Island Compass

Explore the Possibilities
Dear Student:

I am pleased to welcome you to California State University Channel Islands and delighted by your decision to attend our University.

We want you to know that you are welcomed by an entire University community which is here to provide you with guidance, advice, and assistance.

At CSUCI, we strive to provide numerous learning opportunities that will start you on the path toward graduation, and stay with you as you enter future phases of your life. Our faculty and staff take a personal interest in your success.

We encourage you to establish mentoring relationships with a faculty advisor and the supportive advisors in our Advising Center. The advisor/student relationship is an important part of your college experience and success.

I welcome you to take advantage of the many opportunities and resources available here on campus and wish you the best as you pursue your educational goals at CSUCI.

Sincerely yours,

Richard R. Rush
President

Welcome from the Advising Center Staff!

The Island Compass is your guide to exploring the academic opportunities at California State University Channel Islands. This guide is designed to provide the information you need to chart your course and begin your academic journey. With the information and tools provided in this guide, we hope you will have a better understanding of what will be needed to complete your degree requirements and to achieve your personal and academic goals.

Our advisors are committed to providing you with high quality academic advising. The academic advising process begins with group advising and is a continuous process that will support you throughout your time at the University. You are strongly encouraged to make contact early with academic advisors at CSUCI. In order to ensure academic success and to remain on course, you are encouraged to maintain regular contact with program faculty advisors as well as the professional academic advisors in the Advising Center.

Our advisors are looking forward to assisting you with your academic journey. We hope you will use the information in this guide to key into advising and unlock your potential.

Sincerely,

Sue Saunders
Director of Academic Advising and Learning Support Services
# Table of Contents

**Mission Statements** ............................................. 2

**Advising Information** ........................................... 3-6
- Professional Advisor and Faculty Roles in Advising
- Academic Advising Syllabus
- A Partnership for Academic Excellence

**Understanding CSUCI’s Major and Graduation Requirements** ............ 7-10
- Components of a Bachelor’s Degree
- General Education Requirements
- Test Your Knowledge of University Requirements

**Basics of Scheduling** ........................................... 11-14
- College Survival Assessment
- Weekly Planner
- Make the Most of Your College Experience
- Map Out a Plan that Works for You

**Building your First Schedule of Classes (Freshman)** ....................... 15-18
- Placement Information:
  - Directed Self Placement (FR)
  - Entry Level Mathematics Information (FR)
  - Placement Guidelines in Mathematics and Spanish Courses at CSUCI (FR)
- Key Steps to Creating your First Schedule (FR)

**Building your First Schedule of Classes (Transfer)** ....................... 19-21
- Transferring College/University Work
- Key Steps to Creating your First Schedule

**Registration Information and Guidelines** .................................. 22-24
- Registration Worksheet
- Understanding the Drop Process at CSU Channel Islands
- Test Your Knowledge of CSUCI Courses and Scheduling Requirements

**Educational Planning and Staying on Track** ................................ 25-29
- STAR Review...Create the Foundation for Your Personal Educational Plan!
- Skills and Strategies to Help You Stay on Track
- Chart Your Progress: Know How to Calculate Your GPA
- Four Year Education Planner
- Degree Progress Checklist

**Student Success Tips** ............................................. 30-37
- Four Year Pathway to Success
- Ten Survival Tips to Keep you Afloat
- Discover Your Catalog....The Ultimate Guide
- Academic Terms You Need to Know
California State University
Channel Islands Mission

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

Academic Affairs Mission

The Division of Academic Affairs creates and delivers excellent academic programs. It actively supports instructional, scholarly and creative activities, engages and mentors students, and fosters intellectual, ethical and creative development.

Academic Advising Mission

The advising mission is to promote student success by empowering undergraduate students to take responsibility for achieving their academic goals. The Advising Center delivers high quality advising services by providing accurate and timely academic resources, materials and information to the campus community.

Institutional Mission-Based Learning Outcomes

CSUCI graduates will possess an education of sufficient breadth and depth to appreciate and interpret the natural, social and aesthetic worlds and to address the highly complex issues facing societies. Graduates will be able to:

- Identify and describe the modern world and issues facing societies from multiple perspectives including those within and across disciplines, cultures and nations (when appropriate).
- Analyze issues, and develop and convey to others solutions to problems using the methodologies, tools and techniques of an academic discipline.
Our Advisors are Here to Help You Discover & Create an Academic Plan that is Right for You

Professional Academic Advisors are available in the Advising Center located on the first floor of the Bell Tower Building. Assistance is available for all undergraduate students for the following:

- Clarification of general education and graduation requirements
- Monitor students progress to ensure completion of University graduation requirements
- Semester scheduling of courses
- Developing an educational plan
- Information about dropping and adding classes
- Clarification of University policies and procedures
- Declaring and changing majors
- Academic difficulty—probation/disqualification
- Learning Assistance Workshops offered throughout the semester

Develop a Mentoring Relationship...

Our Program Faculty Advisors will:

- Assist with major course substitutions
- Assist with major course selections and degree planning
- Help students understand major requirements for graduation
- Provide assistance with internship opportunities
- Mentor students by exploring career options
- Inform students about graduate school options and professional opportunities

CSUCI Program Faculty Advisors are available in various locations on campus. Please check the Advising Center lobby display case or the advising website for office locations and walk-in hours. Scheduled appointments are available by calling the Program Faculty Advisors directly.

www.csuci.edu/academics/advising
Academic Advising Syllabus
California State University Channel Islands

Advising Center: Bell Tower (First Floor- Room 1595)

Phone: (805) 437-8571
E-Mail: advisement@csuci.edu
Advising Office Hours: 8:30 a.m. to 6:00 p.m. Monday – Thursday
8:00 a.m to 5:00 p.m. Friday

Required Materials:
- University Catalog
- Island Compass
- MyCSUCI – Degree Progress Report (DPR)
- Advising forms for major/minor degree programs
- General Education Advising Form

Academic Advising Description/Definition

Informed Academic Advising is an essential component to the success of your educational experience at California State University Channel Islands (CSUCI). A cooperative student/advisor relationship allows you to select an academic program and the appropriate curriculum to best serve your individual needs and talents.

At CSUCI, academic advisors will assist you in developing an educational plan. As a student, you are an active participant in the advising process. Advisors will provide guidance and academic tools that will help you to achieve your personal, academic and career goals. Your active participation will ensure the advising partnership is successful.

Advisor Responsibilities – What You Can Expect

As your advisor, you can expect me to:
- Be accessible to you either by email, phone or an individual appointment during operational hours of the Advising Center
- Understand and effectively communicate the curriculum, graduation requirements, and University policies and procedures
- Be a good resource for referrals to various individuals and departments around campus (study abroad, tutoring, career and personal counseling, etc.)
- Assist with educational academic planning and clarify graduation requirements
- Listen and suggest various options to your questions and concerns
- Encourage you to reach and meet your academic potential

Advisee Responsibilities – What You Are Expected to Do

Your advisor expects you to:
- Meet with an advisor as often as necessary to acquire the information you need to take advantage of the educational opportunities available at CSUCI
- Make appointments at the Advising Center in person or by phone at 805-437-8571 and if necessary call to change or cancel an appointment
- Come to advising sessions prepared, with planning done and questions in mind
- Bring all academic records such as an unofficial transcript and/or Degree Progress Report (DPR) to advising sessions
✓ Make your own decisions regarding academic, career and personal goals
✓ Ask and take advantage of resources and assistance available
✓ Be open concerning schoolwork, study habits, academic programs, etc.
✓ Keep professional and faculty advisors informed of your academic progress
✓ Read and review the University Catalog as necessary to understand University policies and program
  requirements – ask questions for clarification
✓ Accept responsibility for decisions regarding your educational plan

Expected Student Learning Outcomes for the Academic Advising Experience

Through the academic advising experience at CSUCI, students will:

• Know the advising model and where to be advised in future semesters
• Understand general education and institutional requirements both in and out of their major
• Develop an educational plan reflecting values, interests and abilities; select courses each term to progress
  toward completing that educational plan
• Demonstrate the characteristics of a prepared advisee by maintaining the advising portfolio including
  materials such as Island Compass and Degree Progress Report (DPR); come to advising sessions with
  questions in mind
• Be aware of and utilize the DPR, available through MyCSUCI, in their educational planning
• Gather information and assess alternatives with the guidance of an advisor to make effective decisions
  concerning degree and career goals
• Utilize advisor referrals to resources and services on campus

Demonstrating Your Achievement of Learning Outcomes

In developing a portfolio of your advising work, you and your advisor, will be able to accurately measure and
document that you have achieved the learning outcomes for academic advising. This portfolio will consist of a
variety of documents including your educational plan, your semester schedules, your DPR and various documents
such as major/minor and general education advising forms.

