods, and are augmented by an international residency series. Entitled The Globe Series, residencies provide students classroom, workshop, and performance opportunities, led by artists from other cultures and countries. Led by faculty artists, students perform in compelling productions of scripted plays, adaptations of literature, and original performance pieces and choreography. The department’s wide array of courses allows students to fashion a portion of their major according to their particular interests and talents. The department’s holistic approach illuminates the aesthetic, social, and spiritual ramifications of the discipline, and develops wide-ranging perspectives of human experience, taught from a Christian perspective.

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, artistic creativity, sensitivity, and collaborative group dynamics.
Requirements for a Major in Theatre Arts: 54 units

Theatre Track

Required Lower-Division Core Courses: 12 units
TA 1 Word and Action: Introduction to Performance (4)
TA 10 Acting I (4)
TA 20 Survey of Theatre Arts (4)

Required Applied Theatre Arts: 12 units
TA 50/150 Rehearsal and Performance (6)
TA 15, 16, 17 Stagecraft I, II, III (2, 2, 2)

Upper-Division Breadth Requirements: 14 units
TA 120 or 121 Theatre History I or II (4)
TA 125 Directing for the Theatre (4)
TA 134 Design for Performance (4)
TA 198 Senior Project (2)

Theatre Arts Electives: 16 units
ART 131 Theory and Criticism in the Arts (4)
ENG 117 Shakespeare (4)
ENG 183 Twentieth-Century Drama (4)
ENG 195 (4-8)
TA 9 Voice and Speech (4)
TA 11, 111 Acting II, III (4,4)
TA 120 Theatre History I (4)
TA 121 Theatre History II (4)
TA 124 Survey of Dramatic Theory and Criticism (4)
TA 126 Choreography and Composition (2)
TA 127 Special Topics in Directing (4)
TA 135 Design for the Theatre (4)
TA 151 Acting IV (4)
TA 152 Performance Art (4)

Minor in Theatre Arts: 24 units

Theatre

Required Lower-Division Courses: 12 units
TA 10 Acting I (4)
TA 15, 16 or 17 Stagecraft I, II or III (2)
TA 20 Survey of Theatre Arts (4)
TA 50/150 Rehearsal and Performance (2)

Required Upper-Division Courses: 8 units
TA 120 or 121 History of Theatre I, II (4)
TA 125 Directing for the Theatre (4) or TA 135 Design for the Theatre (4)
One of the following: (4)
- ENG 117 Shakespeare (4)
- ENG 183 Twentieth-Century Drama (4)
- TA 11, 111 Acting II, III (4,4)
- TA 120, 121 Theatre History I, II (4,4)
- TA 122 Dramatic Theory and Criticism (4)
- TA 125 Directing for the Theatre (4)
- TA 135 Design for the Theatre (4)
- TA 136 Special Topics in Design (4)
- TA 137 Special Topics in Directing (4)
- TA 151 Acting IV (4)
- TA 152 Performance Art (4)

Requirements for a Major in Theatre Arts: 54 units
Dance Track

Required Lower-Division Core Courses: 12 units
- TA 1 Word and Action: Introduction to Performance Theory (4)
- TA 10 Acting I (4)
- TA 23 History of Sacred Dance (4)

Required Applied Theatre Arts: 12 units
- TA 15, 16, 17 Stagecraft I, II, III (4)
- TA 31/131 Dance Performance (8)

Required Lower-Division Technique Courses: 8 units
- 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 Breadth Courses: 12 units
- TA 122 Dance History, Philosophy, and Criticism (4)
- TA 126 Choreography and Composition (2)
- TA 135 Design for Performance (4)
- TA 198 Senior Integrated Project (2)

Theatre Arts and Dance Electives: 10 units
- ART 129 Special Topics in Art History (4)
- ART 131 Theory and Criticism in the Arts (4)
- ENG 183 Twentieth-Century Drama (4)
- KNS 153/TA 130 Dance Theory & Technique (2)
- TA 11, 111 Acting II, III (4,4)
- TA 20 Survey of Theatre Arts (4)
TA 50/150 Rehearsal and Performance (1-2)
TA 120 Theatre History I (4)
TA 152 Performance Art (4)

**Minor in Theatre Arts: 24 units**

**Dance**

**Required Lower-Division Courses: 8 units**
- TA 1 Word and Action: Introduction to Performance Theory (4)
- TA 23 History of Sacred Dance (4)

**Required Applied Theatre Arts: 6 units**

*One of the following: (2)*
- TA 15, 16, 17 Stagecraft I, II, III (2) (These include individual labs of 2 units each in scenery, lighting or costume design)
- TA 31/131 Dance Performance (4) (1-2 units possible/class)

**Required Lower-Division Technique Courses: 4 units**
- 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 Breadth Courses: 6 units**
- TA 122 Dance History, Philosophy and Criticism (4)
- TA 126 Choreography and Composition (2)

**Lower-Division Course Descriptions**

**TA 1 Word and Action: Introduction to Performance Theory** (4) A foundational course for all majors that studies Chumash, Aboriginal Australian, and Celtic British oral tradition and rites of passage. The course places emphasis on the conflict between action and word in contemporary performance theory and practice, and examines the origins of theatre in prehistory, contemporary theatre and anthropology, and offers an introduction to the roots of postmodernism.

**TA 9 Voice and Speech Through Performance** (4) An introductory voice and speech class through performance of classical, modern, dramatic, and non-dramatic materials.

**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.
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 & 17 Stagecraft I, II, III (2,2,2) Three foundation courses in the technology of the stage, centering on the collaborative process involved in realizing live theatrical production.

TA 20 Survey of Theatre Arts (4) A foundational course for all majors and minors that uses major classical and modern theory to explore the relationship between dramatic texts and the performance of those texts in the theatre.

TA 23 History of Sacred Dance (4) An exploration of Sacred Dance from primitive times to the present, with special emphasis on the place of dance within the Judeo-Christian tradition and how this influences current practice within the evangelical tradition.

TA 70 Ballet Basics (2) Warm-up and stretch will be taught along with a basic Barre, Adagio, and Allegro.

TA 71 Intermediate/Advanced Ballet (2) Intermediate or advanced level Barre, Adagio, Petit, and Grand Allegro. The class is geared toward students who have had previous training in ballet.

TA 72 Creative and Modern Dance (2) Creative and technical work based on Laban, Limon, and Graham styles.

TA 73 Intermediate/Advanced Modern Dance (2) Intermediate/advanced level modern dance based on Cunningham or Graham techniques. This class is geared toward students with previous modern training.

