California State University Channel Islands Calendar for 2011-2012 Academic Year and Summer Term

Fall 2011 Semester			
August 24-26	Wednesday - Friday Fall 2011 Officially begins;		
August 27 August 29 September 3-5 November 11 November 24-26 December 10 December 12-17 December 19-20 December 21 December 23 December 23 December 26-Januar	Saturday Saturday Crientation Saturday Saturday classes begin Monday Weekday classes begin Saturday-Monday Labor Day Holiday; campus closed Friday Veteran's Day Holiday; campus closed Thursday - Saturday Thanksgiving Recess; campus closed Saturday Last day of formal instruction. Monday - Saturday Final examinations Monday - Tuesday Department meetings and conferences Wednesday Evaluation Day Friday Instructors' grades due Friday Last day of the Fall 2011 semester arry 2, 2012 Monday-Monday Campus closed		
	Spring 2012 Semester		
January 16 January 19-20 January 21 January 23 March 19-24 March 30 May 4 May 11 May 12-18 May 19	Monday		

Summer 2012 Term (State Support Program Only)

Friday. Last day of 2011-2012 academic year Monday Memorial Day Holiday; campus closed

May 21

May 25 May 25

May 28

May 28, 2012	Monday Memorial [Day Holiday; campus closed
May 29	Tuesday Session	1 (5 weeks) officially begins
June 29	Friday	Session Lends
July 2	Monday Session	II (6 weeks) officially begins
July 4	Wednesday Independence [
August 10	Friday	Session II ends

University Holiday Schedule

Labor Day				
Veteran's Day				
Thanksgiving Day				
Admission Day Observed				
Christmas Day Observed				
Columbus Day Observed				
Lincoln's Birthday Observed				
Washington's Birthday Observed Thursday December 29, 2011				
*Academic Holiday-Friday December 30, 2011 (No holiday available to cover closure on Friday, December 30, 2011)				
New Year's Day Observed				

FacAffairs; Calendar 2011-2012 Approved Amend12/10

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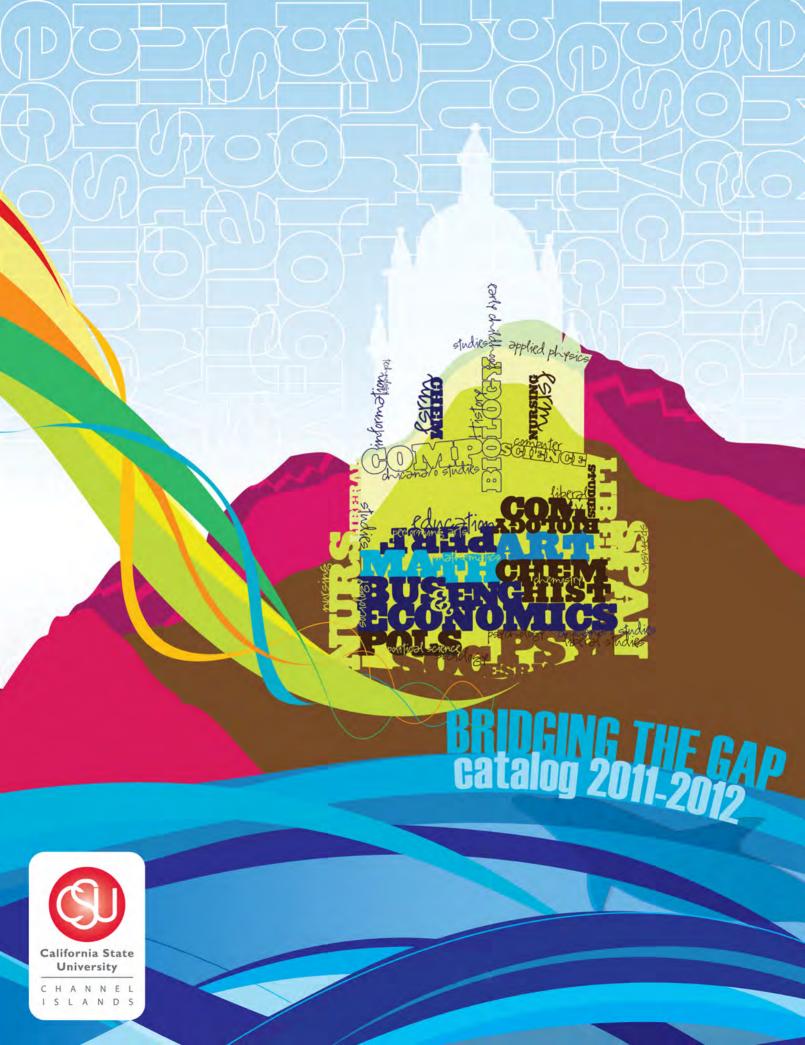


Fall 2011 Saturday Classes

August 27 September 10, 17, 24 October 1, 8, 15, 22, 29 November 5, 12, 19 December 3, 10

Spring 2012 Saturday Classes

January 21, 28 February 4, 11, 18, 25 March 3, 10, 17, 31 April 7, 14, 21, 28 May 5



University 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.

CSU Channel Islands Mission-Based Learning Outcomes

Cl 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); and
- Analyze issues, and develop and convey to others solutions to problems using the methodologies, tools and techniques of an academic discipline.

Characteristics of CSU Channel Islands Graduates

CI Graduates are:

- Informed about past, present, and future issues affecting human society and natural world, and the interrelatedness 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; and
- 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.

Publication Availability

This publication is available in alternative formats for individuals with disabilities upon request. Please contact Human Resources Programs or Disability Resource Programs for assistance.

Cover Design by Jerilee Petralba 2013

This illustration is a pictorial narrative based on a Chumash legend titled, "The Rainbow Bridge." In the story, the Chumash people walked across the Rainbow Bridge in search of greater opportunities. The rainbow in the design represents a new pathway toward the numerous opportunities that higher education offers. I used the majors as the basis for building the university structure, ultimately shaping the Bell Tower. This foundation is eventually solidified as students choose their respective majors. The subtle shapes and textures in the dolphin and landscape incorporate some artistic styles that were prevalent in Chumash cave drawings. I wanted this illustration to show how the story parallels students' progress throughout their university lives.

Human Resources Programs

Solano Hall #1123 Phone: (805) 437-8490 TTY: (805) 437-2702

Disability Resource Programs

Educational Access Center Bell Tower Building, Office 1541 Phone/TTY: (805) 437-3331

California State University Channel Islands

One University Drive Camarillo, CA 93012 Phone: (805) 437-8400

Home Page: http://www.csuci.edu
Web Service Portal: https://my.csuci.edu/





Dear Students:

Welcome to California State University Channel Islands (CI). Throughout this catalog you will learn about the people, programs, and services of a University devoted to your learning and success! As Ventura County's only public, four-year university, CI provides a bridge to higher learning that will strengthen your ability to advance your academic career or to enter the workforce successfully.

Our mission of placing students at the center of the educational experience is exemplified every day by our excellent academic programs and distinguished professors who create an exceptional learning environment for students – whether they are teaching an introductory class to freshmen, conducting research to advance their own expertise, or assisting students individually. Additionally, co-curricular activities at CI help students prepare for challenging professions, build relationships within their community, and contribute productively to society.

On behalf of the CI community, I wish you much success at your University!

Sincerely yours,

Richard R. Rush President



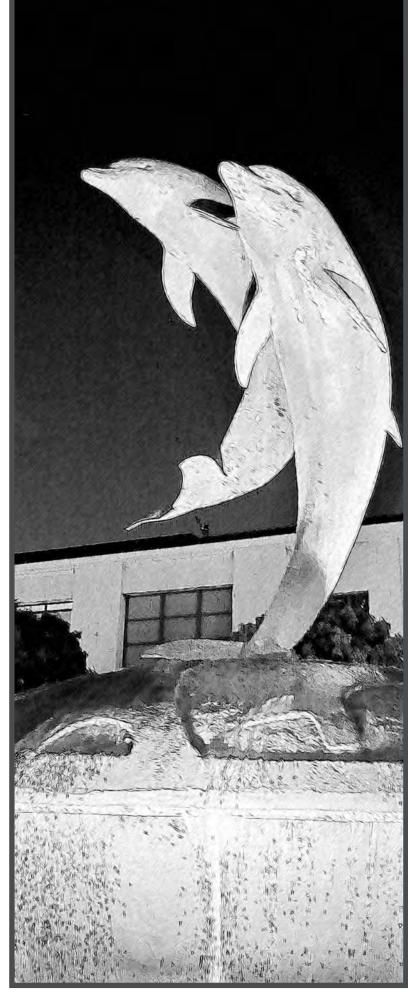
CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS One University Drive • Camarillo CA • 93012 (805) 437-8400 • www.csuci.edu

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Changes in Rules and Policies and Finding Information About CSU Channel Islands (CI)

Although every effort has been made to assure the accuracy of the information in this catalog, students and others who use this catalog should note that laws, rules, and policies change from time to time and that these changes may alter the information contained in this publication. Changes may come in the form of statutes enacted by the Legislature, rules and policies adopted by the Board of Trustees of the California State University, by the Chancellor or designee of the California State University, or by the President or designee of the campus. It is not possible in a publication of this size to include all of the rules, policies and other information that pertain to students, the institution, and the California State University. More current or complete information may be obtained from the appropriate department, school, or administrative office.

Nothing in this catalog shall be construed as, operate as, or has the effect of an abridgment or a limitation of any rights, powers, or privileges of the Board of Trustees of the California State University, the Chancellor of the California State University, or the President of the campus. The Trustees, the Chancellor, and the President are authorized by law to adopt, amend, or repeal rules and policies that apply to students. This catalog

does not constitute a contract or the terms and conditions of a contract between the student and the institution or the California State University. The relationship of the student to the institution is one governed by statute, rules, and policy adopted by the Legislature, the Trustees, the Chancellor, the President and their duly authorized designees.

University Catalog

The California State University Channel Islands catalog is published to help prospective and continuing students make informed decisions to fulfill their academic goals. This catalog is available at the University Library for reference, at the Student Bookstore for purchase, and can also be viewed online at the CSU Channel Islands web site at: www.csuci.edu

California State University Channel Islands

One University Drive Camarillo, CA 93012 Telephone: (805) 437-8400 Web Site: http://www.csuci.edu

Five Ways to Find Information about CSU Channel Islands

- 1. Use the Table of Contents in this catalog
- 2. Check the Index at the end of this catalog for an alphabetical list of virtually everything you might need to know about CSU Channel Islands. Page numbers will direct you to the appropriate information.
- 3. Check the Schedule of Classes. Every semester, important information is published in a separate Schedule of Classes which is available at The Cove Bookstore, the Enrollment Center in Sage Hall, and throughout the Bell Tower Building. The Schedule of Classes is also available online at www.csuci.edu. The Schedule of Classes contains information about current course offerings, new and revised curriculum and policy changes, and academic calendars. It also provides updates on fees and costs, and other important information (such as the time and location of individual classes).
- Visit our campus via the web at www.csuci.edu.
 Updated catalog changes are posted to the web version of the catalog at regular intervals throughout the year.
- Telephone numbers are listed throughout this catalog. If you need more information about a topic and cannot find a telephone number, dial the CSU Channel Islands general information line at (805) 437-8400.

Catalog Production Team Editor

Stephen R. Lefevre (Associate Vice President for Programs & Planning)

(805) 437-8540 stephen.lefevre@csuci.edu

Production Director

Kathy Musashi (Academic Affairs)

Catalog Layout and Design

Lupita Gutierrez `05

Daniel Martinez Melissa Remotti **Barbara Duffin** (Academic Affairs) (Office of the (T&C)President) Gina Farrar Luke Matjas (Art Faculty) Janet Rizzoli (Student Affairs) (Academic Affairs) Nancy Gill Joanna (Communication Murphy **Amy Spandrio** (Student Affairs) & Marketing) (Communication & Marketing) **Callie Juarez Cover Design** Theresa Olivo Jerilee Petralba`13 (Academic Affairs) (Finance & Administration)

Additional Photos

Stacie Clarke `12, GradImages™, Lupita Gutierrez `05, Vanessa Mendoza `08, Joanna Murphy and Rachel Velez

We hope you find this catalog convenient and easy to use. If you have ideas about how we could improve this catalog, please e-mail your suggestions to Kathy Musashi at kathy.musashi@csuci.edu. Thank you!

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California State University Channel Islands Calendar for 2011-2012 Academic Year and Summer Term

August 24-26	Wednesday - Friday Fall 2011 Officially begins
August 27	Saturday
August 29	Monday Weekday classes beain
September 3-5	Saturday-Monday Labor Day Holiday; campus closed
November 11	Friday Veteran's Day Holiday; campus closed Thursday - Saturday Thanksgiving Recess; campus closed
November 24-26	Thursday - Saturday Thanksgiving Recess; campus closed
December 10	Saturday Last day of formal instruction
December 12-17	Monday - Saturday Final examination
December 19-20 December 21	Monday – Tuesday Department meetings and conference
December 23	Wednesday Evaluation Dar
December 23	Friday
	ary 2, 2012 Monday-Monday
	Spring 2012 Semester
January 16	Monday Martin Luther King, Jr. Day; campus closed
January 19-20	Thursday-Friday Spring 2012 Officially begins; Faculty Orientation
January 21	Saturday
January 23	Monday
March 19-24	Monday-Saturday Spring Recess; no instruction
March 30	Friday César Chávez Day Observed; campus closed
May 4	Friday
May 11	Friday Last day of formal instruction
May 12-18 May 19	Saturday-Friday
May 21	Monday Evaluation Da
May 25	Friday
May 25	Friday Last day of 2011-2012 academic year
May 28	Monday Memorial Day Holiday; campus closed
Sum	mer 2012 Term (State Support Program Only)
May 28, 2012	Monday Memorial Day Holiday; campus closed
May 29	Tuesday Session I (5 weeks) officially begin
lune 29	Friday

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Spring 2012 Semester	6 7 8 9 10 11 12 4 5 6 7 13 14 15 16 17 18 19 11 12 13 14
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Monday Memorial Day Holiday; campus closed Tuesday Session I (5 weeks) officially begins Friday Session I ends Monday Session II (6 weeks) officially begins Wednesday Independence Day Holiday; campus closed Friday Session II ends	May

August

University Holiday Schedule

Labor Day	Monday, September 5, 2011
Veteran's Day	Friday November 11, 2011
Thanksgiving Day	Thursday November 24, 2011
Admission Day Observed	Friday November 25, 2011
Christmas Day Observed	.Monday December 26, 2011
Columbus Day Observed	Tuesday December 27, 2011
Lincoln's Birthday Observed	.Wednesday December 28, 2011
Washington's Birthday Observed	Thursday December 29, 2011

*Academic Holiday-Friday December 30, 2011 (No holiday available to cover closure on Friday, December 30, 2011)

July 2 July 4

August 10

FacAffairs; Calendar 2011-2012 Approved Amend12/10



Fall 2011 Saturday Classes

August 27 September 10, 17, 24 October 1, 8, 15, 22, 29 November 5, 12, 19 December 3, 10

Spring 2012 Saturday Classes

February 4, 11, 18, 25 March 3, 10, 17, 31 April 7, 14, 21, 28 May 5



SECTION I

About the California State University System

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The California State University

The individual California State Colleges were brought together as a system by the Donahoe Higher Education Act of 1960. In 1972, the system became the California State University and Colleges, and in 1982 the system became the California State University. Today, the campuses of the CSU include comprehensive and polytechnic universities and, since July 1995, the California Maritime Academy, a specialized campus.

The oldest campus — San José State University — was founded in 1857 and became the first institution of public higher education in California. The newest — CSU Channel Islands (CI) — opened in fall 2002, with freshmen arriving in fall 2003.

Responsibility for the California State University is vested in the Board of Trustees, whose members are appointed by the Governor. The Trustees appoint the Chancellor, who is the chief executive officer of the system, and the Presidents, who are the chief executive officers of the respective campuses.

The Trustees, the Chancellor, and the Presidents develop systemwide policy, with implementation at the campus level taking place through broadly based consultative procedures. The Academic Senate of the California State University, made up of elected representatives of the faculty from each campus, recommends academic policy to the Board of Trustees through the Chancellor.

Academic excellence has been achieved by the California State University through a distinguished faculty whose primary responsibility is superior teaching. While each campus in the system has its own unique geographic and curricular character, all campuses, as multipurpose institutions, offer undergraduate and graduate instruction for professional and occupational goals as well as broad liberal education. All campuses require for graduation a basic program of "General Education Requirements" regardless of the type of bachelor's degree or major field selected by the student.

The CSU offers high-quality, affordable bachelor's and master's level degree programs. Many of these programs are offered so that students can complete all upper division and graduate requirements by part-time, late afternoon, and evening study. In addition, a variety of teaching and school service credential programs are available. A limited number of doctoral degrees are offered jointly with the University of California and with private institutions in California. In 2005, the CSU was authorized to independently offer educational doctorate (Ed.D.) programs.

Enrollment in fall 2009 totaled 433,000 students, who were taught by more than 21,000 faculty. The system awards about half of the bachelor's degrees and a third of the master's degrees granted in California. More than 2.5 million students have graduated from CSU campuses since 1961.

A recent economic report found that the CSU supports more than 150,000 jobs statewide, annually. The engine driving job creation is more than \$17 billion in economic activity that directly results from CSU-related spending that generates \$5.43 for every dollar the state invests. For more information, please see www.calstate.edu/impact.

Trustees of the California State University

Ex Officio Trustees

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Dr. Charles B. Reed 401 Golden Shore
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State University 90802-4210

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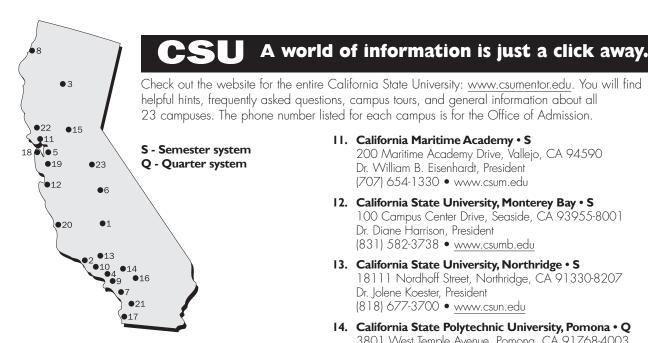
Appointed Trustees

Appointments are for a term of eight years, except student, alumni, and faculty trustees whose terms are for two years. Terms expire in the year in parentheses. Names are listed alphabetically.

Roberta Achtenberg	2015
Nicole Anderson	2011
Herbert L. Carter	2011
Carol R. Chandler	2012
Steven Dixon	2012
Debra S. Farar	2014
Kenneth Fong	2013
Margaret Fortune	2016
George G. Gowgani	2018
Melinda Guzman	2012
William Hauck	2017
Raymond W. Holdsworth Jr	2011
Hsing Kung	2018
Linda A. Lang	2017
Bob Linscheid	2012
Peter Mehas	2015
Henry Mendoza	2016
Lou Monville	2014
Russell Statham	2010
Glen Toney	2013

Correspondence with Trustees should be sent to:

c/o Trustees Secretariat The California State University 401 Golden Shore Long Beach, California 90802-4210



California State University, Bakersfield • Q

9001 Stockdale Highway, Bakersfield, CA 93311-1099 Dr. Horace Mitchell, President (661) 654-3036 • www.csub.edu

2. California State University Channel Islands • S

One University Drive, Camarillo, CA 93012 Dr. Richard R. Rush, President (805) 437-8500 • www.csuci.edu

3. California State University, Chico • S

400 W. First Street, Chico, CA 95929-0722 Dr. Paul J. Zingg, President (530) 898-6321 • <u>www.csuchico.edu</u>

4. California State University, Dominguez Hills • S

1000 East Victoria Street, Carson, CA 90747 Dr. Mildred Garcia, President (310) 243-3645 • www.csudh.edu

5. California State University, East Bay • Q 25800 Carlos Bee Blvd., Hayward, CA 94542-3035 Dr. Mohammad Qayoumi, President (510) 885-2556 • www.csueastbay.edu

6. California State University, Fresno • S

5150 North Maple Avenue, Fresno, CA 93740-0057 Dr. John D. Welty, President (559) 278-2261 • www.csufresno.edu

7. California State University, Fullerton • S

800 N. State College Blvd., Fullerton, CA 92834-9480 Dr. Milton A. Gordon, President (657) 278-7601 • www.fullerton.edu

Humboldt State University • S

One Harpst Street, Arcata, CA 95521-4957 Dr. Rollin C. Richmond, President (707) 826-4402 • (866) 850-9556 • www.humboldt.edu

9. California State University, Long Beach • S

1250 Bellflower Blvd., Long Beach, CA 90840-0106 Dr. F. King Alexander, President (562) 985-5471 • www.csulb.edu

10. California State University, Los Angeles • Q

5151 State University Drive, Los Angeles, CA 90032-8530 Dr. James M. Rosser, President (323) 343-3901 • <u>www.calstatela.edu</u>

11. California Maritime Academy • S

200 Maritime Academy Drive, Vallejo, CA 94590 Dr. William B. Eisenhardt, President (707) 654-1330 • www.csum.edu

12. California State University, Monterey Bay • S

100 Campus Center Drive, Seaside, CA 93955-8001 Dr. Diane Harrison, President (831) 582-3738 • www.csumb.edu

13. California State University, Northridge • S

18111 Nordhoff Street, Northridge, CA 91330-8207 Dr. Jolene Koester, President (818) 677-3700 • www.csun.edu

14. California State Polytechnic University, Pomona • Q

3801 West Temple Avenue, Pomona, CA 91768-4003 Dr. J. Michael Ortiz, President (909) 869-5299 • www.csupomona.edu

15. California State University, Sacramento • S

6000 J Street, Sacramento, CA 95819-6112 Dr. Alexander Gonzalez, President (916) 278-7766 • www.csus.edu

16. California State University, San Bernardino • Q

5500 University Parkway, San Bernardino, CA 92407-2397 Dr. Albert K. Karnig, President (909) 537-5188 • www.csusb.edu

17. San Diego State University • S

5500 Campanile Drive, San Diego, CA 92182-7455 Dr. Stephen L. Weber, President (619) 594-6336 • www.sdsu.edu

18. San Francisco State University • S

1600 Holloway Avenue, San Francisco, CA 94132-4001 Dr. Robert A. Corrigan, President (415) 338-1113 • www.sfsu.edu

19. San José State University • S

One Washington Square, San José, CA 95192-0009 Mr. Don W. Kassing, Interim President (408) 283-7500 • www.sjsu.edu

20. California Polytechnic State University, San Luis Obispo • Q

San Luis Obispo, CA 93407 Dr. Jeffery Armstrong, President (805) 756-2311 • <u>www.calpoly.edu</u>

21. California State University, San Marcos • S

333 S. Twin Oaks Valley Road San Marcos, CA 92096-0001 Dr. Karen S. Haynes, President (760) 750-4848 • www.csusm.edu

22. Sonoma State University • S

1801 East Cotati Avenue, Rohnert Park, CA 94928 Dr. Ruben Armiñana, President (707) 664-2778 • <u>www.sonoma.edu</u>

23. California State University, Stanislaus • S

One University Circle, Turlock, CA 95382 Dr. Hamid Shirvani, President (209) 667-3070 • www.csustan.edu



Office of the Chancellor

The California State University 401 Golden Shore Long Beach, California 90802-4210 (562) 951-4000

Dr. Charles B. Reed Chancellor - CSU System

Dr. Ephraim P. Smith Executive Vice Chancellor and

Chief Academic Officer

Dr. Benjamin F. Quillian Executive Vice Chancellor and

Chief Financial Officer

Ms. Gail Brooks Vice Chancellor, Human Resources

Mr. Garrett Ashley Vice Chancellor, University
Relations and Advancement

Ms. Christine Helwick General Counsel

The California State University International Programs

Developing intercultural communication skills and international understanding among its students is a vital mission of The California State University (CSU). Since its inception in 1963, the CSU International Programs has contributed to this effort by providing qualified students an affordable opportunity to continue their studies abroad for a full academic year. More than 15,000 CSU students have taken advantage of this unique study option.

International Programs participants earn resident academic credit at their CSU campuses while they pursue full-time study at a host university or special study center abroad. The International Programs serves the needs of students in over 100 designated academic majors. Affiliated with more than 70 recognized universities and institutions of higher education in 19 countries, the International Programs also offers a wide selection of study locales and learning environments.

Australia Griffith University, Macquarie University, Queensland University of Technology

Queensland University of Technology, University of Queensland, University of Western Sydney, Victoria University

Canada Concordia University (Montréal), McGill

University (Montréal), Université Laval

(Québec City)

Chile Pontificia Universidad Católica de

Chile (Santiago)

China Peking University (Beijing), Shanghai Jiao

Tong University (Shanghai)

Denmark Danish Institute for Study Abroad

(international education affiliate of the

University of Copenhagen)



New Zealand

Spain

Institut Catholique de Paris, Université de **France** Provence (Aix-en-Provence), Universités de Paris I, III, IV, VI, VIII, VIII, X, XI, XIII, XIII, Université Paris-Est Marne-la-Vallée, Université d'Evry Val d'Essonne, and Université de Versailles Saint-Quentin-en-Yvelines. University of Tübingen and a number of Germany institutions of higher education in the Federal state of Baden-Württemberg Ghana University of Ghana, Legon Tel Aviv University, The Hebrew University of Israel Jerusalem, University of Haifa CSU Study Center (Florence), Universitá **Italy** degli Studi di Firenze, Accademia di Belle Arti Firenze Waseda University (Tokyo) Japan Yonsei University (Seoul) Korea Mexico Instituto Tecnológico y de Estudios Superiores de Monterrey, Campus Querétaro

Lincoln University (Christchurch) Massey University (Palmerston North)

Nelson Mandela Metropolitan University, South Africa Port Elizabeth

> Universidad Complutense de Madrid, Universidad de Granada

Uppsala University Sweden

Taiwan National Taiwan University (Taipei), National Tsing Hua University (Hsinchu)

United Kingdom Bradford University, Bristol University, Hull University, King-ston University, Swansea University

International Programs pays all tuition and administrative costs for participating California resident students to a similar extent that such funds would be expended to support similar costs in California. Participants are responsible for all state tuition and program fees, personal costs, such as transportation, room and board, and living expenses. Financial aid, with the exception of Federal Work-Study, is available to qualified students.

To qualify for admission to the International Programs, in most programs students must have upper division or graduate standing at a CSU campus by the time of departure. Students at the sophomore level may, however, participate in the intensive language acquisition programs in Canada, China, France, Germany, Korea, Mexico, Sweden and Taiwan. California Community Colleges transfer students are eligible to apply directly from their community colleges. Students must also possess a current cumulative grade point average of 2.75 or 3.0, depending on the program for which they apply. Some programs also have language study and/or other course-work prerequisites.

Additional information and application materials may be obtained on campus, or by writing to The California State University International Programs, 401 Golden Shore, Sixth Floor, Long Beach, California 90802-4210. Visit us on the World Wide Web at www.calstate.edu/ip.



SECTION 2

Introduction to CSU Channel Islands (CI)



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California State University Channel Islands History

Located only minutes from the Pacific Ocean at the northern end of the Santa Monica Mountains, CSU Channel Islands is truly breathtaking. The entrance to the campus winds alongside lush agricultural fields, orchards, and picturesque foothills. Equally compelling is the campus architecture. Built in the early part of the twentieth century, the sprawling 1930's Mission Revival and Spanish Colonial Revival buildings house a state-of-the-art, 21st century university.

Planning for a public, four-year university began in 1965 when State Senator Robert J. Lagomarsino co-authored Senate Bill 288 with Assemblyman Burt Hansen, calling for establishment of a four year college in Ventura County. Later that year, Governor Pat Brown signed a bill authorizing a study for a state college in Ventura County. In 1974, Dr. Joyce Kennedy established in Ventura the UC/CSU Ventura Learning Center and went on to serve as director of the CSUN Ventura Campus for more than 15 years.

In 1996, J. Handel Evans began as Planning President charged with beginning development of a public, four-year university in the region. In September 1997, on the recommendation of the chancellor and a community task force appointed by the Governor, the CSU Board of Trustees voted unanimously to accept the former Camarillo State Hospital site for the purpose of transforming it into the CSU's 23rd campus. In July 1996, the CSU Board of Trustees formally adopted the name Channel Islands for the new University. In September 1997, Governor Wilson signed into law S.B. 623 (O'Connell) providing for the financing and support of the transition of the site for use as a university campus. Shortly thereafter, the state legislature and the CSU Board of Trustees provided funds to begin the conversion of the facility from a state hospital into a college campus. In 1999, the Ventura Campus moved to the Channel Islands campus and began a four-year phase out of its academic programs.

The CSU Board of Trustees appointed Richard R. Rush Founding President of CSU Channel Islands and he assumed his duties in June 2001. Dr. Rush's formal inauguration was held in April 2002. During the course of establishing the initial structures of the University, Dr. Rush has overseen and been directly involved in the hiring of faculty and the University's senior staff. In addition, he has directed the development of the University's strategic, academic and physical master plans, infrastructure and road improvements, the acquisition of adjacent land, as well as successfully leading the University's efforts to achieve initial accreditation from the Western Association of Schools and Colleges (WASC).

The formal opening of the University was held on August 16, 2002. The public ceremony included participation by Governor Gray Davis, as well as educational and community leaders from throughout the state. Classes began on August 24 with approximately 1,320 full-time transfer students enrolled for the first year. The first freshmen class arrived in fall 2003.

To accommodate the rapidly growing numbers of students, in 2004 the University completed the first phase of student housing, Anacapa Village, which provides on campus housing for 350 students. Phase two housing, Santa Cruz Village, opened in August 2007 providing space for an additional 460 students.

The physical campus continues to grow at a steady pace to keep up with student and academic needs. The first major University construction project on the campus was the Science Building completed in 2003. This structure provides much needed lab and auditorium space for students. The prestigious John Spoor Broome Library designed by world-renowned architect, Foster+Partners, opened in spring 2008 and provides a state-of-the-art teaching and learning library for students, faculty, staff, and the community. The Martin V. Smith Center for Integrative Decision-Making opened in spring 2009 and includes a case-study classroom equipped with advanced audio/visual equipment to show in real-time the indices of the major world financial markets. A new Student Union was completed in spring 2010 that provides a large programmable area for student events and live entertainment; a dining center including a coffee house, pizzeria, sandwich deli and salad bar; lounges for informal gatherings; a game room with HD TVs, pool tables, and computer gaming systems; and ASI offices for Student Government, Student Programming Board, The Nautical Yearbook, and the CI View campus newspaper.

CSU Channel Islands is a student-centered University, committed to academic excellence, civic engagement, environmental responsibility, and leadership for the 21st century.

University Colors

The University's colors are red and silver. The red is consistent with the tradition of the region, including the lush fields of strawberries that are a part of the diverse agricultural region, and the silver is for the dolphin, the University's mascot.

University Mascot

A petition was presented in 1998 to the University by local Chumash leaders that the dolphin be the University's official mascot. Simultaneously, the founding student leadership of CSUN-CI petitioned to have the dolphin as CI's mascot. The request was warmly received by the students, faculty, and staff. The sacred story of why the Chumash cherish the dolphin can be found on the University's Web site.

President's Cabinet



Richard R. Rush
President, 2001-Present
President of Minnesota State
University, Mankato, 1992-2001
Executive Vice President, California
State University, San Marcos
1989-1992



Dawn Neuman
Provost and Vice President for
Academic Affairs, 2008-Present
Co-Officer in Charge and Vice Provost
for Academic Resources
University of Nevada Las Vegas,
2006-2008

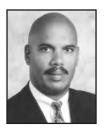
Vice Provost for Academic Resources University of Nevada Las Vegas, 2004-2006

Vice Provost for Educational Outreach, University of Nevada Las Vegas, 2002-2004



Joanne M. Coville

Vice President for
Finance & Administration,
2001-Present
Executive Vice President, Oregon
Graduate Institute of Sciences
and Technology, 1995-2001
Controller, Stanford University,
1991-1995



Wm. Gregory Sawyer

Vice President for Student Affairs, 2002-Present Founding Dean of Student Services, Florida Gulf Coast University, 1995-2002 Dean of Students, University of

North Texas, 1990-1995



Julia C. Wilson

Vice President for
University Advancement, 2008-Present
Executive Director of Development/West Coast
Office, Grameen Foundation, 2007-2008
Chief Executive Officer, CommNexus,
2001-2006
Director of Corporate and Foundation Relations,

San Diego State University, 1998-2001 Director, Western Regional Office/Regional Campaign Director in Los Angeles, Arizona State University, 1990-1998



A. Michael Berman

Chief Information Officer, 2009-Present
Owner and Principal Consultant,
Amberman LTD LLC, 2009
Chief Technology Officer,
Art Center College of Design, 2005-2008
Vice President for Instructional and Information
Technology, Cal Poly Pomona, 2000-2005
Professor and Associate Provost for Information
Resources, Rowan University, 1988-2000



Therese Eyermann

Chief of Staff to the President, 2010-Present
Special Assistant to the President,
CSU Channel Islands, 2004-2010
Executive Asst. to the Executive
Vice Chancellor, UCLA, 2000-2004,
Coordinator, Program Evaluation and Research,
UCLA, 1995-2000,
Director of Financial Aid, University of Judaism,
1987-1994

Intercollegiate Athletics

Bell Tower East, Room 1865 (805) 437 3502

Email: athletics@csuci.edu

Web Site: http://www.csuci.edu/athletics

CI has a unique opportunity to design and implement broadbased competitive sport and recreational programs that reflect all of the ideals of educationally focused and gender equitable student athletes.

The underlying philosophy of each competitive sport and recreational program is very simple - to accommodate the needs of the students, the campus, and the larger community in which we reside. Competitive sport and recreational programs will be educationally based, focusing on the needs and interests of the participants. Planning is underway to tentatively start varsity competition in the fall of 2011.

Alumni & Friends Association

Solano Hall, Room 1166 (805) 437-8952 Fax (805) 437-2716

The Alumni & Friends Association (A&FA) believes in creating strong University traditions, fostering University loyalty, and enhancing and strengthening relationships between alumni and current students who are also encouraged to become A&FA members. The A&FA provides career mentoring, leadership opportunities, special activities including an annual Dodger Night, and many campus discounts.

For more information, please contact Alumni Relations at (805) 437-8952 or alumni.friends@csuci.edu.

Human Resources Programs

Solano Hall Room 1123 (805) 437-8490 Fax (805) 437-8491

Web Site: http://www.csuci.edu/hr

Our mission is to support Cl's mission to place students at the center of an educational experience that emphasizes experiential learning, multiculturalism and international perspectives by providing a comprehensive human resources program to University department managers, directors, supervisors and employees designed to support and compliment this effort. Human Resources Programs is committed to creating a consistently cooperative and productive work environment that enriches all University functions and thereby enhances student success. We accomplish this by providing quality personalized guidance and support to our faculty and staff in benefits administration, work/life balance, compensation and classification, professional training and development, environmental health and safety, risk management, diversity and equity, and amicable resolution of employment and labor disputes through collaboration, mutual respect and dignity. In addition, a Student Assistant classification is also available and is intended to provide a vehicle for students to work part time while they are in school to enable them to gain valuable experience related to their educational goals and to assist them with financial support while they are enrolled at CI.



SAFE on Campus

SAFE (Students, Administrators and Faculty for Equality) on Campus is a program sponsored by the Center for Multicultural Engagement.

Mission. The SAFE on Campus program seeks to reduce homophobia and heterosexism at CI. Through education, advocacy, and promoting awareness, the program contributes to building a campus climate that is safe and accepting of all members of the University community.

Purpose. SAFE on Campus provides an avenue through which all members of the campus community can actively show their support of lesbian, gay, bisexual and transgender people. SAFE on Campus members identify themselves by displaying the SAFE on Campus sign at their office. Members attend an orientation session, after which they receive the SAFE on Campus logo. By displaying the logo, members signal to students and employees that they can be "out" or reveal their sexual orientation or gender identity. In addition, members can serve as a valuable source to help locate resources on campus, or help report harassment or discrimination.

Definition of an Ally. Someone who, regardless of their gender identity and/or sexual orientation, is supportive of LGBT people and who wants to foster a campus climate that is safe for everyone.

For additional information regarding SAFE on Campus, please contact Julia Balén, Associate Professor, English and Faculty Director of the Center for Multicultural Engagement (805) 437-8435.

Police Services

The CI Police Department is a certified police agency and is responsible for providing comprehensive law enforcement services for the campus. Its administrative offices are located in Placer Hall, adjacent to parking lot A1. CI Police Officers are commissioned peace officers with full enforcement authority who are also certified as emergency medical technicians (EMT-1). Police Officers are on duty 24 hours a day, 7 days a week and are the first responders to all campus emergencies.

Important Telephone Numbers

For emergencies dial – 911 For non-emergencies dial - 805-437-8444

Annual Security Report

The Police Department publishes an Annual Security Report in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The Annual Security Report includes statistics for the three previous calendar years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the University; and on public property within, or immediately adjacent to, and accessible from the campus. The report also contains institutional policies and procedures concerning campus safety and security to include sexual assault reporting, alcohol, drug and weapons violations, as well as other matters. The report may be accessed on the Web at http://www.csuci. edu/police/Annual_Security_Report.htm.

Crime Reporting

The CI Police Department is officially designated to receive crime reports. Call the Police Department immediately to report any crime that occurs on campus. Timely crime alerts are prepared and distributed campus-wide via a comprehensive communication system when there is a continuing threat to the safety of students or employees. The Police Department maintains a daily activity log, and crime reports may be obtained, subject to restrictions allowable under California's Public Records Act, at the Police & Parking Services Customer Service Counter in Placer Hall.

Crime Prevention

Crime prevention literature is available at the CI Police & Parking Services Customer Service and via the department's Web page (www.csuci.edu/campserv/police/index.htm). The department's crime prevention function offers various services and workshops that aid in the prevention of crime on campus which include:

- Rape Aggression Defense (RAD) workshops
- Sexual Assault Awareness and Prevention workshops
- Alcohol/Drug Awareness/Anti-Drunk Driving workshops
- Personal Safety Awareness workshops
- Theft prevention workshops and strategies
- Campus Safety Escort call 805-437-8444
- Push to Talk Emergency (Blue Light) Phones throughout the campus

Every student, faculty, and staff member must bear an appropriate amount of individual responsibility for their own safety and security as well as that of their fellow students, faculty, or staff. To this end, please observe the following guidelines.

- Report all crimes immediately. Prompt reporting may assist in apprehension and the prevention of future crimes. Call 911.
- Report all suspicious persons and circumstances. This may prevent a crime from occurring. Call 911.
- Keep all wallets, checkbooks, credit cards, and cash on your person and out of sight. Ideally, backpacks should be within your view at all times.
- Do not leave items such as a laptop computer, cell phone, or wallet/purse unattended or visible in a car.
- Do not prop open or try to defeat the security features of any exterior door. If you find such a door propped open, please close it. If it will not lock, please notify any staff member or call the Police Department at ext. 8444.
- Adequately secure any property left outside, such as bicycles.
- If you must walk across campus late at night, consider going with a friend or two. The campus is very safe, but that does not mean crimes will never occur here. Do not be lulled into a false sense of security because of the peaceful surroundings.

Fire Safety

Call 911 to report a fire on campus. The University is subject to and obeys all state fire regulations. Acquaint yourself with fire evacuation routes for your building as well as the location of all fire extinguishers. Fire alarm systems, smoke detectors, and other fire equipment are placed throughout all campus facilities for your protection. Fire drills are conducted periodically. During fire alarms, all students, visitors, and employees must evacuate the building and report to designated evacuation sites. Failure to respond is subject to disciplinary action.

Emergency Procedures

The University has a comprehensive Emergency Operations Plan designed to assist campus officials with managing a response to a man-made or natural disaster. Emergency Procedure Posters located at entrances to all buildings on campus are designed to provide instructions to students and employees in the event of a disaster. In addition, each building on campus has designated Emergency Building Marshals who have been trained and equipped to provide direction to students and employees if an order to evacuate or shelter in place is given by public safety officials. For more information about the campus' emergency preparedness efforts please visit the Web at http://www.csuci.edu/police/emergency-preparedness/index.htm.

Lost and Found

If you have lost or found an item on campus call (805) 437-8444, or visit the Police Department located in Placer Hall. Property that has been turned in will be logged and held for six months. After six months, if the owner does not claim the item, it may be disposed of in accordance with CSU regulations. If you believe an item has been stolen, a police officer will file a report or assist in filing a theft report with the appropriate jurisdiction.

Pets/Animals

With the exception of certified service animals, pets or animals are not allowed in campus buildings. Pets occupying the campus grounds must be properly restrained and attended. Limited exceptions for educational purposes are allowed with prior approval from the Dean of the Faculty.

Access to Campus Buildings

Laboratories and classrooms are typically open from 8 a.m. to 10 p.m. daily. After hours, a member of the faculty and/or department chairs must authorize access to classrooms. Protect yourself and others by helping us keep the campus secure. Do not prop open doors and be sure to secure locked areas.

There are still large portions of the campus facilities that are not in use and have not been renovated. Entering these areas could create a safety hazard. Entering these areas is trespassing and is strictly prohibited. Students violating this rule will be subject to discipline. If you have questions about a particular area, please contact a member of the Police Department.

Transportation & Parking Services

Transportation & Parking Services (T&PS) provides a variety of services to the campus community. Information about these services is available at the administrative offices located in Placer Hall, on the Web page at www.csuci.edu/parking/index.htm or by calling (805) 437-8430.

Parking permits are required for all vehicles on campus, 24 hours a day, 7 days a week. This includes holidays and periods when classes are not in session. Vehicles without proper permits, or that are in violation of parking regulations according to the California Vehicle Code, are subject to citation. Citation appeals may be filed through the Parking Management Bureau at http://pmbonline.org/. Parking Regulations are also available on the Web page.

Vista Shuttle Bus Service

As an alternative to parking on campus, a shuttle service is offered at a reduced cost of \$25 per semester for students, faculty and staff. For your convenience, the shuttle operates from three (3) sites:

Oxnard "C" Street Transfer Point

"C" Street and Channel Islands Blvd.

Oxnard College

Southwest corner of Bard Road and

Simpson Drive

Camarillo Metrolink Station

Lewis Road and Ventura Boulevard

The shuttle service is available Monday through Friday, 7 a.m. to 10:20 p.m., and Saturday, 7:30 a.m. to 5:20 p.m. Parking at off-campus locations is free. To utilize this service and purchase your photo shuttle card, stop by (T&PS) to complete an application and have your photo taken. Allow 10 minutes to process your card.

Alternative Transportation Resources

The campus encourages all forms of ride sharing as a strategy to reduce single vehicle trips to campus. For more information about alternative forms of transportation please visit the Police & Parking Services Customer Service located in Placer Hall or read about rideshare on the Web at http://www.csuci.edu/parking/Rideshare_Information.htm

Bicycles

Bicyclists must comply with all applicable California Vehicle Code regulations while riding on campus. Riding is restricted to roadways and main pedestrian pathways. Riding inside buildings, on stairs, and other facilities is strictly prohibited.

Skateboards, Scooters, and Rollerblades

For safety reasons, the use of skateboards, scooters (both motorized and non-motorized), and rollerblades is prohibited on campus.

Academic & Information Technology H/ 7 Help Desk

The Help Desk is located on the first floor of the John Spoor Broome Library. The Help Desk hours are: (Fall and Spring Semester)

Monday through Thursday: 7:30 a.m.-8 p.m.;

Friday: 7:30 a.m.–5 p.m. Summer hours are Monday through

Friday: 8: a.m. to 5 p.m.

Computing Lab

Instructional computing labs are housed in various locations on campus and are discipline specific. Student public access computers and printers are located in the Library. In addition, there is a limited number of laptop computers that students can check out from the library. All student public use computers are installed with commonly used software including, word processing, spreadsheet, data analysis, and Internet connectivity tools.

myCl

myCl is the campus single point of access for major campus applications, including Cl Learn, Cl Records, campus email and Dolphin files. (http://myci.csuci.edu) Only one dolphin login and dolphin password are required to access all resources located in myCl.

myCl Login and Passwords

When admitted to the University, a letter is generated with the student's individual User ID (dolphin login) and instructions on how to activate the myCl account. This letter will be sent to the address on file with the University. Once an account has been activated, the dolphin login and Password are used to gain access to myCl (http://myci.csuci.edu) which provides single sign-on to: Cl Learn, Cl Records, Dolphin email, and Dolphin Files. The same login credentials are used to gain access to the University wireless network, and to log on to University computers. Students will be required to change this password every 200 days. Instructions on changing your password can be found at http://www.csuci.edu/it/passwordchange/

CI Learn

CI Learn is the official web-based learning management system and is used to deliver course material electronically. CI Learn based courses can be accessed 24/7 and is accessed through myCI. Not all instructors use CI Learn.

CI Records

CI Records is the system of record for many academic activities such as class registration, financial aid, and final posting of grades.

Dolphin Email

Dolphin Email accounts are automatically provided to all registered students.

Dolphin Files

Dolphin Files is a web based repository for documents and images that can be retrieved from any web browser. This folder of files can also be accessed on the campus network drive via a campus computer.

Wireless Network

CI offers wireless access to all students, faculty and staff. The wireless coverage extends across the campus. All laptop computers checked out from the Library are able to access the wireless network. Instructions on connecting to the wireless network can be found at http://www.csuci.edu/it/wireless.htm.

Executive Order 999 - Illegal Electronics File Sharing and Protection of Electronic Copyrighted Material

All students are expected to comply with Executive Order 999. The order can be found online at http://www.calstate.edu/EO/EO-999.html. Illegal downloading of copyrighted material is unlawful and unacceptable. Information Technology deploys technologies to ensure illegal downloads do not take place on the Channel Islands network.

For additional assistance with any of our services, please visit the HelpDesk in Room 1340 in the Broome Library, call us at (805) 437-8552, or send an e-mail to: helpdesk@csuci.edu.

The Cove Bookstore

The Cove Bookstore is dedicated to serving the academic mission of CI. We take great pride in serving our customers with their textbook, trade book, and general merchandise needs either in our store or through our virtual bookstore on efollett. com. In addition to serving the faculty and students with their academic needs, we also invite the community to visit the store, browse our extensive book selection, and relax and read in our comfortable reading area. The bookstore is presently located in the Town Center behind the Library. The bookstore is open Monday – Wednesday 8:00 a.m. – 6:00 p.m.; Thursday 8:00 a.m. – 4:00 p.m.; and Saturday and Sunday closed. Extended hours and weekend as needed. For additional information about our products and services please contact us at bookstore@csuci.edu or (805) 437-8833 or (805) 482-5456.

Campus Dining Services

Islands Café

The University's main dining services area, Islands Café, is located at 71 University Drive in the South Quad.

Presented by University Glen Corporation, our dining area offers a variety of contemporary menu formats for students, faculty, staff and campus visitors to choose from throughout the day:

Santa Rosa Pizza and Grill – Features favorites like cheeseburgers, chicken tenders, and grilled chicken breast sandwiches, with plenty of special promotional sandwiches on a rotating basis. Pizza by the slice is featured daily.

San Nicholas Deli – Offers the sandwich that you want when you want it. With multiple choices of gourmet breads, meats, cheeses, vegetables and spreads, your possibilities are unlimited. Take any sandwich and make it a Panini.

San Miguel Mexican Grill – Takes you across the border and lets you sample the flavors of Baja. Tacos, nachos and burritos top the list of favorites.

Catalina Entrée – Is the station where our chefs get to shine. Comfort foods like fried chicken with mashed potatoes, and carved tri-tip with Santa Maria style red beans. Our chef will prepare a wide variety of regional and International dishes as well as daily vegetarian dishes.

San Clemente Pasta – Features fresh made pasta selections prepared in our display cooking section.

Anacapa Salad and Soup Bar – Featuring fresh from the farm vegetables and a wide variety of your favorite dressings. Fresh soups will be offered daily.

Santa Barbara Breakfast Bar – A wide selection of cereals, fresh fruit and pastries will be available for you to enjoy breakfast all day.

Santa Cruz Beverages and Sweets – The dessert bar is stocked with a wide variety of your after meal favorites. Also featured will be soft serve yogurt and toppings for you to create your own special dessert.

Student Union

Lighthouse Café – Located on the first floor of the Student Union specialty salads, deli sandwiches, hotdogs and individual pizzas are available to order.

Freudian Sip – Located on the first floor of the Student Union adjacent to Lighthouse Café, Freudian Sip provides a wide variety of coffee drinks, frozen specialty drinks, delicious pastries and frozen yogurt.

Sea Store – Located adjacent to the games room in the Student Union, the Sea Store provides a wide variety of snacks and beverages.

Broome Library

Freudian Sip – Located on the first floor of the Broome Library next to the entrance, Freudian Sip provides a wide variety of coffee drinks, frozen specialty drinks, and delicious pastries

Campus Community Meal Plan: Dining Dollars

Note: This optional meal plan is for use in all campus and Town Center food operations. It does not apply to students living on campus in student housing who participate in a mandatory meal plan program.

This meal plan allows campus community members to deposit a balance on your Dolphin (campus identification) card. Advantages to having this meal plan include bonuses received when adding dollars to your card. The larger the deposit applied to your Dolphin card, the greater the discount! (see Discount Chart below). With Dining Dollars campus community members can even treat family and friends to a meal. When compared to other meal plans at various campuses, our plan provides the maximum benefit and great flexibility.

Discount Chart

Dolphin Dollars Purchased	Bonus Dollars Added to Your Debit
\$1 - 99	0%
\$100 - 149	2.5%
\$150 - 199	5%
\$200 - up	7.5%

For more information about campus food services, meal plans, catering and weekly menus, click the campus website through the following link: http://universityglencorp.cuuci.edu.

University Glen Town Center

Currently available in the Town Center are: Juice it Up, Subway and Tortillas Grill with more options to come in the future.

Availability of Institutional and/or Financial Assistance Information

The following information concerning student financial assistance may be obtained from the Financial Aid office, Sage Hall, (805) 437-8530

- A description of the federal, state, institutional, local, and private student financial assistance programs available to students who enroll at CI;
- For each aid program, a description of procedures and forms by which students apply for assistance, student eligibility requirements, criteria for selecting recipients from the group of eligible applicants, and criteria for determining the amount of a student's award;

- 3. A description of the rights and responsibilities of students receiving financial assistance, including federal Title IV student assistance programs, and criteria for continued student eligibility under each program;
- 4. The satisfactory academic progress standards that students must maintain for the purpose of receiving financial assistance and criteria by which a student who has failed to maintain satisfactory progress may reestablish eligibility for financial assistance:
- 5. The method by which financial assistance disbursements will be made to students and the frequency of those disbursements:
- 6. The terms of any loan received as part of the student's financial aid package, a sample loan repayment schedule, and the necessity for repaying loans;
- 7. The general conditions and terms applicable to any employment provided as part of the student's financial aid package;
- 8. The responsibility of CI for providing and collecting exit counseling information for all student borrowers under the federal student loan programs; and
- 9. The terms and conditions for deferral of loan payments for qualifying service under the Peace Corps Act, the Domestic Volunteer Service Act of 1973, or comparable volunteer community service.

Information concerning the cost of attending CI is available from Student Business Services, Sage Hall (805) 437-8810, and includes tuition and fees; the estimated costs of books and supplies; estimates of typical student room, board, and transportation costs; and, if requested, additional costs for specific programs.

Information concerning policies regarding the return of federal Title IV student assistance funds as required by regulation is available from the Financial Aid office, Sage Hall, (805) 437-8530.

Information regarding special facilities and services available to students with disabilities may be obtained from Disability Resource Programs, Educational Access Center, Bell Tower, (805) 437-3331.

Information concerning CI policies, procedures, and facilities for students and other to report criminal actions or other emergencies occurring on campus may be obtained from the Police & Parking Services, Placer Hall, (805) 437-8444.

Information concerning Cl's annual campus security report may be obtained from the Police Services, Placer Hall (805) 437-8444.

Information concerning the prevention of drug and alcohol abuse and rehabilitation programs may be obtained from Student Health Services and/or Personal Counseling Services, Student Health & Counseling Center, Yuba Hall, (805) 437-8828.

Information regarding student retention and graduation rates at Cl and, if available, the number and percentage of students completing the program in which the student is enrolled or has expressed interest may be obtained from the Director of Institutional Research, Sage Hall, (805) 437-8979.

Information concerning athletic opportunities available to male and female students and the financial resources and personnel that CI dedicates to its men's and women's teams may be obtained from the Vice President of Student Affairs office, Bell Tower, (805) 437-8536.

Information concerning teacher preparation programs at CI, including the pass rate on teacher certification examinations, may be obtained from the Credential office, Bell Tower, (805) 437-8553.

Information concerning grievance procedures for students who feel aggrieved in their relationships with the university, its policies, practices and procedures, or its faculty and staff may be obtained from the Dean of Students office, Bell Tower, (805) 437-8512.

The federal Military Selective Service Act (the "Act") requires most males residing in the United States to present themselves for registration with the Selective Service System within thirty days of their eighteenth birthday. Most males between the ages of 18 and 25 must be registered. Males born after December 31, 1959, may be required to submit a statement of compliance with the Act and regulations in order to receive any grant, loan, or work assistance under specified provisions of existing federal law. In California, students subject to the Act who fail to register are also ineligible to receive any need-based student grants funded by the state or a public postsecondary institution.

Selective Service registration forms are available at any U.S. Post Office, and many high schools have a staff member or teacher appointed as a Selective Service Registrar. Applicants for financial aid can also request that information provided on the Free Application for Federal Student Aid (FAFSA) be used to register them with the Selective Service. Information on the Selective Service System is available and the registration process may be initiated online at http://www.sss.gov.

How to Contact Us

Emergency or Fire, Dial 911 from Campus Phones or use Blue Light Phones CI Main Operator, Dial (805) 437-8400

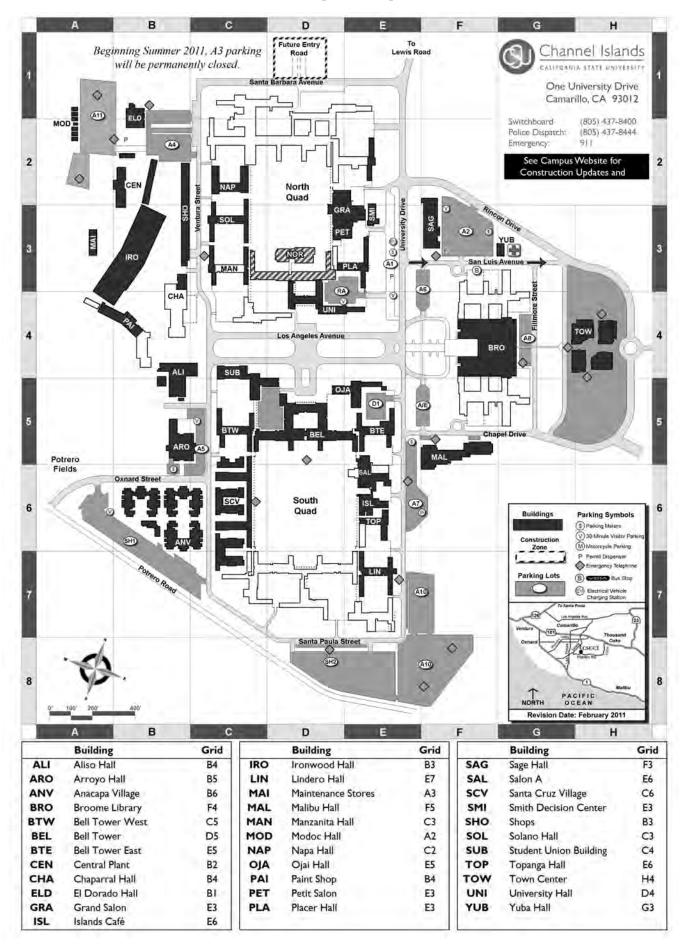
ТОРІС	CONTACT OFFICE	LOCATION	EXTENSION	WEBSITE ADDRESS (if applicable)
A & IT Help Desk	Academic & Information Technology	Broome Library	8552	http://www.csuci.edu/it
Academic Advising (Current Students)	Advising Center	Bell Tower	8571	http://www.csuci.edu/ academics/advising
Academic Programs & Planning	Academic Programs & Planning	Sage Hall	8540	http://www.csuci.edu/app
Admissions	Admissions & Recruitment	Sage Hall	8500	http://www.csuci.edu/admissions
Associated Students Inc.	Associated Students Inc.	Student Union	2622	http://asi.csuci.edu/
Billing or Account Balances	Student Business Services	Sage Hall	8810	http://www.csuci.edu/cashier
Bookstore, The Cove	The Cove Bookstore	University Town Ctr	482.5456	http://www.csuci.bkstr.com
Campus Recreation	Student Life	Arroyo Hall, Recreation Ctr	8902	http://www.csuci.edu/recreation
Campus Tours	Admissions & Recruitment	Sage Hall	8520	http://www.csuci.edu/ admissions/studentrecruitment/ tours.htm
Career Development Center	Student Life	Bell Tower	3270	http://www.csuci.edu/ careerdevelopment
Clubs and Organizations	Student Life	Student Union	3356	http://www.csuci.edu/ studentleadership/clubs- organizations
Commencement (Graduation Ceremony)			3100	http://www.csuci.edu/ commencement
Credentials	Credential Office	Bell Tower	8953	http://education.csuci.edu
Disability Resource Programs	Student Life	Bell Tower	3331	http://www.csuci.edu/drp/
Dolphin VIP (Prospective Students)	Admissions & Recruitment	Sage Hall	3158	http://www.csuci.edu/goCSUCI
Educational Opportunity Program (EOP)	Student Life	Bell Tower	8939	http://www.csuci.edu/eop
Employment Information, Students	Student Life	Bell Tower	3270	http://www.csuci.edu/ careerdevelopment
Fees - Paying for Tuition and other Fees	Student Business Services	Sage Hall	8810	http://www.csuci.edu/cashier
Financial Aid, Work Study and Scholarships	Financial Aid	Sage Hall	8530	http://www.csuci.edu/ financialaid/
Graduation Ceremony (Commencement)			3100	http://www.csuci.edu/ commencement
Graduation Requirements /Academic Advising	Advising Center	Bell Tower	8571	http://www.csuci.edu/ academics/advising
Health Services	Student Life	Yuba Hall	8828	http://www.csuci.edu/ studenthealth
Housing (Off Campus)	Student Life	Bell Tower	8510	http://www.csuci.och101.com
Housing (On Campus)	Housing & Residential Education	Santa Cruz Village Bldg E	2733	http://www.csuci.edu/housing

How to Contact Us

Emergency or Fire, Dial 911 from Campus Phones or use Blue Light Phones CI Main Operator, Dial (805) 437-8400

TOPIC	CONTACT OFFICE	LOCATION	EXTENSION	WEBSITE ADDRESS (if applicable)
ID Cards	Student Business Services	Sage Hall	8810	http://www.csuci.edu/cashier
Intercollegiate Athletics	Director of Athletics	Bell Tower	1865	http://www.csuci.edu/athletics
Library	University Library	Broome Library	8561	http://www.library.csuci.edu
Orientation	Student Life	Bell Tower	3160	http://www.csuci.edu/nsotp/ orientation
Parking	Transportation & Parking	Placer Hall	8430	http://www.csuci.edu/parking
PeopleFinder	Campus Online Directory	Website	8552	http://www.csuci.edu/directory
Personal Counseling Services	Student Life	Yuba Hall	2088	http://www.csuci.edu/studentlife/ personalcounsel.htm
Police (Campus)	Police Department	Placer Hall	8444	http://www.csuci.edu/ publicsafety
President's Office	Office of the President	University Hall	8410	http://www.csuci.edu/president
Provost & Vice President for Academic Affairs	Provost & Vice President for Academic Affairs	Bell Tower	8441	http://www.csuci.edu/provost
Records (Registration/ Grades/Transcripts)	Records & Registration	Sage Hall	8500	http://www.csuci.edu/records-registration/index.htm
Schedule of Classes	Scheduler	Bell Tower	2749	http://www.csuci.edu/ academics/scheduleleandcatalog. htm
Student Recruitment (Prospective Students)	Admissions & Recruitment	Sage Hall	8520	http://www.csuci.edu/ admissions/studentrecruitment
Registration, Online (myCl)	Records & Registration	Sage Hall	8500	http://myci.csuci.edu
Tutoring	Learning Resource Center	Bell Tower	8409	http://www.csuci.edu/ academics/advising/tutoring.htm
Veterans Services	Records & Registration	Sage Hall	3524 (FLAG)	http://www.csuci.edu/veterans
Vice President for Student Affairs	Vice President for Student Affairs	Bell Tower	8536	http://www.csuci.edu/ studentaffairs/offofvp.htm

Campus Map



SECTION 3

Admission Procedures and Policies



2011-2012 • Catalog California State University Channel Islands

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ADMISSION PROCEDURES AND POLICIES

Requirements for admission to CSU Channel Islands (CI) are in accordance with Title 5, Chapter 1, Subchapter 3, of the California Code of Regulations. Complete information is available at www.csumentor.edu/planning/.

Electronic versions of the CSU undergraduate and graduate applications are accessible online at http://www.csumentor.edu. The CSUMentor system allows students to browse through general information about the CSU's 23 campuses, view multimedia campus presentations, send and receive electronic responses to specific questions, and apply for admission and financial aid.

Applying online via www.csumentor.edu is expected unless electronic submission is impossible. An acknowledgement will be sent when online applications have been submitted. Application in "hard copy" form may be obtained online via www.csumentor.edu as a portable data format (PDF). Application forms (in PDF) may also be downloaded from www.calstate.edu/sas/publications. Paper applications should be mailed to the Admissions & Recruitment, One University Drive, Camarillo, CA 93012.

Importance of Filing Complete, Accurate, and Authentic Application Documents

CI advises prospective students that they must supply complete and accurate information on the application for admission, residence questionnaire, and financial aid forms. Further, applicants must, when requested, submit authentic and official transcripts of all previous academic work attempted. Failure to file complete, accurate, and authentic application documents may result in denial of admission, cancellation of registration or academic credit, suspension, or expulsion (Section 41301, Article 1.1, Title 5, California Code of Regulations).

Undergraduate Application Procedures

Prospective students applying for partitime or full-time undergraduate programs of study in day or evening classes must file a complete undergraduate application. The \$55 nonrefundable application fee should be in the form of a check or money order payable to "The California State University" or by credit card if submitting the online application, and may not be transferred or used to apply to another term. An alternate major may be indicated on the application. The applications of persons denied admission to an impacted and/or closed campus may be re-routed to another campus at no cost, but only if the applicant is CSU eligible.

Impacted Programs

The CSU designates programs as impacted when more applications from CSU regularly eligible students are received in the initial filing period (October and November for fall terms, June for winter terms, August for spring terms, February for summer terms) than can be accommodated. Some programs are impacted at every campus where they are offered; others are impacted only at a few campuses. Candidates for admission must meet supplementary admission criteria if applying to an impacted program.

The CSU will announce during the fall filing period those campuses or programs that are impacted. Detailed information on campus and programs impaction will be available at the following websites:

- www.csumentor.edu
- www.calstate.edu/impactioninfo.shtml
- http://www.calstate.edu/sas/impaction-campus-info.shtml

Campuses will communicate its supplementary admission criteria for all impacted programs to high schools and community colleges in their service area and will disseminate this information to the public through appropriate media. This information will also be published at the CSU campus individual website and made available online at www.calstate.edu.

Applicants must file applications for admission to an impacted program during the initial filing period. Applicants who wish to be considered in impacted programs at more than one campus should file an application at each campus for which they seek admission consideration.

Supplementary Admission Criteria

Each campus with impacted programs uses supplementary admission criteria in screening applicants. Supplementary criteria may include rank-ordering of freshman applicants based on the CSU eligibility index or rank-ordering of transfer applicants based on the overall transfer grade point average, completion of specified prerequisite courses, and a combination of campus-developed criteria. Applicants for freshman admission to impacted campuses or programs are required to submit scores on either the SAT or the ACT. For fall admission, applicants should take tests as early as possible and no later than November or December of the preceding year.

The supplementary admission criteria used by the individual campuses to screen applicants are made available by the campuses to all applicants seeking admission to an impacted program. Details regarding the supplemental admissions criteria are also provided at http://www.calstate.edu/impactioninfo.shtml.

Application Filing Periods							
Terms in 2011-12	Applications First Accepted	Initial Filing Period	Filing Period				
Fall Semester or Quarter 2011	October 1, 2010	October 1-November 30, 2010	Each non-impacted campus accepts applications until capacities are reached. Many campuses limit undergraduate admission in an enrollment category				
Spring Semester or Quarter 2012	August 1, 2011	August 1-31, 2011	due to overall enrollment limits. If applying after the initial filing period, consult the campus Admissions office for current information. Similar information is conveniently available at http://www.csumentor.edu/filing_status/Default.asp .				

Graduate and Post-Baccalaureate Application Procedures

All graduate and post-baccalaureate applicants (e.g., Ed.D., joint Ph.D. and Ed.D. applicants, master's degree applicants, those seeking educational credentials or certificates, and where permitted, holders of baccalaureate degrees interested in taking courses for personal or professional growth) must file a complete graduate application as described in the graduate and post-baccalaureate admission materials at www. csumentor.edu. Applicants seeking a second bachelor's degree should submit the undergraduate application for admission unless specifically requested to do otherwise. Applicants who completed undergraduate degree requirements and graduated the preceding term are also required to complete and submit an application and the \$55 nonrefundable application fee. Since applicants for post-baccalaureate programs may be limited to the choice of a single campus on each application, re-routing to alternate campuses or later changes of campus choice are not guaranteed. To be assured of initial consideration by more than one campus, it is necessary to submit separate applications (including fees) to each. Applications submitted by way of www.csumentor.edu are expected unless submission of an electronic application is impossible. An electronic version of the CSU graduate application is available online at http://www. csumentor.edu.

Application Acknowledgment

On-time applicants may expect to receive an acknowledgment from the campuses to which they have applied within two to four weeks of filing the application. The notice may also include a request that applicants submit additional records necessary to evaluate academic qualifications. Applicants may be assured of admission if the evaluation of relevant qualifications indicates that applicants meet CSU admission requirements, and in the case of admission impaction, campus requirements for admission to an impacted program. Unless specific written approval/confirmation is received, an offer of admission is not transferable to another term or to another campus.

Hardship Petitions

The campus has established procedures for consideration of qualified applicants who would be faced with extreme hardship if not admitted. Petitioners should write the campus Admissions office regarding specific policies governing hardship admission.

Undergraduate Admission Requirements Freshman Requirements

Generally, first-time freshman applicants will qualify for regular admission if they meet the following requirements:

- Have graduated from high school, have earned a Certificate of General Education Development (GED) or have passed the California High School Proficiency Examination; and
- Have a qualifiable minimum eligibility index (see section on Eligibility Index on page 32); and
- Have completed with grades of C or better each of the courses in the comprehensive pattern of college preparatory subject requirements also known as the "a-g" pattern (see "Subject Requirements").

Eligibility Index – The eligibility index is the combination of the high school grade point average and scores on either the ACT or the SAT. Grade point averages (GPA) are based on grades earned in courses taken during the final three years of high school. Included in calculation of GPA are grades earned in all college preparatory "a-g" subject requirements, and bonus points for approved honors courses. Up to eight semesters of honors courses taken in the last three years of high school, including up to two approved courses taken in the 10th grade can be accepted. Each unit of A in an honors course will receive a total of 5 points; B, 4 points; and C, 3 points.

A CSU Eligibility Index (EI) can be calculated by multiplying a grade point average by 800 and adding your total score on the *mathematics and critical reading scores* of the SAT. Students who took the ACT, multiply your the grade point average by 200 and add 10 times the ACT composite score. Persons who are California high school graduates (or residents of California for tuition purposes) need a minimum index of 2900 using the SAT or 694 using the ACT. The Eligibility Index Table illustrates several combinations of required test scores and averages. For admission to terms during the 2009-2010 college year, the University has no current plans to include the writing scores from either of the admissions tests in the computation of the CSU Eligibility Index.

Persons who neither graduated from a California high school nor are a resident of California for tuition purposes need a minimum index of 3502 (SAT) or 842 (ACT). Graduates of secondary schools in foreign countries must be judged to have academic preparation and abilities equivalent to applicants eligible under this section. An applicant with a grade point average of 3.00 or above (3.61 for nonresidents) is not required to submit test scores. However, all applicants for admission are urged to take the SAT or ACT and provide the scores of such tests to each CSU to which they seek admission. Campuses use these test results for advising and placement purposes and may require them for admission to impacted

majors or programs. Impacted CSU campuses require SAT or ACT scores of all applicants for freshman admission.

Provisional Admission

CI may provisionally admit first-time freshman applicants based on their academic preparation through the junior year of high school and planned for the senior year. The campus will monitor the final two years of study to ensure that admitted students complete their secondary school studies satisfactorily, including the required college preparatory subjects, and graduate from high school. Students are required to submit an official transcript after graduation to certify that all course work has been satisfactorily completed. Official high school transcripts must be received prior to the deadline set by the University. In no case may documentation of high school graduation be received any later than the census date for a student's first term of CSU enrollment. A campus may rescind admission decisions, cancel financial aid awards, withdraw housing contracts, and cancel any university registration for students who are found not to be eligible after the final transcript has been evaluated.

Applicants will qualify for regular (non-provisional) admission when the University verifies that they have graduated and received a diploma from high school, have a qualifiable minimum eligibility index, have completed the comprehensive pattern of college preparatory "a-g" subjects, and, if applying to an impacted program or campus, have met all supplementary criteria. The CSU uses only the ACT score or the

SAT mathematics and critical reading scores in its admission eligibility equation. The SAT or ACT writing scores are not currently used by CSU campuses.

Subject Requirements

The California State University requires that first-time freshman applicants complete, with grades of C or better, a comprehensive pattern of college preparatory study totaling 15 units. A "unit" is one year of study in high school.

- 2 years of social science, including 1 year of U.S. history, or U.S. history and government.
- 4 years of English.
- 3 years of math (algebra, geometry and intermediate algebra).
- 2 years of laboratory science (1 biological and 1 physical, both must include laboratory instruction).
- 2 years in the same foreign language (subject to waiver for applicants demonstrating equivalent competence).
- 1 year of visual and performing arts: art, dance, drama/ theater, or music.
- 1 year of electives: selected from English, advanced mathematics, social science, history, laboratory science, foreign language, visual and performing arts or other courses approved and included on the UC/CSU "a-g" list.

High School Students

High school students may be considered for enrollment in certain special programs if recommended by the principal and the appropriate campus department chair and if preparation

Eligibility Index Table for California High School Graduates or Residents of California

GPA	ACT Score	SAT Score	GPA	ACT Score	SAT Score	GPA	ACT Score	SAT Score	GPA	ACT Score	SAT Score	GPA	ACT Score	SAT Score
3.00 c	3.00 and above 2.81 14 660		2.60	18	820	2.39	22	990	2.18	26	1160			
	quality with any 2.80 14		660	2.59	18	830	2.38	22	1000	2.17	26	1170		
score		2.79	14	670	2.58	18	840	2.37	22	1010	2.16	27	1180	
2.99	10	510	2.78	14	680	2.57	18	850	2.36	23	1020	2.15	27	1180
2.98	10	520	2.77	14	690	2.56	19	860	2.35	23	1020	2.14	27	1190
2.97	10	530	2.76	15	700	2.55	19	860	2.34	23	1030	2.13	27	1200
2.96	10	540	2.75	15	700	2.54	19	870	2.33	23	1040	2.12	27	1210
2.95	11	540	2.74	15	<i>7</i> 10	2.53	19	880	2.32	23	1050	2.11	28	1220
2.94	11	550	2.73	15	720	2.52	19	890	2.31	24	1060	2.10	28	1220
2.93	11	560	2.72	15	<i>7</i> 30	2.51	20	900	2.30	24	1060	2.09	28	1230
2.92	11	<i>57</i> 0	2.71	16	740	2.50	20	900	2.29	24	1070	2.08	28	1240
2.91	11	580	2.70	16	740	2.49	20	910	2.28	24	1080	2.07	28	1250
2.90	12	580	2.69	16	<i>75</i> 0	2.48	20	920	2.27	24	1090	2.06	29	1260
2.89	12	590	2.68	16	<i>7</i> 60	2.47	20	930	2.26	25	1100	2.05	29	1260
2.88	12	600	2.67	16	<i>77</i> 0	2.46	21	940	2.25	25	1100	2.04	29	1270
2.87	12	610	2.66	17	<i>7</i> 80	2.45	21	940	2.24	25	1110	2.03	29	1280
2.86	12	620	2.65	17	<i>7</i> 80	2.44	21	950	2.23	25	1120	2.02	29	1290
2.85	13	620	2.64	17	<i>7</i> 90	2.43	21	960	2.22	25	1130	2.01	30	1300
2.84	13	630	2.63	1 <i>7</i>	800	2.42	21	970	2.21	26	1140	2.00	30	1300
2.83	13	640	2.62	1 <i>7</i>	810	2.41	22	980	2.20	26	1140	Below 2.00 does not qualify for regular admission		
2.82	13	650	2.61	18	820	2.40	22	980	2.19	26	1150			

is equivalent to that required of eligible California high school graduates. Such admission is only for a given specific program and does not constitute a right to continued enrollment.