The professional advisors in the CSUCI Advising Center will provide academic guidance and will suggest
resources to help you reach your academic goals. Keep in mind that you are ultimately responsible for completing
all degree requirements.

Student: _________________________________  Date: __________________

Advisor: _______________________________
California State University Channel Islands  
A Partnership for Academic Excellence

The Division of Academic Affairs welcomes you to California State University Channel Islands. It is our mission to create and deliver excellent academic programs. Our mission actively supports instructional, scholarly and creative activities, engages and mentors students, and fosters intellectual, ethical and creative development. We invite you to commit to a partnership with the Division of Academic Affairs that will foster your academic success. The University will assist you in achieving your academic goals. Your responsibility is to strive for academic excellence in your studies.

We hope that you will embrace the characteristics of CSUCI graduates. Our expectation is that CSUCI graduates are:

**Informed** about past, present, and future issues affecting human society and natural world, and the inter-relatedness of society and the natural world.

**Empowered** with the disciplinary and interdisciplinary knowledge necessary to evaluate problems, the ability to translate knowledge into judgment and action, and excellent communication skills for conveying their interpretations and opinions to a diverse audience.

**Creative** in developing imaginative self-expression and independent thinking, with joy and passion for learning.

**Dedicated** to maintaining the principles of intellectual honesty, democracy, and social justice, and to participating in human society and the natural world as socially responsible individual citizens.

CSUCI’s commitment to this partnership is to assist you in acquiring the information you need to take advantage of the educational opportunities available to you. We invite you to define and develop an educational plan that is consistent with your goals, interests, and abilities.

**Your Role:**
- Get to know your professors. Visit their offices. Take advantage of their love of teaching and their intellectual excitement about their discipline.
- Stay in contact with your program faculty advisor as well as the professional academic advisors in the Advising Center.
- Attend all of your classes.
- Complete all of your assignments on time.
- Allow sufficient time for out of class learning. Take advantage of the resources available on campus such as Career Counseling, Community Service Projects, Tutoring Services, Study Abroad, Academic Advising, Technology Support and the Library.
- Enjoy the intellectual challenges and opportunities that CSUCI brings to you.

This partnership for Academic Excellence is a cooperative approach between you and the Division of Academic Affairs. Each understands and agrees to the roles and responsibilities stated. This is neither a binding contract nor a legal document; rather it is a sincere expression of a partnership to assist you in achieving your academic goals.

Ashish Vaidya, Ph.D.  
Dean of the Faculty  
Representing the faculty, staff, and students of California State University Channel Islands
Components of a Bachelor’s Degree

A-E General Education Requirements (48)

9 of the 48 General Education units need to be upper division interdisciplinary (330-349 or 430-449). 6 of the required 9 upper division interdisciplinary units may be completed within the major:

- American Institutions Requirement
- Lower and Upper Division Major Requirements
- Foreign Language
- Multicultural Requirement
- Graduation Writing Assessment Requirement
- Electives as Needed

= Bachelor of Arts or Bachelor of Science Degree

120 minimum units

Residency Requirement

At least 30 of the total units must be taken at CSUCI (excluding Open University and Extension units):

- At least 24 of these units must be upper division
- At least 12 of the 30 units must be in the major
- At least 9 units of upper division Interdisciplinary GE courses must be completed in residency at CSUCI

Upper Division Units Required for Graduation

At least 40 of the total required units for graduation must be in courses numbered 300-499

48 General Education (GE) units are required for the Baccalaureate Degree. A course may meet the content requirements for two or more program areas (majors, minors, and other sub-programs) with permission of the program, however, the units for the course are counted only once toward the total units for graduation. Double counting between a program and General Education requirements is allowed; however, only six of the nine units of upper division, Interdisciplinary General Education courses may be double counted between a major and General Education.

Courses in more than one GE category: A course may be found in more than one GE category. The student may choose which category requirements the course will fill, but a single course cannot fulfill requirements for two-categories or sub-categories.

Courses taken to meet U.S. History, U.S. Constitution and California State and Local Government are not counted toward the required 48 General Education units.

*Some majors may require additional units (seek assistance with an academic advisor)
As a graduation requirement, all CSUCI students must complete 48 units of General Education (GE) distributed across categories A-E. Nine of the 48 units of General Education are required to be resident upper division, interdisciplinary courses numbered 330-349 or 430-449.

Transfer students who enter CSUCI fully GE certified will need to complete 9 units upper division interdisciplinary general education coursework at CSUCI. Students fully certified with IGETC or CSU GE must also satisfy Language, Multicultural, and American Institutions requirements. Partial certification: Any GE area not certified requires students to follow CSUCI GE in non-certified areas.

Consult your CSUCI catalog or appropriate General Education form for course selections. Courses must be on the approved GE course list to satisfy General Education requirements.

Many majors require GE courses, check the catalog and major forms for double counting opportunities.

<table>
<thead>
<tr>
<th>Area A: Communication in the English Language and Critical Thinking (9 units)</th>
<th>Course used to fulfill requirement</th>
<th>Grade</th>
<th>Possible Major Courses Double Count</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-1: Oral Communication</td>
<td>A-1:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A-2: English Writing</td>
<td>A-2:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A-3: Critical Thinking</td>
<td>A-3:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 units needed</td>
<td>Total Units:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area B: Mathematics, Science and Technology (12 units)</th>
<th>Course used to fulfill requirement</th>
<th>Grade</th>
<th>Possible Major Courses Double Count</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>B-1: Physical Sciences-Chemistry, Physics, Geology and Earth Sciences</td>
<td>B-1:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-2: Life Sciences-Biology</td>
<td>B-2:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-3: Mathematics – Mathematics and Applications</td>
<td>B-3:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-4: Computers and Information Technology</td>
<td>B-4:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 units needed</td>
<td>Total Units:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area C: Art, Literature, Languages and Cultures (12 units)</th>
<th>Course used to fulfill requirement</th>
<th>Grade</th>
<th>Possible Major Courses Double Count</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-1: Art</td>
<td>C-1:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-2: Literature Courses</td>
<td>C-2:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-3a: Language</td>
<td>C-3a:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-3b: Multicultural</td>
<td>C-3b:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 units needed</td>
<td>Total Units:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area D: Social Perspectives (12 units)</td>
<td>Course used to fulfill requirement</td>
<td>Grade</td>
<td>Possible Major Courses Double Count</td>
<td>Units</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----------------------------------</td>
<td>-------</td>
<td>------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Select four courses.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three must be in a different Social Science discipline.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students following CSUCI GE, may not use American Institutions courses in area D.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area E: Human Psychological and Physiological Perspectives (3 units)</th>
<th>Course used to fulfill requirement</th>
<th>Grade</th>
<th>Possible Major Courses Double Count</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete at least one course to satisfy Category E. Courses that are primarily physical activity courses may satisfy no more than 1 unit of the 3 unit requirement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Graduation Requirements</th>
<th>Course used to fulfill requirement</th>
<th>Grade</th>
<th>Possible Major Courses Double Count</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Institutions Requirement:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are required to demonstrate competencies in U.S. History, U.S. Constitution and California state and local government for graduation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will complete 9 units of upper division interdisciplinary courses within A-E (48 units) general education. List the 9 units from A-E above that will fulfill this requirement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Note: One course must be from a discipline outside the student's major and it may not be cross-listed with a major course.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language and Multicultural Graduation Requirements:</th>
<th>Course used to fulfill requirement</th>
<th>Grade</th>
<th>Possible Major Courses Double Count</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>The language requirement may be fulfilled with a C-3a course and the Multicultural requirement with a C-3b course.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A grade of &quot;C&quot; or better is required for both courses.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer students fully certified must meet both of these requirements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Graduation Writing Assessment Requirement:** The Graduate Writing Assessment Requirement will be satisfied through the completion of 9 units of Upper Division Interdisciplinary General Education courses, which are writing intensive.
Test Your Knowledge of University Requirements

Please answer the following:

1. Lower division courses are numbered ____________ to ____________

2. Upper division courses are numbered ____________ to ____________

3. How many upper division interdisciplinary courses are required? _______________
   
   a. How many of these courses can be double-counted within the major? _________
   
   b. What is the numbering system for these courses? ______ to _____ & ______ to ______

4. Name two courses that will meet the American Institutions Requirement.
   ___________________________ & ___________________________

5. Out of the minimum 120 units needed to graduate from CSUCI, how many upper division (UD) units are needed? _______ UD

6. In Section B of the General Education categories (Mathematics, Sciences, and Technology), how many units are needed in this section? ________
   
   a. Students are required to take one course from B1 and one course from B2. Are you required to take at least one of these courses with a laboratory component? (Circle) Yes or No.