TA 74 Jazz Basics (2) Lyrical jazz dance based on Luigi and Giordano styles for beginners.

TA 75 Intermediate/Advanced Jazz (2) 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.

Upper-Division Course Descriptions

TA 111 Acting III (4) Prerequisite: TA 11. (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.

TA 121 History of the Theatre II (4) A study of theatre history from the 17th century to the present.

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 124 Survey of Dramatic Theory and Criticism** (4) A survey of significant theoretical and critical writing, from Aristotle to the present.

**TA 125 Directing for the Theatre** (4) Prerequisite: TA 1. 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 127 Special Topics in Directing** (4) Advanced conceptual and practical approaches to directing, including scenes staged from dramatic and non-dramatic material, including Shakespeare, Greek Tragedy, Restoration Comedy, novels, and short stories.

**TA 130 Dance Theory and Technique** (2) Prerequisite: Junior standing. 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 134 Design for Performance** (4) A hands-on course in the practice of four-dimensional design including the processes of designing and making installations for performance events; the fundamentals and creative processes of 4D design; and a study of key practitioners in the field.

**TA 135 Design for the Theatre** (4) Prerequisite: TA 1, TA 15 and TA 16. 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 151 Acting IV** (4) Advanced approaches to acting, focusing both on the artistic and practical development of the performer.

**TA 152 Performance Art** (4) A study of the making of Performance Art including student creation of performance pieces.

**TA 198 Senior Project** (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 must 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, please visit our website at www.westmont.edu/ocp. 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.

Westmont financial aid (institutional grants, scholarship and loans) may be used for any semester-long Westmont operated off-campus program, including Europe, England, Mexico, and San Francisco Urban semesters. However, Westmont financial aid may be used for one program only at a Westmont approved (versus Westmont operated) off-campus program.

Tuition for Westmont operated and Westmont approved off-campus programs is the same as tuition on campus (except in a few cases where tuition is even higher than Westmont's tuition, in which case students are charged the higher amount). Other charges for all campus programs vary by program and are available through the Off-Campus Programs Office or from the hosting institution. Students who participate in these programs through Westmont are considered to be Westmont students. Therefore, they retain their standing and class priority for returning enrollment and class selection. Although students are allowed to attend more than one program, they may not enroll in off-campus programs in consecutive semesters.

Students who choose to access programs directly are not considered Westmont students during the period, do not have the support of the Financial Aid Office in obtaining financial aid from the program, do not receive any Westmont aid, including grants, scholarships or loans, are not eligible for any merit scholarships if and when they return to Westmont, are allowed to re-enroll at Westmont only as space is available during a subsequent semester, and must obtain their own transcripts from the programs when applying for graduate school or employment.
Westmont Operated Off-Campus Programs

**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.

**Europe Semester**

The Europe Semester program, a travel/study program led by Westmont faculty, takes place every fall semester (except Fall 2006).

As of 2007, a new 12-unit umbrella course will be offered. IS 121, 122, 123 and 124 European Culture and Society, Past and Present (4,4,4) — studies various aspects of European history, thought, arts, society, culture, science, economy and politics while resident in Europe. Special effort is made to understand Europe’s heritage and contemporary society in relation to larger world contexts.

Emphasizes thoughtful consideration of Christian and cultural concerns through preparatory readings, lectures, extensive discussion, and essay writing. The courses offered will fulfill three of the following four Common Inquiries requirements:

- Thinking Globally
- Understanding Society
- Performing and Interpreting the Arts
- Thinking Historically

**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

**Westmont in Mexico (WIM)**

Westmont in Mexico, a program offered every fall semester, is led by Westmont faculty and located in the beautiful, colonial city of Querétaro. On this program, students gain skills for effective cross-cultural living, experience incarnational ministry, and improve their Spanish language abilities. WIM offers students the unique opportunity to immerse themselves in Mexican culture through home stays, coursework, and field trips within the context of a supportive Christian community. Another distinctive feature is its integrated pre-departure, in-country, and re-entry training.

WIM is designed to be a part of the general education curriculum, and fulfills several GE requirements. Students from all majors are encouraged to apply. Students must have completed the equivalent of one semester of college Spanish prior to enrolling in WIM.

**Course Offerings**

Courses in WIM are taught by Mexican university professors and the Westmont faculty director. While in Mexico you may earn up to 16 semester units. The courses are:

**Spanish Language: beginning, intermediate, and advanced levels (GE, Modern Language)**

- SP 005M Intermediate Spanish (4 units) Prerequisite: SP 2 (one year of college Spanish) or equivalent.
- SP 006M Intermediate Spanish Conversation (2 units) Prerequisite: SP 2 (one year of college Spanish) or equivalent.
- SP 100M Advanced Spanish (3 units) Prerequisite: SP 4 (two years of college Spanish) or equivalent.
- SP 105M Language in Context (3 units) Prerequisite: SP 4 (two years of college Spanish) or equivalent.
  (The following courses are open to advanced Spanish students who have completed SP 100)
- SP 120M Advanced Composition (3 units)
- SP 121M Advanced Oral Skills (3 units)
Mexican History and Civilization (GE, Thinking Historically)
   HIS 160M Mexican History and Civilization (3 units) (Required of all WIM students.)

Principles of Art: Mexico (GE, Performing & Interpreting the Arts)
   ART 121M Mexican Art (3 units)

Integrative Seminar: Engaging Culture (GE, Thinking Globally)
   IS 193M Seminar: Engaging Culture (3 units) (Required of all WIM students.) This seminar is a continuation of the spring orientation course and is designed to deepen understanding of Mexican culture and to maximize your experience abroad. This course complements the activities of other WIM classes and provides a framework for examining the issues and questions they present. Students will participate in several field trips and projects outside of the classroom designed to help them “engage culture.” A cultural journal, reflective essays, and oral presentations will be regular parts of this course.

Latin-American Literature (GE, Reading Imaginative Literature)
   SP 104M Survey of Latin American Literature (3 units)
   SP 160M Survey of Mexican Literature (3 units)
   SP 165M Introduction to Literary Translation (3 units) Prerequisite: one Spanish literature course.

Latin Dance (GE, PEA)
   PEA 025M Latin Dance (1 unit)

In addition to these courses, WIM has a pre-departure orientation seminar during the spring semester preceding the fall semester in Mexico.
   IS 192 Orientation: Westmont in Mexico (2 units)

Inoculum

This 12-day backpack trip in August to the northeastern wilderness area of Yosemite National Park is a special extension of the first-year student orientation program. Readings, discussions, and papers focus the course content on the uniqueness of a Westmont liberal arts education.