Transfer Policies of CSU campuses

Authority for decisions regarding the transfer of undergraduate credits is delegated to each California State University (CSU) campus. Most commonly, college level credits earned from an institution of higher education accredited by a regional accrediting agency recognized by the United States Department of Education is accepted for transfer to campuses of the CSU.

The CSU General Education-Breadth (GE-Breadth) program allows California community college transfer students to fulfill lower-division general education requirements for any CSU campus prior to transfer. Up to <u>39</u> of the <u>48</u> GE-Breadth units required can be transferred from and certified by a California college. "Certification" is the official notification from a California community college that a transfer student has completed courses fulfilling lower-division general education requirements. The CSU GE-Breadth certification course list for particular community colleges can be accessed at <u>www.</u> assist.org.

Campuses may enter into articulation agreements on either a course for course or program to program basis. Such articulations are common between CSU campuses and any or all of the California community colleges, but may exist between CSU campuses and other institutions. Established CSU/CCC articulations may be found on www.assist.org. No more than $\underline{70}$ semester units may be transferred to a CSU campus from an institution which does not offer bachelor's degrees or their equivalents, e.g., community colleges. Given the university's $\underline{30}$ unit residency requirement, no more than $\underline{90}$ total units may be transferred into the university from all sources.

Transfer Requirements

Students who have completed fewer than $\underline{60}$ transferable semester college units (fewer than $\underline{90}$ quarter units) are considered lower-division transfer students. Students who have completed $\underline{60}$ or more transferable semester college units ($\underline{90}$ or more quarter units) are considered upper-division transfer students. Students who complete college units during high school or through the summer immediately following high school graduation are considered first-time freshmen and must meet those admission requirements. Transferable courses are those designated for baccalaureate credit by the college or university offering the courses and accepted as such by the campus to which the applicant seeks admission.

Lower Division Transfer Requirements

Generally, applicants will qualify for admission as a lowerdivision transfer student if they have a grade point average of at least 2.0 (C or better) in all transferable units attempted, are in good standing at the last college or university attended, and meet any of the following standards:

- Will meet the freshman admission requirements (grade point average and subject requirements) in effect for the term to which they are applying (see "Freshman Requirements" section); or
- Were eligible as a freshman at the time of high school graduation except for the subject requirements, and have been in continuous attendance in an accredited college since high school graduation, and have made up the missing subjects.

Applicants who graduated from high school prior to 1988 should contact the Admissions office to inquire about alternative admission programs. (Due to enrollment pressures, many CSU campuses do not admit lower division transfer applicants.)

Making Up Missing College Preparatory Subject Requirements

Lower-division applicants who did not complete subject requirements while in high school may make up missing subjects in any of the following ways:

- Complete appropriate courses with a C or better in adult school or high school summer sessions.
- Complete appropriate college courses with a C or better.
 One college course of at least three semester or four quarter units will be considered equivalent to one year of high school study.
- 3. Earn acceptable scores on specified examinations, e.g., SAT subject tests.

Please consult with any CSU Admission office for further information about alternative ways to satisfy the subject requirements. (Due to enrollment pressures, many CSU campuses do not admit lower division transfer applicants. CSU Channel Islands only accepts lower-division applications in the fall terms from pre-nursing majors.)

Upper Division Transfer Requirements

Generally, applicants will qualify for admission as an upperdivision transfer student if they meet all of the following requirements:

- They have a grade point average of at least 2.0 (C or better) in all transferable units attempted; and
- 2. They are in good standing at the last college or university attended; and they have completed at least $\underline{60}$ semester units of college coursework with a grade of C or better in each course to be selected from courses in English, arts and humanities, social science, science and mathematics at a level at least equivalent to courses that meet general education requirements. The <u>60</u> units must include at least 30 units of courses, which meet CSU general education requirement including all of the general education requirements in communication in the English language (both oral and written) and critical thinking and the requirement in mathematics/quantitative reasoning (usually <u>three</u> semester units) or the Intersegmental General Education Transfer Curriculum (IGETC) requirements in English communication and mathematical concepts and quantitative reasoning.

Provisional Admission

CI may provisionally or conditionally admit transfer applicants based on their academic preparation and courses planned for completion. The campus will monitor the final terms to ensure that those admitted complete all required courses satisfactorily. All accepted applicants are required to submit an official transcript of all college level work completed. Campuses may rescind admission for any student who is found not to be eligible after the final transcript has been evaluated. In no case may such documents be received and validated by the University any later than a student's registration for their second term of CSU enrollment.

Test Requirements

Freshman and transfer applicants who have fewer than $\underline{60}$ semester or $\underline{90}$ quarter units of transferable college credit are strongly encouraged to submit scores, unless exempt (see "Eligibility Index" on page 30), from either the ACT or the SAT of the College Board. Persons who apply to an impacted program may be required to submit test scores and should take the test no later than November or December. Test scores also are used for advising and placement purposes. Registration forms and dates for the SAT or ACT are available from school or college counselors or from a CSU campus testing office.

Or students may write to or call:

The College Board (SAT)ACT Registration Unit, Box 6200 Princeton, New Jersey 08541-6200 (609) 771-7588 www.collegeboard.org Registration Unit P.O. Box 414 lowa City, lowa 52240 (319) 337-1270 www.act.org

English Language Requirement

All undergraduate applicants whose native language is not English and who have not attended schools at the secondary level or above for at least three years full time where English is the principal language of instruction must present a score of 500 or above on the Test of English as a Foreign Language (TOEFL). Some majors may require a score higher than 500. Applicants taking the Computer Based Test of English as a Foreign Language must present a score of 173 or above. Some majors and some campuses may require a higher score. A few campuses may also use alternative methods of assessing English fluency: Pearson Test of English Academic (PTE Academic), the International English Language Testing System (IELTS), and the International Test of English Proficiency (ITEP). Each campus will post the tests it accepts on its website and will notify students after they apply about the tests it accepts and when to submit scores.

CSU Minimum TOEFL Standards are:

	Internet	Computer	Paper
Undergraduate	61	1 <i>7</i> 3 ်	500
Graduate	80	213	550

Systemwide Placement Test Requirements

The CSU requires that each entering undergraduate, except those who qualify for an exemption, take the CSU Entry Level Mathematics (ELM) examination and the CSU English Placement Test (EPT) prior to enrollment. These placement tests are not a condition for admission to the CSU, but they are a condition of enrollment. These examinations are designed to identify entering students who may need additional support in acquiring college entry-level English and mathematics skills necessary to succeed in CSU baccalaureate-level courses. Undergraduate students who do not demonstrate college-level skills both in English and in mathematics will be placed in appropriate remedial programs and activities during the first term of their enrollment. Students placed in remedial programs in either English or mathematics must complete all remediation in their first year of enrollment. Failure to complete remediation by the end of the first year may result in denial of enrollment for future terms.

Students register for the EPT and/or ELM at their local CSU campus. Questions about test dates and registration materials may be addressed to the Admissions office, CI, One University Drive, Camarillo, CA 93012, (805) 437-3215.

English Placement Test (EPT)

The English Placement Test (EPT) is designed to assess the level of reading and writing skills of students entering the California State University. The CSU EPT must be completed by all non-exempt entering undergraduates prior to enrollment in any course, including remedial courses. Students who score 147 or above on the EPT will be placed in college-level composition classes.

Exemptions from the EPT are granted only to those who present proof of one of the following:

- A score of 500 or above on the critical reading section of the College Board SAT Reasoning Test
- A score of 22 or above on the American College Testing (ACT) English Test
- A score of 3 or above on either the Language and Composition or Composition and Literature examination of the College Board Scholastic Advanced Placement Program
- Completion and transfer to CSU of the credits for a college course that satisfies the CSU General Education requirement in English Composition, provided such a course was completed with a grade of C or better
- A score of "Exempt" or "Ready for college-level English courses" on the CSU Early Assessment Program (EAP) taken along with the English Language Arts California Standard Test in grade 11

Directed Self Placement (DSP)

Directed Self Placement will be the only method used on the CI campus to place students into freshman composition courses. EPT scores will not be used. New students must take the EPT exam if they are not exempt. Students will be given guidance in Directed Self Placement during orientation and will select English 105, Composition and Rhetoric, or the English 102, 103 Stretch Composition sequence. Completion of English 105 or English 102 plus English 103 satisfies the freshman writing requirement.

Entry Level Mathematics (ELM) Placement Examination

The Entry Level Mathematics (ELM) Examination is designed to assess and measure the level of mathematics skills acquired through three years of rigorous college preparatory mathematics coursework (Algebra I and II, and Geometry) of students entering the California State University (CSU). The CSU ELM must be completed by all non-exempt entering undergraduates prior to enrollment in any course, including remedial courses. Students who score 50 or above on the ELM will be placed in college-level mathematics classes.

Exemptions from the ELM are granted only to those who present proof of one of the following:

- A score of 550 or above on the mathematics section of the College Board SAT Reasoning Test
- A score of 550 or above on a College Board SAT Subject Test in Mathematics (level 1 or level 2)
- A score of 23 or above on the American College Testing (ACT) Mathematics Test
- A score of 3 or above on the College Board Advanced Placement Calculus AB or Calculus BC exam
- A score of 3 or above on the College Board Advanced Placement Statistics examination
- Completion and transfer to 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
- A score of "Exempt" or "Ready for college-level Mathematics courses" on the CSU Early Assessment Program (EAP), taken in grade 11 in conjunction with the CST in Summative High School Mathematics or Algebra II
- A score of "Conditionally ready for college-level Mathematics courses" or "Conditional" on the CSU Early Assessment Program (EAP) taken in grade 11 along with the California Standards Test in Summative High School Mathematics or Algebra II, provided successful completion of a CSU-approved 12th grade math course that require Algebra II as a prerequisite

Adult Students

As an alternative to regular admission criteria, an applicant who is 25 years of age or older may be considered for admission as an adult student if he or she meets all of the following conditions:

- Possesses a high school diploma (or has established equivalence through either the General Educational Development or California High School Proficiency Examinations).
- 2. Has not been enrolled in college as a full-time student for more than one term during the past five years.
- 3. If there has been any college attendance in the last five years, has earned a C average or better in all college work attempted.

Consideration will be based upon space availability and a judgment as to whether the applicant is as likely to succeed as a regularly admitted freshman or transfer student and will include an assessment of basic skills in the English language and mathematical computation. Due to limited availability, CSU Channel Islands currently does not accept students as adult students.

Graduation Requirement in Writing Proficiency

All students must demonstrate competency in writing skills as a requirement for graduation. Information on currently available ways to meet this graduation requirement may be obtained from the Records and Registration office.

Graduation Writing Assessment Requirement

The Graduation Writing Assessment Requirement will be satisfied through the completion of nine units of upper-division interdisciplinary general education courses, which are writing intensive.

(SP 14-03)

Graduate and Post-Baccalaureate Admission Requirements Admission Requirements

Graduate and post-baccalaureate applicants may apply for a degree objective, a credential or certificate objective, or where approved, may have no program objective. Depending on the objective, the CSU will consider an application for admission as follows:

- General Requirements The minimum requirements for admission to graduate and post baccalaureate studies at a California State University campus are in accordance with university regulations as well as Title 5, Chapter 1, Subchapter 3 of the California Code of Regulations.
- Specifically, a student shall at the time of enrollment: (1) have completed a four-year college course of study

and hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association, or shall have completed equivalent academic preparation as determined by appropriate campus authorities; (2) be in good academic standing at the last college or university attended; (3) have earned a grade point average of at least 2.5 on the last degree completed by the candidate or have attained a grade point average of at least 2.5 (A=4.0) in the last 60 semester (90 quarter) units attempted; and (4) satisfactorily meet the professional, personal, scholastic, and other standards for graduate study, including qualifying examinations, as appropriate campus authorities may prescribe. In unusual circumstances, a campus may make exceptions to these criteria.

- Students who meet the minimum requirements for graduate and post-baccalaureate studies may be considered for admission in one of the four following categories:
 - Graduate Classified To pursue a graduate degree, applicants are required to fulfill all of the professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the campus; or
 - o Graduate Conditionally Classified Applicants may be admitted to a graduate degree program in this category if, in the opinion of appropriate campus authority, deficiencies may be remedied by additional preparation; or
 - Post-Baccalaureate Classified, e.g. admission to an education credential program – Persons wishing to enroll in a credential or certificate program, will be required to satisfy additional professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the campus; or
 - Post-Baccalaureate Unclassified To enroll in undergraduate courses as preparation for advanced degree programs or to enroll in graduate courses for professional or personal growth, applicants must be admitted as post-baccalaureate unclassified students. By meeting the general requirements, applicants are eligible for admission as post-baccalaureate unclassified students. Admission in this status does not constitute admission to, or assurance of consideration for admission to, any graduate degree or credential program (most CSU campuses do not offer admission to unclassified post-baccalaureate students).

(These and other CSU admission requirements are subject to change as policies are revised and laws are amended. The CSU website www.calstate.edu and the CSU admissions portal www.csumentor.edu are good sources of the most up-to-date information.)

Graduate-Post-Baccalaureate English Language Requirement

All graduate and post-baccalaureate applicants, regardless of citizenship, whose native language is not English and whose preparatory education was principally in a language other than English, must demonstrate competence in English. Those who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction must receive a minimum score of 550 on the Test of English as a Foreign Language (TOEFL). Some programs require a higher

score. Applicants taking the Computer-Based Test of English as a Foreign Language must present a score of 213 or above. Some programs may require a higher score. Several CSU campuses may use alternative methods for assessing fluency in English including Pearson Test of English Academic (PTE Academic), the International English Language Testing System (IELTS), and the International Test of English Proficiency (ITEP).

Returning Students

Returning students who left CI for more than one semester and are still in good standing are expected to meet all admission requirements, deadlines, and procedures of new applicants.

International (Foreign) Student Admission Requirements

The CSU must assess the academic preparation of foreign students. For this purpose, "foreign students" include those who hold U.S. temporary visas as students, exchange visitors, or in other nonimmigrant classifications.

The CSU uses separate requirements and application filing dates in the admission of "foreign students." Verification of English proficiency (see the section on the English Language Requirement for undergraduate applicants), financial resources, and academic performance are each important considerations for admission. Academic records from foreign institutions must be on file at least six months in advance of enrollment for the first term and, if not in English, must be accompanied by certified English translations. Further information can be found at http://www.csuci.edu/exed/international.htm.

Other Applicants Intrasystem and Intersystem Enrollment Programs

Students enrolled at any CSU campus will have access to courses at other CSU campuses on a space available basis unless those campuses or programs are impacted or admission to the desired program or admission categories are closed. This access is offered without students being required to be admitted formally to the host campus and sometimes without paying additional fees. Although courses taken on any CSU campus will transfer to the student's home CSU campus as elective credit, students should consult their home campus academic advisors to determine how such courses may apply to their specific degree programs before enrolling at the host campus.

There are two programs for enrollment within the CSU and one for enrollment between CSU and the University of California or California Community Colleges. Additional information about these programs is available from the Enrollment Center.

CSU Concurrent Enrollment

Matriculated students in good standing may enroll on a space available basis at both their home CSU campus and a host CSU campus during the same term. Credit earned at the host campus is reported at the student's request to the home campus to be included on the student's transcript at the home campus.

CSU Visitor Enrollment

Matriculated students in good standing enrolled at one CSU campus may enroll on a space available basis at another CSU campus for one term. Credit earned at the host campus is reported at the student's request to the home campus to be included on the student's transcript at the home campus.

Intersystem Cross Enrollment

Matriculated CSU, UC, or community college students may enroll on a "space available" basis for one course per term at another CSU, UC, or community college and request that a transcript of record be sent to the home campus. CI currently does not accept students for intersystem cross enrollment.

CSU Immunization Requirements

Entering CSU students are required to present proof of the following immunizations to the CSU campus they will be attending before the beginning of their first term of enrollment.

Measles and Rubella

All new and readmitted students must provide proof of full immunization against measles and rubella prior to enrollment.

Hepatitis B

All new students who will be 18 years of age or younger at the start of their first term at a CSU campus must provide proof of full immunization against Hepatitis B before enrolling. Full immunization against Hepatitis B consists of three timed doses of vaccine over a minimum four-to-six month period. If you need further details or have special circumstances, please consult the Student Health and Counseling Center at (805) 437-8828.

Meningococcal Disease

Each incoming freshman who will be residing in on-campus housing will be required to return a form indicating that they have received information about meningococcal disease and the availability of the vaccine to prevent contracting the disease and indicating whether or not the student has chosen to receive the vaccination. These are **not** admission requirements, but are required of students as conditions of enrollment in CSU.

Reservation

The University reserves the right to select its students and deny admission to the University or any of its programs as the University, in its sole discretion, determines appropriate based on an applicant's suitability and the best interests of the University.

General Information - Admission and Evaluation of Academic Records Advanced Placement

CI grants credit toward its undergraduate degrees for successful completion of examinations of the Advanced Placement Program of the College Board. Students who present scores of three or better will be granted up to six semester units (nine quarter units) of college credit. Exam credit will be available on the Academic Advising website www.csuci.edu/academics/advising/articulation.htm after publication of this catalog. The AP table included in this catalog indicates credit likely to be given. It should be viewed as a guideline only and is subject to change. Grade reports are sent automatically to CI if requested by the student at exam time. The student may also order the report through the AP website at http://www.collegeboard.com/student/testing/ap/exgrd_rep.html or by calling (609) 771-7300 or (888) 225-5427. Reports should be sent to the Records and Registration office.

SECTION 4 Schedule of Fees



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Schedule of Fees 2011 - 12

The CSU makes every effort to keep student costs to a minimum. Fees listed in published schedules or student accounts may need to be increased when public funding is inadequate. Therefore, CSU must reserve the right, even after initial fee payments are made, to increase or modify any listed fee, without notice, until the date when instruction for a particular semester or quarter has begun. All CSU listed fees should be regarded as <code>estimates</code> that are subject to change upon approval by The Board of Trustees.

The following reflects applicable systemwide fees for both semester and quarter campuses.

All Students

Application Fee (nonrefundable), payable by check or money order at time application is made: \$55

2010-11 Basic Tuition Fees All Campuses effective January 2011

Units	Per Semester	Per Quarter
Undergraduate Tuition Fee 6.1 or more 0.0 to 6.0	\$2,200 \$1,287	\$1,480 \$858
Credential Program Tuition Fee 6.1 or more 0.0 to 6.0	\$2,577 \$1,494	\$1,718 \$996
Graduate/Post-Baccalaureate Tuition Fee 6.1 or more 0.0 to 6.0	\$2,736 \$1,587	\$1,824 \$1,058
Doctoral Programs All students	\$4, <i>77</i> 3	\$8,676

2010-11 Doctorate Tuition Fee*

Units	Per Semester	Per Quarter	Per Academic Year	
All Students	\$4,773	\$3,182	\$9,546	

^{*} Applicable term fees apply for campuses with special terms, as determined by the campus. Total College Year fees cannot exceed the Academic Year plus Summer Term fees.

2010-11 Graduate Business Professional Fee, effective January 2011

Units	Semester	Quarter
Charge Per Unit	\$231	\$154

The Graduate Business Professional Fee is paid on a per unit basis in addition to basic tuition fees and campus fees for the following graduate business programs:

Master of Business Administration (M.B.A.)

Master of Science (M.S.) programs in Accountancy

Master of Science (M.S.) programs in Business Administration

Master of Science (M.S.) programs in Health

Care Management

Master of Science (M.S.) programs in Business and Technology

Master of Science (M.S.) programs in Information Systems

Master of Science (M.S.) programs in Taxation

Nonresident Students (U.S. and Foreign)

Nonresident Tuition (in addition to basic tuition fees and other systemwide fees charged all students) for all campuses:

Units	Semester	Quarter
Charge Per Unit	\$372	\$248

The total nonresident tuition paid per term will be determined by the number of units taken.

Mandatory systemwide fees are waived for those individuals who qualify for such exemption under the provisions of the California Education Code (see section on fee waivers).

Students are charged campus fees in addition to tuition fees and other systemwide fees. Information on campus fees can be found by contacting the individual campus(es).

Additional CI Fees Per Semester

Associated Student Fee	\$62.00
Health Facilities Fee	\$3.00
Instructionally Related Activities	\$50.00
Materials, Services & Facilities Fee	\$35.00
Recreation & Athletics Fee	\$50.00
Student Body Center Fee	\$162.00
Student Health Services Fee	\$60.00

Other CI Fees and Charges

Other Critecs and Charges	
Application Fee	\$55.00
Breakage Card Fees*	\$25.00
Campus ID Card	\$15.00
Change of Graduation Date	\$15.00
Check Return Fee	
Credit Card Transaction Dishonored Fee	
Diploma Fee	\$45.00
Duplicate Diploma Fee	
Freshman Orientation Fee	
General Student Parking Permit	\$145.00
Housing Installment Plan Fee	\$33.00
Intent to Enroll Deposit	\$100.00
Lab Fees*	\$15.00 - \$75.00
Late Payment Fee	\$25.00

Late Registration Processing Fee	\$25.00
Library Fee	(varies)
Registration Installment Plan Fee	\$33.00
Replacement Campus ID Card	\$15.00
Parking Permit Replacement Fee	\$10.00
Student Housing Parking Permit	\$135.00
Transfer Orientation Fee	\$35.00
Vista Bus Shuttle Card	\$25.00
(* Refundable)	

Dolphin Card

All new CI students must purchase a campus photo ID card. To obtain your photo ID, you must bring \$15 and additional photo identification (e.g. valid California Driver's License, a DMV ID or a passport) to the Student Business Services office. There is a \$15 replacement fee for a new card. The card is required:

- For all transactions at Admissions and Records
- For all transactions at Student Business Services
- For all transactions with Transportation & Parking Services
- To obtain campus services from the Library
- For the Student Health & Counseling Center
- For the Student Union
- For the Credential office

Payment Options Online

Credit Cards – (MasterCard, Discover, American Express and Diner's Club) may be used for payment of student fees online only. A merchant imposed convenience fee is applied to all credit transactions.

E-checks - are accepted online with no additional cost.

In Person

Only cash, personal checks or money order are accepted at the Student Business Services office.

Refund of Mandatory Fees, Including Nonresident Tuition

Regulations governing the refund of mandatory fees, including nonresident tuition, for students enrolling at the California State University are included in Section 41802 of Title 5, California Code of Regulations. For purposes of the refund policy, mandatory fees are defined as those systemwide and campus fees that are required to be paid in order to enroll in state-supported academic programs at the California State University. Refunds of fees and tuition charges for self-support, special session, and extended education programs or courses at the California State University are governed by a separate policy established by the University, available at (Title 5, California Code of Regulations, Division 5, Chapter 1, Subchapter 5, Articles 3 and 4, Sections 41802, 41802.1, and 41913)

and that the Board of Trustees adopted a resolution based upon the Title V regulation http://www.calstate.edu/BOT/Resolutions/Nov2001.pdf, the CO has issued various elated Executive Orders as well as an AA coded memo http://www.calstate.edu/AcadAff/codedMemos/AA-2002-13.pdf regarding fee refunds.

In order to receive a full refund of mandatory fees, including nonresident tuition, a student must cancel registration or drop all courses prior to the first day of instruction for the term. Information on procedures and deadlines for canceling registration and dropping classes is available in the Schedule of Classes.

For state-supported semesters, quarters, and non-standard terms or courses of four (4) weeks or more, a student who withdraws during the term in accordance with the University's established procedures will receive a refund of mandatory fees, including nonresident tuition, based on the portion of the term during which the student was enrolled. No student withdrawing after the 60 percent point in the term will be entitled to a refund of any mandatory fees or nonresident tuition.

For state-supported non-standard terms or courses of less than four (4) weeks, no refunds of mandatory fees and nonresident tuition will be made unless a student cancels registration or drops all classes prior to the first day in accordance with the University's established procedures and deadlines.

Students will also receive a refund of mandatory fees, including nonresident tuition, under the following circumstances:

- The fees were assessed or collected in error;
- The course for which the fees were assessed or collected was cancelled by the University;
- The University makes a delayed decision that the student was not eligible to enroll in the term for which mandatory fees were assessed and collected and the delayed decision was not due to incomplete or inaccurate information provided by the student; or
- The student was activated for compulsory military service.

Students who are not entitled to a refund as described above may petition the University for a refund demonstrating exceptional circumstances and the chief financial officer of the University or designee may authorize a refund if he or she determines that the fees and tuition were not earned by the University.

Information concerning any aspect of the refund of fees may be obtained from the Student Business Services office.

Fees and Debts Owed to the Institution

Should a student or former student fail to pay a fee or a debt owed to the institution, the institution may "withhold permission to register, to use facilities for which a fee is authorized to be charged, to receive services, materials, food or merchandise or any combination of the above from any person owing a debt" until the debt is paid (see Title 5, California Code of Regulations, Sections 42380 and 42381).

Prospective students who register for courses offered by the University are obligated for the payment of fees associated with registration for those courses. Failure to cancel registration in any course for an academic term prior to the first day of the academic term gives rise to an obligation to pay student fees including any tuition for the reservation of space in the course.

The institution may withhold permission to register or to receive official transcripts of grades or other services offered by the institution from anyone owing fees or another debt to the institution. The institution may also report the debt to a credit bureau, offset the amount due against any future state tax refunds due the student, refer the debt to an outside collection agency and/or charge the student actual and reasonable collection costs, including reasonable attorney fees if litigation is necessary, in collecting any amount not paid when due.

If a person believes he or she does not owe all or part of an asserted unpaid obligation, that person may contact the campus business office. The business office, or another office on campus to which the business office may refer the person, will review all pertinent information provided by the person and available to the campus and will advise the person of its conclusions.

Fee Waivers

The California Education Code includes provisions for the waiver of mandatory systemwide fees as follows:

Section 66025.3 - Qualifying children, spouses/registered domestic partners, or unmarried surviving spouses/registered domestic partners of a war period veteran of the U.S. military who is totally service-connected disabled or who died as a result of service-related causes; children of any veteran of the U.S. military who has a service-connected disability, was killed in action, or died of a service-connected disability and meets specified income provisions; any dependents or surviving spouse/registered domestic partner who has not remarried of a member of the California National Guard who in the line of duty and in active service of the state was killed or became permanently disabled or died of a disability as a result of an event while in active service of the state; and undergraduate students who are the recipient of or the child of a recipient of a Congressional Medal of Honor and meet certain age and income restrictions;

Section 68120 – Qualifying children and surviving spouses/ registered domestic partners of deceased public law enforcement or fire suppression employees who were California residents and who were killed in the course of active law enforcement or fire suppression duties (referred to as Alan Pattee Scholarships); and Section 68121 – Qualifying students enrolled in an undergraduate program who are the surviving dependent of any individual killed in the September 11, 2001 terrorist attacks on the World Trade Center in New York City, the Pentagon building in Washington, D.C., or the crash of United Airlines Flight 93 in southwestern Pennsylvania, if the student meets the financial need requirements set forth in Section 69432.7 for the Cal Grant A Program and either the surviving dependent or the individual killed in the attacks was a resident of California on September 11, 2001. Students who may qualify for these benefits should contact the Admissions/Registrar's Office for further information and/or an eligibility determination.

Determination of Residence for Nonresident Tuition Purposes

University requirements for establishing residency are independent from those of other types of residency, such as for tax purposes, or other state or institutional residency. These regulations were promulgated not to determine whether a student is a resident or nonresident of California, but rather to determine whether a student should pay tuition on an in-state or out-of-state basis. A resident for tuition purposes is someone who meets the requirements set forth in the Uniform Student Residence Requirements. These laws governing residence for tuition purposes at the California State University (CSU) are California Education Code sections 68000-68090, 68120-68134, and 89705-89707.5, and California Code of Regulations, Title 5, Subchapter 5, Article 4, sections 41900-41916. This material can be viewed on the Internet by accessing the CSU's website at www.calstate.edu/GC/resources.shtml.

Each campus Admissions Office is responsible for determining the residence status of all new and returning students based on the Application for Admission, Residency Questionnaire, Reclassification Request Form, and, as necessary, other evidence furnished by the student. A student who fails to submit adequate information to establish eligibility for resident classification will be classified as a nonresident.

Generally, establishing California residence for tuition purposes requires a combination of physical presence and intent to remain indefinitely. An adult who, at least one full year prior to the residence determination date for the term in which enrollment is contemplated, can demonstrate both physical presence in the state combined with evidence of intent to remain in California indefinitely may establish California residence for tuition purposes. A minor normally derives residence from the parent(s) they reside with or most recently resided with.

Evidence demonstrating intent may vary from case to case but will include, and is not limited to, the absence of residential ties to any other state, California voter registration and voting in California elections, maintaining California vehicle registration and driver's license, maintaining active California bank accounts, filing California income tax returns and listing a California address on federal tax returns, owning residential property or occupying or renting an apartment where permanent belongings are kept, maintaining active memberships in California professional or social organizations, and maintaining a permanent military address and home of record in California.

Non-resident students seeking reclassification are required to complete a supplemental questionnaire that includes questions concerning their financial dependence on parents or others who do not meet University requirements for classification as residents for tuition purposes. Financial independence is required, along with physical presence and intent, to be eligible for reclassification.

Non-citizens establish residence in the same manner as citizens, unless precluded by the Immigration and Nationality Act from establishing domicile in the United States.

Exceptions to the general residence requirements are contained in California Education Code sections 68070-68084 and California Code of Regulations, Title 5, Subchapter 5, Article 4, sections 41906-41906.5, and include, but are not limited to, members of the military and their dependents, certain credentialed employees of school districts and most students who have attended three years of high school in California and graduated or attained the equivalent. Whether an exception applies to a particular student cannot be determined before the submission of an application for admission and, as necessary, additional supporting documentation. Because neither campus nor Chancellor's Office staff may give advice on the application of these laws, applicants are strongly urged to review the material for themselves and consult with a legal advisor.

Residence determination dates are set each term. They are:

Quarter Term Campuses		Semester Term Campuses	
Fall Winter Spring Summer	September 20 January 5 April 1 July 1	Fall Spring Summer	September 20 January 25 June 1

CalState TEACH operates on a trimester system. The residence determination dates for the CalState TEACH are as

Fall	September 20
Spring	January 5
Summer	June 1

Students classified as non-residents may appeal a final campus decision within 120 days of notification by the campus. A campus residence classification appeal must be in writing and submitted to:

The California State University Office of General Counsel 401 Golden Shore, 4th Floor Long Beach, CA 90802-4210

The Office of General Counsel can either decide the appeal or send the matter back to the campus for further review. Students incorrectly classified as residents or incorrectly granted an exception from nonresident tuition are subject to reclassification as nonresidents and payment of nonresident tuition in arrears. If incorrect classification results from false or concealed facts, the student is also subject to discipline pursuant to Section 41301 of Title 5 of the California Code of Regulations.

Resident students who become nonresidents or who no longer meet the criteria for an exception must immediately notify the Admissions Office. Changes may have been made in the rate of nonresident tuition and in the statutes and regulations governing residence for tuition purposes in California between the time this information is published and the relevant residence determination date. Students are urged to review the statutes and regulations stated above.

Average Support Cost Per Full-Time Equivalent Student and Sources of Funds

The total support cost per full-time equivalent student (FTES) includes the expenditures for current operations, including payments made to students in the form of financial aid, and all fully reimbursed programs contained in state appropriations. The average support cost is determined by dividing the total cost by the number of FTES. The total CSU 2010-11 budget amounts were \$2,617,435,000 from state General Fund appropriations (not including capital outlay funding), \$1,244,603,000 from net basic tuition fee revenue, and \$320,211,000 from other fee revenues and reimbursements for a total of \$4,182,249,000. The number of projected 2010-11 FTES is 339,873 resident and 14,509 non-resident students. FTES is determined by dividing the total academic student load by 15 units per term (the figure used here to define a full-time student's academic load).

The 2010-11 average support cost per FTES based on General Fund appropriation and net basic tuition fee revenue only is \$11,213 and when including all sources as indicated below is \$12,117. Of this amount, the average net basic tuition fee revenue and other income & reimbursements per FTES is \$4,416, which includes all fee revenue in the CSU Operating Fund (e.g. tuition fees, application fees, other miscellaneous fees, and reimbursements).

2010/11	Amount	Average Cost per FTE Student	%
Total Support Cost	\$4,182,249,000	\$12,11 <i>7</i>	100%
• State Appropriation ¹	2,617,435,000	<i>7,7</i> 01	64%
• Net Basic Tuition Fee Revenue ²	1,244,603,000	3,512	29%
• Other Income & Reimbursements ^{2,3}	320,211,000	904	7%

1"State Appropriation includes a decrease of \$106 million reflecting a shift of costs on a one-time basis to the federal American Recovery and Reinvestment Act State Fiscal Stabilization Fund."

²Net Basic Tuition fee revenue and other income represents campus 2010-11 budgets submitted November 2010.
³Other income and reimbursements represent campus "other fee" 2010-11 final budget revenues submitted, as well as reimbursements in the CSU Operating Fund.



The average CSU 2010-11 academic year, resident, undergraduate student basic tuition fee and other mandatory fees required to apply to, enroll in, or attend the University is \$5,285. However, the costs paid by individual students will vary depending on campus, program, and whether a student is part-time, full-time, resident, or nonresident.

Procedure for the Establishment or Abolishment of Campus-Based Mandatory Fees

The law governing the California State University provides that fees defined as mandatory, such as a student body association fee and a student body center fee, may be established. A student body association fee must be established upon a favorable vote of two-thirds of the students voting in an election held for this purpose (Education Code, Section 89300). A student body center fee may be established only after a fee referendum is held which approves by a two-thirds favorable vote the establishment of the fee (Education Code, Section 89304). The student body fee was established at CSU Channel Islands by student referendum in 2003. The campus President may adjust the student body association fee only after the fee adjustment has been approved by a majority of students voting in a referendum established for that purpose (Education Code, Section 89300). The required fee shall be subject to referendum at any time upon the presentation of a petition to the campus President containing the signatures of 10 percent of the regularly enrolled students at the University. Once bonds are issued, authority to set and adjust student body center fees is governed by provisions of the State University Revenue Bond Act of 1947, including, but not limited to, Education Code sections 90012, 90027, and 90068. Student body association fees support a variety of cultural and recreational programs, childcare centers, and special student support programs.

The process to establish and adjust other campus-based mandatory fees requires consideration by the campus fee advisory committee and a student referendum. The campus President may use alternate consultation mechanisms if he/she determines that a referendum is not the best mechanism to achieve appropriate and meaningful consultation. Results of the referendum and the fee committee review are advisory to the campus President. The President may adjust campus-based mandatory fees, but must request the Chancellor establish a new mandatory fee. The President shall provide to the fee advisory committee a report of all campus-based mandatory fees. The campus shall report annually to the Chancellor a complete inventory of all campus based-mandatory fees.

For more information or questions, please contact the Budget Office in the CSU Chancellor's Office at (562) 951-4560.

SECTION 5 Financial Aid



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FINANCIAL AID

Sage Hall, Enrollment Center, Room 1020 (805) 437-8530 Fax: (805) 437-8509

financial.aid@csuci.edu

The Financial Aid office assists students in obtaining financial aid resources to meet their educational costs. Students interested in financial aid must complete a Free Application for Federal Student Aid (FAFSA), which can be obtained online at www.fafsa.ed.gov. A variety of financial aid resources are available to students, including grants, loans, federal work study, and scholarships. After students have completed and submitted the FAFSA, they may be considered for the following:

Grants

Federal or state funds that do not have to be repaid:

- Federal Pell Grants are awarded to eligible students with financial need who have not already earned a bachelor's degree or are working toward a teaching credential.
- Cal Grants are awarded to California residents with financial need and who meet the California Student Aid Commission scholastic requirements.
- State University Grants are awarded to California residents. Students are considered for the State University Grant based on their need and the availability of funds.

Loans

Federal Stafford Loans include the subsidized and unsubsidized loan programs which provide low interest, long-term loans to eligible students. Federal Subsidized Stafford Loans are available to students based on financial need. Interest is paid by the federal government (subsidized) while students are enrolled at least half-time and during their six-month grace period after leaving school. Unsubsidized Federal Stafford Loans are available to all students without regard to income. Interest is paid by the student or added to the loan amount that will be repaid later.

Federal Work Study

The Federal Work Study (FWS) program is a financial aid program funded by the federal government and is intended to provide part-time employment opportunities for eligible students who need additional financial resources to pursue a college education. The offer of work study does not guarantee that a job will be available that matches the student's class schedule or desired field. In some cases, if a student is unable to find work, student loans can be increased if the student has not already borrowed the maximum for the year.

Scholarships

The University, in participation with the community, has an endowment, as well as annual donations, that provide scholarships based on academic excellence, financial need and community service. This annual scholarship opportunity takes place each spring and applications are open to both new and continuing students. Students may complete a scholarship application, which is found on the Financial Aid website.

Endowed Scholarships for 2011-2012

President's Scholars Program

Established by a generous gift from the Pierre Claeyssens family, this program provides scholarships to entering freshman students who demonstrate outstanding academic achievement. Applicants must be residents of California and have a 3.75 high school GPA and a minimum score of 1200 on the SAT exam or 26 on the ACT exam. This scholarship is renewable for up to four years.

AAUW Camarillo Chapter ReEntry/Transfer **Scholarship**

Awarded to upper division transfer students that are single parents. Minimum GPA of 3.0 required. Financial need is considered.

Airborne Technologies Annual Scholarship

Awarded to students from Ventura County, and preferably from Oxnard, who are studying business. A 3.0 minimum GPA is required and financial need may be considered.

Art Fund Scholarship

Awarded to art students with a Senior standing. Students must have a minimum GPA of 3.25 and proof of financial need. Applicants will need to provide a portfolio or DVD and an artist statement explaining their work.

Barbara Brooks Scholarship

Awarded to an art student major with a minimum GPA of 2.5.

Bernard and Barbara Bobitch Scholarships in the Health Sciences

Awarded to students in biology, chemistry or related fields that enable them to prepare for careers in a health profession. Students must be legal citizens of the U.S. with a minimum GPA of 3.0 from high school or a community college. The scholarship may be used for purposes other than tuition fees, such as books, computers, childcare or living expenses.

Bostwick Endowed Scholarship

Awarded to students with a 3.0 minimum GPA, demonstrated leadership and community service. Financial need may be considered.

Business & Technology Partnership Scholarship

Awarded to students who are business, science, or math majors with a minimum 3.0 GPA. This will be given to students who are community college transfers or CI juniors or seniors.

Carolyn and Harry Lundgren Angel Endowed Scholarship

Awarded to students studying math or science with a focus on a health-related career. Minimum GPA of 3.0 is required and financial need may be considered.

Citizens for Youth in Ventura County Endowed Scholarship Fund

Awarded to a Ventura County high school graduate with a minimum GPA of 2.0 from high school or a community college. Voluntary school or community service and financial need will be considered. It is renewable for up to four years for a freshman, two years for a community college transferee or two years for a graduate student.

City of Camarillo Endowed Scholarship

Awarded to a student from Camarillo who is studying to become a teacher. A minimum GPA of 3.0 is required. Financial need may be considered.

Delta Kappa Gamma Annual Scholarship

Awarded to a student earning a teaching credential with a minimum GPA of 3.0.

Dorothy Huston Nursing Scholarship

Awarded to students studying nursing. Minimum GPA of 3.0 is required. Scholarship is renewable for up to four years for freshmen or two years for transfer students.

Edison Scholarship

Awarded to students who were community college transfers studying math or the sciences and who demonstrate financial need.

Eugene D. and Nancy S. Sweetland Fellowship

Awarded to a continuing student for study abroad. Applicants must indicate where they want to study and why and they must be willing to share their experience using their own unique style when they return.

Frisch Family Scholarship

Awarded to a student with a minimum GPA of 3.0 who is the first in his/her family to attend college.

Geri and Fred Gretan Nursing Scholarship

Awarded to a student accepted into the nursing program with a minimum GPA of 2.5.

Jensen-Frazeur Nursing Scholarship

Awarded to a student with a minimum GPA of 2.5 who is accepted into the nursing program.

Margaret E. Garlock Nursing Scholarship

Awarded to students from the communities of Oxnard, Camarillo, Port Hueneme, Ventura and the surrounding communities that have been accepted into the CSU Channel Islands Nursing Program.

Mildred Hartung/Beatrice Nuñez International Scholarship

Awarded to a student with a minimum GPA of 3.0 who has been accepted into a study abroad program lasting one academic year. Based on financial need.

Poe Family Endowed Scholarship

Awarded to students studying in the sciences. A minimum GPA of 3.0 is required. Financial need may be considered.

Scott Family Endowed Scholarship

Awarded to students with a 3.0 minimum GPA and demonstrated initiative in the community. Financial need is considered.

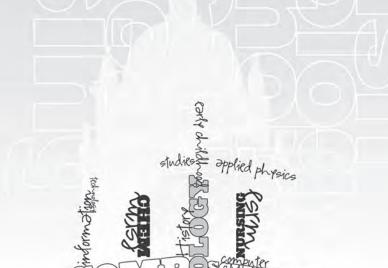
General Scholarships

The CI Foundation provides funds for general scholarships for qualified students. Minimum GPA is 3.0.

Please contact the Financial Aid office for further information on the above scholarships. Scholarship information is also available on the CI website. Visit www.csuci.edu and see the scholarships page under Financial Aid.

Additional scholarships are available through the Ventura County Community Foundation. Please visit www.vccf.org for a list of Ventura County scholarships or contact them directly at (805) 988-0196.

SECTION 6Division of Student Affairs



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DIVISION OF STUDENT AFFAIRS

Mission

Placing students at the center of *their* educational experience, the Division of Student Affairs supports and enhances learning and the University community through quality co-curricular programs, activities, facilities, and services.

Vice President for Student Affairs

Bell Tower, Rooms 2560, 2565 and 2705 (805) 437-8536

Fax: (805) 437-8549

http://www.csuci.edu/studentaffairs/offofvp.htm

The purpose of the Vice President for Student Affairs office is to recommend policies, guidelines and procedures that will ensure a coordinated delivery and assessment system of student services throughout the Division of Student Affairs (DSA), which includes Enrollment Services, Student Life, Housing & Residential Education, and Associated Students Incorporated.

The Vice President for Student Affairs office ensures a comprehensive clearing system which:

- tracks and reports budgets and expenditures;
- implements, coordinates and/or manages special projects;
- produces and distributes internal and external student communication materials;
- hires, trains and provides staff development;
- provides co-curricular education initiatives; and
- coordinates program assessment and evaluation for all units within the Division.

Associated Students Inc.

(805) 437-2622 Fax: (805) 437-2793 http://asi.csuci.edu/

Associated Students Inc. (ASI) is governed by the ASI Board of Directors, which is comprised of nine students, three University administrators, one faculty member, and one member of the community. Of the nine students, four are appointed as a result of being the leaders of the CI organizations designated as "ASI Entities." These organizations include Student Government, Student Programming Board, the CI View student newspaper, and The Nautical yearbook.

- Student Government (SG) is comprised of elected student leaders including a president, vice president, senators, and directors. Student Government contributes input on University policies, serves as the advocate for CI students, and recommends students to serve on University committees.
- The Student Programming Board (SPB) helps to engage Cl students through the organization and implementation of a variety of student-centered programs that are social, educational and cultural.

- The CI View is the campus student newspaper which serves as a forum for discussion of issues occurring on campus, in the region, nationally and internationally.
- The Nautical yearbook provides the campus community with a historical publication highlighting the events, celebrations, changes, challenges and successes of the academic year.

Various programs, services and the day-to-day functions of ASI are overseen by the ASI executive director and the ASI budget analyst and facility specialist. All registered students are members of Associated Students Inc. and pay both an associated student fee and a student body center fee as part of their registration. The ASI executive director is a direct report to the vice president for Student Affairs.

Student Union

Telephone: (805) 437-2622 Fax: (805) 437-2793

In 2006, CI students passed a referendum to fund the design, construction and operation of the Student Union. The Student Union exists to foster community and enhance student learning and development on the CI campus. The 23,000 square-foot Student Union includes a large programmable area for student events and live entertainment; a dining center including a coffee shop, pizzeria, sandwich deli and salad bar; lounges for informal gatherings; a game room with high-definition TVs, pool tables and computer gaming systems; ASI offices for the ASI Entities; and the SEAL (Student Engagement and Applied Leadership) Center. The Student Union also includes the Tree House Courtyard for outdoor events and gatherings for the entire campus community.

Enrollment Services

Enrollment Center

Sage Hall, Room 1020 Telephone: (805) 437-8500 Fax: (805) 437-8509

http://www.csuci.edu/students/enrollserv.htm

All offices in Enrollment Services can be reached through the "one stop" Enrollment Center. Enrollment Services includes the Enrollment Center, Admissions & Recruitment, Financial Aid, and Records & Registration. Student questions concerning admission, graduation, degree audit, scholarships, federal work study, veterans' benefits, and California residency eligibility may be answered in the Enrollment Center.

Associate Vice President - Enrollment Management

The purpose of this office is to coordinate a wide range of campus initiatives relative to student access, retention and success. Working closely with both Student and Academic Affairs, the office seeks to develop, implement and assess policies, processes and comprehensive programs that support students and the mission of the University.

Admissions & Recruitment

admissions@csuci.edu http://www.csuci.edu/admissions

The Admissions office accepts and processes admission applications for both undergraduate and post-baccalaureate programs. Eligibility for admission to CI is governed by Title 5 of the California Code of Regulations.

Financial Aid

financial.aid@csuci.edu http://www.csuci.edu/financialaid

The Financial Aid office assists students in obtaining financial aid resources to meet their educational costs. Students interested in financial aid must complete a Free Application for Federal Student Aid (FAFSA) through the online application at www.fafsa.ed.gov. A variety of financial aid resources are available to students, including grants, loans, federal work study, and scholarships. Students must complete and submit the FAFSA to be considered for federal and state grants and loans. For a complete listing of financial aid resources, please refer to the Financial Aid section of this catalog.

Records & Registration

http://www.csuci.edu/records-registration/index.htm

The Records & Registration office maintains timely and accurate records on enrollment, and the academic progress and accomplishments of its students, while maintaining the privacy and security of those records.

Registration

Registration activities for new and continuing students include eligibility for registration and assignment of registration appointments. Students enroll via the Internet at myCl (https://myci.csuci.edu). Assistance in registering for classes is available on the Records and Registration Web page located at http://www.csuci.edu/records-registration/index.htm.

Graduation

Verification of degree requirements is a function of Records & Registration. Students must file for graduation for the term in which they will have completed all requirements. Application for graduation must be made by the published deadline. Forms for graduation and re-application to change graduation terms are found at http://www.csuci.edu/records-registration/rec_reg_ library.htm.

Veteran Affairs

CI supports the California Veterans Education Opportunities Partnership (VEOP). Students who are eligible for benefits as a veteran, dependent or reservist should contact the V.A. specialist in Records and Registration for assistance in applying for educational benefits and education certification. Required paperwork must be completed each semester.

Housing & Residential Education

Santa Cruz Village, Building E, Room 153 (805) 437-2733 student.housing@csuci.edu http://www.csuci.edu/housing

On-campus living at CI is unique in concept and design. Each residential Village offers a distinct living style and community amenities which are made available to all residents regardless of the Village they live in. In addition to some of the newest and best facilities available, we offer a complete program with trained staff to support student success and full engagement in the CI educational experience. Additionally, all residents participate in the residential dining plan, which allows for students to enjoy meals at Islands Café or use their "flex cash" to dine at any of the other eateries on campus.

Santa Cruz Village

Santa Cruz Village (SCV) opened in fall 2007 and is home to more than 450 freshman and sophomore students. SCV is comprised of two-bedroom, one-bathroom, furnished semi-suites shared by four to five students. SCV has excellent activity and co-curricular space for students such as a television lounge, two game rooms, an exercise room, ballet and art studios, sound resistant practice rooms, and study and computer lounges. Each student room has cable TV and wireless Internet access.

Anacapa Village

Anacapa Village (AV) is comprised of 87 four-bedroom, two-bathroom apartments. These apartments are shared by four to six students. Each apartment is fully furnished and includes living and dining room furniture. AV also offers a variety of common areas, including study rooms and a swimming pool and hot tub, where students may relax or study.

The programs and services of Housing & Residential Education are governed by the California Code of Regulations, Title V: Education, Division 5: Board of Trustees of the California State University, Chapter 1: California State University, Sub Chapter 5: Administration, Articles 5 & 6: Housing and Meals.

Off-campus Housing

Off-campus housing information is available online at http://csuci.och101.com/. Listings of apartments and rooms for rent are on this site.

Student Life

Bell Tower East, Room 1802 (805) 437-8510

Fax: (805) 437-3211

http://www.csuci.edu/studentlife/index.htm

Purpose

Student Life serves as a first point of contact for students seeking involvement opportunities on campus and provides proactive learning experiences aimed at preparing students to serve as effective leaders and members of diverse cultures and communities.

Student Life supports the educational mission of the University through the following co-curricular programs: Student Leadership Programs, Career Development Services, Personal Counseling & Student Health Services, Campus Recreation, Disability Resource Programs, Multicultural Programs, New Student, Orientation & Transition Programs, Talent Search Program, Educational Opportunity Program, University Outreach, Student Support Services Program, Veteran Affairs, and Judicial Affairs.

Associate Vice President - Dean of Students

Bell Tower East, Room 1802 (805) 437-8512 Fax: (805) 437-3211

The purpose of this office is to serve as a central role in student learning and development at CI, while advancing the University's mission by fostering academic and social networks through which students develop as intentional learners and global citizens. This office creates opportunities to involve students, faculty and staff in diverse learning communities and provides a critical support structure for enriching the overall student experience.

Judicial Affairs

Bell Tower East, Room 1802 Dean of Students (805) 437-3332

Fax: (805) 437-3211

http://www.csuci.edu/studentlife/judicial.htm

The Judicial Affairs office develops, disseminates, interprets, and enforces campus regulations; protects the relevant legal rights of students; addresses student behavioral problems in an effective and educational manner; facilitates and encourages respect for campus governance; and provides learning experiences for students who participate in the operations of the judicial system.

The purpose of Judicial Affairs involves: providing a fair process for accountability of student conduct; promoting the development of individual integrity; protecting the rights of members of the campus community; upholding the rules, regulations and integrity of the University; providing learning opportunities for students who participate in the student judicial process; and providing personal accountability.

More information regarding Judicial Affairs and additional information for students, including the Student Code of Conduct and the judicial process, may be found in the Student Guidebook, which is available online at http://www.csuci.edu/students/publication/guidebook/index.htm.

Campus Recreation

Arroyo Hall* (805) 437-8902 Fax: (805) 437-3211

http://www.csuci.edu/recreation

*For ADA access, please push the buzzer on the north side of Arroyo Hall.

Campus Recreation seeks to promote wellness and healthy lifestyles throughout the campus community. Campus Recreation assists students with balancing the demands of academic pursuits with the benefits of "wellness" through physical fitness,

education, competition and recreation. Programming and activities in the following eight categories are provided by Campus Recreation: Intramural Sports, Informal Recreation, Sports Clubs, Instructional Programs, Health & Fitness, Waterfront, Outdoor Adventures and Special Events. Campus Recreation seeks to achieve the following aims:

- Educate students and empower them with knowledge of the benefits of leading an active and healthy lifestyle.
- Promote personal well-being through programs and services that strengthen the physical and mental health of students, faculty and staff.
- Offer skill development workshops and clinics in collaboration with various sport clubs and local, official sports associations to assist students in developing a thorough understanding of a particular activity.

Career Development Services

Career Development Center

Bell Tower, Room 1548 (805) 437-3270 Fax: (805) 437-8899

http://www.csuci.edu/careerdevelopment

Career Development Services Resources

Career Counseling

The purpose of career counseling is to guide students through the career planning process of self-assessment, occupational exploration, career decision making, identifying goals and developing a plan of action.

Career Development Center

The Career Development Center contains reference materials for students and employers. Students have access to computer workstations where online job searching is available.

Career and Internship Fair

Career fairs are a great opportunity for students to obtain leads and contacts for full and part-time jobs, internships, summer employment, and informational interviewing. Career and internship fairs are scheduled during the spring semester. All students are encouraged to attend these fairs to gain information about regional employers and job and internship opportunities.

Graduate School Information Fair

The Graduate School Information Fair is a great opportunity for students to meet graduate school representatives and to explore options for a post-baccalaureate education as well as gain valuable information and insight from school representatives. School information fairs are held during the fall semester.

Internship Opportunities

Local employers frequently contact Career Development Services (CDS) to recruit student interns. By integrating classroom theory into the work world, students acquire firsthand experience in a work environment related to their career interests. Internships are offered during the fall, spring and summer.

Student Employment

On and off-campus employment opportunities are available for viewing through the Dolphin CareerLink Web page. On-campus employment is a convenient way to meet financial needs while attending college. Students may obtain an application for on-campus employment online or in the Career Development Center. Jobs, internships and career opportunities

are posted online. Students interested in viewing these openings need to contact CDS in order to access jobs online.

Co-curricular Portfolio and Transcript Program

The co-curricular portfolio serves as an official compilation of documentation of a student's involvement and achievement in co-curricular activities and learning experiences. Students can demonstrate their co-curricular learning and proficiency by providing evidence of each co-curricular activity and placing it in the portfolio.

Graduate Leadership Opportunities

CDS staff will assist students in researching graduate fellowships and research and internship opportunities. Students interested in graduate school will benefit from learning about resources within the CSU system that offer support for continued education.

Disability Resource Programs

Educational Access Center

Bell Tower, Room 1541 (805) 437-3331 Fax: (805) 437-8529 (V/TTY): (805) 437-3331 accommodations@csuci.edu/ http://www.csuci.edu/drp

CI values student diversity and is committed to providing equal access and opportunity to all educational programs and events. Disability Resource Programs serves as a liaison to students, CSU academic departments and the campus community to ensure that our University is accessible to all qualified students with various disabilities including, but not limited to, physical, learning and psychological.

Reasonable accommodations and services are provided to students who choose to self-identify and are determined by disability verification and consultation with the student. Services and accommodations are also governed under section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, state requirements, and CSU and CI policies. Please contact Disability Resource Programs or visit the website at http://www.csuci.edu/drp regarding required documentation and polices.

To be eligible to receive services, students must meet with the disabilities counselor for intake and disability verification. It is the responsibility of the student to contact Disability Resource Programs each semester for which they are requesting accommodations, even if the same service/accommodation was provided the previous semester. The following services and accommodations are provided in a respectful and confidential manner that promotes independence, self-advocacy and accountability:

- Disability management counseling
- Computer lab with assistive software
- Test proctoring and extended test time
- Scribes for examinations
- Alternate format services
- Note-takers or taped lectures
- Readers/books on tape
- Sign language interpreters
- Realtime captioning
- Priority registration

Campus and community resources

For more information, please contact Disability Resource Programs by calling (805) 437-3331 or visiting our website at http://www.csuci.edu/drp.

Computers for Visually Impaired Users

Several computers throughout the campus are equipped with screen reading software and are available to visually impaired students or members of the public for use in the following locations: Admissions and Recruitment, the Educational Access Center, Human Resources Programs, Information Technology lab rooms 1958 and 1972, the Broome Library, and the Learning Resource Center.

Note: If you are an employee of the University or a campus visitor with a disability requesting accessibility information, please contact Human Resources Programs at (805) 437-8490.

Educational Opportunity Program

Educational Opportunity Program Center

Bell Tower, Room 1538 (805) 437-8539 Fax: (805) 437-3211 http://www.csuci.edu/eop

The Educational Opportunity Program (EOP) is designed to improve access and retention of low-income and educationally disadvantaged students by providing active and targeted support aimed at increasing academic accomplishment and individual empowerment. The ultimate goal is to provide incoming students from disadvantaged backgrounds with the tools that will help them succeed in college and ultimately graduate from CI.

Talent Search Program

Bell Tower East, Room 1852 (805) 437-3172 Fax: (805) 437-3211 http://www.csuci.edu/ets

The Talent Search Program (TSP) at CI has been helping low-income and potential first-generation students successfully graduate from secondary school and enroll in post-secondary education since 2006. Serving 600 students in Ventura County in nine local middle and high schools, ETS seeks to provide students with academic/career/social workshops, college tours, cultural events as well as scholarships and financial aid assistance.

The Talent Search Program (TSP) is a free, federally funded TRIO grant program housed at Cl. Grant funds are received through the U.S. Department of Education.

Multicultural Programs

Multicultural and Women's & Gender Student Center

Bell Tower, Room1805 (805) 437-8407 Fax: (805) 437-3211 mwg.center@csuci.edu

http://www.csuci.edu/multicultural

The purpose of Multicultural Programs is to educate students on issues of diversity and equality, advocate for under-represented groups on campus, affirm and celebrate the unique heritage of our students, promote awareness, understanding, and appreciation for all peoples and cultures, be a uniting force on campus, and foster an environment that is emotionally, mentally, physically, and spiritually safe and beneficial to all areas of student life and development.

The aim of Multicultural Programs is to be more proactive than reactive by encouraging collaboration and dialogue between students, faculty, staff, and administrators of diverse backgrounds, and by being a forum through which people can communicate, voice their concerns, and learn from one another.

New Student, Orientation & Transition Programs

(805) 437-3160 Fax: (805) 437-3211 orientation@csuci.edu http://www.csuci.edu/nsotp

New Student, Orientation & Transition Programs (NSO&TP) supports University recruitment and retention initiatives by coordinating events, activities and services that integrate new students holistically (socially and academically) into the CI community. NSO&TP consists of two programmatic elements: Island View Orientation and Transition Programs.

Island View Orientation

Island View Orientation prepares students for a successful transition to the University and is offered to incoming freshmen and transfer students prior to the start of the fall and spring semesters. This program informs students about academic requirements, campus expectations, student life, student support services, and co-curricular involvement opportunities. Freshman orientation assists students with the initial advising and registration process. Transfer students are strongly encouraged to attend Island View Orientation. Attendance for freshmen is required.

Transition Programs

Transition Programs consists of a series of large and small scale events designed to assist with a student's transition into the University. These events include block parties, the Ask Me Campaign, Be a Part from the Start, the Welcome Celebration, and Family Weekend.

Personal Counseling Services

Student Health & Counseling Center

San Luis Avenue, Yuba Hall (behind Sage Hall) (805) 437-2088

Fax: (805) 437-8829

http://www.csuci.edu/studentlife/personalcounsel.htm

Personal Counseling Services (PCS) supports the academic, personal and interpersonal development of CI students by providing short-term individual and group counseling; crisis intervention; referrals; consultation for faculty, staff, and parents; and educational programs for the campus community. PCS carefully adheres to legal and professional standards of ethics and confidentiality.

Individual Counseling

Students meet one-on-one with a counselor to explore life experiences; feelings of unhappiness, stress, depression and/or anxiety; and to identify personal areas of academic progress.

Group Counseling

Throughout the academic year, two or more students meet with a counselor in a supportive group setting. Group counseling can provide students with opportunities to learn more about themselves and to improve their relationships with others.

Confidentiality

PCS adheres to legal and professional standards of ethics and confidentiality. A student's use of the service and all information shared by students with the counseling staff are held in confidence except in those incidences where clinicians are required by law or a court order to reveal particular information. Records of counseling sessions never become part of a student's transcript or academic record.

If you have an urgent situation, call PCS at (805) 437-2088 or come to the Student Health and Counseling Center. If you are on campus and need assistance after PCS office hours or on weekends, please call University Police at (805) 437-8444. When not on campus, call 911 or have a family member or friend take you to a local emergency room or urgent care clinic.

Student Health Services

Student Health & Counseling Center

San Luis Avenue, Yuba Hall (behind Sage Hall) (805) 437-8828

Fax: (805) 437-8829

http://www.csuci.edu/studenthealth

The purpose of Student Health Services is to promote good physical and emotional health. Emphasis is placed on the prevention of illness through education. All regularly enrolled students are offered basic health services paid through their student fees. There is no charge to see a physician or other medical provider. Additional fees may be charged for immunizations, outside lab services, and x-rays, if needed. Health services available at the Student Health & Counseling Center (SH&CC) are similar to those provided by your family physician including care for colds, cuts, sprains, infections and flu. Services are comprised of the following:

- Diagnosis and treatment of acute illness and injuries
- Physical examinations

- Family planning, including the state-sponsored Family PACT program
- Pap smears
- Immunizations
- TB testing
- HIV testing
- STD screening and treatment
- Pregnancy testing
- Smoking cessation
- Mental health (in conjunction with Personal Counseling Services)
- Health education programs

Appointments are strongly encouraged whenever possible. Walk-ins are accepted if the schedule allows, however priority is given to previously scheduled appointments. Every attempt is made to provide same-day service to students with acute illnesses or urgent concerns.

Community Medical Clinics

When the SH&CC is closed or a student is unable to get to campus, basic health care services are available at no cost at any of the nine Ventura County Medical Clinics listed online at http://www.csuci.edu/studenthealth/health-services.htm. Students must present their student identification card to be seen.

Student Health Insurance

Students are strongly encouraged to have health insurance that covers services beyond the scope of what Student Health Services provides. Information on low cost insurance policies designed especially for students may be obtained from Student Life, the Student Health & Counseling Center, or the website www.csuhealthlink.com.

Immunization Requirements

Entering CSU students are required to present proof of the following immunizations to the CSU campus that they will be attending before the beginning of their first term of enrollment (these are not admission requirements, but shall be required of students as conditions of enrollment in the CSU):

Measles and Rubella

All new and readmitted students born after January 1, 1957 must provide proof of immunization against measles and rubella prior to enrollment. Submit medical documentation to Student Health Services to verify both vaccinations were received since age one or obtain the vaccination at an additional charge through the SH&CC.

Hepatitis B

All new students who will be 18 years of age or younger at the start of their first term at a CSU campus must provide proof of full immunization against Hepatitis B before enrolling. Full immunization against Hepatitis B consists of three timed doses of vaccine over a minimum of four to six months. If you need further details or have special circumstances, please consult Student Health Services at (805) 437-8828.

Meningococcus

Meningococcal vaccine is not required; however, each incoming student who will reside in on-campus housing will be required to return a form to the Housing & Residential Education (H&RE) office verifying that he or she has received information about meningococcal disease and the availability of a vaccine to prevent one from contracting it. Each student

must also indicate on the form whether he or she has chosen to receive the vaccination or not. This form is available at the HRE office, SH&CC or online through the CI website. Student Health Services provides the meningococcal vaccine for an additional fee.

**Students enrolled in a California public middle school or high school after July 1, 1999 will have satisfied this requirement.

Student Leadership Programs

Student Engagement and Applied Leadership Center

Student Union, Room 2037 (805) 437-3356

Fax: (805) 437-3529

http://www.csuci.edu/studentleadership

Based on the premise that leadership is a process whereby individuals can learn and develop leadership skills, Student Leadership Programs (SLP) provides programs and services to develop students to serve as ethical, responsive and skilled leaders in our multicultural society. SLP includes three programmatic elements: the SEAL Center, Clubs and Organizations, and the Leadership Certificate Program (currently under development).

Student Engagement and Applied Leadership (SEAL) Center

The SEAL Center is staffed by experienced student leaders and is a location for aspiring and current student leaders to gain information about leadership opportunities and trainings on campus. Various resources for clubs and organizations are also available in the SEAL Center.

Leadership Certification Program

SLP is currently in the process of developing a multi-phase leadership program that will provide opportunities for students to develop to their fullest leadership potential. Although the second and third levels are still under development, the first level of the leadership certificate program is the Back to Basics Leadership Retreat and is designed to teach aspiring and current student leaders the significance of "going back to the basics" to understand self, leadership, team, professionalism, self-discipline, and etiquette.

Clubs and Organizations

Clubs and organizations must design and implement programs, events and activities which support and enrich the goals of Cl's educational mission. Involvement in clubs/organizations presents students with the opportunity to broaden their learning, obtain leadership and interpersonal skills, and develop a commitment to service. Student participation in clubs/organizations attracts new students to our campus and integrates them into our Cl culture and traditions. Student clubs/organizations strengthen campus-community relations, improve inter-institutional communications, and facilitate students' acquisition of skills.

Student Support Services

Bell Tower East, Room 1885

Student Support Services program (SSS) is designed to assist participants with enhancing their academic skills, increase participants' retention and graduation rates, and promote graduate and professional school programs. SSS provides services in the following areas to eligible students:

- Academic Assistance
- Career and Major Development
- Graduate School Information
- Cultural Enrichment Opportunities
- Student Leadership Opportunities
- Financial Guidance
- Summer Component

Student Support Services program (SSS) is a free, federally funded TRIO grant program at Cl. Grant funds are received through the U.S. Department of Education.

University Outreach

University Outreach Center

Bell Tower East, Room 1769 (805) 437-3155

Fax: (805) 437-3211

http://www.csuci.edu/universityoutreach

The University Outreach program motivates and informs K-8 students of postsecondary educational options and serves to create a college-going culture in Ventura County. There are five initiatives within University Outreach including:

- Pathway to College
- Leaders in Education Awareness Program (LEAP)
- COMM-Unity 101
- Parent Institute for Quality Education
- Cl Rep Visit Program

Pathway to College

The Pathway to College campus visit program is hosted by CI student volunteers and serves K-8th grade students at CI every Friday during the academic year from 9:30 a.m. to 1:30 p.m. The four-hour program consists of a "How to Get to College" presentation, CI student panel and campus tour, and includes fun exercises to help students retain what they learn throughout the day.

Leaders in Education Awareness Program (LEAP)

Ten CI student volunteers are selected each semester to facilitate the Pathway to College campus visit program. The following points describe the mission of LEAP:

- To effectively communicate the public and private benefits of higher education to the constituents of Ventura County
- To educate students about social justice in education
- To train students on how to deliver an effective presentation geared toward K-8th grade students
- To become a student leader on the CI campus and a role model for the community

COMM-Unity 101

COMM-Unity 101 provides 6th-8th grade students with the opportunity to engage in a 30-minute classroom presentation about "How to Get to College" followed by a student panel. The unique aspect of this program is that each presentation is delivered by a team of CI students as their final project for their Communication 101 course. The topics covered include:

- The A-G College Entrance Requirements
- The Four Systems of Higher Education in California
- SAT/ACT College Entrance Exams
- FAFSA and Financial Aid

Parent Institute for Quality Education (PIQE)

The CSU and the Parent Institute for Quality Education (PIQE) have collaborated to provide local area parents the opportunity to learn how to support their child through his/her educational journey. PIQE provides a nine-week training program facilitated by trainers in five Ventura County schools each semester.

CI Rep Visit Program

CI Rep visits are conducted bi-weekly to elementary and middle schools in Ventura County in an effort to provide additional opportunities for outreach. During the CI Rep Visit Program, students are exposed to a "How to Get to College" presentation followed by a question and answer session.

Veteran Affairs

Veteran Resource Center

Sage Hall, Room 1061 (805) 437-3524 Fax: (805) 437-2084

Email: veterans.help@csuci.edu

The Veteran Resource Center serves as the hub for all student veteran services at CI and provides excellent support in assisting prospective and enrolled student veterans and dependents in transitioning to the campus community. The center's collaborative approach connects veteran students to all campus support programs to ensure them successful progress towards completion of their degree, from their initial point of contact with the University through graduation and on to their career goals. The Veteran Resource Center offers eligible veterans, dependents or reservists assistance with applying for education benefits. The following educational benefits are available to veterans and dependents at CI:

- Chapter 33 (Post-9/11 Gl Bill)
- Chapter 33 (Post-9/11 Gl Bill Transfer of Entitlement)
- Chapter 30 (Montgomery GI Bill Active Duty)
- Chapter 31 (Vocational Rehabilitation)
- Chapter 1606 (Montgomery GI Bill Reservists)
- Chapter 1607 (Reserve Educational Assistance Program)
- Chapter 35 (Dependents Educational Assistance)
- California Veterans Fee Waiver Program (Dependents of Veterans with a Service-Connected Disability)

SECTION 7Policies and Regulations

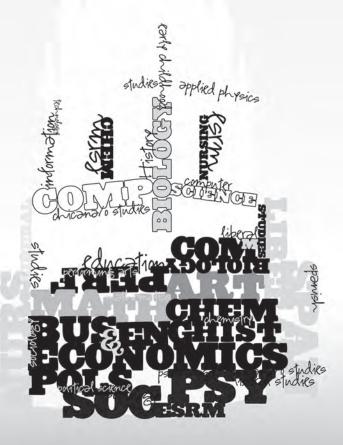
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POLICIES AND REGULATIONS

For further information about the policies listed here, please refer to the Administrative Policy Manual Website at http://policy.csuci.edu/ or the Academic Senate Policy Website at http://senate.csuci.edu/policies.htm. Administrative and Academic Policies are subject to change at any time as policies are issued or updated. Additional policies that apply to students and others connected to CSU Channel Islands (CI) may be found in Title 5 of the California Code of Regulations, the CSU Memoranda of Understanding, CSU system wide policies, and within other University publications. As an agency of the State of California, CI is subject to state and federal laws and regulations.

Academic & Information Technology

Information Security

CSU Channel Islands is committed to protecting the confidentiality, integrity and availability of campus information assets. Unauthorized modification, deletion, or disclosure of information assets can compromise the mission of the CSU, violate individual privacy rights, and possibly constitute a criminal act. The Board of Trustees of the CSU has overall responsibility for the protection of information assets, and has established an Information Security Policy (ICSUAM 8000.0). It is the policy and practice of Channel Islands to abide by the letter and spirit of the CSU policy.

For a full description, view the CSU Information Security webpage: http://www.calstate.edu/icsuam/sections/8000/.

Responsible Use of Information Technology Resources

Accountability

The campus Chief Information Officer (CIO) is responsible for ensuring that a Responsible Use Policy is in place and enforced.

Applicability

This policy applies to all users (e.g., executives, managers, faculty, staff, students, guests, business partners, and others) of CSU data, computer networks, equipment, or computing resources. It is the collective responsibility of all users to ensure the confidentiality, integrity, and availability of information assets owned, leased, or entrusted to the CSU and to use CSU assets in an effective, efficient, ethical, and legal manner.

Text

General Principles

- Use of CSÚ resources shall be consistent with the education, research, and public service mission of the University, federal and state laws, applicable regulations, and CSU and campus policies.
- The Responsible Use Policy shall apply to all users of resources owned, leased, or entrusted to the CSU.
- It is the policy of the CSU to make academic and information technology resources and services accessible to all CSU students, faculty, staff, and the general public regardless of disability. Information regarding the Accessible Technology Initiative may be found at: http://www.calstate.edu/accessibility.

- The University shall respect individuals' rights to use CSU resources free from intimidation and harassment.
- The University respects freedom of expression in electronic communications on its computing and networking systems. Although this electronic speech has broad protections, all University community members are expected to use the information technology facilities considerately with the understanding that the electronic dissemination of information, particularly on the computing and networking systems, must be available to a broad and diverse audience.
- Other than publicly designated official University sites, the CSU does not generally monitor or restrict content residing on campus systems or transported across its networks.
- If there is reasonable cause to believe that a user has violated CSU or campus policy, federal/state laws, applicable regulations, or contractual obligations, the University reserves the right to take any of the following actions:
 - To have appropriate staff (e.g. T&C staff) access the computing systems and networks including individuals login sessions.
 - o Limit an individual's access to its networks.
 - o Remove or limit access to University computers and/or materials posted on University computers.
- "Reasonable cause" exists when facts and/or circumstances sufficiently convince a reasonable person to conclude:
 - A violation of CSU or campus policy, state/federal law, applicable regulation, or contractual obligations has occurred.
 - o A member or group within the campus community has been detrimentally affected by some action.
- All investigations of CSÚ or campus policy violations, non-compliance with federal/state laws and applicable regulations or contractual agreements will be conducted in a fair and equitable manner following established CSU and campus procedures.
- In the normal course of system maintenance, both preventive and troubleshooting, system administrators and service providers may be required to view file and monitor content on the CSU and campus networks, equipment, or computing resources. These individuals shall maintain the confidentiality and privacy of information unless otherwise required by law or CSU/campus policy.
- All users (e.g., faculty, staff, students, business partners, etc.)
 are required to help maintain a safe computing environment
 by notifying appropriate campus officials of vulnerabilities,
 risks, and breaches involving campus technology.

User Responsibilities

- Unless otherwise authorized, the owner of an account on a campus information system or network resource is responsible for all activity initiated by the user and performed under his/her account. A user cannot be held responsible for activities that may occur without his/her knowledge (e.g., hacking). When such an event occurs, the user will be required to assist in the investigation of the incident.
- Account owners must appropriately protect their account and authentication credentials.
- Users who have been authorized to use a passwordprotected account must follow established procedures for setting, maintaining, and changing passwords and may not disclose the password or otherwise make the account available to others without explicit authorization per established procedures.