7. Two courses needed to graduate (included in the General Education A-E pattern) must be met with “C” or better. Name these two graduation requirements:
   ___________________________ and ___________________________

8. Some courses are listed in more than one category of General Education (GE) A-E requirements. Can I take a course listed in more than one category and have it count for each area? (Circle) Yes or No
College Survival Assessment: Balancing Your Life and School Commitments

Handling the multiple demands and opportunities of college life is challenging for most students. Many factors will need to be taken into consideration. There is no one standing over you to make sure that you do everything on time. However, that is also what makes the college experience such a wonderful opportunity. You control the realities of student life! The planners in this guide are designed to assist you with making a realistic assessment of time spent on campus, as well as time spent outside the classroom. Considerable time will be spent studying. As a general rule, for each hour in class, two hours should be devoted to studying.

<table>
<thead>
<tr>
<th>College Survival Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Routine Activities)</td>
</tr>
<tr>
<td>Weekdays</td>
</tr>
<tr>
<td>How many hours do you sleep per night?</td>
</tr>
<tr>
<td>How many hours do you work per week?</td>
</tr>
<tr>
<td>How many hours do you spend on meals? (include preparation)</td>
</tr>
<tr>
<td>How many hours do you spend on exercise?</td>
</tr>
<tr>
<td>How many hours do you spend on socializing? (friends, family)</td>
</tr>
<tr>
<td>How many hours do you spend on hobbies or sports activities?</td>
</tr>
<tr>
<td>How many hours do you spend watching TV?</td>
</tr>
<tr>
<td>How many hours do you spend on housekeeping activities? (laundry, cleaning)</td>
</tr>
<tr>
<td>How many hours do you spend getting to and from social activities and work?</td>
</tr>
</tbody>
</table>

Total hours per week of Routine Activities = _________ Hours per week

<table>
<thead>
<tr>
<th>(College Commitment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many units do you plan to take this semester?</td>
</tr>
<tr>
<td>How many hours of study time will you need for each course?</td>
</tr>
<tr>
<td>How many hours will you spend getting to and from classes?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(Hours per week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours of Routine Activities (from chart above)</td>
</tr>
<tr>
<td>Total hours per week of Classroom Time</td>
</tr>
<tr>
<td>Total Hours per week Study Time</td>
</tr>
<tr>
<td>Total Hours Travel Time to and from school</td>
</tr>
<tr>
<td>TOTALS</td>
</tr>
</tbody>
</table>

Strive to achieve a balance of classes consistent with the demands on your time and your personal life. There are 168 hours in a week. How realistic is your plan? Do you need to make any adjustments?
Weekly Planner for Your Semester Journey

Plot your daily routines on the Weekly Planner below. Mark off the following:

- Time you are at work
- Time that you have committed to family and volunteer activities
- Time that you have committed to social or recreational activities
- Time for necessary activities such as meals, travel, exercise, etc.

<table>
<thead>
<tr>
<th>Hour</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 a.m.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00 a.m.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00 a.m.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00 a.m.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00 a.m.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00 p.m.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00 p.m.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00 p.m.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00 p.m.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00 p.m.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:00 p.m.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:00 p.m.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:00 p.m.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00 p.m.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00 p.m.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00 p.m.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00 p.m.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To determine how realistic your time frame is, complete the College Survival Assessment and the Weekly Planner. Remember successful students consistently plan and take effective actions!
Make the Most of Your College Experience...

Get Connected!
Get Involved!
Get Ready to Explore the Possibilities!

CSU Channel Islands provides many programs that will enrich your college experience. The following programs or courses are available to help you explore, dream and discover!

Get Connected!
Consider enrolling in University (UNIV) 100, University Life and College Success Seminar. Taking a College Success Seminar is probably one of the best things you can do to ensure success in college. You will acquire skills that will assist you throughout your experience at CSUCI. This course will introduce university life, the structure and policies of the University and will assist with developing strategies and skills to put you on the path for success. Through self-evaluation, lecture, activities and class discussion, you will develop an individualized plan for personal, social, academic and professional success. You will be introduced to a variety of topics which include the transition to academic and campus life, introduction to campus academic and student resources, major and career exploration, academic expectations and skills necessary for a successful academic journey. As an added bonus, you will have opportunities to establish a peer support network and develop friendships that will last a lifetime.

Consider enrolling in University (UNIV) 101, University Life and College Success for Transfer Students. This one unit course introduces you to university life, the structure and policies of the University and development strategies and skills to help ensure your success in college. You will be introduced to a variety of topics which include the transition to academic and campus life, introduction to campus academic and student resources, major and career exploration, academic expectations and resources and skills necessary for success.

Get Involved!
Service learning can be a rewarding way for you to map out a rich and rewarding academic journey. You will have an opportunity to put your academic skills and talents into action by serving local communities. On this campus, a high priority has been placed on service learning. Service learning happens within classes where you will work on pressing community issues. Studies show that students often improve dramatically when they learn academic skills through service to the community. Consequently, both you and the community will learn from the process! Service learning classes have included oral history projects in local communities, a documentary film about environmental activism, a family math project for immigrant parents, working with high school youth on social issues, and a freshman class in learning to experience the life of a teacher. Talk to your academic advisor about available courses each semester or visit the Center for Community Engagement, located in Lindero Hall. Call Pilar Pachaeco (437-8851) to learn more about future courses that incorporate service learning.

Get Ready to Explore the Possibilities!
Begin your academic journey this summer by participating in the campus reading celebration. During the summer, all students, faculty, staff and administrators will read one selected book. Imagine the possibilities! By having the entire campus community reading the same book, we will all have a common intellectual experience that can generate shared discussions of a book we’ve all read. The book will be discussed in classes, during informal discussion groups, over lunch, in hallways between classes, in student housing, etc...By reading this book, you can become involved in these activities and discussions. So get ready to be part of the campus reading celebration. Enjoy it. Read It. Participate!
Before You Embark on Your College Career,
Map Out a Plan that Works for You!

When planning your schedule, consider the following factors:

- Balance your life and work commitments (complete College Survival Assessment on page 11.)
- Balance your academic schedule (Is there a good mix of general education, major classes, electives, etc?)
- What is the rationale for each course that you have selected? (Complete the chart below-know the reasons for selecting each course.)
- Content and style of course (Is the course in lecture format or will it include labs?)
- Prerequisites for courses (Have you met the prerequisites for the course or is the course a prerequisite for a future course?)
- Time in class – (How often does the class meet?)

In the chart below list several courses that you might be interested in taking this semester. For each course selected, consider the rationale for each course. Some courses will clearly be required for general education or your major. Other choices might be electives or are classes to test your abilities. List several possibilities.

<table>
<thead>
<tr>
<th>Subj.</th>
<th>Cat.</th>
<th>Title</th>
<th>Units</th>
<th>Prerequisite</th>
<th>Major General Education</th>
<th>Elective course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directed Self Placement Information

English 102/103, English 105 or English 106
Which Course is Right for You?

At CSU Channel Islands, a key part of your education is to develop the communication skills needed for success at the university and in your future career. The first step in reaching this goal is to select the first-year writing sequence that best fits your needs and abilities.

You may select either the two-semester English (ENGL) 102/103 Stretch Composition sequence, the one-semester course English (ENGL) 105, Composition and Rhetoric or English (ENGL) 106, Composition Service Learning. Completion of either ENGL 105, ENGL 106 or ENGL 102 plus ENGL 103 satisfies the first-year writing requirement.

Here is a checklist of general characteristics that should help you decide if you are best suited to the ENGL 102/103 Stretch sequence or to ENGL 105 or ENGL 106 courses.

<table>
<thead>
<tr>
<th>Stretch 102-103</th>
<th>ENGL 105 or 106</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m an average reader and writer.</td>
<td>I’m a strong reader and writer.</td>
</tr>
<tr>
<td>I prefer beginning with personal and narrative writing.</td>
<td>I’m ready to begin with a documented research paper.</td>
</tr>
<tr>
<td>I want to learn more about revising.</td>
<td>I know how to use feedback to revise.</td>
</tr>
<tr>
<td>I am not very confident giving advice to other writers.</td>
<td>I feel comfortable giving feedback to other writers.</td>
</tr>
<tr>
<td>I’d prefer a steady pace with time to work on my writing skills.</td>
<td>I want the challenge of a quicker pace.</td>
</tr>
<tr>
<td>I could use help using the library to do research.</td>
<td>I have solid library and research skills.</td>
</tr>
</tbody>
</table>

The decision is yours… You’re at the helm, so take control of your educational choices!
Entry Level Math Information

What is the Entry Level Mathematics (ELM) requirement?
The CSU Entry Level Mathematics requirement states that all undergraduate students must demonstrate a basic understanding of arithmetic, beginning algebra, geometry, intermediate algebra, and data interpretations/statistics before enrolling in any baccalaureate level mathematics or statistics course.