Participants must take the following course:
   APP 90 The Inoculum: Wilderness/Orientation (2)

The APP 90 course will meet one of the four PEA requirements.
Off-Campus Mayterm

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, Oregon, Mexico, Belize, Costa Rica, Honduras, Ireland, Syria, Jordan and Turkey.

San Francisco Urban Mayterm

This Mayterm takes place every year in Westmont’s newly purchased Victorian mansion on the edge of Golden Gate Park in San Francisco. Students can earn eight units while exploring the streets of San Francisco and attending ethnic celebrations, music, theatre, sporting, and cultural events across the city and around the Bay Area.

Westmont Approved Programs

Christian College Consortium Programs:
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 University, 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. Westmont students may enroll for one semester at a consortium college, or at one of the off-campus programs sponsored by the consortium institution.

Council of Christian Colleges and Universities (CCCU) Programs:
The Council for Christian College and Universities (CCCU) is a higher education association of more than 150 intentionally Christ-centered institutions around the world. There are 102 member campuses in North America and all are fully-accredited, comprehensive colleges and universities with curricula rooted in the arts and sciences. In addition, 71 affiliate campuses from 22 countries are part of the CCCU. The Council’s mission is to advance the cause of Christ-centered higher education and to help its institutions transform lives by faithfully relating scholarship and service to biblical truth.
Westmont students may enroll for one semester in one of the study programs sponsored by the CCCU. Programs currently available are in Australia, China, Costa Rica, Egypt, England, Russia, Uganda and the United States.

**Other Approved Programs:**
Westmont students may choose to enroll for one semester from a wide range of other national and international programs. Many of these programs are open to all students for general study, regardless of the student’s major (ex. Lithuania Christian College or Spring Semester in Thailand). In addition, Westmont has approved some programs that feature advanced study in a particular subject area, which are open only to students with a particular academic major or minor (ex. SACI program in Florence for art majors or USAC programs in Spain, Central and South America for Spanish majors). A complete list and description of programs available to Westmont students can be found on the Westmont homepage at http://www.westmont.edu/ocp/pages/.
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 one Common Inquiries area of the student’s choice and by both Competent and Compassionate Action areas) 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 and consult the pre-health professions advisor when they enter Westmont. Most students interested in pursuing medicine or dentistry find that biology, chemistry, kinesiology or neuroscience 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.”

**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. Students must arrange for their own transportation to attend ROTC classes at UCSB.

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 ROTC 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. Their website may be found at http://www.milsci.ucsb.edu/
Military Science courses at UCSB for Westmont credit are:
- MS 131 Tactical Leadership (1.33)
- MS 132 Tactical Leadership II (1.33)
- MS 133 Applied Leadership (1.33)
- MS 141 Developmental Leadership I (1.33)
- MS 142 Developmental Leadership II (1.33)
- MS 143 Adaptive Leadership (1.33)
- MS 190 Advanced Military Science Field Study (2.67)

To qualify for the Westmont degree, the ROTC student must complete PHI 104 Ethics, or PHI 113 Contemporary Moral Problems as a co-requisite. For more information, contact the Student 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.

Students must arrange for their own transportation to attend AFROTC classes at LMU in Los Angeles. For more information, contact the Loyola Marymount University Department of Aerospace Studies (AFROTC) at (310) 338-2770. Their website may be found at http://www.lmu.edu/afrotc/
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.

The Campus Pastor seeks to provide spiritual nurturing and pastoral presence to the college. He offers spiritual guidance in both formal and informal settings to the entire Westmont community, as well as overseeing the Chapel program.

**The Center for Leadership and Learning.** Cultivating the willingness and ability for our students to both lead and learn in all areas of life is central to the college’s mission. Along those lines, the Student Life division has created the Center for Leadership and Learning (formerly the Office of Leadership and Character Development). The Center includes the areas of Orientation, First Year Programs, and Student Organizations.

The Center is a kind of hub of opportunity for our students. It exists to help students negotiate change, embrace diversity and foster character development as individuals and as a community.

To that end, the Center is responsible to help our students navigate their beginnings at Westmont through the Orientation program. This Orientation component begins through our Summer Perspectives, which helps our students become familiar with our campus community and culminates in our beginning of semester orientation experiences.

The Center is also responsible to help set a foundation for our students once their college experience is under way. This First Year Programs component is made manifest through a series of courses beginning with “Introduction to Leadership: The Search for Meaning” (APP 061). This two unit elective course counts toward the college’s general education requirement and, despite it being targeted toward framing the Westmont experience, it is open to all students. First Year Programs is also responsible to coordinate the first year retreat and first year parent’s weekend.

Finally, those involved with the Center are also responsible to advise, mentor, empower and support many of our student leaders. The groups they
represent include the Westmont College Student Association (WCSA), the Westmont Activities and Clubs Council (WACC), the Spring talent extravaganza (Spring Sing), Westmont Student Ministries (WSM), the Orientation Team leaders (O-Team), the Potter’s Clay spring break missions trip to Mexico (PC), Spring Break in the City mission trips to urban Los Angeles and San Francisco (SBIC) and the international summer missions teams (Emmaus Road).

**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 the Black Student Union, the Asian Student Association, Latino Cultural Organization, 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. We also support a student organization called the Racial Equality and Justice group as they gather to learn about and respond to the realities of racial and ethnic tension on our campus and society. During spring break, this group travels to the Spencer Perkins Center in Jackson, Mississippi.

**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.

Every Westmont student must have an approved housing assignment from the Housing Office in order to attend the college. This is important because our local off-campus commuter population is limited by a conditional use permit with Santa Barbara County. Since these limited off-campus “spots” are usually reserved by returning seniors and juniors, living off-campus locally and commuting to campus cannot be guaranteed. While this is unique, so is Westmont’s commitment to provide on-campus housing to every student who requests it. College-owned housing accommodates about 85% of the student body in Santa Barbara.

Housing. The Housing Office provides services related to both on and off-campus housing, meal plans, and student parking permits. Incoming students are matched personally and prayerfully in collaboration with Residence Life and in consideration of stated preferences on the housing application. 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.

Office of Life Planning: Resources for Direction, Transition, and Calling. The Office of 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 life planning skills necessary to reach their goals.

Graduates with a liberal arts and sciences degree have many choices and opportunities and, therefore, benefit by taking advantage of life planning services throughout their education. The resource center can help them understand their own strengths, make wise decisions about majors, and begin to explore vocational alternatives. As juniors and seniors, students can participate in internships, senior workshops (job search strategies, resume writing, and interviewing skills), graduate school investigation and personalized consultation.
Students may meet individually with a counselor at any time to assess their values, interests, personality style, and skills relative to vocational 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 information.