With the exception of publicly accessible campus academic and information technology resources, users must not transfer or extend access to University academic and information technology resources to outside individuals or groups without prior approval of authorized University personnel. Such access must be limited in nature and fall within the scope of the educational mission of the University.

Responsible Use

- Users must not use campus information systems, data, or network resources for purposes that are inconsistent, incompatible, violate, or are in conflict with the University's mission, federal/state law, applicable regulations, contractual agreements, or University regulations and
- Users must not use a University owned/leased computer system without permission or authorization.
- Users must not add, delete, alter, or destroy data or software without authorization.
- Users may not make software available for copying on a computer without authorization or unauthorized copies of computer data or documentation.
- Harassment of others via University information systems or network resources is prohibited under California State Penal Code Section 653m, other applicable laws, and University policies. It is a violation of this policy to use electronic means to harass, threaten, defame, or otherwise cause harm to a specific individual or threaten groups of individuals, whether by direct or indirect reference, or by creating a hostile environment. Campus information systems or network resources must not be used to print, send, or store fraudulent or harassing messages and/or materials. No e-mail, messages (voice or electronic), or web pages may be created or sent that may constitute intimidating, hostile, or offensive materials based on gender, race, color, religion, national origin, sexual orientation, or disability.
- University information systems or network resources must not be used to store, distribute, or transmit obscene or offensive material. These restrictions may not prohibit such access or retention if such materials are being used for a specific academic purpose. Access, storage, and transmission of child pornography using CSU or campus resources ARE strictly prohibited at all times.
- Certain University facilities that provide information technology (e.g., computer labs, laboratories, offices, and libraries) do not provide a private environment for accessing electronic communications or other data. Therefore, users are advised to be aware of their responsibilities for appropriate behavior in public places. Some materials, which may be appropriate for scholarly inquiry in various disciplines, may have a strong possibility of creating an uncomfortable environment for other users. When an uncomfortable environment has been created, parties are encouraged to contact appropriate campus officials to seek assistance in resolving the conflict.
- Users must promptly report the loss or theft of any device which grants physical access to a University facility (e.g., keys, access cards or tokens).
- Users of campus information systems, data, or network resources must not purposefully misrepresent their identity, either directly or by implication, while communicating electronically. This provision is not intended to limit anonymity, where appropriate, but rather to address purposeful and deliberate use of false identities.

- Campus information systems, data, or network resources must not be used to imply University endorsement, including the support or opposition of the University with regards to any religious or political activity or issue. While using University information systems or network resources, users must not imply University endorsement of products or services of a non-University entity, without appropriate approval. Users must not give the impression that they are representing, giving opinions, or otherwise making statements on behalf of the University unless authorized to do so.
- Effective information security is a team effort involving the participation and support of every user. A user who has knowledge (or reasonable suspicion) of a violation of this policy must follow the applicable procedures for reporting the violation to the appropriate personnel at his or her campus. A user must not prevent or obstruct another user from reporting a security incident or policy violation.

Network and Systems Integrity

- Individuals must not use University-owned/leased or privately-owned/leased technology resources in a manner that purposefully causes damage to or impairs campus information systems, data, or network resources. Such behaviors (e.g., disrupting services, or causing a denial of service to a computer system or network without authorization) are prohibited on both University-owned/ leased and privately-owned/leased equipment operated on or through campus resources.
- In accordance with California State Penal Code Section 502 and other policies and laws, activities and behaviors that threaten the confidentiality, availability, and integrity of campus data, networks or information systems are prohibited on both University-owned/leased and privately-owned/ leased equipment operated on or through University resources. These activities and behaviors include but are not limited to:
 - o Failure to comply with authorized requests from University personnel to discontinue activities that threaten the operation or integrity of information systems, data, or network resources.
 - o Providing unauthorized services or accounts on University information systems. University-authorized business and other activities directly related to the academic mission of the University are allowed; however, any information systems running services that may negatively impact management, reliability, or integrity of the University network or other University resources may be disconnected from the network.
- Users must appropriately protect their devices and credentials that provide access to University protected data against loss, theft, or unauthorized access. Users must take reasonable precautions to ensure that their devices (e.g., computers, PDAs, smart phones, etc.,) are secure before connecting remotely to the CSU information systems, data, or network resources. Users must close connections (including re-mote connections) to University information systems, data, and network resources once they have completed Universityrelated activities.

Incidental Use

University information systems and network resources are owned and operated by the University and are to be used for Universityrelated activities and may be used for occasional incidental use. Such resources are provided to facilitate a person's essential work as an employee, student, or other role within the University. Individuals may use campus information resources for occasional

incidental personal purposes of a private nature provided such use does not:

- Violate international, federal, or state laws.
- Interfere with the University's operation of its information systems and network resources.
- Burden the University with significant costs.
- Interfere with a person's employment or other obligations to
- Constitute or result in financial gain for someone or something other than the University.
- Create a security risk to the confidentiality, integrity or availability of University resources, data or services.

When significant costs for personal use are incurred, users may be held responsible for reimbursing some or all of the costs to the University.

Note: The California State University is in the process of developing a university-wide policy for the responsible use of academic and information technology resources. Pending the adoption of the final policy, CI has adopted, on an interim basis, the initial draft of the CSU policy. The above is only a portion of the University's Interim Policy on Responsible Use of Academic and Information Technology Resources. The complete policy can be found on the CI website at http://policy.csuci.edu/IT/03/ IT.03.001.htm. (IT.03.001)

Admissions

Admission Exceptions

Accountability

The Director of Admissions & Recruitment

Applicability

Any applicant who will not meet the published admission eligibility standards, or who has applied and has received an official denial from the University, may submit a letter of appeal to the Admissions Exception Committee.

Definition(s)

Admissions Exception Committee — Composed of two faculty members (appointed by the Chair of the Academic Senate), one representative from Academic Advising (appointed by the director of Academic Advising), one representative from Admissions and Recruitment (appointed by the director of Admissions and Recruitment), one representative from the Educational Opportunity Program (appointed by the director of Access, Orientation, and Transition Programs), one representative from Disability Resource Programs (appointed by the director of Access, Orientation, and Transition Programs), and one student (appointed by the president of student government). Each member of the committee serves a term of two admissions cycles (spring and fall).

Exception — A request to be admitted despite not having met all CSU admissions requirements (not a request to waive or substitute requirements). A limited number of admissions exceptions are allocated to this campus each academic year.

Denial — A formal letter from the University denying admission.

Extenuating Circumstances — Any condition that the applicant believes explains the reason for failure to meet admission criteria and that warrants the review of the application.

Petition — May be by form or letter and must include a statement of extenuating factors, including the potential hardship

to be incurred if admission is denied as well as the reason the applicant's past record is not indicative of present capabilities.

Any applicant who has been denied admission, or will be denied admission, to the University may request admission by submitting a letter of appeal requesting that the application be reviewed. Under the purview of the director of Admissions and Recruitment, the Admissions Exception Committee regularly reviews these letters along with the original application and supporting documents. The committee will review the request and recommend whether or not the applicant's petition warrants a granting of admission. Key to the committee's decision is the applicant's ability to succeed in the University environment given the explanation and documentation provided. The committee considers a number of factors, normally favoring applicants who are close to qualifying and whose appeals both adequately explain the failure to meet admission criteria and demonstrate the motivation to succeed. (SP07-14) (SA.02.011)

Application Roll-Over

The complete policy text can be found on the CI website at http://policy.csuci.edu/SA/02/SA.02.014.htm. (SA.02.014)

Intent to Enroll

The complete policy text can be found on the CI website at http://policy.csuci.edu/SA/02/SA.02.015.htm.

Submission of Official Transcripts

Accountability

The Director of Admissions and Recruitment and the University Registrar

Applicability

All applicants for admission to degree-, credential-, or certificategranting programs at Cl.

Definition(s)

Official Transcripts — Include all prior coursework attempted, withdrawn, completed, and in-progress at all institutions, colleges, universities, or high schools.

- 1. A transcript is considered official if it is sent directly from the institution of origin to the Enrollment Center at Cl and bears the official seal of the institution of origin and the signature of the custodian of records. A transcript hand-carried by the applicant from the institution of origin in an envelope sealed by the issuing institution is also considered official. A transcript bearing a college seal is not official unless it meets the above guidelines.
- Official transcripts are required from all institutions attended, including extension and correspondence courses, even if withdrawal occurred prior to the completion of the course(s). The University reserves the right to determine whether a transcript will be accepted as official. An applicant disregarding these requirements is subject to disciplinary action and may have the application for admission cancelled.
- 3. As schools and colleges will send transcripts only upon the request of the student, the responsibility for insuring that official transcripts reach the Admissions and Recruitment office rests with the applicant.

- 4. All transcripts submitted to CI become the property of the University. Students are required to have their own personal set of transcripts from all institutions attended for advisement. The Admissions and Recruitment and Registrar's office will not provide copies from other institutions.
- Students admitted on a provisional basis must submit required final official transcripts by the established deadlines. Failure to comply will result in cancellation of provisional admission or a hold on further enrollment until final official transcript is received.

(SA.02.013)

Course Credit

Advanced Placement (AP) Exam Credit

CI grants credit toward its undergraduate degrees for successful completion of examinations of the Advanced Placement Program of the College Board. Students who present scores of three or better will be granted up to six semester units (nine quarter units) of college credit. CI credit for past (and current) exams is available on the Academic Advising website under Transfer Credit Information at www.csuci.edu/academics/advising/. Grade reports are sent automatically to CI if requested by the student at exam time. The student may also order the report through the AP website at https://www.collegeboard.com/student/testing/ap/exgrd_rep.html or by calling (609) 771-7300 or (888) 225-5427, Mon-Fri 8 am to 4:45 pm, Eastern Time. Reports should be sent to Records and Registration. (SPO1-37)

Credit by Examination

CI may grant unit credit to those students who pass examinations that have been approved for credit system-wide. These are: the CSU English Equivalence Examination EEE and the College Level Entrance Program CLEP Examinations. Specific information on credit earned may be found by visiting the Academic Advising website located at http://www.csuci.edu/academics/advising/articulation.htm.

Students may challenge courses by taking examinations developed at Cal State Channel Islands. Credit shall be awarded to those who pass them successfully. Credits earned in this manner will be recorded as "CR" credit on the student's transcript and will be counted toward the total number of units required for the degree although they will not be included in calculation of the grade-point average. Credit by examination may not be used to fulfill the minimum residence requirement.

Credit for Military Service

Credit will be allowed toward graduation to any student submitting evidence DD 214 or DD 295 of satisfactory completion of Basic Training. Students with service in the Air Force, Army and Coast Guard will receive 4 units of credit. Students with service in the Marine Corps will earn 8 units of credit. Credit is allowed in accordance with the recommendation by the American Council on Education ACE. Other military courses completed may earn baccalaureate credit as outlined in the Guide to the Evaluation of Education Experience in the Armed Forces. CI has final discretion on where these units will be applied. Specific information on credit earned may be found by visiting the Academic Advising website located at http://www.csuci.edu/academics/advising/articulation.htm.

Credit for Non-collegiate Instruction

Cal State Channel Islands grants undergraduate degree credit for successful completion of non-collegiate instruction, either military or civilian, appropriate to the baccalaureate degree, which has been recommended by the Commission on Educational Credit and Credentials of the American Council on Education. The number of units allowed are those recommended in the Guide to the Evaluation of Educational Experience in the Armed Services and the National Guide to Educational Credit for Training Programs. Specific information on credit earned may be found by visiting the Academic Advising website located at http://www.csuci.edu/academics/advising/articulation.htm.

Credit Toward Graduation for Courses Taken Outside CI

A student may earn credit toward graduation for courses taken outside of CI as follows:

Transfer of Undergraduate and Graduate Credit from Another Accredited Institution

Students who were in good standing at another accredited institution may, within maximums, transfer credit for baccalaureate or graduate degree course work. Course equivalency for major requirements is subject to the determination and discretion of the University; students are cautioned that while the University will accept transferred courses for unit credit towards admission, it is under no obligation to accept those same courses for subject credit to fulfill requirements. Policy regarding transfer of courses from California community colleges differs in some respects. Individual program regulations for specific transfer limitations should be consulted.

Transfer of Undergraduate Credit From Accredited Community Colleges

A maximum of $\underline{70}$ semester units earned in a community college may be applied toward the baccalaureate degree, with the following limitations and stipulations:

- No upper-division credit may be allowed for courses taken in a community college;
- 2. No credit may be allowed for professional courses in education taken in a community college, other than introduction to education courses;
- 3. Students who transfer general education certification are still required to complete at least <u>9</u> units of upper-division general education courses at CI.

Note: Articulation agreements with the California Community Colleges may be found at www.ASSIST.org. ASSIST also provides CSU General Education and IGETC certification lists. (SP01-36)

International Baccalaureate (IB) Exam Credit

Čl grants credit toward its undergraduate degrees for successful completion of IB examinations. IB exams at the Higher Level (HL) passed with a score of 4 or higher will earn up to 8 units of semester credit. Exams passed earn a grade of credit (CR) and are not calculated into the GPA. Cl credit for past (and current) exams is available on the Academic Advising website under Transfer Credit Information at www.csuci.edu/academics/advising/. IB transcripts are sent automatically to Cl upon completion of the exam if requested by the student. For more information about transcript requests, please call the IB North American office in New York City at (212) 696-4464, Mon-Fri 9:30 am to 4:30 pm, Eastern Time or send an e-mail to

<u>transcripts.ibna@ibo.org</u>. Transcripts should be sent to Records and Registration.

International Program Credit

Course credits earned in universities abroad may be accepted for degree credit at CI subject to evaluation by the Admissions and Recruitment office. Specific course equivalencies may require consultation with individual program coordinators. CI students who desire, subsequently, to take courses at a foreign university for degree credit must have each such course approved in advance in writing by the program coordinator. (SPO1-36)

Extended University

Extension Courses

Students may take extension courses without matriculating at CI provided that they meet course prerequisites. Extension courses may be applied to degree and credential requirements with approval of the degree program coordinator. Extension courses do not satisfy the University's residence requirement for graduation. Up to $\underline{24}$ units earned through Open University (see Open University) and Extension may be applied to a bachelor's degree at CI, and up to $\underline{9}$ units may be applied to a master's degree. (SPO1-36)

Open University

Open University permits non-matriculated students to register concurrently with matriculated students in regular classes. Up to $\underline{24}$ units earned through Open University and Extension (see Extension Programs) may be applied to a bachelor's degree at CI, and up to $\underline{9}$ units may be applied to a master's degree. (SP01-36)

Financial Aid

EOP Grant Awarding

The complete policy text can be found on the CI website at http://policy.csuci.edu/SA/10/SA.10.009. (SA.10.009)

Federal Work Study

Accountability

Financial Aid office, Payroll and Human Resources.

Applicability

All students applying for and receiving assistance through this program.

Definition(s)

The Federal Work Study Program — A financial aid program funded by the Federal Government and is intended to provide partitime employment opportunities for eligible students who need additional financial resources to pursue a college education.

 $\it ISIR-$ Institutional Student Information Report. An electronic record received by CI from the Federal Government when the student files a FAFSA form (Free Application for Federal Student Aid)

 $\it EFC-Expected Family Contribution.$ The eligibility value delivered on the ISIR.

Financial Need — equals the cost of attendance minus the federal Expected Family Contribution.

Unmet Need — The amount remaining after a student total financial aid resources and awards have been awarded to meet financial need.

Text

Eligibility

Students who have applied for financial aid through the FAFSA application process and have been awarded Federal Work Study funds may participate. To be eligible, a student must demonstrate need that meets or exceeds the award to meet the award amount authorized by the Financial Aid office. Students may reduce their student loan eligibility to be eligible for FWS. Students must be currently enrolled at least half time (6 units) to be eligible to participate.

FWS employment must be suspended or terminated in all cases where a student no longer meets federal requirements for financial aid or campus requirements for employment. A student's FWS employment must be terminated by the last day of the pay period in which their award expires. If a student becomes ineligible to participate in the Federal Work Study Program, the employer immediately becomes responsible to pay the full earnings of the student. The Employer is also responsible for paying student earnings once the full federal work study award has been earned.

Awarding

Funds are limited and not all eligible students will be able to participate in the program. Employment and funding are awarded on a first-come, first-served basis. Priority is given to students who demonstrate the highest need and applied for financial aid on or before the priority deadline of March 2nd. Federal Work Study award amounts will be determined by the Financial Aid office to maximize program effectiveness. Awards will continue to be awarded until all funds have been exhausted. FWS awards may be withdrawn or reduced according to fund availability.

Job Placement

Students are responsible for finding employment on campus through Career Development Services or in Federal Work Study approved off-campus positions through the office of Service Learning and Civic Engagement. Job placement is not guaranteed.

Employment Guidelines

Work Study students are limited to working up to a maximum of 20 hours per week during a regular academic semester in which they are enrolled. During non-enrollment periods such as semester breaks, FWS students may work up to a maximum of 40 hours per week. There are no exceptions to allow a student to work during the time they should be in class. Under no circumstance can a student be authorized to earn over-time pay. Wages earned during a period of non-enrollment (excluding winter and spring breaks) must be used to cover costs associated with educational expenses for the next period of enrollment. (34 CFR 375.25b)

No campus department shall charge a student's employment to the FWS program without the approval of the Financial Aid office. The FWS program will be administered in accordance with all CSU Human Resources policies and procedures. All standards of employment will be met including, but not limited to: job descriptions, pay rates, hours of employment, payroll certification and other HR requirements.

The University will offer employment both on and off campus. In accordance with federal regulations, the University establishes

contracts with non-profit agencies that serve a community need. A contract will be developed with each agency employing FWS students that outlines the responsibilities of the agency including any administrative fees that may be applicable as well as the employer's share of student payroll. (SA.10.005)

Financial Aid Packaging

Accountability

The Financial Aid office

Applicability

All registered students at CI

Definition(s)

Institutional Student Information Report (ISIR) — An electronic record received by CI from the Federal Government when the student files a FAFSA application (Free Application for Federal Student Aid).

Text

Eligibility

Financial aid eligibility is measured using federal, state, CSU and institutional standards. All students must meet program eligibility criteria as established by the funding entity. All students are required to have a valid Institutional Student Information Report (ISIR) on file before aid is awarded. All students must be applicants to CI to be considered for financial aid funding. These packaging standards given are for all students who qualify for financial aid funding.

Pell Grant

As Pell eligibility is assessed by a national standard, no institutional adjustment of the amount of a Pell award can be made, except as required by regulation due to changes in enrollment status.

ACG/Smart Grants

ACG/Smart Grant funds are awarded according to the Department of Education guidelines of the respective programs and award amounts are designated by the Department of Education. Students must be Pell eligible to qualify.

Supplemental Education Opportunity Grant

Supplemental Education Opportunity Grants (SEOG) are awarded to undergraduate students with exceptional financial need. First priority is given to students with the lowest Expected Family Contributions (EFC) who receive a Pell Grant and who apply by March 2.

State University Grant

State University Grant funds are awarded in accordance with CSU policy which was issued on March 8, 2001, to CSU Presidents from Executive Vice Chancellor David Spence. This CSU policy establishes system wide standards as well as sets the maximum award amounts based on the enrollment category.

Cl policy on State University Grant eligibility can be found in the University Catalog.

A State University Grant is awarded up to the full amount of fees minus any fee-based Cal Grant award or waivers. Additional amounts may be awarded up to the maximums established by the Chancellor on a case-by-case basis. Awards may vary based on state funding. The Financial Aid office is authorized to adjust award amounts to maximize program effectiveness.

A State University grant is awarded only to students accepted in degree or credential programs. Post-baccalaureate unclassified

students are not eligible for financial aid.

Priority is given to on-time undergraduate applicants with an expected family contribution of \$800 or less and no award is made to students whose expected family contribution exceeds \$4000.

EOP Grant

EOP grant funds are awarded only to undergraduate students accepted for admission through the CSU EOP. Eligibility must be confirmed by the EOP office.

An EOP grant is awarded up to a maximum of \$1000 per academic year.

Priority is given to on-time undergraduate applicants with an expected family contribution of \$800 or less.

Stafford Loans

Subsidized Stafford loans are awarded to meet a remaining need not met by grant assistance. Federal rules regarding class level and cumulative maximum amounts are followed by the Financial Aid office.

Unsubsidized Stafford Loans are awarded to upper division and post-baccalaureate students. Lower division students may receive unsubsidized loans after a review of their circumstances.

Work Study

Federal Work Study funds are awarded to undergraduates who have expressed an interest in the Federal Work Study Program. Based on award eligibility, these funds can be used to reduce Stafford Loans or provided as another funding resource to finance the student's educational costs. This program has limited funding and is subject to the state budget process.

Coordination

As required by regulation, all aid components and other available resources are reviewed to insure that aid is awarded appropriately and that no duplication of aid resources occurs. Consultation with awarding authorities will take place to determine award priorities. (SA. 10.007)

Financial Aid Satisfactory Academic Progress

Accountability

Financial Aid office

Applicability

All registered students at CI receiving financial aid assistance.

Text

This policy is identical to the institutional policy for a student enrolled in the same educational program who is not receiving Title IV assistance. Satisfactory Academic Progress is reviewed annually by the Financial Aid office at the end of the Spring term. The SAP review process is conducted within the student database system and the decision is recorded under the Financial Aid section of the database system.

This policy has four conditions which must be met to be eligible for financial aid. Students who have been awarded financial aid and do not meet these conditions will have their aid canceled for the subsequent semester.

Part One: Acceptable Passing Rate (Quantitative Standards)
Quantitative standards are assessed by dividing the number of a student's cumulative units (of classes passed) by the total number of attempted CI units plus transferable credits. As

students progress in their academic career, the expected ratio or percentage increases. The required ratios are represented in the chart below

Part Two: Acceptable Grade Point Average (Qualitative Standards)

Degrees	Class Level	Percentage of cumulative units taken which must be passed.
Undergraduate	Freshman	75%
Undergraduate	Sophomore	80%
Undergraduate	Junior	85%
Undergraduate	Senior/2nd BA	90%
Post-baccalaureate/ Credential	N/A	90%
Graduate	N/A	90%

All students must maintain a grade point average of 2.0 (overall "C" average) to maintain financial aid eligibility. If students are placed on academic probation, they will be placed on satisfactory academic progress probation as well. Being on probation will allow a student to receive financial aid assistance for one semester. At the conclusion of the semester, the Financial Aid office will review the student's academic record and determine if they are in good standing and therefore able to receive aid for the subsequent semester(s).

Students disqualified by the University are automatically ineligible for financial aid based on qualitative standards of not achieving a 2.0 (C average) grade point average.

Part Three: Unit and Time Limits

Students working toward their first undergraduate degree are limited to $\underline{180}$ earned units (including accepted transfer units towards the degree program), the equivalent of approximately 6 years of full-time study. Students who have earned their first undergraduate degree and are enrolled in a second baccalaureate program are limited to $\underline{48}$ earned units. Students in a credential program are limited to $\underline{48}$ earned units including prerequisite courses. Students in a master's program are limited to $\underline{48}$ earned units including prerequisite courses.

Part Four: Other Provisions Incompletes

Any student who was granted an incomplete "I" grade and failed to meet the conditions of the incomplete grade contract after one year, will be given a grade of "IC" which is equivalent to an "F" and will be assessed under the qualitative standards of the SAP policy.

Treatment of Withdrawals

If a student has withdrawn from the university three times, this may demonstrate unwillingness or inability to progress. In such cases, the Financial Aid staff may determine that a student is subject to a more extensive review by the either the Director of Financial Aid, or the SAP Appeals Committee. Aid will remain on hold until this review is completed.

Treatment of Repeated Coursework

The Financial Aid office accepts repeated courses consistent with University Policy limiting these units to 18 semester earned units in which a student earned a prior C- or lower grade. Additional repeated coursework may demonstrate unwillingness or inability to progress. In such cases, the financial aid staff may determine

that a student is not making satisfactory academic progress, according to policy.

Treatment of Credit/Non-credit Coursework

Because the University limits to 12 the number of general education CR/NC units that can be used toward graduation, the Financial Aid Department views CR/NC courses in excess of the limit as not applicable toward the degree. Students who exceed the maximum while receiving aid funds are subject to review of continued eligibility.

FA Funding/Reinstatement Rules following a SAP Appeal
A student cannot be paid for any payment period in which an
academic progress standard was not met. If a student fails 'SAP'
policy at the beginning of an academic year but meets it later by
evidence of sufficient documentation, the following rule applies:

For Federal, State, campus-based, aid types may be paid only for the payment period in which he/she regains progress. It is CI policy that retroactive Stafford loan payments for the entire period of enrollment are not allowed.

SAP Appeal Process

When extraordinary circumstances are adequately documented, a student's satisfactory academic progress may be re-evaluated and adjusted. Students who fail to meet the satisfactory academic progress standards are addressed on a case-by-case basis through an appeal process. Appeals are reviewed by the Director of Financial Aid and the SAP Appeals Committee.

Aid will be canceled upon notice of failing Satisfactory Academic Progress; however, the student has 21 days to appeal. The Director of Financial Aid will render a decision and notify the student within 21 days of receipt of the appeal documentation. If a student's appeal is granted, he/she will be placed on financial aid probation for a semester and granted one semester of financial aid eligibility. At the end of the semester, his/her academic record is re-evaluated to determine if he/she are off of probation and found to be in good standing. The Director of Financial Aid also reserves the right to extend probationary status as necessary.

Students who have completed all undergraduate degree course requirements but have not graduated for any reason are not eligible for funding.

Any financial aid award is tentative until the academic record is reviewed. For entering transfer students, the review is based on the academic record on file at the time of first consideration (or when information becomes available).

Failure to complete units in any term is evidence of failure to make reasonable academic progress. Students in this category will be disqualified from receiving aid the following term and may be subject to repayment of previous term aid received.

Academic progress can be reevaluated at other times identified by the Financial Aid office. (SA. 10.010)

Return of Title IV Funds

Accountability

Financial Aid office

Applicability

All registered students at CI receiving financial aid assistance.

Tex

Treatment of Title IV Aid When a Student Withdraws When a student completely withdraws from the University, the Financial Aid office determines the percentage of Title IV funds to be returned and informs Student Business Services. Institutions are required to determine the percentage of Title IV aid "earned" by the student and to return the unearned portion to the appropriate aid program. This percentage is determined by the percentage of the enrollment period completed by the student, as outlined below.

- Determine the percentage of the enrollment period completed by the student.
 - o Days Attended Days in Enrollment Period = Percentage Completed
 - o If the calculated percentage exceeds 60%, then the student has "earned" all Title IV aid for the enrollment period.
- Apply the percentage completed to the Title IV aid awarded to determine the student's eligibility for aid prior to the withdrawal.
 - o Total Aid Disbursed x Percentage Completed = Earned Aid
- Determine the amount of unearned aid to be returned to the appropriate Title IV aid program.
 - o Total Disbursed Aid Earned Aid = Unearned Aid to be Returned
 - o If the aid already disbursed equals the earned aid, no further action is required. If the aid already disbursed is less than the earned aid, a late disbursement will be made to the student. If the aid already disbursed is greater than the earned aid, the difference must be returned to the appropriate Title IV aid program.
- Distribute the responsibility to return funds between the institution and the student.
 - o The Financial Aid office will follow Federal regulations to determine the proportions of aid disbursed that must be returned by the institution and by the student. Both loan and grant funds must be returned. The amount of aid the student is responsible for returning will be reflected on the University bill. The student's portion of grant funds to be returned is reduced by 50%, per Federal regulations. Any refund or repayment obligation will be clearly outlined for the student in writing and will appear on the University bill.
- Return the Title IV aid, based on the type of aid disbursed, in the following order:
 - 1. Federal Unsubsidized Stafford Loan
 - 2. Federal (Subsidized) Stafford Loan
 - 3. (Federal Perkins Loan) CI does not participate in this program.
 - 4. Federal PLUS Loan (Parent and Graduate PLUS)
 - Federal Pell Grant
 - 6. Federal SEOG

(SA. 10.012)

State University Grant Awarding

Accountability

The Financial Aid office

Applicability

All registered students at CI

Text

State University Grant funds are awarded in accordance with the system-wide policy statement issued on March 8, 2001, to CSU Presidents from the Assistant Vice Chancellor for Student Academic Support.

The March 8, 2001 document on which this policy was originally based set system-wide eligibility requirements, annual limits and award priority groups. A subsequent document was issued on June 12, 2008 stipulating the annual award limits have increased. The following summarizes that policy statement, including the increased award limits

Eligibility for awards

- Be admitted or enrolled at a CSU campus
- Be classified as a California resident for fee purposes
- Pay the State University fee (excludes students in self support
- Demonstrate financial need
- Not be in default on a student loan
- Not owe a repayment on a student grant
- Be making satisfactory academic progress
- Have an expected family contribution not exceeding fifty percent of the campus standard off-campus budget.

System-wide priority groups

- Have an expected family contribution of \$800 or less
- Be enrolled on at least a half-time basis in a degree or credential program
- File a FAFSA by the campus-designated priority date
- Have not received a Cal Grant or a waiver of the State University fee

CI is in compliance with this policy. The Financial Aid office awards the State University grant according to the following guidelines:

- A State University Grant is awarded up to the full amount of fees minus any fee-based Cal Grant awards or waivers. Additional amounts may be awarded up to the maximums established by the Chancellor on a case-by-case basis.
- A State University grant is awarded only to students accepted in degree or credential programs.
- Priority is given to on-time applicants with an expected family contribution of \$800 or less. The Director of Financial Aid reserves the right to establish the EFC limits consistent with the packaging policy and the expectation that all available SUG funds will be awarded on an annual basis.
- This policy is subject to change as the system-wide policy is amended or as allocations limit the ability of the Financial Aid office to completely fund eligible students.

(SA.10.011)

Grades, Honors and Awards

Course Grade Appeals

- 1. Each student has the right to appeal the final course grade, but only the final course grade. For example, a student may not appeal grades on individual assignments and/or examinations.
- 2. Appeals are limited to situations in which the student believes the grade was "prejudicially", "capriciously", or "arbitrarily"
- 3. The appeal must be initiated within the first seven weeks of the first regular semester after assignment of the grade. A student who believes that a course grade has been assigned inappropriately must follow the proper steps in the appeal process, observing the time limits for completion of the steps as follows:

- Step 1: The grade appeal must first be directed to the instructor of the course, in writing by the end of the seventh week of the semester and copied to the Chair. If the grade is not correct, the instructor can change the grade with a change of grade form. The instructor has two weeks to respond to the student's request in writing and copied to the Chair. Students who file a grade appeal after the fifth week may not have their appeals settled by the end of the semester.
- Step 2: If the grade is correct and the student is not satisfied with the instructor's explanation, and intends to appeal the grade, the student must make an appointment to speak with the program chair. If the instructor is not available or does not respond to the student's appeal within the given time frame, the program chair may act on behalf of the instructor. If the program chair is the instructor, the student should speak with the Vice President of Academic Affairs (or designee). The program chair or Vice President of Academic Affairs (or designee) cannot change the grade, but will then discuss the issue with the instructor and provide a response by the end of the ninth week of the semester to the student.
- Step 3: If the student is not satisfied after receiving the response from the appropriate administrator, the student should submit a written appeal by the end of the eleventh week of the semester to the University Appeals Committee through the office of Academic Affairs.
- Step 4: The University Appeals Committee will forward the student's statement to the instructor in writing. The instructor will be required to respond in writing by a specified date within the semester. The student's statement and the instructor's response will be reviewed by the entire committee, after which the committee can:
 - a. Request more information from the student and/ or the instructor
 - b. Decide to change or maintain the grade
- Step 5: When the committee has made its decision, it will notify the student and instructor in writing and the student will be given a copy of the instructor's written response by the end of the semester.
- 4. The University Appeals committee shall consist of faculty and at least one student.
- Individuals may not participate as a member of the University Appeals Committee in review of an appeal if they are a participant in the appeal. The decision of the University Appeals Committee is final.
- 6. If a student is a candidate for graduation, the office of the registrar must be notified in writing of the intent to appeal the grade, within 30 days of the last day of the semester. The final degree evaluation will not be performed and the degree will not be granted until the grade appeal process has been completed.
- 7. No grades can be appealed or changed for any reason after a degree has been granted.
- ** When the basis of a grade appeal is alleged conduct that constitutes discrimination, then: a) the appeal will be referred to the Complaint Procedure for investigation and determination

of whether discrimination occurred; b) when discrimination is determined to have occurred and the remedy includes a potential grade change, then the decision regarding whether and how to change the grade will be made jointly by the University Appeals Committee and the Appropriate Administrator (if the complaint is against a non-student) or the Judicial Officer or Hearing Officer(if the complaint is against a student); and c) the filing of a grade appeal will not postpone or suspend an investigation and discrimination determination under the Complaint Procedure. (SP05-09)

Grade Forgiveness

The Forgiveness of Previously Earned Grade Policy may be used only by undergraduate students. It may not be used by graduate/post baccalaureate students working on master's degrees, graduate certificates, teaching credentials or by unclassified post baccalaureate students, even when they might take undergraduate courses. This policy applies only to courses taken at CI and repeated at CI. In the case of a repeated course, the subsequent grade is substituted for the earlier one in the computation of units attempted and grade point average. Note that the replaced grade could be lower than the original grade. The previous course grade(s) remain(s) on the record, but is/are annotated as being discounted from grade point average calculations.

- Undergraduate students may repeat up to a total of sixteen (16) semester units taken at CI for forgiveness.
- 2. Undergraduate students may repeat an individual course for grade forgiveness no more than twice (3 times total).
- 3. This policy may be used only on grades of "WU", "F", "D-", "D", "D+", "C-", & "IC."
- 4. This policy may not be used on grades of "A+", "A", "A-", "B+", "B", "B-", "C+", "C', "I."
- Grade forgiveness shall not be applicable to courses for which the original grade was the result of a finding of academic dishonesty.
- 6. Beyond the <u>16</u> semester units that can be replaced for grade forgiveness, up to <u>12</u> units of coursework may be repeated. These <u>12</u> units that can be repeated will be averaged into the GPA without replacing the previously received grades.

(SPO9-04)

Grades

- 1. "ABCDF" is the default grading system.
- 2. Although it is not required, individual faculty members may add a "+" or "-" to any grade except "F." By adding a "+" to a grade, the grade points earned increase by 0.3 except an A+ shall still be 4.0 grade points. By adding a "-" to a grade, the grade points earned shall decrease by 0.3. Course syllabi are required to state clearly whether "+/-" grading is used.
- A student may take a course "CR/NC" if the course is designated as allowing "CR/NC" grading in the course approval process.
- 4. Not more than 12 units of general education courses may be taken "CR/NC."
- 5. The decision on how many units of courses may be taken "CR/NC" and which courses can be taken "CR/NC" is left up to each individual program.
- Course syllabi shall include a discussion of the instructor's grading policy. (SP01-38)

Grading Symbols Assigned, Other

RP (Report in Progress) The "RP" symbol is used in connection with courses that extend beyond one academic term. It indicates that work is in progress, but that the assignment of a final grade must await completion of additional work. Work is to be completed within one year except for graduate degree theses.

W (Withdrawal) The "W" symbol indicates that the student was permitted to withdraw from the course after the third week of the semester with the approval of the instructor and appropriate campus officials. It carries no connotation of quality of student performance and is not used in calculating grade point average. See withdrawal procedures in the Catalog.

WU (Withdrawal Unauthorized) The "WU" symbol indicates that an enrolled student did not formally withdraw from the course according to University policy and also failed to complete course requirements. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible. For purposes of grade point average, this symbol is equivalent to an "F."

Incomplete Grade Policy

An "Incomplete Authorized" (I) signifies that a portion of required course work has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified reasons and that there is still a possibility of earning credit. After the request of the student for the "I" grade, the faculty member makes the decision as to whether or not an "I" grade is issued. If an "I" grade is issued, the faculty member determines what conditions must be met for the "I" to be removed. However, to protect both students and faculty, it is necessary that there be a written record of the conditions. Thus, if there is a later disagreement, or if the instructor is no longer available, the "I" can still be handled by the program. The Request for an Incomplete form which is to be used for writing the conditions mentioned above is available in the program administrative support offices. This form shall include a statement of:

- The work not completed and the percentage that each uncompleted assignment will count toward the final grade; and
- 2. The final grade the instructor will assign if the course requirements are not completed within one calendar year, or a shorter period as specified on the form, immediately following the term in which the "I" was assigned, without respect to continuous enrollment of the student during this period.

A copy of the agreement is to be given to the student and a copy is to be retained in the program office. The completed forms are filed in the program office. The awarding of an "1" requires prior consultation with the student. The student has the responsibility to confer with the faculty member to learn the requirements for removal of the "I". At that time the student is given a copy of the form detailing the conditions to be met. An "I" must be made up within the time period set forth by the instructor with a maximum allowable time span of one calendar year immediately following the end of the term in which it was assigned. This limitation prevails whether or not the student maintains continuous enrollment. Failure to complete the assigned work will result in an "I" being converted to an "IC" symbol, unless the faculty member assigns a specific letter grade at the time the Incomplete is assigned, which would replace the "I" in the student's record at the end of the calendar year deadline.

The "IC" is counted as a failing grade equivalent to an "F" for grade point average and progress point computation. Although the one-year maximum for incomplete grades will be the general university policy, Executive Order 171 specifies that exceptions can be made in special cases, such as military service and serious health problems. An extension of an "I" grade in any one course shall be allowed only one time, for a maximum total extension of one year. An "I" may not be changed to a passing grade as the result of re-enrolling in the course. In cases where repetition of the course is appropriate, the student will be assigned a withdrawal or failing grade rather than an "1" grade. A failing grade is not an acceptable reason to request or grant an incomplete grade. If a student subsequently completes a course that is recorded as incomplete on a transcript from another institution, it is the student's responsibility to submit a corrected official transcript and advise of Admissions and Recruitment office that he/she wishes to receive credit. (SPO3-18)

Mission-Based Awards

All graduating CI students are eligible to apply for one or more of these awards during the year of their graduation. These awards are based on the CI mission statement and honor those students who exemplify the values of CI as stated in the mission statement.

Each of the following awards will be granted to one graduate per year, and no student shall be awarded more than one of these awards. The selection committee may also elect to not give an award for a given year.

Students applying for these awards are expected to state how they have exemplified the educational outcomes and approaches outlined in the mission, either through exceptional curricular activity, and/or through extra-curricular activity while a student at Cl.

Each year a selection committee will be appointed by the Provost. In consultation with the faculty, all mission-based centers, and others in the campus community, the committee will make and distribute applications stating specific criteria for each award, review the applicants' submissions, and select recipients of these awards in accordance with the guidelines.

Outstanding Integrative Approaches Award

Granted to a student who exemplifies an education marked by integrative approaches from more than one discipline.

Outstanding Experiential and Service Learning AwardGranted to a student who exemplifies an education marked by experiential and service learning.

Outstanding Multicultural Perspectives Award

Granted to a student who demonstrates a widening of multicultural perspectives.

Outstanding International Perspectives Award

Granted to a student who demonstrates a widening of international perspectives. (SPO4-22)

Semester Honors

Cl undergraduate students completing <u>12</u> or more units with a letter grade in a single semester or completing <u>12</u> or more units with a letter grade in one academic year assessed at the end of the spring semester, shall be named to the Semester Honors list if they earn a 3.75 or higher grade point average. (SPO3-19)

Internships and Service Learning Internships

Internships

The following policies will pertain to all courses or programs designated as academic internships.

Definition

Internships integrate the students' academic study with practical experience in cooperating organizations. Through the integration of practical and academic experience, students enhance their academic knowledge in their area of study, their personal development, and their professional preparation. The teaching faculty and the on-site supervisors share in the educational process of interns.

Any academic department/program/unit/faculty can develop their appropriate guidelines and procedures and structure regarding internships. However, for the purposes of legally minimizing the risk of liability and ensuring a safe and effective internship program for the University, students, faculty and partner organizations, the following policy should be incorporated into any university-related internship program.

2. All internships should

- a. Include a signed agreement with a senior representative of the partner agency or corporation and the University procurement officer as designated signature authority. In this agreement, it must be stated that the university assumes no risk or liability and that the sponsoring agency/corporation assumes full responsibility for the liability of the intern, affirming that they have requisite insurance to cover any potential harm to the intern, and include basic information such as location, contact person, and organization description.
- b. Include a learning agreement signed by the student, sponsoring faculty, and placement supervisor listing the learning goals of the internship and the duties and responsibilities of each party, notifying the student of the assignment of liability, terms and conditions and the listing of relevant agency policies, and the date the internship begins. This includes mention of whether the intern is paid and conditions for receiving academic credit.

Faculty and/or programs must maintain a file of the aforementioned signed forms. The Dean of Faculty will also retain a sample copy of internship forms that are used.

*This requirement is pursuant to Executive order 849, page 6: "Student placement agreements must be in writing and shall specify minimum insurance requirements applicable to the contracting parties and appropriate hold harmless provisions based upon the needs of the contracting parties. The following hold harmless provisions may be used as a minimum:

Hold Harmless Provision: CI shall be responsible for damages caused by the negligence of its officers, employees and agents. Trustees shall be responsible for the damages caused by the negligence of its officers, employee and agents. The intent of this paragraph is to impose responsibility on each part for the negligence of its officer's employees and agents. (SP03-17)

Service Learning Policy

The complete policy text can be found on the CI website http://senate.csuci.edu/policies.htm. (SP03-16)

Records & Registration

Academic Leave

Students who take a one semester leave of absence from CI are considered continuing students and do not need to take any action prior to registration. Any student in good academic standing may apply to take a leave of absence from the university for up to four consecutive semesters. While a student may apply for multiple leaves, no student will be permitted more than six total semesters of leave from CI. Academic Leave Forms are available at the Records and Registration office. (SPO3-06)

Academic Load

A student's academic load is determined by the number of units enrolled each semester.

Undergraduate Full-Time	12 + units	
Undergraduate Part-Time	6 units	
Graduate Full-Time	9 units	
Graduate Part-Time	4 units	

Academic Probation and Disqualification

This CI policy does not supersede additional policies or procedures mandated by Chancellor's Executive Order 823.

Academic Probation

An undergraduate student is subject to academic probation if at any time the cumulative grade point average (GPA) in all college work attempted or the cumulative GPA at CI falls below 2.0. Probationary students will be advised of their status at the end of the semester. The communication will include conditions for removal from probation and the circumstances that would lead to disqualification. All probationary students are required to receive academic advising no later than the second week of the following semester. Students shall be removed from academic probation once they have received such advising and both the cumulative GPA in all college work attempted and the cumulative GPA average at CI are at least 2.0 or higher. (SPO4-33)

A post-baccalaureate student will be subject to academic probation if, after attempting 12 or more graded units, his or her post-baccalaureate cumulative GPA for units attempted at CI falls below a 2.50 average. The GPA will determine whether a student is subject to probation only when the student has attempted 12 semester units. A student enrolled in a graduate degree program in either conditionally classified or classified standing shall be subject to academic probation if he or she fails to maintain a cumulative GPA of at least 3.0 in all units attempted; no course in which the student receives lower than a C may be counted toward a Master's degree. (SPO2-04)

Academic Disqualification

An undergraduate student on academic probation will be academically disqualified when the student's GPA in all units

attempted or in all units attempted at CI falls below the following: as a freshman, 1.50; as a sophomore, 1.70; as a junior, 1.85; as a senior, 1.95. Students' records will be evaluated for disqualification at the end of each semester. Students cannot be placed on probation for the first time at CI and be disqualified in the same semester. However, students who have previously been on probation at CI and fall below the GPA listed above will be academically disqualified, even if the probation and disqualification semesters are non-consecutive. A student may appeal disqualification no later than three weeks before the start of the semester following the disqualification. Appeals should be made to the office of the Provost or Designee. Appeals will be decided by the Academic Appeals Board. Typical grounds for a successful appeal include significant improvement towards meeting the GPA requirements and/or extraordinary circumstances beyond the student's control, as determined by the Academic Appeals Board. A successful petition of appeal for disqualification will result in the student remaining on academic probation. Students who appeal unsuccessfully will need to apply for reinstatement as specified in the Policy on Reinstatement if they wish to continue at Cl. (SPO4-36)

Administrative-Academic Probation

An undergraduate or graduate student may be placed on administrative-academic probation for any of the following reasons:

- Withdrawal from more than half the units in which a student is enrolled in two successive semesters or in any three semesters (withdrawals directly associated with a medical condition are not included);
- Repeated failure to progress toward the stated degree objective; or
- Failure to comply, after due notice, with an academic requirement or regulation.

Probationary students will be advised of their status by letter at the end of the semester. The letter will include conditions for removal from probation and the circumstances that would lead to disqualification.

Administrative-Academic Disqualification

A student who has been placed on administrative-academic probation may be disqualified if:

- The conditions for removal of academic-administrative probation are not met within the specified period;
- The student becomes subject to academic probation while on administrative-academic probation; and
- The student becomes subject to administrative-academic probation for the same or similar reason to a previous placement on academic-administrative probation, although not currently in such status.

When such action is taken, the student will receive written notification including an explanation of the basis for the action and the process for appeal. (SP02-04)

Reinstatement

In order to be considered for reinstatement to CI, a disqualified student must demonstrate academic ability by completing additional coursework. All classes taken must be applicable for degree credit at CI. After eliminating the grade-point deficiency, the student may petition the Academic Appeals Board for reinstatement. The student must submit the petition for reinstatement no later than three weeks before the beginning of the semester that the student intends to return. The Academic

Appeals Board will only consider the petition for reinstatement of students who have remained outside of the university for at least one regular (Fall or Spring) semester after their dismissal. Students who are disqualified, reinstated, and become disqualified a second time will not be granted a second reinstatement. (SPO4-37)

Add Policy

- Students may add courses during the first three weeks of classes with approval signatures from the instructor.
- During the fourth week of instruction a student may add a class with the approval of the instructor and the approval of the Vice President for Academic Affairs (or designee) as indicated by their signatures on the appropriate forms. (SP03-05)

Cancellation of Registration or Withdrawal from the Institution

Students who find it necessary to cancel their registration or to withdraw from all classes after enrolling for any academic term are required to follow the University's official withdrawal procedures. Failure to follow formal University procedures may result in an obligation to pay fees as well as the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term. Information on canceling registration and withdrawal procedures is available from Records & Registration, (805) 437-8500.

Students who receive financial aid funds must consult with the Financial Aid office prior to withdrawing from the University regarding any required return or repayment of grant or loan assistance received for that academic term or payment period. If a recipient of student financial aid funds withdraws from the institution during an academic term or a payment period, the amount of grant or loan assistance received may be subject to return and/or repayment provisions.

For more information see Withdrawal from Courses policy and section entitled Schedule of Fees for refund information.

Catalog Rights

Undergraduate students remaining in attendance in regular sessions at a California State University campus, a California community college, or any combination of these institutions, may for the purposes of meeting all graduation requirements elect to meet the requirements in effect at CI either: (1) at the time the student began attendance, or (2) at the time of entrance to CI, or (3) at the time of graduation from CI.

If while enrolled the student declares or changes the major, a major option, or a minor, the student shall follow the requirements either in effect at the time of the declaration or change, or in effect at the time of graduation. Other catalog years may be approved by department petition. Students do not lose catalog rights for GE and other graduation requirements by declaring or changing their major, if they maintain continuous attendance. (SP08-07)

Changing Basis for Grading

If either traditional letter grading or credit/no credit grading is allowed for a course, a student may change the basis of his or her grading for the course from traditional letter grading to credit/no credit grading, or vice versa, through the third week of instruction without instructor approval by filing the appropriate form. Grade basis changes are permitted when the program

area for the course and the student's major do not require a specific grading option for the course. (SPO3-34)

Class Attendance

- 1. Students are expected to attend class regularly.
- Instructors must include their class attendance requirements in the course syllabus.
- 3. If students have a valid reason to miss class (excused absence), they are responsible for informing their instructors of the absence at the earliest possible date (preferably before class if possible). Instructors may require students to provide documentation for excused absences. Excused absences include, but are not limited to:
 - a. Illness or injury to the student
 - b. Death, injury, or serious illness of an immediate family member
 - c. Religious reasons (California Education Code section 89320)
 - d. Jury duty or government obligation
 - e. University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.)
- 4. It is the responsibility of the student to give advance notification, contact the instructor to make arrangements to make up any academic work that may be missed, submit assignments on time, and make arrangements regarding activities, tests, quizzes, or exams that may be scheduled during the absences.
- 5. If a student does not notify the instructor one week in advance of the dates of excused absences, the instructor is not required to adjust the class schedule or to allow for make-up activities, tests, or exams. However, students shall not be penalized for excused absences when circumstances make it impossible to provide advance notice (e.g. student is engaged in a University sanctioned event such as a playoff game that cannot be anticipated).
- 6. Students who expect to be absent from the University for any valid reason, and who have found it difficult to inform their instructors, should notify the Division of Academic Affairs. The Division of Academic Affairs shall notify the student's instructors of the nature and duration of the absence. It remains the responsibility of the student to arrange with instructors to make up any academic work.
- 7. In circumstances where an actual assignment, some specific class work, an activity, a quiz, or an exam cannot reasonably be made up, it is the instructor's option to assign alternative work.
- 8. Instructors are not obligated to consider other absences as excused.

(SPO1-56)

Class Standing

0 - 29 units
30 - 59 units
60 - 89 units
90 + units

Course Load for Undergraduate Students

An undergraduate student may enroll in <u>18</u> units without advisor approval. Students enrolling in <u>19</u> or more units are required to have a program advisor's written approval. (SP03-04)

Course Time Conflict

Students may not enroll in classes that conflict in time. If the faculty members involved believe a student may participate fully and attend two classes that conflict in time in the schedule, the student must obtain the signature of both instructors for these classes on the Time Conflict form, and state the reasons why this is possible. (SPO4-30)

Declaration of Majors

To help ensure timely completion of graduation requirements, students who have a total of <u>60</u> units completed and in progress must have declared a major before they may register for the next term. Upper division transfer students are required to declare their intended major on their application for admission. (SPO2-06)

Disability Related Priority Registration

Accountability

Disability Resource Programs (DRP) Counselor and the University Registrar

Applicability

Students with a documented disability

Definition(s)

Priority Registration — Assignment to the first available registration appointment time period for continuing student advance registration.

Text

To be eligible to receive priority registration, a disability-related need must exist which meets one or more of the following criteria:

- Requires pre-arranged support services, such as prerecorded audiotape or electronic text, large print, Braille materials, other print materials, interpreting services, real-time captioning, adaptive equipment, lab assistants, lab material conversions or extensive programming readers or interpreters that are necessary for accommodation.
- 2. Imposes geographical constraints due to mobility speed and/or endurance.
- Necessitates preferential seating, selection of professors with certain speech patterns or teaching styles due to communication/learning issues as verified by the DRP Coordinator on a term-by-term basis.
- 4. Requires extensive therapy or other medical treatment/ intervention that impacts scheduling flexibility significantly (such as chemotherapy, renal dialysis, etc).

All priority registration requests are reviewed and approved by the DRP Coordinator. Eligibility for priority registration will be periodically re-evaluated and prior approval does not constitute automatic entitlement to continued eligibility.

Consideration of graduation time limitation, financial need,

sponsorship by programs such as Worker's Compensation, Department of Rehabilitation, Veterans benefits, private insurance, etc, are not justification for priority registration. (SA.08.001)

Double-Counting of Course Requirements

A course may meet the requirements for two or more program areas (majors, minors, and other sub-programs) if the coordinators for those program areas agree; 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 also allowed. Only six of the $\underline{9}$ units of upper-division, interdisciplinary General Education courses may be double counted between a major and General Education. (SPO 1-34)

Issuing Official Transcripts

Accountability

University Registrar

Applicability

Any student who has ever enrolled in an academic program at CI may request an official transcript.

Definition(s)

Official Transcript of Record — shall consist of a summary of the courses for which academic credit, including Continuing Education Units (CEU), is attempted by the student at CI.

Request for Official Transcript — is the authorization from the student to the University to release the above defined transcript of the student's record.

Text

An Official Transcript of Record is released upon request of the student. Such requests must be made in writing either by completing the Request for Official Transcript form or by writing a letter. All written requests must be signed by the student.

Transcripts will be issued as soon as possible after receipt of the request and any applicable processing fee. All outstanding debts and obligations to the University must be cleared prior to release of transcript. It is the student's responsibility to notify Records and Registration when such debts and obligations have been satisfied.

Transcripts are normally issued via U.S. Mail to the recipient designated by the student. Prior arrangement must be made in order for transcripts to be picked up by the student. Pick up of transcripts by student's designee must be authorized in writing at the time of request. (SA.02.012)

Multiple Majors

Students may declare more than one major. If all majors completed lead to the same degree, BA or BS, they will all appear on the diploma. If the majors lead to different degrees, the policy on double degrees applies. Double counting of courses shall conform to the policy in Senate Resolution 34-01. (SPO2-08)

Second Baccalaureate Degree

Students seeking a second or subsequent baccalaureate degree must satisfy all requirements for the degree. However, as post-baccalaureate students, they are also subject to additional requirements.

To be eligible for admission as a second baccalaureate degree candidate, students must:

- 1. Hold a bachelor's degree from an accredited institution.
- Have a minimum grade point average of 2.50 in their last 60 semester units (or 90 quarter units).

Degree Requirements

- Students must satisfy all requirements for the degree, including any current General Education requirements/ graduation requirements not previously met.
- Students must meet all applicable Title V requirements.
- Students must satisfy the Graduation Writing Assessment Requirement.
- Students must complete requirements in a discipline in which
 no degree has previously been granted. Courses previously
 applied to another degree may be used to satisfy content
 requirements, but cannot be used to satisfy unit requirements
 of the post-baccalaureate degree.
- Students must complete a minimum of <u>30</u> units in residence, including <u>24</u> units in upper division courses, which includes 12 units in the major.
- Students must maintain at least a 2.00 grade point average in all courses taken to remain in good academic standing.
- Students are not eligible for University honors, but may be eligible for major program or other honors.
- Programs must approve all course work used to satisfy major degree requirements

In addition

- Courses taken as part of a second baccalaureate degree cannot be utilized to meet graduate degree requirements.
- Academic Programs may enforce specific time limits on courses taken prior to the second or subsequent degree.
- Excess course credit not used in the primary degree may be utilized in the second or subsequent degree. Specific courses may be waived and other courses substituted.

(SPO6-19)

Substitution of Courses

Students who have taken a required course in their major/minor at a college or university other than CI must petition to receive major/minor credit for this course. The Course Substitution of Major or Minor Requirements for Bachelor's Degree is available in the Records and Registration office and the Advising Center. Petitions are also available for Request for Course Substitution: General Education/Graduation Requirements and Petition for Exception to a University Policy or Deadline. A photocopy of the course syllabus or catalog course description is required for each course being petitioned. Please note: a final grade of "C" or better is required for the language and multicultural graduation requirements. Advisors in the Advising Center can assist students in completing course substitution petitions. Once completed, all petitions must be submitted to the Records and Registration office, which will then route the petition to the appropriate Faculty Major Advisor, Academic Coordinator, or Committee (GE or Curriculum) for review. A copy of the petition with the determination will be emailed to the student and the original form will be kept in the student's file in the Records and registration

Wait List Policy

Prior to the start of classes, students wishing to enroll in a closed course may choose to be added to a wait list. Wait listed students will be automatically enrolled in the course as space becomes available. At the instructor's discretion, students may be added to the course after the start of classes. (SPO3-20)

Waiver of Course Requirement

In addition, students who believe that previous training has sufficiently prepared them in a certain area may request a waiver of a specific course requirement (subject credit only). A waiver of specific course requirements does not reduce the total number of credits required for the major or the degree nor does it reduce the residence requirement. (SPO1-37)

Withdrawal from Courses

- Undergraduate students may withdraw from no more than 18 semester units.
- 2. Students may drop courses during the first three weeks of classes without instructor permission.
- 3. After the third week of classes and before the end of the twelfth week of classes, withdrawal from courses is permissible only for serious and compelling reasons. Approval signatures from the instructor and program chairs must be obtained to withdraw during this period. The withdrawal will be noted as a "W" on the student's permanent record.
- 4. After the twelfth week of instruction, withdrawal is not permitted except in cases beyond the student's control such as accident or serious illness where the assignment of an Incomplete is not practical. Approval signatures from the instructor, program chair and Vice President for Academic Affairs (or designee) must be obtained. Withdrawal in this category will typically involve total withdrawal from the University and will be noted as a "W" on the student's permanent record. Such withdrawals will not count against the maximums provided for in 1 above.
- 5. Instructor Initiated Withdrawal: Instructors may drop students within the first three weeks of classes and as early as the first day of classes for any the following reasons:
- 6. Student failure to attend class without having made prior arrangements with the instructor.
- 7. Student failure to complete the prerequisites for a course before enrolling.
- 8. Student failure to secure properly the permission of the instructor before enrolling when such permission is required. (SP08-08)

Rights and Responsibilities of Individuals

Campus Safety and Environment

Campus Violence

Accountability

Established personnel and public safety procedures will serve as the mechanism for resolving situations of violence or threats of violence. For students and student applicants, this policy is administered through the Dean of Students office. Any University

disciplinary action will be imposed pursuant to the applicable collective bargaining agreement and in accordance with University Policy.

Applicability

This policy applies to all individuals on the campus of CI including vendors or guests.

Definition(s)

For the purpose of this policy, violence and threats of violence include:

- Any willful use of force against another;
- Any act that is physically assaultive; or
- Any threat, behavior or action which is interpreted by any reasonable person to potentially harm or endanger the safety of others or destroy or damage property.

Text

CI prohibits violent acts or intimidation through threat of violence. Any individual who commits a violent act or threatens to commit a violent act is subject to disciplinary action and civil or criminal prosecution as appropriate. Each allegation of violence or threat of violence will be taken seriously. Individuals are encouraged to immediately report acts of violence, threats of violence, or any other behavior that by intent, act or outcome harms another person or property, to Police Services, their supervisor, or Human Resources Programs. Students should report this conduct to any Student Affairs administrator.

CI has zero tolerance for violence against any members of the University community. To fulfill this policy, the University will work to prevent violence from occurring and will ensure that federal and state laws, as well as University regulations prohibiting violence, are fully enforced. In determining whether conduct constitutes a credible threat or act of violence, the circumstances surrounding the conduct will be considered. (FA.31.011)

Free Speech and Assembly

Accountability

The Vice President for Student Affairs and the Dean of Students

Applicability

All registered students at Cl

Tex

The University maintains its rights to regulate reasonable time, place, and manner restrictions concerning acts of expression and dissent. Any acts that are disruptive to the normal operations of the University including classes and University business or invade the rights of others will not be tolerated. The University has designated an area in the park Northeast of El Dorado Hall as the Free Speech Area. For members of the campus community spontaneous use of this area is permitted for non-amplified activity. A recognized club or organization, faculty, or University division or department must sponsor non-campus community members.

The issuance of invitations to outside speakers by members of the campus community is encouraged and except for constraints that may follow from the lack of availability of suitable facilities is limited only in unusual circumstances when an invitation may be canceled by the President of the University or designee, if in his or her opinion the proposed event or speech constitutes a clear and present danger to the University.

This policy is not intended to prohibit or regulate free speech in

the form of a guest lecture or speaker which is tied to, sponsored by or affiliated with a specific academic class or program.

In all instances, Free Speech and Assembly will be governed by the following guidelines:

- 1. Disruptive Activity. Obstruction, disruption, or interference with classes, research, administrative functions, or other University activities is not permitted. Likewise, infringement on the rights of others is prohibited.
- 2. Reasonable Access. It is important to provide reasonable access to and exit from any office, classroom, laboratory, or building. Likewise vehicular and pedestrian traffic should not be obstructed.
- 3. **Peaceful Assembly**. Picketing or demonstrating in an orderly manner or distributing literature outside University buildings is acceptable with the appropriate approval from the Dean of Students. Demonstrations inside campus buildings are prohibited. All applicable University policies on written materials apply as well.
- 4. Symbolic Protest. Displaying a sign, gesturing, wearing symbolic clothing, or otherwise protesting silently is permissible unless it is a disruptive activity or impedes access. Such actions should not interfere with others view or prevent them from being able to pay attention to other events, which may be occurring. In all instances signs may not be carried with the aid of wooden, plastic, or metal sticks, pipes or polls.
- 5. Noise. Making sustained or repeated noise in a manner that substantially interferes with a speaker's ability to communicate his/her message is prohibited. Noise levels should not interfere with classes, meetings, or activities in
- 6. Force or Violence. Any attempt to prevent a University activity or other lawful assembly by the threat or use of force or violence is prohibited.
- 7. Damage to Property. Care should always be taken to ensure that University and personal property is not damaged or destroyed.
- 8. Other University Regulations. All applicable University rules, regulations, policies, and guidelines should always be adhered to.

(SA.07.006)

Motor Vehicle Use

The complete policy text can be found on the CI website at http://policy.csuci.edu/FA/43/SA.43.002.htm. (FA.43.002)

Nondiscrimination for Students

Accountability

This policy is administered through the Judicial Affairs Officer. Questions, concerns, suggestions, or complaints should be directed to the Judicial Affairs Officer.

Applicability

This policy applies to all students including student applicants as it relates to all University programs and services.

Employees should refer to the California State University Systemwide Guidelines for Nondiscrimination and Affirmative Action Programs in Employment.

It is the policy of CI, in accordance with the Board of Trustees' Policy on Nondiscrimination, that CI will consider decisions regarding admission to, access to, or operation of instruction, programs, services, or activities without regard to race, color, religious creed, national origin, ancestry, disability, pregnancy, medical condition, gender, gender identity, sexual orientation, marital status, age or veteran status. We also do not discriminate in recruitment, student employment, and other actions and practices affecting students.

Upon request, the University will consider reasonable accommodation to permit individuals with protected disabilities to (a) complete the admission process, (b) perform essential student employment or work-study functions, (c) participate in instruction, programs, services or activities, and (d) enjoy other benefits and privileges of similarly situated individuals without disabilities. (FA.31.007)

Nondiscrimination Policy

Race, Color, Ethnicity, National Origin, Age and

The California State University complies with the requirements of Title VI and Title VII of the Civil Rights Act of 1964, as well as other applicable federal and state laws prohibiting discrimination. No person shall, on the basis of race, color, ethnicity, national origin, age, or religion be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination in any program of the California State University.

Disability

The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Federal laws, including sections 504 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended, and various state laws prohibit such discrimination. Eddie L. Washington, Director of HR Employment Practices, has been designated to coordinate the efforts of CI to comply with all relevant disability laws. Inquiries concerning compliance may be addressed to this person at (805) 437-8490.

Sex/Gender

The California State University does not discriminate on the basis of sex, gender or sexual orientation in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972 and certain other federal and state laws prohibit discrimination on these bases in education programs and activities operated by CI. Such programs and activities include admission of students and employment.

The California State University is committed to providing equal opportunities to male and female CSU students in all campus programs, including intercollegiate athletics.

Inquiries concerning the application these laws to programs and activities of CI may be referred to Eddie L. Washington, Director of HR Employment Practices, the campus officer assigned the administrative responsibility of reviewing such matters, or to the Regional Director of the Office for Civil Rights, United States Department of Education, 50 Beale Street, Suite 7200, San Francisco, California 94105.

Procedures related to this policy may be obtained through the Human Resources Department at (805) 437-8490.

Parking and Traffic

Accountability

The Chief of Police and the Director of Transportation & Parking Services.

Applicability

This policy applies to all CI employees, students, tenants, volunteers and visitors.

Definition(s)

Students — Students are defined as anyone that is enrolled in classes and is primarily on campus to pursue their educational goals. This excludes full time and permanent part time employees.

Employees — For the purpose of this policy, "employees" includes all faculty, staff, temporary employees, and other support personnel employed by the university, excluding unit 11 employees. (Note: Student part time workers, graduate assistants and teaching associates are excluded from this definition because they are primarily on campus for purposes related to obtaining their educational goal and therefore are not considered employees for the purpose of the policy.)

Tenants — Tenants are defined as any organization, person or employees of an organization or person(s) with an executed lease with Cl.

University Property — University property is defined as all property owned, leased, and /or controlled by Cl.

Tevi

Operation and parking of vehicles on the campus is regulated and enforced pursuant to the California Vehicle Code. All California Vehicle Code laws pertaining to vehicular operation and parking are in effect and enforced on campus 24 hours a day, 7 days a week. Citations will be issued for violations of any section of the California Vehicle Code. Citation Appeals and Administrative Hearings procedures shall be in accordance with the California Vehicle Code sections 40215 and 40220.

The following policy and regulations apply on campus.

Parking on campus is by permit only with the exception of metered and visitor spaces. Parking is allowed only in lots appropriate to the permit purchased. Unless indicated by signage, street parking is prohibited on campus and outlying areas.

- Employees. All employees utilizing the parking facilities at Cl for their privately owned vehicles will be required to pay a parking fee.
- Students and Tenants. Students and Tenants are required to purchase parking and may utilize metered parking or parking lots appropriate to the permit purchased.
- Disabled Students Parking Fee Waiver. To facilitate the parking needs of students with disabilities, the CI Parking Services may issue a parking permit on a semester basis to students with disabilities if they meet the following criteria:
 - Proof of registration at California State University Channel Islands for the period specified in the waiver;
 - A disability placard or license plate issued in their name from the California Department of Motor Vehicles or appropriate authorization from another state
 - Proof of eligibility for Federal Financial Aid from the campus Financial Aid office for the period specified in the waiver.

Visitors. Persons not employed by the campus, who are
visiting the campus for the purpose of transacting State
business with the campus or visitors that are designated by
authorized administrators to assist with the planning and
development of the campus may have their parking fees
waived. All other visitors must either utilize metered zones or
designated visitor spaces, purchase a daily parking permit,
or be sponsored by a campus department or tenant and
utilize a guest parking permit.

Speed Limits

- The maximum speed limit is 20 mph on campus unless otherwise posted.
- The speed limit in the parking lots is 5 miles per hour.

Bicycles and Skateboards

- The use of skateboards, motorized skateboards, roller skates, roller blades, coasters, or similar devices on campus is prohibited.
- It is prohibited to store or park bicycles in any public location other than a bicycle rack or locker.

Vehicle Storage

- No storage of vehicles is permitted on campus streets or parking lots.
- Abandoned vehicles will be towed away at vehicles owner's expense.
- No person shall use any motor vehicle in any area on campus for the purpose of human habitation or camping.

Vehicle Repairs

 No repair of private vehicles shall take place on campus with the exception of jump starting a dead battery or fixing a flat tire.

For further regulatory information, definitions, and procedures refer to Exhibit; Parking and Traffic Regulations Manual. (FA.81.001)

Posting of Signage and Materials on External Spaces within the Campus Community

Accountability

Director of Communication & Marketing and the Associate Vice President for Operations, Planning & Construction.

Applicability

All CI students, non-academic functions, University auxiliary groups, lessees, and external constituencies, including members of the public-at-large such as those holding events or activities on the campus.

Definitions

CI Student – a student currently enrolled at CI during the spring or fall semester, the recess period between semesters, summer period, or one who has completed the immediately preceding term and is eligible for re-enrollment. This also includes non-matriculated (i.e. Open University, OSHER students and prospective, intent to enroll students).

Text

It is the policy of CI to preserve and maintain the beauty of the campus. To ensure materials posted are appropriate in content and not geographically offensive or destructive in nature, all materials to be posted in external locations throughout the campus, as well as the dates and times the materials are authorized for display, will be approved in advance by the Director of Communications and Marketing or a designee.

Publicity to be posted in a language other than English must also contain an English translation.

External locations include any location along the entry roads and all entrances to the University, including the large vertical monument signs at the entryway along University Drive and the kiosk displays. This policy also applies to the posting of posters, banners or signage throughout exterior spaces of University buildings and the campus community. Exceptions to the policy include student housing facilities and the exterior of campus recreational facilities, both of which will be governed by the Vice President for Student Affairs or his/her designee. Appearance and construction of any external University's graphic standards.

Posting

The requestor is responsible for production costs for all signage. Posting of signs in the kiosk display area or on the exterior of University buildings shall be requested through official work order requests to the office of Operations, Planning and Construction, with fees for installing signage to be paid by the requesting area/division.

Removal of Signage

University officials may remove and dispose of any materials posted on the University campus which do not comply with the established policy. All signage must be removed within 48 hours following the event at the expense of the posting party. The posting party will also be responsible for the cost of any damages that may occur as a result of improper posting.

Student Campaigns

Campaigns run by students for the purpose of elections for student leadership offices or to lobby for various campus issues, will fall under the supervision of the Vice President for Student Affairs or his/her designee. He/She is responsible for informing all student clubs and students participating in activities such as student elections, of the policy governing postage throughout the campus.

The posting of materials using items such as ground stakes and chalk on sidewalks are approved on a case-by-case basis as deemed appropriate by the Vice President for Student Affairs or his/her designee, in consultation with the Director of Communications and Marketing or her/his designee as needed.

Posting Restricted Areas

There will be no approved postings in the following campus locations:

Doors

Benches

Building or hall lobbies

Windows

Mirrors

Trash or recycling receptacles

Trees

Vehicles (other than authorized leaflets-see handbills and circulars) Fountains/sculptures

Exterior of entrance signage or kiosks

Railings

Traffic Control Signs

Planted garden areas

Newspaper/magazine racks

Posting will also not be permitted in any location that may impair safe visibility for drivers, pedestrians, or persons with disabilities.

Parking Event Signage

Temporary directional signage for events is placed by staff members in the Transportation and Parking office. Every effort should be made to assure the signage, whether provided by the requestor or the Parking office, is large enough to be seen by the driver, while not impairing the site lines or creating congestion for other drivers.

Handbills and Circulars

Distribution of handbills and circulars that do not contain commercial advertising may be permitted with prior approval of content and timelines by either the Vice President for Student Affairs or his/her designee or the Director of Communications and Marketing or her/his designee.

Kiosk

The kiosk located along University Drive near the campus entrance is designated to publicize official campus events and activities targeted to a large external or campus audience.

Further details on posting may be found in Posting Guidelines on the University Website www.csuci.edu. (CM.02.002)

Posting of Signage and Materials in Internal Spaces within the Campus Community

Accountability

The Vice President for Student Affairs and the Dean of Students.

Applicability

All CI faculty, staff and students as well as external campus constituencies.

Text

Students and Student Clubs and Organizations:

- A. Written materials identified by authorship and sponsorship may be sold or distributed on campus within the guidelines of propriety and responsible journalism as established and supervised by the Vice President for Student Affairs or his/her designee. The distribution of such materials by students or student clubs or organizations, as approved by the Vice President for Student Affairs or his/her designee, is permitted provided steps have been taken to preserve the orderliness of the campus.
- B. Non-University or off-campus printed materials shall not be distributed or circulated within buildings of the campus community by students or student clubs and organizations without first being approved by the Vice President for Student Affairs or his/her designee.
- C. Requests for posting flyers, leaflets, brochures or other materials within campus buildings from students or student clubs and organizations must first be approved by the Vice President for Student Affairs or his/her designee.
- D. Students or student clubs or organizations should in no way tack, stick, glue, paste, pin, staple, or otherwise affix any materials on any door, wall, window, lobby, or other surface on campus without prior approval from the Vice President for Student Affairs or his/her designee.
- E. Unapproved postings or postings in unauthorized locations within the campus buildings will be removed. The Bell Tower front lobby, the blue textured wall in the lobby of Aliso Hall and all public doors (exteriors, classrooms, restrooms and office suite doors) have been designated as non-posting areas.

- F. It is the responsibility of the individual or group posting materials to ensure that all postings have been removed within two working days following the event or date on the posting
- G. Students or student clubs and organizations that violate this policy may have posting privileges revoked for a specified period of time. Unauthorized postings of a threatening, discriminatory or offensive manner may result in disciplinary action.

External Constituencies:

- A. Written materials identified by authorship and sponsorship may be sold or distributed on campus within the guidelines of propriety and responsible journalism as established and supervised by the Vice President for Student Affairs or his/her designee. The distribution of such materials by external constituencies, as approved by the Vice President for Student Affairs or his/her designee, is permitted provided steps have been taken to preserve the orderliness of the campus.
- B. Time, place and manner may be determined for distribution and may require the sponsorship of a student club or organization or University department.
- C. Non-University or off-campus printed materials shall not be distributed or circulated within buildings of the campus community by external constituencies without first being approved by the Vice President for Student Affairs or his/her designee.
- D. Requests for posting flyers, leaflets, brochures or other materials within campus buildings from external constituencies must first be approved by the Vice President for Student Affairs or his/her designee.
- E. External constituencies should in no way tack, stick, glue, paste, pin, staple, or otherwise affix any materials on any door, wall, window, lobby, or other surface on campus.
- F. Unapproved postings or postings in unauthorized locations within the campus buildings will be removed. The Bell Tower front lobby, the blue textured wall in the lobby of Aliso Hall and all public doors (exteriors, classrooms, restrooms and office suite doors) have been designated as non-posting areas.
- G. External constituencies that violate this policy may have posting privileges revoked for a specified period of time. Unauthorized postings of a threatening, discriminatory or offensive manner may result in legal action.