What is the purpose of the ELM requirement and the exam?
The ELM requirement determines a student's mathematics competency level and the exam results are used to determine placement into mathematics courses at CSU Channel Islands.

How can I satisfy the ELM requirement?
You may satisfy the requirement by the following:
- Scoring 50 or higher on the ELM exam
- Completing the developmental mathematics course or courses at CSU Channel Islands in the required first year
- A score of 550 or above on the Math SAT I/II Test
- A score of 23 or above on the ACT Mathematics Test
- A score of 3 or above on the College Board Advanced Placement Mathematics Exam or a score of 3 or above on the College Board Advanced Placement Statistics Examination.
- Placement in the "Exempt" category on the Early Assessment Program (EAP) for College Readiness
- Placement in the "Conditionally Exempt" category on the Early Assessment Program (EAP) for College Readiness AND successful completion of an approved math experience prior to your enrollment at CSU Channel Islands
- Completion and transfer to the CSU of a college course that satisfies the requirement in quantitative reasoning, provided such a course was completed with a grade of C or better

How long do I have to complete the ELM requirement?
Non-exempt students are required to take the ELM exam before enrollment at CSU Channel Islands (refer to the website www.ets.org to find out information regarding test sites for the exams). If your ELM score requires that you enroll in developmental courses, you must complete the required course or courses by the end of your first year. If you do not complete the requirement, you will be blocked from further enrollment at CSU Channel Islands. Do not put off taking Math 095 until the Spring Semester!

How do I determine which math course I should take?
Review the chart below to determine appropriate mathematics placement.

In addition to the ELM exam, Business, Science, Math and Computer Science students must take a placement test for Calculus. If your Calculus placement score is low: Refer to the general guidelines for Math placement on the next page.
Placement Guidelines for Mathematics and Spanish Courses at CSU Channel Islands

General Guidelines for Math placement:
Now that you have determined how to interpret the ELM results, the following chart will provide guidelines to determine which Math course is right for your major. If you are planning to enroll in a Calculus class, you need to take the on-line Calculus Placement Exam at http://math.csuci.edu/placement/logon.asp. The chart below will also assist you with proper placement in the event that you are not successful in passing the Calculus Placement Exam.

<table>
<thead>
<tr>
<th>Major</th>
<th>Math Recommendation</th>
<th>Special Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>MATH 330 or any GE: B3</td>
<td>MATH 330 is a good choice for students who like drawing</td>
</tr>
<tr>
<td>Biology (BS)</td>
<td>BS MATH 150</td>
<td>Failed calculus placement: Enroll in MATH 105</td>
</tr>
<tr>
<td>Biology (BA)</td>
<td>BA (BIOL 203, MATH 105 or MATH 150</td>
<td></td>
</tr>
<tr>
<td>Business/Economics</td>
<td>MATH 140 or MATH 150</td>
<td>Failed calculus placement: Enroll in MATH 101 or MATH 105</td>
</tr>
<tr>
<td>Chemistry/Applied Physics</td>
<td>MATH 150</td>
<td>Failed calculus placement: Enroll in MATH 105</td>
</tr>
<tr>
<td>Communication/English/History</td>
<td>Any MATH GE: B3</td>
<td>** NURSING: Recommend BIOL 203</td>
</tr>
<tr>
<td>Chicano Studies/ Nursing/Spanish Performing Arts/Political Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal Studies Teaching and Learning Early Childhood Studies</td>
<td>MATH 208 MATH 101 (Pre-requisite for Math 208)</td>
<td></td>
</tr>
<tr>
<td>Liberal Studies Concentrated Studies</td>
<td>Any MATH GE: B3</td>
<td>**</td>
</tr>
<tr>
<td>Psychology</td>
<td>PSY/MATH 202</td>
<td>**</td>
</tr>
<tr>
<td>Sociology</td>
<td>MATH 105</td>
<td>**</td>
</tr>
</tbody>
</table>

**Weaker math skills (don’t like to do calculations – enroll in MATH 108; Consider MATH 330 if you like drawing)
Please note: MATH 101 will not meet the MATH GE:B3. However, you will receive elective credit for this course!

General Guidelines for Language Requirement:
CSUCI graduates are expected to complete one semester of a language other than English with a grade of “C” or better. CSUCI presently offers Spanish, American Sign Language, Chinese and Arabic. The following recommendations are general guidelines to assist students with proper placement into Spanish courses at CSUCI. If you have questions, please contact Dr. Ballman (805-437-8996). For more advanced Spanish general placement guidelines see the CSUCI website: http://spanish.csuci.edu/plcguidcorsdesc.htm

Courses

Spanish 101: Elementary Spanish I
(1st Semester)
Note: Not available for General Education (C3a) credit to students with two or more years of high school Spanish taken within the last three years.

Spanish 102: Elementary Spanish II
(2nd Semester)
The first two weeks of the semester review basic SPAN 101 vocabulary and expressions.

Spanish 201: Intermediate Spanish I
(3rd Semester)
The first two weeks of the semester review basic first-year vocabulary and expressions.

Likely Students Profiles

Spanish 101: Elementary Spanish I
"I have never studied Spanish."
"I completed 1-2 years of Spanish in high school, but I found it difficult. I remember little."
"I took 2-3 years of Spanish, but it’s been several years since I studied it. I remember next to nothing."

Spanish 102: Elementary Spanish II
"I completed a first-semester Spanish course in college."
"I completed two or three years of Spanish in high school. After a review in the SPAN 102 class, I could introduce myself, tell time, describe myself and list basic foods."

Spanish 201: Intermediate Spanish I
"I completed a second-semester Spanish course in college."
"I took three of four years of Spanish. With some review in Spanish, I can ask and answer simple questions, read an essay on a familiar topic, and write a composition of at least one page in length. I am interested in improving my skills, and in learning more about the Spanish-speaking world."
Key Steps to Creating your First Schedule

What resources will I need to begin the process?

- Freshman Class List
- CSUCI Catalog
- Island Compass Guide
- Major Advisement Form
- General Education Form
- First Year Course Suggestion List

What steps should I follow to create my first schedule?

First determine how many units you would like to enroll in this semester.
- Complete the College Survival Assessment to determine the semester unit load that is right for you (Page 11).
- Although unit load will vary for each student, keep in mind that 12 units per semester is the minimum for full-time status. Taking 15 units per semester is the minimum to graduate in four years. If you are working part-time, full-time or have heavy family responsibilities, you will need to take all of these factors into consideration before signing up for classes. Registration is limited to a maximum of 18 units. Enrollment in 19 or more units will require the completion of the extra unit authorization form available in the Enrollment Center or the Advising Center.

As a freshman student you will have a variety of courses to select from. Your first year course suggestion list provides a balance of courses that will offer variation in types of classes and a good mix of general education, major and elective courses. Generally, you will enroll only in courses numbered 100 or 200.

- Enroll in English (ENGL) 102 /103, English (ENGL) 105 or English (ENGL) 106. Be sure to make a realistic assessment of your English abilities. (See the Directed Self Placement page in this guide for more information).
- Consider a math course – Look over the Math Information page in this guide. Depending on your ELM results, you may be required to enroll in a Math course this semester.
- Choose a lower division major course. Carefully review the major advisement form for the complete list of all required major courses. Some of your required major courses may have very specific prerequisites. Be sure to check the CSUCI Catalog course descriptions for any prerequisites.
- Choose general education courses. Look carefully at the comment section of your major advisement form. Many general education courses are built into the major.
- Consider the American Institutions requirement.
- Enroll in a language course required for graduation.
- Consider enrolling in University 100.
- Choose a lower division (100-200) elective.

Using the CSUCI catalog, on-line schedule of classes, first year course suggestion list and advisement forms as resources, start putting together some tentative courses. List several choices on the Course Interest List on the bottom of page 14.

Next, using the freshman class list, select courses that meet your interests and time constraints. Plot them on the weekly planner (Page 12).

Once you are satisfied with your schedule, complete the registration worksheet (Page 22) and bring it with you to registration. Advisors will be available during Island View Orientation to discuss your course selections and to finalize your schedule.