The Office of Life Planning maintains an active job posting system for full-time, part-time, off-campus, work-study, internship, and summer employment opportunities.

The Resource Center, on the upper level of the library, contains a variety of resources for students to use in making effective decisions. They can gain information about specific vocation options, employment projections, company descriptions, graduate school guides, life planning materials, and job search resources. Students can also pick up handouts addressing many of their life planning needs and access information through the internet.

College officials encourage students to use life planning services even if they feel certain about the vocation they wish to pursue. The program 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. This health fee allows students access to services provided by the health care team which consists of a full time doctor, a part time registered nurse, and physician assistant. We are a full service primary care clinic, providing care to students who are ill. We also make referrals should a medical specialist be needed. The Health Center staff all have a special interest and training in dealing with health care needs unique to the college student population. We strive to teach students to partner with health care professionals in taking responsibility for their own health care needs. The Health Center is open 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 neces-
sary. 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 leader-
ship structure with an emphasis on academic, communal and spiritual
growth. The Center for Leadership and Learning (CLL) 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-initi-
tiated clubs that rally around particular commonalities. The Center for
Leadership and Learning (CLL) advises WACC.

Student Ministries. Westmont Student Ministries (WSM) oversees, encour-
ages, facilitates and serves the student-led ministries at Westmont. They pro-
vide funding, accountability and the opportunity to participate in a larger
vision of service to these ministries at the college. The Center for Leadership
and Learning (CLL) 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 per-
son 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 base-
ball 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 dra-
matic.
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 to Westmont

Westmont selects candidates for admission from those interested in becoming a Westmont student who produce evidence they are prepared for the academic stimulation and spiritual vitality that are central to the character of Westmont. For example, students should place a high priority on undergraduate education. Living and learning in a classic liberal arts environment should be valued. Applicants must have a clear understanding of the Christian mission of the college and an explicit desire to benefit from being in and contributing to this environment. In addition, applicants should possess the strong moral character, values, personal integrity and social concern that would be in accord with the Westmont community.

Each year, there are more qualified applicants than we can enroll at Westmont, given our enrollment cap of 1,200. Thus, the admission process is inherently selective. Recognizing the importance of peers in shaping a learning environment, Westmont gives attention in the admission process not only to individual applicants, but also to the emerging character of each class as a whole.

The following elements will be taken into consideration when reviewing each applicant:

1. The strength of the high school academic record as reflected in the academic/honors 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. Core values such as, exemplary character, honesty, respect, compassion and service should be evident.
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. Diversity in one’s background and interests.

Final decisions for admission are based on an evaluation of the entire application. It is crucial, therefore, that an admission file be an accurate and complete reflection of a candidate. Students with any suspension history regarding academics or citizenship, must present proof of clearance before an application for admission will be considered.

Interviews and Campus Visits. A visit to the campus, which can include an interview with an admission counselor, class visitations, chapel, meetings with professors and coaches and spending a night in a residence hall, is an
An excellent way to enhance your knowledge about Westmont. Additionally, it will aid you in making the proper college choice. Appointments for campus visits can be arranged through the Office of Admission. A one week notice is appreciated.

**How to Apply for Admission**

**First-Year Students**

**EARLY ACTION.** If you are a high school senior and Westmont is one of your top choices, you may want to select the EARLY ACTION application plan (a non-restrictive/non-binding process). Applicants with strong records and accomplishments may find this an attractive choice. This may allow you to resolve your college choice early in your senior year and avoid the necessity of filing multiple applications. The EARLY ACTION plan should not be confused with early decision, a process that requires students to enroll if admitted. Under the Westmont EARLY ACTION plan, admitted students are not required to commit to their offer of admission until May 1, the Candidates National Reply date. Candidates not accepted for EARLY ACTION may be notified they will be reconsidered for admission under REGULAR DECISION. This will allow time for additional materials to be submitted to strengthen their overall file (i.e. fall term grades and additional SAT I/ACT results.

**Monroe Scholars Program.** First-year students interested in competing for the Monroe Scholars Program (Full Tuition) must apply under the EARLY ACTION plan. (More on the Monroe Scholars Program can be found on page 235.)

**Regular Decision.** Candidates who did not apply for EARLY ACTION have ample time to apply for admission under the REGULAR DECISION plan. All academic merit scholarships, with the exception of the Monroe Scholarship, are available to REGULAR DECISION applicants meeting the qualifications.

Westmont desires to enroll a well-rounded and balanced first year class. Every year brings a new and exciting group of applicants. A goal of Westmont is to create a dynamic, culturally and traditionally diverse community of learners who bring with them a variety of attributes, accomplishments, backgrounds and interests.

**Academic Requirements.** First year applicants are required to have a minimum of sixteen (16) academic units of credit to include:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Minimum Units</th>
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<tbody>
<tr>
<td>English</td>
<td>4 years</td>
</tr>
<tr>
<td>Science</td>
<td>3 years (two years of laboratory science)</td>
</tr>
</tbody>
</table>
Mathematics  3 years (including at least second-year algebra)*
(Algebra I taken in the 8th grade is acceptable)
Foreign language  2 years of one language (3 years recommended)
Social Science  2 years (history, government, sociology, political science, economics, psychology, civilization, geography)

*Applicants who do not have three years of high school math, including Algebra II, or who have not satisfied the requirement by means of their Math SAT I score of 550 or ACT Math score of 22, must successfully complete (minimum grade of C-) a Westmont-approved math course (College Algebra or above) at a community college or other institution of higher education. The units from this course will be transferable to Westmont but not the grade points. Students will be informed that until this requirement is met, they will not be allowed to enroll in any Mathematics classes at Westmont.

Additionally, 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.

All students are required to take three writing-intensive or speech-intensive courses at Westmont. One of these courses must meet the Writing for the Liberal Arts general education requirement. Many students will fulfill this portion of the requirement by taking ENG 002, Composition for the Liberal Arts. To satisfy the above requirement for Fall 2006-Spring 2007 students may also submit a score of 580 on the writing section of the SAT Critical Reasoning Test, an ACT English subscore of 29 or Advanced Placement (AP) Composition and Language Exam scores of 4 or 5.

IMPORTANT NOTE: Students taking only the ACT will be required to take and submit the ACT Writing Component.

Preferably, any deficiencies will be made up during the summer before a student first enrolls at Westmont. Conditionally admitted students must have satisfied all outstanding admission requirements in order to continue beyond the second year of classes at Westmont. Moreover, some Westmont courses 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 Admission recalculates the grade point average of each applicant and considers the overall average, the average in academic courses and the average that includes honors, advanced placement or international baccalaureate courses.