University staff and faculty:

- A. Appropriate written materials identified by authorship and sponsorship may be sold or distributed on campus within the guidelines established and supervised by the appropriate University Vice President or his/her designee. The distribution of such materials by staff and faculty within guidelines approved by the appropriate University Vice President or his/her designee, is permitted provided steps have been taken to preserve the orderliness of the campus.
- B. Non-University or off-campus printed materials shall not be distributed or circulated within buildings of the campus community by faculty or staff without first being approved by the appropriate University Vice President or his/her designee.
- C. Staff and faculty should not affix materials in a way that will cause damage to the location where they are posted. Acceptable methods of posting materials include the use of poster putty or painters masking tape.

- D. It is the responsibility of the individual or group posting materials to remove them within two working days following the event or date on the posting.
- E. Unapproved postings or postings in unauthorized locations within the campus buildings will be removed. The Bell Tower front lobby, the blue textured wall in the lobby of Aliso Hall and all public doors (exteriors, classrooms, restrooms and office suite doors) have been designated as non-posting areas.

(SA.07.009)

Sexual Harassment for Students, Prohibition of

Accountability

This policy is administered through the Judicial Affairs Officer. Questions, concerns, suggestions, or complaints should be directed to Judicial Affairs. The Judicial Affairs Officer is responsible for assisting students regarding alleged sexual harassment and resolving situations in which sexual harassment occurs or is perceived as occurring; educating CI students regarding the issue of sexual harassment and developing strategies for its elimination; and conducting investigations and responding to allegations of sexual harassment made against students of CI. These responses may include an appropriate action to remedy the complainant's loss, if any.

Applicability

This policy applies to all students including student applicants as it relates to all University programs and services. Employees should refer to the California State University System-wide Policy.

Text

Cl will not tolerate sexually harassing conduct within its community and will take all reasonable steps to prevent and eliminate sexual harassment. Sexual harassment is conduct subject to disciplinary action, including expulsion. Sexual harassment may also result in legal action against the individual and university. Sexual harassment includes but is not limited to:

- Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature;
- Conduct of a sexual nature that is unwelcome and contributes to a learning environment that is hostile, intimidating, offensive, or adverse to persons;
- Conditioning an academic act, decision, evaluation, or recommendation on the submission to or tolerance of any act of a sexual nature.

In determining whether conduct constitutes sexual harassment, all of the circumstances surrounding the conduct are considered.

The prohibition against sexual harassment applies to all University related activities, whether on or off campus.

CI will not tolerate any retaliatory action or other reprisals against those persons who: (a) oppose practices prohibited by this policy; (b) file complaints of sexual harassment; or (c) assist with or participate in a sexual harassment investigation, proceeding, or hearing conducted by CI or any local, state, or federal agency. Individuals are encouraged to report any conduct that might constitute sexual harassment to any Student Affairs Administrator or to Human Resources Programs.

* The parameters of 'sexual harassment' are defined by State and Federal statutes and Court decisions. While the policy set forth above describes actions which fall generally within the scope of 'sexual harassment,' all CSU students are required to

conduct themselves in a manner that promotes congeniality within our community and avoids harassment as defined by State and Federal law.

(FA.31.008)

Smoking on Campus

Accountability:

The Associate Vice President for Human Resources Programs, administers this policy at California State University Channel Islands for faculty and staff. The Dean of Students and the Director of Housing & Residential Education administer this policy for students. Questions, concerns, suggestions, or complaints should be directed to Human Resources Programs at (805) 437-8490.

Applicability

This policy applies to all individuals on the campus of California State University Channel Islands and excludes University Glen.

Text

The goal of this policy is to provide smoke-free areas on campus to limit exposure to second-hand smoke. Smoking is prohibited in all California State University Channel Islands work locations and buildings. Smoking is only allowed in locations which are at least 50 feet away from any structure on the campus including bus stops and outdoor dining areas. At designated outdoor recreational areas, smoking is prohibited within 50 feet of the playing surface. Additionally, smoking is prohibited in all Stateowned vehicles.

(FA.31.013)

Solicitation, Public Meetings, Performances, Rallies and Similar Events

Accountability

The chair and members of the Events and Facilities Committee and the Director of Public Safety.

Applicability

This policy applies to all CI faculty, staff, students, tenants, contractors, volunteers, and visitors on university property.

Definition(s)

Solicitation — Solicitation means to request, or endeavor to persuade or obtain by asking, but does not include commercial solicitation.

Tenants — Tenants are defined as any organization, person or employees of an organization or person(s) with an executed lease with Cl.

University Property — University property is defined as all property owned leased and/or controlled by CI.

Text

The use of university buildings and grounds for public meetings, performances, rallies, solicitations or other similar functions or events may be permitted in accordance with reasonable directives issued by the campus President as to the time, place and manner and in accordance with the University's Administrative Policy FA.83.001 Policy on Use of Facilities and SA.07.003 Policy on Distribution of Written Materials. All individuals and organizations must arrange for the use of university facilities or grounds through the Events and Facilities Committee. Any such event occurring on campus in violation of established university directives regarding time, place and manner is prohibited.

Solicitation

External Individuals or Organizations

Any circulars, flyers or other form of written material for distribution or solicitation purposes must be submitted with the Events and Facilities Use Request Form to the Events and Facilities Committee for approval.

Time:

8:00AM - 5:00PM Monday through Friday

Place

Restricted to the immediate geographical location approved by the Events and Facilities Committee. Soliciting is prohibited inside classrooms, offices, and other common areas inside buildings or within twenty feet of a building entrance.

Manner:

Soliciting must be conducted in a manner that does not:

- Interfere with classes in session, or other normal university business or functions.
- Obstruct the free flow of pedestrian and vehicular traffic.
- Utilize voice amplification or other unduly loud noise.
- Intimidate, harass or provoke any individual in the vicinity.

CI Students

Before submitting a request to the Events and Facilities Committee, all students, student clubs or organizations must secure the approval of the Vice President for Student Affairs or designee.

Time:

As determined and approved by the Events and Facilities Committee.

Place:

Restricted to the immediate geographical location approved by the Events and Facilities Committee. Soliciting is prohibited inside classrooms, offices, and other common areas inside buildings or within twenty feet of a building entrance.

Manner:

Soliciting must be conducted in a manner that does not:

- Interfere with classes in session, or other normal university business or functions.
- Obstruct the free flow of pedestrian and vehicular traffic.
- Utilize voice amplification or other unduly loud noise.
- Intimidate, harass or provoke any individual in the vicinity.

CI Faculty and Staff

Before submitting a request to the Events and Facilities Committee, faculty shall notify and secure the signature of the Vice President for Academic Affairs and staff shall notify and secure the signature of the Vice President for Finance and Administration.

Time:

As determined and approved by the Events and Facilities Committee.

Place:

Restricted to the immediate geographical location approved by the Events and Facilities Committee. Soliciting is prohibited inside classrooms, offices, and other common areas inside buildings or within twenty feet of a building entrance.

Manner

Soliciting must be conducted in a manner that does not:

- Interfere with classes in session, or other normal university business or functions.
- Obstruct the free flow of pedestrian and vehicular traffic.
- Utilize voice amplification or other unduly loud noise.

• Intimidate, harass or provoke any individual in the vicinity.

Public Meetings, Performances, Rallies, and Similar Events

Time:

8:00AM-5:00PM Monday through Friday

Place:

Restricted to the immediate geographical location approved by the Events and Facilities Committee. Soliciting is prohibited inside classrooms, offices, and other common areas inside buildings or within twenty feet of a building entrance.

Manner:

Soliciting must be conducted in a manner that does not:

- Interfere with classes in session, or other normal university business or functions.
- Obstruct the free flow of pedestrian and vehicular traffic.
- Utilize voice amplification or other unduly loud noise.
- Intimidate, harass or provoke any individual in the vicinity.

External Individuals and Organizations

Time:

As determined and approved by the Events and Facilities Committee.

Place.

Restricted to the immediate geographical location approved by the Events and Facilities Committee.

Manner

These meetings or events must be conducted in a manner that does not:

- Interfere with classes in session, or other normal university business or functions.
- Obstruct the free flow of pedestrian and vehicular traffic.
- Utilize any unauthorized amplification or other unduly loud noise.
- Intimidate, harass, provoke or threaten the health and safety of any individual in the vicinity.
- Fail to comply with a lawful order of a public safety officer or university official in the performance of their duties.

CI Students

Before submitting a request to the Events and Facilities Committee, all students, student clubs or organizations shall notify and secure the approval of the Vice President for Student Affairs prior to any rally, demonstration or march.

Time:

As determined and approved by the Events and Facilities Committee.

Place:

Restricted to the immediate geographical location approved by the Events and Facilities Committee.

Manner.

These meetings or events must be conducted in a manner that does not:

- Interfere with classes in session, or other normal university business or functions.
- Obstruct the free flow of pedestrian and vehicular traffic.
- Utilize any unauthorized amplification or other unduly loud noise
- Intimidate, harass, provoke or threaten the health and safety of any individual in the vicinity.
- Fail to comply with a lawful order of a public safety officer
 or university official in the performance of their duties.

CI Faculty and Staff

Before submitting a request to the Events and Facilities Committee, faculty shall notify and secure the signature of the Vice President for Academic Affairs and staff shall notify and secure the signature of the Vice President for Finance and Administration.

Time:

As determined and approved by the Events and Facilities Committee.

Place:

Restricted to the immediate geographical location approved by the Events and Facilities Committee.

Manner:

These meetings or events must be conducted in a manner that does not:

- Interfere with classes in session, or other normal university business or functions.
- Obstruct the free flow of pedestrian and vehicular traffic.
- Utilize any unauthorized amplification or other unduly loud noise.
- Intimidate, harass, provoke or threaten the health and safety of any individual in the vicinity.
- Fail to comply with a lawful order of a public safety officer or university official in the performance of their duties.
 (FA.83.002)

Tobacco Sales and Sponsorships on Campus

The complete policy text can be found on the CI website at http://policy.csuci.edu/CM/02/CM.02.003.htm. (CM.02.003)

General

Academic Freedom

Be it resolved that the Academic Senate of CI affirms its commitment to upholding and preserving the principles of academic freedom: the right of faculty to teach, conduct research or other scholarship, and publish free of external constraints other than those normally denoted by the scholarly standards of a discipline, and

Be it further resolved that the Academic Senate of CI fully endorses the 1940 Statement of Principles on Academic Freedom and Tenure of the AAUP www.aaup.org, and

Be it further resolved that this campus is dedicated to fostering the free speech rights guaranteed by the First Amendment of the U.S. Constitution and to ensure that guests on campus have full opportunity to the exercise of these rights; and

Be it further resolved that the Academic Senate of CI calls on the university community to maintain our campus as an open forum for free expression of ideas and diverse views in the framework of scholarly inquiry and professional ethics; and

Be it further resolved that the Academic Senate of Cl affirms its intent to help ensure that all relevant policies developed on this campus protect freedom of inquiry, research, expression, and teaching both inside the classroom and beyond, and

Be it finally resolved that the Academic Senate of CI opposes any system or campus policy that would restrict academic freedom in the name of "security" or a "balanced approach" to controversial issues.

(SRO3-05)

Career Placement

The office of Institutional Research may furnish, upon request, information about the employment of students who graduate from programs or courses of study preparing students for a particular career field. Any such data provided must be in a form that does not allow for the identification of any individual student. This information includes data concerning the average starting salary and the percentage of previously enrolled students who obtained employment. The information may include data collected from either graduates of the campus or graduates of all campuses in the California State University system.

Communication with Students

Accountability

Provost & Vice President for Academic Affairs and the Vice President for Student Affairs.

Applicability

All applicants, matriculated students, faculty and staff at CI.

Definition(s)

Mail — shall be defined as letters and parcels conveyed by the United States Postal Service.

**Other reputable carriers such as Federal Express and UPS may be utilized if deemed necessary.

Email — shall be defined as the system whereby letters, messages and other data are transmitted from one computing or electronic communication device to another through an electronic communication network.

Global Student Emails — shall be defined as communication sent to all students through dolphin email.

Text

1. Electronic Communication

- a. All applicants are required to include an email address on their CSU online application for admission. The Admissions and Recruitment office shall utilize stated email address to disseminate communication related to enrollment. It is the responsibility of the student to ensure that communication is received and read.
- Communication regarding admission status will be sent to applicants through stated email address as well as their respective Dolphin VIP page.
- All students shall receive an email account from the University. Official student email addresses end in @ myci.csuci.edu.
- d. Administration shall utilize the "Dolphin Email" system as the official means of communication to CI students. It is the student's responsibility to ensure that communication is received and read.
- e. Students may redirect their University email address to another account. However, the University will not be responsible for the handling of email by outside vendors or departmental servers. Instructions for redirecting shall be available on the CI "Dolphin Email" web site.
- f. Faculty shall determine how electronic forms of communication (e.g. email) will be used in their respective classes and will specify requirements to their students.
- g. All electronic communication shall meet federal and state accessibility requirements.
- h. All email sent to students shall include the name, title, email address and telephone number of the person or

- office sending the email so that the student may verify the integrity of the email.
- It is a violation of University policy to use University mail or a University email address to impersonate a University office, administrator, faculty, staff member, or student.
- j. Students who are suspended or expelled may have their "Dolphin Email" account closed. The account shall only be re-opened with approval from the Dean of Students or designee.
- Complaints involving harassing email shall be investigated by the Dean of Students or designee.
- Students who voluntarily withdraw from the University and have not completed their program degree or have not enrolled for more than one academic year, will have their email account closed at that time.
- m. Only designated University offices are eligible to send global student emails.
- n. Student email addresses shall not be provided for commercial purposes, personal gain or spamming.
- Applicants to the University should inform the Admissions and Recruitment office if there is a change in email address by submitting a letter with their name, date of birth, contact number requesting the University to utilize an alternate email address for communication.

2. Mail

- a. Students shall provide the University with a current mailing address.
- Students shall maintain their mailing address by updating it in MyCl.

(SA.07.008)

Death of a Student

The complete policy text can be found on the CI website at http://policy.csuci.edu/SA/01/SA.01.001.htm. (SA.01.001)

Disposition of Fees: Campus Emergency; Interim Suspension

Title 5, California Code of Regulations, § 41302

During periods of campus emergency, as determined by the President of the individual campus, the President may, after consultation with the Chancellor, place into immediate effect any emergency regulations, procedures, and other measures deemed necessary or appropriate to meet the emergency, safeguard persons and property, and maintain educational activities.

The President of the campus may place on probation, suspend, or expel a student for one or more of the causes enumerated in Section 41301. No fees or tuition paid by or for such student for the semester, quarter, or summer session in which he or she is suspended or expelled shall be refunded. If the student is readmitted before the close of the semester, quarter, or summer session in which he or she is suspended, no additional tuition or fees shall be required of the student on account of the suspension.

The President may immediately impose an interim suspension in all cases in which there is reasonable cause to believe that such an immediate suspension is required in order to protect lives or property and to insure the maintenance of order. A student so placed on interim suspension shall be given prompt notice of charges and the opportunity for a hearing within 10 days of the imposition of interim suspension. During the period of interim suspension, the student shall not, without prior written permission

of the President or designated representative, enter any campus of the California State University other than to attend the hearing. Violation of any condition of interim suspension shall be grounds for expulsion.

Immigration Requirements for Licensure

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (P.L. 104-193), also known as the Welfare Reform Act, includes provisions to eliminate eligibility for federal and state public benefits for certain categories of lawful immigrants as well as benefits for all illegal immigrants.

Students who will require a professional or commercial license provided by a local, state, or federal government agency in order to engage in an occupation for which the CSU may be training them must meet the immigration requirements of the Personal Responsibility and Work Opportunity Reconciliation Act to achieve licensure. Information concerning the regulation these requirements are available from Human Resources, (805) 437-8490.

Intellectual Property

The complete policy text can be found on the CI website at http://policy.csuci.edu/AA/01/AA.01.002.htm. (SP08-04)(AA.01.002)

Student Clubs and Organizations, Eligibility Requirements for Membership

Accountability

Dean of Students and the Vice President for Student Affairs.

Applicability

All enrolled students at CI

Definition(s)

Registered/Recognized — is defined as an approved status for student clubs and organizations.

Club — is defined as a registered or recognized group of students organized with a similar interest for a social, literary, athletic, political, or other common purpose.

Organization — is defined as a registered or recognized group of students organized for and acting towards a particular cause.

GPA — is defined as grade point average

Minor Student Representative Offices — is defined as student presidents and treasurers as well as any elected position in a registered or recognized club or organization.

Major Student Representative Offices — is defined as any elected position in one of the four ASI entities (Student Government, Student Programming Board, The Nautical yearbook and CI View student newspaper as well as the ASI Board

Club/Organization Member — is defined as a student in a general membership role without a specific title or job function.

Tex

Eligibility Requirements will be reviewed each semester.

Minimum eligibility requirements to be a member of a club or organization at CI:

- Must be enrolled in no less than three units at CI
- Have an overall CI GPA of at least 2.0

- Be in good academic and behavioral standing (not on academic or disciplinary probation)
- Be free of any holds on University records

Minimum eligibility requirements for major and minor representatives of a club or organization at CI:

- Must be enrolled in no less than <u>6</u> units at CI (Undergraduates)
- Must be enrolled in no less than <u>3</u> units at CI (Postbaccalaureate)
- Have an overall CI GPA of at least 2.5 (Undergraduates)
- Have an overall CI GPA of at least 3.0 (Postbaccalaureate)
- Have an overall Transfer GPA of at least 2.5 (Transfers)
- Be in good academic and behavioral standing (not on academic or disciplinary probation)
- Be free of any holds on University records

Failure to meet the above requirements will result in the student member's removal from the Club/Organization's roster prior to the start of the next semester.

First time in college students without a CI GPA cannot serve as officers, but may participate as general members their first semester. However, upon completion of their first semester they must follow the eligibility requirements outlined for general membership. Clubs/Organizations may impose more restrictive requirements in their constitution(s) or bylaws. (SA.21.002)

Student Conduct & Health

Academic Dishonesty

- Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.
- 2. Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.
- 3. Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned. The instructors will file incident reports with the Vice Presidents for Academic Affairs and for Student Affairs or their designees. These reports shall include a description of the alleged incident of academic dishonesty, any relevant documentation, and any recommendations for action that he/she deems appropriate.

- 4. The Vice President for Student Affairs shall maintain an Academic Dishonesty File of all cases of academic dishonesty with the appropriate documentation.
- Students may appeal any actions taken on charges of academic dishonesty to the "Academic Appeals Board."
- The Academic Appeals Board shall consist of faculty and at least one student.
- 7. Individuals may not participate as members of the Academic Appeals Board if they are participants in an appeal.
- 8. The decision of the Academic Appeals Board will be forwarded to the President of CI, whose decision is final. (SPO2-01)

Alcohol at CI

Accountability

For students: the Dean of Students; for staff: the Associate Vice President for Human Resources Programs; for faculty: the Associate Vice President for Faculty Affairs; for campus events and visitors: the University Police Department.

Applicability

All CI students, faculty, staff, tenants, and visitors, on-campus organizations, and off-campus sponsored organizations and events. This policy does not apply to University Glen residential areas. This policy does not supersede any provision within any CSU collective bargaining agreement.

Definition(s)

Alcoholic Beverage — Includes alcohol, spirits, liquor, wine, beer, and every liquid or solid containing alcohol, spirits, wine, or beer, and which contains one-half of one percent or more of alcohol by volume and which is fit for beverage purposes either alone or when diluted, mixed, or combined with other substances.

Sale — The exchanging of any consideration, either directly or indirectly, for an alcoholic beverage. The term "sale" also includes the imposition of any admission charge to, or any other charge for the event at which alcoholic beverages will be served exclusively to those who pay such charge. The term "consideration", as used above, includes money or tickets,

University Property — Any real property, land, facility, or annex property thereof, which is owned, leased, licensed, rented, used, or otherwise controlled by the University.

University-Sponsored Event — Any event, meeting, conference, party, or gathering that is conducted on University property or that is conducted or sponsored off campus by the University, or by a component thereof, or by an official, employee, or agent thereof, acting in his/her capacity as such, or by any club, team, or organization that is permitted to use the name of the University or that is officially affiliated with the University. Off-campus University-sponsored events typically include events funded by the University or the Foundation, or activities offered for academic credit to students.

Appropriate University Official — President, Provost, Vice Presidents, Deans, Directors and Police Officers.

Residence — Any leased apartment or dwelling space on University property (including but not limited to balconies, adjacent sidewalks, parking lots and yards).

Resident — Any person who rents, leases, or resides in a residence.

Student Housing Consumption Zone — Any apartment where all occupants have completed the required Alcohol Education Program, met with the Assistant Director of Housing and Residential Education or designee and has been granted full alcohol privileges.

Text

The intent of this policy is neither to encourage nor to endorse the use of alcoholic beverages, but to describe the permitted and prohibited use of alcoholic beverages on campus. The University is committed to maintaining an environment that is predominantly free of the use of alcoholic beverages and in full compliance with federal and state laws and CSU System-wide mandates and directives. Students, employees, or visitors who violate laws or University policies concerning alcoholic beverages shall be subject to criminal prosecution and/or institutional sanctions. Such sanctions may include behavioral probation, suspension, or termination/expulsion. For discipline, in case of conflict between this policy and any CBA, the language of the CBA is controlling.

Authorization for the Possession, Sale or Distribution of Alcoholic Beverages

An individual or group may not possess, consume, sell or distribute alcoholic beverages on CI property without the written approval from the President or designee.

On-campus Events

- Any sale, furnishing, use, or consumption of an alcoholic beverage in violation of state or federal law and/or CSU System-wide mandates and directives is prohibited.
- No minors shall be permitted to consume alcoholic beverages at any time. No person under twenty-one (21) years of age shall be in attendance where alcoholic beverages are being sold, furnished, used or consumed unless specific control procedures to prevent service to and consumption by minors is actively employed.
- Attendance at an approved event where alcohol is allowed shall be limited to members of the sponsoring organization and their invited guests. The event shall not be advertised or publicized as an event where alcoholic beverages are to be served.
- The University Chief of Police must be notified in advance of any event where 100 or more people are expected and alcohol is served.
- The sponsoring organization in charge of the approved event where alcohol is used or consumed is responsible for ensuring mechanisms are in place to comply with all applicable laws, regulations, University policies and procedures.
- No resident of Housing and Residential Education, 21 years of age or older, may possess or consume alcoholic beverages within his/her own residence, until the resident obtains alcohol privileges and the room has been designated as a Designated Consumption Zone (DCZ). Residents who have alcohol privileges may only exercise them in their own apartments/suites, or in apartments/ suites which have received authorization from Housing and Residential Education. Guests to Housing and Residential Education must have a resident host at all times. The resident is responsible for ensuring that their guest abides by all laws and policies, including the alcohol policy contained herein. Residents or guests under the age of 21 are not allowed to be present in a DCZ when alcohol consumption is taking place. This restriction does not apply to non-student employees of CI residing in Housing and Residential Education.

- Consumption of alcoholic beverages in a public area is prohibited, except where alcohol at an event is approved in advance by the President or the President's designee.
- Intoxication in any area of the University is prohibited.

Off-campus Events

- Any sale, furnishing, use or consumption of an alcoholic beverage, at any off-campus event sponsored by a registered/recognized student club or organization without prior approval by the President or designee is prohibited.
- Intoxication by any member of a University registered/ recognized student club or organization at any Universitysponsored off-campus event is prohibited.

Enforcement of the Policy on Alcohol

- On campus, the CI Police Department exercises police powers in enforcing state laws regarding alcoholic beverages. Violators may be referred to the District Attorney for prosecution. In addition to requesting prosecution under appropriate laws, the University may impose its own sanctions on the students and University employees consistent with the terms of the applicable collective bargaining agreement or Title 5 of the California Code of Regulations. Violation of the University Alcohol Policy by students for onand off-campus University events will be referred to the Dean of Students.
- Violation of the Housing and Residential Education alcohol
 policy as outlined in the Resident ABC Manual will be
 referred to the Assistant Director for Residential Education
 or his/her designee. Some alcohol violations in Housing
 and Residential Education may also be referred to the Dean
 of Students for adjudication through the University judicial
 process.
- Violations of University Alcohol Policy will be strictly enforced.

Marketing and Sales of Alcoholic Beverages

CSU Chancellor's Office Executive Order No. 966 prohibits
the sale of alcoholic beverages at any athletic event held
in University owned or operated facilities and limits alcohol
advertising to beer and wine on California State University
campuses in compliance with policy guidelines consistent
with the "Guidelines for Beverage Alcohol Marketing"
distributed by the National Inter-Association Task Force on
Alcohol Issues, a higher education coalition dedicated to the
responsible use and advertising of alcoholic beverages.
 (SA.03.003)

Drug-Free Campus and Workplace

Accountability

For Staff: AVP for Human Resources Programs

(805) 437-8425

Human Resources Manager

(805) 437-8826

For Faculty: AVP for Faculty Affairs

(805) 437-8485

For Students: Dean of Students

(805) 437-8512

Applicability

All students, faculty, staff, volunteers, members of the public, student assistants and vendors contracting with Cl including temporary employees and others who perform work for the benefit of Cl.

Definition(s)

Controlled Substances — Controlled substances are those substances defined in schedules I through V of the Controlled Substances Act, 21 U.S.C. §812, and by regulation at 21 C.F.R. §1308.

Illegal Substances — Illegal substances are controlled substances listed in the Controlled Substance Act which are obtained illegally.

Legal Substances — Legal substances are (1) controlled substances that are prescribed or administered by a licensed physician or health-care professional; (2) over-the-counter drugs; and (3) alcoholic beverages.

Text

CI is committed to providing a safe, healthy and productive work and academic environment for all its employees and students. Consistent with its concern for the well-being of its faculty, staff and students, it is the policy of the University to maintain a work and academic environment free from drug and alcohol abuse. The unlawful manufacture, distribution, dispensation, possession, sale, offer to sell, purchase, offer to purchase and/or unlawful use of controlled substances* or alcohol on the CI campus or its off-site locations, or as any part of its activities, is prohibited. Controlled substances include, but are not limited to, marijuana, heroin, cocaine, LSD, and amphetamines. In addition, employees are required to remain free from the influence of controlled substances or alcohol while on duty.

As a condition of employment, all employees of the CI (this includes faculty, staff and students) are required to comply with this policy. CI employees who violate this policy will be subject to disciplinary action up to and including discharge for cause. For those employees covered by a Collective Bargaining Agreement (CBA), the terms of the CBA shall be controlling.

An employee who is convicted of a criminal drug statute violation occurring in the workplace must, within five (5) calendar days after the conviction, notify Cl of such conviction by informing Human Resources Programs at (805) 437-8425 or (805) 437-8490.

Persons who are not employees of CI, but who volunteer or perform work at the CI for its benefit (such as contractors and their employees, temporary employees provided by agencies, visitors engaged in joint projects at CI, etc.) are required to comply with this policy. Violation of this policy is likely to result in being barred from the workplace even for a first offense.

Counseling

Employee and Student Assistance Program

The primary focus of the Cl's substance abuse prevention program is education and counseling. As part of this program, Cl will continue to provide educational workshops for faculty, staff, and students, which will address the medical, health, psychological, social and legal ramifications of illicit drug and alcohol use. Cl's Employee Assistance Program (offered through PacifiCare at Confidential Phone Number at: 1-800-234-5465) and Personal Counseling Services will continue to provide information, evaluation, counseling and referral services to students of Cl seeking help with personal, emotional, substance abuse, or chemical dependency problems. To take advantage of these resources, contact the appropriate office listed below:

CI recognizes drug and alcohol dependency as treatable conditions and offers employee and student support programs for individuals with substance dependency problems. Employees are encouraged, but not required, to seek assistance for drug

and alcohol related problems through the confidential counseling provided through PacifiCare. Students may seek assistance from the Student Health and Counseling Center. The staff of Personal Counseling Services and the Student Health Services will assist students with identifying appropriate treatment resources and will refer them to counseling, treatment or rehabilitation programs, as appropriate. Information obtained regarding a student or employee during participation in any related program will be treated as confidential.

Students can reach the Student Health and Counseling Center at (805) 437-2088

Drug and Alcohol Awareness Program

CI has established and will maintain a drug and alcohol awareness program to educate employees and students about:

- Cl's substance abuse policy;
- The dangers of drugs and alcohol in a work and academic environment;
- 3. Employee and Student Assistance Programs; and
- Disciplinary action that may be imposed on employees for violations of this policy. (In the case of represented employees, the terms of the CBA prevail in matters of discipline).

On an annual basis, CI will distribute to all faculty, staff and students a copy of this policy.

You are encouraged to read carefully the following Substance Abuse Policy. This policy applies to all members of the CI community consistent with the requirements of the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendment of 1989. As a member of the CI community, you are expected to comply with all aspects of this policy.

If you have any questions regarding the policy or resources available, please feel free to contact the following individuals:

For Staff: AVP for Human Resources Programs

(805) 437-8425

Human Resources Manager

(805) 437-8826

For Faculty: AVP for Faculty Affairs

(805) 437-8485

For Students: Dean of Students

(805) 437-8512

CI Sanctions

CI will impose sanctions on individuals and/or organizations that violate this policy. These sanctions will be consistently enforced and penalties will depend on the severity of the offense. Penalties can include termination from CI and referral for prosecution for the most serious violations of the law and this policy. Disciplinary action may be invoked entirely apart from any civil or criminal penalties that the employee might incur. (FA.31.010)

Honor Code

Academic integrity is the responsibility of all members of the Cl community. We, as members of the university community, share equally in the responsibility to ensure that the Honor Code instills self-respect; fosters scholarship and achievement; builds habits of honesty; promotes ethical behavior; inspires mutual fellowship and respect; and confers prestige on Cl and members of the university community. All university community members should be familiar with the Honor Code. Students share with faculty and staff the responsibility of sustaining a climate of integrity. These values are to be maintained at all times.

A. Introduction

In a university community, there can be no doubt that honor and the pursuit of knowledge are inexorably intertwined.

An honor system must be believed in, supported, and administered by those who belong to it. Upon enrollment at CI, each student is automatically subject to the provisions of the Honor system. Each student has a duty to become familiar with the Honor Code and the provisions of the Honor system. Ignorance of what constitutes an Honor Code violation cannot be used as a defense in an honor hearing.

The Honor system at CI does not discriminate based upon race, color, religion, national origin, political affiliation, gender, sexual orientation, age, or disability.

A faculty or staff member may require examination, paper, and other written or electronically submitted assignment containing the following pledge or similar pledge approved by the faculty or staff member of the students submitting the work: "This work complies with the CI Honor Code." The pledge shall be signed by the students unless it is submitted electronically, in which case the faculty or staff member may require a different method of proof of a student's pledge.

B. The Honor Code

Students shall observe complete honesty in all academic matters. All students are strongly urged to ask their faculty or staff members to clarify what types of conduct are authorized or unauthorized in each course. Violations of the Honor Code include, but are not limited to, taking or attempting to take any of the following actions:

- Using unauthorized materials or receiving unauthorized assistance during an examination or in connection with any work done for academic credit. Unauthorized materials may include, but are not limited to, notes, textbooks, previous examinations, exhibits, experiments, papers, or other supplementary items.
- 2. Giving false or misleading information regarding an academic matter.
- Copying information from another student during an examination.
- Rendering unauthorized assistance to another student by knowingly permitting him or her to see or copy all or a portion of an examination or any work to be submitted for academic credit.
- Obtaining prior knowledge of examination materials including using copies of previously given examinations obtained from files maintained by various groups and organizations in an unauthorized manner.
- Providing or obtaining unauthorized copies of any portion of an examination or other course work.
- Using a commercially prepared paper or research project, or submitting for academic credit any work completed by someone else.
- 8. Falsifying or attempting to falsify class attendance records for oneself, or for someone else, or having another falsify attendance records on your behalf.
- 9. Falsifying material relating to course registration or grades, either for oneself or for someone else.
- Falsifying reasons why a student did not attend a required class or take a scheduled examination.
- 11. Taking an examination in the place of another student.
- Making unauthorized changes in any reported grade or on an official academic report form.

- 13. Falsifying data submitted for academic credit.
- 14. Collaborating in an unauthorized manner with one or more other students on an examination or any work submitted for academic credit.
- 15. Committing the act of plagiarism the deliberate copying, writing, or presenting as one's own the information, ideas, or phrasing of another person without proper acknowledgment of the true source.
- Using University resources in an academically dishonest manner.
- 17. Falsifying evidence, intimidating, or influencing someone in connection with an honor violation investigation, hearing, or appeal.

(SPO4-38)

Judicial Affairs

Accountability:

The Vice President for Student Affairs, Dean of Students and Judicial Officer(s)

Applicability:

An applicant, enrolled students, students between academic terms, graduates awaiting degrees, and students who withdraw from school while a disciplinary matter is pending.

Definition(s)

Campus and University - used interchangeably and both mean the California State University.

Member of the University Community — means California State University trustees, employees, students, and university guests who are on university property or at a university related activity.

Sexual Misconduct — means any non-consensual sexual intercourse, sexual assault, sexual exploitation, indecent exposure or attempt to commit any of these acts.

Student Conduct Code — means Section 41301 et seq. of Title 5 of the California Code of Regulations.

University Official — means any person employed by a campus, performing administrative or professional duties.

University Property — means:

- real or personal property in the possession, or under the control, of the Board of Trustees of the California State University, and
- all campus facilities whether utilized by the university or a campus auxiliary organization.

University Related Activity — means any event sponsored by, coordinated with, or directly affecting the university's regular functions.

Working Day — means any day of the academic year, summer session or special session, other than a Saturday, Sunday, or academic holiday as that term is defined in Section 42800 of Title 5 of the California Code of Regulations.

Preponderance — means evidence presented which establishes a majority (51%) in favor of one side or the other.

Text

General Provisions

Student Conduct Administrator

Each campus president assigns a campus official or officials to be the Student Conduct Administrator, whose

responsibilities are to determine whether to initiate disciplinary action under the Student Conduct Code and to perform duties as prescribed in these procedures. Student conduct administrators serve at the pleasure of the president.

Hearing Officers

Each campus president appoints one or more persons to serve as Hearing Officers. They may be campus officials, attorneys licensed to practice in California, or administrative law judges from the Office of Administrative Hearings. Subordinates of the Student Conduct Administrator, persons with a conflict of interest in the matter, and percipient witnesses to the events giving rise to the case are ineligible to serve as Hearing Officers. The Hearing Officer conducts the hearing, determines whether a student has violated the Student Conduct Code and if so, recommends sanction(s).

Attorneys

Student Conduct proceedings are not meant to be formal court-like trials. Although university related sanctions may be imposed, the process is intended to provide an opportunity for learning. Each campus president determines as a matter of standing campus directive whether attorneys are permitted to be present in all or some campus proceedings. The president's determination regarding the presence of attorneys applies to both the student charged and the campus. Both the student and the campus can consult attorneys outside of the actual proceedings irrespective of the president's determination. Any person licensed to practice law is considered an attorney for this purpose. At CSU Channel Islands, attorneys are not permitted to be present at campus proceedings as advisors/representatives for the student or the campus.

Interpretation of the Code or Process

All issues regarding the hearing described under the section titled Proceedings below, except those specifically noted, are within the purview of the Hearing Officer for final determination. Questions of interpretation or application of the Student Conduct Code or this executive order are outside the purview of the Hearing Officer and are determined by the campus Vice President for Student Affairs or his or her designee.

Delegation of Duties

The duties of the president in these proceedings may be delegated to another campus official. **Designation has been granted to the Vice President for Student Affairs (VPSA) for all matters related to Judicial Affairs at CSU Channel Islands

• Parallel Judicial Proceedings

Student Conduct Code proceedings are independent from other court proceedings. Student discipline may be instituted against a student also charged in civil or criminal courts based on the same facts that constitute the alleged violation of the Student Conduct Code. The university may proceed before, simultaneously with, or after any other judicial proceedings.

Time Lines

All times set in this executive order may be extended by the university when necessary. Extensions shall be determined by the Vice President for Student Affairs.

Proceedings

1. Investigation

 a. Whenever it appears that the Student Conduct Code has been violated, a complaint should be directed to the Student Conduct Administrator as soon as possible

- after the event takes place. The complaint can be oral or in writing.
- The Student Conduct Administrator investigates each complaint submitted and determines whether it is appropriate to charge a student with violation of the Student Conduct Code.

2. Conference

- a. The Student Conduct Administrator holds a conference with the student charged, and obtains his or her response to the alleged misconduct, except in instances where the student charged declines to cooperate, in which case the conference requirement is waived. The student may bring a person with him/her to advise him/her during the conference with the Student Conduct Administrator. The student's advisor is there to provide support and not to speak on behalf of the student. If agreement can be reached as to an appropriate disposition of the matter, it will be closed and the terms of the disposition shall be put in writing and signed by the student charged and the Student Conduct Administrator.
- b. If the student admits violating the Student Conduct Code but no agreement can be reached on an appropriate sanction, the student charged may request a hearing on the sanction only.

3. Notice of Hearing

- a. If the alleged violation of the Student Conduct Code
 is not resolved at the conference with the Student
 Conduct Administrator and the Student Conduct
 Administrator has determined that formal disciplinary
 action is appropriate, or if the student charged requests
 a hearing on the sanction only, the Student Conduct
 Administrator issues a Notice of Hearing.
 - The Notice is sent electronically to the charged student at the university assigned e-mail address linked to the account provided by the California State University (i.e., "xxx.edu.").
 - ii. Until June 30, 2010 the Notice is also served on the student charged in person, or by traceable mail (e.g., certified mail) to the last address that student has on record with the university. As of July 1, 2010, CSU Channel Islands utilizes dolphin email for all judicial related correspondence.
- b. The Notice of Hearing must include:
 - i. The section(s) of the Student Conduct Code that the student is charged with violating.
 - ii. A factual description of the student's conduct that forms the basis for the charge(s).
 - iii. The proposed sanction.
 - iv. Notification that neither the Hearing Officer nor the VPSA (as the president's designee) is bound by the proposed sanction, and either, or both, may set a more severe sanction.
 - v. The date, time and place of the hearing.
 - vi. The location on the campus where the student can view his or her discipline file, including the location (or copies) of the campus policies that were violated.
 - vii. Notification that the student may be accompanied at the hearing by an advisor as well as the campus directive regarding attorneys.
 - viii. Notification that the student can waive his/her right to a hearing by accepting the proposed sanction.

- ix. Notification of any immediate suspension and/or withdrawal of consent to remain on campus. (See section Interim Suspension below.)
- x. A copy of Executive Order 1043 or notice of where the student may obtain a copy. If consent to remain on campus has already been withdrawn by the time the Notice of Hearing is sent, a copy of the executive order must be enclosed along with any other campus policy referenced in the Notice of Hearing.
- c. The Notice of Hearing is sent to the student at least 10 working days before the hearing.
- d. The charges stated in the Notice of Hearing may be amended at any time. If an amendment would require the student to prepare a different response, the student may request a postponement of the hearing for a reasonable period of time. If the charges are amended after a hearing is underway, the Hearing Officer may postpone the hearing for a reasonable period of time.

4. Hearing

- a. The hearing is closed to all persons except the Hearing Officer, the student charged, the Student Conduct Administrator, one advisor for the student charged, one advisor for the Student Conduct Administrator, appropriate witnesses during the time that they are testifying (including a support person for alleged victims of sexual or physical assault, see section g below), and one person to assist the Hearing Officer in recording the hearing. A police or security officer may also be present if deemed appropriate by the Vice President for Student Affairs. The university will cooperate in providing employee witnesses wherever possible, provided that they are identified at least two working days before the hearing.
- b. The student may be accompanied by one advisor of his or her choice to provide support but not to speak on behalf of the student. Hearing dates will not be changed because of the schedule of the advisor for the student charaed.
- c. The Student Conduct Administrator may also be accompanied by one advisor. Hearings are intended to be educational rather than adversarial. The Hearing Officer runs the hearing. The student charged and the Student Conduct Administrator each put on the evidence in their case in whatever manner the Hearing Officer deems appropriate and may each ask questions of the witnesses. The Hearing Officer may also ask questions of any witness, the student charged or the Student Conduct Administrator.
- d. Formal rules of evidence applied in courtroom proceedings do not apply in the hearing (e.g., California Evidence Code). All information that responsible persons are accustomed to rely upon in the conduct of serious affairs including hearsay is considered. Unduly repetitive information may be excluded. The Hearing Officer bases his/her decision only on the information received at the hearing.
- e. The Hearing Officer makes an official audio recording of the hearing. S/he can have someone present to operate any equipment necessary to make the recording. The recording is the property of the university. No other recording of the hearing is permitted.

- f. If the student charged fails to appear at the hearing, the hearing proceeds without him/her. The decision, like every other hearing decision, must be based on the information presented. The student charged may not be found to have violated the Student Conduct Code solely because he/she failed to appear at the hearing.
- g. In cases involving a charge of sexual or physical misconduct, the alleged victim may be accompanied at the hearing by another person. This person is for support only, and is not permitted to participate in the hearing. Questions of the alleged victim are limited to the incident upon which the charge is based and the events surrounding that charge, and may not delve into past sexual behaviors of the alleged victim.
- h. The Hearing Officer is responsible for maintaining order during the hearing and makes whatever rulings are necessary to ensure a fair hearing. Abusive behavior is not tolerated. The Hearing Officer may eject or exclude anyone who refuses to be orderly, including the student charged.
- The Hearing Officer's decisions regarding procedural issues are final.
- j. Where there is more than one student charged arising out of a single occurrence, or related multiple occurrences, the Student Conduct Administrator and the students charged may agree to a single hearing for all of the students. A charged student may request consolidation of his/her case with others. The Student Conduct Administrator makes consolidation decisions, which are subject to review by the Hearing Officer and thereafter are final. The separation of one or more cases from a case previously set for a consolidated hearing shall not be considered to affect the other cases.
- k. At any time during the hearing, the student charged may waive the right to a hearing and accept the proposed sanction. Such a waiver must be in writing.

Standard of Proof and Recommendation of the Hearing Officer

- a. The Hearing Officer makes decisions only on information presented at the hearing. After the hearing the Hearing Officer makes findings of fact and conclusions about whether the information presented constitutes a violation of the Student Conduct Code. The standard for the Hearing Officer's decision is whether the university's charge is sustained by a preponderance of the evidence. It is the university's burden to show that it is "more likely than not" that the student violated the Student Conduct Code.
- b. The Hearing Officer submits a written report of his/ her findings and conclusions to the VPSA (as the president's designee), along with any appropriate recommended sanction. This report is submitted within ten working days after the hearing.

6. The Final Decision

a. The VPSA (as the president's designee) reviews the Hearing Officer's report and issues a final decision. The VPSA (as the president's designee) may impose the sanction recommended, adopt a different sanction, reject sanctions altogether, or refer the matter back for further findings on specified issues. If the VPSA (as the president's designee) adopts a more severe sanction

- than what is recommended by the Hearing Officer, the VPSA (as the president's designee) must set forth the reasons in the final decision letter. The VPSAs (as the president's designee) final decision letter is issued within five working days after receipt of the Hearing Officer's report.
- b. The VPSA (as the president's designee) sends notice of his/her decision electronically to the charged student at the university assigned e-mail address linked to the account provided by the California State University (i.e., "xxx.edu.").
- c. Until June 30, 2010 the notice of decision is also sent by personal delivery or through traceable mail (e.g., certified mail) to the last address that student had on record with the university. After the decision has been sent the Hearing Officer's report is available for review by the student charged within a reasonable time upon request.
- 7. Notice to Victims of Crimes of Violence and Sex Offenses In cases involving a "crime of violence" [A "crime of violence" includes: arson, assault offenses, burglary, criminal homicide (manslaughter by negligence), criminal homicide (murder and non-negligent manslaughter), destruction/ damage/vandalism of property, kidnapping/abduction, robbery, and forcible and non-forcible sex offenses. 99 C.F.R. § 99.39.], the university may notify the alleged victim(s) of the final results of a hearing as it relates to those charges regardless of whether or not the charges are sustained. (34 C.F.R. § 99.31 et seg.) 1 If the alleged victim of a "crime of violence" makes a written request for the results of the proceeding the university must provide the outcome of the proceeding related to that charge. Similarly, where the charge relates to a sexual assault the university must notify the alleged victim of the outcome of the proceeding (20 U.S.C. § 1092). This information is only given to the victim(s) and includes the name of the accused student, any violation alleged committed, and any sanction(s) imposed on that student (20 U.S.C. § 1232g).

Sanctions

The following sanctions may be imposed for violation of the Student Conduct Code:

- a. Restitution Compensation for loss, damages or injury.
 This may include appropriate service and/or monetary material replacement.
- b. Loss of Financial Aid Consistent with California Education Code Sections 69810 et seq., scholarships, loans, grants, fellowships and any other types of state financial aid given or guaranteed for the purposes of academic assistance can be conditioned, limited, cancelled or denied.
- c. Educational and Remedial Sanctions Assignments, such as work, research, essays, service to the university or the community, training, counseling, or other assignments intended to discourage a repeat of the misconduct or as deemed appropriate based upon the nature of the violation.
- d. Denial of Access to Campus A designated period of time during which the student is not permitted on university property or specified areas of campus. (See California Penal Code § 626.2.)
- e. Disciplinary Probation A designated period of time

during which privileges of continuing in student status are conditioned upon future behavior. Conditions may include, for example, the potential loss of specified privileges to which a current student would otherwise be entitled, or the probability of more severe disciplinary sanctions if the student is found to violate any university rule during the probationary period.

- f. Suspension Separation of the student from CSU student status for a certain period of time, after which the student is eligible to reapply to the university. Conditions for readmission may be specified.
- g. Expulsion Permanent separation of the student from CSU student status from the California State University system.
- Admission or Readmission Admission or readmission to the California State University may be qualified, revoked or denied to any person found to have violated the Student Conduct Code.

In addition to the sanctions referenced under Article V of Executive Order 1043 and in this policy under the section titled Sanctions, CSU Channel Islands may impose the following University-recognized sanctions:

- a. Oral Disciplinary Warning An oral disciplinary warning is an official warning that the student's behavior is in violation of the CI Student Code of Conduct. The oral warning is the least severe of all the sanctions and will be documented in the student's disciplinary file. If the student is found to be in violation of a second charge, subsequent action may be more severe.
- b. Written Disciplinary Warning A written disciplinary warning is an official reprimand for violations of specified University policies or campus regulations. The written warning is placed in the students' file for a specified period of time. The warning is then removed if the student does not commit any further violations during the specified time. If the student is found to be in violation of a second charge, subsequent action may be more severe.
- c. *Multiple Sanctions* More than one sanction may be imposed for a single violation.
- d. Good Standing A student is not considered to be in good standing for purposes of admission to the California State University while under a sanction of suspension, or expulsion, or while his or her admission or readmission has been qualified (Section 40601 (g) of Title 5 of the California Code of Regulations).
- e. Administrative Hold and Withholding a

 Degree The university may place an administrative hold on registration transactions and release of records and transcripts of a student who has been sent a Notice of Hearing and may withhold awarding a degree otherwise earned until the completion of the process set forth in the Student Conduct Code, including the completion of all sanctions imposed.
- f. Record of Discipline Disciplinary probation is entered on a student's transcript, with beginning and end date, for the period of time that the probation is in effect. Suspension is entered on the student's transcript, with beginning and end date, for the period of time that the suspension is in effect, but remains on the transcript permanently if the suspension is for longer

than one academic year. Expulsion is entered on the student's transcript permanently along with the date it takes effect.

Interim Suspension

1. Grounds

The VPSA (as the president's designee) may impose an interim suspension where there is reasonable cause to believe that separation of a student is necessary to protect the personal safety of persons within the university community, property of the university or to ensure the maintenance of order (Section 41302 of Title 5 of the California Code of Regulations).

2. Notice and Opportunity for Hearing

A student placed on interim suspension is given prompt notice of the charges pending against him or her as enumerated in Section 41301 of Title 5 of the California Code of Regulations and a factual description of the conduct alleged to form their basis. The opportunity for a hearing within ten working days of the imposition of the suspension is also required. (Section 41302 of Title 5 of the California Code of Regulations). Where a timely request is made, a hearing will be held to determine whether continued suspension is required to protect personal safety or property or to ensure the maintenance of order. This hearing may also serve as the disciplinary hearing in accordance with the procedures outlined in Article IV, provided that proper notice has been given. The hearing is conducted pursuant to the provisions of Article IV, Section 4 of these procedures. If the university proves that there is reasonable cause for the interim suspension to continue it shall remain in effect until the university closes the disciplinary matter, whether by settlement, final decision or dropped charges, but in no case longer than the VPSA (as the president's designee) has determined is required to protect the personal safety of persons within the university community, property of the university or to ensure the maintenance of order.

3. Denial of Presence on Campus

During the period of an interim suspension, the student charged may not, without prior written permission from his/her campus VPSA (as the president's designee), enter any campus of the California State University other than to attend the hearing regarding the merits of his/her suspension. Violation of any condition of interim suspension shall be grounds for expulsion (Section 41302 of Title 5 of the California Code of Regulations).

Conduct by Applicants for Admission

Admission or readmission may be qualified, revoked or denied to any person who commits acts that would be the basis for disciplinary proceedings pursuant to these procedures. Qualified admission or denial of admission in such case shall be determined by a hearing held pursuant to Article IV of these procedures. (SA.11.003)

Student Conduct

Student Conduct

Title 5, California Code of Regulations, §41301. Standards for Student Conduct.

A. Campus Community Values

1. The University is committed to maintaining a safe and healthy living and learning environment for students,

faculty, and staff. Each member of the campus community should choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life.

Grounds for Student Discipline

Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences. The following are the grounds upon which student discipline can be based:

1. Dishonesty, including:

- a. Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.
- b. Furnishing false information to a University official, faculty member, or campus office.
- c. Forgery, alteration, or misuse of a University document, key, or identification instrument.
- d. Misrepresenting ones' self to be an authorized agent of the University or one of its auxiliaries.
- 2. Unauthorized entry into, presence in, use of, or misuse of University property.
- 3. Willful, material and substantial disruption or obstruction of a University-related activity, or any on-campus activity.
- 4. Participating in an activity that substantially and materially disrupts the normal operations of the University, or infringes on the rights of members of the University community.
- 5. Willful, material and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus University related activity.
- 6. Disorderly, lewd, indecent, or obscene behavior at a University related activity, or directed toward a member of the University community.
- 7. Conduct that threatens or endangers the health or safety of any person within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.
- 8. Hazing, or conspiracy to haze. Hazing is defined as any method of initiation or pre-initiation into a student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student of any school, community college, college, university or other educational institution in this state (Penal Code 245.6), and in addition, any act likely to cause physical harm, personal degradation or disgrace resulting in physical or mental harm, to any former, current, or prospective student of any school, community college, college, university or other educational institution. The term "hazing" does not include customary athletic events or school sanctioned events. Neither the express or implied consent of a victim of hazing, nor the lack of active participation in a particular hazing incident is a defense. Apathy or acquiescence in the presence of hazing is not a neutral

- act, and is also a violation of this section.
- 9. Use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia, (except as expressly permitted by law and University regulations) or the misuse of legal pharmaceutical drugs.
- 10. Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and University regulations), or public intoxication while on campus or at a University related activity.
- 11. Theft of property or services from the University community, or misappropriation of University resources.
- 12. Unauthorized destruction, or damage to University property or other property in the University community.
- 13. Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals (without the prior authorization of the campus president) on campus or at a University related activity.
- 14. Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.
- 15. Misuse of computer facilities or resources, including:
 - a. Unauthorized entry into a file, for any purpose.
 - b. Unauthorized transfer of a file.
 - c. Use of another's identification or password.
 - d. Use of computing facilities, campus network, or other resources to interfere with the work of another member of the University community.
 - e. Use of computing facilities and resources to send obscene or intimidating and abusive messages.
 - Use of computing facilities and resources to interfere with normal University operations.
 - g. Use of computing facilities and resources in violation of copyright laws.
 - h. Violation of a campus computer use policy.
- 16. Violation of any published University policy, rule, regulation or presidential order.
- 17. Failure to comply with directions or interference with any University official or any public safety officer while acting in the performance of his/her duties.
- 18. Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well being of members of the University community, to property within the University community or poses a significant threat of disruption or interference with University operations.
- 19. Violation of the Student Conduct Procedures, including:
 - a. Falsification, distortion, or misrepresentation of information related to a student discipline matter.
 - b. Disruption or interference with the orderly progress of a student discipline proceeding.
 - c. Initiation of a student discipline proceeding in bad
 - d. Attempting to discourage another from participating in the student discipline matter.
 - e. Attempting to influence the impartiality of any participant in a student discipline matter.
 - f. Verbal or physical harassment or intimidation of any participant in a student discipline matter.
 - g. Failure to comply with the sanction(s) imposed under a student discipline proceeding.

20. Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

C. Procedures for Enforcing This Code

The Chancellor shall adopt procedures to ensure students are afforded appropriate notice and an opportunity to be heard before the University imposes any sanction for a violation of the Student Conduct Code.

D. Application of This Code

Sanctions for the conduct listed above can be imposed on applicants, enrolled students, students between academic terms, graduates awaiting degrees, and students who withdraw from school while a disciplinary matter is pending. Conduct that threatens the safety or security of the campus community, or substantially disrupts the functions or operation of the University is within the jurisdiction of this Article regardless of whether it occurs on or off campus. Nothing in this Code may conflict with Education Code Section 66301 that prohibits disciplinary action against students based on behavior protected by the First Amendment.

E. Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

As referenced earlier in Section XXI, Student Conduct (15) (G) the penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

Student Privacy

Family Educational Rights and Privacy Act (FERPA)

Accountability

This policy designates the Vice President for Student Affairs, or designee, as the Compliance Officer for the University. This policy also clarifies secondary roles and responsibilities in University procedures for ensuring compliance. The Custodian of Education Records will vary, based on the type of record, as listed in the following page.

Applicability

All students who are attending or have attended CI.

Education Records

Types	Locations	Custodians		
Academic (e.g., transcript, transfer work, class schedule, degree requirements, probation, petitions, etc.)	Records & Registration Sage Hall	University Registrar		
Disciplinary/ Student Life	Judicial Affairs Bell Tower	Dean of Students		
Financial Aid	Financial Aid Sage Hall	Director of Financial Aid		
Student Housing, Tenant and Disciplinary	Housing & Residential Education Santa Cruz Village	Director of Housing and Residential Education		
Student Accounts	Student Financial Services Lindero Hall	Vice President for Finance & Administration		
Placement	Career Development Services Bell Tower	Coordinator of Career Development Services		
Student Payroll	Human Resources Solano Hall	Associate VP for HRP		
Public Safety	Transportation & Parking Services Placer Hall	Chief of Police		
Occasional (e.g., Correspondence in office not listed above)	University staff who will direct the student to the location that maintains records	University Registrar		

Definition(s)

For the purposes of this policy:

Student – Any person who enrolls or has been enrolled Cl.

Third Parties — Non-university persons or entities.

University — Hereafter in this document a reference to Cl.

University Official — University employees who have a legitimate educational interest in the records.

Education Records — Any record (in handwriting, print, tapes, film or other medium) maintained by Cl, or an agent of the University, which is directly related to a student except:

- A personal record kept by a staff member, if it is kept in the personal possession of the individual who made the record, and information contained in the record has never been revealed or made available to any other person except the maker's temporary substitute.
- An employment record of an individual whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individual's employment.
- Records maintained by the University's Student Health Services, Personal Counseling Services, or Disability Resource Programs offices if the records are used only for treatment of a student and made available only to those persons providing treatment.

 Alumni records which contain information about a student after he or she is no longer in attendance at the University and the records do not relate to the person as a student.

Legitimate Educational Interest — a school official has a legitimate educational interest in the protected education records, a legal "right to know" if the official is:

- Performing a task that is specified in his or her position description or contract agreement: related to a student's education; or related to the discipline of a student.
- Providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement or financial aid.
- 3. Maintaining the safety and security of the campus.

The custodian of record as designated in the "Accountability" section, above, will determine whether a legitimate educational interest exists, whether the school official has a legal right to know, on a case-by-case basis. When the custodian has any question regarding the request, the custodian should withhold disclosure unless the custodian obtains written consent from the student or the concurrence of a supervisor or other appropriate official that the record may be released.

Text

CI is committed to meeting the provisions established in the Family Educational Rights and Privacy Act (FERPA), which protects the rights of students who are enrolled or who were previously enrolled at the University.

Annual Notification

The University will notify currently enrolled students of their rights under FERPA by publishing a notice in the university catalog, and on the CI website.

Disclosure of Education Records to Student

A. Procedure of Students to Inspect Their Education Records

To inspect or review an education record, a student must submit a written request to the University Registrar. If students wish to inspect their student conduct records, the written request must be submitted to the Dean of Students. The student must sign the request; describe the specific records to be reviewed; and must set forth the name under which the student attended the University, the student's ID number, and the student's last date of attendance. Proper picture identification must be presented before the documents may be reviewed. The custodian of record, or the custodian's designee, may waive the requirement for a written request. For example, the custodian of record for the student account may waive the requirement for a written request when the student requests a copy of the current bill.

The custodian of record or an appropriate designee will make the needed arrangements for access as promptly as possible and advise the student when and where the records will be available for inspection. Access will be given within 45 days or less after receipt of the written request.

Some student records may be destroyed (per the records retention policy) and therefore, the file may not exist for the student to inspect.

B. Right of University to Refuse Access

The University reserves the right to refuse permission to the inspection and review of:

- a. Financial statements of the student's parents;
- b. Confidential letters and confidential statements of recommendation placed in the education record before January 1, 1975, if the student has waived his or her right to inspect and review those letters and statements, and the letters and statements relate to the student's admission to an educational institution, application for employment, or receipt of an honor or honorary recognition; or
- c. Confidential letters and confidential statements placed in the education record after January 1, 1975 for which the student has waived the right of access in writing for admission, employment, or receipt of an honor or honorary recognition, except when these documents have been used for any purpose other than that for which they were originally intended; and
- d. Documents excluded from the FERPA definition of education records (such as those listed in the "Definitions" section above.)

C. Refusal to Provide Copies

The University reserves the right not to provide copies of transcripts it has received from other education institutions. It also reserves the right to deny copies of the University transcripts if the student has an unpaid financial obligation to the University.

D. Request for Copies

If health reasons or extreme distance from the University prevents the student from inspecting the education record, then copies of the specific education record requested will be mailed to the student. The student must pay all copying expenses in advance of the release of the record. The requirement of a written request will not be waived in these circumstances.

Disclosure of Education Records to Other Than the Student to Whom the Record Pertains

A. Disclosure of Education Records to University Officials
The University will disclose information from a student's
education records to University officials who have a
legitimate educational interest in the records.

A University official has a legitimate educational interest if the official is:

- Performing a task or service specified in the official's position description or contract;
- b. Performing an instructional task directly related to the student's education;
- c. Performing a task related to the discipline of a student;
- Performing as a faculty advisor, program director or dean; (this pertains exclusively to access to the student's academic records);
- Providing a service or benefit relating to the student, including, but not limited to, health care, counseling, job placement, financial aid, or health and safety emergency.

B. Disclosure to Others

CI may disclose information from a student's education records to other than University officials only with written consent of the student, except:

- To officials of another school where the student seeks or intends to enroll:
- b. To certain authorized government representatives;
- c. In connection with the student's financial aid request or award and the information is necessary for certain purposes set forth in the regulations;
- d. To organizations conducting studies for or on behalf of the University;
- e. To accrediting organizations to carry out their accrediting function;
- To comply with a judicial order or lawfully issued subpoena and the University has made reasonable effort to notify the student of the order or subpoena in advance of compliance;
- g. To appropriate parties in a health or safety emergency;
- h. To victims of crimes of violence or of a non-forcible sex offense who requests the final results of a disciplinary review process held by the institution against the perpetrator on account of the crime or offense.
- In connection with the University's obligation to respond to a request from military recruiters made under the Solomon Amendment.

C. Records of Requests for Disclosure to Individuals Other Than the Student or University Officials

A record will be maintained of all requests for access to and disclosures of information from the education records of each student except as stated below. The record will indicate the name of the party making the request, any additional party to whom it may be disclosed and the party's legitimate interest in requesting or obtaining the information. The record may be reviewed by the student. A record of disclosures does not need be kept if those disclosures were made to the student, a University official with legitimate educational interests, a party with written consent from the student, or a party seeking directory information.

D. Directory Information

The University designates the following items as directory information:

- a. Student's name
- b. University assigned e-mail address
- c. Major field of study
- d. Dates of attendance
- e. Full-time or part-time status
- f. Degrees, awards, and honors received
- g. Dates degrees conferred
- h. Participation in officially recognized activities and sports
- i. Weight and height of members of athletic teams

For Student Employees:

- j. Department where employed
- Employee Status (i.e. Graduate Assistant, Instructional Student Assistant, Teaching Associate)

Directory information may be released without prior written approval unless notified in writing by the student that all information is to be held in confidence by the University. Requests to withhold directory information should be sent in writing to the University Registrar. The student's records will be kept confidential until the student requests in writing that the confidentiality hold be removed.

E. Challenge and Correction of Education Records

Students have the right to ask to have education records corrected that they believe are inaccurate, misleading, or in violation of the privacy or other rights of the student. The following are the procedures for correcting the records.

- a. The student must request an informal discussion of the questionable item with the custodian of record, who will determine whether to comply.
- b. If the student is not satisfied with the result and still wishes to have the record corrected, the student must submit a written request for a change in the education record. This written request must state why the education record is inaccurate, misleading or violates the privacy or other rights of the student. This request must be given to the Vice President for Student Affairs (VPSA). The VPSA will then forward the request to the appropriate division vice president for review.
- c. Upon receipt of the request, the appropriate division vice president shall obtain a written statement from the records custodian that explains why the request for the change in the education record was denied at the informal stage.
- d. After a review, the appropriate division vice president will notify the student whether or not the University will comply with the requested change. If not, the appropriate division vice president will notify the student of the right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's rights. A copy of this communication will be sent to the Vice President for Student Affairs.
- e. Upon receiving a written request for a hearing the Vice President for Student Affairs shall arrange for a hearing within thirty (30) working days after receipt of the request. The student shall be notified at least fifteen (15) working days in advance of the date, time and place of the hearing. The right to a hearing does not include any right to challenge the appropriateness of a grade determined by an instructor. The Vice President for Student Affairs or the Dean of Students can apprise students of the appropriate process for challenging a grade.
- f. The President shall appoint a Hearing Officer to conduct a hearing. The Hearing Officer shall be a disinterested party; however, the Hearing Officer may be an official of the University. The student will be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. In accordance with University policy, attorneys will not be permitted to attend the hearing.
- g. The Hearing Officer will submit a written decision to the Vice President for Student Affairs (VPSA) based on the evidence presented at the hearing. The VPSA will communicate the decision in writing to the student within fifteen (15) days after the hearing.

- h. If the University's decision is that the challenged information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, the record will be amended accordingly and the student will be notified in writing by the Vice President for Student Affairs of the amendment.
- i. If the University's decision is that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, the Vice President for Student Affairs will inform the student of the right to place a statement in the record commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision. This statement will be maintained as part of the education record as long as that record is maintained, and the statement will be disclosed whenever the University discloses the portion of the record to which the statement relates. The Hearing Officer's decision is final.

F. Compliance with FERPA

A student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address for the office that administers FERPA is:

Family Policy Compliance Office U.S. Department of Education 400 Maryland Ave. SW Washington, DC 20202-4605

G. Periodic Review of Campus Information Management Practices

Per California State University Executive Order No. 796, a periodic review of campus information management practices concerning student records will be conducted at least every two years or more often as the need arises.

- a. The campus Compliance Officer will have the responsibility for ensuring that the periodic review is conducted and that appropriate reports resulting from these reviews be submitted to the President to be forwarded to the Chancellor's Office.
- Any recommended changes to the policy and/or its procedures will be the responsibility of the Compliance Officer to complete in consultation with designated records custodians.

(SA.16.003)

Privacy Rights of Students in Education Records

The federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g) and regulations adopted there under (34 C.F.R. 99) set out requirements designed to protect students' privacy in their records maintained by the campus. The statute and regulations govern access to certain student records maintained by the campus and the release of such records. The law provides that the campus must give students access to most records directly related to the student, and must also provide opportunity for a hearing to challenge the records if the student claims they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under this law does not include any right to challenge the appropriateness of a grade determined by the instructor. The law generally requires the institution to receive a student's written consent before releasing

personally identifiable data about the student. The institution has adopted a set of policies and procedures governing implementation of the statute and the regulations. Copies of these policies and procedures may be obtained at Enrollment Services. Among the types of information included in the campus statement of policies and procedures are: (1) the types of student records maintained and the information they contain; (2) the official responsible for maintaining each type of record; (3) the location of access lists indicating persons requesting or receiving information from the record; (4) policies for reviewing and expunging records; (5) student access rights to their records; (6) the procedures for challenging the content of student records; (7) the cost to be charged for reproducing copies of records; and (8) the right of the student to file a complaint with the Department of Education. The Department of Education has established an office and review board to investigate complaints and adjudicate violations. The designated office is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920.

The campus is authorized under the Act to release "directory information" concerning students. "Directory information" may include the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, grade level, enrollment status, degrees, honors, and awards received, and the most recent previous educational agency or institution attended by the student. The above-designated information is subject to release by the campus at any time unless the campus has received prior written objection from the student specifying what information the student requests not be released. Written objections should be sent to the University Registrar.

The campus is authorized to provide access to student records to campus officials and employees who have legitimate educational interests in such access. These persons have responsibilities in the campus's academic, administrative or service functions and have reason for accessing student records associated with their campus or other related academic responsibilities. Student records may also be disclosed to other persons or organizations under certain conditions (e.g., as part of the accreditation or program evaluation; in response to a court order or subpoena; in connection with financial aid; or to other institutions to which the student is transferring).

Social Security Number, Uses of

Applicants are required to include their correct social security numbers in designated places on applications for admission pursuant to the authority contained in Section 41201, Title 5, California Code of Regulations, and Section 6109 of the Internal Revenue Code (26 U.S.C. 6109). The University uses the social security number to identify students and their records including identification for purposes of financial aid eligibility and disbursement and the repayment of financial aid and other debts payable to the institution. Also, the Internal Revenue Service requires the University to file information returns that include the student's social security number and other information such as the amount paid for qualified tuition, related expenses, and interest on educational loans. This information is used by the IRS to help determine whether a student, or a person claiming a student as a dependent, may take a credit or deduction to reduce federal income taxes.

SECTION 8 Academic Affairs



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DIVISION OF ACADEMIC AFFAIRS

Provost & Vice President for Academic Affairs

Bell Tower West, Room 2188 (805) 437-8441

The Provost & Vice President for Academic Affairs is charged with the overall administration of all academic units in the context of the University as a whole. The Provost provides direction regarding accreditation, faculty selection, evaluation, and performance; is responsible for analysis of the division's academic programs, policies, and procedures; and directs studies on major operational concerns. The Provost consults with the Academic Senate and University committees in order to maintain institutional focus on the campus mission and to enhance student learning. Among the academic offices reporting to the Provost are the Dean of the Faculty, the Dean of the University Library, the Dean of Extended University, Faculty Affairs, Research & Sponsored Programs, Institutional Assessment, Academic Resources, Academic Programs and Planning, and Institutional Research.

Program Areas and Schools

Applied Physics

Bell Tower West, Room 2199 (805) 437-8815

Art

Napa Hall, Room 1154 (805) 437-8570

Biology

Aliso Hall, Room 103 (805) 437-2779

Chemistry

Aliso Hall, Room 103 (805) 437-2779

Chicana/o Studies

Sage Hall, Room 2047 (805) 437-3139

Communication

Bell Tower West, Room 1165 (805) 437-3253

Computer Science

Bell Tower West, Room 2199 (805) 437-8815

English: Literature and Writing

Bell Tower West, Room 1199 (805) 437-3272

Environmental Science and Resource Management

Bell Tower West, Room 1165 (805)437-3253

History

Sage Hall, Room 2047 (805) 437-3139

Mathematics

Bell Tower West, Room 2199 (805) 437-8815

Nursing

Solano Hall, Room 1162 (805) 437-3307

Performing Arts

Napa Hall, Room 1154 (805) 437-8570

Political Science

Sage Hall, Room 2047 (805) 437-3139

Psychology

Sage Hall, Room 2139 (805) 437-8835

Sociology

Sage Hall, Room 2047 (805) 437-3139

Spanish

Bell Tower West, Room 1165 (805) 437-3253

Martin V. Smith School of Business & Economics

Sage Hall, Room 2029 (805) 437-8545

School of Education Liberal Studies Early Childhood Studies Teaching Credentials

Bell Tower East, Room 2816 (805) 437-8594

Academic Programs & Planning

Sage Hall, Room 2053 805 437-8540

Academic Programs & Planning has responsibility for developing and updating the campus academic master plan and facilitating proposals for new degrees and programs. The office coordinates academic planning with enrollment management, assessment, and physical space planning, and coordinates relations with the Chancellor's Office on academic plans and program reviews.

With respect to academic programs, the office assists Academic Senate committees in their work on course and program development and modification. It directs the CSU Pre-doctoral Program and the Chancellor's Doctoral Incentive program on campus.

The office supports the Program Assessment and Review committee in its work on program assessment, self-studies, and external review of the University's majors.

Advising Center

Bell Tower, Room 1595 (805) 437-8571 www.csuci.edu/academics/advising

At CI, the role of advising is shared with faculty advisors and professional advisors. Academic advising is a continuous process that supports students throughout their academic journey at the University. Students are ultimately responsible for their education planning and meeting all graduation requirements.

Students need to be familiar with the University catalog policies and major and degree policies. To ensure academic success and to remain on course, students are encouraged to maintain regular contact with academic advisors.

Academic advisors in the Advising Center provide guidance with general education and graduation requirements, monitoring of the student's degree progress, undeclared major advising, clarification of academic probation policies, and other institutional policies and procedures. In addition to taking advantage of the center's professional academic advisors, students can develop a mentoring relationship with a faculty advisor upon declaration of a major. Faculty advisors assist students with clarification of major requirements and assist students with internship and career opportunities.

Students may call or stop by the Advising Center check-in counter to schedule an appointment with one of our professional academic advisors. Major faculty advisors are available on a walk-in basis or by appointment. For faculty advisor availability and office locations, please check the Advising Center lobby display case. Advisors are busiest during registration periods and the first few weeks of the semester. Students are encouraged to schedule advising sessions during non-peak times. The Advising Center hours are: Monday – Thursday, 8:30 a.m. – 6 p.m.; Friday, 8 a.m. – 5 p.m.

Centers and Institutes

Center for Community Engagement

Lindero Hall, Room 3214 (805) 437-8851

http://www.csuci.edu/servicelearning/

The Center for Community Engagement is charged with fostering a learning community that facilitates civic engagement in our local and global communities, and that addresses societal challenges through long-term sustainable partnerships.

The office serves as a resource and support for faculty, community partners and students engaged in service learning. The office supports the University's mission by promoting civic engagement and service-learning initiatives in the local and global communities for mutual, positive benefit.

The four strategic directions include:

- Institutionalizing the Center mission throughout the educational experience;
- Facilitating University/Community dialogue about societal challenges;
- Creating an optimal Center organizational structure for all stakeholders; and
- Designing and implementing Center communication campaigns.

Center for Integrative Studies

http://www.csuci.edu/cis

The mission of the Center for Integrative Studies is to serve as an organized source of information and support for integrative and interdisciplinary approaches to the creation, discovery, transmission and application of knowledge.

The goals of the Center for Integrative Studies are to:

 Create the infrastructure for integrative and interdisciplinary teaching and learning;

- Design and implement programs and curricula that promote integrative and interdisciplinary understanding for students in all fields of study;
- Assist faculty in developing the integrative and interdisciplinary dimensions of their teaching, scholarship, and service activities;
- Facilitate and develop academic and scholarly exchanges and partnerships for students and faculty; and
- Coordinate activities that enhance campus awareness of interdisciplinary and integrative studies and their importance to the life of the campus and local community.

Center for International Affairs

Sage Hall, Room 2119 (805) 437-3107 www.csuci.edu/cia

The mission of the Center for International Affairs is to internationalize the CI educational experience.

The Center for International Affairs supports efforts to internationalize the curriculum, affords students the opportunity to study abroad, supports international faculty collaboration, and fosters links with higher education institutions around the world.

The objectives of the Center are to:

- Design and implement policies and programs that promote cross-cultural and global understanding in all fields of study;
- Assist faculty in developing the international dimension of their teaching, scholarship, and service activities;
- Facilitate and develop academic and scholarly international exchanges and partnerships for students and faculty;
- Diversify the student body to include outstanding students who represent a broad range of geographic, linguistic, and cultural backgrounds; and
- Coordinate all activities that enhance campus global awareness and augment the international life of the campus and local community.

Center for Multicultural Engagement

http://www.csuci.edu/cme

The mission of the Center for Multicultural Engagement (CME) is to create and sustain a campus climate in and out of the classroom that values and promotes all forms of diversity. It challenges students, staff, and faculty to commit to diversity as a source of renewal and vitality that empowers them to change the culture and the world through civic action.