Now that I have mapped out the courses for my first semester at CSU Channel Islands, how will I register for classes?

Registration will take place at Island View Orientation. After you have selected your courses, you will register via the web in a registration computer lab. There will be detailed instructions available in the lab to explain the process. Channel Islands staff will also be on hand during Island View Orientation to help you with the registration process.
A. How many units can I transfer from my community college?
   You are allowed to transfer a maximum of 70 semester units.

B. What if I have more than 70 transferable units?
   The additional units may still be applied as subject credit to meet GE and major
   requirements, but they won’t count towards the total number of units needed to graduate.

C. How can I find out which of my transfer courses will satisfy CSUCI GE or
   Major requirements?
   Major course placement of previous coursework will be determined by your program faculty
   advisor and the program chair for your major. A substitution form will need to be
   completed in order to receive final approval for major courses that have not been articulated.

D. Do I need a full evaluation of my previous coursework before choosing classes for my
   first semester?
   Not necessarily, there are several areas you can choose classes from:
   1. Lower Division major or GE offered at CSUCI (refer to schedule)
   2. Upper Division GE (See Question H below)
   3. Upper Division classes in your major for which you have satisfied prerequisites
   4. Elective classes

E. What is GE certification?
   GE Certification means you have completed an acceptable pattern of courses at your
   California community college that CSUCI will accept to meet all or some of your lower
   division GE requirements. The two acceptable GE plans are either the CSU Transfer Plan
   or the Intersegmental GE Transfer Curriculum (IGETC).

F. What if I didn’t finish the entire Transfer Plan?
   You may be partially certified for individual GE sections under the CSU Transfer Plan, but
   the IGETC plan requires completion of the entire plan prior to transfer for certification.

G. How do I find out if I am GE certified?
   Contact your California community college or look on your community college transcript.
   You may be fully or partially certified. If you are fully certified, all of your lower division
   general education requirements have been met. If you are partially certified some, not all, of
   your CSUCI GE requirements have been satisfied.

H. I am fully GE certified from my community college. Do I need to complete any
   additional GE Classes at CSUCI?
   Yes! You must complete 9 units of GE in residence at CSUCI; these nine units must be
   Interdisciplinary Upper Division GE (GE classes numbered 330-349 or 430-449).
Key Steps to Creating your First Schedule

What resources will I need to begin the process?

- On-line Schedule of Classes
- CSUCI Catalog
- Island Compass Guide
- Major Advisement Form
- General Education Form

What steps should I follow to create my first schedule?

First determine how many units you would like to enroll in this semester.
- Complete the College Survival Assessment to determine the semester unit load that is right for you (Page 11).
- Although unit load will vary for each student, keep in mind that 12 units per semester is the minimum for full-time status. Taking 15 units per semester is the minimum to graduate in four years. If you are working part-time, full-time or have heavy family responsibilities, you will need to take all of these factors into consideration before signing up for classes. Registration is limited to a maximum of 18 units. Enrollment in 19 or more units will require the completion of the extra unit authorization form available in the Enrollment Center or the Advising Center.

Next complete an assessment of the general education and major requirements that you have completed to date.

Determine how many General Education courses you have remaining to graduate.
- If you are fully certified you will not need to complete any additional lower division general education requirements. Full certification means that you have completed the appropriate General Education requirements for transfer to the CSU from an accredited community college. Certification can be completed with either the Transfer to CSU or Intersegmental GE Transfer Curriculum (IGETC). Full CSU certification completes lower division General Education, however, students will still need to complete upper division interdisciplinary General Education and certain graduation requirements.

Determine if lower division major courses have been completed.
- The statewide student transfer information website (assist.org) is a useful resource for obtaining the latest CSUCI articulation agreements. For courses that have not been articulated with community colleges or four-year institutions, it will be necessary to complete course substitution forms. You will have time to complete these during your first semester. Professional advisors in the Advising Center will help you begin the course substitution process.

Carefully look over the major advisement form for the complete list of all required courses.
- Some of your required major courses may have very specific prerequisites or corequisites. Be sure to check the University Catalog course descriptions for any prerequisites.

Consider a balance of courses that will offer variation in types of classes and offer you a good mix of general education, major and elective courses. Are they realistic with time available for classes and time to study?
As a transfer student, what courses should I take my first semester? After you have completed the educational assessment, and determined a unit load that is right for you, the following are possible suggestions for transfer students:

- **Are you missing any lower division major courses?** Review the major advisement form carefully. Not completing lower division major coursework, may keep you from enrolling in upper division courses in the future. Map out a plan for completing these lower division courses. Lower division major courses are offered at CSUCI.

- **Are you missing any general education courses?** Many courses in the major also meet general education courses. Be sure to check the major advisement form comment column. General education content areas, as well as prerequisites, are listed.

- **Choose an upper division major course (300-400 level).** Make sure that you have the prerequisites for your course selections. The University Catalog is a good source for this information, as well as the major advisement form.

- **Choose an upper division interdisciplinary general education course.** All students need to take 9 units of upper division general education courses at CSUCI. All majors at CSUCI include upper division interdisciplinary courses. You are allowed to double count up to two upper division interdisciplinary general education courses within your major. Therefore, with careful planning, you will only need to choose one upper division interdisciplinary course outside your major (exception: Liberal Studies, Concentrated Studies; consult with a liberal studies advisor for information pertaining to general education).

- **If not completed prior to transfer, enroll in a multicultural or foreign language course required for graduation.** Look for double counting opportunities such as the upper division interdisciplinary multicultural course which may count as the third upper division GE outside your major. Consequently, one course counts in more than one content area. This is just one example. Discuss with your advisor more tips on double counting that would be appropriate for your major.

- **Choose an upper division (300-400) elective.**

Using the catalog, on-line schedule of classes, and advisement forms as resources, start putting together some tentative courses. List several choices on the Course Interest List on page 14.

Next, using the on-line schedule of classes, select courses that meet your interests and time constraints. Plot them on the weekly planner (Page 12).

Once you are satisfied with your schedule, complete the registration worksheet (Page 22).

Now that I have mapped out the courses for my first semester at CSUCI, how will I register for classes?

After you have selected your courses, you will register on-line. You will receive your on-line appointment time and password during the advisement workshop if you have completed your intent to enroll information with the Enrollment Center. Advisors will be available in the Advising Center on a walk-in basis during the first few weeks of the semester to accommodate students with scheduling concerns and issues.
Registration Worksheet

- Complete your educational assessment (Key Steps for Creating your First Schedule).
- Use the worksheet below to map out some possible classes that you would like to take this semester. Refer to your weekly planner for available class time.
- Keep this worksheet so that you will have a well planned course of action when you are ready to register on-line.

Note: Freshmen, bring this worksheet with you to registration.

<table>
<thead>
<tr>
<th>Class #</th>
<th>Subj.</th>
<th>Cat.</th>
<th>Sec.</th>
<th>Course Title</th>
<th>Units</th>
<th>Days</th>
<th>Start-End</th>
<th>GE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1333</td>
<td>COMP</td>
<td>101</td>
<td>1</td>
<td>Computer Literacy</td>
<td>3</td>
<td>MW</td>
<td>9:00 a.m. - 9:50 a.m.</td>
<td>B4</td>
</tr>
</tbody>
</table>

Total units I would like to take: [ ]

Possible alternative selections if above courses are not available:

<table>
<thead>
<tr>
<th>Class #</th>
<th>Subj.</th>
<th>Cat.</th>
<th>Sec.</th>
<th>Course Title</th>
<th>Units</th>
<th>Days</th>
<th>Start-End</th>
<th>GE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Understanding the Drop Process at CSU Channel Islands...What You Should Consider Before You Drop a Class!

The most effective way to avoid dropping a class is to make a realistic assessment of your ability to do well in a class before you enroll in it. Make sure you meet the prerequisites or have the knowledge needed to succeed.

What are some possible consequences of dropping courses that will result in less than full-time status (12 units)?

- Dropping below full time status might delay graduation plans. (Since graduation requires a minimum of 120 units, students taking 15 units per semester are more likely to graduate in 8 semesters).

- Completing fewer units in an academic semester/year could affect certain types of financial aid. In addition, a student who completely withdraws from a period of enrollment may be subject to repayment. Contact a Financial Aid representative for additional information. The Financial Aid office is located on the first floor in Sage Hall.

- Dropping below 12 units could affect benefits such as Health/Auto insurance coverage.

What procedures do I need to take to drop a course?