Transfer Students

Westmont welcomes transfer students and allows them to begin their Westmont experience for either the fall or spring semesters. Students may
begin the transfer process with fewer than 24 academic transferable units. However, if the transfer applicant has fewer than 24 academic transferable units, official high school transcripts and results of either the SAT I or ACT will be required.

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. Courses with “P” grades will be accepted for elective credit only and only if the transcript indicates that a “P” grade is equivalent to a “C-” grade or higher. Courses with “P” grades will not be applied to general education or major/minor degree requirements. Exception: physical education/activity courses with a “P” grade will be applied to Westmont’s Physical Education Activity (PEA) general education requirement providing the “P” grade is equivalent to a “C-” grade or higher. The coursework must be submitted on an official transcript. Receiving credit for a course does not necessarily mean that an academic department will apply that course to the fulfillment of a major requirement or the Student Records Office will apply the course to the fulfillment of a G.E. requirement.

Following confirmation of admission, the Westmont Student 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 after receipt of an official transcript. The Student 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 validation through enrolling in a related 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.

**Steps Required for All First-Year and Transfer Applicants**

1. Complete, the online Application for Admission at http://www.westmont.edu/_prospective_students/index.html. (A paper application is available upon request.)

2. Submit the application fee via credit card, personal check or money order. Application fees for Fall 2007-Spring 2008 can be found at http://www.westmont.edu/_prospective_students/index.html

3. Request that official transcripts for first-year applicants in all courses from ninth grade to the present, and all official college transcripts for transfers, be sent to the Office of Admission. Admission decisions will only be made
with an official transcript. Admission decisions may be rescinded in the summer or registration for classes may not be allowed if an official final high school transcript is not on file. If any high school or college work is in progress at the time of application, an additional, final transcript must be sent when the work is complete.

4. Applicants must submit one letter of recommendation.

The letter must be from a teacher or professor in core courses. The letter may also come from an advisor or counselor. Pastor, youth leader or character recommendations are optional and will not be used as a substitute for academic recommendations.

5. Request that the results of either the SAT I or the ACT be sent to the Office of Admission. Transfer applicants who have completed 24 or more units of transferable, semester college credit are not required to submit test scores.

Application Deadline and Notification Dates

**FIRST-YEAR STUDENTS**

<table>
<thead>
<tr>
<th>Period</th>
<th>Event</th>
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<tbody>
<tr>
<td>EARLY ACTION</td>
<td>Required for the Monroe</td>
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<tr>
<td>Scholar Program</td>
<td>Nov. 1 Application Deadline</td>
</tr>
<tr>
<td></td>
<td>Dec. 20 Notifications Mailed</td>
</tr>
<tr>
<td>REGULAR DECISION</td>
<td>Feb. 15 Priority Application</td>
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<tr>
<td></td>
<td>Apr. 1 Notifications begin and continue on a rolling basis</td>
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<tr>
<td>SPRING SEMESTER</td>
<td>Nov. 1 Application Deadline</td>
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<td></td>
<td>Dec. 1 Notifications Mailed</td>
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**TRANSFERS**

<table>
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<tr>
<th>Period</th>
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<tr>
<td>EARLY ACTION</td>
<td>Available to First-year Students Only</td>
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<tr>
<td>REGULAR DECISION</td>
<td>Mar. 1 Priority Application Filing Deadline</td>
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<tr>
<td></td>
<td>Apr. 1 Notifications begin and continue on a rolling basis</td>
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<tr>
<td>SPRING SEMESTER</td>
<td>Nov. 1 Application Deadline</td>
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<tr>
<td></td>
<td>Dec. 1 Notifications Mailed</td>
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Note: All dates are postmark dates. Applications for Regular Decision 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 Admission continues to process applications on a space available basis only.
Mail all application materials to:

Office of Admission
Westmont College
Santa Barbara, CA 93108-1089

**Academic Merit Scholarships**

**Monroe Scholars** – (Full-Tuition Scholarships) The Monroe Scholarship is a four-year, full-tuition scholarship offered to exceptionally high-achieving first-year students who embody the excellence and commitment of the Christian liberal arts. It is the highest academic honor an incoming student may receive.

Students interested in the Monroe Scholars program MUST apply under the EARLY ACTION application plan. Candidates are selected following the EARLY ACTION decision process and invitations to participate in the competition program which takes place in early February are mailed by January 12.

The Monroe Scholarship is awarded for eight consecutive semesters at Westmont or at Westmont sponsored off-campus programs. This scholarship is equal to the amount of the annual Westmont tuition only, and does not include fees or room and board. Westmont is committed to providing Monroe Scholars with a full tuition package. Should the Monroe Scholar receive other grants or scholarships that may be used only for tuition, the Monroe Scholarship will comprise the remaining balance of tuition. Monroe Scholars are required to maintain a 3.25 GPA (or 3.0 if enrolled in two or more honors classes per year).

**Academic Merit Scholarships.** These scholarships are awarded to entering first-year students and transfers who meet the specified criteria. Academic merit scholarships are based on a combination of the high school academic GPA and SAT or ACT scores for first-year students and the college academic GPA for transfers. Awards are based on the academic information submitted to the Office of Admission at the time of application and cannot be changed once an award is made, even if a subsequent transcript or test score is higher than the one previously submitted. Awards are renewable each year provided the student maintains the required Westmont cumulative grade point average. 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 taken college coursework elsewhere.

These scholarships are awarded upon admission and students are notified in the Offer of Admission. **These awards are available to all students meeting the requirements under both the Early Action and Regular Decision application plans.**
First-Year Scholarships

Monroe Scholarship–Full Tuition

Presidential Scholarship–$11,000 per year
   Maintenance GPA requirement - 3.25 or higher; 3.0 if enrolled in two or more honor classes per year

Provost Scholarship–$9,000 per year
   Maintenance GPA requirement: 3.0 (Provost Scholars are eligible for honors classes with permission from the Office of the Provost. If taken, the maintenance GPA is 3.00.

Dean’s Scholarship–$7,000 per year
   Maintenance GPA requirement: 2.75

Transfer Merit Scholarships

Transfer Presidential Scholarship–$5,000 per year
   Maintenance GPA requirement - 3.25 or higher; 3.0 if enrolled in two or more honor classes per year

Transfer Provost Scholarship–$4,000 per year
   Maintenance GPA requirement: 3.0 (Provost Scholars are eligible for honors classes with permission from the Office of the Provost. If taken, the maintenance GPA is 3.00.