The Center for Multicultural Engagement promotes working to end all forms of oppression and toward a just society so that all people can exist with equality and respect.

The objectives of the Center for Multicultural Engagement are to:

- Promote and support efforts to incorporate multicultural perspectives across the curriculum;
- Act as a resource for multicultural scholarship and pedagogy for faculty, students and staff/administrators;
- Articulate the nature of multiculturalism;
- Document its importance for CI;
- Maintain a communication network for the exchange of scholarly and pedagogical information on multicultural study among faculty and administrators in undergraduate and graduate education;

- Enhance research and teaching in multicultural studies by promoting the development of multicultural theory, methodology, and curricular design;
- Provide facilities and support for multicultural courses;
- Encourage students and faculty to engage in multicultural study including those that focus on how diverse communities build sustaining cultures that model alternatives to prejudice and how individuals create and maintain authority and integrity in atmospheres of discrimination;
- Become a broad-based professional home for reflective multiculturalists; and
- Support, promote, and maintain the Multicultural, Women's and Gender Student Center (MWGSC) and thereby support students' efforts to promote justice on our campus, in society at large, and in their personal lives.

California Institute for Social Business

The California Institute for Social Business (CISB) was developed in collaboration with Professor Muhammad Yunus, Nobel Peace Prize Laureate, and interdisciplinary faculty members at CI. The CISB is the first program of its kind in the U.S. and will be part of a global initiative to bring academia into social transformation efforts in innovative ways. The CISB addresses the need for students to participate in global experiences and learn new methods of alleviating serious social ills that impact our region and the world. Building on the four pillars of the University, CISB exposes students to opportunities for learning about and addressing local and far-reaching social problems through the application, study and development of Professor Yunus' notions of Social Business. Under the auspices of the CISB, courses in a new minor and new certificate in Social Business (pending final approval) will be offered starting in Fall 2011. The CISB aims to work with partners in the local, national, and global community and is working to build those partnerships.

Institute for Global Economic Research (IGER)

IGER is the first of its kind within this region and will be uniquely positioned to complement existing economic forecast programs by focusing on the global and national economies, with a particular emphasis on Pacific-Rim countries. The goal of the Institute will be to more closely link the local region to the global economy and to develop future workforce leadership through providing international perspectives to students and the community using experiential education methods.

IGER will link industry to the classroom through experiential learning and practical education. Undergraduate and graduate courses will be offered that cover current events and economic forecasting and they will be patterned after existing economic research departments at major corporations. Economic reports will be produced including U.S. economic and financial forecasts and country reports for some of the Pacific-Rim nations.

Student Learning Outcomes (SLO) - Students will be able to:

- Explain how business economists practice within corporate environments
- Describe how economic forecasts are developed
- Explain the interaction of sectors of the global economy
- Describe the organization of economic information and its use within industry

Henry L. "Hank" Lacayo Institute for **Workforce and Community Studies**

The Hank Lacayo Institute serves as a resource to the campus community, particularly for those students interested in the study of community and workforce issues. Through interdisciplinary learning and research, the institute seeks solutions to community and workforce problems, focusing primarily on the Central Coast region of California and its relationship with the global economy. With the service learning opportunities, the institute serves as a resource to government and public agencies as well as community based organizations, allowing for collaboration with businesses and non-profit organizations.

The Institute integrates service learning opportunities with students' interdisciplinary and applied research, skills to serve the community, and non-profit sector. The Institute:

- Serves as clearinghouse for information;
- Offers consultation and training;
- Conducts public policy, collaborative and applied research studies; and
- Convenes the public on issues of interest to communities.

Credential Office

Bell Tower East, Room 2805 (805) 437-8953

http://education.csuci.edu/credentials/index.htm

The Credential office is responsible for facilitating admission to all credential programs. Our staff serves as a campus resource to provide advice, assistance, and current information to students, members of the faculty, and other interested parties on matters regarding the State and the campus credential requirements. Credential staff members serve as a liaison between the campus and the California Commission on Teacher Credentialing, by recommending the issuance of teaching credentials. Advising services are available with the goal of supporting individuals interested or engaged in the teaching profession. Information meetings are conducted to provide admissions assistance and an overview of the teaching field. Resource materials, including admissions and credential materials, test bulletins, and test preparation referrals are provided.

Extended University

Sage Hall, Room 2109 (805) 437-2748 www.csuci.edu/exed

Extended University responds to important needs in the community for continuing access to higher education, and provides overall support of the University's commitment to lifelong learning. It offers special session degree programs, credit and non-credit courses, and certificate programs. Extended University serves professionals throughout their career life cycles with job skills training, career upgrades, professional certifications, and accelerated courses of study. Additionally, the office custom designs courses for various groups and businesses in Ventura County and utilizes a mix of evening and weekend schedules, distance-learning technologies, and classroom locations throughout Ventura County. Finally, it assists individuals of all ages seeking to enhance their lives through personal and cultural enrichment. For those who have not been admitted to the University, students can enroll in regularly scheduled degreecredit courses through Open University.

OSHER

(Osher Lifelong Learning Institute)

The Osher Lifelong Learning Institute (OLLI) was created in 2004 to offer University-quality courses to mature adults over 50 years of age seeking intellectual stimulation and enhancement. Courses do not carry college credit, and thus do not entail tests or grading. Twelve to fourteen courses are offered during each of the six-week fall, winter, and spring semesters. Courses meet on weekday mornings and afternoons on the CI campus, and on occasion in Ventura, Simi Valley, Ojai, Thousand Oaks, Oxnard, Carpinteria and Santa Barbara on weekdays, evenings, and Saturdays. For a nominal fee, seniors may become a member of the Institute for a single semester, or for the entire year. Membership entitles seniors to unlimited course enrollment, attendance at the speaker series, participation in travel programs, and on campus library privileges. Members participate in suggesting courses.

Courses are taught by CI faculty, retired college and university faculty, and persons with special expertise. Each semester a balanced and varied program of courses is offered in the arts, music, social and natural sciences, English and literature, and history.

The fall session begins the third week of August. The winter session begins in early January, and the spring session begins in mid March. Registration opens in June, October and December for the fall, winter and spring sessions, respectively. To enroll, call (805) 437-2748, email osher.institute@csuci.edu, or see the current course descriptions at www.csuci.edu/exed/osher.htm.

Open University

Open University provides an opportunity for those people who are not currently admitted to CI to enroll in courses offered by the regular University.

- Begin Working Towards a Degree: Have you missed the deadline for admission? Do you want to improve your grade point average to better qualify for admittance?
- Sample a Field or Possible Career: Are you thinking of a career change? Do you want to examine a new field before enrolling in a degree program?
- Professional and Personal Enrichment: Do you want to update your professional training in specific fields? Interested in learning more about a particular subject for your own personal growth? CSU Channel Islands' Open University program allows enrollment in regular University credit classes on a "space available" basis, subject to the approval of the instructor and Academic Affairs. Check the CI Schedule of Classes for class meeting times and location. The registration process is easy. Admission to the University is not required, and the same fees apply to everyone.

Students may apply up to $\underline{24}$ units taken through Open University toward a baccalaureate degree. Grades received through this program will be factored into your grade point average at Cl. Units earned through Open University may not be applied toward the $\underline{30}$ unit residency requirement.

Limitations

We cannot guarantee a space nor assure that you will be permitted to enroll in any class. Instructors are not required to accept Open University students even if space is available.

Open University is NOT Available to:

- Matriculated students (those admitted for the current semester)
- Non-matriculated international students with a score of less than 450 on the TOEFL examination or its equivalent; and
- International students on F-1 or J-1 visas without proper authorization.

Four Easy Registration Steps (for Open University Only)

- Check the CI Schedule of Classes for the days and times of the courses you need.
- 2. You must use an Open University registration form to enroll in courses through this program (available by calling (805) 437-2748).
- 3. Attend the first class meeting and get instructor and any other required signatures. Registration is done on a "space available basis." Note: some departments may have additional requirements for certain classes. Attend the first class to obtain the instructor's signature. Instructors are not permitted to sign forms before the first day of class when they can determine space availability. Forms will not be accepted by Extended University before the first day of class.
- 4. Return the completed form to Extended University by the end of the second week of classes

Open University Registration Deadlines

Regular Registration: 1st two weeks of session
Late Registration Dates (late fee applies): 3rd week
Drop (with 65% refund, instructor signature required):
End of 2nd week

Late Withdrawal (no refund) - Instructor Signature Required: end of 3rd week

To confirm the schedule and to receive an enrollment form, call (805) 437-2748 or e-mail exed@csuci.edu.

Faculty Affairs

Bell Tower West, Room 2176 West Wing, 2nd Floor (805) 437-8485

Faculty Affairs provides for the human resources needs of the University's academic personnel. This includes implementation of policies and programs mandated by the Collective Bargaining Agreements for Unit 3 Faculty and Unit 11, Academic Student Employees. Faculty Affairs provides support for faculty recruitment, appointment, reappointment, evaluation, retention, tenure and promotion, and other related faculty personnel functions and faculty orientation. Faculty Affairs acts as custodian for official faculty personnel files.

Academic Resources

Bell Tower West, Room 2169 (805) 437-8418

Academic Resources manages the budget and expenditure processes in Academic Affairs, guides financial operations and reporting for the division and assists faculty principal investigators with post-award grant administration.

Institutional Research

Sage Hall, Room 2159 (805) 437-8979 www.csuci.edu/about/ir

Institutional Research (IR) is responsible for official University reporting to the CSU Chancellor's Office and other external entities. IR supports university decision-making by compiling, analyzing, and reporting findings from institutional data. IR supports the WASC accreditation process, as well as the University's efforts in assessment, accountability, and institutional effectiveness. IR also supports academic planning and enrollment management. Studies, reports, and findings are posted to the IR website.

Research & Sponsored Programs

Lindero Hall, Room 1788 (805) 437-8495

Research & Sponsored Programs (RSP) serves and supports CI faculty and staff engaged in sponsored projects that promote research, scholarly and creative activities. RSP is responsible for guiding the campus community with the proposal development, ensuring that proposals are in compliance with the sponsor, campus, CSU, state and federal government regulations, including the Institutional Review Board requirements for the Protection of Human Subjects in Research. On behalf of the institution, the RSP submits final proposals to funding agencies, and negotiates and facilitates the final execution of the contracts with the funding agencies.

John Spoor Broome Library

(805) 437-8561

www.library.csuci.edu/

The John Spoor Broome Library is housed in an architecturally stunning building designed by the world famous British architect Lord Norman Foster. The Library merges the campus mission architecture with a modern glass structure, combining both styles into a student–centered digital teaching library. The Library's mission is to enhance Cl's mission through active collaboration with students, faculty, and staff in developing collections, services, information and computer literacy skills.

The library gives students access to a robust collection of 235,000 bound and digital books, over 20,000 electronic journals and newspapers, numerous databases, a comprehensive digital image collection, DVD's/VHS's, CD's, best sellers, and children's books and K-8 curriculum materials. In addition, the Library houses a number of interesting archival and special collections that can be used for original research.

The **Robert J. Lagomarsino Collection** contains papers, photographs, furniture, and memorabilia relating to Lagomarsino's years of political service as a California Senate member from 1961-1974 and as a United States Congressman from 1974-1992. Other archival and special collections include the University Archives, Jack O'Connell, Camarillo State Hospital, Elmer "Gene" Lore, Sr. Collection, Irene and Jorge Garcia Chicano Studies Collection, Jean M. Harris Papers, and Bottle Village.

The Library provides students with opportunities to engage and create. The building is home to the University Writing Center, the Learning Resource Center, and the Information Technology

Help Desk. The building provides attractive and enticing spaces for inquiry and study for both individuals and small groups. There are 130 hardwired computers with additional laptop computers available for check out. The Library also circulates digital cameras, digital video cameras, flip video cameras, digital tape recorders, and projection units. Each year the Library sponsors a number of events including the Children's Reading Celebrations and Young Authors Fair, Artwalk, and the library's traditional 24 hour final exam schedule where snacks and beverages are served at midnight.

The Library offers classes and services that help students develop life-long information and computer skills. Librarians collaborate with faculty in all disciplines to provide information literacy sessions, resource specific instruction, reference service, and instruction on digital equipment. The entire Library staff works to insure that the John Spoor Broome Library is a helpful, comfortable, and welcoming place.

University Writing Center

John Spoor Broome Library (805) 437-8409

At the University Writing Center, trained tutors are available to assist students with composing a first draft, organizing their ideas, and polishing their completed work. Students who would like to review the fundamentals of grammar, syntax, and word usage are invited to work with tutors on an individual basis or in small group sessions with the center's director. The center is also available to assist students with organizing their studies, taking notes, and using research materials.

The University Writing Center is open to talk with any student about writing – whether it's a term paper, lab report, or employment letter. Our Writing tutors are available to help with editing, organizing a paper, and improving writing skills. Tutors assist students with any step in the writing process, from brainstorming to creating a final draft. The Writing Center provides individual and group tutoring, writing workshops, and other services to meet the writing needs of undergraduate and graduate students. Appointments are at least 30 minutes, and can be as long as an hour. For more information, visit the Writing Center web site at http://www.csuci.edu/writingcenter/.

Learning Resource Center

John Spoor Broome Library (805) 437-8409

http://www.csuci.edu/academics/advising/tutoring.htm

The Learning Resource Center offers individual and group tutoring for many general education and undergraduate courses. Trained tutors guide and assist students to develop content area knowledge and skills. Tutoring is offered for subjects such as ASL, Biology, Chemistry, Physics and Spanish. Students should contact the Learning Resource administrative assistant to obtain information regarding discipline tutoring available each semester. Students can receive extensive assistance in courses dealing with basic mathematics, geometry, statistics, calculus, as well as higher mathematics. Drop-in assistance is available throughout the semester.

SECTION 9 General Education Requirements



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GENERAL EDUCATION REQUIREMENTS

Objectives

The General Education Program provides a vital element in fulfilling the mission of the University. Interdisciplinary courses facilitate learning within and across disciplines, enabling students to use information and approaches from a wide variety of disciplines. Language and multicultural courses provide the opportunity for students to experience cultures other than their own in meaningful and respectful ways. General Education requirements are designed to assure that all graduates of the University, whatever their major, have acquired essential skills, experiences, and a broad range of knowledge appropriate to educated people within society.

General Education courses are intended:

- To foster an ability to think clearly and logically;
- To prepare students to find and critically examine information;
- To communicate at an appropriate level in both oral and written forms;
- To acquaint students with the physical universe and its life forms and to impart an understanding of scientific methodology and of mathematical concepts and quantitative reasoning;
- To cultivate through the study of philosophy, literature, languages, and the arts-intellect, imagination, sensibility, and sensitivity;
- To deal with human social, political, and economic institutions and their historical backgrounds, with human behavior and the principles of social interaction; and
- To integrate their knowledge by forming an interdisciplinary and insightful approach to learning.

Requirements

As a graduation requirement, all CSU Channel Islands (CI) students must complete <u>48</u> units of General Education distributed across categories A-E. <u>Nine</u> of the <u>48</u> units of General Education are required to be resident upper division, interdisciplinary courses numbered in the 330-349 or 430-449 ranges.

Transfer students who enter CI as GE certified will need to complete $\underline{9}$ units of upper division, interdisciplinary general education coursework to meet the $\underline{48}$ unit requirement.

In planning to fulfill the General Education requirements, students are encouraged to consult an academic advisor and the General Education Informational Brochure.

Category A:	Communication in the English Language
	and Critical Thinking $\underline{9}$ units
Category B:	Mathematics, Sciences, and
	Technology
Category C:	Art, Literature, Languages and
	Cultures
Category D:	Social Perspectives
Category E:	Human Psychological and Physiological
- ,	Perspectives <u>3</u> units

Upper Division Interdisciplinary General Education Courses

<u>Nine</u> of the <u>48</u> units of General Education have been designated as upper division, interdisciplinary courses. These courses integrate significant content, ideas, and ways of knowing from more than one discipline. Each of these courses will involve the student in collaborative work, critical thinking, and integration of ideas. By taking nine units of these courses in categories A-E, students will extend their experience across the curriculum and gain more breadth of educational experience. In addition, they will begin to make connections between their majors and a variety of other fields and ways of knowing, increasing both their knowledge and their ability to communicate with people across the disciplinary spectrum.

- The <u>9</u> units of resident upper division General Education required of all students must be selected from the listing of upper division interdisciplinary courses. Courses may be cross-listed in two or more disciplines. A minimum of three semester units must come from a discipline outside the student's major and not cross-listed with the student's major discipline.
- All upper division, interdisciplinary courses will include substantive written work consisting of in-class writing as well as outside-class writing of revised prose.
- Courses numbered 330-349 do not have prerequisites.
- Courses numbered 430-449 may have prerequisites.
- Students must have junior standing or permission from the instructor to enroll in these courses.

Major Specific Courses

Some majors require specific GE courses. Students should consult the catalog for their majors' requirements or contact their advisors.

Cross Listed Courses

Many upper division General Education courses are cross-listed. Students may only receive credit once for each cross-listed course. For example: ENGL 431 is cross-listed with ART 431. The student may choose to receive course units for either of the two courses but not both.

Double Counting

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 $\underline{\boldsymbol{\phi}}$ of the $\underline{\boldsymbol{\rho}}$ units of upper division, interdisciplinary General Education courses may be double counted between a major and General Education.

Courses in More Than One 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.

General Education Categories and Courses

Category A: Communication in the English Language and Critical Thinking 9 units

Courses in Category A approach communication as symbolic interaction, examining the formulation and complexities of those interactions. Students learn how to discover, evaluate, and report information, how to reason inductively and deductively, how to distinguish fact from judgment or opinion. Courses in Categories A1 and A2 emphasize the content and form of both oral and written English. They explore the psychological basis and the social significance of communication, as well as the ways language works in diverse situations. Through active participation in written and oral communication, students develop the skills necessary for effective speaking, comprehension, writing, and reasoning. Modes of argument, rhetorical perspectives, and the relationship of language to logic are stressed in all Category A courses.

Students must take a minimum of one course in each of the three sub-categories.

A-1 Oral Communication					
COMM	101	Public Speaking	.3		
COMM	200	Introduction to Communication Studies .	.3		

MATH

UNIV

UNIV

438

110

COMM	210	Interpersonal Communication
COMM	220	Group Communication
COMM	336	Multicultural Literature and
		Communication (ENGL)
COMM	345	Media Literacy and Youth
		Culture (EDUĆ)
COMM	346	School Communication (EDUC)
COMM	442	Organizational Communication
ENGL	106	Composition and Rhetoric II -
		Service Learning
ENGL	107	Advanced Composition and Rhetoric 3
PA	101	Introduction to the Performing Arts
PA	202	Integrating Dance, Music and Theatre3
A-2 Engli	ish Writ	ting
A-2 Engli	i sh Wri t 230	
		Introduction to Journalism (ENGL)
COMM	230	Introduction to Journalism (ENGL)
COMM ENGL	230 103	Introduction to Journalism (ENGL)
COMM ENGL ENGL	230 103 105	Introduction to Journalism (ENGL)
COMM ENGL ENGL	230 103 105	Introduction to Journalism (ENGL)
COMM ENGL ENGL ENGL	230 103 105 106	Introduction to Journalism (ENGL)
COMM ENGL ENGL ENGL	230 103 105 106	Introduction to Journalism (ENGL)
COMM ENGL ENGL ENGL ENGL	230 103 105 106 330	Introduction to Journalism (ENGL)
COMM ENGL ENGL ENGL ENGL	230 103 105 106 330	Introduction to Journalism (ENGL)
COMM ENGL ENGL ENGL ENGL A-3 Critic	230 103 105 106 330 cal Thin	Introduction to Journalism (ENGL)
COMM ENGL ENGL ENGL ENGL A-3 Critic COMM	230 103 105 106 330 cal Thin 211	Introduction to Journalism (ENGL)

Category B: Mathematics, Sciences, and Technology - 12 units

Critical Thinking and the University Mission .3

Courses in this area explore the scope and major concepts of mathematics and/or scientific disciplines. In the sciences, the intent is to present the principles and concepts which form the foundations of living or non-living systems. The focus of all courses in Category B is on the presentation and evaluation of evidence and argument, the appreciation of use/misuse of data, and the organization of information in quantitative, technological, or other formal systems. Students are introduced to the principles and practices that underscore mathematical and scientific inquiry (logic, precision, hypothesis generation and evaluation, experimentation, and objectivity) and gain an understanding of the process by which new knowledge is created, organized, accessed, and synthesized. Students improve their reasoning skills (critical thinking, problem-solving, decision making, analysis, and synthesis), and apply information and technology to the understanding of complex and diverse problems in mathematics and the sciences. They become aware of the influence and significance of mathematics and the sciences in world civilization.

Students must take a minimum of one course in each of the subcategories. At least one course must include a laboratory component.

B-1 Physical Sciences-Chemistry, Physics, Geology, and **Earth Sciences** The Physics of Art and Visual

ART	208	The Physics of Art and Visual	
			.3
ASTR	105	Introduction to the Solar System (PHYS).	.3
BIOL	434	Introduction to Biomedical Imaging	
		(HLTH/PHYS)	.4
BUS	341	Drug Discovery and Development	
		(CHEM/ECON)	.3
CHEM	101	Chemistry and the Environment	
CHEM	105	Introduction to Chemistry	.3
CHEM	110*	Chemistry of Life	
CHEM	121*	General Chemistry I	.4
CHEM	122*	General Chemistry II	.4
CHEM	330	The History of Science:	
		NonWestern Origins and the	
		Western Revolution (HIST)	.3
CHEM	335	The Chemistry of the Kitchen	
CHEM	343*		.3
CHEM	344	Energy and Society (PHYS)	.3
COMP	345		.3
COMP	445	Image Analysis and Pattern Recognition	
		(MATH/PHYS)	.3
ENGL	338		
GEOL	121*	Physical Geology	.4
GEOL	122	Historical Geology	.3
GEOL	321*		.4
PA	436	Physics of the Performing Arts (PHYS)	
PAMU	335		.3
PHSC	170*	Foundations in Physical Science	.4
PHYS	100*	Introduction to Physics I	.4
PHYS	101*	Introduction to Physics II	.4
PHYS	103	How Things Work	
PHYS	106	Applied Physics and Modern Society .	.3
PHYS	107	The Stars and Beyond	.3
PHYS	200*	General Physics I	.4
PHYS	201*	General Physics II	.4
PHYS	448	leam based Kesearch	. చ
* Includes B-2 Life Se	Lab	Piology	
D-Z LITE 3	ciences	-piology	

ANTH	104	Introduction to Bioanthropology		
ANTH	345	Human Evolution and Diversity		

20	BIOL	100*	Exploring the Living World	COMP	447	Societal Issues in Computing
<u> </u>	BIOL	170* 200*	Foundations of Life Science	ESRM	328	Introduction to Geographic
	BIOL	200	Principles of Organismal and Population Biology	MATH	448	Information Systems
201	BIOL	201*	Principles of Cell and Molecular Biology .4			
N	BIOL	212	Neurobiology and Cognitive			Art, Literature, Languages, s - 12 units
	DIOI	010	Science (PSY)			category enable students to develop a
	BIOL BIOL	213	Sex, Germs and Diseases			of the human imagination and understand
	BIOL	215* 21 <i>7</i> *	Animal Diversity			al creativity in a complex, global society.
	BIOL	331	Medical Microbiology			se range of work in art, literature, languages,
	DIOL	331	Biotechnology in the Twenty-First Century (BUS)			es the student's ability to express intellectual
	BIOL	332	Cancer and Society			onses and make subjective and objective
	BIOL	333	Emerging Public Health Issues	evaluatio	ons. Awarei	ness of diverse cultural contributions, in both
	BIOL	334*	Natural History of Ventura County 3	historica	l and conte	mporary work, stresses the interrelationship
	BIOL	335	The Biosphere			aesthetics and collective human sensibility.
	BIOL	431	Bioinformatics			methodologies involve active participation
	BIOL	432	Principles of Epidemiology and			rience, leading to personal inquiries into the
			Environmental Health			valent in the visual, literary, audible, kinetic,
	BIOL	433*	Ecology and the Environment 4	and ora	l traditions o	of human expression.
	ESRM	100	Introduction to Environmental Science and	Student	s must take	e <u>one</u> course in each subcategory.
			Resource Management	C-1 Art	•	
	* Includes	Lab		ART	100	Understanding Fine Arts Processes
			- Mathematics and Applications	ART	101	What is Art?
	BIOL	203	Quantitative Methods for Biology 3	ART	102	Multicultural Children's Art
	MATH	105	Pre-Calculus	ART	110	Prehistoric Art to the Middle Ages 3
	MATH	108	Mathematical Thinking	ART	111	Renaissance to Modern Art
	MATH	137	Strategies and Game Design	ART	112	Art of the Eastern World
	MATH	140	Calculus for Business Applications 3	ART	208	The Physics of Art and Visual
	MATH	150	Calculus I	A DT	000	Perception (PHYS)
	MATH	201	Elementary Statistics	ART	220	The Art and Design of Rock and Roll 3
	MATH MATH	202 208	Biostatistics (PSY)	ART	231	The Beatles: Music, Fashion, and
	IVVAIII	200	Elementary Teaching 1 - Numbers and	ART	330	Culture (PAMU)
			Problem Solving	ART	331	Critical Thinking in a Visual World 3 Art, Society, and Mass Media (COMM) 3
	MATH	230	Logic and Mathematical Reasoning	ART	332	Multicultural Art Movements
	MATH	329	Statistics for Business and Economics	ART	334	The Business of Art (BUS)
	MATH	330	Mathematics and Fine Arts	ART	336	Art and Music: Dissonance, Diversity
	MATH	331	History of Mathematics	7 (1)	000	and Continuity (PAMU)
	MATH	430	Research Design and Data Analysis 3	ART	337	Art on Film and Film as Art
	MATH	437	Math for Games, Simulations,	ART	338	Psychology of Art and Artists (PSY)
			and Robotics	ART	351	The Baroque Eye: Art, Culture, Money,
	MATH	438	Philosophy of Mathematics			and Power
	MATH	448	Scientific Computing	ART	352	Visual Canons of the Ancient World 3
	POLS	303	Statistical Applications in the Social	ART	353	Medieval World: Spirituality and
			Sciences (PSY/SOC)			Representation
	B-4 Comp	uters a	ınd Information Technology	ART	431	European Renaissance Literature and
	BIOL	203	Quantitative Methods for Biology 3			Art (ENGL)
	BIOL	431	Bioinformatics	ART	432	Arts of the Harlem Renaissance
	CHEM	305	Computer Applications in Chemistry 1		400	(ENGL/PAMU)
	COMP	101	Computer Literacy	ART	433	Women in the Arts
	COMP	102	Web Development	ART	434	The Museum: Culture, Business and
	COMP	105	Computer Programming Introduction 3	A DT	40.5	Education (BUS/EDUC)
	COMP	110	Computer Literacy for Educators (LS)	ART ART	435	Postmodern Visual Culture
	COMP	150	Object-Oriented Programming	ART ART	436	Modern Art
	COMP	337	Survey of Computer Gaming	ART BUS	451 335	Diversity in the Visual Arts
	COMP	345	Digital Image Processing (MATH/PHYS) .3	EDUC	343	Business and the Performing Arts (PA)
	COMP	437	Foundations of Computer	HIST	332	Dance in History (PADA)
	\bigcirc \land \land D	445	Game Development	HIST	337	Music in History (PAMU)
	COMP	440	Image Analysis and Pattern Recognition (MATH/PHYS)	HIST	338	Theatre in History (PATH)
			٠	PA	101	Introduction to the Performing Arts
		Т				g

PA 202 Integrating Dance, Music and Theories 3 SPAN 211 Sponsh for Heritage Speakers 4 A A A A A A A A A						
PA	PA	202	Integrating Dance Music and Theatre 3	SPAN	202	Intermediate Spanish II 4
PADA 250 Muclean Brance						
PADA 254 Mackern Dance 2 SPAN 301 Advanced Spanish Fort One 3 RAWU 200 History of Rock 3 Advanced Spanish Fort Two 3 RAWU 200 History of Rock 3 AWII 102 Cultural Anhropology 3 AWII 323 Native Annotance of Colifornia 5 AWII 323 Native Annotance of Colifornia 5 AWII 324 AWII 325 AWII 326 AWII 326 AWII 326 AWII 327 AWII 327 AWII 327 AWII 327 AWII 328 AWII 328 AWII 328 AWII 328 AWII 328 AWII 328 AWII 329 AWII AWI						
PAMU 100						
PAMU 200						
PAMU 200	PAMU	100	Music Appreciation	SPAN	302	Advanced Spanish: Part Two
PAMU 300 University Chanus ANTH 102 Cultural Anthropology 3 ANTH 103 Communication 32 Mortive Americans of Colifornia 33 ART 310 What is Art 34 Art of the Fastern World 3 ART 310 Art of the Hardward 3 Art of the Hardward 3 ART 310 Art of the Hardward 3 Art of the Hardward 3 ART 310 Art of the Hardward 3 Art of th	PAMU	200		C 2h M	المنامينات	·
PAMU 308 University Orchestro 1						
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PAMU 333 The Physics of Music (Physics 3 ART 102 Multicultural Children's Art 3 ART 280 Acting 3 ART 280 Acting 3 ART 32 Art of the Eastern World 3 ART 332 Art of the Eastern World 3 ART 332 Art of the Eastern World 3 ART 335 American Ethnic Images in Novels, Film, and Art (INOIC) (HIST) 3 ART 335 American Ethnic Images in Novels, Film, and Art (INOIC) (HIST) 3 ART 335 American Ethnic Images in Novels, Film, and Art (INOIC) (HIST) 3 ART 435 Art of the Eastern World 3 ART 435 American Ethnic Images in Novels, Film, and Art (INOIC) (HIST) 3 ART 435 Art of the Eastern World 3 ART 435 Art of the East						to the 1850s
PAMU 333 The Varieties of Musical Experience 3 ART 102 Alticultural Children's Art 3 3 ART 120 Acting 3 ART 313 ART 313 ART 314 Art of the Eastern World 3 3 ART 315 ART 315 ART 315 ART 315 ART 315 ART 316 ART 316 ART 317 ART ART 318 ART A				ART	101	What is Art?
PAMU 335	PAMU	333	The Varieties of Musical Experience 3	ART	102	
PATH 280 Acting 3 ART 332 ART 332 ART 332 ART 333 ART 332 ART 333 ART 333 ART 333 ART 335 Armerican Elimic Images in Novels, Fillin, and Art ENCEL/HST)	PAMU	335	The Physics of Music (PHYS)			
ART 335	PATH	280				
ART 335						
Film, and Art (ENGL/HST) 3				ARI	333	History of Southern Calitornia
Film, and Art (ENGL/HST) 3	ART	335	American Ethnic Images in Novels,			Chicana/o Art (CHS/HIST)
ART			Film, and Art (ENGL/HIST)	ART	335	
ART 432 Asts of the hardern Renaissance ART 451 Diversity in the Visual Callure 3 3 4 3 4 5 6 5 6 5 6 5 6 6 6	ART	431				
ART	7 (10)	401		ΛDT	125	
BUS 340 Business and Economics in Lilerature (ECON/FINGL) 3 CHS 300 Chicana/os in Contemporary Society 3	A DT	100				
BUS 340 Business and Economics in literature (ECON/ENGL) 3 CHS 33 Transborder Perspectives in Communication (ENGL) 3 CHS 343 Transborder Perspectives in Communication (ENGL) 3 CHS 345 Transborder Perspectives in Communication (ENGL) 3 CHS 344 Transborder Perspectives in Communication (ENGL) 3 CHS 345 Transborder Perspectives in Communication (ENGL) 3 CHS 345 Transborder Perspectives in Communication (ENGL) 3 CHS 345 Transborder Perspectives 3 CHS	ARI	432				
COMM 336 Multicultural Literature and Communication ENCIL 3 CHS 341 Flexibilis Insues in the Latinary Community Natural Vision Community National Visional National Visi						
COMM 33 Multicultural (Izerature and Communication (ENOCI) 3 CHS 343 Health Issues in the Latina/o Communication (ENOCI) 3 CHS 343 Health Issues in the Latina/o Communication (ENOCI) 3 CHS 343 Health Issues in the Latina/o Community (NRS) 3 CHS 344 Chicano Child and Adolescent (EDUC/HIST) (POLS/SCC) 3 CHS 345 Chicano Child and Adolescent (EDUC/HIST) 3 CHS 345 Chicano Child and Adolescent (EDUC/HIST) 3 CHS 346 Chicano Child and Adolescent (EDUC/HIST) 4 Chicano Child and Teachogen (EDUC/HIST) 4 Chicano Child and Teachogen (EDUC/HIST) 4 Chicano Child and Theachogen (EDUC/HIST) 5 Chicano Child and Theachogen (EDUC/HIST) 5 Chicano Child and Theachogen (EDUC/HIST) 5 Chicano Child and Teachogen (EDUC/HIST) 5 Chicano Child and Teachogen (EDUC/HIST) 5 Chicano Child and Teacho	BUS	340	Business and Economics in	CHS	200	Diversity in Latina/o Communities
COMM 336				CHS		
Communication (ENGL) 3	$\bigcirc \bigcirc \land \land \land \land$	336		00		
ECON 331 Narrotives of the Working Class ENGL/HIST/POIS/SOC) 3 CHS 445 Chicano Child and Adolescent EDUC/HIST) 4 Children American literature 3 ENGL 33 ENGL 33 Enistin and European Literature 1	COIVVVI	330		CLIC	242	
ENGL 110	F001	001		СПЗ	343	
ENGL 110	ECON	331				
Non-Majors			(ENGL/HIST/POLS/SOC)	CHS	445	Chicano Child and Adolescent
Non-Majors	ENGL	110	Themes in Multicultural Literature for			(EDUC/HIST)
ENGL 120				COMM	321	Cultural Conversations 3
ENGL 150	FNIGI	120				
ENGL 210 Themes in World Literature 3 ENGL 3 Themes in Multicultural Literature for Non-Majors 3 Non-Majors Non-Majors 3 Non-Majors Non-Ma				LDUC	512	
ENGL 220 American Literature II .3 ENGL 250 British and European Literature II				EV 101	110	
ENGL 250 British and European Literature II 3 ENGL 333 Multicultural Drama and Theatre (PATH) .3 ENGL 332 Teaching Dramacic Literature (PATH) .3 ENGL 349 Perspectives on Multicultural Literature .3 ENGL 333 Multicultural Drama and Theatre (PATH) .3 ENGL 354 Studies in Cultural Literatures .3 ENGL 334 Narratives of Southern California (HIST) .3 ENGL 430 Tradition and Transformation: Literature, History, and Cultural Change (HIST) .3 ENGL 337 Literature of the Environment .3 ENGL 435 Global Cities .3 ENGL 338 Science and Conscience (PHYS) .3 GLST 435 Global Cities .3 ENGL 341 Modern American Drama HIST 337 Music in History (PAMU) .3 ENGL 342 Modern American (PATH) .3 HIST 31 History (PAMU) .3 ENGL 342 Modern American Path .3 <td< td=""><td></td><td></td><td></td><td>ENGL</td><td>110</td><td></td></td<>				ENGL	110	
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ENGL 337 Literature of the Environment .3 History, and Cultural Change (HIST) .3 ENGL 338 Science and Conscience (PHYS) .3 GIST .435 Global Cities .3 ENGL 339 Psychology and Literature (PSY) .3 HIST .337 Music in History (PAMU) .3 ENGL 341 Modern American Drama HIST .338 Theatre in History (PATH) .3 ENGL 342 Modern British and European Drama and Theatre (PATH) .3 HIST .351 History of African Americans .3 ENGL 344 World Drama and Theatre (PATH) .3 PAMU .3 Jazz in America .3 ENGL 344 Vorld Drama and Theatre (PATH) .3 PAMU .32 World Music .3 ENGL 345 Studies in Cultural Literature .3 PATH .334 Spanish Language Drama and Theatre (SPAN) .3 The Politics of Race and Ethnicity .3 ENGL 4344 Original Practice in Renaissance POLS .30						
ENGL 338 Science and Conscience (PHYS) 3 GLST 435 Global Cities 3 ENGL 339 Psychology and Literature (PSY) 3 HIST 337 Music in History (PAMU) 3 ENGL 341 Modern American Drama HIST 338 Theotre in History (PATH) 3 ENGL 342 Modern British and European NRS 342 Complementary and Alternative Drama and Theatre (PATH) 3 Health (PSY) .3 ENGL 344 World Drama and Theatre (PATH) 3 PAMU 330 Jazz in America .3 ENGL 349 Perspectives on Multicultural Literature 3 PAMU 332 World Music .3 ENGL 343 Studies in Cultural Literatures 3 PATH 334 Spanish Language Drama and Theatre (SPAN) .3 ENGL 433 Gay/Lesbian/Bisexual/Transgender Theatre (SPAN) .3 POLS 330 Political Sociology (SOC) .3 ENGL 444 Original Practic				EINGL	430	
ENGL 339 Psychology and Literature (PSY) 3 HIST 337 Music in History (PAMU) .3 ENGL 341 Modern American Drama and Theatre (PATH) .3 HIST 338 Theatre in History (PATH) .3 ENGL 342 Modern British and European Drama and Theatre (PATH) .3 HIST 351 History of African Americans .3 ENGL 342 Modern British and European Drama and Theatre (PATH) .3 PAWU 30 Complementary and Alternative Health (PSY) .3 ENGL 344 World Drama and Theatre (PATH) .3 PAMU 330 Jazz in America .3 ENGL 349 Perspectives on Multicultural Literature .3 PAMU 32 World Music .3 ENGL 345 Studies in Cultural Literature .3 PAMU 32 World Music .3 ENGL 433 Gay/Lesbian/Bisexual/Transgender .3 PATH 34 Spanish Language Drama and Theatre (SPAN) .3 POLS 330 Political Sociology (SOC) .3						
ENGL 341 Modern Ämerican Drama and Theatre (PATH). 3 HIST 338 Theatre in History (PATH) .3 ENGL 342 Modern British and European Drama and Theatre (PATH). .3 NRS 342 Complementary and Alternative Health (PSY) .3 ENGL 344 World Drama and Theatre (PATH). .3 PAMU 330 Jazz in America .3 ENGL 349 Perspectives on Multicultural Literature. .3 PAMU 332 World Music .3 ENGL 354 Studies in Cultural Literatures. .3 PATH 334 Spanish Language Drama and Theatre (SPAN) .3 ENGL 433 Gay/Lesbian/Bisexual/Transgender Studies (GEND) .3 POLS 306 The Politics of Race and Ethnicity .3 ENGL 444 Original Practice in Renaissance Drama and Theatre (SPAN) .3 PSY 344 Psychology and Traditional Asian Thought .3 PATH 334 Spanish Language Drama and Theatre (SPAN) .3 SPAN 201 Intermediate Spanish I .4 C-3a Language	ENGL	338	Science and Conscience (PHYS)	GLST	435	
ENGL 341 Modern Ämerican Drama and Theatre (PATH). 3 HIST 338 Theatre in History (PATH) .3 ENGL 342 Modern British and European Drama and Theatre (PATH). .3 NRS 342 Complementary and Alternative Health (PSY) .3 ENGL 344 World Drama and Theatre (PATH). .3 PAMU 330 Jazz in America .3 ENGL 349 Perspectives on Multicultural Literature. .3 PAMU 332 World Music .3 ENGL 354 Studies in Cultural Literatures. .3 PATH 334 Spanish Language Drama and Theatre (SPAN) .3 ENGL 433 Gay/Lesbian/Bisexual/Transgender Studies (GEND) .3 POLS 306 The Politics of Race and Ethnicity .3 ENGL 444 Original Practice in Renaissance Drama and Theatre (SPAN) .3 PSY 344 Psychology and Traditional Asian Thought .3 PATH 334 Spanish Language Drama and Theatre (SPAN) .3 SPAN 201 Intermediate Spanish I .4 C-3a Language	ENGL	339	Psychology and Literature (PSY)	HIST	337	Music in History (PAMU)
and Theatre (PATH)						Theatre in History (PATH) 3
ENGL 342 Modern British and European Drama and Theatre (PATH) .3 NRS 342 Complementary and Alternative Health (PSY) .3 ENGL 344 World Drama and Theatre (PATH) .3 PAMU 330 Jazz in America .3 ENGL 349 Perspectives on Multicultural Literature .3 PAMU 332 World Music .3 ENGL 354 Studies in Cultural Literatures .3 PATH 334 Spanish Language Drama and Theatre (SPAN) .3 PATH .3 Spanish Language Drama and Theatre (SPAN) .3 POLS .306 The Politics of Race and Ethnicity .3 .3 .3 POLS .306 The Political Sociology (SOC) .3 .3 .3 POLS .300 Theatre (SPAN) .3	2. 102	0				
ENGL 344 World Drama and Theatre (PATH)	EN IOI	2.40				
ENGL 344 World Drama and Theatre (PATH) .3 PAMU 330 Jazz in America .3 ENGL 349 Perspectives on Multicultural Literature .3 PAMU 332 World Music .3 ENGL 354 Studies in Cultural Literatures .3 PATH 334 Spanish Language Drama and Theatre (SPAN) .3 ENGL 433 Gay/Lesbian/Bisexual/Transgender Studies (GEND) .3 POLS 306 The Politics of Race and Ethnicity .3 ENGL 444 Original Practice in Renaissance Drama and Theatre (SPAN) .3 POLS 300 The Politics of Race and Ethnicity .3 PATH 334 Spanish Language Drama and Theatre (SPAN) .3 PSY 344 Psychology and Traditional Asian Thought .3 PATH 334 Spanish Language Drama and Theatre (SPAN) .3 SPAN 201 Intermediate Spanish I .4 C-3a Language Prama and Theatre (SPAN) .3 SPAN 202 Intermediate Spanish I .4 ARAB 101 Elementary Arabic I	EINGL	342		INK2	342	
ENGL 349 Perspectives on Multicultural Literature .3 PAMU 332 World Music .3 ENGL 354 Studies in Cultural Literatures .3 PATH 334 Spanish Language Drama and Theatre (SPAN) .3 ENGL 443 Gay/Lesbian/Bisexual/Transgender Studies (GEND) .3 POLS 306 The Politics of Race and Ethnicity .3 ENGL 444 Original Practice in Renaissance POLS 330 Political Sociology (SOC) .3 ENGL 444 Original Practice in Renaissance POLS 330 Political Sociology (SOC) .3 ENGL 454 Psychology and Traditional Asian Thought .3 ENGL 454 Psychology and Traditional Asian Thought .3 ENGL 454 Psychology and Traditional Asian Thought .3 ENGL 455 PSAN 201 Intermediate Spanish I .4 Elementary Arabic I .4 SPAN 201 Intermediate Spanish I .4 Elementary Arabic II .4 SPAN 211 Spanish for Heritage Speakers I .4 Elementary Arabic II .4 SPAN 212 Spanish for Heritage Speakers II .4 Elementary Arabic II .3 UNIV 150 First Year Seminar .4 Elementary Chinese I .4 Elementary Chinese I .4 Elementary Spanish I .4 Elementary Spanish II .4						
ENGL 354 Studies in Cultural Literatures	ENGL	344	World Drama and Theatre (PATH)	PAMU	330	Jazz in America
ENGL 354 Studies in Cultural Literatures	ENGL	349	Perspectives on Multicultural Literature3	PAMU	332	World Music
ENGL 433 Gay/Lesbian/Bisexual/Transgender Studies (GEND)	FNGI	3.54		PATH	334	
Studies (GEND)						
ENGL 444 Original Practice in Renaissance Drama (PATH)	LINOL	400		DOLC	206	
PATH 334 Spanish Language Drama and Theatre (SPAN)	EN IOI	4.4.4				
PATH 334 Spanish Language Drama and Theatre (SPAN)	ENGL	444				
Theatre (SPAN)			Drama (PATH)	PSY	344	Psychology and Traditional
Theatre (SPAN)	PATH	334	Spanish Language Drama and			Asian Thought
C-3a Language ARAB 101 Elementary Arabic I .4 SPAN 211 Spanish for Heritage Speakers I .4 ARAB 102 Elementary Arabic II .4 SPAN 212 Spanish for Heritage Speakers II .4 ASL 101 American Sign Language I .3 UNIV 150 First Year Seminar4 ASL 102 American Sign Language II .3 UNIV 392 International Experience .1-3 CHIN 101 Elementary Chinese I .4 CHIN 102 Elementary Chinese II .4 SPAN 101 Elementary Spanish I .4 SPAN 102 Elementary Spanish II .4				SPAN	201	Intermediate Spanish I
ARAB 101 Elementary Arabic I .4 SPAN 211 Spanish for Heritage Speakers I .4 ARAB 102 Elementary Arabic II .4 SPAN 212 Spanish for Heritage Speakers II .4 ASL 101 American Sign Language I .3 UNIV 150 First Year Seminar .4 ASL 102 American Sign Language II .3 UNIV 392 International Experience .1-3 CHIN 101 Elementary Chinese I .4 SPAN 101 Elementary Spanish I .4 SPAN 102 Elementary Spanish II .4			meane (en with the transfer of			Intermediate Spanish II
ARAB 102 Elementary Arabic II 4 SPAN 212 Spanish for Heritage Speakers II .4 ASL 101 American Sign Language I .3 UNIV 150 First Year Seminar .4 ASL 102 American Sign Language II .3 UNIV 392 International Experience .1-3 CHIN 101 Elementary Chinese I .4 SPAN 101 Elementary Spanish I .4 SPAN 102 Elementary Spanish II .4						
ASL 101 American Sign Language I			Elementary Arabic I			
ASL 101 American Sign Language I .3 UNIV 150 First Year Seminar .4 ASL 102 American Sign Language II .3 UNIV 392 International Experience .1-3 CHIN 101 Elementary Chinese II .4 SPAN 101 Elementary Spanish I .4 SPAN 102 Elementary Spanish II .4	ARAB	102	Elementary Arabic II 4			
ASL 102 American Sign Language II	ASL	101	American Sian Language I			
CHIN 101 Elementary Chinese I .4 CHIN 102 Elementary Chinese II .4 SPAN 101 Elementary Spanish I .4 SPAN 102 Elementary Spanish II .4			American Sian Language II 3	UNIV	392	International Experience 1-3
CHIN 102 Elementary Chinese II			Flementary Chinese I			
SPAN 101 Elementary Spanish II						
SPAN 102 Elementary Spanish II			Elementary Chinese II			
			Elementary Spanish I			
	SPAN	201	Intermediate Spanish I			

The courses in this category enhance student knowledge of the complex cultural and institutional world in which people live. Each course examines relationships between various cultures and institutions that shape our social, economic, psychological, and political realities. Using the lenses of the social sciences, students gain insight and understanding of the social political, historical, economic, educational or behavioral aspects of world cultures and systems, including the ways in which these interact and influence each other. Students must select a minimum of three courses 12 units, each course in a different social science discipline. ANTH 102 Cultural Anthropology 3 ANTH 105 Introduction to Archeology 3 ANTH 310 Civilization of an Ancient Landscape: World Archaeology 3 COMM 340 Conflict Manc ANTH 323 Native Americans of California to the 1850s 3 Native Americans of California to the 1850s 3 COMM 441 Health Command ANTH 442 The African Diaspora (HIST) 3 COMM 443 Environmental ANTH 444 Values and Valuables (ECON) 3 ECON 111 Principles of A ANTH 444 Values and Valuables (ECON) 3 ECON 203 Introduction introduction and Community of Southern California to Chicana/o Art (CHS/HIST) 3 Coom 331 Natiratives of ECON 203 Introduction and Community of Southern California to Community of Southern California to Community 3 COMM 441 Principles of A ART 331 Art, Society, and Mass Media (COMM) 3 ECON 203 Introduction to Chicana/o Art (CHS/HIST) 3 COMM 447 Societal Issue: ECON 203 Introduction to Chicana/o Art (CHS/HIST) 3 COMM 331 Natratives of ECON 331 Natratives of	erica (ECON/HIST)
Each course examines relationships between various cultures and institutions that shape our social, economic, psychological, and political realities. Using the lenses of the social sciences, students gain insight and understanding of the social, political, historical, economic, educational or behavioral aspects of world cultures and systems, including the ways in which these interact and influence each other. Students must select a minimum of three courses 12 units, each course in a different social science discipline. ANTH 102 Cultural Anthropology	useum (ECON/EDUC/
and institutions that shape our social, economic, psychological, and political realities. Using the lenses of the social sciences, students gain insight and understanding of the social, political, historical, economic, educational or behavioral aspects of world cultures and systems, including the ways in which these interact and influence each other. Students must select a minimum of three courses 12 units, each course in a different social science discipline. ANTH 102 Cultural Anthropology	
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students gain insight and understanding of the social, political, historical, economic, educational or behavioral aspects of world cultures and systems, including the ways in which these interact and influence each other. Students must select a minimum of three courses 12 units, each course in a different social science discipline. ANTH 102 Cultural Anthropology 3 CHS 445 Chicana / o Southern California to Linguistic Anthropology 3 COMM 335 Politics and Finance in the 1850s 3 Native Americans of California to the 1850s 3 COMM 430 Political Community 3 COMM 441 Health Community 3 COMM 441 Health Community 3 COMM 443 Environmental ANTH 442 The African Diaspora (HIST) 3 COMM 443 Environmental ANTH 444 Values and Values and Values (ECON) 3 ECON 111 Principles of MATT 331 Art, Society, and Mass Media (COMM) 3 ECON 203 Introduction to Chicana/o Art (CHS/HIST) 3 COMM 331 Narratives of Chicana/o Art (CHS/HIST) 3 CHS 200 Diversity in Lactorical associated and influence and	in Contemporary Society3
historical, economic, educational or behavioral aspects of world cultures and systems, including the ways in which these interact and influence each other. Students must select a minimum of three courses 12 units, each course in a different social science discipline. ANTH 102 Cultural Anthropology	itina/o Communities
cultures and systems, including the ways in which these interact and influence each other. Students must select a minimum of three courses 12 units, each course in a different social science discipline. ANTH 102 Cultural Anthropology	
Students must select a minimum of three courses 12 units, each course in a different social science discipline. ANTH 102 Cultural Anthropology 3 CHS 445 Chicano Chila History and Communication: Introduction to Linguistic Anthropology 3 Interconnected to Linguistic Anthropology 3 COMM 335 Politics and Fire Voorld Archaeology 3 COMM 340 Conflict Management of Linguistic Anthropology 3 COMM 345 Media Literate Community 3 COMM 430 Political Community 3 COMM 441 Health Community 3 COMM 443 Environmental ANTH 442 The African Diaspora (HIST) 3 COMM 443 Environmental ANTH 444 Values and Valuables (ECON) 3 ECON 110 Principles of Management ART 331 Art, Society, and Mass Media (COMM) 3 ECON 203 Introduction to Chicana/o Art (CHS/HIST) 3 COMM 331 Narratives of Chicana/o Art (CHS/HIST) 3 CHM 345 CHICANA ART 333	Civic Engagement
each course in a different social science discipline. ANTH 102 Cultural Anthropology	itudies
ANTH 102 Cultural Anthropology	ifornia Chicana/o Culture (HIST)
ANTH 106 Culture and Communication: Introduction to Linguistic Anthropology	d and Adolescent
ANTH 310 Civilization of an Ancient Landscape: COMM 340 Conflict Mana World Archaeology	ormation in an
World Archaeology	d World (LIB)
ANTH 323 Native Americans of California to the 1850s	ilm (POLS)
the 1850s	agement and Mediation3
ANTH 327 Oral History and Community	cy and Youth C)
ANTH 332 Human Ecology (ESRM)	munication (POLS)
ANTH 442 The African Diaspora (HIST)	nunication (NRS)
ANTH 443 Medical Anthropology: Cross-Cultural COMP 447 Societal Issue: Perspectives on Health and Healing	Communication (ESRM)
Perspectives on Health and Healing	s in Computing
ANTH 444 Values and Valuables (ECON) 3 ECON 111 Principles of ART 331 Art, Society, and Mass Media (CO/VM) 3 ECON 203 Introduction to ART 333 History of Southern California ECON 331 Narratives of Chicana/o Art (CHS/HIST) 3 (ENGL/HIST)	Microeconomics
ART 331 Art, Society, and Mass Media (COMM) 3 ECON 203 Introduction to ART 333 History of Southern California ECON 331 Narratives of Chicana/o Art (CHS/HIST) (ENGL/HIST)	Macroeconomics
ART 333 History of Southern California ECON 331 Narratives of Chicana/o Art (CHS/HIST) (ENGL/HIST)	Social Business (SOC)3
Chicana/o Art (CHS/HIST) (ENGL/HIST)	the Working Class
	/POLS/SOČ)
	ry (FIN)
	Early Childhood
	Elementary Schooling3
	Modern Society
	Secondary Schooling3
	licy and Politics (POLS)3
	Southern California (HIST) .3
	ne Environment
	nd Literature (PSY)
	Transformation: Literature,
	Cultural Change (HIST)3
	/Bisexual/Transgender
	ID)
BIOL 432 Principles of Epidemiology and ESRM 100 Introduction to	Environmental Science
	: Management
	GEOG)
BUS 333 Nonprofit Organizations ESRM 340 Politics and th	ne Environment (POLS)3
	Park (POLS)
	History (HIST)
	udies (SOC)
Culture (HIST)	Historical Geography
BUS 340 Business and Economics in of the World	
Literature (ECON/ENGL)	Global Studies
BUS 341 Drug Discovery and Development GLST 435 Global Cities	
(CHEM/ECON)	ations: Origins to 15003
BUS 344 The Library: Collections, Services HIST 212 World Civiliza	ations: Since 1500
	's Craft
	sychology of Nazi
	Ý)

LUCT	0.40		DLIED	100	
HIST	360	History of Colonial Latin America 3	PHED	102	Seminar in Traditional Martial Arts: Tai Ji . 1
HIST	361	History of Modern Latin America	PHED	105	Zen of Surfing
HIST	365	Themes in World History	PHED	110	Wellness
HIST	412	Law and Society	PHED	208	Introduction to Kinesiology
HIST	413	World Religions and Classical	PHED	302	Motor Learning, Fitness and
		Philosophies	25	002	Development in Children
HIST	436	Psychology and History of East Asian	PSY	100	Introduction to Psychology
1 1131	430				
	4.5.1	Warrior Cultures (PSY)	PSY	210	Learning, Cognition and Development3
HIST	451	History of Africa Since 1800	PSY	213	Developmental Psychology
HIST	452	History of Southern Africa Since 1600 .3	PSY	220	Human Sexual Behavior
MATH	331	History of Mathematics	PSY	344	Psychology and Traditional
NRS	348	Healthy Aging (PSY/SOC)			Asian Thought
POLS	102	Comparative Government	PSY	345	Individuals with Disabilities in
POLS	103	Introduction to International Politics	101	0-10	Society (SPED)
POLS	328		PSY	346	
		United States Foreign Policy			Human Motivation
POLS	330	Political Sociology (SOC)	PSY	432	Seminar in Leadership
POLS	334	Peace Studies	PSY	445	Adolescent Development
PSY	100	Introduction to Psychology	Honor	Divie	ion Interdisciplinary
PSY	213	Developmental Psychology			sion Interdisciplinary
PSY	333	Measurement and Testing of Groups			ucation Courses
		and Individuals	Courses i	in the follo	owing list meet the upper division general
PSY	337	Psychological Ethics and	education	n requiren	nent and may also be counted toward
131	007				eneral Education category. If a course is
DC) /	0.45	Moral Philosophy			e than one GE category the student must
PSY	345	Individuals with Disabilities in			category the course is fulfilling.
		Society (SPED)	CHOOSE W	VIIICII GL	calegory line course is fulfilling.
PSY	432	Seminar in Leadership	ANTH	332	Human Ecology (ESRM)
PSY	445	Adolescent Development	ANTH	345	Human Evolution and Diversity
SOC	100	Introduction to Sociology	ANTH	442	The African Diaspora (HIST)
SOC	201	Social Problems	ANTH	443	Medical Anthropology: Cross-Cultural
300	201		AINIII	440	
Categ	ory E	: Human Psychological and	A N ITI I	4.4.4	Perspectives on Health and Healing 3
		al Perspectives - 3 units	ANTH	444	Values and Valuables (ECON)
			ART	330	Critical Thinking in a Visual World
		category enhance students' awareness	ART	331	Art, Society, and Mass
		g of themselves as both psychological and			Media (CÓMM)
		gs. These courses promote this awareness	ART	332	Multicultural Art Movements
by focusir	ng on issu	ues such as human development, human	ART	333	History of Southern California
sexuality,	human b	ehavior and psychology, health, nutrition,	7 (1)	000	Chicana/o Art (CHS/HIST)
		nd death and dying. The perspective is that	A DT	224	
		ological and psychological beings, must relate	ART	334	The Business of Art (BUS)
		sical and social environment.	ART	335	
io oineis i	пт и рпуз	sical and social environment.			Film, and Art (ENGL/HIST)
Students	must coi	mplete at least <u>one</u> course to satisfy	ART	336	Art and Music: Dissonance,
		rses that are primarily physical activity			Diversity and Continuity (PAMU)
		sfy no more than <u>1</u> unit of the <u>3</u> unit	ART	337	Art on Film and Film as Art
requirem		ny no more man <u>+</u> erm er me <u>e</u> erm	ART	338	Psychology of Art and Artists (PSY)
	CIII.		ART	431	
ART	338	Psychology of Art and Artists (PSY)	AKI	431	European Renaissance Literature and
BIOL	212	Neurobiology and Cognitive		400	Art (ENGL)
		Science (PSY)	ART	432	Arts of the Harlem Renaissance
BIOL	213	Sex, Germs and Diseases			(ENGL/PAMU)
BIOL	333		ART	433	Women in the Arts
		Emerging Public Health Issues	ART	434	The Museum: Culture, Business
BIOL	434	Introduction to Biomedical Imaging			and Education (BUS/EDUC)
		(HLTH/PHYS)	ART	435	Postmodern Visual Culture
HIST	340	History and Psychology of Nazi			
		Germany (PSY)	ART	436	Modern Art
HIST	436	Psychology and History of East Asian	BIOL	331	Biotechnology in the Twenty-First
1 1101	400	Warrior Cultures (PSY)			Century (BUS)
LIITLI	200		BIOL	332	Cancer and Society
HITH	322	Health Issues in Education	BIOL	333	Emerging Public Health Issues
NRS	342	Complementary and Alternative	BIOL	334	Natural History of Ventura County 3
		Health (PSY)	BIOL	335	The Biosphere
NRS	348	Healthy Aging (PSY/SOC)			
PADA	151	Conditioning for Dancers	BIOL	342	The Zoo: Conservation, Education and
PADA	253	Jazz Dance I	510:	0 / -	Recreation (BUS/ECON/EDUC)
PADA	254	Modern Dance I	BIOL	345	Science and Public Policy (POLS)

2	BIOL	431	Bioinformatics	ENGL	332	Teaching Dramatic Literature (PATH)
1	BIOL	432	Principles of Epidemiology and	ENGL	333	Multicultural Drama and Theatre (PATH) .3
<u> </u>			Environmental Health	ENGL	334	Narratives of Southern
N	BIOL	433	Ecology and the Environment 4			California (HIST)
Ŏ	BIOL	434	Introduction to Biomedical Imaging	ENGL	337	Literature of the Environment
5			(HLTH/PHYS)	ENGL	338	Science and Conscience (PHYS)
	BUS	333	Nonprofit Organizations	ENGL	339	Psychology and Literature (PSY)
	200		(COMM/ECON/POLS)	ENGL	341	Modern American Drama and
	BUS	335	Business and the Performing Arts (PA)	LIVOL	0-1	Theatre (PATH)
	BUS	336	Social Entrepreneurship (SOC)	ENGL	342	Modern British and European Drama
	BUS	339	Business in China: Heritage and	LINOL	042	and Literature (PATH)
	DO3	339	Culture (HIST)	ENGL	344	World Drama and Theatre (PATH)
	BUS	340	Business and Economics in	ENGL	349	Perspectives on Multicultural Literature
	DU3	340	Literature (ECON/ENGL)	ENGL	430	
	BUS	341		LINGL	430	Tradition and Transformation: Literature,
	BU3	341	Drug Discovery and Development	EN IOI	122	History, and Cultural Change (HIST)
	DLIC	0.4.4	(CHEM/ECON)	ENGL	433	Gay/Lesbian/Bisexual/Transgender
	BUS	344	The Library: Collections, Services and	EN IOI	4.4.4	Studies (GEND)
	D1.10	0.47	Instruction (ECON/EDUC/LIB)	ENGL	444	Original Practice in Renaissance
	BUS	347	The University (ECON/EDUC)	50511	0.40	Drama (PATH)
	BUS	349	History of Business and Economics in	ESRM	340	Politics and the Environment (POLS)
			North America (ECON/HIST)	ESRM	341	The National Park (POLS)
	BUS	435	The Music Museum (ECON/EDUC/	ESRM	342	Environmental History (HIST)
			PAMU)	ESRM	440	Population Studies (SOC)
	BUS	448	Globalization and	GLST	435	Global Cities
			Development (ECON/SOC)	HIST	332	Dance in History (PADA)
	CHEM	330	The History of Science: NonWestern	HIST	337	Music in History (PAMU)
			Origins and the Western Revolution	HIST	338	Theatre in History (PATH)
			(HIST)	HIST	340	History and Psychology of Nazi
	CHEM	335	The Chemistry of the Kitchen			Germany (PSY)
	CHEM	343	Forensic Science	HIST	436	Psychology and History of East Asian
	CHEM	344	Energy and Society (PHYS)			Warrior Cultures (PSY)
	CHS	331	Transborder Perspectives in	MATH	330	Mathematics and Fine Arts
	00		Chicana/o Studies	MATH	331	History of Mathematics
	CHS	343	Health Issues in the Latina/o	MATH	430	Research Design and Data Analysis
	CITO	0-10	Community (NRS)	MATH	437	Math for Games, Simulations,
	CHS	445	Chicano Child and Adolescent	7 7 7 11 1	407	and Robotics
	CI 10	770	(EDUC/HIST)	MATH	438	Philosophy of Mathematics
	COMM	335	Politics and Film (POLS)	MATH	448	Scientific Computing
	COMM	336	Multicultural Literature and	NRS	342	Complementary and Alternative
	COIVVVI	330	Communication (ENGL)	LAIVO	042	Health (PSY)
	COMM	340	Conflict Management and Mediation	NRS	348	Healthy Aging (PSY/SOC)
	COMM	345		PA	436	
	COIVVVI	343	Media Literacy and Youth			Physics of Performing Arts (PHYS)
		214	Culture (EDUC)	PAMU	330	Jazz in America
	COMM	346	School Communication (EDUC)	PAMU	332	World Music
	COMM	430	Political Communication (POLS)	PAMU	333	The Varieties of Musical Experience 3
	COMM	441	Health Communication (NRS)	PAMU	335	The Physics of Music (PHYS)
	COMM	442	Organizational Communication	PATH	334	Spanish Language Drama and
	COMM	443	Environmental Communication (ESRM) 3			Theatre (SPAN)
	COMP	337	Survey of Computer Gaming	PHYS	448	Team Based Research
	COMP	345	Digital Image Processing (MATH/PHYS) .3	POLS	330	Political Sociology (SOC)
	COMP	437	Foundation of Computer Game	POLS	334	Peace Studies
			Development	PSY	333	Measurement and Testing of Groups
	COMP	445	Image Analysis and Pattern Recognition			and Individuals
			(MATH/PHYS)	PSY	337	Psychological Ethics and Moral
	COMP	447	Societal Issues in Computing			Philosophy
	ECON	331	Narratives of the Working Class	PSY	344	Psychology and Traditional
			(ENGL/HIST/POLS/SOC)			Asian Thought
	ECON	343	Capital Theory (FIN)	PSY	345	Individuals with Disabilities in
	EDUC	330	Introduction to Secondary Schooling3			Society (SPED)
	EDUC	343	Teaching Drama to Children (PATH)	PSY	346	Human Motivation
	EDUC	431	Education Policy and Politics (POLS) 3	PSY	432	Seminar in Leadership
	ENGL	330	Interdisciplinary Writing	PSY	445	Adolescent Development
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SECTION 10Graduation Requirements

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Graduation Requirements

Baccalaureate Degree Requirements

All baccalaureate degrees require completion of the requirements listed below. Degree requirements fall into three categories: general education requirements; major/minor requirements and other University requirements.

Total Units

A minimum of $\underline{120}$ - $\underline{133}$ units are required, depending on the major selected. No more than $\underline{70}$ units taken at a community college or another two-year college may be applied to this total, excluding military credit and credit by examination. Except for International Baccalaureate and Advanced Placement Tests, no more than $\underline{30}$ semester units of credit shall be applied to the baccalaureate degree on the basis of passing externally developed tests. Credit for Military Basic Training is excluded from this total. A quarter unit is equivalent to two-thirds of a semester unit.



Upper Division Units

At least $\underline{40}$ of the total required units for graduation must be in courses numbered 300-499.

Major

Completion of a specific number and pattern of courses in one or more academic departments is defined as a major and is required for graduation.

General Education

All students must complete General Education requirements. General Education requirements can be found in the General Education section of the catalog. A minimum of nine upper division, interdisciplinary units must be completed in residence at CSU Channel Islands (CI).

Residence

At least $\underline{30}$ of the total units must be taken at CI excluding Open University and Extension units. At least 24 of these $\underline{30}$ units must be upper division coursework, and 12 of the $\underline{30}$ units must be in the major. At least $\underline{9}$ units of upper division interdisciplinary General Education courses (numbered in the 330-349 or 430-449 ranges) of the required $\underline{48}$ General Education units must be completed in residence at CI.

Grade Point Average (GPA)

An overall GPA of 2.0 is required in:

- 1. Total courses attempted
- 2. Cl courses attempted; and
- 3. Courses in the major

Title V, Section 40404: Graduation Requirements in United States History, Constitution and American Ideals (American Institutions Requirement)

Students are required to demonstrate competencies in U.S. History, U.S. Constitution and California State and local government for graduation. Competencies can be met by enrollment in six units as follows:

1. Choose from one of the following:

POLS	150	American Political Institutions		.3
POLS	316	State and Local Politics and Policy		.3
Students	who h	ave AP credit for American Governmen	t o	ſ
have tal	ken Ame	erican Government without coverage of	Ė	
Californ	ia gove	ernment may take the following:		
POLS	140	California Government		.1

2. Choose from one of the following:

HIST 2/0	The United States to 18//
HIST 271	The United States since 1877
HIST 272	Constitutional History of the U.S
HIST 275	The United States to 1900
HIST 350	Chicana/o History and Culture

Language and Multicultural Requirement

- 1. The language requirement can be met by satisfying General Education category C3a with a grade of "C" or better. Students who are G.E. certified in Section C must still meet the language requirement for graduation and may do so either by passing a C3a course with a grade of "C" or better or by demonstrating proficiency through examination. Students will also receive credit for having advanced proficiency in a language other than English. This proficiency can be demonstrated by taking and earning a grade of "C" or better in an upper-division language (e.g., Spanish) class or via an examination that assesses the student's language skills (speaking, listening, reading and writing) on a variety of informal and formal topics. By taking and earning a grade of "C" or better in an upper-division language course or by passing an examination, students fulfill the graduation exit requirement for language. For purposes of the General Education requirement, however, students passing by examination receive content credit but not unit credit.
- The multicultural requirement can be met by satisfying General Education category C3b with a grade of "C" or better.

(SP 03-27)

Graduation Writing Assessment Requirement (GWAR)

The Graduation Writing Assessment Requirement will be satisfied through the completion of $\underline{9}$ units of Upper-Division Interdisciplinary General Education courses, which are writing intensive.

(SP 02-22)

Graduation

Graduation Information and Application Process for the Bachelor's Degree

To qualify for graduation students must complete all requirements for the bachelor's degree by the official graduation date listed in the schedule of classes. Graduation is not automatic upon the completion of requirements. Students who intend to graduate must take the initiative and should follow the steps listed below. While students are ultimately responsible for completing all degree requirements, assistance is available through faculty advisement, the Advising Center and Graduation Evaluations in the Records & Registration office. It is important that students meet regularly with an advisor to avoid graduation problems and delays.

Application for Graduation

The Application for Degree and Diploma and filing fee are required for students expecting to graduate, and provide them with an official graduation evaluation of degree requirements for the baccalaureate degree. Students qualifying for graduation in the terms designated by the Policy on Commencement Participation and who have applied to graduate by the published deadlines may participate in the annual commencement ceremony. Commencement participation does not constitute proof of the successful completion of degree requirements. The application for degree is available on the Records & Registration webpage and at the Enrollment Center in Sage Hall. Application deadlines are published in the Schedule of Classes and on the CI Web site. Failure to meet the deadline for the term in which you wish to graduate will delay your graduation.



Graduation Application Process

- Submit the completed Application for Degree and Diploma, any approved course substitutions and final transcripts from all transfer institutions to Student Business Services (Sage Hall) and pay the appropriate fees for graduation application by the published deadline for the term in which you wish to graduate. The graduation fee covers the cost of the graduation check, the diploma, and participation in the annual commencement ceremony. (The fee does not include cap and gown purchase, which is handled separately by The Cove Bookstore). Student Business Services sends the Application for Degree and Diploma, and certification of payment to Graduation Evaluations in the Records a& Registration office.
- If the Application for Degree and Diploma is filed by the published deadline (see current semester schedule for filing dates and deadlines), a completed degree evaluation will be emailed before the end of the add/drop period in a student's last semester. The graduation evaluation confirms remaining requirements for graduation. The actual date of graduation will be the end of the semester in which all requirements have been met.
- The Degree Progress Report will display your Graduation Status:
 - Applied for Graduation indicates that your Application for Degree and Diploma has been received
 - Needs to Finish Pending Work indicates that a Degree Check has been completed
- Participate in the commencement ceremony held at the end of the spring semester if eligible (see policy on Commencement Participation).
- Students not completing the requirements by expected date of graduation must submit a change of graduation term form to the Student Business Service and pay the fee.
- After Graduation Evaluators verify completion of all degree requirements, a diploma is normally available within four months of final clearance. Proof of graduation is available by requesting official transcripts from Records & Registration.
- Students may visit the Records & Registration website for more information regarding graduation at: http://www/records-registration/GradFAQ.htm.

Degree Progress Report

The Degree Progress Report (DPR) contains customized degree progress information, which can assist you in planning your course of study. The DPR outlines general education, graduation, major and minor (if applicable) requirements. It is student specific and will display requirements you have met and requirements you have yet to meet using internal credit (CI courses) and external credit (transfer and test credit). When you have not met a requirement, the report will list course options that will meet the requirement. To ensure timely graduation, always work with your academic advisor. Review your transfer credit report for accuracy. Several tutorials and the How to View Your Degree Progress Reports document are available. These documents will guide you through the steps to access your report, as well as allow you to request updates to your DPR. For more information about the Degree Progress Report visit http:// www.csuci.edu/studentaffairs/progress_of_degree.htm.

Commencement and Honors Convocation

Commencement and Honors Convocation are held each year in the spring, bringing together local community members to celebrate the accomplishment of our students.

University Honors

To receive honors at graduation at Cl, a student must:

- 1. Complete a minimum <u>30</u> units of courses taken at CI for a letter grade.
- 2. Earn a grade point average of 3.50 or above in all work taken at Cl.
- 3. Earn the following cumulative grade point average in all undergraduate courses, including transfer work:

Summa Cum Laude - this honor is awarded to all students who earn a grade point average of 3.90 - 4.0.

Magna Cum Laude - this honor is awarded to all students who earn a grade point average of 3.75 - 3.89

Cum Laude - this honor is awarded to all students who earn a grade point average of 3.50 - 3.74. (SP 03-24)

Commencement Ceremonies, Participating in

Students who have completed degree or credential requirements the previous summer or fall terms are eligible to participate in the ceremony along with those who plan to complete their work in the spring or subsequent summer and have filed an Application for Degree and Diploma. Names of graduates and degree candidates who have applied for graduation by the published deadline will be published in the Commencement Program unless a student has requested otherwise by filing a Withhold Directory Information (FERPA) form with Records and Registration.

(SA. 16.002) (SP07-05)

Graduate Student Degree Requirements:

Refer to Graduate Studies Section of the catalog for details.

SECTION II Graduate Studies

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General Information

CSU Channel Islands (CI) offers seven masters degrees. Except for the two MA in Education degrees, all graduate degrees are offered through Extended University. For these degrees, Extended University employs a Special Sessions schedule and charges per-unit tuition separate from the normal CSU system-wide tuition for graduate studies.

This section presents CSU and CI policies and common practices related to graduate students and graduate programs. Further details for each degree program are contained in the general program information for each academic area.