You may officially drop a course during the first three weeks of the semester through the web. Drops are normally not permitted after the third week of classes. During the fourth week of instruction, you must submit a "Change of Program form" available in the Enrollment Center (Sage Hall) or the Advising Center (Bell Tower). Withdrawal is permissible only for serious and compelling reasons and signature approval is required. Make sure you obtain approval signatures from your instructor and program chair before turning the change of program form into the Enrollment Center. Review the chart published in the on-line schedule of classes for policies and important dates relating to drops. The change of program form must be filed at the Records and Registration Office located in the Enrollment Center.

Before dropping, seek assistance from the professional academic advisors in the Advising Center!
Test Your Knowledge of CSUCI Courses and Scheduling Requirements

Catalog locator questions

Please use the CSUCI catalog and the course listed below to answer the following questions.

Course: ________________________

1. The catalog description can be found on what page? ____________________

2. Does this course have any prerequisites? (Circle) yes or no
   If yes, what is the prerequisite? __________________________________
   Is the course lower division or upper division? ___________

3. Does the course satisfy a General Education (GE) A-E requirement?
   If yes, what GE category does it meet? __________________________

Freshman class list questions

Using the same course listed above and the CSUCI Freshman class list, answer the following questions.

1. How many units is the class worth? ______________

2. What days of the week does this class meet? ______________________

3. What is the registration number for this class? __________

Additional questions

1. I am allowed to enroll in ______ units without special approval from a faculty advisor (academic advisor for undeclared students).

2. What is the last day to add a class? ______________

   a. Beginning the first day of the semester, I will need instructor approval (signature) to add a class. (Circle) yes or no

   b. I will have ________ weeks to drop a class without instructor permission. During this period I can drop on-line without instructor approval. (Circle) yes or no.

3. Name at least one Academic Advisor located in the Advising Center. _______________

4. My Program Faculty Advisor (if major declared) is __________________________

Bonus question

My first hour long, one-on-one advising appointment will be in the Advising Center with an academic advisor. This appointment usually takes place in the middle of my first semester at CSUCI. This appointment is referred to as the ____________________ appointment.
STAR Review….Create the Foundation for Your Personal Educational Plan!

When will I meet with an advisor for a one-on-one advising session?

Take the initiative to get to know your advisors. Professional academic advisors located in the Advising Center are excited to discuss your academic progress and educational planning. During your first semester you are strongly encouraged to meet with an academic advisor for a STAR advising session. This appointment will set the foundation for your personal educational plan. During this session you will get to know your advisor and will learn about the advising services available through the Advising Center. You will discuss in detail all academic requirements needed to complete your degree.

Should I prepare for my first meeting?

Your Island Compass is a tool that will assist with your education plan; bring it with you to your STAR advising session. Read over the Island Compass prior to meeting with your advisor. Even after reading the guide carefully, you will undoubtedly still have questions. In the space below, write down questions, issues or topics you would like to discuss with your advisor. Being prepared for advising sessions, will help you get the most out of your advising experience.

Questions and topics I would like to discuss with my academic advisor:
1.____________________________________________________________________________________
2._____________________________________________________________________________________
3._____________________________________________________________________________________
4._____________________________________________________________________________________

You are encouraged to set some academic goals for your first semester. Some examples of goals might include the following; developing a time management plan, making use of student support services, regular attendance in the University Writing Center and the Learning Resource Center; developing study skill strategies, career counseling in the Career Development Center and so forth. Remember, you should be developing goals that meet your personal, social and academic needs.

Goals for my first semester:
1.______________________________________________________________________
2.______________________________________________________________________
3.______________________________________________________________________
4.______________________________________________________________________
5.______________________________________________________________________

After I have completed my STAR appointment, how often should I meet with an academic advisor?

Goal setting and education planning at CSUCI is a continuous and ongoing process. You are encouraged to maintain regular contact with CSUCI academic advisors and to seek out assistance whenever needed. Although advisors are here to assist you along your journey, it is important to know, you control your destiny and need to be in charge of your academic career. Refer to the Advising Center Brochure that describes the many services available. Whenever possible, request advising services by name.

Once you have a clear understanding of all graduation requirements, you will be able to map out your major, general education and elective courses in semester blocks. In conjunction with academic advisors, use the Educational Planner on page 28 of this guide, to chart out a realistic degree plan. Remember, the planner will make it easier to map out courses in the right sequence. The planner is tentative and may need modification, but it does help you better visualize your progress toward degree completion.
What is Academic Probation?

Students at CSUCI are expected to maintain good academic standing. Students who do not meet the minimum campus and cumulative 2.00 grade point average (GPA) will be immediately placed on academic probation.

What is Academic Disqualification?

Students on academic probation who fail to make satisfactory progress toward getting back in good standing are subject to academic disqualification. Refer to the CSUCI catalog for information pertaining to academic disqualification GPA and student class level. Disqualified students are not permitted to register for classes.

If I am placed on academic probation, what can I do to improve my academic situation?

Your success is important to us. To avoid being placed on academic probation, you are encouraged to seek assistance as soon as you begin to experience academic difficulty. All students on academic probation are required to receive academic advising no later than the second week of the following semester. In the event that you are placed on academic probation, the following resources are available to get you back on a successful track as soon as possible:

- **Your academic advisor is here to guide you back on course!** If at any time during your college career, you are placed on academic probation, you are required to meet with a professional academic advisor in the Advising Center. A professional academic advisor will meet one-on-one with you to develop a student success plan (group workshops are also available). Your advisor will help you identify problem areas and barriers to academic success. In addition, your advisor will assist you in developing strategies for success and will provide information designed to improve your GPA.

- **The University Writing Center at CSUCI offers excellent resources where trained tutors provide personalized assistance with writing skills.** The Writing Center is a free resource for CSUCI students.

- **In addition, tutoring is available for other disciplines such as Mathematics, Foreign Languages and the Sciences.** Check with the Learning Resource Center for specific details.

- **Learning Assistance Workshops are available to provide you with tools and strategies for success.** Workshops are offered on such topics such as test taking and study skills, time management and other academic success strategies.

“We can’t control the wind, but we have the power to adjust the sails.”
Chart Your Progress: Know How to Calculate Your GPA

To compute your GPA, multiply the number of attempted units by the grade point value for each course, add the grade points, and divide by the total number of attempted units.

Using the chart below, estimate your own GPA for this semester.

- List the course number and title of each class you're taking in the first column.
- List the estimated grade for each class in the second column.
- Find the point value for each grade in the Grading Policy Chart below and write the value in the third column.
- List the number of units for each class in the fourth column.
- Multiply the point value by the number of units and enter the result in the last column.
- Do not list courses with CR, NC, I or W.
- Total the number of grade points and units and enter those sums in their corresponding box.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Grade</th>
<th>Point Value</th>
<th>x</th>
<th>Units</th>
<th>GPA points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[
\frac{\text{total Grade points}}{\text{total units}} = \text{Semester GPA}
\]

Grading Policy Chart

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Points</th>
<th>Letter Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

The following letters or abbreviations on transcripts have no point value:
- I (Incomplete)
- CR (credit)
- NC (no credit earned)
- W (withdrawal)

*Use the same method of calculating your cumulative GPA once you’ve completed more than one semester.*
## Four Year Education Planner

<table>
<thead>
<tr>
<th>Fall Semester Year</th>
<th>Spring Semester Year</th>
<th>Summer Semester Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept/Course</td>
<td>Units</td>
<td>GenEd</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EDUCATIONAL PLANNING AND STAYING ON TRACK**

28
Degree Progress Checklist

Summary of Degree Requirements: Check when each section is completed

☐ Total Units 120 (depending on the major)

☐ General education requirements (39 semester units)
  ☐ Category A Communication in the English Language and Critical Thinking
  ☐ Category B Mathematics, Sciences, and Technology
  ☐ Category C Art, Literature, Languages and Cultures
  ☐ Category D Social Perspectives
  ☐ Category E Human Psychological and Physiological Perspectives
  ☐ CSU General Education certification  ☐ Intersegmental General Education Transfer Curriculum Certification (IGETC)

☐ 9 units upper division GE selected from CSUCI interdisciplinary GE courses (courses numbered 330-349 and 430-449. A minimum of 3 semester units must be from a discipline outside the student’s major)
  ☐ Upper GE CSUCI
  ☐ Upper GE CSUCI
  ☐ Upper GE CSUCI

☐ Lower division major requirements

☐ Upper division major requirements

☐ Electives if needed

☐ 2.00 Grade point average (GPA) satisfied for all areas listed below
  ☐ 2.00 for all courses attempted (includes all transfer work and CSUCI courses)
  ☐ 2.00 for all CSUCI courses attempted
  ☐ 2.00 for all courses in the major

☐ History and American Institutions Requirement
  ☐ U.S. History
  ☐ U.S. Constitution, California State and Local Government

☐ One semester of a language other than English (e.g., foreign language, American Sign Language) with a grade of “C” or better.