National Merit Scholarships. Westmont is a sponsor of the National Merit Foundation and awards up to $2,000 to National Merit Finalists. Students who are selected as National Merit Finalists may receive a scholarship called the Westmont Merit Scholarship if they notify National Merit that Westmont College is their first-choice school.

Additional Scholarship Opportunities. Scholarships are also available in athletics, art, dance, drama and music. Applicants interested in these programs must contact the respective office and follow the instructions for application process and deadlines.

Cultural Diversity Awards. In order to encourage a community of learners rich in cultural diversity, Westmont offers students an opportunity to qualify for scholarships who would bring to our community the benefit of intercultural experiences and a desire to incorporate this experience into the Westmont learning environment.
Cultural Diversity Awards range from $1,000-$4,000, are not based on need and are renewable each year as long as the recipient remains in good academic standing. These grants are competitive and students will be asked to complete an application containing two essay questions. Essays are read for depth of insight and quality of writing. Applications for the Cultural Diversity Award may be requested from the Office of Admission.

Confirmation of Admission. Westmont adheres to the Candidates National Reply Date of May 1. Therefore, for Fall 2006 students must send a non-refundable deposit of $500.00 and a Westmont Housing Application by May 1. This is required of all admitted students with the exception of international students. International students who require an I-20 form to obtain a student visa must send a $9500 deposit ($6800 of which is refundable if the student cancels). Due to Westmont’s limited enrollment (see CUP on page 244), 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.

Additional Admission Opportunities

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 an 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.

Consortium Visitor Program Application Process. Students enrolled at a Consortium institution, who want to take advantage of The Consortium Visitor Program, 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’s Office of Admission, 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 Office of Admission (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 Office of Admission. The Application for Readmission may be obtained in the Office of Admission, Office of Student Records or the Office of Student Life. The Application for Readmission and all supporting documents must be received in the Office of Admission (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 maintained a cumulative grade point average of at least 2.0. Students will be considered 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 Student Records.
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.

Note: Reapplicants lose their registration priority. Registration for reapplicants will be processed after the processing of continuing students has been completed.

**Applicants from Foreign Countries.** Applications for students from foreign countries are available from the Office of Admission. 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 minimum 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 information and certification of good health, and a confidential financial statement. Financial documentation must show evidence of available funding to provide for the entire first year which includes tuition, fees, room and board. 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 credentials service at the applicant’s expense.

**Non-Matriculants.** Non-matriculants are persons qualified for admission to Westmont who do not intend to work toward a degree. To be admitted as a non-matriculant, an applicant must file an application for non-matriculated status in the Student Records Office. Westmont grants admission as a non-matriculant only as its enrollment limitation, conditional use permit 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 regular 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.

**Education Program.** College graduates holding a bachelor’s degree and wishing to earn a standard elementary or secondary teaching credential are welcome to apply to the Education 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.
College Credit Programs

Advanced Placement and International Baccalaureate. 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 advanced placement/IB units. Up to three Westmont-approved advanced placement exams may be applied to the general education curriculum requirements and any remaining AP units may be applied as electives. Students may petition to apply AP credit in additional Common Inquiries areas upon completing an advanced course in the area at Westmont.

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 may be evaluated.
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 and support from Westmont’s endowment 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 2005-2006 academic year. Charges and financial policies are subject to change without notice.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$14,350</td>
</tr>
<tr>
<td>Health Fee</td>
<td>253</td>
</tr>
<tr>
<td>Student Activities Fee</td>
<td>132</td>
</tr>
<tr>
<td>Room</td>
<td>2,836</td>
</tr>
<tr>
<td>Board (21 Meals)</td>
<td>1,780</td>
</tr>
</tbody>
</table>

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 $500 non-refundable deposit can reserve campus housing or request parking permits.

Off-Campus Programs

Off-campus study programs are listed in the Special Programs section of this catalog. Tuition for Westmont approved off-campus programs is the same as tuition on campus (except in a few cases where tuition is higher than Westmont’s tuition, in which case students are charged the higher amount). Other charges for off-campus programs vary by program and are available through the Off-Campus Programs Office or from the hosting institution. Students who participate in these programs through Westmont are considered to be Westmont students. Therefore, they are billed by Westmont and
are eligible to receive financial aid through Westmont, including Westmont grants, scholarships and loans and they retain their standing and class priority for returning enrollment and class selection.

**Accessory Fees**

(This list is for information purposes only and is not intended to be all-inclusive.)

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Art Course Fee</td>
<td>55</td>
</tr>
<tr>
<td>Audit Fee (per unit - assessed on part-time students only)</td>
<td>50</td>
</tr>
<tr>
<td>Class Music Instruction (weekly)</td>
<td></td>
</tr>
<tr>
<td>Piano (preparatory level), 13 half-hour lessons</td>
<td>195</td>
</tr>
<tr>
<td>Credit by Examination Fee (per unit)</td>
<td>50</td>
</tr>
<tr>
<td>Late Course Add/Drop, Withdraw, Change Grading Option Fee (per course)</td>
<td>40</td>
</tr>
<tr>
<td>Late Financial Check-In Fee</td>
<td>50</td>
</tr>
<tr>
<td>Daily Late Financial Check-In Fee</td>
<td>20</td>
</tr>
<tr>
<td>Non-matriculated Student Tuition (per unit)</td>
<td>1465</td>
</tr>
<tr>
<td>Parking/Semester Unrestricted Fee</td>
<td>145</td>
</tr>
<tr>
<td>Physical Education Course Fees (per semester)</td>
<td>75-200</td>
</tr>
<tr>
<td>Private Music Instruction</td>
<td></td>
</tr>
<tr>
<td>13 45-minute lessons</td>
<td>520</td>
</tr>
<tr>
<td>13 one-hour lessons</td>
<td>635</td>
</tr>
<tr>
<td>Processing Fee (degree work completed after graduation date)</td>
<td>20</td>
</tr>
<tr>
<td>Science Laboratory Fee (per semester)</td>
<td>110</td>
</tr>
</tbody>
</table>

**Non-Refundable Deposit.** The $500 non-refundable deposit that is paid at the time students confirm their intent to attend Westmont is retained by the College until the last semester of attendance, when it is credited to their student accounts. The deposit is forfeited if students register for a semester and cancel before the first day of class. In such cases, a new deposit will be required in order to reenroll for a future semester.