Location

Sage Hall, office 2011 (805)437-8860 Fax: (805) 437-8951

Graduate Programs

- Master of Science in Biotechnology and Bioinformatics
- Master of Science in Biotechnology and Master of Business Administration (Dual Degree)
- Master of Business Administration
- Master of Science in Computer Science
- Master of Arts in Education: Educational Leadership Specialization
- Master of Arts in Education: Special Education Specialization
- Master of Science in Mathematics

Program Descriptions

Master of Science Degree in Biotechnology and Bioinformatics

The Master of Science in Biotechnology and Bioinformatics is a professional degree program designed to meet the needs of biotechnology industry and related public and private agencies and organizations. The program combines rigorous scientific training in interdisciplinary areas in biotechnology and bioinformatics with course work and experience in business management and regulatory affairs. The program includes a set of core courses with three emphases to choose from: biotechnology, biomedical engineering and stem cell technology and laboratory management, and several elective courses.

Biotechnology is centered in the laboratory and employs sophisticated molecular biology techniques for applications in human and animal health, agriculture, environment, and specialty biochemical manufacturing. In this century, the major driving force for biotechnology will be the strategic use of the data derived from large-scale genome sequencing projects. Bioinformatics turns raw data from genome sequencing and new experimental methodologies such as microarrays and proteomics into useful and accessible information about gene function, protein structure, molecular evolution, drug targets and disease mechanisms using computational analyses, statistics, and pattern recognition. Our approach also includes team projects drawn from biotechnology industries to focus on real-world problems and applications of biological and

computational sciences and to inculcate interpersonal as well as problem-solving skills using multiple perspectives.

Graduates from this program will develop analytical, managerial and interpersonal skills along with sophisticated expertise in biotechnology and bioinformatics. They will be ready to make immediate contributions to scientific research and development, management in biotechnological, biomedical and pharmaceutical industries, biotechnology law and regulations, governmental or environmental agencies, research institutes, consulting firms, research and clinical laboratories, private and public health organizations, or education. http://biology.csuci.edu/bio_mos.htm

Master of Science Degree in Biotechnology and Master of Business Administration

The Master of Science in Biotechnology and Master of Business Administration is a dual professional degree program designed to meet the needs of biotechnology industry and related public and private agencies and organizations. The program combines rigorous scientific training in biotechnology with graduate course work and experience in business management and regulatory affairs. The program includes the foundation courses for the dual degree program, a set of graduate level core courses in both biotechnology and business, and several elective courses.

Our approach includes team projects drawn from biotechnology industries to focus on real-world problems and applications of biological sciences and business. We approach interpersonal skills and problem-solving skills from multiple perspectives. http://biology.csuci.edu/bio_mos.htm

Master of Business Administration

Our program in Business Administration is designed for working professionals in Southern California. The Martin V. Smith School of Business & Economics MBA program is the result of benchmarking against the best business programs in the country and meets new assurances of learning standards required for AACSB accreditation. Our program features integrated modules that cross functional disciplines, a common cohort experience, team teaching and learning. Consistent with the University's mission, there is an emphasis on graduating business leaders with a global and multicultural perspective. Our MBA is an example of our focus on making a difference not only in the lives and careers of our students, but also in the vitality of the Ventura County region.

http://business.csuci.edu/mba/index.htm

Master of Science in Computer Science

The MS in Computer Science prepares students for advanced careers in high-tech, computer-driven industries, including applications to business, aerospace, education, military, and government where interdisciplinary, dynamic and innovative professionals trained in latest technologies are increasingly sought. Students develop a strong background in computer theory, software and hardware, as well as skills to conduct applied research. The program stresses interdisciplinary applications while preparing students for a wide range of industry, academic, and research positions. http://www.cs.csuci.edu/MSCS/

Master of Arts in Education

The Master of Arts in Education provides advance preparation for educational professionals. Two specializations are offered at CI: Educational Leadership and Special Education.

Educational Leadership Specialization

The Educational Leadership Specialization prepares candidates to complete the California Commission on Teacher Credentialing (CCTC) Preliminary Administrative Services Credential. Completion of this Level I administrative program prepares students to serve in positions of educational leadership in the California Public Schools. Through integration of course work and field experiences students are provided multiple opportunities to learn and practice the California Professional Standards for School Leaders. The program offers students understanding and application of leadership skills related to relationship building, communication, and the ability to apply, model, and analyze curriculum, instructional strategies, assessment, standards-based accountability systems, and data-based school improvement. The program also develops each student's understanding of basic school administrative responsibilities including resource management, personnel supervision, and daily operational issues related to safety, law, and public policy.

Prior to recommendation for certification, University faculty determine eligibility, based on fully documented evidence, that each student has demonstrated satisfactory performance on the full range of standards set forth by the CCTC. A master's degree is required for CI to recommend a candidate to the Preliminary Administrative Services Credential. Candidates already possessing a master's degree who successfully complete the required <u>30</u> units will be recommended for the Level I credential without completing a research project.

http://education.csuci.edu/credentials/mastersdegrees/index.htm

Special Education Specialization

The Special Education Specialization prepares teachers and professionals for leadership roles in the field of special education and disabilities. Completion of this degree prepares graduates to further expand their knowledge of individuals with disabilities of diverse linguistic and cultural backgrounds. It equips practitioners with the knowledge of best practice and policies for working with students with disabilities and their families.

http://education.csuci.edu/credentials/mastersdegrees/index. htm

Master of Science in Mathematics

Our MS in Mathematics is interdisciplinary and innovative in nature, and offers a flexible schedule with highly qualified faculty. It is designed to address the global need for people with advanced mathematical, computational, and computer skills throughout the industry, high-tech, and educational systems. Students will be given a strong background in mathematics, and computer software, as well as the skills to conduct independent applied research or develop independent projects. The program will stress interdisciplinary applications, for example in Actuarial Sciences, Cryptography, Security, Image Recognition, Artificial Intelligence, and Mathematics Education. Students' specializations depend on the final project/thesis and the electives chosen under the supervision of Mathematics

advisor. An individual study plan can be designed to meet entry requirements for Ph.D. programs in Mathematical Sciences.

http://math.csuci.edu/masters/

Fees and Tuition

Fees

Tuition

Course Tuition Per One Graduate Credit Unit:

\$795 for Biology Courses (BIOL, BINF)*

\$550 for Business Courses (MGT, BUS)*

\$475 for Computer Science Courses*

\$475 for Mathematics Courses*

*Tuition subject to change on an annual basis

Financial Aid

The Financial Aid office assists students as they pursue their educational goals. Programs of grants, loans and scholarships are available to help make college an affordable experience. If you are interested in applying please contact the Financial Aid office (805) 437-8530.

Graduate and Post-Baccalaureate Application Procedures

All graduate and post-baccalaureate applicants (masters degree applicants, those seeking educational credentials, and holders of baccalaureate degrees interested in taking courses for personal or professional growth) must file a complete graduate application as described in the graduate and post-baccalaureate admission materials at www. csumentor.edu. Applicants who completed undergraduate degree requirements and graduated the preceding term are also required to complete and submit an application and the \$55 nonrefundable application fee. Since applicants for post-baccalaureate programs may be limited to the choice of a single campus on each application, re-routing to alternate campuses or later changes of campus choice are not guaranteed. To be assured of initial consideration by more than one campus, it is necessary to submit separate applications (including fees) to each. Applications submitted by way of www.csumentor.edu are expected unless submission of an electronic application is impossible. An electronic version of the CSU graduate application is available on the World Wide Web at http://www.csumentor.edu. Application forms may also be obtained from the Graduate Studies office or the Admissions office of any California State University campus.

Graduate and Post-Baccalaureate Admission Requirements

Admission Requirements

Graduate and post-baccalaureate applicants may apply for a degree objective, a credential or certificate objective, or where approved, may have no program objective. Depending on the objective, the CSU will consider an application for admission as follows:

 General Requirements — The minimum requirements for admission to graduate and post-baccalaureate studies at a California State University campus are in accordance

- with university regulations as well as Title 5, Chapter 1, Subchapter 3 of the California Code of Regulations.
- Specifically, a student shall at the time of enrollment: (1) have completed a four-year college course of study and hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association, or shall have completed equivalent academic preparation as determined by appropriate campus authorities; (2) be in good academic standing at the last college or university attended; (3) have earned a grade point average of at least 2.5 on the last degree completed by the candidate or have attained a grade point average of at least 2.5 (A=4.0) in the last <u>60</u> semester (<u>90</u> quarter) units attempted; and (4) satisfactorily meet the professional, personal, scholastic, and other standards for graduate study, including qualifying examinations, as appropriate campus authorities may prescribe. In unusual circumstances, a campus may make exceptions to these criteria.
- Students who meet the minimum requirements for graduate and post-baccalaureate studies may be considered for admission in one of the four following categories:
- Graduate Classified To pursue a graduate degree, applicants are required to fulfill all of the professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the campus; or
- Graduate Conditionally Classified Applicants may be admitted to a graduate degree program in this category if, in the opinion of appropriate campus authority, deficiencies may be remedied by additional preparation; or
- Post-Baccalaureate Classified, e.g. admission to an education credential program — Persons wishing to enroll in a credential or certificate program, will be required to satisfy additional professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the campus; or
- Post-Baccalaureate Unclassified To enroll in undergraduate courses as preparation for advanced degree programs or to enroll in graduate courses for professional or personal growth, applicants must be admitted as post-baccalaureate unclassified students. By meeting the general requirements, applicants are eligible for admission as post-baccalaureate unclassified students. Admission in this status does not constitute admission to, or assurance of consideration for admission to, any graduate degree or credential program (Most CSU campuses do not offer admission to unclassified post-baccalaureate students).

Admission Information by Discipline

Biology

Master of Science Degree in Biotechnology & Bioinformatics

1. Applicants must have a BS/BA degree in Biology, Computer Science, Chemistry, Biochemistry, or Mathematics. Alternatively, applicants with a BA/BS degree in any field and equivalent work experiences in one of the above fields may be granted conditional admission, and they must fulfill all conditional requirements before they can be fully classified.

- 2. Applicants seeking admission to the professional MS in Biotechnology and Bioinformatics program must be officially accepted into the CI academic program.
- 3. Applicants must declare themselves as graduate students in the professional MS degree program in Biotechnology and
- 4. Applicants for the Stem Cell Technology and Laboratory Management Emphasis must commit to the stem cell technology internship requirement.
- 5. Applicants will be evaluated by the Program Admissions Committee which will consider the applicants in the context of the total applicant pool using our general admission standards, including all academic work, GPA, test scores, relevant work experience and other factors that may have a bearing on the individual's potential for success. The following materials are required for our evaluation and admission process:
 - Applicants must submit their transcript(s) from their undergraduate institution(s), Graduate Record Examinations (GRE) General Test scores or the Medical College Admission Test (MCAT) scores.
 - Applicants who have received their undergraduate degrees from a university where English is not the language of instruction, or have studied fewer than two years at a university where instruction is in English, must submit their Test of English as a Foreign Language (TOEFL) scores for evaluation.
 - Applicants must submit a one page "Statement of Purpose" and two letters of recommendations from people able to judge the applicant's academic capacity.

Master of Science Degree in Biotechnology and Business Administration (Dual Degree)

*Assumes that at least one set of the Foundation Courses listed below has been completed in a business or science undergraduate degree program.

- 1. Applicants must have a BS/BA degree in Biology, Chemistry, Biochemistry, or Business/Economics related discipline. Alternatively, applicants with a BA/BS degree in any field and equivalent work experiences in one of the above fields may be admitted and must fulfill the foundation course requirements before taking the core courses and electives in the degree program.
- 2. Applicants seeking admission to the dual degree program must be officially accepted into CI as graduate students.
- 3. Applicants must declare themselves as graduate students in the dual degree program.
- 4. Applicants will be evaluated by the program admissions committee which will consider the applicants in the context of the total applicant pool using our general admission standards, including all academic work, GPA, test scores, relevant work experience and other factors that may have a bearing on the individual's potential for success. The following materials are required for our evaluation and admission process:
 - Applicants must submit their transcript(s) from their undergraduate institution(s) and Graduate Record Examinations (GRE) General Test scores.

- Applicants who have received their undergraduate degrees from a university where English is not the language of instruction, or have studied fewer than two years at a university where instruction is in English, must submit their Test of English as a Foreign Language (TOEFL) scores.
- Applicants must submit a one page "Statement of Purpose" and two letters of recommendations from people able to judge the applicant's capacity for both academic and professional success.

Martin V. Smith School of Business & Economics

Master of Business Administration

To be considered for admission to CI MBA program, applicants must:

- 1. Have a baccalaureate degree from an accredited institution
- 2. Submit completed University and program applications, including two letters of recommendation
- 3. Have a grade point average (GPA) of at least 2.5 (4=A) in their latest $\underline{60}$ semester units attempted and must be in good standing at the last college attended
- 4. Have a minimum of two years professional work experience (in any field)
- 5. Submit GMAT scores

Computer Science

Master of Science in Computer Science

Students seeking admission are expected to have:

- 1. An undergraduate degree in Computer Science, Mathematics, Engineering, or Science.
- The applicant is expected to have a 2.7 or higher cumulative undergraduate grade point average (GPA)
- 3. A GRE report is required for applicant whose GPA is less than 3.0.

School of Education

Master of Arts in Education

Master of Arts in Education and Preliminary Administrative Services Credential

- 1. Application. Apply to both the University Admissions office and the Education Credential office. (See below)
- 2. One set of Official Transcripts. One official set of transcripts from each of the colleges or universities attended must be mailed directly to the Cl Admissions office. Cumulative grade point average of 3.0 is required to be accepted into the Preliminary Administrative Services Credential Program.
- CBEST Examination. Copy of card indicating passage of the California Basic Education Skills Test (CBEST) or verification that you have taken the test prior to admission to the program. Passage of CBEST is required for certification.
- 4. California Teaching Credential. Copy of a valid California teaching credential requiring a baccalaureate degree

- and a program of professional preparation, including student teaching; or a valid California Designated Subjects teaching credential provided the applicant also possesses a baccalaureate degree; or a valid California services credential in Pupil Personnel Services, Health Services, Library Media Teacher Services, or Clinical or Rehabilitative Services requiring a baccalaureate degree and a profession preparation program including field practice or the equivalent submitted to the Education Credential Office.
- Experience. Documentation of at least three years of full-time successful teaching experience (substitute or part-time service does not apply).
- 6. Two Letters of Recommendation. Two letters of recommendation from professionals who are knowledgeable of the candidate's professional work at least one of whom is the candidate's current school administrator.
- Interview. Interview with Education Program Admissions Committee.
- 8. Writing Sample. A written statement of purpose (500-600 word essay) describing why the candidate desires to be a school administrator serving the children and families of the diverse communities of California. This essay will include reflection on personal professional goals and ways in which the knowledge and skills will be developed to achieve these goals.

Special Education Specialization

- 1. Application to the university Admissions Office.
- 2. One Set of Official Transcripts: One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CSU Channel Islands Admissions Office. Cumulative grade point average of 3.0 is required to be accepted into the Masters of Arts in Education Special Education Program.
- 3. Application to the Education Credential office.
- 4. Two letters of recommendation from professionals who are knowledgeable of the candidate's professional work.
- 5. Interview with Education Program Admissions Committee.
- 6. A written statement of purpose (500-600 word essay) describing why the candidate desires to obtain a Master of Education in Special Education. This essay will include reflection on personal professional goals and ways in which the knowledge and skills will be developed to achieve these goals.

Mathematics

Master of Science in Mathematics

- Application. Apply to both the University and the Mathematics Program. Forms are available at the Extended University office and on-line at http://math.csuci.edu/.
- 2. **Recommendation**. At least two letters of recommendations from academic or professional supervisors.
- Subject Matter Preparation. Applicants are expected to hold the BS degree in Mathematics. However students with other degrees (or equivalent coursework) maybe considered and admitted conditionally (subject to completing relevant undergraduate mathematics courses).
- 4. GPA of 3.0 in Mathematical Sciences. If applicant does not have the required GPA, conditional admission maybe available on a limited basis.

GRE (general and mathematics) scores are recommended, but not required.

Graduate Policies

Auditing a Class

A student who wishes to audit a course must obtain approval of the instructor. The approval may not be obtained prior to the first day of instruction. A student registered as an auditor may be required to participate in any or all classroom activities at the discretion of the instructor. A student who is enrolled for credit may not change to auditor after the third week of instruction. Credit for courses audited will not subsequently be granted on the basis of the audit.

Auditors must pay the same tuition as would be charged if the courses were taken for credit. A student not admitted to, nor reenrolled in the university, must have residence determination so that the appropriate tuition may be charged.

Catalog Rights

Graduate students who have maintained continuous attendance at a CSU or California Community College may elect to qualify for graduation from CI under general education, United States history, Constitution and American ideals, and other non-major based upon catalog requirements in effect either (1) at the time they began attending any California Community College or CSU campus, or (2) at the time they entered the CSU campus from which they will graduate, or (3) at the time they graduate from the CSU. (Title 5, Section 40401)

Absence related to an approved educational leave or for attendance at another accredited institution of higher learning is not considered an interruption, providing such absence does not exceed two years. The absence must be consistent with the CSU definition of educational leave and with CSU policy.

Students who have been academically disqualified lose previously established catalog rights.

Classification Status

Conditionally Classified

To qualify for admission in conditionally classified graduate standing, a student must:

- 1. Hold an acceptable baccalaureate degree from an accredited institution.
- 2. Have attained a grade-point average (GPA) of at least 2.5 (4.0=A) in the last <u>60</u> semester units attempted
- 3. Have been in good standing at the last institution attended
- 4. Be accepted into a graduate degree curriculum on a conditional basis, subject to the requirement that any deficiencies must be remedied by additional preparation.
- 5. For students entering the Master of Arts in Education: Educational Leadership Program, if the student is missing one or more of the following requirements, CBEST, advanced technology or special education course.

Classified

A student who meets the minimum requirements for admission as a graduate student, as specified in the preceding paragraph, may be admitted as a fully classified graduate student pursuing an authorized degree curriculum if the appropriate program authorities determine the he or she satisfactorily meets the professional, personal, scholastic, or other standards

for admission to the graduate degree curriculum, including qualifying examinations that the appropriate program authorities may prescribe. Only those applicants who show promise of success will be admitted to the graduate curricula, and only those who continue to demonstrate a satisfactory level of scholastic competence shall be eligible to proceed in such curricula.

Advancement to Candidacy

Advancement to candidacy recognizes that the student has demonstrated the ability to operate at and sustain a level of scholarly competence that is satisfactory for successful completion of the degree requirements. In programs that require a thesis, it permits the student to enroll in courses that provide thesis supervision. The student must be enrolled during the semester in which they apply for advancement to candidacy. Advancement to candidacy must occur at least one semester prior to the anticipated completion of the program. Approval is granted by the program director or designee(s). (SP 09-08) For the Master of Arts in Education, the candidate may register for culminating experience in their final semester and when candidate has met all of the requirements for eligibility for the master's degree, including a 3.0 GPA and with no incomplete grades in required coursework.

Continuous Enrollment and Education Leave for Master's Degree Students

A graduate student must maintain continuous enrollment during their course of study at Cl. Any graduate student in good academic standing who cannot maintain continuous enrollment may apply to take a leave of absence from the University for at most four consecutive semesters. No more than six cumulative semesters of leave may be taken. (SP 09-09)

Course Repeat

A graduate/post baccalaureate student may take a course a total of 3 times with no grade forgiveness. All grades will be calculated into the GPA. Unit credit for the courses will be granted only once unless courses are repeatable as specified in the catalogue.

Course Substitutions

Substitutions will be reviewed and granted by the individual program on a case-by-case basis.

Culminating Experience

The culminating experience for the granting of a graduate degree is the successful completion of one of the following: a designated (final or "capstone") course, thesis, project, or comprehensive examination. The quality of work accomplished, including the quality of the writing, is the major consideration in judging the acceptability of the thesis, project, or comprehensive examination. The student must successfully complete the culminating experience required by the specific program to be granted a graduate degree.

Grading Policy

- 1. "ABCDF" is the default grading system.
- 2. Although it is not required, individual faculty members may add a "+" or "-" to any grade except "F." By adding a "+" to a grade, the grade points earned increase by 0.3 (except an A+ shall still be 4.0 grade points). By adding a "-" to a grade, the grade points earned shall decrease by 0.3. Course syllabi are required to state clearly whether "+/-" grading is used.

- 3. A student may take a course "CR/NC" if the course is designated as allowing "CR/NC" grading in the course approval process.
- 4. The decision on how many units of courses may be taken "CR/NC" and which courses can be taken "CR/NC" is left up to each individual program.
- 5. Course syllabi shall include a discussion of the instructor's grading policy.

Grading Symbols Assigned

RP (Report in Progress) The "RP" symbol is used in connection with courses that extend beyond one academic term. It indicates that work is in progress, but that the assignment of a final grade must await completion of additional work. Work is to be completed within one year except for graduate degree theses.

W (Withdrawal) The "VV" symbol indicates that the student was permitted to withdraw from the course after the third week of the semester with the approval of the instructor and appropriate campus officials. It carries no connotation of quality of student performance and is not used in calculating grade point average. See withdrawal procedures in the catalog.

WU (Withdrawal Unauthorized) The "WU" symbol indicates that an enrolled student did not formally withdraw from the course according to University policy and also failed to complete course requirements. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible. For purposes of grade point average, this symbol is equivalent to an "F."

Incomplete Grade Policy

An "Incomplete Authorized" (I) signifies that a portion of required course work has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified reasons and that there is still a possibility of earning credit. After the request of the student for the "I" grade, the faculty member makes the decision as to whether or not an "I" grade is issued. If an "I" grade is issued, the faculty member determines what conditions must be met for the "I" to be removed. However, to protect both students and faculty, it is necessary that there be a written record of the conditions. Thus, if there is a later disagreement, or if the instructor is no longer available, the "I" can still be handled by the program. The request for an incomplete form which is to be used for writing the conditions mentioned above is available in the program administrative support offices. This form shall include a statement of:

- The work not completed and the percentage that each uncompleted assignment will count toward the final grade; and
- 2. The final grade the instructor will assign if the course requirements are not completed within one calendar year, or a shorter period as specified on the form, immediately following the term in which the "I" was assigned, without respect to continuous enrollment of the student during this period.

A copy of the agreement is to be given to the student and a copy is to be retained in the program office. The completed forms are filed in the program office. The awarding of an "I" requires prior consultation with the student. The student has the responsibility to confer with the faculty member to learn the requirements for removal of the "I". At that time the student is

given a copy of the form detailing the conditions to be met. An "I" must be made up within the time period set forth by the instructor with a maximum allowable time span of one calendar year immediately following the end of the term in which it was assigned. This limitation prevails whether or not the student maintains continuous enrollment. Failure to complete the assigned work will result in an "I" being converted to an "IC" symbol, unless the faculty member assigns a specific letter grade at the time the Incomplete is assigned, which would replace the "I" in the student's record at the end of the calendar year deadline. The "IC" is counted as a failing grade (equivalent to an "F") for grade point average and progress point computation. Although the one-year maximum for incomplete grades will be the general university policy, Executive Order 171 specifies that exceptions can be made in special cases, such as military service and serious health problems. An extension of an "I" grade in any one course shall be allowed only one time, for a maximum total extension of one year. An "I" may not be changed to a passing grade as the result of re-enrolling in the course. In cases where repetition of the course is appropriate, the student will be assigned a withdrawal or failing grade rather than an "I" grade. A failing grade is not an acceptable reason to request or grant an incomplete grade. If a student subsequently completes a course that is recorded as incomplete on a transcript from another institution, it is the student's responsibility to submit a corrected official transcript and advise Records & Registration that he/she wishes to receive

International (Foreign) Student Admission Requirements

The CSU must assess the academic preparation of foreign students. For this purpose, "foreign students" include those who hold U.S. temporary visas as students, exchange visitors, or in other nonimmigrant classifications.

The CSU uses separate requirements and application filing dates in the admission of "foreign students." Verification of English proficiency (see the section on English Language Requirement for undergraduate applicants), financial resources, and academic performance are each important considerations for admission. Academic records from foreign institutions must be on file at least six months in advance of enrollment for the first term and, if not in English, must be accompanied by certified English translations. Further information can be found at http://www.csuci.edu/exed/international.htm.

Graduate-Post-Baccalaureate English Language Requirement

All graduate and post-baccalaureate applicants, regardless of citizenship, whose native language is not English and whose preparatory education was principally in a language other than English must demonstrate competence in English. Those who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction must receive a minimum score of 550 on the Test of English as a Foreign Language (TOEFL). Some programs require a higher score. Applicants taking the Computer-Based Test of English as a Foreign Language must present a score of 213 or above. Some programs may require a higher score. Several CSU campuses may use alternative methods for assessing fluency in English including Pearson Test of English Academic (PTE Academic), the International English Language Testing System (IELTS), and the

GRADUATE STUDIES

International Test of English Proficiency (ITEP).

CSU Minimum TOEFL/IELTS Standards are:

Internet Computer Paper 213 550

IELTS Requirements:

Graduate

Graduate

Minimum Graduate GPA

A minimum grade point average of 3.0 (B) is required across all letter-graded courses taken to satisfy requirements for the graduate degree. Programs may implement stricter grade requirements. (SPO5-22)

Number of Units Granted for a Thesis or Project

No more than $\underline{6}$ units of course credit may be offered for a thesis or project to fulfill the requirements of a graduate degree. (SPO5-25)

Prerequisite Courses to Meet Graduate Degree Requirements, Use of

No undergraduate courses taken to satisfy prerequisite requirements for admission to a graduate program may be included in the minimum number of units required for that program. (SPO5-20)

Probation, Disqualification, Reinstatement

Academic Probation

A graduate student in either conditionally classified or classified standing will be subject to academic probation if, after attempting <u>12</u> or more graded units, the cumulative graduate

GPA at CI falls below 3.0 Probationary students will be advised of their status via letter or e-mail. The communication will include conditions for removal from probation and the circumstances that would lead to disqualification. All probationary students are required to seek academic advising no later than the second week of the following semester. Students shall be removed from academic probation once they have received such advising and cumulative graduate GPA at CI is at least 3.0 or higher.

Academic Disqualification

A graduate student on academic probation will be academically disqualified when the student's GPA in all units attempted or in all units attempted at CI falls below 2.50. Students cannot be placed on probation for the first time at CI and be disqualified in the same semester. However, students who have previously been on probation at CI and fall below the 2.5 GPA listed above will be academically disqualified, even if the probation and disqualification semesters are nonconsecutive. A student may appeal disqualification no later than three weeks before the start of the semester following the disqualification. Appeals should be made to the office of the Provost or designee. Appeals will be decided by the Academic Appeals Board. Typical grounds for a successful appeal include significant improvement towards meeting the GPA requirements and/or extraordinary circumstances beyond the student's control, as determined by the Academic Appeals Board. A successful petition of appeal for disqualification will result in the student remaining on academic probation. Students who appeal unsuccessfully will need to apply for reinstatement as specified in the Policy on Reinstatement if they wish to continue at CI.

Reinstatement

In order to be considered for reinstatement to CI, a disqualified student must demonstrate academic ability by completing additional coursework. All classes taken must be applicable for degree credit at Cl. After eliminating the grade-point deficiency, the student may petition the Academic Appeals Board for reinstatement. The student must submit the petition for



reinstatement no later than three weeks before the beginning of the semester that the student intends to return. The Academic Appeals Board will only consider the petition for reinstatement of students who have remained outside of the university for at least one regular (Fall or Spring) semester after their dismissal. Students who are disqualified, reinstated, and become disqualified a second time will not be granted a second reinstatement.

Residence Required for the Master's Degree

A minimum of $\underline{21}$ semester units must be taken in residence after admission to the graduate program offering the degree. The program may authorize the substitution of credit earned by alternate means for a part of this residence requirement.

Withdrawal from Courses

- Students may drop courses during the first three weeks of classes without instructor permission.
- After the third week of classes and before the end of the tenth week of classes, withdrawal from courses is permissible only for serious and compelling reasons.
 Approval signatures from the instructor and program chairs must be obtained to withdraw during this period. The withdrawal will be noted as a "W" on the student's permanent record.
- 3. After the tenth week of instruction, withdrawal is not permitted except in cases beyond the student's control such as accident or serious illness where the assignment of an Incomplete is not practical. Approval signatures from the instructor, program chair and Vice President for Academic Affairs (or designee) must be obtained. Withdrawal in this category will typically involve total withdrawal from the University and will be noted as a "W" on the student's permanent record.
- 4. Instructor Initiated Withdrawal: Instructors may drop students within the first three weeks of classes and as early as the first day of classes for any of the following reasons:
- a. Student failure to attend class without having made prior arrangements with the instructor.
- b. Student failure to complete the prerequisites for a course before enrolling.
- Student failure to secure properly the permission of the instructor before enrolling when such permission is required.

Graduate Writing Assessment Requirement (GWAR)

Master of Science Degree in Biotechnology & Bioinformatics

Writing proficiency prior to the awarding of the degree is demonstrated by successful completion of BIOL 504, Molecular Cell Biology with a grade of B or higher.

Master of Science Degree in Biotechnology and Master of Business Administration

Writing proficiency prior to the awarding of the degree is demonstrated by successful completion of BIOL 504, Molecular Cell Biology or BUS 520, Strategy and Leadership with a grade of B or higher.

Master of Business Administration

Writing proficiency prior to the awarding of the degree is demonstrated by successful completion of BUS 520 Strategy and Leadership with a grade of B or higher.

Master of Science in Computer Science

Writing proficiency prior to the awarding of the degree is demonstrated by successful completion of COMP 597 Master's Thesis with a grade of B or higher.

Master of Arts in Education: Educational Leadership Specialization

Writing proficiency to the awarding of the degree is demonstrated by successful completion of EDUC 605, Education in a Diverse Society, with a grade of B or higher.

Master of Arts in Education: Special Education Specialization Writing proficiency to the awarding of the degree is demonstrated by successful completion of EDUC 605, Education in a Diverse Society, with a grade of B or higher.

Master of Science in Mathematics

Writing proficiency prior to the awarding of the degree is demonstrated by successful completion of at least two credits of MATH 597 (Master's Thesis) or MATH 598 (Master's Project) with a grade of B or higher.

Graduation Requirements

Graduation Information and Application Process for the Master's Degree

To qualify for graduation students must complete all requirements for the master's degree by the official graduation date listed in the schedule of classes. Graduation is not automatic upon the completion of requirements. Students who intend to graduate must take the initiative and should follow the key steps listed below. While students are ultimately responsible for completing all degree requirements, assistance is available through faculty advisement, the Advising Center and Graduation Evaluations. It is important that students meet regularly with an advisor to avoid graduation problems and delays.

Eligibility for a Master's Degree in Education

To be eligible for the Master's Degree, the candidate shall have completed the following minimum requirements:

1. Requirements for the Degree

- a. The completion of a specified course of study approved by the Curriculum Committee at Cl and/or CCTC
- b. A minimum of thirty semester units of approved graduate work. (SPO5-28)
- c. Completion of graduate work in no more than 7 years. (SP05-23)
- At least <u>21</u> semester units must be completed in residence as indicated in the University Catalog.
- e. Seventy percent of the degree must be at 500 and 600 level. When undergraduate 400-level courses are taken, extra work must be completed. (SP05-24)
- No more than six semester units shall be allowed for a thesis, project, or comprehensive exam preparation. (SPO5-25)
- 2. Advancement to candidacy. A candidate who has been granted classified standing will be advanced to candidacy after a request is filed for graduation by the student and an affirmative recommendation is made by the graduate advisor. An overall minimum grade point average is 3.0 (B) and a minimum grade point average of 3.0 for all study plan course work is required. A course in which no

letter grade is assigned, shall not be used in computing the grade point average. Other scholastic requirements, professional standards, passing of examinations, and other qualifications may be required.

3. Satisfactory completion of a thesis, project, or comprehensive examination.

Application for Graduation

The Application for Degree and Diploma and filing fee entitles students to an official graduation evaluation of progress toward meeting graduate degree requirements. Students qualifying for graduation by the designated graduation date may participate in the annual commencement ceremony. Commencement participation does not constitute proof of the successful completion of degree requirements. The application for degree is available on the Records & Registration webpage, and at the Enrollment Center in Sage Hall. Application deadlines are published in the Schedule of Classes and on the CI Web site. Failure to meet the deadline for the term in which you wish to graduate will delay your graduation.

Key Steps to Graduation

- 1. Submit the completed Application for Degree and Diploma, and any approved course substitutions, and program work up sheet to the Enrollment Center Cashier (Sage Hall) and pay the appropriate fees for graduation application by the published deadline for the term in which you wish to graduate. The graduation fee covers the cost of the graduation check, the diploma, and participation in the annual commencement ceremony. (The fee does not include cap and gown purchase, which is handled separately by The Cove Bookstore). The Cashier's Office sends the Application for Degree and Diploma and certification of payment to Graduation Evaluations in the Records and Registration office.
- 2. If the Application for Degree and Diploma and program work up sheet is filed by the published deadline (see current semester schedule for filing dates and deadlines), a completed degree evaluation will be emailed before the end of the add/drop period in a student's last semester. The graduation evaluation confirms remaining requirements for graduation. The actual date of graduation will be the end of the semester in which all requirements have been met.
- Participate in the commencement ceremony held at the end of the spring semester if eligible (see policy on Commencement Participation.) Participation is optional.
- 4. Students not completing the requirements by expected date of graduation must submit a *change of graduation term* form to the Enrollment Center, Sage Hall, and will be charged a \$15 graduation re-file fee.
- 5. After all degree requirements have been completed and Graduation Evaluators can verify their completion, a diploma is normally available within four months of final clearance. Proof of graduation is available by requesting official transcripts from Records & Registration.
- 6. Students may visit the Records & Registration website for more information regarding graduation at: http://www.csuci.edu/records-registration/GradFAQ.htm
- 7. For some programs, the program academic advisor will coordinate the graduation evaluation process.

Key Steps and Timeline for Completion for Master of Arts in Education

Candidates must check approval dates outlined by the Graduate office and Records & Registration to ensure a reasonable timeline for completion of the culminating experience, and submission of the completion of a degree.

- Fill out and file the Application for Degree and Diploma form with Records and Registration the semester before completing the culminating experience. Deadlines are published in the Schedule of Classes and online at http://www.csuci.edu/records-registration/index.htm under the heading "Graduation."
- 2. During final semester, make an appointment for graduation check with the credential analyst.
- 3. For the semester when completing the culminating experience, register for the Thesis/Project preparation EDUC 616 or Comprehensive Exam preparation EDU 618.
- 4. Students who do not complete their degree programs at the end of Spring semester, may participate in Commencement if they have no more than <u>10</u> units pending toward their degree. (SPO2-O5). This means that their degrees will be conferred at the next available graduation term, which is summer. Summer has a degree date of August 31.

Participating in Commencement Ceremonies

Students who have completed degree or credential requirements the previous summer or fall terms are eligible to participate in the ceremony along with those who plan to complete their work in the spring or subsequent summer term (that ends by August 30th) and have filed an *Application for Degree and Diploma*. Names of graduates and degree candidates who have applied for graduation by the published deadline will be published in the Commencement Program unless a student has requested otherwise by filing a *Withhold Directory Information (FERPA)* form with Records & Registration.

SECTION 12 Programs and Degrees

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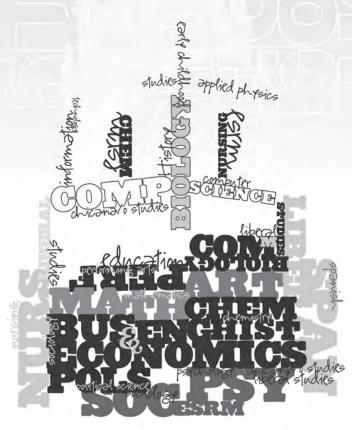
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Programs Offered

• Minor in Anthropology

Anthropologists stress the holistic relationship between humans and their environment using culture as the organizing theme. As such anthropologists study human biological origins and adaptations, as well as cultural adaptations. Although anthropology had its roots in studying hunting and gathering societies and agrarian ones, today anthropologists study modern industrial societies. Because of the ecological, holistic approaches anthropology provides a solid basis to understand the difficult choices facing modern humans, like overpopulation, dwindling resources, and environmental degradation and pollution. By using the knowledge and perspectives gained from many cultures, anthropology is in a position to offer great insight into solutions for the future. Anthropology is a key discipline contributing to multiculturalism, environmental studies, and globalization.

Careers

The anthropology program prepares students for graduate school in anthropology, careers in government service, consulting, international relations, the professions (law, medicine), and teaching social sciences.

Faculty

Elizabeth Hartung, Ph.D.
Professor and Chair, Sociology and Anthropology
(805) 437-3274
elizabeth.hartung@csuci.edu

William Hampton Adams, Ph.D., Associate Professor of Anthropology (805) 437-8866 bill.adams@csuci.edu

Rainer F. Buschmann, Ph.D., Professor of History (805) 437-8894 rainer.buschmann@csuci.edu

Colleen Delaney-Rivera
Associate Professor of Anthropology
(805) 437-3312
colleen.delaney@csuci.edu

Paul Rivera
Associate Professor of Economics
(805) 437-8988
paul.rivera@csuci.edu

Contact Information

http://anthro.csuci.edu/

Minor in Anthropology - (24 units)

Lower Division Requirements - 9 units

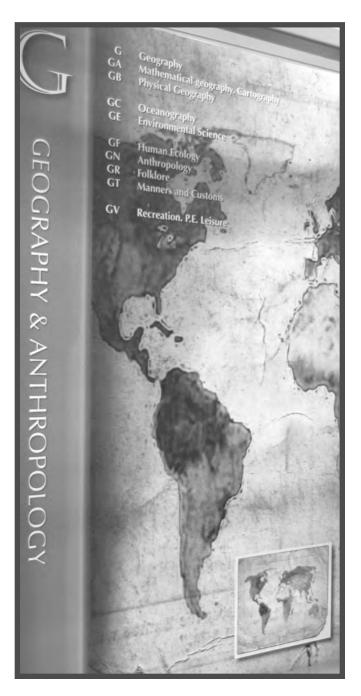
ANTH	102	Cultural Anthropology	
ANTH	104	Introduction to Bioanthropology	
		Introduction to Archaeology	

Upper Division Requirements - 9 units

ANTH	332	Human Ecology (ESRM)	.3
ANTH	345	Human Evolution and Diversity	.3
ANTH	377	Archaeological Method and Theory	.3

Electives - 6 units

Select two upper division courses approved by faculty advisor.



APPLIED PHYSICS

Programs Offered

- Bachelor of Science in Applied Physics Emphasis in Technology Emphasis in Physical Sciences
- Minor in Applied Physics

Applied physics is the interface between science and technology, between the laboratory and industrial practice. It applies the concepts and models of physics to practical technological applications. Applied physics is essentially an interdisciplinary undertaking, interacting with mathematics, computer science, engineering, the life sciences, medicine and other disciplines. Applied physicists use their understanding and skills at the new scientific and technological frontiers that are developing rapidly at the interface between more traditional disciplines, e.g. biophysics, biomedical engineering, bioinformatics, materials science, and medical imaging. They have the flexibility to adapt to changing technological requirements and the ability to make meaningful contributions to modern, interdisciplinary investigations.

Careers

Graduates from the Bachelor of Science in Applied Physics will receive an excellent preparation for securing professional employment in industry or in the public sector.

The Bachelor of Science in Applied Physics with an Emphasis in Technology is designed to produce graduates with strong problem-solving, technical, industrial and management skills. This will enable them to obtain professional employment on graduation in research and development in industry or in the public sector in, for example, electronics, semiconductors, medical technology and telecommunications. Through appropriate selection of electives, students can concentrate on selected areas within applied physics and pursue further study in graduate or professional schools, for example in Experimental Physics, Computer Engineering, Materials Science, Biomedical Engineering, or Medical Physics.

The Bachelor of Science in Applied Physics with an Emphasis in Physical Sciences is designed to provide students with a broad foundation in applied physics as part of a liberal education in the sciences. The program is particularly appropriate for students interested in such careers as teaching, public service, business, scientific equipment sales or science journalism. It can serve as the depth and breadth of study necessary for securing a single Subject credential in Science for teaching at the high school and middle school level.

The Applied Physics Minor provides non-majors with the background in science and technology that is needed to pursue a career or graduate study in an interdisciplinary field. Students majoring in Mathematics or Computer Science, in particular, should consider obtaining an Applied Physics minor because of the considerable overlap with these fields.

Program Learning Outcomes

Students graduating from the Applied Physics program will be able to:

- Explain the fundamental concepts of physics;
- Analyze and solve problems by applying information in a novel context;

- Formulate hypotheses and devise and perform experiments to test hypotheses as individuals and in a team;
- Apply current technology and scientific methodologies to analyze and solve problems in various scientific, professional and community settings;
- Use and critically evaluate current technical/scientific research literature, online information, and information related to scientific issues in the mass media;
- Communicate in written and oral forms key concepts in physics and general scientific issues with interested citizens and professionals;
- Work co-operatively as part of a research team; and
- Learn independently and maintain life-long learning in the sciences and technology.

Faculty

Geoff Dougherty, Ph.D.
Professor of Physics
Academic Advisor for the Applied Physics Program
Bell Tower West, Room 2125
Phone: (805) 437-8990; Fax: (805) 437-2765
geoff.dougherty@csuci.edu

Gregory Wood, Ph.D.
Assistant Professor of Physics
Bell Tower West, Room 2295
Phone: (805) 437-3293; Fax: (805) 437-2765
gregory.wood@csuci.edu

Simone Aloisio, Ph.D.
Associate Professor of Chemistry
Academic Advisor for the Chemistry Program
Aliso Hall, Room 207
Phone: (805) 437-8999
simone.aloisio@csuci.edu

Andrzej A. J. Bieszczad, Ph.D.
Associate Professor of Computer Science
Director of the Masters Program
Bell Tower West, Room 2285
(805) 437-2773
aj.bieszczad@csuci.edu

Jorge Garcia, Ph.D.
Associate Professor of Mathematics
Bell Tower West, Room 2219
Phone: (805) 437-2769
jorge.garcia@csuci.edu

Ivona Grzegorczyk, Ph.D.
Professor of Mathematics
Chair, Mathematics and Applied Physics Programs
Bell Tower West, Room 2275
Phone: (805) 437-8868
ivona.grze@csuci.edu

Contact Information

http://appliedphysics.csuci.edu

A

Bachelor of Science Degree in Applied Physics with an Emphasis in Technology (120 units)

Lower Division Requirements 31-32 units MATH 151 MATH 230* Logic and Mathematical Reasoning . . . 3 MATH 240 MATH 250 106* Applied Physics and Modern Society . . . 3 PHYS PHYS PHYS and Select either: COMP 105* Computer Programming Introduction . . . 3 COMP 150* Object-Oriented Programming 4 **Upper Division Requirements - 37 units** MATH 350 Differential Equations and PHYS 301 **PHYS** 304 PHYS 30.5 306 PHYS PHYS 310 PHYS 338* Digital Image Processing PHYS 34.5* PHYS 434* Introduction to Biomedical Imaging **PHYS** 448 PHYS 499 and Select 3 units from the following (any combination): PHYS 492 PHYS 494 497 PHYS Electives in the Major - 9-10 units Select 9-10 units from the following: MATH 352 MATH 448 MATH 450 Partial Differential Equations and MATH 451 PHYS 335* PHYS 406 PHYS 445* Image Analysis and Pattern Recognition PHYS 464 490 PHYS PHYS 492 (if not taken as a required course) PHYS 494† PHYS PHYS † Cannot exceed a total of $\underline{3}$ units, when added to units

Required 42 units	Supporting	and Other	GE Courses

American Institutions Requirement					6
Other Courses in GE Categories A-E					. 27
Electives in Any Discipline					

Proposed Course of Study for the Technology Emphasis:

Freshman	Year	-	29-30	units

(CÓMP) 105*	0	O	
Calculus I			4
Calculus II			4
 Applied Physics ar 	ıd Moder	n Society	3
gramming Intro			3
utions Requirement .			6
			9
,	Calculus II * Applied Physics ar gramming Intro tutions Requirement .	* Calculus I	(COMP) 105* * Calculus I

COMP 150* Object-Oriented Programming 4

Sophomore Year - 29 units

		Logic and /V\athematical Keasoning 3	
MATH	240	Linear Algebra	3
MATH	250	Calculus III	3
PHYS	200*	Gen Physics I	1
PHYS	201*	Gen Physics II	1
Other G	Æ)

Junior Year - 32 units

PHYS	306	Modern Physics	
PHYS	310	Electronics	
PHYS	301	Classical Physics	3
PHYS	338*	Science and Conscience (ENG	GL)3
PHYS	345*	Digital Image Processing	
		(COMP/MATH)	3
Universi	ty Electiv	e	
Other C	Æ		

PHYS 304 Electromagnetism

Senior Year - 29-30 units

MATH	350	Differential Equations		.3
		Thermal and Statistical Physics		
PHYS	434*	Intro to Biomedical Imaging		
		(BIOL/HLTH)		.4
PHYS	448	Team-Based Research		.3
PHYS	492, 4	194 or 497		.3
PHYS	499	Senior Colloquium		. 1
		Elective		
Universit	y Électiv	es		.3

Bachelor of Science Degree in Applied Physics with an Emphasis in Physical Sciences - (120 units)

Lower Division Requirements 35-36 units

CHEM	105*	Introduction to Chemistry
MATH	150*	Calculus I
MATH	151	Calculus II
MATH	250	Calculus III
PHYS	106*	Applied Physics and Modern Society 3
PHYS	200*	General Physics I

‡ Courses offered to students interested in taking the GRE exam for graduate school (Courses with * are double counted toward GE credits)

taken within the upper division requirements

^{*} May be double-counted toward GE Requirements www.csuci.edu • California State University Channel Islands • 2011 - 2012 Catalog

and	201	General Physics II	PHYS 494† Independent Research
Select eith	ner:		Required Supporting and Other GE Courses
PHYS	208*		42 units American Institutions Requirement
		(ART)	Other courses in GE categories A-E
or PHSC	170*	Foundations in Physical Science	Electives in Any Discipline
		(Required for teachers)	Proposed Course of Study for the
and		,	Physical Sciences Emphasis:
Select eith	ner:		Freshman Year - 30 units
BIOL	100*	Exploring the Living World	BIOL 100* Exploring the Living World
or BIOL	170*	Foundations of Life Science	or
BIOL	17 0	(Required for teachers)	BIOL 170* Foundations of Life Science
and			MATH 150* Calculus I
Select eith	ner:		MATH 151 Calculus II
		Web Development	PHYS 106* Applied Physics and Modern Society 3
or	105+		American Institutions Requirements
COMP	105*	Computer Programming Introduction 3	Sophomore Year - 29-30 units
Upper	Divis	ion Requirements - 27 units	COMP 105* Computer Programming Intro
MGT	325	Entrepreneurial Management	or
PHYS PHYS	304 306	Electromagnetism	COMP 102* Web Development
PHYS	338*	Science and Conscience (ENGL)	PHYS 201* General Physics II
PHYS	344*	Energy and Society (CHEM)	PHYS 208* Physics of Art and
PHYS	434*	Introduction to Biomedical Imaging	Visual Perception (ART)
PHYS	448	(BIOL/HLTH)	or PHSC 170* Foundations in Physical Sciences4
PHYS	499	Senior Colloquium	Other GE
and			Junior Year - 31-32 units
Salact 3 u	ınite take	on from the following lany combination	MGT 325 Entrepreneurial Management
Select 3 u	nits take 492	en from the following (any combination) Internship	MGT 325 Entrepreneurial Management
PHYS	492	Internship	MGT 325 Entrepreneurial Management
PHYS PHYS	492 494	Internship	MGT 325 Entrepreneurial Management
PHYS PHYS PHYS	492 494 497	Internship	MGT 325 Entrepreneurial Management
PHYS PHYS PHYS Electives	492 494 497 5 in the	Internship	MGT 325 Entrepreneurial Management
PHYS PHYS PHYS Electives	492 494 497 5 in the	Internship	MGT 325 Entrepreneurial Management
PHYS PHYS PHYS Electives Chosen w EDUC MATH	492 494 497 s in the vith advi 330 [#] 240	Internship	MGT 325 Entrepreneurial Management
PHYS PHYS PHYS Electives Chosen w EDUC	492 494 497 5 in the <i>ith advi</i> . 330#	Internship	MGT 325 Entrepreneurial Management .3 MATH 250 Calculus III .3 PHYS 304 Electromagnetism .4 PHYS 335* Physics of Music (PAMU) .3 PHYS 338* Science and Conscience (ENGL) .3 PHYS 344* Energy and Society (CHEM) .3 Applied Physics Electives .6-7 University Electives .6 UDIGE .3 Senior Year - 29 units PHYS 306 Modern Physics .3
PHYS PHYS PHYS Electives Chosen w EDUC MATH	492 494 497 s in the vith advi 330 [#] 240	Internship	MGT 325 Entrepreneurial Management .3 MATH 250 Calculus III .3 PHYS 304 Electromagnetism .4 PHYS 335* Physics of Music (PAMU) .3 PHYS 338* Science and Conscience (ENGL) .3 PHYS 344* Energy and Society (CHEM) .3 Applied Physics Electives .6-7 University Electives .6-7 UDIGE .3 Senior Year - 29 units .3 PHYS 306 Modern Physics .3 PHYS 434* Intro to Biomedical Imaging .3
PHYS PHYS PHYS Electives Chosen w EDUC MATH MATH MATH	492 494 497 5 in the <i>iith advi</i> 330* 240 350 352 448	Internship	MGT 325 Entrepreneurial Management
PHYS PHYS PHYS Electives Chosen w EDUC MATH MATH	492 494 497 5 in the <i>iith advi</i> 330 [#] 240 350	Internship	MGT 325 Entrepreneurial Management .3 MATH 250 Calculus III .3 PHYS 304 Electromagnetism .4 PHYS 335* Physics of Music (PAMU) .3 PHYS 338* Science and Conscience (ENGL) .3 PHYS 344* Energy and Society (CHEM) .3 Applied Physics Electives .6-7 University Electives .6 UDIGE .3 Senior Year - 29 units PHYS 306 Modern Physics .3 PHYS 434* Intro to Biomedical Imaging (BIOL/HLTH) .4 PHYS 448 Team-Based Research .3 PHYS 492, 494 or 497 .3
PHYS PHYS PHYS Electives Chosen w EDUC MATH MATH MATH MATH MATH	492 494 497 5 in the <i>ith advi</i> 330# 240 350 352 448 450	Internship	MGT 325 Entrepreneurial Management .3 MATH 250 Calculus III .3 PHYS 304 Electromagnetism .4 PHYS 335* Physics of Music (PAMU) .3 PHYS 344* Energy and Conscience (ENGL) .3 PHYS 344* Energy and Society (CHEM) .3 Applied Physics Electives .6-7 University Electives .6 UDIGE .3 Senior Year - 29 units PHYS 306 Modern Physics .3 PHYS 434* Intro to Biomedical Imaging . (BIOL/HLTH) .4 PHYS 448 Team-Based Research .3 PHYS 492, 494 or 497 .3 PHYS 499 Senior Colloquium .1
PHYS PHYS PHYS Electives Chosen w EDUC MATH MATH MATH MATH MATH MATH MATH MATH	492 494 497 5 in the <i>ith advi</i> 330# 240 350 352 448 450 451 310	Internship	MGT 325 Entrepreneurial Management .3 MATH 250 Calculus III .3 PHYS 304 Electromagnetism .4 PHYS 335* Physics of Music (PAMU) .3 PHYS 338* Science and Conscience (ENGL) .3 PHYS 344* Energy and Society (CHEM) .3 Applied Physics Electives .6 UDIGE .3 Senior Year - 29 units .3 PHYS 306 Modern Physics .3 PHYS 434* Intro to Biomedical Imaging . (BIOL/HITH) .4 PHYS 448 Team-Based Research .3 PHYS 492, 494 or 497 .3 PHYS 499 Senior Colloquium .1 Applied Physics Electives .9
PHYS PHYS PHYS Electives Chosen w EDUC MATH MATH MATH MATH MATH MATH MATH PHYS PHYS	492 494 497 5 in the <i>ith advi</i> 330* 240 350 352 448 450 451 310 335*	Internship	MGT 325 Entrepreneurial Management .3 MATH 250 Calculus III .3 PHYS 304 Electromagnetism .4 PHYS 335* Physics of Music (PAMU) .3 PHYS 344* Energy and Conscience (ENGL) .3 PHYS 344* Energy and Society (CHEM) .3 Applied Physics Electives .6-7 University Electives .6 UDIGE .3 Senior Year - 29 units PHYS 306 Modern Physics .3 PHYS 434* Intro to Biomedical Imaging . (BIOL/HLTH) .4 PHYS 448 Team-Based Research .3 PHYS 492, 494 or 497 .3 PHYS 499 Senior Colloquium .1
PHYS PHYS PHYS Electives Chosen w EDUC MATH MATH MATH MATH MATH MATH MATH MATH	492 494 497 5 in the <i>ith advi</i> 330# 240 350 352 448 450 451 310	Internship	MGT 325 Entrepreneurial Management .3 MATH 250 Calculus III .3 PHYS 304 Electromagnetism .4 PHYS 335* Physics of Music (PAMU) .3 PHYS 338* Science and Conscience (ENGL) .3 PHYS 344* Energy and Society (CHEM) .3 Applied Physics Electives .6-7 University Electives .6 UDIGE .3 Senior Year - 29 units .3 PHYS 306 Modern Physics .3 PHYS 434* Intro to Biomedical Imaging (BIOL/HLTH) .4 PHYS 494 or 497 .3 PHYS 499 Senior Colloquium .1 Applied Physics Electives .9 University Electives .3 Other GE .3
PHYS PHYS PHYS PHYS Electives Chosen w EDUC MATH MATH MATH MATH MATH MATH PHYS PHYS PHYS PHYS	492 494 497 5 in the <i>iith advi</i> 330* 240 350 352 448 450 451 310 335* 345* 436*	Internship	MGT 325 Entrepreneurial Management .3 MATH 250 Calculus III .3 PHYS 304 Electromagnetism .4 PHYS 335* Physics of Music (PAMU) .3 PHYS 338* Science and Conscience (ENGL) .3 PHYS 344* Energy and Society (CHEM) .3 Applied Physics Electives .6-7 University Electives .6 UDIGE .3 Senior Year - 29 units PHYS 306 Modern Physics .3 PHYS 434* Intro to Biomedical Imaging (BIOL/HLTH) .4 PHYS 448 Team-Based Research .3 PHYS 492, 494 or 497 .3 PHYS 499 Senior Colloquium .1 Applied Physics Electives .9 University Electives .3 Other GE .3 Note: Courses with an asterisk (*) will double count with
PHYS PHYS PHYS PHYS Electives Chosen w EDUC MATH MATH MATH MATH MATH MATH PHYS PHYS PHYS	492 494 497 5 in the <i>iith advi</i> 330* 240 350 352 448 450 451 310 335* 345*	Internship	MGT 325 Entrepreneurial Management .3 MATH 250 Calculus III .3 PHYS 304 Electromagnetism .4 PHYS 335* Physics of Music (PAMU) .3 PHYS 338* Science and Conscience (ENGL) .3 PHYS 344* Energy and Society (CHEM) .3 Applied Physics Electives .6-7 University Electives .6 UDIGE .3 Senior Year - 29 units .3 PHYS 306 Modern Physics .3 PHYS 434* Intro to Biomedical Imaging (BIOL/HLTH) .4 PHYS 494 or 497 .3 PHYS 499 Senior Colloquium .1 Applied Physics Electives .9 University Electives .3 Other GE .3
PHYS PHYS PHYS PHYS Electives Chosen w EDUC MATH MATH MATH MATH MATH MATH PHYS PHYS PHYS PHYS PHYS	492 494 497 5 in the <i>iith advi</i> 330* 240 350 352 448 450 451 310 335* 345* 436* 445	Internship	MGT 325 Entrepreneurial Management
PHYS PHYS PHYS PHYS Electives Chosen w EDUC MATH MATH MATH MATH MATH MATH PHYS PHYS PHYS PHYS	492 494 497 5 in the <i>iith advi</i> 330* 240 350 352 448 450 451 310 335* 345* 436*	Internship	MGT 325 Entrepreneurial Management
PHYS PHYS PHYS PHYS Electives Chosen w EDUC MATH MATH MATH MATH MATH MATH PHYS PHYS PHYS PHYS PHYS PHYS PHYS	492 494 497 5 in the <i>iith advi</i> 330* 240 350 352 448 450 451 310 335* 345* 436* 445	Internship	MGT 325 Entrepreneurial Management
PHYS PHYS PHYS PHYS Electives Chosen w EDUC MATH MATH MATH MATH MATH MATH PHYS PHYS PHYS PHYS PHYS PHYS PHYS PHY	492 494 497 5 in the <i>iith advi</i> 330* 240 350 352 448 450 451 310 335* 345* 436* 445 464 490 492	Internship	MGT 325 Entrepreneurial Management
PHYS PHYS PHYS PHYS Electives Chosen w EDUC MATH MATH MATH MATH MATH PHYS PHYS PHYS PHYS PHYS PHYS PHYS PHY	492 494 497 5 in the <i>iith advi</i> 330# 240 350 352 448 450 451 310 335* 345* 436* 445 464 490 492 <i>exceed</i>	Internship	MGT 325 Entrepreneurial Management

counted toward GE credits)

Minor in Applied Physics - (25 units)

Applied physics focuses on the hi-tech applications of physics, and on developing technological skills. It applies a thorough analytic understanding of the principles to the complexities of real applications at the frontiers of science and technology, e.g. in imaging and computer vision, electronic instrumentation, and biomedical engineering. The Applied Physics Minor will equip you with the solid cross-disciplinary background that is highly valued by industry and academia.

Careers

The program gives you the opportunity to explore selected area(s) in greater depth, thus providing you with the depth and flexibility to explore a wide variety of career opportunities, including graduate study, medical school, teaching, imaging science, instrumentation, investments and technical management.

Faculty

Geoff Dougherty, Ph.D. Professor of Physics Academic Advisor for the Applied Physics Program Bell Tower West, Room 2125 Phone: (805) 437-8990; Fax: (805) 437-2765 geoff.dougherty@csuci.edu

Gregory Wood, Ph.D. Assistant Professor of Physics Bell Tower West, Room 2295

Phone: (805) 437-3293; Fax: (805) 437-2765

gregory.wood@csuci.edu

Contact Information

http://appliedphysics.csuci.edu

Lower Division Requirements - 12 units

MATH	150*	Calculus I						.4
		General Physics I						
PHYS	201	General Physics II						.4

upper	DIVIS	sion Requirements - 13 units
1. Applie	ed Physic	cs - 10-11 units
	345*	Digital Image Processing (MATH/COMP)
PHYS	434*	Introduction to Biomedical Imaging (BIOL/HLTH)
Select eit	her:	
PHYS	445	Image Analysis and Pattern Recognition (MATH/COMP)
or		
PHYS	464	Medical Instrumentation (BIOL)
2. Applie	d Physic	s Electives - <u>2-3</u> units
Choos	e from:	
PHYS PHYS	490 492	Topics in Physics
PHYS	494	Independent Research 1-3
PHYS	497	Directed Studies 1-3
PHYS	499	Senior Colloquium

Programs Offered

- Bachelor of Arts Degree in Art Option in Studio Art Option in Art History
- Minor in Art
- Minor in Computer Game Design
- Certificate in Digital Media Art

The Art Major focuses on interdisciplinary studies in fine art, digital art technology, graphic design and art history, emphasizing an innovative approach to artistic process, technique and problem solving through the integration of traditional media and digital technologies. Courses in studio art, art history and interdisciplinary studies focus on developing a solid artistic foundation, leading to advanced work in art media and theory. The studio art option provides in-depth study in the areas of two-dimensional art, three-dimensional art, digital media art, and communication design technology. The art history option provides in-depth study in the history of art and interdisciplinary topics.

The Art program is designed for students who wish to pursue:

- A Bachelor of Arts Degree in Art,
- A Minor in Art,
- A Certificate in Digital Media Art,
- A Liberal Studies Concentration in Art,
- Preparation for graduate study, and
- Preparation for professional and academic fields in the Arts.

Careers

Students prepare for a wide range of opportunities in today's professional and academic fields. Careers include visual arts positions in fine art, graphic design, Web design, multimedia, computer graphics, computer animation, digital photography, video art, digital filmmaking, visual effects, galleries, museums, teaching and numerous other professions in the arts.

Program Learning Outcomes

Students graduating from the Art program will be able to:

- Demonstrate methods of critical analysis through the analysis, interpretation, and evaluation of works of art;
- Demonstrate informed understanding and appreciation of the role of art in contemporary society as well as throughout history;
- Create and express personal ideas and opinions through artwork in response to diverse range of global events;
- Explore the integration of traditional art techniques and materials with emerging art technologies;
- Develop communication skills needed to articulate their conscious artistic intentions, and express coherent aesthetics;
- Demonstrate familiarity with high-tech tools while working with emerging digital art technologies;
- Demonstrate their preparation for professional artistic practice through the refinement of artistic concept, narrative and technique;
- Complete in-depth work in specific media and demonstrate advanced competency in artistic production; and
- Analyze a diverse range of career opportunities in their selected artistic discipline.

Faculty

Jack Reilly, MFA Professor of Art Chair, Art Program Lindero Hall, Room 1758 Phone: (805) 437-8863 jack.reilly@csuci.edu

Irina D. Costache, Ph.D.
Professor of Art History
Bell Tower West, Room 1285
Phone: (805) 437-8993
irina.costache@csuci.edu

Matthew Furmanski, MFA
Associate Professor of Art
Topanga Hall, Room 1942
Phone: (805) 437-8584
matthew.furmanski@csuci.edu

Liz King, MFA Associate Professor of Art Bell Tower West, Room 1215 Phone: (805) 437-8556 liz.king@csuci.edu

Luke Matjas, MFA Assistant Professor of Art Bell Tower West, Room 1215 Phone: (805) 437-2705 luke.matjas@csuci.edu

Catie Mihalopoulos, Ph. D.
Assistant Professor of Art History
Bell Tower, Room 1131
Phone: (805) 437-3318
catie.mihalopoulos@csuci.edu

Contact Information

http://art.csuci.edu art@csuci.edu

Bachelor of Arts in Art - (120 units)

Art Courses	
American Institutions Requirement Courses	
University Elective Courses	

Bachelor of Arts Degree in Art

Art majors are required to select an option of study in Art Studio or Art History.

Art Studio Option

111

ART

ART

Lower Division Art Studio Requirements - 24 units

Complete a minimum of $\underline{24}$ units of lower division Art courses in preparation for upper division studies.

Art Stu	dio Fur	ndamentals - 12 units
ART	105	Drawing and Composition
ART		Color and Design
ART	107	Life Drawing
ART	108	Visual Technologies
Art His	tory -	5 units
Select tw	o course	s from the following:
		Prehistoric Art to the Middle Ages

Lower Division Art Studio Electives - 6 units

In selecting lower division studio elective courses (100 and 200 level), students are encouraged to enroll in courses that satisfy prerequisites for upper division study in specific areas. Transfer students may substitute CSU transferable lower division studio art, graphic design and multimedia courses subject to the approval of the CI art program.

Select two	course	s from the following:
ART	201	Painting
ART	202	Sculpture
ART	203	Illustration
ART	204	Graphic Design
ART	205	Multimedia
ART	206	Animation
ART	207	Ceramics
ART	208	Physics of Art and
		Visual Perception (PHYS)
ART	209	Photography

Upper Division Art Studio Requirements - 33 units

Upper Division Art Studio Courses - 21 units

Students are encouraged to pursue an integrated approach in the exploration of media and artistic processes.

Select a minimum of two <u>6</u> units of the following courses: ART 310, 311, 312, 313, 314, 315, 316, or 317

Select a	minimum	of <u>two</u> courses from the following:
ART	310	Two-Dimensional Art: Painting Media
		and Techniques
ART	311	Three-Dimensional Art: Sculpture
		Media and Techniques
ART	312	Digital Media Art: Time-Based Imaging .
		and Compositing
ART	313	Communication Design Technology:
		Graphic Design for Print Media
ART	314	Digital Media Art: Digital Photography .3
ART	315	Animation Media and Techniques
ART	316	Digital Illustration and Painting
ART	317	Video Game Production

Upon completion of prerequisites, select additional studio art courses from at least two areas of study. Assignments focus on the development of artistic concepts and theories, visual continuity and increased competency in media and applied techniques that result in the creation of individual art projects (<u>3</u> unit courses require six hours activity per week, repeatable one time for additional credit). ART 382, 383 and 384 are not repeatable for credit.

ART	320	Two Dimensional Art: Painting Theory and Process
ART	321	Three-Dimensional Art: Sculpture
ART	322	Theory and Process
ART	323	Graphics and Visual Effects
ART	324	Packaging and Pre-Press
ART	325	Web Design
ART	326	Digital Media Art: 3D Computer Animation:
ART	327	Communication Design Technology: Multimedia Theory and Process
ART	328	Digital Media Art: Photographic
ART	329	Theory and Process
ART	380	Theory and Process
ART	381	Three-Dimensional Art: Figure Sculpture
ART ART ART ART	382* 383* 384* 385	Art for Social Media

*Not repeatable

Advanced artistic problems courses provide students with the opportunity to continue in-depth investigations working in selected media, leading to the development of sound artistic concepts and proficiency in advanced artistic processes. Continued exploration into the integration of media and technologies lead students to the development of a congruent body of work. Creation and presentation of a professional portfolio is a required component of the course work (3 unit courses require six hours studio/lab activity per week, repeatable one time for additional credit).

ART	420	Advanced Artistic Problems:
		Two-Dimensional Art
ART	421	Advanced Artistic Problems:
		Three Dimensional Art
ART	422	Advanced Artistic Problems:
		Digital Media Art
ART	423	
		Communication Design Technology 3

Upper Division Art History-Interdisciplinary Art Courses - 6 units

Upper division Art History courses focus on the History of Art and Art Theory. Interdisciplinary Art courses integrate academic study of Art with related content from other disciplines. Art majors In the Studio Art option are required to complete a minimum of $\boldsymbol{\delta}$ units of Art History-Interdisciplinary Art Courses.

Select <u>one</u> courses from the following:

	ART ART	435 436	Postmodern Visual Culture	.3 .3
Sei	lect a n	ninimum		
	ART	330	Critical Thinking in a Visual World	.3
	ART	331	Art, Society and Mass Media (COMM)	
	ART	332	Multicultural Art Movements	.3
	ART	333	History of Southern California	
			Chicana/o Art (CHS/HIST)	
	ART	334	The Business of Art (BUS)	
	ART	337	Art on Film and Film as Art	
	ART	338	Psychology of Art and Artists (PSY)	.3
	ART	351	The Baroque Eye: Art, Culture,	_
		0.50	Money, Power	.3
	ART	352	Visual Canons of the Ancient World	.3
	ART	353	Medieval World: Spirituality	0
	A DT	40.1	and Representation	.3
	ART	431	European Renaissance Literature &	0
	A DT	400	Art (ENGL)	
	ART	433	Women in the Arts	.3
	ART	434	The Museum: Culture, Business,	0
	A DT	10 E	Education (BUS/EDUC)	.3
	ART	435	Postmodern Visual Culture (if not taken	2
	ART	436		.3 .3
	ART ART	430 451	Modern Art (if not taken above)	
	ART ART	480	Diversity in the Visual Arts	. ა
4	~ I∫ I	400	Advanced Issues in Art History, Theory, and Criticism	.3
_				
and the	DIOCCI	anai Du	onaration Cources - 6 units	

Professional Preparation Courses - 6 units

Upper division Professional Preparation courses provide students with an understanding of current issues in the arts, application of specialized studio work, field activities and service learning.

ART	489	Arts Seminar	3
ART	499	Arts Capstone Project)

Upper Division Art Electives

Upper Division Art elective courses may fulfill up to $\underline{\boldsymbol{\delta}}$ units of upper division Art Studio or Art History requirements. Portfolio review and consent of instructor required.

ART 4	90 Speci	al Topics in Art					3
ART 4	92 Interns	ship in the Arts					. 1-3
	(Portfo	olio review reg	uire	d)			
ART 4	94 Direct	ed Independen olio review req	t Stu	dy			. 1-3

Art History Option: Lower Division Requirements - 24 units

Complete a minimum of $\underline{24}$ units of lower division required Art courses in preparation for upper division studies.

Lower Division Art History Courses - 12 units

ARI	110	Prehistoric Art to the Middle Ages
	112	Renaissance to Modern Art
		Art Studio Courses - 12 units Visual Technologies

Select two courses from the following:

ART	105	Drawing and Composition	.3
ART	106	Color and Design	.3
ART	107	Life Drawing	.3

Students are encouraged to enroll in courses that satisfy prerequisites for upper division study in specific areas. Transfer students may substitute CSU transferable lower division studio art and art history courses subject to the approval of the CI Art program.

Select	one	course	from	the	following:

AR	201	Painting
AR	202	Sculpture
AR	204	Graphic Design
AR	205	Multimedia
AR	207	Ceramics
AR	209	Photography

Art History Option: Upper Division Requirements - 33 units

ART Majors in the Art History option are required to complete a minimum of $\underline{33}$ units of upper division ART courses.

Art History-Interdisciplinary Art Courses - 21 units

Students are encouraged to enroll in a variety of art history and interdisciplinary courses that would expose them to multiple time periods, artistic developments, and theoretical issues. Art Majors in the Art History option may also focus on a particular area of interest

Select one course from each group:

Group 1			
ART ART	330 333	Critical Thinking in a Visual World History of Southern California Chicana/o Art (CHS/HIST)	.3
Group 2			
Group 2 ART ART	331 334	Art, Society and Mass Media (COMM) . The Business of Art (BUS)	.3
Group 3			
ART	352	Visual Canons of the Ancient	_
ART	353	World	3
ANI	333	and Representation	.3
ART	436	Modern Art	
Group 4			
ART	351	The Baroque Eye: Art, Culture, Money, Power	.3
ART	434	The Museum: Culture, Business, Education (BUS/EDUC)	.3
Group 5			
ART	431	European Renaissance Literature & Art (ENGL)	3
ART	433	Women in the Arts	3
ART	435	Postmodern Visual Culture	
Group 6			
ART	337	Art on Film and Film as Art	.3
ART	338	Psychology of Art and Artists (PSY)	.3
Group 7			
ART	332		.3
ART	451		.3
ART	480	Advanced Issues in Art History, Theory, and Criticism	.3

Upper Division Art Studio Courses 6 units

Select tw	<u>o</u> course	es from the following:
ART	310	Two-Dimensional Art: Painting Media
		and Techniques
ART	311	Three-Dimensional Art: Sculpture
		Media and Techniques
ART	312	Digital Media Art: Time-Based Imaging
		and Compositing
ART	313	Communication Design Technology:
		Graphic Design for Print Media
ART	314	Digital Media Art: Digital
		Photography
ART	315	Animation Media and Techniques
ART	316	Digital Illustration and Painting
ART	317	Video Game Production
Profess	ional Pi	reparation Courses - 6 units
		fessional Preparation courses provide an
understan	ding of c	urrent issues in the arts, field activities and
service le	arning.	
ART	489	Arts Seminar
ART	499	Arts Capstone Project

Upper Division ART Electives

Upper Division Art elective courses may fulfill up to $\underline{\delta}$ units of upper division Studio Art or Art History requirements. Portfolio review and consent of instructor required.

Special Topics in Art
Internship in the Arts
(Portfolio review required)
Directed Independent Study 1-3
(Portfolio review required)

Minor in Art - (24 units)

The Art minor provides non-majors with the opportunity to explore artistic media, techniques and basic art concepts. Coursework includes aspects of art appreciation, aesthetics, art history and studio experience. Students seeking a minor in Art are required to complete a minimum of 24 units of Art courses.

Lower Division Required Courses 12 units

105	Drawing and Composition	,
106	Color and Design	,
108	Visual Technologies	,
<u>ne</u> additio	onal course from the following:	
100	Understanding Fine Arts Processes 3	,
101	What is Art?)
102	Multicultural Children's Art	,
107	Life Drawing	,
110	Prehistoric Art to the Middle Ages	,
111		
112		
Art Cou	ırses - 6 units	
minimum	of <u>two</u> courses from the following:	
201	Painting)
202	Sculpture	
	ne addition 100 101 102 107 110 111 112 Art Couminimum 201	106 Color and Design

203

204

205

206

ART

ART

ART

ART

ART	207	Ceramics
ART	209	Photography
ART	310	Two-Dimensional Art: Painting Media and Techniques
ART	311	Three-Dimensional Art: Sculpture Media and Techniques
ART	312	Digital Media Art: Time-Based Imaging and Compositing
ART	313	Communication Design Technology: Graphic Design for Print Media
ART	314	Digital Media Art: Digital Photography
ART	315	Animation Media and Techniques
ART	316	Digital Illustration and Painting
ART	317	Video Game Production
Art His	tory a	nd Interdisciplinary Art Courses

5 units	, , ,	op
Select a	minimum	of <u>two</u> courses from the following:
ART	330	Critical Thinking in a Visual World 3
ART	331	Art, Society and Mass Media (COMM) . 3
ART	332	Multicultural Art Movements
ART	333	History of Southern California
		Chicana/o Art (CHS/HIST)
ART	334	The Business of Art (BUS)
ART	337	Art as Film and Film as Art
ART	338	Psychology of Art and Artists (PSY)
ART	351	The Baroque Eye: Art,
		Culture, Money, Power
ART	352	Visual Canons of the Ancient World 3
ART	353	Medieval World: Spirituality
		and Representation
ART	431	European Renaissance Literature
		and Art (ENGL)
ART	433	Women in the Arts
ART	434	The Museum: Culture, Business,
		Education (BUS/EDUC)
ART	435	Postmodern Visual Culture
ART	436	Modern Art
ART	451	Diversity in the Visual Arts

Certificate in Digital Media Art - (18 units)

The certificate program in Digital Media Art is designed to prepare individuals for an entry-level career working in the expanding field of Digital Media Art. Courses specifically focusing on multimedia, digital design for print media, Web design, digital photography, motion graphics, and visual effects for film/video and computer animation lead to an in-depth understanding and technical proficiency working in computerbased media.