☐ Multicultural experience satisfied through an approved GE course in Category C-3b with a grade of “C”.

☐ Graduation Writing Assessment will be satisfied through the completion of 9 units of upper division interdisciplinary general education courses, which are writing intensive.

☐ 40 upper division unit requirement (numbered 300-499)

☐ Residence Requirements for CSUCI
  ☐ 30 units completed at CSUCI (excludes open university and extension)
  ☐ 24 of the 30 units must be upper division
  ☐ 12 of the 30 units must be in the major
  ☐ At least 9 of the required 48 general education units must be taken in residence at CSUCI

EDUCATIONAL PLANNING AND STAYING ON TRACK
Four-Year Pathway to Success!

This guide is intended to get you started on your journey to success. It provides suggestions to assist you with campus life. Each student is unique so the path you follow is up to you. By developing a plan, you will be able to balance academic requirements with campus activities and a social life.

Freshman Year

Familiarize yourself with the university and what it has to offer. Explore academic majors, resources available to you at CSUCI, your interests, and the skills you have and those you want to develop.

Academics

- Visit the Advising Center and schedule a “STAR” appointment during your first semester. Be sure you bring your Island Compass and have many questions prepared (Refer to page 25 STAR REVIEW).
- Enroll in the University 100 class.
- Participate in the “Major Fair” event to learn about majors and minors at CSUCI.
- Attend learning assistance workshops offered by Academic Advising and the Learning Resource Center.
- Evaluate the level of effort you are giving in classes, your time management, and the quality of your study techniques.
- If you are undeclared, take electives that are available to you; consider studying something you have had no exposure to or something that interests you.
- Learn the academic system: familiarize yourself with the CSUCI catalog, registration procedures, the deadline for adding/dropping, and course requirements.
- Seek assistance from the University Writing Center and the Learning Resource Center.
- Attend lectures and special presentations sponsored by Academics and Arts and Lectures.
- Participate in the University Reading Program.

Career

- Find out where Career Development Services is on campus to begin the process of exploring career paths and selecting a major.
- Seek career counseling and take self assessments to explore and clarify your interests, skills, values and personality type. Check out www.eureka.org and www.careercruising.com (get user name and password through Career Development Services).
- Read newspapers, magazines and books and note what jobs people do and what the stories tell you about the jobs.
- Talk about your career interests or inquiries with parents, friends, professors and other employed professionals.
- Attend workshops offered by Career Development Services.
- Volunteer or join an organization related to your interests.
- Research part-time and summer job opportunities to gain work experience and learn about your work preferences.

Personal/Social

- Get settled in and enjoy your freshman year!
- Adjust to college life and connect to resources, people, and activities at CSUCI.
- Build your social skills in order to communicate with people easily and receive valuable information from them.
- Attend “Be a Part from the Start” events and activities.
- Learn about and join organizations/clubs on campus.
- Attend student events offered through Student Life, Office of Student Leadership, Development, and Housing and Residential Education.

Keep in mind that you do not need to make a career choice by the end of your freshman year. Your freshman year is the time to learn about different resources at CSUCI and to explore ways to prepare for your future during your time here at CSUCI!
Sophomore Year

Now that you are accustomed to being a college student, you can do the following: build relationships with CSUCI faculty, administrators, and fellow students; declare your major based on strengths and interests; consider an internship or research experience in the upcoming year; and explore careers at Career Development Services.

Academics
- If you have not chosen a major, make this a high priority. Find upper class students who are majoring in the subjects you are considering, they can tell you the realities of the course of study.
- Even if your mind is made up regarding your major choice, consider the course sequences for a different major. Also, consider a minor. Minors are frequently overlooked and can be a source of great interest.
- Participate in the “Major Fair” event and declare your major and/or minor/emphasis.
- If you have declared your major, meet with a faculty advisor to acquire their expertise and assistance in the major. If you have not declared a major, meet with faculty advisors from prospective majors to receive information about expectations of the programs.
- Visit the Advising Center and schedule an appointment to make sure you are on track or to obtain information on major and graduation requirements.
- Register for as many courses as possible in your major for the fall. By taking major courses early, you will be able to determine whether you have made the right choice.
- Keep your GPA up! Seek assistance from the University Writing Center and the Learning Resource Center.
- Consider Study Abroad; attend a study abroad information meeting.
- Attend lectures and special presentations sponsored by Academics and Arts and Lectures.
- Participate in the University Reading Program.

Career
- Meet with a Career Counselor to evaluate your career goals, options, and objectives.
- Learn to write a resume and cover letter.
- Attend career fairs and other career-related programs to increase your knowledge of the full range of work that people perform.
- Conduct informational interviews with people who work in career fields of interest to you. By interviewing people in positions you are interested in, you gain insight and often internships.
- Learn more about the job market by browsing through the Occupational Outlook Handbook and research other materials at the Career Development Services’ library and the Internet.
- Pursue internships or volunteer opportunities in your field of interest that will provide training and opportunities to develop essential skills and experience.
- If you are considering graduate school, use Eureka (accessible through Career Development Services) to begin researching the schools that offer graduate programs. Visit the websites of these universities for their admission requirements.

Personal/Social
- Join another club or organization.
- Consider applying for a Resident Assistant position.
- Participate in volunteer activities. Being involved demonstrates to employers that you have well-developed social skills and can work collaboratively and cooperatively.
- Make an effort to meet students with different backgrounds than you.
- Attend sophomore-focused events (i.e. Major Fair).
- Attend student events offered through Student Life, Office of Student Leadership & Development, and Housing and Residential Education.

Now is the time to explore different careers. One of the best ways to explore different options is through internships, which give you the chance to experience various work cultures, network with professionals in your areas of interest, and gain valuable skills while integrating classroom learning. Check out internship opportunities at Career Development Services.
Junior Year

This is a time to narrow down your options and for further evaluation and assessment. Seek opportunities to improve your skills and knowledge. Meet with professional academic advisors in the Advising Center and faculty advisors. Meet with a Career Counselor to narrow down your career options and develop an action plan.

Academics
- Visit the Advising Center and schedule a “STAR” appointment if you are a new transfer student or have not met with an academic advisor to determine remaining GE requirements, transferable courses, possible course substitutions and major requirements.
- Familiarize yourself with the academic system: catalog, registration procedures, and deadline for adding/dropping (third week of the semester).
- Enroll in the University 101 class (University Life and College Success for New Transfer Students).
- Think about adding another major, minor or emphasis to expand your career options.
- Work hard in your courses so that you earn a high grade point average in your major. Employers sometimes ask potential employees about their overall grade point average in their major.
- Get to know the professors in your major by stopping in during office hours and asking them questions. The main purpose is twofold: to gain information and to have the professor remember you when it comes time to write letters of recommendation for jobs or graduate school. Professors have extensive information about their fields, and most are willing to share, if students show an interest. Inquire about research projects they are working on that you could become involved with.
- Seek assistance from the University Writing Center or the Learning Resource Center.
- Attend lectures and special presentations sponsored by Academics and Arts and Lectures.
- Participate in the University Reading Program.

Career
- Meet with a Career Counselor to identify your values, interests and goals related to post-graduate options.
- Attend workshops offered by Career Development Services and research employment or internship opportunities.
- Gain career-related work and leadership experience through internships, jobs and volunteer activities.
- Research companies, non-profits, government agencies, schools, colleges, etc. to see where your passion is and what type of environment is your best fit.
- Go to job fairs to get an idea of what is being offered.
- If your career choice requires an advanced degree, start researching and applying now; use www.eureka.org (accessible through Career Development Services). Find out what admissions tests are necessary and start studying well in advance. Be aware of application deadlines and start collecting application materials such as letters of recommendation and transcripts.

Personal/Social
- Adjust to CSUCI life and connect to resources, people and activities.
- Learn about and join organizations/clubs on campus.
- Seek leadership opportunities by running for an elected office or becoming a leader in your club.
- Consider applying for a Resident Assistant position (after completing first semester).
- Share your knowledge with younger students by tutoring, counseling or advising.
- Explore community service activities.
- Consider attending the Graduate School Fair.
**Senior Year**

You should know where you are going and what you want. It is time to do the following: learn more about the world of work; improve your job search skills by securing another internship; continue to utilize CSUCI resources; develop an action plan to meet your graduation day goal (whether it includes employment, graduate/professional school, or a short-term transitional program).