**Billing Procedures.** The College issues two advance bills before the fall semester and one advance bill before the spring semester to those students who have pre-registered. These bills contain charges and financial aid based on the current status of a student’s enrollment and financial aid. Subsequent monthly statements may include additional charges and any changes in financial aid and are mailed on or before the 10th of the month. Students who do not pre-register for the semester will receive an initial bill following registration.
Financial Dates and Deadlines.

<table>
<thead>
<tr>
<th>Fall Semester/Spring Semester</th>
<th>July 1</th>
<th>Aug. 1</th>
<th>Aug. 15/Dec. 29</th>
<th>Oct. 31/ Mar. 31</th>
</tr>
</thead>
<tbody>
<tr>
<td>All financial aid documents are received by the Office of Financial Aid</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Preliminary Bill Mailed</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Preliminary Bill Mailed</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum payment is received by the Business Office</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Student Account Master Promissory Note for new students signed by all parties is received by the Business Office</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Account balance is paid in full to qualify to register for the next semester</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Financial Aid Documents. It is strongly recommended that all financial aid forms and documents be submitted to the Office of Financial Aid by July 1. Pending financial aid will not be accepted as a payment to meet payment deadlines. Westmont cannot accept loan proceeds as payments until students have endorsed the promissory notes or checks.

Payment Schedule. Students are required to pay at least one-third of the amount they owe for a semester (i.e., semester charges less financial aid) no later than Tuesday of the second week preceding the semester. All charges must be paid in full by October 31 for the fall semester and by March 31 for the spring semester in order for students to register for the next semester. The College assesses finance charges monthly on account balances as of the end of the month at a rate equal to the amount allowed by law.

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 Student Account Master 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.
International Student Payment. Students who require an I-20 form to obtain a student visa must make a $9,500 deposit ($500 of which is non-refundable) by August 1 of each year. They must pay the annual balance due (annual student charges less $9,000 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 and pharmacy charges) are due as they are billed.

Financial Check-in and Completion of Enrollment. Westmont does not consider students officially enrolled each semester until they have completed the Financial Check-in. Financial Check-in is complete when all of the following have occurred:
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 Office of Financial Aid
3. A Student Account Promissory Note has been completed, signed by all parties and is on file in the Business Office

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 allowed to occupy College housing.

Students who complete Financial Check-in after the first day of the semester and pay their late Financial Check-in fees, 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, if the College grants their petitions, they must pay a late registration fee or a late course add fee. 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.

Late Financial Check-in Fees. In order for the College to manage enrollment in accordance with this County-imposed enrollment limit, it is imperative that students reaffirm their intention to attend Westmont each semester by completing Financial Check-in no later than Tuesday of the second week preceding the semester. A $50 late fee will be charged if Financial Check-in has not been completed by this day. Furthermore, beginning with the first day of the semester, an additional late fee of $20 per day will be charged for each additional day that Financial Check-in is not completed. Students who are not able to meet all of the Financial Check-in requirements and wish to avoid the daily late fee must appeal to the Student Accounts office in advance. Appeals of the daily fee will not be considered for days preceding the appeal. Students should actively communicate with the Student
Accounts staff in the Business Office if they have any problem meeting financial deadlines.

Appeals. Students may ask to have their student account issues reviewed by a supervisor in the Business Office. In the event students feel their individual circumstances warrant an exception to the published policy and merit further consideration, may appeal to the Vice President for Finance.

Withdrawing 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 Student Records 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

<table>
<thead>
<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>End of week:</td>
<td></td>
</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>
</tbody>
</table>

After the sixth week: 0%

### Fees

<table>
<thead>
<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>
<thead>
<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>
</tr>
<tr>
<td>3</td>
<td>80%</td>
<td>10</td>
<td>33%</td>
</tr>
<tr>
<td>4</td>
<td>73%</td>
<td>11</td>
<td>27%</td>
</tr>
<tr>
<td>5</td>
<td>67%</td>
<td>12</td>
<td>20%</td>
</tr>
<tr>
<td>6</td>
<td>60%</td>
<td>13</td>
<td>13%</td>
</tr>
<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).
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 the possibility of financial aid because of a high income. Students must submit the necessary forms each year to determine need. Watch for the deadlines. Financial aid information is subject to change. Go to www.westmont.edu for more information.

Scholarships. Scholarships are based on academic performance and/or financial need. They do not require repayment.

Faculty Fellowship 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.

Athletic Scholarships—These are available to men and women. Student athletes should contact the Athletic Department.

Creative and Performing Arts Scholarships—Westmont gives awards each year in art, music, theatre arts and dance. Students should contact the particular department directly for more information.

The David K. Winter Character through Servant Leadership Awards—Details are available through the Westmont Student Life Office.

National Merit—Students who are selected as National Merit Finalists may receive a scholarship called the Westmont Merit Scholarship if they notify National Merit that Westmont College is their first-choice school by National Merit’s deadline in April or May.

Some finalists will not be eligible to receive these college-sponsored scholarships if: (1) they change their college choice from Westmont to another school; or (2) they have been chosen to receive another type of National
Merit Scholarship award such as the National Merit $2500 Scholarship, or a Corporate-sponsored Merit Scholarship.

**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 2006-07 are worth up to $9,708 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 $11,259. 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 Educational Opportunity Grant*—This federal grant from $1,000 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 between $2,000 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. The interest rate is fixed at 6.8% for loans disbursed after July 1, 2006. Borrowers may have to pay up to 3% fees which will be deducted proportionately from each disbursement of the loan. Students who have a Federal Stafford Loan and have questions concerning their interest rate should contact their lender or the Westmont College Financial Aid Office.
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 may have 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 fixed at 8.5% for loans disbursed after July 1, 2006. Repayment begins 30 days after the second disbursement of each loan. Borrowers may be required to pay up to 4% fees which will be deducted proportionately from each disbursement of the loan. Some PLUS loan lenders may postpone payment on principal only while the student is working on the Bachelor’s Degree. Interest would be due.

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 other campus jobs paid with Westmont funds, rather than federal funds, which are not based on need.

Off-Campus Programs. Off-campus programs are listed in the Special Programs section of this catalog. For financial aid purposes, tuition for off campus programs approved by Westmont is the same as tuition charged for Westmont’s on-campus students. For those programs whose tuition is higher than at Westmont, the higher amount will be charged. Other charges for off-campus programs vary by program and are available through the Off-Campus Programs office. Students who participate in these programs are considered to be Westmont students. Therefore, they are eligible to receive aid through Westmont. Students who have Westmont College grants, merit scholarships, awards and loans may use them for ONE PROGRAM ONLY at a Westmont sponsored off campus program, i.e. approved by Westmont, but not taught by Westmont faculty. All financial aid including Westmont institutional grants, merit scholarships, etc., will be available for any Westmont taught programs: Europe, England, Mexico and San Francisco Urban.