Required Courses

ca comi	303
108	Visual Technologies
204	Graphic Design
205	Multimedia
312	Digital Media Art: Time-Based Imaging
	and Compositing
313	Communication Design Technology:
	Graphic Design for Print Media
324	Communication Design Technology:
	Web Design
ne additio	onal course from the following:
314	Digital Media Art: Digital Photography .3
315	Animation Media and Techniques 3
316	Digital Illustration and Painting
31 <i>7</i>	video Game Froduction
31/ 326	Video Game Production
	Digital Media Art: 3D Computer Animation
	Digital Media Art:
	108 204 205 312 313 324 one addition 314 315 316



Program Offered

• Minor in Asian-Pacific Studies

The minor in Asian-Pacific Studies gives students exposure to the cultures, histories, literatures, philosophies, politics and psychologies related to the study of the Asian-Pacific region. The minor in Asian-Pacific Studies is appropriate for students interested in understanding the diverse perspectives and influences, traditional and modern, emanating from this part of the world

Faculty Coordinator

Kevin Volkan, Ed.D., Ph.D., MPH, Professor of Psychology Sage Hall, Room 2151 (805) 437-8667 kevin.volkan@csuci.edu

Minor in Asian-Pacific Studies (18 units)

<u>Eighteen</u> units from the following list, of which at least <u>9</u> units must be upper division:

•		ZU UPP	or arrioron.
	ART	112	Art of the Eastern World
	CHIN	101	Elementary Chinese I
	CHIN	102	Elementary Chinese II
	ENGL	354	Studies in Cultural Literatures (when
			Focus is Asian-Pacific)
	HIST	380	History of the Pacific Islands
	HIST	391	Traditional China
	HIST	392	Modern China
	HIST	393	Contemporary China
	HIST	395	Modern Japan
	HIST	396	East Asia: Then and Now
	PHED	102	Seminar in Traditional Martial Arts:
			Tai Ji (repeatable)
	PSY	344	Psychology and Traditional
			Asian Thought
	PSY	436	Psychology and History of East Asian
			Warrior Cultures (HIST)

(Other courses may be used to satisfy the requirements on approval of the Faculty Coordinator.)



Programs Offered

- Bachelor of Science in Biology
 Emphasis in Cell and Molecular Biology
 Emphasis in Clinical Laboratory Science
 Emphasis in Ecology, Evolution and Organismal Biology
 Emphasis in Medical Imaging
- Bachelor of Arts in Biology
 Emphasis in Ecology, Evolution and Organismal Biology
 Emphasis in General Biology
 Emphasis in Pre-Professional Studies
 Emphasis in Subject Matter Preparation in Teaching
 Biology (Pending CCTC approval)
- Master of Science in Biotechnology and Bioinformatics Emphasis in Biotechnology Emphasis in Biomedical Engineering Emphasis in Stem Cell Technology and Laboratory Management
- Master of Science in Biotechnology and Master of Business Administration (Dual Degree)
- Minor in Biology
- Clinical Training Certificate Program in Clinical Laboratory Science

Program Description

Biology is the study of life, its origins, diversity and intricacies. It emphasizes the relationship between structure and function in living systems and the processes, by which organisms grow, reproduce and interact with each other and their environment. The Biology Program provides its undergraduate and graduate students with a strong theoretical foundation in biology, combined with extensive hands-on laboratory experiences using state-of-the-art technology. Students take a series of core courses augmented by electives selected from areas of special interest.

Careers

The Bachelor of Science in Biology is designed for students who wish to enter medical, dental or other health professional or graduate schools, or to seek careers in business, industry or government.

The Bachelor of Science in Biology with an Emphasis in Cell and Molecular Biology offers students an opportunity to study the exciting developments in genetics, molecular biology, cloning, biotechnology and bioinformatics. This program leads to careers in medical sciences, biotechnology, pharmaceuticals, research and development, intellectual property and patent law.

Bachelor of Science in Biology with an Emphasis in Clinical Laboratory Science prepares students for further clinical training and California License Exam in Clinical Laboratory Science or for training and certification in Public Health Microbiology.

The Bachelor of Science in Biology with an Emphasis in Ecology, Evolution and Organismal Biology allows students to explore biodiversity at multiple levels of organization, from molecules to the biosphere. Students will gain an understanding of the complex interactions among organisms and between organisms and their physical environments. The emphasis prepares students for environmental studies conservation, research, or education. It also provides preparation for graduate study in biology.

The Bachelor of Science in Biology with an Emphasis in Medical Imaging prepares students for graduate or professional study in the medical sciences (medical imaging, medical physics, health physics, dosimetry, nuclear medicine, radiotherapy, oncology, biomedical engineering), or for entry into professional positions in the clinical environment and in medical imaging research and development.

The Bachelor of Arts degree is designed to obtain a general background in both the concepts and the technical skills of modern biology. Students completing the Bachelor of Arts major will find that their strong general background will allow them flexibility in both completing minor fields of study and career choices. The degree prepares graduates for careers in medical and other health professions Emphasis in Pre-Professional Studies, science education Emphasis in Subject Matter Preparation in Teaching Biology, industry or government (Emphasis in General Biology).

Biology as a discipline has been rapidly advancing in the last decade. With the information derived from the sequencing of the genomes of many organisms, it will have far-reaching impacts on the environment, public health, and on local, regional, and global economies. The Biology Minor allows students in majors other than biology to gain an understanding of these exciting developments. It will provide a solid background in biology and the opportunity to explore selected area(s) at a greater depth. Equipped with a minor in biology, students with a major in other disciplines will have a greater understanding and knowledge of the latest advances in many areas of biology and will therefore be more versatile in their career paths. The requirement for a Minor in Biology is 21 units.

The Clinical Training Certificate Program in Clinical Laboratory Science will be offered at several local hospitals partnering with Cl which will lead to careers in clinical laboratory science.

Program Learning Outcomes

Students graduating from the Biology program will be able to:

- Explain the basic structures and fundamental processes of life at molecular, cellular and organismal levels;
- Identify the evolutionary processes that lead to adaptation and biological diversity;
- Describe the relationship between life forms and their environment and ecosystems;
- Collect, organize, analyze, interpret and present quantitative and qualitative data and incorporate them into the broader context of biological knowledge;
- Effectively apply current technology and scientific methodologies for problem solving;
- Find, select and evaluate various types of scientific information including primary research articles, mass media sources and world-wide web information; and
- Communicate effectively in written and oral forms.

Faculty

Amy Denton, PhD, Chair and Associate Professor of Biology Phone: 805 437-8458 Email: amy.denton@csuci.edu

Ruben Alarcon, PhD, Assistant Professor of Biology Phone: (805) 437-2634 Email: ruben.alarcon@csuci.edu	Required Supporting and Other GE Courses 73 units 1. Chemistry - 16 units
Geoff Dougherty, PhD, Professor of Physics Phone: 805 437-8990 Email: geoffrey.dougherty@csuci.edu Nancy Mozingo, PhD, Associate Professor of Biology Phone: 805 437-8989 Email: nancy.mozingo@csuci.edu	CHEM 121* General Chemistry I, GE B1
Nitika Parmar, PhD, Assistant Professor of Biology Phone: 805 437-8873 Email: nitika.parmar@cusci.edu	taken at a community college may be accepted for the Biology major in lieu of CHEM 311, 312, 314, 315
Ching-Hua Wang, MD, PhD, Professor of Biology Director of MS in Biotechnology and Bioinformatics Special Assistant to the Provost Phone: 805 437-8870 Email: ching-hua.wang@csuci.edu	2. Physics - 8 units Select one of the following combinations: PHYS 100* Introduction to Physics I, GE B1
Contact Information	PHYS 201* General Physics II, GE B1
http://biology.csuci.edu biology@csuci.edu	3. Statistics and Mathematics - Z units BIOL 203* Quantitative Methods for Biology, GE B3,
For graduation roadmaps for the B.S. B.A. and M.S. programs	B4
in Biology, please visit: http://biology.csuci.edu.	4. Other Required GE Courses in Categories A-E - <u>36</u> units Category A
Bachelor of Science Degree in Biology - (120 units)	Category A
Common Lower Division Requirements for All Emphases of the Bachelor of Science Degree in Biology - <u>8</u> units	5. American Institutions Requirement - <u>6</u> units
BIOL 200* Principles of Organismal and	Emphasis in Cell and Molecular Biology
Population Biology, GE B2	Upper Division Requirements in the Major - 40 units
Upper Division Requirements in the	1. Required Biology Courses - <u>31</u> units BIOL 300 Cell Biology
Major - 39 units	BIOL 301 Microbiology
1. Required Biology Courses - 25 units BIOL 300 Cell Biology	BIOL 302 Genetics
BIOL 304 Comparative Animal Physiology	BIOL 431* Bioinformatics, GE B2, B4, UDIGE
GE BŽ, UDIGE	2. Electives in Biology - <u>9</u> units Select from the following list of courses:
2. Electives in Biology - 14 units Select a minimum of 14 units of biology courses from 300 and 400 levels, one of which must be a lab course. Biology courses numbered from 326 to 345 are counted toward GE credits only and they are not counted towards the 14 units of electives.	BIOL 402 Toxicology
No more than $\underline{2}$ units taken from the following can be counted towards the $\underline{14}$ units of electives: BIOL $\underline{492}$ Internship	BIOL 421 Virology

2011 - 201	BIOL BIOL	428 432* 433*	Biology of Cancer	BIOL BIOL	426 432*	Hematology
)1)			GE B2, UDIGE	If one cho needs to courses. (ooses to complete Otherwis	d Courses in Biology - <u>4-6</u> units complete CHEM 318 and BIOL 203, one e a minimum of <u>6</u> units from the following e, one needs to complete minimum of sollowing courses:
	Required 72 units	I Supp	orting and Other GE Courses	BIOL BIOL BIOL	400 424 425	Molecular Biology
	CHEM	121*	mum - <u>15</u> units General Chemistry I, GE B1 4	Require 69-71 u		orting and Other GE Courses
	CHEM CHEM	311	General Chemistry II, GE B1	1. Chemi CHEM		- 20 units General Chemistry I, GE B1
	Select eith CHEM or	318	Biological Chemistry	CHEM CHEM CHEM	250 251	Quantitative Analysis
	CHEM and	314	Organic Chemistry II	CHEM and	312	Organic Chemistry I Laboratory 1
	CHEM	315	Organic Chemistry II Laboratory 1	CHEM	318	Biological Chemistry
	taken at a	сотти	ic chemistry sequence with laboratory nity college may be accepted for the ieu of CHEM 311, 312, 314, 315		460 IEM 314	Biochemistry I
	2. Physics	- <u>8</u> unit	s	An Organic Chemistry course with laboratory taken at a community college may be accepted for the Biology major in		
	Select <u>one</u> PHYS	of the 1	following combinations: Introduction to Physics I, GE B14	liou of CHEM 211 and 212		
	PHYS or PHYS	101*	Introduction to Physics II, GE B1	2. Physics PHYS PHYS	100*	Introduction to Physics I, GE B1
	PHYS	201*	General Physics II, GE B1			Mathematics - <u>3-4</u> units
	BIOL	203*	Mathematics - Z units Quantitative Methods for Biology, GE B3, B4	BIOL	203*	following combinations: Quantitative Methods for Biology, GE B3, B4
			GE Courses in Categories A-E - <u>36</u> units			Calculus I, GE B3
	Categor (For A	y Å 3, recon		Catego (For A	ory Å A3, recor	
	Categor	у D		Catego	ory C	
	_	•	utions Requirement - <u>6</u> units			
			Clinical	5. Americ	can Instit	tutions Requirement - <u>6</u> units
			Science			Ecology, Evolution
	Addition	al Rec	quirements in the Major			mal Biology
	41-43 un 1. <i>Require</i>		gy Courses - <u>37</u> units	Upper Major		ion Requirements in the
	BIÓL BIOL BIOL BIOL BIOL BIOL BIOL BIOL	217 300 302 303 317 318 420 421	Medical Microbiology	•	301 302 303 311 433*	Courses - 26 units Microbiology
				DIOL	499	Senior Capstone in Biology

	e following courses:	Empha	sis in	Medical Imaging
BIOL 310 BIOL 316	Vertebrate Biology	in the M	ajor -	
	es from the following list:	BIOL BIOL	210 211	Human Anatomy and Physiology I 4 Human Anatomy and Physiology II 4
BIOL 313 ESRM 352	Conservation Biology (ESRM)	Upper Major		sion Requirements in the units
BIOL 406 BIOL 407	Evolutionary Biogeography	1 . Require BIOL	ed Biolo 300	ogy and Physics Courses - <u>30</u> units Cell Biology
BIOL 310	e from the following list: Vertebrate Biology	BIOL BIOL BIOL BIOL BIOL	301 302 400 416 434*	Microbiology
BIOL 312 BIOL 316	Marine Biology	BIOL BIOL	464 499	(HLTH/PHYS) GE B1, E, UDIGE
BIOL 317 BIOL 450 BIOL 451	Parasitology	2. Elective	es in Bic	plogy and Physics - <u>8</u> units ollowing list of courses:
4. Physiology/De	evelopmental/Molecular Biology - <u>3-4</u> units e from the following list:	BIOL BIOL	315 401	Introduction to Biophysics (PHYS)
BIOL 300 BIOL 304 BIOL 400 BIOL 422 BIOL 427	Cell Biology	BIOL BIOL BIOL BIOL BIOL	420 421 423 424 425	DNA Techniques
CHEM 301 GEOL 321	e from the following list: Environmental Chemistry-Atmosphere and Climate	BIOL BIOL BIOL	427 428 431* 432*	Developmental Biology
ESRM 328	Introduction to Geographic Information Systems	BIOL PHYS	433* 445*	GE B2, UDIGE
63 units				COMP/MATH GE B1, B4, UDIĞE3
CHEM 121* CHEM 122* CHEM 311	General Chemistry II, GE B1	No more counted to PHYS	than <u>2</u> (owards 1 492	units taken from the following can be the <u>8</u> units of electives: Physics Internship
GEOL 122* BIOL 203*		BIOL or	494	career in medical imaging). Independent Research 1-3
MATH 150*		PHYS	494	Independent Research 1-3
	mistry I taken at a community college may the Biology major in lieu of CHEM 311	BIOL or	497	Directed Study
	ed GE Courses in Categories A-E - <u>36</u> units	PHYS	497	Directed Study1-3
(For A3, reco	ommend MATH 230 Logic	Require 66 units		porting and Other GE Courses
Category C. Category D. Category E.	atical Reasoning)	1. Chemis CHEM CHEM CHEM CHEM	121* 122* 311	
	itutions Requirement - <u>6</u> units	CHEM		Biological Chemistry
	ny Discipline - 4-7 units enough elective units to reach the required degree.	taken at a	commu	nistry l-equivalent course with laboratory unity college may be accepted for the lieu of CHEM 311 and 312.

)) Mathamatica d'unita	
2. Mathematics - <u>4</u> units MATH 150* Calculus I, GE B3	BIOL 450 Ichthyology: The Biology of Fishes
3. Physics - <u>8</u> units	4. Physiology/Developmental/Molecular Biology - <u>3-4</u> units
Select one of the following combinations:	Select one course from the following list:
PHYS 100* Introduction to Physics I, GE B1 4	BIOL 300 Cell Biology
PHYS 101* Introduction to Physics II, GE B14	BIOL 304 Comparative Animal Physiology 3
or	BIOL 400 Molecular Biology
PHYS 200* General Physics I, GE B1	BIOL 422 Molecular Plant Physiology
PHYS 201* General Physics II, GE B1 4	1 07
4. Other Required GE Courses in Categories A-D - <u>33</u> units	Required Supporting and Other GE Courses 56 units
Category A	1. Required Supporting Courses - <u>14</u> units
(For A3, recommend MATH 230 Logic	CHEM 121* General Chemistry I, GE B1
and Mathematical Reasoning)	CHEM 122* General Chemistry II, GE B1
Category C	GEOL 122* Historical Geology, GE B1 3
Category D	BIOL 203* Quantitative Methods for Biology,
for the degree program	GE B3, B4
	2. Other Required GE Courses in Categories A-E - <u>36</u> units
5. American Institutions Requirement - <u>6</u> units	Category A
	(For A3, recommend MATH 230 Logic
Bachelor of Arts Degree in	and Mathematical Reasoning)
Biology - (120 units)	Category C
Dielegy (120 miles)	Category D
Common Lower Division Requirements for All Emphases of	
the Bachelor of Arts Degree in Biology - 8 units	3. American Institutions Requirement - <u>6</u> units
BIOL 200* Principles of Organismal and Population	Electives in Any Discipline - 18-20 units
Biology, GE B2	One must choose enough elective units to reach the required
BIOL 201* Principles of Cell & Molecular	120 units for the degree.
Biology, GE B2	
Emphasis in Ecology, Evolution	Emphasis in General Biology
and Organismal Biology	Upper Division Requirements in the
and organismar biology	Major - 37 units
Upper Division Requirements in the	•
Major - 36-38 units	1. Required Biology Courses - <u>25</u> units BIOL 300 Cell Biology
1. Required Biology Core Courses - <u>26</u> units	
negenes 21010g/ 0010 0001000 <u>20</u> 011110	BIOL 302 Genetics
BIOL 301 Microbiology	BIOL 302 Genetics
BIOL 302 Genetics	BIOL 303 Evolutionary Biology
BIOL 302 Genetics	BIOL 303 Evolutionary Biology
BIOL 302 Genetics	BIOL 303 Evolutionary Biology
BIOL 302 Genetics	BIOL 303 Evolutionary Biology
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BIOL 302 Genetics	BIOL 303 Evolutionary Biology
BIOL 302 Genetics	BIOL 303 Evolutionary Biology
BIOL 302 Genetics	BIOL 303 Evolutionary Biology

Mathematics and Statistics - <u>3-4</u> units Select <u>one</u> of the following: BIOL 203* Quantitative Methods for Biology,	BIOL 203* Quantitative Methods for Biology, GE B3, B4
GE B3, B4	Check with professional schools or pre-professional advisor for specific requirements in this category.
3. Other Required GE Courses in Categories A-E - <u>36</u> units Category A	3. Physics - <u>8</u> units PHYS 100* Introduction to Physics I, GE B1 4 PHYS 101* Introduction to Physics II, GE B1
and Mathematical Reasoning) Category C	4. Other Required GE Courses in Categories A-E - 36 units Category A
4. American Institutions Requirements - <u>6</u> units	Category C
Electives in Any Discipline - 21-22 units	Category E
One must choose enough elective units to reach the required	5. American Institutions Requirements - <u>6</u> units
120 units for the degree.	Electives in Any Discipline - 10-11 units
Emphasis in Pre-Professional Studies	One must choose enough elective units to reach the required <u>120</u> units for the degree.
Upper Division Requirements in the Major - 32 units	Emphasis in Subject Matter Preparation in Teaching Biology
1. Required Biology Courses - 21-22 units BIOL 300 Cell Biology	(Pending CCTC Approval) Upper Division Requirements in the Major - 36 units 1. Required Biology Courses - 24 units BIOL 300 Cell Biology
Select one of the following:BIOL303Evolutionary Biology	BIOL 302 Genetics
2. Electives in Biology - 10-11 units Select a minimum of 10-11 units of Biology courses from 300 and 400 levels, one of which must be a lab course. Biology	GE BŽ, UDIGE
courses numbered from 326 to 345 are counted toward GE credits only and they are not counted towards the <u>10-11</u> units of electives	2. Electives in Biology - <u>12</u> units Select a minimum of <u>12</u> units of biology courses from 300 and 400 levels, one of which must be a lab course. (Biology
No more than <u>2</u> units taken from the following can be counted towards the <u>10-11</u> units of electives: BIOL 492 Internship	courses numbered from 326 to 345, with the exception of BIOL 335 for this emphasis are counted toward GE credits only and they are not counted towards the <u>12</u> units of electives).
BIOL 497 Directed Study	No more than <u>2</u> units taken from the following can be counted towards the <u>12</u> units of electives:
Required Supporting and Other GE Courses 69-70 units 1. Chemistry - 16 units	BIOL 492 Internship
CHEM 121* General Chemistry I, GE B1	Required Supporting and Other GE Courses
CHEM 311 Organic Chemistry I	76 units 1. Required Education Course - 3 units EDUC 330* Introduction to Secondary Schooling, GE-D, UDIGE
A year-long organic chemistry sequence with laboratory taken at a community college may be accepted for the Biology major in lieu of CHEM 311, 312, 314, 315	1 BIOL 335, BIOL 433, and EDUC 330 meet only 6 of the $\underline{9}$ units of UDIGE; students must complete the remaining $\underline{3}$ units outside of courses with BIOL prefix, and excluding courses crosslisted with BIOL.

listed with BIOL.

	Mathen elect eith		nd Statistics - Z units
	BIOL		Quantitative Methods for Biology, GE B3, B4
	and		
	MATH	105*	Pre-Calculus, GE B3
	or Math	150*	Calculus I, GE B3
3.	Physical	l Scienc	ces - <u>24</u> units
	ASTR	105*	Introduction to the Solar System, (PHYS) GE B14
	CHEM	121*	
	CHEM	122*	General Chemistry II, GE B1 4
	GEOL		
	PHYS		
	PHYS	101*	Introduction to Physics II, GE B14
4.	Other R	Required	GE Courses in Categories A-E - <u>36</u> units
	(For A	3, recor	nmend MATH 230 Logic
			tical Reasoning)
	Categor	уЕ	

The Master of Science Degree in Biotechnology & Bioinformatics (34-35 units)

5. American Institutions Requirements - 6 units

Program Description

The Master of Science in Biotechnology and Bioinformatics is a professional degree program designed to meet the needs of biotechnology industry and related public and private agencies and organizations. The program combines rigorous scientific training in interdisciplinary areas in biotechnology, bioinformatics, biomedical engineering and stem cell technology with course work and experience in business management and regulatory affairs. The program includes a set of core courses with three emphases to choose from: biotechnology, biomedical engineering and stem cell technology and laboratory management, and several elective courses.

Biotechnology is centered in the laboratory and employs sophisticated molecular biology techniques for applications in human and animal health, agriculture, environment, and specialty biochemical manufacturing. In this century, the major driving force for biotechnology will be the strategic use of the data derived from large-scale genome sequencing projects. Biomedical engineering is an interdisciplinary field, fusing molecular and cellular life sciences with contents in engineering analysis, design, and synthesis approaches, business management, bioethics, law and regulation, and globalization of biotechnology. It introduces the principles and applications of bioinformatics, biomechanics, biorobotics, biomaterials, nanotechnology, genetics, cellular, tissue and organ engineering, biomedical instrumentation and devices, biosensors, and medical imaging in biological systems. Stem cell technology and laboratory management introduces the current knowledge and highly specialized technical skills in the stem cell field and trains technical and managerial personnel in stem cell research and development. Our approach also

includes team projects drawn from biotechnology industries to focus on real-world problems and applications of biological sciences, internships and to inculcate interpersonal as well as problem-solving skills using multiple perspectives.

Graduates from this program will develop analytical, managerial and interpersonal skills along with sophisticated expertise in biotechnology, bioinformatics, biomedical engineering or stem cell technology. They will be ready to make immediate contributions to scientific research and development, management in biotechnological, biomedical, biomedical engineering, and pharmaceutical industries, biotechnology law and regulations, governmental or environmental agencies, research institutes, consulting firms, research and clinical laboratories, private and public health organizations, or education.

Admission Requirements

- Applicants must have a BS/BA degree in Biology, Computer Science, Chemistry, Biochemistry, or Mathematics. Alternatively, applicants with a BA/BS degree in any field and equivalent work experiences in one of the above fields may be granted conditional admission, and they must fulfill all conditional requirements before they can be fully classified.
- 2. Applicants seeking admission to the professional MS in Biotechnology and Bioinformatics program must be officially accepted into the CI academic program.
- Applicants must declare themselves as graduate students in the professional MS degree program in Biotechnology and Bioinformatics.
- Applicants for the Stem Cell Technology and Laboratory Management Emphasis must commit to the stem cell technology internship requirement.
- 5. Applicants will be evaluated by the Program Admissions Committee which will consider the applicants in the context of the total applicant pool using our general admission standards, including all academic work, GPA, test scores, relevant work experience and other factors that may have a bearing on the individual's potential for success. The following materials are required for our evaluation and admission process:
 - Applicants must submit their transcript(s) from their undergraduate institution(s), Graduate Record Examinations (GRE) General Test scores or the Medical College Admission Test (MCAT) scores.
 - Applicants who have received their undergraduate degrees from a university where English is not the language of instruction, or have studied fewer than two years at a university where instruction is in English, must submit their Test of English as a Foreign Language (TOEFL) scores for evaluation.
 - Applicants must submit a one page "Statement of Purpose" and two letters of recommendations from people able to judge the applicant's academic capacity.

Degree Requirements

Common Core Courses - 12 units

BINF 500	DNA & Protein Sequence Analysis	.3
	Biotechnology Law and Regulation	
BIOL 504	Molecular Cell Biology	.3
MGT 471	Project Management	.3

Biote	hnol	ogy Emphasis - 22 units
1. Requir	ed Cour	rses - <u>15</u> units
BINF	514	Statistical Methods in Computational
		Biology
BIOL	502	Techniques in Genomics & Proteomics 3
BIOL	505	Molecular Structure
BIOL	600	Team Project
BIOL	601	Seminar in Biotechnology
		and Bioinformatics
2. Electiv	es - <u>7</u> U	nits
A minimu	ım of tw	o courses chosen from the following
		and/or from the required courses for the
		of the program:
		Computational Genomics
		Special Topics 1-3
DIOI	<i>_</i>	Li Lie i Di Li i i Li

BIOL	490	Special Topics
BIOL	500	Introduction to Biopharmaceutical
		Production Operations
BIOL	506	Molecular Evolution
BIOL	507	Pharmacogenomics and
		Pharmacoproteomics
BIOL	508	Advanced Immunology 4
BIOL	509	Plant Biotechnology
BIOL	516	Clinical Trials and Quality Assurance 3
BIOL	605	Biotechnology Across National
		Boundaries Field Trip
MGT	421	Human Resource Management
		9

Biomedical Engineering Emphasis 23 units

1. Require	ed Cour	ses - <u>15</u> units
BME	500	Biological Systems and Biomechanics:
5.45	503	Principles and Applications
BME	501	Fundamentals of Tissue Engineering and
BIOL	601	Biomaterials
DIOL	001	and Bioinformatics
BIOL	604	Biotechnology across National
		Boundaries
Select eith	er BME	502 or PHYS 464 - <u>3-4</u> units
BME	502	
or		recimology and Applications
PHYS	464	Medical Instrumentation
Select eith	er BIOL	600 or 603 - 3-4 units
BIOL	600	Team Project
or		
BIOL	603	Biotechnology Internship
2. Elective	es - <u>6-8</u>	units

Z. Electives - <u>O-8</u> units The growth and fall attitude weith will be a

The number of elective units will be dependent on required courses taken to total <u>23</u> units in the emphasis.

Stem Cell Technology and Laboratory Management Emphasis - 22-23 units

 Require 	ed Cour	ses - <u>19</u> units
BIÓL	502	Techniques in Genomics and Proteomics .3
BIOL	510	Tissue Culture Techniques and
		Stem Cell Technology
BIOL	511	
BIOL	512	Advanced Topics in
		Regenerative Medicine
BIOL	513	Cell Culture Facility Management

BIOL	602	Stem Cell Technology
		Internship (1.5 units X 4

*BIOL 602 course is offered quarterly at <u>1.5</u> units, which is repeatable for a total of <u>6</u> units for a year long project.

2. Electives 3-4 units

A minimum of <u>one</u> course chosen from the elective courses for the Biotechnology Emphasis and/or from the required courses for the other emphases of the program.

Graduate Writing Assessment Requirement

Writing proficiency prior to the awarding of the degree is demonstrated by successful completion of BIOL 504 with a grade of B or higher.

The Master of Science Degree in Biotechnology & Masters of Business Administration (72 units)* (Dual Degree)

*Assumes that at least one set of the Foundation Courses listed below has been completed in a business or science undergraduate degree program.

Program Description

The Master of Science in Biotechnology and Master of Business Administration is a dual professional degree program designed to meet the needs of biotechnology industry and related public and private agencies and organizations. The program combines rigorous scientific training in biotechnology with graduate course work and experience in business management and regulatory affairs. The program includes the foundation courses for the dual degree program, a set of graduate level core courses in both biotechnology and business, and several elective courses.

Our approach includes team projects drawn from biotechnology industries to focus on real-world problems and applications of biological sciences and business. We approach interpersonal skills and problem-solving skills from multiple perspectives.

Admission Requirements

- Applicants must have a BA/BS. Degree in Biology, Chemistry, Biochemistry, or Business/ Economics related discipline. Alternatively, applicants with a BA/BS degree in any field and equivalent work experiences in one of the above fields may be admitted and must fulfill the foundation course requirements before taking the core courses and electives in the degree program.
- 2. Applicants seeking admission to the dual degree program must be officially accepted into CI as graduate students.
- 3. Applicants must declare themselves as graduate students in the dual degree program.
- 4. Applicants will be evaluated by the Program Admissions Committee which will consider the applicants in the context of the total applicant pool using our general admission standards, including all academic work, GPA, test scores, relevant work experience and other factors that may have a bearing on the individual's potential for success. The following materials are required for our evaluation and admission process:

- Applicants must submit their transcript(s) from their undergraduate institution(s) and Graduate Record Examinations (GRE) General Test scores.
- Applicants who have received their undergraduate degrees from a university where English is not the language of instruction, or have studied fewer than two years at a university where instruction is in English, must submit their Test of English as a Foreign Language (TOEFL) scores.
- Applicants must submit a one page "Statement of Purpose" and two letters of recommendations from people able to judge the applicant's capacity for both academic and professional success.

Degree Requirements

Required Foundation Courses - 16 units

1. Required Foundation Courses in Biology and Chemistry

(E	for Stud CHEM BIOL BIOL BIOL	ents with 110 201 300 400	nout a B.S. in Biology or Chemistry 16 units Chemistry of Life				
 Required Foundation Courses in Business/Economics fo Students without a B.A./B.S. in Business or Economics of 							
,	Jiudeilis	s williou	i a b.A./b.s. iii business oi Lconomics oi				
(ed Disci	oline - <u>16</u> units				
E	a Relate	ed Disci					
E	a Relate BUS	ed Disci _l 500	oline - <u>16</u> units Economics for Managers				
E	a Relate BUS	ed Disci _l 500	oline - 16 units Economics for Managers				
6 E	a Relate BUS BUS	ed Disci 500 502	oline - <u>16</u> units Economics for Managers				

Core Courses

508

BUS

Common Required Courses in the Dual Degree Program - 9 units

MGT	471	Project Management	.3
BIOL	610	Capstone Project for MS/MBA Dual	
		Degree (BUS)	.6

Required Courses in the Master of Science in Biotechnology - 23 units

Require	d Core	Courses - <u>16</u> units
BINF	500	DNA & Protein Sequence Analysis
BIOL	502	Techniques in Genomics/Proteomics
BIOL	503	Biotechnology Law and Regulation
BIOL	504	Molecular Cell Biology
BIOL	510	Tissue Culture Techniques and Stem
		Cell Technology
BIOL	601	Seminar in Biotechnology and
		Bioinformatics

2. Elective Courses - Z units

A minimum of Z units from the elective courses in MS Biotechnology and Bioinformatics program.

Required Courses in the Master of Business Administration - 24 units

Kequire	a Core	Courses - <u>18</u> units				
BUŚ	510	High Performance Management				.3
BUS	520	Strategy and Leadership				.3
BUS	530	Managing Business Operations .				.3
BUS	540	Financial Reporting and Analysis				.3
BUS	550	The Contemporary Firm				.3
		BUS 510 BUS 520 BUS 530 BUS 540	BUS 520 Strategy and Leadership BUS 530 Managing Business Operations . BUS 540 Financial Reporting and Analysis	BUS 510 High Performance Management . BUS 520 Strategy and Leadership BUS 530 Managing Business Operations . BUS 540 Financial Reporting and Analysis .	BUS 510 High Performance Management	BUS 510 High Performance Management BUS 520 Strategy and Leadership BUS 530 Managing Business Operations BUS 540 Financial Reporting and Analysis

BUS	560	The Entrepreneurial Manager			.3
		s - <u>6</u> units			
Double-c	ounted c	ourses:			
BINF	500	DNA & Protein Sequence Analysis			.3
BIOL	503	Biotechnology Law and Regulation.			.3
DIOL	500	biolectificiogy Lavy and Regulation.	•	•	٠.

Graduate Writing Assessment Requirement

Writing proficiency prior to awarding of the degree is demonstrated by successful completion of BIOL 504 or BUS 520 with a grade of B or higher.

Minor in Biology - (21 units)

Lower Division Requirements - 8 units

BIOL	200*	Principles of Organismal and
BIOL	201	Population Biology, GE B2
		Biology, GE B2

Upper Division Requirements - 13 units

_		_	_		_	_	_	_		_	-	
1.	Biology	⁄ - <u>8</u> uni	ts									
	BIOL	300	Cell Bio	ology .								.4
	BIOL	302	Genetic	CS								.4

2. Biology Electives - 5 units

A minimum of <u>5</u> units of 300-400 level biology courses, with no more than one course selected from BIOL 331-345.

Clinical Training Certificate Program in Clinical Laboratory Science (16 units)

Program Description:

The Clinical Training Certificate Program in Clinical Laboratory Science consists of twelve-months learning of the specialties of each individual department in a clinical laboratory at a partner hospital, including blood bank, chemistry, urinalysis, flow cytometry, immunohistochemistry, hematology, microbiology and parasitology. Emphasis will be placed on the importance of safety, quality control and quality assurance.

Prerequisites: BS in Biology with an Emphasis in Clinical Laboratory Science or equivalent educational credential.

Certificate Requirements - 16 units:

CLS 500 Clinical Training Certificate Program Part I (8 units)

Orientation (1 week)

General Laboratory Techniques (3 weeks)

Blood Bank (5-week rotation)

Chemistry (15-week rotation)

Flow Cytometry and Immunohistochemistry (2 weeks)

CLS 501 Clinical Training Certificate Program Part II (8 units)

Urinalysis (3 weeks)

Hematology/Coagulation (8-week rotation)

Microbiology (9-week rotation)

Parasitology (3 weeks)

Enhancement Sites (1 week)

Central Processing and Phlebotomy (ongoing)

Review (2-week rotation)



Programs Offered

- Bachelor of Arts in Economics
- Bachelor of Science in Business
 - Option in Entrepreneurship
 - Option in Finance
 - Option in Global Business
 - Option in Management
 - Option in Marketing
- Minor in Business Management
- Minor in Economics
- Certificate in Business Administration
- Master of Business Administration (MBA)
- Master of Science in Biotechnology and Master of Business Administration (MBA)

The Bachelor of Arts in Economics focuses on the integration of core economic analysis with relevant interdisciplinary applications. The degree develops analytical tools and communication skills in the context of economic theory and its linkages to a broad array of human decisions. Economics, as a social science, seeks to explain and predict the behavior of consumers, producers, managers, government officials and citizens by examining the interactions of incentives and constraints in an environment of ever-present scarcity of time, skills and resources. Microeconomics focuses on the choices of individuals and firms, as well as their role in the marketplace, while macroeconomics aggregates economic activity to the national level to analyze trends and fluctuations in overall economic activity. The Bachelor of Arts in Economics offers flexibility and opportunity through its emphases: general, international and managerial. Economics majors are also encouraged to pursue minors to deepen their connections to other disciplines.

The Bachelor of Science in Business has a liberal arts and interdisciplinary focus. It is built on the critical thinking, collaboration (working with others), and communication (oral and written English) conduct, and competencies. Students learn the fundamental principles of accounting, economics, finance, information systems, management, and marketing as applied in a variety of organizational settings. A distinguishing aspect of the Business and Economics Program is the requirement to take courses developed in conjunction with disciplines outside the traditional business curriculum. Examples include courses with Biology, Chemistry, Education, English, Fine Arts, History and Performing Arts.

In addition, a Capstone Course provides students with the opportunity to integrate their knowledge through a Global Strategy Simulation exercise. To foster an integrative and cross disciplinary experience in a relevant business area, students

are encouraged to select one of five options: Entrepreneurship, Finance, Global Business, Management, and Marketing. All options draw on upper-division courses from accounting, economics, management and marketing to offer an in-depth perspective into five critical areas of business. We anticipate enhancing the curriculum with additional options choices as the program grows.

Careers

The Martin V. Smith School of Business & Economics programs prepare students to work in a variety of organizations—both public and private—as well as advanced studies in several types of graduate and professional programs: MBA, MPA, law school, MA In Economics.

Program Learning Goals for Bachelor of Science in Business

- Prepare students for employment in a variety of public and private organizations.
- Prepare students for further study in graduate or professional schools.
- Demonstrate critical thinking skills by identifying, evaluating, synthesizing, and presenting issues related to accounting, economics, finance, information systems, management and
- Demonstrate communication skills by writing excellent reports and papers and making effective oral presentations in English.
- Demonstrate collaboration skills by working effectively with others in group settings - both inside and outside the classroom.
- Demonstrate personal conduct that reflects an ethical understanding of complex business, economic and social
- Demonstrate basic competencies in the academic disciplines related to regional, national and global business and economics.

Program learning Goals for Bachelor of Arts in Economics

- Prepare students for employment in a variety of public and private organizations.
- Prepare students for further study in graduate or professional schools.
- Apply economic analysis to evaluate everyday decisions and policy proposals.
- Propose viable solutions to practical problems in economics.
- Use empirical evidence to support an economic argument.
- Conduct statistical analyses of data, and interpret statistical
- Communicate effectively in written, spoken and graphical form about economic issues.

Program Learning Goals for Masters in Business Administration

Graduates of Smith School's MBA will be able to:

Demonstrate high proficiency in critical thinking, oral and written communication, personal ethical conduct and collaboration skills;

- Demonstrate orally and in writing analytical and integrative skills in making business decisions;
- Demonstrate an understanding of the global operating environment of business;
- Produce written innovative and integrative business plans, including plans that adapt to uncertain and unpredictable environments;
- Demonstrate an understanding of relevant disciplines; and
- Demonstrate leadership skills in a variety of situations and settings.

Faculty

William P. Cordeiro, Ph.D. Professor of Management

Director, MVS School of Business & Economics

Director, MBA Program Sage Hall, Room 2011 Phone: (805) 437-8860 william.cordeiro@csuci.edu

Minder Chen, Ph.D.

Associate Professor of Management Information Systems

Sage Hall, Room 2027 Phone: (805) 437-2683 minder.chen@csuci.edu

Priscilla Z. Liang, Ph.D.
Assistant Professor of Finance
Sage Hall, Room 2143
Phone: (805) 437-8926
priscilla.liang@csuci.edu

J. Andrew Morris, Ph.D.
Associate Professor of Management
Sage Hall, Room 2149
Phone: (805) 437-2771
john-andrew.morris@csuci.edu

Dennis Muraoka, Ph.D.
Professor of Economics
Bell Tower West, Room 2115
Phone: (805) 437-8861
dennis.muraoka@csuci.edu

Claudio A. C. Paiva, Ph.D.

Associate Professor of Economics Sage Hall, Room 2039 Phone: (805) 437-2684 claudio.paiva@csuci.edu

Paul A. Rivera, Ph.D.

Associate Professor of Economics

Academic Advisor for Undergraduate Programs Sage Hall, Room 2135

Sage Hall, Room 2135 Phone: (805) 437-8988 paul.rivera@csuci.edu

Sung Won Sohn, Ph.D.

MVS Endowed Professor of Economics

Sage Hall Room 2033 Phone: (805) 437-2789 sung.sohn@csuci.edu

Contact Information

http://business.csuci.edu http://econ.csuci.edu

Bachelor of Arts in Economics - (120 units)

Lower Division Required								. 9-10
Upper Division Required								19
Required Emphasis								12-17
General Education								
American Institutions								6
Free Electives								20-26
TOTAL					•		12	0 units

Principles of Microeconomics

Lower Division Requirements 9-10 units

ECON	111	Principles of Macroeconomics
		Calculus for Business Applications
or Math	150	Calculus I
Upper	Divisi	ion Requirements - 19 units
ECON	310	Intermediate Microeconomics
ECON	311	Intermediate Macroeconomics 3
ECON	488	Econometrics 4
ECON	496	Seminar in Economic Analysis
ECON	499	Capstone

Select either:

ECON 110

/V/AITI	329	Statistics for business and Economics 3	
or			
MATH	352	Probability and Statistics	

Required Emphasis - 12-17 units

Economics majors are required to complete one of the following three emphases:

For all emphases, ECON 492 may not be taken to fulfill the requirements of the economics major. ECON 497 must be taken for $\underline{3}$ units in order to be applied to the major.

I. General Economics Emphasis12 units

Upper Division - 12 units

A minimum of <u>four</u> upper division courses in economics (or approved courses outside of economics) as follows:

- A minimum of <u>two</u> courses must be taken from crossdisciplinary courses offered by economics (ECON 330-349 and 430-449).
- A minimum of two economics courses at the 400 level.

2. International Economics Emphasis 17 units

Lower Division - 8 units

A minimum of two courses in the same foreign language or equivalent. ASL courses will not be accepted.

Note: This requirement represents one additional	Select either:
course beyond the CI foreign language requirement.	MATH 140 Calculus for Business Applications 3 or
Upper Division - 9 units A minimum of three upper division courses in economics (or	MATH 150 Calculus I
approved courses outside of economics) as follows:	Upper Division Required Major Courses 36 units
ECON 471International Trade	ACCT 300 Applied Managerial Accounting
Choose one of the following: ECON 370 The World Economy	Select either: ECON 310 Intermediate Microeconomics
ECON 472 International Macroeconomics 3 POLS 328 United States Foreign Policy	ECON 329 Managerial Economics
3. Managerial Economics Emphasis	Select either:
12 units	ECON 311 Intermediate Macroeconomics
Upper Division - 12 units A minimum of four upper division courses in economics (or approved courses outside of economics) as follows: FIN 300 Business Finance	ECON320Money and BankingFIN300Business FinanceMATH329Statistics for Business and EconomicsMGT307Management of OrganizationsMGT326Scientific and Professional Ethics (BIOL)MIS310Management Information SystemsMKT310Principles of MarketingBUS499Capstone
ECON 329 Managerial Economics	Upper Division Interdisciplinary Major
Select either: ECON 471 International Trade	Courses - 6 units Any BUS 330-349 or 430-449 Option - 15 units Students may select one of the following options: To complete the elective requirements indicated below, choose any upper division course from ACCT, BUS, ECON, FIN, MGT
(ECON 330-349 and 430-449). Note: Students selecting this emphasis must take either ECON 320 or 329, but may not take both courses for credit in the major. Required Supporting and Other GE Courses 75-81 units	MKT or MIS not already used in the major. (Not applicable to the Management Option) 1. Entrepreneurship Option BUS 341 Drug Discovery and Development (CHEM/ECON) (may double count with Upper Division Interdisciplinary Major Course)
General Education	MGT 325 Entrepreneurial Management
Bachelor of Science Degree in Business - (120 units)	Select three of the following:ECON 411Economics of Entrepreneurship.3MGT 424Organizational Behavior (PSY).3MKT 411New Product Development and Management3Electives3
Lower Division Requirements 21-22 units ACCT 210 Financial Accounting	2. Finance Option FIN 410 Financial Markets and Institutions

2011 - 201	ACCT ECON ECON ECON	410 370 471 472	the following: International Accounting	MGT MGT MGT	325 326 410 421	Entrepreneurial Management
N	FIN MGT Electives	412 471	International Finance Management	MKT MKT	310 311	Principles of Marketing
	4. Manag	ement		Min	or in	Economics - (21-22 units)
	MGT MGT MGT	421 424	Management of International Business 3 Human Resource Management	economics	analysi	nor familiarizes students with the tools of s, and applies these tools to economic
	MGT	325	he following: Entrepreneurial Management	lives, and economy.	maae by to the w	y individuals in their personal and professional vorkings of national economies and the world
	MGT MGT MGT	429 471 490	Program Management	Career	_	
	MGT MGT	492 497	Service Learning/Internship 1-3 Directed Study		s of busi	nor is suitable for students desiring careers ness, education, journalism, law and
	5. Marketi MKT	ing Op	tion Consumer Behavior	Lower 9-10 u		ion Requirements
	MKT MKT	409 410	Marketing Research			
	MKT	411	New Product Development and Management	ECON and ECON		Principles of Microeconomics
	Electives					Principles of Macroeconomics
	56-57 un	its	porting and Other GE Courses	Select eitl MATH	ner: 140	Calculus for Business Applications
	Business	Major	Interdisciplinary course outside	or Math	150	Calculus I
	Other G	E Cour	tions	Upper	Divis	sion Requirements - 6 units
	Free Ele	ctives .		Select eitl		
			Minor in Business	ECON or	310	Intermediate Microeconomics
			agement - (21 units)	ECON	329	Managerial Economics
	The miner i	n Busin	ess Management offers students a foundation	Select eitl ECON		Intermediate Macroeconomics
	in principle	s related	d to managing people. The minor stresses the application of management concepts	or	320	Money and Banking
	in a variety	of orga	anizational environments. The minor provides is with a basic understanding of management	Elective	s - 6 u	
	issues.	,	o viiii a basic ciiadisiananig ci managamani		upper d	division courses in economics.
			ion Requirements - 9 units	[/ ۷ ((/ / / / / / / / / / / / / / / / /	10101 01	<u>ZI</u> Ullisj
	ACCI BUS	210	Financial Accounting	Courses us	sed to fu	Aajors Only olfill Upper Division Interdisciplinary and nents may not be used (double counted) for
	Select <u>one</u> ECON or		following: Principles of Microeconomics	ECON mi		
	ECON	111	Principles of Macroeconomics			
			ion Requirements - 12 units			
	BUS MATH MGT	320 329 307	the following: Business Operations			

Postbaccalaureate Certificate in Business Administration

The Certificate in Business Administration provides basic business skills to post baccalaureate and graduate students. The certificate program is suitable for: (i) Business professionals who wish to update their knowledge, skills, and abilities; (ii) Managers in science, technology, or engineering who seek a business orientation; (iii) Individuals making a transition into a managerial position; (iv) Individuals returning to the workforce, or considering a career change; (v) Those without an undergraduate degree in business who are considering an MBA. The program provides the essentials of business administration to students with limited or no formal business education. The coursework completed under this Certificate fulfills the prerequisite course requirements for the MBA Program. Courses offered under the Certificate may be delivered partially via distance education and consist of four $\underline{3}$ unit courses and one 4 unit course for a total of 16 units.

Prerequisite

A Bachelor's degree in any field or consent of advisor.

Requirements for Certificate - 16 units

BUS 500	Economics for Managers
BUS 502	Quantitative Methods for
	Decision-Making
BUS 504	Introduction to Accounting and Finance .4
BUS 506	Principles of Management and
	Marketing
BUS 508	Business Ethics and Law

Master of Business Administration (MBA)

Offered through California State University Channel Islands Extended University

The MBA Program is designed to develop business leaders capable of working in an increasingly multicultural and global environment. Key elements include:

- Learning Community/Cohort Experience
- Evening Classes
- Online Foundations of Business courses
- Focus on International Business and Entrepreneurial Innovation
- International Study Tour Option
- Real-World Orientation

The MBA Curriculum

The curriculum is comprised of three parts: Foundations of Business $\underline{0-16}$ semester units, Required Core $\underline{24}$ semester units, and Special Topics $\underline{9}$ semester units for a total of $\underline{33-49}$ semester units.

Foundations of Business

The Foundations of Business courses provide the theoretical concepts and quantitative tools that form the basis for making business decisions. These courses are designed to provide students with a general understanding of accounting, economics, finance, ethics and law, statistics, management,

and marketing. Some or all of these courses may be waived depending upon the applicant's undergraduate degree and coursework. Students with a bachelor's degree in business from CI or from other accredited institutions within the last 10 years will have met the Foundations of Business requirements. Individual business courses taken as an undergraduate student at CI or another institution may also meet specific Foundations requirements. Upon acceptance to the program, a student's transcripts will be reviewed for completion of the necessary coursework for mastery of the Foundations of Business. A grade of "C" or better is required to meet the criteria.

Required Core

The core MBA courses are presented in a cross-functional, integrative manner that provides a comprehensive view of the structure of business operations. Students learn to analyze business from a variety of perspectives. The seven core courses provide the skills and competencies students will need to be effective business leaders in the 21st century. A distinguishing aspect of the MBA Program is its focus on entrepreneurship and global business awareness. The Capstone Course (BUS 570) provides students with the opportunity to integrate their knowledge through an International Business Simulation

Special Topic Courses

Students will take three graduate courses $\underline{9}$ units in which professors provide in-depth coverage of selected business and economics subjects. Topics vary based on the discipline expertise of the assigned professor.

Faculty

William P. Cordeiro, Ph.D.
Professor of Management
Director, MVS School of Business & Economics
Director, MBA Program
Sage Hall, Room 2011
Phone: (805) 437-8860
http://business.csuci.edu/mba
william.cordeiro@csuci.edu

Minder Chen, Ph.D.

Associate Professor of Management Information Systems Sage Hall, Room 2027

Phone: (805) 437-2683 minder.chen@csuci.edu

Priscilla Z. Liang, Ph.D.
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dennis.muraoka@csuci.edu

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Associate Professor of Economics
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Phone: (805) 437-2684

<u>claudio.paiva@csuci.edu</u>

Paul A. Rivera, Ph.D.

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Requirements for Master of Business Administration - 33-49 units

Foundations of Business - 0-16 units BUS 500 BUS 502 Quantitative Methods for Decision-Making Introduction to Accounting and Finance .4 BUS 504 BUS 506 Principles of Management and 508 BUS Required Core - 24 units BUS 510 BUS 520 BUS 530 BUS 540 BUS 550 BUS 560 BUS 570

Special Topics - 9 units

Nine units of upper-graduate-level courses.

Graduate Writing Assessment Requirement

Writing proficiency prior to the awarding of the degree is demonstrated by successful completion of BUS 520 Strategy and Leadership with a grade of B or higher.

Master of Science Degree in Biotechnology and Master of Business Administration - (71 units*)

*Assumes that at least one set of the Foundation Courses listed below has been completed in a business or science undergraduate degree program.

Program Description

The Master of Science in Biotechnology and Master of Business Administration is a dual professional degree program designed to meet the needs of biotechnology industry and related public and private agencies and organizations. The program combines rigorous scientific training in biotechnology with

graduate course work and experience in business management and regulatory affairs. The program includes the foundation courses for the dual degree program, a set of graduate level core courses in both biotechnology and business, and several elective courses.

Our approach includes team projects drawn from biotechnology industries to focus on real-world problems and applications of biological sciences and business. We approach interpersonal skills and problem-solving skills from multiple perspectives.

Admission Requirements

- Applicants must have a BA/BS degree in Biology, Chemistry, Biochemistry, or Business/ Economics related discipline. Alternatively, applicants with a BA/BS degree in any field and equivalent work experiences in one of the above fields may be admitted and must fulfill the foundation course requirements before taking the core courses and electives in the degree program.
- 2. Applicants seeking admission to the dual degree program must be officially accepted into CI as graduate students.
- 3. Applicants must declare themselves as graduate students in the dual degree program.
- 4. Applicants will be evaluated by the program admissions committee which will consider the applicants in the context of the total applicant pool using our general admission standards. The following materials are required for our evaluation and admission process:
 - Applicants must submit their transcript(s) from their undergraduate institution(s) and Graduate Record Examinations (GRE) General Test scores.
 - Applicants who have received their undergraduate degrees from a university where English is not the language of instruction, or have studied fewer than two years at a university where instruction is in English, must submit their Test of English as a Foreign Language (TOEFL) scores.
 - Applicants must submit a one page "Statement of Purpose" and two letters of recommendations from people able to judge the applicant's capacity for both academic and professional success.

Degree Requirements

Required Foundation Courses - 16 units

1. Required Foundation Courses in Biology and Chemistry for students without a BS in Biology or Chemistry 16 units

\overline{CHEM}	110	Chemistry of Life
		Principles of Cell and Molecular Biology .4
BIOL	300	Cell Biology
BIOL	400	Molecular Biology

 Required Foundation Courses in Business Economics for students without a BS/BA in Business or Economics or a related discipline <u>16</u> units

BUS	500	Economics for Managers
BUS	502	Quantitative Methods for
		Decision-Making
BUS	504	Introduction to Accounting and Finance .4
BUS		Principles of Management and
		Marketing
BUS	508	Business Ethics and Law

Core Courses

Common Required Courses in the Dual Degree Program - 9 units

MGT	471	Project Management	3
BIOL	610	Capstone Project for MS/MBA Dual	
		Degree (BUS)	6

Required Courses in the Master of Science in Biotechnology - 22 units

1.	Require	d Core	Courses - <u>15</u> units
	BINF	500	DNA & Protein Sequence Analysis 3
	BIOL	502	Techniques in Genomics/Proteomics
	BIOL	503	Biotechnology Law and Regulation 3
	BIOL	504	Molecular Cell Biology
	BIOL	510	Tissue Culture Techniques and Stem Cell
			Technology
	BIOL	601	Seminar in Biotechnology and
			Bioinformatics

2. Elective Courses - Z units

A minimum of <u>seven</u> units from the following courses:

BIOL	505	Molecular Structure				.4
BIOL	507	Pharmacogenomics and				
		Pharmacoproteomics				.3
BIOL	508	Advanced Immunology				.4
BIOL	509	Plant Biotechnology				.4

Required Courses in the Master of Business Administration - 24 units

1. Requir	ed Core	Courses - 18 units
BUŚ	510	High Performance Management
BUS	520	Strategy and Leadership
BUS	530	Managing Business Operations
BUS	540	Financial Reporting and Analysis
BUS		The Contemporary Firm
BUS	560	The Entrepreneurial Manager

2. Elective Courses - 6 units

Double-counted courses:

BINF	500	DNA and Protein Sequence Analysis	.3
BIOL	503	Biotechnology Law and Regulation .	.3

Graduate Writing Assessment Requirement

Writing proficiency prior to the awarding of the degree is demonstrated by successful completion of BIOL 502 Techniques in Genomics and Proteomics for MS/MBA Dual Degree with a grade of B or higher.

Programs Offered

- Bachelor of Arts in Chemistry
- Bachelor of Arts in Chemistry, Option in Subject Matter Preparation in Teaching Chemistry
- Bachelor of Science in Chemistry
- Bachelor of Science in Chemistry, Option in Biochemistry
- Minor in Chemistry
- Certificate in Chemistry

The Chemistry Program at CI is based on a "Big Ideas" approach to the discipline. Students will learn how to apply the "Big Ideas" skills to their analysis of concepts and problems. In addition to implementing the "Big Ideas" across the curriculum, students learn how to improve their analytical thinking, oral and written communication, and problem solving skills as individuals and in teams. The culmination of the degree involves a Chemistry Capstone in conjunction with a service learning project, internship, or independent research experience. Writing skills are developed in all upper-division Chemistry courses.

Careers

Graduates from the Bachelor of Arts or Bachelor of Science in Chemistry will receive an excellent preparation for securing entrance to a professional program (i.e., medical, veterinary, dentistry, or pharmacy), to graduate school in Chemistry or Biochemistry, and for employment in the academic, private, or public sector as chemists, biochemists, forensic scientists, and materials scientists.

The Bachelor of Arts in Chemistry is designed to provide a broad preparation in the chemical sciences. Required courses prepare students in four of the five traditional subdisciplines of Chemistry: analytical, inorganic, organic, and physical chemistry. The Bachelor of Arts in Chemistry can also serve as the depth of study necessary for securing a Single Subject Credential in Science for teaching at the high school and middle school level. Additional courses in geology, astronomy, and biology are recommended to meet the breadth requirements for this credential.

The Bachelor of Science in Chemistry provides an excellent breadth and depth of preparation in Chemistry suitable for obtaining a position at a chemical or pharmaceutical industry, or for admission to graduate school in Chemistry or Biochemistry. Students may select either the general Bachelor of Science in Chemistry or the Biochemistry Option within the Bachelor of Science in Chemistry. The Biochemistry Option overlaps substantially with the requirements for the minor in Biology and students are encouraged to obtain the Biology minor in addition to the Bachelor of Science in Chemistry, Biochemistry Option.

The Minor in Chemistry provides non-majors with the Chemistry background that is needed to pursue graduate study or a career in an interdisciplinary field. Students in professional programs (medical, dental, veterinary, pharmacy), or majoring in Biology or Environmental Science and Resource Management, in particular, should consider obtaining a Chemistry minor, since a significant portion of the coursework needed for the Chemistry minor is included in these programs.

The Certificate in Chemistry is designed to provide individuals who have already obtained a Bachelor of Arts or Bachelor of

Science degree in another discipline with the opportunity to obtain a certificate for advanced Chemistry coursework.

Program Learning Outcomes

Students graduating from the Chemistry program will be able to:

- Explain the fundamental concepts of Chemistry;
- Evaluate a problem and appropriately apply the fundamental concepts of Chemistry to the problem;
- Formulate hypotheses and devise and perform experiments to test a hypothesis as individuals and in a team;
- Explain key concepts in chemistry effectively through oral and written communication; and
- Interpret and evaluate the chemical literature.

Contact Information

http://chemistry.csuci.edu

Faculty

Simone Aloisio, Ph.D.

Associate Professor of Chemistry

Chair and Academic Advisor for the Chemistry Program

Aliso Hall Room 207 Phone: (805) 437-8999 simone.aloisio@csuci.edu

Blake Gillespie, Ph.D.

Assistant Professor of Chemistry

Academic Advisor for the Chemistry Program

Aliso Hall Room 208 Phone: (805) 437-2796 blake.gillespie@csuci.edu

Philip D. Hampton, Ph.D.
Professor of Chemistry
Academic Advisor for the Chemistry Program
Aliso Hall Room 104

Phone: (805) 437-8869 philip.hampton@csuci.edu

Bachelor of Arts Degree in Chemistry - (120 units)

Lower Division Requirements - 28 units

Students must obtain a grade of C or better in these courses to apply them to the chemistry major.

1.	Chemis	try	
	CHEM	121	General Chemistry I
	CHEM	122	General Chemistry II
	CHEM	250	Quantitative Analysis
	CHEM	251	Quantitative Analysis Laboratory 1
2	Math		
۷.	MATH	150	Calculus I
	MATH	151	Calculus I
2	Dl:		
	Physics		6.11
C	hoose <u>oi</u>	<u>ne</u> ot th	e following:
	PHYS	100	Introduction to Physics I
	PHYS	200	General Physics Í

Choose o	<u>ne</u> ot tl	he tollowing:				
PHYS	101	Introduction to Physics II				.4
PHYS	201	General Physics IÍ				4

Upper Division Requirements - 15 unitsStudents must obtain a grade of C or better in these courses to

apply them to the chemistry major.

CHEM 305 Computer Applications in Chemistry 1

CHE/VI 303	Computer Applications in Chemistry 1
CHEM 311	Organic Chemistry I
CHEM 312	Organic Chemistry I Laboratory 1
CHEM 314	Organic Chemistry II
CHEM 315	Organic Chemistry II Laboratory 1
CHEM 371	Physical Chemistry I
CHEM 372	Physical Chemistry Laboratory
CHEM 499	Chemistry Capstone

(<u>Ten</u> units of the above courses will be counted toward lower-division GE categories B1, B3, and B4)

Upper Division Chemistry Electives 12 units

A total of <u>12</u> units of electives from those listed below are needed, including a minimum of two lab courses denoted-1.

Students must obtain a grade of C or better in these courses to apply them to the chemistry major.

CHEM 301	Environmental Chemistry - Atmosphere
CHEM 302	and Climate
CHEM 313	and Water 4 ^L Organic Chemistry I Learning
CHEM 316	Community
CHFM 330	Community
CHEM 330	The History of Science: Non-Western Origins and the Western
CHEM 335	Revolution (HIST)
CHEM 341	Drug Discovery and Development (BUS/ECON)
CHEM 343	Forensic Science 3 ^L , ^T
CHEM 344	Energy and Society (PHYS) 3 ¹
CHEM 373	Physical Chemistry II
CHEM 410	Advanced Organic Synthesis 4
CHEM 415 CHEM 420	Molecular Structure Determination 4 L
CHEM 450	Advanced Inorganic Chemistry
CHFM 460	Biochemistry I 4 L
CHEM 461	Biochemistry II 4 L
CHEM 465	Bioinorganic Chemistry 4 ¹
CHEM 490	Special Topics in Chemistry 1-3
CHEM 491	Special Laboratory Topics
	in Chemistry 1-3 ^L
CHEM 492	Internship/Service Learning 1-3 L, R
CHEM 494	Independent Research 1-3 ^{L, R}
CHEM 497	Directed Studies 1-3 ^R

 $^{\rm I}$ A maximum of $\underline{3}$ units of upper-division interdisciplinary GE credit (CHEM 330-349 or CHEM 430-449) may be applied as chemistry electives towards the degree.

 $^{\rm R}$ No more than a combined total of $\underline{\bf 6}$ units of CHEM 492, 494, and 497 may be applied as electives. No more than one CHEM 492 or CHEM 494 may be (by petition) considered a laboratory elective.

Required Supporting and Other GE Courses45 units6American Institutions Requirement6Other Courses in GE Categories A-E39Electives in Any Discipline20	Bachelor of Arts Degree in Chemistry, Option in Subject Matter Preparation in Teaching Chemistry - (120 units)
Proposed Course of Study, Bachelor of Arts in Chemistry	Lower Division Requirements 43-44 units
First Year Fall CHEM 121 General Chemistry I, GE B1	Students must obtain a grade of C or better in these courses to apply them to the chemistry major. 1. Chemistry CHEM 121 General Chemistry I
Spring CHEM 122 General Chemistry II	CHEM 250 Quantitative Analysis
General Education	BIOL 200 Principles of Organismal and Population Biology
Fall CHEM 311 Organic Chemistry I	Biology
CHEM 312 Organic Chemistry I Laboratory 1 Physics Requirement	MATH 150 Calculus I .4 MATH 151 Calculus II .4
General Education	4. Physics Choose one of the following: PHYS 100 Introduction to Physics I
CHEM 251 Quantitative Analysis Laboratory	Choose one of the following: PHYS 101 Introduction to Physics II
General Education	5. Astronomy Choose one of the following: ASTR 105 Introduction to the Solar System (PHYS)4 PHYS 107 The Stars and Beyond
CHEM 305 Computer Applications in Chemistry GE B4	6. Earth Science GEOL 121 Physical Geology
Chemistry Elective	24-25 units Students must obtain a grade of C or better in these courses to apply them to the chemistry major.
Chemistry Elective	1. Chemistry CHEM 305 Computer Applications in Chemistry
Fall Chemistry Elective or Independent Research 3-4 General Education and Electives	CHEM 314 Organic Chemistry II
SpringCHEM 499 Chemistry CapstoneChemistry Elective or Independent Research.3-4General Education and Electives	(HIST)31CHEM 371Physical Chemistry I.3CHEM 372Physical Chemistry Laboratory.1CHEM 499Chemistry Capstone.2
	2. Earth Science Choose one of the following: BIOL 335 The Biosphere
	3. Education EDUC 330 Introduction to Secondary Schooling3

8 units	EDSS 515	Adolescent Development for Secondary Educators
A total of <u>8</u> units of electives from those listed below are	ENGL 475	Language in Social Context
needed, lab courses are denoted ^L . Students must obtain	Proposed	Course of Study, Bachelor of
a grade of C or better in these courses to apply them to the chemistry major.		emistry Option in Subject
CHEM 301 Environmental Chemistry - Atmosphere and Climate	Matter Pro	eparation in Teaching
CHEM 302 Environmental Chemistry - Soil and Water	•	
CHEM 313 Organic Chemistry Learning Community	First Year Fall	
CHEM 316 Organic Chemistry II Learning	CHEM 121 MATH 150	Calculus I, GE B3
Community	BIOL 200	Principles of Organismal & Population Biology, GE B2
CHEM 410 Advanced Organic Synthesis 4 L	General Educ	cation
CHEM 415 Molecular Structure Determination 4 ¹ CHEM 420 Advanced Inorganic Chemistry 3		
CHEM 420 Advanced Inorganic Chemistry	Spring	
CHEM 460 Biochemistry I	CHEM 122 BIOL 201	
CHEM 461 Biochemistry II 4 ^L	MATH 151	Calculus II
CHEM 465 Bioinorganic Chemistry 4 L		cation
CHEM 490 Special Topics in Chemistry 1-3 CHEM 491 Special Laboratory Topics	_	
CHEM 491 Special Laboratory Topics in Chemistry	Second Year	
CHEM 492 Internship/Service Learning 1-3 ^{L, R}	Fall	Organic Chemistry I
CHEM 494 Independent Research 1-3 L, R	CHEM 312	
CHEM 497 Directed Studies 1-3 ^R	Physics Requi	rement
RNI II II I I I I I CHEM 400	(PHYS 100 c	or 200)
R No more than a combined total of <u>6</u> units of CHEM 492, 494, and 497 may be applied as electives. No more than one	General Educ	cation
CHEM 492 or CHEM 494 may be (by petition) considered a	Spring	
laboratory elective.	CHEM 250	Quantitative Analysis
Required Supporting and Other GE Courses	CHEM 251	Quantitative Analysis Laboratory 1
39 units	CHEM 314	
American Institutions Requirement	CHEM 315) /
Electives in Any Discipline	(PHYS 101	rement
Recommended Electives		cation
Choose from the following:	Third Year	
Second Language		
Second Language (One semester is required)	Fall CHEM 305	Computer Applications in Chemistry,
	Fall CHEM 305	GE B4
(One semester is required) One Additional Semester of a Second Language	Fall CHEM 305 CHEM 371	GE B4
(One semester is required) One Additional Semester of a Second Language	Fall CHEM 305 CHEM 371 CHEM 372	GE B4
(One semester is required) One Additional Semester of a Second Language	Fall CHEM 305 CHEM 371	GE B4
(One semester is required) One Additional Semester of a Second Language 3 Interdisciplinary General Education Courses (CHEM 330 and EDUC 330 are required) SPED 345 Individuals with Disabilities in Society (PSY)	Fall CHEM 305 CHEM 371 CHEM 372 EDUC 330	GE B4
(One semester is required) One Additional Semester of a Second Language 3 Interdisciplinary General Education Courses (CHEM 330 and EDUC 330 are required) SPED 345 Individuals with Disabilities in Society (PSY)	Fall CHEM 305 CHEM 371 CHEM 372 EDUC 330 GEOL 121	GE B4
(One semester is required) One Additional Semester of a Second Language 3 Interdisciplinary General Education Courses (CHEM 330 and EDUC 330 are required) SPED 345 Individuals with Disabilities in Society (PSY)	Fall CHEM 305 CHEM 371 CHEM 372 EDUC 330 GEOL 121 General Educ	GE B4
(One semester is required) One Additional Semester of a Second Language	Fall CHEM 305 CHEM 371 CHEM 372 EDUC 330 GEOL 121 General Educ	GE B4
(One semester is required) One Additional Semester of a Second Language 3 Interdisciplinary General Education Courses (CHEM 330 and EDUC 330 are required) SPED 345 Individuals with Disabilities in Society (PSY)	Fall CHEM 305 CHEM 371 CHEM 372 EDUC 330 GEOL 121 General Educ	GE B4
(One semester is required) One Additional Semester of a Second Language	Fall CHEM 305 CHEM 371 CHEM 372 EDUC 330 GEOL 121 General Educ	GE B4
(One semester is required) One Additional Semester of a Second Language	Fall CHEM 305 CHEM 371 CHEM 372 EDUC 330 GEOL 121 General Educ	GE B4
(One semester is required) One Additional Semester of a Second Language	Fall CHEM 305 CHEM 371 CHEM 372 EDUC 330 GEOL 121 General Educ Spring CHEM 330 SPED 345	GE B4
(One semester is required) One Additional Semester of a Second Language	Fall CHEM 305 CHEM 371 CHEM 372 EDUC 330 GEOL 121 General Educ Spring CHEM 330 SPED 345	GE B4
(One semester is required) One Additional Semester of a Second Language	Fall CHEM 305 CHEM 371 CHEM 372 EDUC 330 GEOL 121 General Educ Spring CHEM 330 SPED 345 General Educ	GE B4
(One semester is required) One Additional Semester of a Second Language	Fall CHEM 30.5 CHEM 37.1 CHEM 37.2 EDUC 33.0 GEOL 12.1 General Educ Spring CHEM 33.0 SPED 34.5 General Educ Choose one of	GE B4
(One semester is required) One Additional Semester of a Second Language	Fall CHEM 305 CHEM 371 CHEM 372 EDUC 330 GEOL 121 General Educ Spring CHEM 330 SPED 345 General Educ	GE B4

Fourth Year Fall Chemistry Elective or Independent Research	A total of <u>12</u> units of electives from those listed below are needed, including a minimum of three lab courses denoted ¹ .
General Education and Electives	CHEM 301 Environmental Chemistry - Atmosphere and Climate
Spring CHEM 499 Chemistry Capstone	CHEM 302 Environmental Chemistry - Soil and Water
Chemistry Elective or Independent Research	CHEM 313 Organic Chemistry I Learning Community
	CHEM 316 Organic Chemistry II Learning Community
Bachelor of Science Degree	CHEM 330 The History of Science: Non-Western Origins and the Western Revolution
in Chemistry - (120 units)	(HIST)
Lower Division Requirements - 28 Units	CHEM 335 The Chemistry of the Kitchen 3 L CHEM 341 Drug Discovery and Development (BUS/ECON)
Students must obtain a grade of C or better in these courses to	CHEM 343 Forensic Science
apply them to the chemistry major.	CHEM 344 Energy and Society (PHYS) 31
1. <i>Chemistry</i> CHEM 121 General Chemistry I	CHEM 410 Advanced Organic Synthesis 4 L
CHEM 122 General Chemistry II	CHEM 415 Molecular Structure Determination 4 ^L CHEM 420 Advanced Inorganic Chemistry 3
CHEM 250 Quantitative Analysis	CHEM 420 Advanced Inorganic Chemistry
CHEM 251 Quantitative Analysis Laboratory 1	CHEM 461 Biochemistry II
2. Math	CHEM 465 Bioinorganic Chemistry 4 L
MATH 150 Calculus I	CHEM 490 Special Topics in Chemistry 1-3 CHEM 491 Special Laboratory Topics in Chemistry 1-3 Laboratory Topics
	CHEM 492 Internship/Service Learning 1-3 ^{L, R}
3. Physics	CHEM 494 Independent Research 1-3 ^{L, R}
Choose <u>one</u> of the following: PHYS 100 Introduction to Physics I	CHEM 497 Directed Studies 1-3 R
PHYS 200 General Physics I	A maximum of $\underline{3}$ units of upper-division interdisciplinary GE credit (CHEM 330-349 or CHEM 430-449) may be applied
Choose one of the following: PHYS 101 Introduction to Physics II	as chemistry electives towards the degree.
PHYS 201 General Physics lÍ	R No more than a combined total of <u>6</u> units of CHEM 492, 494, and 497 may be applied as electives. No more than
Upper Division Requirements - 22 units	one CHEM 492 or CHEM 494 may be (by petition)
Students must obtain a grade of C or better in these courses to apply them to the chemistry major.	considered a laboratory elective.
CHEM 305 Computer Applications in Chemistry 1	Required Supporting and Other GE Courses 45 units
CHEM 311 Organic Chemistry I	American Institutions Requirement
CHEM 312 Organic Chemistry Laboratory 1	Other Courses in GE Categories A-E
CHEM 314 Organic Chemistry II	Electives in Any Discipline
CHEM 371 Physical Chemistry I	Proposed Course of Study
CHEM 372 Physical Chemistry Laboratory 1	Bachelor of Science in Chemistry
CHEM 373 Physical Chemistry II	First Year
CHEM 460 Biochemistry I	Fall CHEM 121 General Chemistry I
(<u>Nine</u> units of the above courses will be counted toward lower-division GE Categories B1, B3, and B4)	GE B1 MATH 150 Calculus I
	GE B3 General Education
Upper Division Chemistry Electives	
20 units Students must obtain a grade of C or better in these courses to apply them to the chemistry major.	Spring CHEM 122 General Chemistry II .4 MATH 151 Calculus II .4 General Education .6-7
	Second Year
	Fall
	CHEM 311 Organic Chemistry I

Physics requirement	4. Physics Choose one of the following: PHYS 100 Introduction to Physics I
Spring CHEM 250 Quantitative Analysis	Choose one of the following:
CHEM 251 Quantitative Analysis Laboratory	PHYS 101 Introduction to Physics II
Physics requirement	Upper Division Requirements - 3 I units
General Education	Students must obtain a grade of C or better in these courses to apply them to the chemistry major.
Third Year Fall	1. Chemistry CHEM 305 Computer Applications in Chemistry
CHEM 305 Computer Applications in Chemistry GE B4	CHEM 312 Organic Chemistry Laboratory 1
CHEM 371 Physical Chemistry I	CHEM 315 Organic Chemistry II Laboratory 1
Chemistry Elective	CHEM 371 Physical Chemistry I
	CHEM 460 Biochemistry I
Spring CHEM 373 Physical Chemistry II	CHEM 499 Chemistry Capstone
Chemistry Elective	2. Biology BIOL 300 Cell Biology
Fourth Year Fall	(<u>Twelve</u> units of the above requirements will be counted
CHEM 460 Biochemistry I	toward lower-division GE Categories B1, B2, B3, & B4) Upper Division Chemistry Electives
Spring	3 units
CHEM 499 Chemistry Capstone	Students must obtain a grade of C or better in these courses to apply them to the chemistry major.
Chemistry Elective or Independent Research	A total of $\underline{3}$ units of electives from those listed below are needed. Lab courses are denoted $^{\rm L}$.
Bachelor of Science Degree	CHEM 301 Environmental Chemistry -
in Chemistry, Biochemistry Option	Atmosphere and Climate
(120 units)	Soil and Water
Lower Division Requirements - 36 units	Community
Students must obtain a grade of C or better in these courses to apply them to the chemistry major. 1. Chemistry	Community
CHEM 121 General Chemistry I	(HIST)
CHEM 250 Quantitative Analysis	CHEM 341 Drug Discovery and Development (BUS/ECON)
2. Biology	CHEM 343 Forensic Science 3 LT CHEM 344 Energy and Society (PHYS)
BIOL 200 Principles of Organismal and Population Biology	CHEM 373 Physical Chemistry II
Population Biology	CHEM 415 Molecular Structure Determination 4 ¹ CHEM 420 Advanced Inorganic Chemistry 3
3. <i>Math</i> MATH 150 Calculus I	CHEM 450 Instrumental Analysis and Laboratory 4 L CHEM 465 Bioinorganic Chemistry 4 L
MATH 151 Calculus II	CHEM 490 Special Topics in Chemistry 1-3 CHEM 491 Special Laboratory Topics

CHEM 492 Internship/Service Learning 1-3 ^{L, R} CHEM 494 Independent Research 1-3 ^{L, R}	General Education or Electives
CHEM 497 Directed Studies 1-3 ^R	Fourth Year
Upper-division interdisciplinary GE credit (CHEM 330-349 or CHEM 430-449) may be applied as chemistry electives towards the degree.	CHEM 460 Biochemistry I
R No more than a combined total of <u>6</u> units of CHEM 492, 494, and 497 may be applied as electives. No more than one CHEM 492 or CHEM 494 may be (by petition) considered a laboratory elective.	SpringCHEM 461 Biochemistry II.4CHEM 499 Chemistry Capstone.2General Education or Electives.9
Required Supporting and Other GE Courses 42 units	
American Institutions Requirement	Minor in Chemistry - (23 units)
Proposed Course of Study	Lower Division Requirements - 8 units
Bachelor of Science in Chemistry,	CHEM 121 General Chemistry I and Laboratory4 CHEM 122 General Chemistry II and Laboratory4
Biochemistry Option	Upper Division Requirements - 8 units
First Year Fall	CHEM 311 Organic Chemistry I
CHEM 121 General Chemistry I, GE B1	CHEM 312 Organic Chemistry I Laboratory
General Education	A total of Z units of electives (CHEM 250, CHEM 251, or courses numbered 300 or higher) in addition to those
Spring BIOL 201 Principles of Cell and Molecular Biology4 CHEM 122 General Chemistry II4 MATH 151 Calculus II4 General Education	required, are needed. A maximum of $\underline{3}$ units of upper-division interdisciplinary GE credit (CHEM 330-349 or CHEM 430-449) may be applied as chemistry electives towards the degree. \underline{One} unit of Chemistry learning community courses (i.e., CHEM 313 and 316) may be used as electives toward the degree. No more than a combined total of $\underline{6}$ units of CHEM 492, 494, and 497 may be applied as electives.
Second Year	472, 474, and 477 may be applied as electros.
Fall CHEM 311 Organic Chemistry I	Certificate in Chemistry - (23 units)
(PHYS 100 or 200) General Education	Lower Division Requirements - 8 units CHEM 121 General Chemistry I and Laboratory 4 CHEM 122 General Chemistry II and Laboratory 4
Spring	,
CHEM 250 Quantitative Analysis	Upper Division Requirements - 8 units CHEM 311 Organic Chemistry I
Third Year	A total of \underline{Z} units of electives (CHEM 250, CHEM 251, or courses numbered 300 or higher) in addition to those
Fall CHEM 305 Computer Applications in Chemistry 1 GE B4	required, are needed. A maximum of $\underline{3}$ units of upper-division interdisciplinary GE credit (CHEM 330-349 or CHEM 430-
CHEM 371 Physical Chemistry I	449) may be applied as chemistry electives towards the degree. <u>One</u> unit of Chemistry learning community courses (i.e., CHEM 313 and 316) may be used as electives toward the degree. No more than a combined total of <u>6</u> units of CHEM 492, 494, and 497 may be applied as electives.
Spring - <u>14</u> units	,, as applied as discirros.
Chemistry Elective	

CHICANA/O STUDIES: TRANSBORDER COMMUNITIES

Programs Offered

- Bachelor of Arts in Chicana/o Studies: Transborder Communities
- Minor in Chicana/o Studies: Transborder Communities

The Bachelor of Arts degree in Chicana/o Studies offers a curriculum that examines current and past experiences of Chicanas/os and other hemispheric Latina/o Americans whose origins exist south of the United States/Mexican and United States/Caribbean border. This degree places students at the center in the investigation of local issues in context with transborder questions through interdisciplinary and comparative perspectives. The core courses at the lower and upper division level will provide majors with a solid training in Chicana/o Studies while providing them the opportunity to minor or double major in a related disciplinary program.