**Academics**
- After receiving your Degree Check from the Records Office contact your degree evaluator for clarification.
- Send out graduate school applications and complete appropriate financial aid forms on time, if applicable.
- Master writing, oral communication and computer skills.
- Attend lectures and special presentations sponsored by Academics and Arts and Lectures.
- Participate in the University Reading Program.

**Career**
- Make an appointment early in the year with a counselor in Career Development Services to get assistance on goals related to post-graduate options, job leads, resume and cover letter writing or critiquing, and assistance in interviewing.
- Attend workshops offered by Career Development Services for successful job search tactics.
- Get another internship! Building your resume while you are in school will give you experience to go along with your degree, making you more marketable upon graduation.
- Continue conducting informational interviews with people in your field of choice, or talk with alumni about their first year on the job and some of the challenges you can expect.
- Obtain letters of recommendation from professors, employers, advisors, counselors, and others now while they still remember you. Ask for their permission to include them as a reference on job applications or for graduate schools.
- Go to job fairs to distribute your resume and familiarize yourself with opportunities that are available.
- Network with your contacts from informational interviews or internships to identify job opportunities and receive referrals.
- Contact professional organizations in your career field. They have the latest information about trends in the field; ask about upcoming seminars they may be sponsoring nearby - another great way to network.

**Personal/Social**
- Evaluate your interests and values to determine your post-graduation plans.
- Periodically review your career and life goals.
- Develop a budget and evaluate financial responsibilities.
- Develop a list of professional and academic references.
- Attend senior-focused events (i.e. Grad Fair, Grad Fest).

*Remember that life is a journey. You can use the skills you have learned during your college years as you continue on your lifelong journey.*
Ten General Survival Tips to Keep You Afloat

1) If you haven’t already registered, **try not to schedule back-to-back classes.** You’ll wear yourself out, besides missing the best times to study—right before and right after class.

2) **Begin the first day of class.** Know what’s expected of you. Read your syllabus and take notes on the first day, even if it’s routine stuff you already know.

3) **Establish a routine time to study for each class.** For every hour you spend in class, you will probably need to study two hours outside class. Study for each subject at the same time and in the same place if possible. Studying includes more than just doing your homework. You will need to go over your notes from class (for example: outlining, editing and reviewing) to make sure you understand the notes you took. Study your syllabus daily to see where you are going and where you have been. Be sure to do reading assignments. (don’t put them off just because there’s no written assignment.) Read ahead whenever possible. Prepare for each class as if there will be a pop quiz that day.

4) **Establish a place to study.** Your place should have a desk, a comfortable chair, good lighting, all the supplies you need, and it should be as free of distractions as possible. It should not be a place where you routinely do other things. It should be your study place.

5) **Do as much of your studying in the daytime as you can.** What takes you an hour to do during the day may take you an hour and a half at night.

6) **Schedule breaks.** Take a ten-minute break after every hour of study. If possible, avoid long blocks of time for studying. Spread out several short study sessions during the day.

7) **Make use of study resources on campus.** Find out about and use labs, tutors, computer programs and alternative texts. Sign up for an orientation session in the campus library and computer lab. Get to know your professors and advisors. Ask questions. "I didn’t know” or "I didn't understand” is never an excuse.

8) **Find at least one or two students in each class to study with.** Research shows that students who study with someone routinely make better grades. You will probably find yourself more motivated if you know someone else cares about what you are doing in the class. Teaching a concept or new idea to someone else is a sure way for you to understand it. Don’t let studying in a group or with a partner become too social, it is important to stay focused.

9) **Study the hardest subject first.** Work on your hardest subjects when you are alert. Putting them off until you’re tired compounds the problem.

10) **Be good to yourself.** Studying on four hours of sleep and an empty stomach or a junk-food diet is a waste of time. Avoid food and drink containing caffeine just before or just after studying.

Discover Your Catalog…. The Ultimate Guide

Answer the questions listed below and the page number where you found the answer.

1. What does “Catalog Rights” mean? Do you have catalog rights if you change major(s) or minor(s)?
   Page #(s) ______

2. How many CSU campuses currently exist? Who is the Chancellor of the CSU System? Who is the President of CSUCI?
   Page #(s) ______

3. List two characteristics of a CSUCI graduate.
   Page #(s) ______

4. What does FERPA stand for? The campus may release certain kinds of information. List at least two types of information that can be released as directory information.
   Page #(s) ______

5. Summarize the 5 steps of course grade appeals.
   Page #(s) ______

6. What grade point average(s) (GPA) do you need to graduate with honors?
   Page #(s) ______

7. What is the purpose of the SAFE on campus program?
   Page #(s) ______

8. List three examples that are included in the first statement regarding Academic Dishonesty?
   Page #(s) ______
9. What GPA(s) will place you on academic probation? How will you be informed that you have been placed on probation? Page #(s) _____

10. What are the minimum units needed to graduate? How many of those units must be upper division? Page #(s) _____

11. What is the graduation writing assessment requirement, and what classes fulfill that requirement? Page #(s) _____

12. Name two courses that fulfill the American Institutions requirement. Page #(s) _____

13. What department generates the degree progress report (DPR) and verifies degree requirements? Page #(s) _____

14. What is the repeat policy on campus, and what are the conditions in which you can repeat a class? Page #(s) _____

15. Describe the role of a faculty advisor. Page #(s) _____

16. Under what conditions would students be academically disqualified, suspended or expelled from school? Page #(s) _____

17. What graduation requirements require a letter grade of “C” or better? Page #(s) _____

18. A student may take ____________ semester leave of absence from CSUCI and still be considered a continuing student without taking any action prior to registration. Academic Leave forms are available at what Office? Page #(s) _____

19. Where can you find the application for degree deadline? Page #(s) _____
Academic Terms You Need to Know to Explore & Navigate the Academic Pathways to Success!

**Academic Load:** Full-time status is 12 units per semester. Students wishing to graduate in 4 years need to carry an average of 15 units per semester.

**Academic Probation:** Students falling below the 2.00 GPA requirement in either the campus or cumulative GPA will be placed on academic probation.

**Academic Disqualification:** Students on academic probation who fail to make satisfactory progress are subject to academic disqualification. Disqualified students are no longer eligible to enroll in CSUCI courses (see CSUCI catalog).

**Advanced Placement (AP):** Students may earn units and advanced standing through the Advanced Placement Program of the College Entrance Examination Board. Course and/or elective credit is based on exam scores received. Check out our website at http://www.csuci.edu/academics/advising/articulation.htm for interpretation of placement exams.

**Blackboard:** Blackboard is a Web-based course supplement. Many of your professors will post course information on Blackboard. You will learn more about this in class. The URL is http://csuci.blackboard.com

**Class standing:** Undergraduate students are classified as the following:
- Freshman (0-29 units)
- Sophomore (30-59 units)
- Junior (60-89 units)
- Senior (90+ units)

**Continuous Enrollment:** Registering for classes at least one semester per academic year in order to preserve catalog rights.

**Corequisite:** A set of courses that must be completed in the same semester.

**Course Numbering:**
- Development courses 0-95
- Lower division 100-299
- Upper Division 300-499
- Graduate level 500-699

**Degree Progress Report (DPR):** A DPR is an electronic version of your degree progress. It is maintained by the Records Office and is available on MYCSUCI.

**Drop/Add:** Schedule changes made after the start of each semester (see Schedule of Classes for dates and policies).

**Educational Opportunity Program (EOP):** A student services support program designed to assist students who meet specific guidelines and demonstrate the potential to obtain a baccalaureate degree.

**Grade Point Average (GPA):** The average of all the earned grades attempted at CSUCI and transferred from other universities or colleges. It is computed by dividing the total number of grade points by the total number of units attempted.

**Graduation Requirements:** All students are responsible for knowing all graduation requirements which include major, general education and university requirements.

**Incomplete:** An incomplete is a temporary grade used when a student is unable to complete work assignments during the semester. Students must complete requirements within one year (see CSUCI catalog).

**Prerequisite:** A course that must be completed prior to enrolling in another course.

**Syllabus:** A course outline of assignments, grading policy, course objectives and required textbooks for each course you’ve enrolled in.

**Transcript:** An official copy of students’ academic records. Transcripts are available through the Enrollment Center (Records and Registration).

**Unofficial Transcript:** An unofficial copy of a students’ academic record. This will include work in progress and is available through Records and Registration and the Advising Center or on MYCSUCI on the web home page.

**Upper Division Interdisciplinary General Education:** 9 of the 48 units of General Education must be upper division interdisciplinary and must be taken in residence at CSUCI. Upper interdisciplinary general education courses are numbered 330-349 and 430-449.