Students who choose to access off-campus programs directly and do not go through Westmont will not be eligible for financial aid through Westmont. They will need to reapply to Westmont upon their return.
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. It is preferred to file the FAFSA over the Internet at http://www.fafsa.ed.gov. Student and parent will both need a personal I.D. number to sign electronically. Apply for the P.I.N. at http://www.pin.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 submit a grade point average verification form which must be submitted to the California Student Aid Commission. The deadline for submitting both this form and the FAFSA 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 are expected to enroll full-time, complete 12 units each semester, and maintain a grade-point average at Westmont of 2.0 ("C") or better. Exceptions to the 12 unit minimum full-time policy are rare and are made on a case-by-case basis by the Financial Aid Committee.

A student is eligible for a maximum of eight semesters of Westmont 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 changed from a prior year’s award if FAFSA results are different. All students who request aid after their first year are required annually 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.
Refund Policy. Students who withdraw from Westmont must notify the Student Records Office to start the process. Those with Federal funds (Title IV) will be notified if any of those funds need to be returned to the Federal Government after Financial Aid does the Federal Return of Title IV Funds formula.

The Institutional Refund policy is different than the Federal Title IV Refund policy. See the “Charges” section in this catalog for information on the institutional refund.

The California State Refund policy for Cal Grants is the same as the Westmont Institutional Refund policy.

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. Many of these scholarships help fund Westmont College Academic Merit Scholarships, Westmont College grants, and talent awards. Specific applications for these funds are not necessary.

Abernethy Endowed Scholarship
Adams Music Scholarship
Denise Adams Art Scholarship
Ahmanson Foundation Collegiate Scholarship Program
Steven and Linda Allen Scholarship
Don Anderson Endowed Scholarship
Esther Anderson Memorial Scholarship
Stanton D. Anderson Scholarship
The Anodos Scholarship Endowment
Richard Archer Memorial Scholarship
Richard Reed Armstrong Scholarship in Art
George Bate Physics Scholarship
Troy and Linda Bateson Scholarship
Cliff Benton Freshman Chemistry Scholarship
Kathryne Beynon Foundation Scholarship
David and Barbara Biehl Heritage Club Scholarship
Bert and Mona Brown Endowment Scholarship
Bunn Family Endowed Scholarship
Burns Endowed Athletic Scholarship
Carl Byers Family Scholarship
Gordon M. and June M. Caswell Endowed Scholarship Fund
Lisa Cochrum Science Education Scholarship Endowment
Joe and Alice Cox Endowed Scholarship
Damitz Brooks Nightingale Turner & Morrisset Scholarship
Deming Endowed Music Fund
Disabled Student Aid
Diversity Scholarship
Downing Street Foundation Women’s Scholarship
Emelco Foundation Scholarship
England Semester Award
Leonhard Euler Award
Paula Fenner Scholarship Fund
Morris S. and Barbara Ludwig Ferguson Scholarship
William and Marcia Fochler Scholarship
Frohling Family Scholarship Endowment
Gebert Christian Athlete Scholarship
Goble Family Scholarship Endowment
Goble Fellowship/Scholarship Program
Regina Gor Memorial Scholarship
Grotenhuis Diversity Scholarship
David and Anna Grotenhuis Scholarship
The Hahner Scholarship
Vernon L. Hall Endowed Fund
Gary F. and Frank L. Hieronymus Scholarship Fund
Helen Hieronymus Scholarship
Ardis O. Higgins Music Endowed Scholarship
Allison Gammie Hill Endowed Scholarship
Clarence Hinkle Art Scholarship Fund
Grace Hopper Award
David L. and Anita T. Jackson Scholarship Endowment
April Jones Memorial Scholarship
Chet Kammerer Men’s Basketball Scholarship Endowment
Ruth Kerr Memorial Scholarship
Verna and Reuben Krogh Scholarship Endowment
Louis and Thressa Kuipers Scholarship Endowment
Vincent and Frances LaBarbera Scholarship
Brian Lightner Memorial Scholarship
Lundberg Endowed Soccer Scholarship
Lundberg Soccer Scholarship
Arthur Lynip Award
Phyllis Martin Fine Arts Scholarship
Noel Matthews Basketball Scholarship
David and Jane Maynard Scholarship
George H. Mayr Foundation Endowed Scholarship
George H. Mayr Foundation Scholarship
Emma K. McKee Endowed Scholarship
Ruth McKee Scholarship
Reese Marie McRaven Memorial Scholarship Endowment
Melin Family Scholarship Fund
Paul Raymond Miller Scholarship Fund
Geraldene Morey Scholarship Endowment
Ron Mulder Character and Commitment Warrior Award
John and Grace Naftel Scholarship
Wes Nishimura Memorial Art Scholarship
NSF Computer Science/Math Scholarship
Orfalea Family Scholarship
Mable Palmer Endowed Scholarship
John and Isabella Parks Memorial Fund
Bert A. and Virginia A. Perle Endowed Scholarship Fund
Phi Kappa Phi Sophomore Scholarship
Bretten Drake Pickering Scholarship
Edwin J. Potts Diversity Scholarship
Psychology Alumni Endowment Award
Glyds L. Quackenbush Scholarship
Robert and Mary Quackenbush Scholarship
Dr. John W. Raede Award
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
Jon W. Simons Scholarship Endowment
Dwight Hervey Small Scholarship
Ron Smith Scholarship
Carol K.S. Chung Song Scholarship
David and Carolyn Spainhour Scholarship Endowment
Rose Marie Springer Award
James L. Stamps Foundation Scholarship
John Stauffer Memorial Scholarship
George and Edna Williams Strait Memorial Endowed Scholarship Fund
Kristi & Karin Sullivan Women's Soccer Scholarship
Tom and Sue Sweetman Memorial Scholarship
Caryl Taylor Scholarship Endowment
Thorrington Men's Soccer Scholarship Endowment
Track and Field and Cross-Country Scholarship Fund
Gayle and Ruth Tucker Scholarship Endowment
Alice Tweed Tuohy Foundation Scholarship
George C. Tyler Scholarship
William Visick Scholarship Fund
Myatt and Mary Genevieve Volentine Endowed Scholarship
Kim Wainwright Scholarship Fund
LeRoy and Sylvia Weller Endowed Scholarship Fund
John E. and Barbara L. Werten Scholarship
Westmont Carpinteria High School Scholarship Fund
Westmont Foundation Scholarship
Westmont Trustee 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
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