The Minor in Chicana/o Studies affords students the opportunity to investigate the multi-dimensional culture of the Chicana/o Community in the United States. It is, by definition, interdisciplinary and seeks to provide students with a nuanced appreciation of the population. The minor offers non-majors the opportunity to investigate the historical complexities of societies and social movements and their legacies in the present.

Careers

The Chicana/o Studies major prepares students for careers in the private sector, education, government agencies, or non-profit organizations that serve communities with a significant population of people with origins from Mexico and other nations of Latin America.

Program Learning Outcomes

- Demonstrate knowledge of the history and culture of people of Mexican and Latin American origins in the United States, specifically within the region of Southern California.
- 2. Analyze the literary, performative, and visual expressions of Chicanas/os and Latinas/os.
- Distinguish variations within Chicana/o communities in respect to class, culture, ethnicity, gender, race, and sexuality.
- 4. Identify and discuss the major theoretical and conceptual questions informing Chicana/o Studies over time.
- Summarize, explain, and apply social science methods for analyzing social, political, and economic phenomena relevant to the multicultural populations such as demographic trends, public policy, judicial systems, segregation, business practices, public health concerns, etc.
- 6. Effectively demonstrate competence in oral, written, and/or visual media to present research findings.

Contact Information

chicanostudies@csuci.edu

Faculty

José M. Alamillo, Ph.D.
Associate Professor of Chicana/o Studies
Program Coordinator and Academic
Advisor for Chicana/o Studies
Sage Hall 2125
(805) 437-2685
jose.alamillo@csuci.edu

Julia Balén, Ph.D.
Associate Professor of English
Bell Tower West, Room 1112
(805) 437-8435
julia.balen@csuci.edu

Frank Barajas, Ph.D.
Associate Professor of History
Sage Hall, Room 2037
(805) 437-8862
frank.barajas@csuci.edu

Renny Christopher, Ph.D.
Professor of English
Bell Tower, Room 2165
(805) 437-8994
renny.christopher@csuci.edu

Stephen Clark, Ph.D.
Associate Professor of Spanish (805) 437-3317
stephen.clark@csuci.edu

Dennis Downey, Ph.D.
Associate Professor of Sociology
Sage Hall, Room 2127
(805) 437-3315
dennis.downey@csuci.edu

Elizabeth Hartung, Ph.D.
Professor of Sociology
Sage Hall, Room 2043
(805) 437-3274
elizabeth.hartung@csuci.edu

Bradley Monsma, Ph.D.
Professor of English
Bell Tower West, Room 1185
(805) 437-8948
brad.monsma@csuci.edu

Christy Teranishi-Martinez, Ph.D.
Assistant Professor of Psychology
Sage Hall, Room 2035
(805) 437-3311
christy.teranishi@csuci.edu

Lillian Vega-Casteneda, Ed.D.
Professor of Education
Bell Tower West, Room 2848
(805) 437-8872
lillian.castaneda@csuci.edu

Marie Francois, Ph.D.
Director, University Experience
Title V Project ISLAS Activity Director
Associate Professor of History
Sage Hall, Room 2141
(805) 437-3123
marie.francois@csuci.edu

Bachelor of Arts in	SPAN	411	Civilizations and Cultures of Latin America
Chicana/o Studies - (120 units)	Select on	e of the	following:
Core Requirements in the Major	CHS CHS	350† 402*	Chicana/o History and Culture (HIST)
American Institution Courses			re - 3 units
Electives		<u>one</u> of t	the following:
TOTAL	s CHS	333*	History of Southern California
Students are encouraged to identify a minor, or possible major, in a related discipline such as English, History, Political Science Sociology, or Spanish.	ENGL	354*	Chicana/o Art (ART/HIST)
Lower Division Core Requirements	Transb	orde	r Issues - 9-10 units
9-10 units	Require	d Com	* \$0*
CHS Introductory Courses - 6 units Select two of the following: CHS 100* Chicanas/os in Contemporary Society3	CHS		Transborder Perspectives in Chicana/o Studies
CHS 200* Diversity in Latina/o Communities 3		of the	following:
CHS 292* Chicanas/os Studies Service Learning and Civic Engagement	CHS	343*	Health Issues in the Latina/o Community (NRS)
Language Requirement - 3-4 units	CHS	364	Chicano English
SPAN 202* Intermediate Spanish II		383	Chicana/o-Latina/o Identity and Empowerment (PSY)
or	CHS CHS	401 425	Latina/o Workers in a Global Economy .3 Contemporary Immigration Issues (SOC) .3
SPAN 212* Spanish for Heritage Speakers II	CHS	445*	Chicano Child and Adolescent (EDUC/HIST)
Consent of the instructor) or	UNIV	392	International Experience
Substitute an Upper Division Spanish course	5		
(Approved by advisor)	Upper		sion Electives - 9 units
(Approved by advisor) Upper Division Core Requirements 36-37 units	Upper Select thre		e following: Bilingual Literacy Studies/Estudios
Upper Division Core Requirements 36-37 units	Upper Select thre	<u>ee</u> of the	e following: Bilingual Literacy Studies/Estudios Literarios Bilingues (SPAN)
Upper Division Core Requirements 36-37 units Theory and Methods - 6 units	Upper Select thre	<u>ee</u> of the	e following: Bilingual Literacy Studies/Estudios
Upper Division Core Requirements 36-37 units Theory and Methods - 6 units Select one of the following: (consult advisor) ANTH 375 Qualitative Research Methods	Upper Select three ENGL	ee of the 311	e following: Bilingual Literacy Studies/Estudios Literarios Bilingues (SPAN)
Upper Division Core Requirements 36-37 units Theory and Methods - 6 units Select one of the following: (consult advisor) ANTH 375 Qualitative Research Methods in Anthropology	Upper Select thre ENGL ENGL	311 331* 331*	e following: Bilingual Literacy Studies/Estudios Literarios Bilingues (SPAN)
Upper Division Core Requirements 36-37 units Theory and Methods - 6 units Select one of the following: (consult advisor) ANTH 375 Qualitative Research Methods in Anthropology	Upper Select thre ENGL ENGL	ee of the 311	e following: Bilingual Literacy Studies/Estudios Literarios Bilingues (SPAN)
Upper Division Core Requirements 36-37 units Theory and Methods - 6 units Select one of the following: (consult advisor) ANTH 375 Qualitative Research Methods in Anthropology	Upper Select thre ENGL ENGL ENGL HIST HIST	331* 378 334* 349*	e following: Bilingual Literacy Studies/Estudios Literarios Bilingues (SPAN)
Upper Division Core Requirements 36-37 units Theory and Methods - 6 units Select one of the following: (consult advisor) ANTH 375 Qualitative Research Methods in Anthropology	Upper Select thr ENGL ENGL ENGL HIST HIST HIST	331* 378 334* 349*	e following: Bilingual Literacy Studies/Estudios Literarios Bilingues (SPAN)
Upper Division Core Requirements 36-37 units Theory and Methods - 6 units Select one of the following: (consult advisor) ANTH 375 Qualitative Research Methods in Anthropology	ENGL ENGL ENGL HIST HIST HIST	331* 378 334* 349*	e following: Bilingual Literacy Studies/Estudios Literarios Bilingues (SPAN)
Upper Division Core Requirements 36-37 units Theory and Methods - 6 units Select one of the following: (consult advisor) ANTH 375 Qualitative Research Methods in Anthropology	Upper Select thre ENGL ENGL ENGL HIST HIST HIST	331* 378 334* 349* 369 401	e following: Bilingual Literacy Studies/Estudios Literarios Bilingues (SPAN)
Upper Division Core Requirements 36-37 units Theory and Methods - 6 units Select one of the following: (consult advisor) ANTH 375 Qualitative Research Methods in Anthropology	ENGL ENGL ENGL ENGL HIST HIST HIST HIST HIST	331* 378 334* 349*	e following: Bilingual Literacy Studies/Estudios Literarios Bilingues (SPAN)
Upper Division Core Requirements 36-37 units Theory and Methods - 6 units Select one of the following: (consult advisor) ANTH 375 Qualitative Research Methods in Anthropology	ENGL ENGL ENGL ENGL ENGL HIST HIST HIST HIST HIST POLS	331* 378 334* 349* 369 401 420 421 306*	e following: Bilingual Literacy Studies/Estudios Literarios Bilingues (SPAN)
Upper Division Core Requirements 36-37 units Theory and Methods - 6 units Select one of the following: (consult advisor) ANTH 375 Qualitative Research Methods in Anthropology	ENGL ENGL ENGL ENGL HIST HIST HIST HIST POLS SOC	331* 378 334* 349* 369 401 420 421 306* 352	e following: Bilingual Literacy Studies/Estudios Literarios Bilingues (SPAN)
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Upper Division Core Requirements 36-37 units Theory and Methods - 6 units Select one of the following: (consult advisor) ANTH 375 Qualitative Research Methods in Anthropology	ENGL ENGL ENGL ENGL ENGL ENGL ENGL ENGL	331* 378 334* 349* 369 401 420 421 306* 352 461 462 ving coug on the	e following: Bilingual Literacy Studies/Estudios Literarios Bilingues (SPAN)
Upper Division Core Requirements 36-37 units Theory and Methods - 6 units Select one of the following: (consult advisor) ANTH 375 Qualitative Research Methods in Anthropology	ENGL ENGL ENGL ENGL ENGL ENGL ENGL ENGL	331* 378 334* 349* 369 401 420 421 306* 352 461 462 ving coug on the	e following: Bilingual Literacy Studies/Estudios Literarios Bilingues (SPAN)
Upper Division Core Requirements 36-37 units Theory and Methods - 6 units Select one of the following: (consult advisor) ANTH 375 Qualitative Research Methods in Anthropology	ENGL ENGL ENGL ENGL ENGL ENGL ENGL ENGL	331* 378 334* 349* 369 401 420 421 306* 352 461 462 ving coug on the	e following: Bilingual Literacy Studies/Estudios Literarios Bilingues (SPAN)

Service	Learnir	ng Capstone - 3 units
CHS	492	Internship/Service Learning 1-3
CHS	499	(Preregs. CHS 491, or Consent of instructor)

Minor in Chicana/o Studies: Transborder Communities (18-20 units)

Lower Division Requirements 6-7 units

Ch	noose <u>or</u>	<u>ie</u> of the	e following:
	CHS	100*	Chicanas/os in Contemporary Society3
	CHS	200*	
	CHS	292	Chicanas/os Studies Service Learning and
			Civic Engagement
			e following:
	SPAN	201*	Intermediate Spanish I
			(Preregs. SPAN 102 or Equivalent)
	SPAN	211*	Spanish for Heritage Speakers I 4
			(Preregs. Consent of the instructor)
	Spanish	Course	
	(Approv	ed by th	ne minor faculty advisor)

Upper Division Requirements 12-13 units

Select fou	<u>r</u> course	s from the following:
CHS	331*	Transborder Perspectives in
		Chicana/o Studies
CHS	333*	History of Southern California Chicana/o
		Art (ART/HIST)
CHS	343*	Health Issues in the Latina/o
		Community (NRS)
CHS		Chicana/o History and Culture (HIST)3
CHS	364	Chicano English

CHS	383	Chicana/o-Latina/o Identity and	
CHS	401	Empowerment (PSY)	
CHS	402*	Southern California Chicana/o History and Culture (HIST)	3
CHS	425	Contemporary Immigration Issues (SOC) .3	
CHS	445*	Chicano Child and Adolescent (EDUC/HIST)	1
CHS	491	Theoretical Foundations of	
		Chicana/o Studies	3
		or Consent of instructor)	
BUS	349*	History of Business and Economics in North America (ECON/HIST)	2
ENGL	354*	Studies In Cultural Literatures (only when)
		focus Is Chicana/o Latina/o Literature,	
HIST	360*	approved by advisor) History of Colonial Latin America	3
HIST	361*	History of Modern Latin America 3	3
HIST HIST	369 401	California History and Culture	3
		1840-1945	
HIST HIST	420 421	History of Mexico	3
POLS	306*	The Politics of Race and Ethnicity	3
SOC	352	Social Movements	3
SPAN	411	Civilizations and Cultures of Latin America	3
SPAN	461	Masterpieces of Latin American	
SPAN	462	Literature	

Other upper division courses approved by the minor faculty advisor.

Double-Counting for Chicana/o Studies Majors

According to the GE requirements, students must take $\underline{\underline{9}}$ units from those interdisciplinary courses numbered 330-349 and 430-449. Six of the $\underline{9}$ units can be double counted and three of the $\underline{9}$ units must be outside the major and not cross-listed with the CHS prefix.

COMMUNICATION

Programs Offered

- Bachelor of Arts in Communication
 Emphasis in Environmental Communication
 Emphasis in Health Communication
 Emphasis in Business and Nonprofit Communication
- Minor in Communication

The BA in Communication is based on a thorough examination of how we use language in a variety of specific social contexts. By critically considering how meaning is negotiated in health, environmental and business/nonprofit settings, students will appreciate the complexity of coordinating our actions.

By working in diverse small and large groups, making presentations, and using a variety of channels – from face-to-face to telephone, email to internet, students who complete the program will be prepared to take responsibility for their interactions within their communities and the workplace of their choosing.

Careers

Major career opportunities include environmental advocacy, nonprofit and business management, and health services. Additional employment avenues include: mediation, counseling, public affairs, government, entrepreneurship, sales, community relations, employee relations, teaching, consulting, event planning, media entertainment, law, international relations, social and human services, advertising, journalism, marketing, public relations. Students may also pursue graduate studies.

Program Learning Outcomes

After having completed the requirements for the degree, students will be able to:

- Demonstrate effective collaboration skills with others in oneon-one and small/large group settings, and with audiences of diverse memberships;
- Identify an optimal means to communicate depending upon the audience, situation and by understanding the relevance, limitations and effectiveness of different communication technologies and medium;
- Analyze messages critically for content, purpose, organization, argument, style and meaning;
- Demonstrate the ability to analyze and create solutions to interpersonal, organizational, and community conflict;
- Demonstrate proficiency in written and oral communication;
- Differentiate ethical dimensions of health, environmental or organizational messages and estimate their impact upon a given community;
- Engage in various analytical methodologies to think critically, evaluate and explain human communication processes; and
- Apply communication competencies in a community engagement/service learning environment.

Faculty

Tracylee Clarke, Ph.D.
Assistant Professor of Communication
Bell Tower East, Room 2834
(805) 437-3305
tracylee.clarke@csuci.edu

Bachelor of Arts Degree in Communication - (120 units)

	Upper D General Accord units fro 349 a counted	ivision Education ling to the om those nd 430- d and <u>th</u>	ne GE requirements, students must take <u>9</u> e interdisciplinary courses numbered 330-449. <u>Six</u> of the <u>9</u> units can be double <u>nree</u> of the <u>9</u> units must be outside the cross listed with the COMM prefix.	33 45
			Institutions Requirement	.6
	Electives			24
	TOTAL	• • • •		nits
L	ower I	Divisi	on Requirements - 12 uni	ts
	COMM COMM	101	Public Speaking	.3
			Studies	.3
Cl	hoose an COMM	y <u>two</u> o	of the following: Interpersonal Communication	2
	COMM		Discerning Information in an	
			Interconnected World (LIB)	
	COMM	220	Group Communication	.3
U	pper l	Divisi	on Requirements - 33 uni	ts
Re	equired C	Courses	<u>15</u> units	
	COMM		Communication Research Methods	
	COMM COMM		Persuasion and Argumentation Cultural Conversations	. პ ვ
	COMM		Conflict Management and Mediation .	.3
	COMM	499	Capstone Project	.3
			- 6 units	
Yc	ou may c	hoose a	any <u>two</u> upper division COMM courses	s: _
	COMM		Advanced Public Speaking Sociology of Popular Culture	. ડ
	CONTR	OZZ	(SOC/ENGL)	.3
	COMM		Art, Society and Mass Media (ART) Politics and Film (POLS)	.3
	COMM		Politics and Film (POLS)	.3
	COMM	330	Multicultural Literature and Communication (ENGL)	3
	COMM	345	Media Literacy and	
			Youth Culture (EDUC)	.3
	COMM		School Communication (EDUC)	.3
	COMM		Political Communication (POLS)	.პ
	COMM		Special Topics	د. 3-1
	J V V V V	-r/2		1 0
			(Repeatable up to <u>3</u> units)	

201	-		equirements - 12 units	PSY	342	Complementary and Alternative Health (NRS), C3b, E, UDIGE
_	•		hasis below)	PSY	348	Healthy Aging (SOC/NRS),
2	Enviro					D, E, ÚDIĞE
3			tion Emphasis	Busine	ess &	Nonprofit
	COMW		Environmental Communication (ESRM)3 (Preregs. ESRM 100 and COMM 101			tion Emphasis
			or 320) D, UDIGE	COM		Organizational Communication
	Plus <u>three</u>	electives				(Preregs. COMM 101 and COMM
	ANTH	332	Human Ecology (ESRM)			210 or 220 A1, UDIGE)
	DIOI		D, UDIGE	Plus <u>three</u>		
	BIOL	313	Conservation Biology (ESRM)	BIOL	326 N 333	Scientific & Professional Ethics (MGT)3 Nonprofit Organizations (BUS/ECON/
	BIOL	433	Ecology and the Environment	COIVV	V1 000	POLS)
			(Prereq. BIOL 200) B2, UGIGE			D, UDIGE
	CHEM	301	Environmental Chemistry	ECON	370	The World Economy
	COMV	1450	(Prereq. CHEM 122) Environmental Conflict Resolution	ECON	1 444	Values and Valuables (ANTH)
	COIVVV		(ESRM/POLS)			(Prereg ECON 110 or ANTH 102)
	ENGL	337	Literature of the Environment,	ENGL	483	Technical Visual Communication
	ESR∕M	329	C2, D, UDIGE	MGT MGT	30 <i>7</i> 325	Management of Organizations
	LJIVV	329	(Prereq. ESRM 100)	MGT	410	Management of International Business
	ESRM	340	Politics and the Environment (POLS) D	MGT	421	Human Resource Management
	ESRM ESRM		The National Park (POLS) D	MKT	310	(Prereq. MGT 307) Principles of Marketing
	ESRM		Environmental History (HIST) D	MKT	410	International Marketing Management
			Management			(Prereq. MKT 310)
	ECD/ /	47.0	(Prereqs. BIOL 433, ESRM 200, 329)	POLS	320	Public Administration
	ESRM	463	Water Resources Management	PSY	432	Seminar in Leadership, D, E, UDIGE
	ESRM	464	Land Use Planning & Open Space			Requirements eceive a "C" or better in Communication
			Management			r to have them count towards their major.
	ESR∕M	482	(Prereqs. BIOL 433, ESRM 200, 329) Issues in Environmental Planning &			
	LONV	402	Resource Management	Mino	r in (Communication - (18 units)
			(Preregs. BIOL 433, ECON 362,			,
	GEOL	321	ESRM 329) Environmental Geology, B1 4	The minor	in Com	munication affords non-majors the opportunity
				to learn th	e tundar	mental skills necessary to interact with diverse ariety of contexts. Students will survey the field
			munication Emphasis	of commu	nication	studies and learn the basic skills to interact
	COMW	\ 441	Health Communication (NRS)			small and large groups.
	DI J	1	(Prereq. COMM 320) D, UDIGE)	Lower	Divis	sion Requirements - 9 units
	Plus <u>three</u> ANTH		5 <u>9 units</u> Medical Anthropology: Cross Cultural		M 101	-
	7 (1 411 1	440	Perspectives on Health & Healing	COM		Introduction to Communication Studies3
	DIOI	001	D, ÚDIGE	Select on	e of the	following:
	BIOL	331	Biotechnology in Twenty-First Century (BUS), B2, D, UDIGE	COM	N 210	Interpersonal Communication
	BIOL	332	Cancer and Society, B2, D, UDIGE	COM		Group Communication
	BIOL	333	Emerging Public Health Issues,	COM	V\	Discerning Information in an Interconnected World (LIB)
	BIOL	432	B2, E, UDIGE		Dii-	
	DIOL	402	Environmental Health, B2, D, UDIGE			sion Requirements - 9 units
	51.5	0.45	(Preregs. BIOL 201, CHEM 122)	Select <u>thr</u> COMM a		ses from any Upper Division
	BUS	341	Drug Discovery and Development	CO/VI/VI (LOUISE	
	CHS	343	(CHEM/ECON), B1, D, UDIGE			
			(NURS), C3b			
	MGT	426	Management of Healthcare			
			Organizations			
			1 3. 3 9. / / 3 0 0 /			

COMPUTER GAME DESIGN & DEVELOPMENT

Programs Offered

• Minor in Computer Game Design & Development

The design and development of computer games is a rapidly growing academic area. It is highly interdisciplinary and is having a major impact on all levels of education. The gaming industry requires specialists with a variety of backgrounds. Game companies need artists, mathematicians and computer scientists, but also writers for story building, psychologists for creating a fun factor in games, and business-savvy professionals, who ensure financial soundness of the endeavors. In addition, the use of games by a growing part of the population has serious societal and legal implications that need to be studied. This computer gaming minor is a blend of several disciplines, including a wide range of academic areas, such as Art, Business, Mathematics, Psychology and Computer Science. This minor is meant to meet the need of an interdisciplinary curriculum that prepares students with a working knowledge necessary to pursue a career in the gaming industry. As such it is consistent with the interdisciplinary mission of Cl.

Careers

This interdisciplinary minor will provide students with the skills needed for a variety of careers in the field of Computer Game Design and Development. Students in this minor will receive a foundation in artistic, mathematical, psychological and computer programming tools and techniques relevant to the design and development of computer games as well as in business methodologies applicable to Computer Gaming. Legal and societal implications of computer games will also be studied.

Faculty

William J. Wolfe, Ph.D.
Professor of Computer Science
Bell Tower West, Room 2225
(805) 437-8985
william.wolfe@csuci.edu

Peter Smith, Ph.D.
Professor of Computer Science
Interim Chair, Computer Science Program
Academic Advisor
Bell Tower West, Room 2265
(805) 437-8882
peter.smith@csuci.edu

Andrzej A. J. Bieszczad, Ph.D.
Associate Professor of Computer Science
Director of the Masters Program
Bell Tower West, Room 2285
(805) 437-2773
aj.bieszczad@csuci.edu

Ivona Grzegorczyk, Ph.D.
Professor of Mathematics
Chair, Mathematics Program
Academic Advisor for Mathematics and
Single Subject Credential in Mathematics
Bell Tower West, Room 2275
(805) 437-8868
ivona.grze@csuci.edu

Liz King, MFA
Associate Professor of Art
Bell Tower West, Room 1215
Phone: (805) 437-8556
liz.king@csuci.edu

Contact Information

http://compsci.csuci.edu

Minor in Computer Game Design & Development - (24-39 units)

Lower-Division Requirements - 12 units

		-requisites)
ART	205	Multimedia
ART	206	Animation
COMP	105	Computer Programming Introduction 3
MATH	137	Strategies and Game Design

Upper-Division Requirements - 3 units

(Including pre-/co	p-requisites)
COMP 437	Foundations of Computer
	Game Development

Upper-Division Electives 9 units

(Not including pre-requisite courses)

Select <u>three</u> courses from the following list: **Note**: Prerequisites are indicated in parentheses.

Note: If students choose among the following four courses the

Courses o	n this list	have prerequisites that may increase the
		eded for the minor.
ART	317	Video Game Production

ART	326	(ART 205, ART 326) Digital Media Art:
/ \l\\ I	020	3D Computer Animation
		(ART 206, ART 312 or Consent
		of instructor)
ART	492	Internship in the Arts 1-3
		(Senior Standing, Art Program Portfolio,
		and Consent of instructor)
ART	494	Directed Independent Study 1-3
		(Senior Standing, Art Program Portfolio,
		and Consent of instructor)
COMP	350	Introduction to Software Engineering 3
		(COMP 150, COMP 151, COMP 162,
		COMP 232, COMP 262)

(COMP 150, COMP 151)

.3

COMP 425

COMPUTER SCIENCE

COMP	449	Human-Computer Interaction (PSY)
COMP	464	Consent of instructor) Computer Graphic Systems and Design I.3 (COMP 150, COMP 151, COMP 162, COMP 232, COMP 262, COMP 350,
COMP	469	MATH 240) Artificial Intelligence/Neural Nets
COMP	492	Internship
COMP	494	approval of written proposal) Independent Research
MATH	354	approval of written proposal) Analysis of Algorithms
MATH	437	programming experience) Mathematics for Game Development3 MATH 137 or MATH 300)
MATH	492	Internship
MATH	494	approval of written proposal) Independent Study
MGT	471	approval of written proposal) Project Management (MGT 307)



Programs Offered

- Bachelor of Science in Computer Science
- Minor in Computer Science
- Minor in Computer Game Design & Development
- Master of Science in Computer Science
- Bachelor of Science in Information Technology (see Information Technology)

The Computer Science degree offers the latest cutting edge education for various industrial and applied fields. Students are given a strong background in computer hardware and software, as well as a substantial amount of "hands-on" experience. The program stresses interdisciplinary applications in other sciences and business and prepares students for graduate studies.

Careers

The program prepares students for careers in high-tech, computer and Internet-driven industries, where interdisciplinary, dynamic and innovative professionals trained in the latest technologies are increasingly sought.

Program Learning Outcomes

Students graduating from the Computer Science program will be able to:

- Demonstrate critical thinking and problem solving skills by identifying, evaluating, analyzing and presenting fundamental software solutions and their applications;
- Demonstrate the knowledge of current computing practices and broad technology use in industry and society, including a working knowledge of software development techniques;
- Be cognizant of emerging new technologies and industrial practices connected to the computer industry;
- Demonstrate communication, research and cooperation skills by working effectively with others in interdisciplinary group settings - both inside and outside the classroom; and
- Demonstrate a sense of exploration that enables them to pursue rewarding careers in high-tech and bio-tech industries with life-learning.

Faculty

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(805) 437-2773
aj.bieszczad@csuci.edu

Contact Information

http://compsci.csuci.edu

Bachelor of Science in Computer Science - (123 units)	COMP 429 Computer Networks
Special Grade Requirement A grade of C- or better is required in all pre-requisite courses in	COMP 451 Advanced Object Oriented Programming 3 COMP 452 Computational Bioinformatics (MATH)4 COMP 462 Embedded Systems
the major	COMP 464 Computer Graphic Systems and Design 1.3
Lower Division Required Major Courses	COMP 469 Artificial Intelligence/Neural Nets 3
Upper Division Required Major Courses	COMP 490 Topics in Computer Science
Elective Courses	COMP 492 Internship
General Education	COMP 494 Independent Research
American Institutions Requirement	ENGL 482 Technical Writing
TOTAL	MATH 429 Operations Research
Note: General Education Included in Major Requirements . 14	MATH 448 Scientific Computing, GE B3, B4, INTD .3
Lower Division Requirements - 42 units	Proposed Course of Study
COMP 150 Object-Oriented Programming, GE B44	Freshman Year - 31 units
COMP 151 Data Structures and Program Design 4	COMP 150 Object-Oriented Programming, GE B44
COMP 162 Computer Architecture and Assembly Language	COMP 151 Data Structures and Program Design 4 COMP 162 Computer Architecture and
COMP 232 Programming Languages	COMP 162 Computer Architecture and Assembly Language
COMP 262 Computer Organization and Architecture .3	ENGL 105* Composition and Rhetoric, GE A2
MATH 150 Calculus I, GE B3	MATH 150 Calculus I, GE B3
MATH 151 Calculus II	MATH 151 Calculus II
MATH 230 Logic and Mathematical Reasoning,	MATH 230 Logic and Mathematical Reasoning,
GE A3, B3	GĔ A3, B3
Science	* or ENGL 102 and 103
Choose either:	Sophomore Year - 23-24 units
a. Physics 200 General Physics I (4), Physics 201 General	COMP 232 Programming Languages
Physics II ($\underline{4}$) and a course from GE section B2 ($\underline{3}$).	COMP 262 Computer Organization & Architecture 3
or	MATH 240 Linear Algebra
b. Physics 200 General Physics I (4), Biology 200 Principles of Organismal and Population Biology (4), Biology 212	Science
Neurobiology and Cognitive Science (3) GE B1 and B2	Choose either:
_	a. Physics 200 General Physics I (4), Physics 201 General
Upper Division Requirements - 41 units	Physics II (<u>4</u>) and a course from GE section B2.
Major Requirements - 29 units	
COMP 350 Introduction to Software Engineering3 COMP 362 Operating Systems	b. Physics 200 General Physics I (<u>4</u>), Biology 200 Principles of Organismal and Population Biology (<u>4</u>),
COMP 447 Societal Issues in Computing,	Biology 212 Neurobiology and Cognitive Science ($\underline{3}$)
GE B4, D, INTD	GE B1 and B2
COMP 454 Automata, Languages and Computation 3	Junior Year - 19 units + GE
COMP 491 Capstone Preparation	COMP 350 Introduction to Software Engineering3
COMP 499 Capstone Project	COMP 362 Operating Systems
MATH 300 Discrete Mathematics	COMP 421 Unix for Programmers
MATH 352 Probability and Statistics	COMP 454 Automata, Languages, & Computation 3
, ,	MATH 352 Probability and Statistics
Choose three units from the following:	MATH 354 Analysis of Algorithms
COMP 420 Database Theory and Design	Senior Year - 19 units + GE
and Design I	COMP 420 Database Theory and Design
· ·	COMP 424 Computer System Security
Electives - 12 units	COMP 429 Computer Networks
Choose 12 Elective units from: COMP 345 Digital Image Processing,	GE B4, D, INTD
COMP 345 Digital Image Processing,	COMP 469 Artificial Intelligence/Neural Nets 3
COMP 351 Distributed Computing	COMP 491 Capstone Preparation
COMP 420 Database Theory and Design	COMP 499 Capstone Project
COMP 421 Unix for Programmers	
COMP 424 Computer System Security	

COMP 425

Computer Game Programming . . .

General Education Courses Included in Major Requirements - 14 units

COMP	150	Object-Oriented Programming,	
		GE B4	.4
COMP	447	Societal Issues in Computing Sciences,	
		GE B4, D	.3
MATH	150	Calculus I, GE B3	.4
MATH	230	Logic and Mathematical Reasoning,	
		GE A3. B3	.3

Minor in Computer Science (20-23 units)

The Computer Science minor teaches the fundamentals of computer systems and programming. This minor includes the fundamentals of computer programming, including design, implementation, and testing of object-oriented programs. It also teaches the basic architecture of the computer hardware, including the fundamental components of a computer system and the logical reasoning that it is based upon. Since these computer skills are extremely useful in most other disciplines, enhancing the students knowledge of technology no matter which major they have chosen.

Careers

Computer Programmer; Computer Systems Analyst; Any career that requires a basic knowledge of computer systems and programming

Requirements 20-23 units Lower Division Requirements II-I4 units

COMP	105	Computer Programming Introduction	3
*This cours	se is wo	nived for students with equivalent	
programmi			
COMP	150	Object Oriented Programming	.∠
COMP	151	Data Structures and Program Design	.∠
COMP	162	Computer Architecture and Assembly	.3

Upper Division Requirements - 9 units

<u>Three</u> upper-division courses from the CS program approved by the advisor.

Master of Science in Computer Science

(Offered through CI Extended University Program)

The MS in Computer Science prepares students for advanced careers in high-tech, computer-driven industries, including applications to business, aerospace, education, military, and government where interdisciplinary, dynamic and innovative professionals trained in latest technologies are increasingly sought. Students develop a strong background in computer theory, software and hardware, as well as skills to conduct applied research. The program stresses interdisciplinary applications while preparing students for a wide range of industry, academic, and research positions. http://www.cs.csuci.edu/MSCS/

Admission

Students seeking admission are expected to have an undergraduate degree in Computer Science. Graduates of other majors will be considered on a case-by-case basis and may be provisionally accepted with potential additional remedial requirements (e.g., a selection of Computer Science and Math undergraduate courses). Applicants will be evaluated according to the program guidelines which will consider the applicants in the context of the total applicant pool using our general admission standards, including all academic work, GPA, standardized test scores (such as GRE), personal statement of purpose, reference letters, relevant work experience, and other factors that may have a bearing on the individual's potential for success. The current guidelines and admission procedures are described on the program Web pages at http://compsci.csuci.edu.

Graduation

To obtain the degree, the student must complete each course with a minimum grade of B, and successfully defend a thesis before an examination committee.

Required Courses - 32 units

COMP	399	Graduate Seminar	
COMP	597	Thesis	
		m of <u>18</u> units must be COMP) 24	
		**	

Electives - 24 units

A minimum of 18 units must be COMP

· · · · · · · · · · · · · · · · · · ·		
COMP 510	Algorithms	3
COMP 520	Advanced Database Systems	3
COMP 524	Security	3

EARLY CHILDHOOD STUDIES

COMP	529	Network Computing	3
COMP	549	Human-Computer Interaction	3
COMP	550	Advanced Software Engineering	3
COMP	566	Geometry and Computer Graphics	3
COMP	569	Artificial Íntelligence	3
COMP	571	Biologically Inspired Computing	3
COMP	572	Neural Networks	3
COMP	575	Multi-agent Systems	3
COMP	578	Data Mining	3
COMP	581	Mathematical Methods in	
		Artificial Intelligence	3
COMP	590	Special Topics in Computer Science	3
MATH	510	Probabilistic Methods &	
		Measure Theory	3
MATH	511	Functional Analysis	
MATH	555	Actuarial Sciences	3
MATH	565	Research In Mathematics Education	3
MATH	582		3
MATH	584	Algebraic Geometry & Coding Theory	3
MATH	587	Markov Chains & Markov Processes	3
MATH	588	Stochastic Analysis	3
PHYS	510	Advanced Image Analysis Techniques	3
PHYS	546	Pattern Recognition	3

Graduate Writing Assessment Requirement

Writing proficiency prior to the awarding of the degree is demonstrated by successful completion of COMP 597 Masters Thesis with a grade of B or higher.

Continuous Registration Requirement

A student, who is not on an Academic Leave of Absence, must register every semester until graduating. If all other course requirements have been satisfied, a student should register in one unit of COMP 597 to satisfy the requirement.

Program Offered

• Bachelor of Arts in Early Childhood Studies

The Bachelor of Arts Degree in Early Childhood Studies will prepare graduates with the requisite knowledge and skills to effectively work with young children and their families from birth through eight years of age. Students will acquire knowledge and skills in order to serve typically developing young children and those with disabilities within the natural settings of home, community, and schools.

The academic program will offer core curricula and practica in early childhood development and pedagogy while highlighting the contextual influences of family, culture, language, and society. Embedded in the program are the competencies for the Childhood Development Permit Teacher or Director (California Commission on Teacher Credentialing). There is a specific programmatic focus on the preparation of graduates who possess knowledge and skills in second language acquisition and literacy for young English learners. A program option includes the background knowledge for subject matter preparation for the multiple subjects and special education teaching credentials.

The Early Childhood Studies Program is distinctive in that the major emphasizes the first eight years of life as extremely significant in children's development. The philosophy implicit in the Early Childhood Studies Program is reflective of the Position Statements and Early Childhood Professional Preparation Standards of the National Association for the Education of Young Children that include:

- Promoting child development and learning
- Building family and community relationships-whatever their structure, language, ethnicity, and child's ability or disability
- Delivering developmentally effective assessment and teaching practices
- Preparing early childhood professionals beyond a foundational level in order to support the acquisition and application of advanced knowledge and skills.

Careers

The program will prepare graduates for multiple career paths in the fields of teacher education, health and human services. These careers include infant/toddler and preschool teachers, early interventionists, administrators of centers for young children and families. The program will provide the subject matter preparation for continuing study in the areas of multiple subjects and special education teaching credentials, as well as related professional programs in health and human services such as child life specialists and counselors. Graduates will also be prepared to pursue graduate studies in related fields such as, education, social work, human development, and counseling.

Program Learning Outcomes

- Students are qualified to teach in, and administer programs serving young children (with and without disabilities) from birth through eight and their families;
- Students actively engage children in their learning;
- Students are able to teach all subjects in their area of

- specialty and link content to pedagogy;
- Students acknowledge and support diversity of languages and cultures in and among children and families;
- Students meet the diverse needs of all children including those with special needs; and
- Students are reflective and deliberative practitioners, integrating research, theory, and effective practices into their teaching.

Contact Information

http://education.csuci.edu education@csuci.edu

Faculty

Elizabeth Quintero, Ed.D.
Professor of Education
Coordinator of Early Childhood Studies
Bell Tower East 2811
(805) 437-3306
elizabeth.quintero@csuci.edu

Manuel Correia, Ph.D.
Assistant Professor of Education
Bell Tower East 2809
(805) 437-3292
manuel.correia@csuci.edu

Joan Karp, Ph.D.
Professor of Special Education
Bell Tower East 2814
(805) 437-8871
joan.karp@csuci.edu

Jill Leafstedt, Ph.D.
Assistant Professor of Special Education
Bell Tower East 2846
(805) 437-2792
jill.leafstedt@csuci.edu

Lillian Vega-Castaneda, Ed.D. Professor of Education Bell Tower East 2848 (805) 437-8872 lillian.castaneda@csuci.edu

Bachelor of Arts Degree in Early Childhood Studies - (120 units)

Upper I	Division	Requirements
	ity Electi	ves
		sion Requirements
18-19		•
ART	102	Multicultural Children's Art, GE C1, C3b
ECS	101	Introduction to Early Childhood
ECS	150	Education, GE D
ECS	221	Development (PSY)
ENGL	212	in the 21st Century
		e Level - 3-4 units following:
SPAN SPAN SPAN SPAN SPAN	101 102 201 202 211	Elementary Spanish I, GE C3a
SPAN	212	GE C3a
SPAN SPAN	301 302	GE C3a
Jpper	Divis	sion Requirements - 48 units
ECS	320	Early Childhood Service Delivery Models and Programs for Young Children 3
ECS ECS	322 325	Early Childhood Program Administration .3 Typical and Atypical Development:
ECS	456	Birth-Age 8
ECS	460	Infant/Toddler Assessment and Intervention
ECS	461	Infant/Toddler Student Teaching and Seminar
ECS	462	Theory, Methods, and Applications in Bilingual Education
ECS	468	Early Numeracy and Literacy
ECS	470	for Children Ages 3-8
ECS	471	Teaching Strategies
EDUC	512	and Seminar

SCHOOL OF EDUCATION

ENGL HLTH PHED	475 322 302	Language in Social Context
SPED	345	in Children, GE E
		(PSY), GE D, E, INTD
SPED	546	Consultation and Communication with Families and Professionals

Students considering a Multiple Subject or Special Education credential are strongly urged to complete the following courses. These courses in conjunction with other program requirements provide the subject matter background knowledge tested on the CSET-Multiple Subjects examination.

Select either:

	BIOL	100	Exploring the Living World, GE B24
	or BIOL	170	Foundations of Life Science, GE B24
4	dditional	courses	s:
	COMP	101	Computer Literacy, GE B4
	HIST	211	World Civilizations: Origins to 1500, GED
	HIST	369	California History & Culture
	MATH	208	Modern Mathematics for Elementary Teaching 1: Numbers & Problem Solving,
			GE B3
	MATH	308	Modern Mathematics for Elementary School Teaching Il-Geometry, Probability
	PHSC	170	and Statistics
			GE B1

Programs Offered

- Early Childhood Studies (See Early Childhood Studies Major)
- Liberal Studies (See Liberal Studies Major)
- Multiple Subject Teaching Credential
- Single Subject Teaching Credential
- Education Specialist Teaching Credential Level I
- Master of Arts in Education: Specializations in Educational Leadership and Special Education
- Administrative Services Credential
- Bilingual Authorization to accompany Multiple Subject,
 Single Subject or Education Specialist Teaching Credential
- Bilingual Authorization for Experienced Teachers

The School of Education is devoted to the advancement of teaching and learning. Our image for teacher education begins with a vision for pre-kindergarten to grade 12 schools programs in the 21st century. The transformation from an industrial economy to an information society in the U.S., combined with an increasing emphasis on global issues and technology, demands more highly skilled adults to function effectively in the workforce. Young people who complete their schooling are the most educationally, socially and economically advantaged. They become adults who are lifelong learners and have the basic skills necessary for leading a full and rewarding life in an interdependent society and an information and service driven economy. The power of educators to make the fundamental difference in students' lives makes education the most important social service.

The Education Program builds from the foundation of the undergraduate Liberal Studies option in Teaching and Learning. Early Childhood Studies major and academic majors in biology, chemistry, English, mathematics and history/social science (subject matter programs) and extends to Masters of Arts in Education. Our Education Programs contribute to the teaching profession by producing teachers and school administrators who believe that all students have the ability to achieve high standards, who adapt their teaching to reach all students, and who respect the diversity of all students. Our graduates are reflective about their teaching, their attitudes, and their ability to work in collaborative analytical teams. The Master of Arts in Education program focuses on Educational Leadership or Special Education. The Educational Leadership specialization leads to the Preliminary Administrative Services Credential.

All credential programs have been approved by the California Commission on Teacher Credentialing. Students who are hired by local public schools prior to receiving a credential may be eligible for an internship program. Contact the credential advisor for an internship application.

Program Learning Outcomes

- Students can teach all subjects in their area of specialty;
- Students are able to teach children with English as first or second language;
- Students understand and relate to the diversity of languages and cultures in and among children and families;

- Students can meet the diverse needs of all students including those with special needs;
- Students are reflective and deliberative practitioners;
- Students link content and pedagogy;
- Students actively engage children in their learning; and
- Students integrate research, theory, and effective educational practice into their teaching.

Credential Office

Patricia Stoddard Bell Tower East, Room 2807 (805) 437-8953 patricia.stoddard@csuci.edu

Faculty

Robert E. Bleicher, Ph.D.
Professor of Science Education
Bell Tower East, Room 2784
(805) 437-8508
bob.bleicher@csuci.edu

Merilyn Buchanan, Ph.D.
Associate Professor of Education
Bell Tower East, Room 2756
(805) 437-8579
merilyn.buchanan@csuci.edu

Lillian Vega-Castaneda, Ed.D.
Professor of Education
Bell Tower East, Room 2848
(805) 437-8872
lillian.castaneda@csuci.edu

Manuel Correia, Ph.D.
Associate Professor of Education
Bell Tower East, Room 2809
(805) 437-3292
manuel.correia@csuci.edu

Jeanne Grier, Ph.D.
Professor of Secondary Education
Bell Tower East, Room 2752
(805) 437-8987
jeanne.grier@csuci.edu

Tiina Itkonen, Ph.D.
Associate Professor of Special Education
Bell Tower East, Room 2844
(805) 437-3294
tiina.itkonen@csuci.edu

Joan Karp, Ph.D.
Professor of Special Education
Bell Tower East, Room 2814
(805) 437-8871
joan.karp@csuci.edu

Jill Leafstedt, Ph.D.
Associate Professor of Special Education
Bell Tower East, Room 2846
(805) 437-2792
jill.leafstedt@csuci.edu

Elizabeth Quintero, Ed.D.
Professor of Education
Bell Tower East, Room 2811
(805) 437-3306
elizabeth.quintero@csuci.edu

Kaia Tollefson, Ph.D.
Associate Professor of Education
Bell Tower East, Room 2842
(805) 437-3125
kaia.tollefson@csuci.edu

Contact Information

http://education.csuci.edu education@csuci.edu

Multiple Subject Teaching Credential Program

This program specifically prepares teachers for the diversity of languages and cultures often encountered in California's public school classrooms. It prepares candidates to address the needs of students who speak English as a native language and/or as a second language in the elementary school setting. An underlying principle of the program is the belief that all children (regardless of race, ethnicity, gender, ability or economic status) are capable of learning and educators can make a difference in their lives. Emphasis is placed on the K-8 student as actively engaged in his/her learning.

Careers

The Multiple Subject Credential Program prepares teachers to work with students in grades K-8 with responsibility for all subject areas in a self-contained classroom. Multiple Subject Credential Teachers most often teach in elementary or middle school.

Admission to the Multiple Subject Teaching Credential Program

- Application. Apply to both the University and the School of Education are available online at http://education.csuci.edu/credentials/appprocess.htm.
- 2. Basic Skills Examination. Students must pass either the California Basic Educational Skills Test (CBEST) or the revised California Subject Examination for Teachers (CSET) Multiple Subjects Examination plus Writing Skills, prior to admission to the Multiple Subject Teaching Credential Program. Students are urged to take either of these examinations at the earliest possible time after deciding to pursue a teaching credential.
- 3. Subject Matter Preparation. The CI Liberal Studies in Teaching and Learning option best prepares students for the subject matter knowledge and skills required for the Multiple Subject Teaching Credential Program. All students must pass the California Subject Examination for Teachers (CSET) Multiple Subjects Examination prior to admission to the Multiple Subject Credential Program. The CSET examination results are valid for five years from the date of passing and must be valid upon final completion of the program.
- 4. Prerequisite Courses in Education (16 units, 25-26 units with the Bilingual Authorization). If taken at CI, the courses

must be completed within seven (7) years prior to beginning the program with a grade of "C" or better. If an equivalent course at another college or university has been taken, it must have been completed within five (5) years prior to beginning the program.

ENGL 475	Language in Social Context	.3
EDUC 510	Learning Theory and Development	
	Applied in Multicultural Contexts	.3
EDUC 512	Equity, Diversity and	
	Foundations of Schooling	.3
EDUC 520	Observing and Guiding Behavior in	
	Multilingual/Multicultural and Inclusive	
	Classrooms	
EDUC 521	Field Experience	. 1
PSY 345	Individuals with Disabilities in	
	Society (SPED)	.3
East Bilingual Au	therization Add.	
	ithorization Add:	
	Madara Latin American History	2
HIST 361	, , , , , , , , , , , , , , , , , , , ,	.3
EDML 617	The Socio-cultural Context of Schooling:	.3
	The Socio-cultural Context of Schooling: Teaching and Learning in a Bilingual-	
EDML 617	The Socio-cultural Context of Schooling:	
EDML 617 And either:	The Socio-cultural Context of Schooling: Teaching and Learning in a Bilingual- Multicultural Context	.3
EDML 617	The Socio-cultural Context of Schooling: Teaching and Learning in a Bilingual-	.3

- 5. *U.S. Constitution*. Knowledge of the U.S. Constitution demonstrated by completion of two units (semester) of a college level course or college level examination.
- 6. Grade Point Average. A student must have a cumulative grade point average (GPA) of 2.67 or 2.75 in the last <u>60</u> semester units completed to be accepted. If a student does not have the required GPA, conditional admission may be available on a limited basis.
- 7. Health Clearance. Evidence of a negative tuberculin test is required. The tuberculin test is valid for four 4 years and must be valid through student teaching. The tuberculin test may be completed at a private physician's office, the County Health Department, or the CSU Channel Islands Student Health Center.
- 8. Certificate of Clearance. Students must possess or apply for a valid Certificate of Clearance as part of admission. A copy of an emergency permit satisfies the clearance requirement. The Certificate of Clearance is a background check and clearance conducted by the Department of Justice and Federal Bureau of Investigation.
- Official Transcripts. One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CI Office of Admissions and Records.
- 10. Two Recommendations. Two recommendation forms must be submitted with the program application. Recommendation forms must be completed by faculty members, employers, and/or others knowledgeable about the applicant's personal qualities and potential to work with children.
- Experience. At least 45 hours of documented field experience in a K-8 classroom or an equivalent documented field experience must be completed.

- 12. Bachelor's Degree. A Bachelor's degree or all undergraduate academic subjects must be satisfied toward a bachelor's degree before entering a teacher education program. A bachelor's degree is a requirement for teacher certification.
- 13. Writing Sample. Writing samples are required as part of the application process. The writing sample includes a 500-600 word essay describing the applicant's interest in teaching children with the diversity of languages and cultures represented in California schools.
- 14. Interview. A panel of School of Education faculty and staff will interview candidates once all other portions of the admissions requirements are complete.

Note: The California Commission on Teacher Credentialing (CCTC) requires passing the Reading Instruction Competence Assessment (RICA) for the initial issuance of a Multiple Subject Credential. (It is recommended that RICA be taken after completion of the Literacy 1 course in the credential program.) Certification in adult, infant and child Cardiopulmonary Resuscitation (CPR) competency is required by the CCTC for an initial issuance of a teaching credential. For the initial issuance of a Multiple Subject Credential, CCTC also requires passing the Performance Assessment for California Teachers (PACT).

Bilingual Authorization: Spanish Emphasis Language Assessment. Students who wish to complete the Bilingual Authorization Emphasis in Spanish should sign up for the language assessment prior to admission. This must be passed prior to the beginning of bilingual student teaching. Please visit the website of the California Subject Examination for Teachers for information regarding CSET: LOTE Subtest III Test Exam, the language of Emphasis, for testing dates: http://www.cset.nesinc.com/CS16_testselection.asp#lote

Program Maintenance Requirements: As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C+.

Requirements for the Multiple Subject Teaching Credential

Multiple Subject Credential Program - 39 units Multiple Subject Credential with Bilingual Authorization - 45 units

UIIIOIIZ	alioli -	45 011113	
EDMS	522	Literacy 1: Multicultural/Multilingual.	.4
EDMS	523	Literacy 2: Multicultural/Multilingual .	.4
EDMS	526	Modern Methods in	
		Mathematics Teaching	.4
EDMS	527	History, Social Studies and	
		Integrated Arts	.4
EDMS	529	Science, Health & Physical Education	
EDMS	562	Field Experience: Multiple Subject	.2
EDMS	565	Initial Student Teaching	
		Multiple Subject	.6
EDMS	566	Initial Student Teaching Seminar	_
		Multiple Subject	.2
EDMS	575	Advanced Student Teaching	,
ED. 10	<i></i> /	Multiple Subject	.6
EDMS	576	Advanced Student Teaching Seminar	_
EDI IO		Multiple Subject	
EDUC	555	Special Topics in Education Seminar .	.3

For Bilingual Authorization Add:

EDML	563	Primary Language Schooling in the US,
EDVVI	564	Grades K-12
LDIVIL	304	Grades K-12

Methods courses are taught in 8 weeks followed by 8 weeks of student teaching in a school arranged by the Director of Field Placements. Seminars and Bilingual Authorization courses are taught over 16 weeks.

Students planning to complete the program in two semesters should enroll in the full-time program <u>39</u> units (<u>45</u> units with Bilingual Authorization). Students planning to take three to six semesters to complete the program (<u>40+</u> units, or <u>46+</u> units with Bilingual Authorization)) must consult with the Multiple Subject Program Advisor to plan their course of study.

Coursework requires field experience and/or observation time at a school site each semester (EDMS 562, 565, or 575). Placements are arranged by the Director of Field Placements.

Program Maintenance Requirements: As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C.+

Single Subject Teaching Credential Program

This program specifically prepares teachers for the diversity of languages and cultures often encountered in California Public Schools. The program prepares candidates to address the needs of students who speak English as a native language and/or as a second language in the secondary school setting. An underlying principle of the program is that all students (regardless of race, ethnicity, gender, ability or economic status) are capable learners and educators can make a difference in their lives. Currently, Single Subject Credentials are offered in mathematics, English, and the sciences, and history/social studies.

Careers

The Single Subject Teaching Credential Program prepares teachers to work with students in subject specific content areas in departmentalized schools. Single Subject Credential Teachers most often teach in departmentalized middle, junior and high schools.

Admission to the Single Subject Teaching Credential Program

- Application. Apply to both the University and the Education Program. Applications to the School of Education are available online at: http://education.csuci.edu/credentials/appprocess.htm.
- 2. CBEST Examination. Students must pass the
 California Basic Educational Skills Test (CBEST) prior
 to admission to the Single Subject Teaching Credential
 Program. Students are urged to take this examination at
 the earliest possible time after deciding to pursue a teaching
 credential. CBEST must be passed before certification or
 intern teaching.

- 3. Subject Matter Preparation. Prior to admission to the Single Subject Teaching Credential Program, students may complete a state approved subject matter program in the specific content area from other colleges or universities. Students who have not completed a state-approved subject matter program must pass the California Subject Examination for Teachers (CSET) in the subject matter area of the single subject credential prior to admission to the Credential Program. The CSET examination results are valid for five years from the date of passing and must be valid upon final completion of the program.
- 4. Prerequisite Courses in Education (16 units, 25-26 units with the Bilingual Authorization).

 If taken at Cl, the courses must be completed within seven

(7) years prior to beginning the program with a grade of "C" or better. If an equivalent course at another college or university has been taken, it must have been completed within five (5) years prior to beginning the program.

EDSS	515	Adolescent Development for	
		Secondary Educators	3
EDUC	512	Equity, Diversity and Foundations	
		of Schooling	3
EDUC	520	Observing and Guiding Behavior in	
		Multilingual/Multicultural and Inclusive	
		Classrooms	
EDUC	521	Field Experience	
ENGL		Language in Social Context	
SPED	345	Individuals with Disabilities in Society	3

For Bilingual Authorization Add:

HIST 361	Modern Latin American History	.3
	The Socio-cultural Context of Schooling:	
	Teaching and Learning in a Bilingual-	
	Multicultural Context	.3
And either:		
CHS/HIST 35	O Chicano/a History and Culture	.3

- 6. Grade Point Average. A student must have a cumulative grade point average (GPA) of 2.67 or 2.75 in the last <u>60</u> semester units completed to be admitted into the Single Subject Credential Program offered at Cl. If a student does not have the required GPA, conditional admission may be available on a limited basis.
- 7. Health Clearance. Evidence of a negative tuberculin test is required. The tuberculin clearance is valid for four 4 years and must be valid through student teaching. The tuberculin test may be completed at a private physician's office, the County Health Department, or the CI Student Health Center.
- 8. Certificate of Clearance. Students must possess or apply for a valid Certificate of Clearance as part of admission to the Teaching Credential Program. A copy of an emergency permit satisfies the clearance requirement. The Certificate of Clearance is a background check and clearance conducted by the Department of Justice and Federal Bureau of Investigation.

- Official Transcripts. One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CI Admissions and Records.
- 10. Two Letters of Recommendation. Two letters of recommendation from faculty, employers, and/or others who are knowledgeable about the student's personal qualities and potential to work with children must be submitted with the program application.
- Experience. At least 45 hours of documented field experience in a 7-12 classroom or an equivalent documented field experience must be completed.
- 12. Bachelor's Degree. A bachelor's degree or, for the student still in his/her last term, all undergraduate academic subjects for a bachelor's degree must be completed or in progress before entering the Single Subject Teaching Credential Program. A bachelor's degree is a requirement for teacher certification.
- 13. Writing Sample. Writing samples are required as part of the application process. The writing sample includes a 500-600 word essay describing the applicant's interest in teaching children with the diversity of languages and cultures represented in California schools.
- 14. Interview. An interview is conducted by the School of Education Admissions Committee once all other portions of the admissions requirements are complete. Students are not eligible for financial aid as a credential student until all admissions requirements are met including the interview.

Note: Certification in adult, infant and child Cardiopulmonary Resuscitation (CPR) competency is required by the California Commission on Teacher Credentialing (CCTC) for an initial issuance of a teaching credential. For the initial issuance of a Single Subject Credential, CCTC also requires passing the Performance Assessment for California Teachers (PACT).

Bilingual Authorization: Spanish Emphasis Language
Assessment: Students who wish to complete the Bilingual
Authorization Emphasis in Spanish should sign up for the
language assessment prior to admission. This must be passed
prior to the beginning of bilingual student teaching. Please visit
the website of the California Subject Examinations for Teachers
for information regarding CSET: LOTE Subtest III Test Exam,
The Language of Emphasis, for testing dates:
http://www.cset.nesinc.com/CS16_testselection.asp#lote

Program Maintenance Requirements: As a condition of remaining in the program, students must maintain a grade point average of 3.0~(B) or better, with no course grades lower than a C+.

Requirements for the Single Subject Teaching Credential

Single Subject Credential Program - 30 units Single Subject Credential with Bilingual Authorization - 36 units

EDSS	530	General Secondary School Methods 3
EDSS	550	Access to Learning: English
		Language Learners
EDSS	560	Access to Learning:
		Special Needs Learners
EDSS	570	Field Experience Middle School
		(Part-time program only)

EDSS EDSS EDSS	571 575 580	Student Teaching Seminar-Middle School
EDSS EDSS	581 585	Student Teaching Seminar-High School
For Bilin	gual Aı	ıthorization Add:
EDML		Primary Language Schooling in the US, Grades K-12
EDML	564	Primary Language Schooling in the US, Grades K-12
		courses from one of the following subject ematics, science, English, or history/social
Students se the following		single subject credential in mathematics take es:
EDSS		Teaching Mathematics in Middle Schools
EDSS	541	Teaching Mathematics in High Schools .4
Students se following o		single subject credential in science take the
EDSS EDSS	532 542	Teaching Science in Middle Schools
Student see		Single Subject Credential in English take the
EDSS EDSS	533	Teaching English in Middle Schools
Student see Studies tak EDSS	e the fol	Single Subject Credential in History/Social lowing courses: Teaching Social Studies in
EDSS		Middle Schools
EDOO	J43	Teaching Social Studies in

Students completing the program in two semesters should enroll in the full-time program <u>30</u> units (<u>36</u> units with Bilingual Authorization). Students planning to take three to six semesters to complete the program should enroll in the part-time program <u>31-34</u> units (<u>37-40</u> units with Bilingual Authorization). Students who are teaching interns must enroll in the part-time program. All students must consult with the Single Subject Program Advisor to plan their course of study.

Placements for the first semester will be in local middle schools. Second semester placements will be in local high schools.

Coursework requires field experience and/or observation time at a school site each semester (EDSS 570, 575, 580 or 585). Placements are arranged by the Director of Field Placements.

Program Maintenance Requirements: As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C+.

Education Specialist Teaching Credential: Mild/Moderate Disabilities

The program prepares candidates to teach students with mild/moderate disabilities in self-contained special education and general education classrooms. The program specifically prepares candidates for the diversity of languages and cultures often encountered in California's public school classrooms. The program prepares candidates to address the needs of students who speak English as a native language and/or as a second language in the elementary or secondary school setting. An underlying principle of the program is the belief that all children (regardless of race, ethnicity, gender, ability or economic status) are capable of learning and educators can make a difference in their lives. Emphasis is placed on the K-22 student actively engaged in his/her learning.

This is a post baccalaureate program that has two levels. The initial certification program prepares candidates for a preliminary certificate. After successful completion of the initial certification, districts and counties provide the second level, which is the professional clear induction program for in-service teachers.

Careers

The Education Specialist Program prepares candidates to complete the California Commission on Teacher Credentialing (CCTC) standards for the preparation of teachers of children with mild and moderate disabilities from kindergarten to grade 12.

Admission to the Education Specialist Teaching Credential Program

- 1. Application. Apply to both the University and the Education Program. Applications to the School of Education are available online at: http://education.csuci.edu/ credentials/appprocess.htm.
- 2. CBEST Examination. Students must pass the California Basic Educational Skills Test (CBEST) prior to admission. Students are urged to take this examination at the earliest possible time after deciding to pursue a teaching credential.
- 3. Subject Matter Preparation. The CI Liberal Studies Option - Teaching and Learning best prepares students for the subject matter knowledge and skills required for the Education Specialist Teaching Credential Program. Students may also complete a state-approved subject matter program from other California colleges or universities. Students who have not completed a state-approved subject matter program must pass a California Subject Examination for Teachers (CSET) in any content area prior to admission to the Education Specialist Credential Program. The CSET examination results are valid for five years from the date of passing and must be valid upon final completion of the program Subject matter requirements are currently being revised by the CCTC. Please consult with the Credential Advisor for the latest regulations.
- 4. Prerequisite Courses in Education (16 units, 25-26 units with the Bilingual Authorization). If taken at CI, the course must be completed within seven 7 years prior to beginning the program with a grade of "C" or better. If an equivalent course at another college or university has been taken, it

must have been completed within five (5) years prior to beginning the program.

ENGL EDUC		Language in Social Context Equity, Diversity and Foundations	.3
		of Schooling	.3
EDUC	520	Observing and Guiding Behavior in Multilingual/Multicultural and	
		Inclusive Classrooms	2
EDITO	501		
EDUC		Field Experience	.
SPED	345	Individuals with Disabilities in Society	.3
SPED	530	Typical and Atypical Development	.3

For Bilingual Authorization Add:

HIST	361	Modern Latin American History
EDML	617	The Socio-cultural Context of Schooling:
		Teaching and Learning in a Bilingual-
		Multicultural Context

Anc

<mark>d either:</mark> CHS/HIST 35	O Chicano/a History and Culture	.3
or FDUC 445	Chicano Child and Adolescent	4

- 5. U.S. Constitution. Knowledge of the U.S. Constitution demonstrated by completion of $\underline{2}$ units (semester) of a college level course or college level examination.
- 6. Grade Point Average. A student must have a cumulative grade point average (GPA) of 2.67 or 2.75 in the last 60 semester units completed. If a student does not have the required GPA, conditional admission may be available on a limited basis.
- 7. Health Clearance. Evidence of a negative tuberculin test is required. The tuberculin test is valid for four 4 years and must be valid through student teaching. The tuberculin test may be completed at a private physician's office, the County Health Department, or the CI Student Health
- 8. Certificate of Clearance. Students must possess or apply for a valid Certificate of Clearance as part of admission to the Teaching Credential Program. A copy of an emergency permit satisfies the clearance requirement. The Certificate of Clearance is a background check and clearance conducted by the Department of Justice and Federal Bureau of Investigation.
- 9. Official Transcripts. One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CI Admissions and Records.
- 10. Two Letters of Recommendation. Two letters of recommendation from faculty, employers, and/or others who are knowledgeable about the student's personal qualities and potential to work with children must be submitted with the program application.
- 11. Experience. At least 45 hours of documented field experience in a K-12 or special education classroom or an equivalent documented field experience must be completed.
- 12. Bachelor's Degree. A bachelor's degree or all undergraduate academic subjects must be satisfied toward a bachelor's degree before entering a teacher education program. A bachelor's degree is a requirement for teacher certification.
- 13. Writing Sample. Writing samples are required as part of the application process. The writing sample includes a 500-600 word essay describing the applicant's interest in

teaching children with disabilities and with the diversity of languages and cultures represented in California schools.

14. *Interview*. An interview is conducted by the School of Education Admissions Committee once all other portions of the admissions requirements are complete.

Note: The CCTC requires passing the Reading Instruction Competence Assessment (RICA) for the initial issuance of an Education Specialist Credential. It is recommended that the Assessment be taken after completion of K-12 Literacy.

Bilingual Authorization: Spanish Emphasis Language Assessment. Students who wish to complete the Bilingual Authorization Emphasis in Spanish should sign up for the language assessment prior to admission. This must be passed prior to the beginning of bilingual student teaching. Please visit the website of the California Subject Examinations for Teachers for information regarding CSET: LOTE Subtest III Test Exam The Language of Emphasis, for testing dates: http://www.cset.nesinc.com/CS16_testselection.asp#lote

Program Maintenance Requirements: As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C+.

Requirements for the Education Specialist Teaching Credential

Education Specialist Credential Program - 38 units Education Specialist Credential with Bilingual Authorization - 44 units

EDUC	538	K-12 Literacy: Multicultural and
		Multilingual
SPED	541	Foundations of Special Education
SPED	542+	Managing Learning Environments
SPED	543+	Curriculum and Instruction for Special
		Education 1
SPED	544+	Curriculum and Instruction for Special
		Education II
SPED	545+	Assessment of Students with Disabilities 3
SPED	560	Access to Learning: A Focus on
		Individual Differences
SPED	570	Student Teaching in Special Education 1 .6
SPED	571	Student Teaching Seminar
SPED	580	Student Teaching in Special Education II .6
SPED	581	Student Teaching Seminar

For Bilingual Authorization Add:

EDML	563	Primary Language Schooling in the US, Grades K-12	3
EDML	564	Primary Language Schooling in the US, Grades K-12	

+Coursework requires field experience (SPED 562, 570, 580, 585, or EDMS 562) and/or observation time at a school site.

Note: Students must demonstrate competency teaching students in both elementary and secondary school settings. This may occur through field experience, student teaching and prior teaching experiences.

The full time Education Specialist Level 1 credential is designed as a two semester program. Part time students may complete the program in 3-6 semesters. Part time students must enroll in Sped

562 Field Experience (2) during each semester of the program.

Students interested in a part-time or an internship program must consult with the Education Specialist Advisor to plan their course of study. Students must enroll in either a field placement or student teaching each semester.

Program Maintenance Requirements: As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C+.

Requirements for the Intern Specialist Education Specialist Teaching Credential

Intern Program Education Specialist Credential Program - 32-35 units Intern Program Education Specialist Credential with Bilingual Authorization - 38-41 units

SPED	541	Foundations of Special Education
SPED	542	Managing Learning Environments
SPED	543	Curriculum and Instruction for
		Special Education I
SPED	544	Curriculum and Instruction for
		Special Education II
SPED	545	Assessment of Students with Disabilities 3
EDUC	538	K-12 Literacy: Multicultural and
		Multilingual
SPED	560	Access to Learning: A Focus on
		Individual Differences
SPED	585*	Intern Field Support and Seminar
		(Repeated each semester for up to
		<u>12</u> units)

For Bilingual Authorization Add:

EDML	563	Primary Language Schooling in the US,	
		Grades K-12	.3
EDML	564	Primary Language Schooling in the US,	
		Grades K-12	.3

The intern program is a four semester program for students without a Multiple Subject Credential. It may be completed in three semesters for interns with a Multiple Subject Credential.

Note: Students must demonstrate competency teaching students in both elementary and secondary school settings. This may occur through field experience, student teaching and prior teaching experiences.

Students interested in a part-time or an internship program must consult with the Education Specialist Advisor to plan their course of study.

Bilingual Authorization: Spanish Emphasis Language Assessment. Students who wish to complete the Bilingual Authorization Emphasis in Spanish should sign up for the language assessment prior to admission. This must be passed prior to entering the bilingual internship teaching. Please visit the website of the California Subject Examinations for Teachers for information regarding CSET: LOTE Subtest III Test Exam, The Language of Emphasis, for testing dates: http://www.cset.nesinc.com/CS16_testselection.asp#lote

^{*} Interns must enroll in SPED 585 each semester.

Program Maintenance Requirements: As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C+.

The State of California has changed the standards for special education. There is no longer a Level II credential program at CI. School districts and County Offices of Education will house the professional clear induction program.

Master of Arts in Education

The Master of Arts in Education provides advance preparation for educational professionals. Two specializations are offered:

- Educational Leadership
- Special Education

Master of Arts in Education: Educational Leadership

Educational Leadership Specialization 34-36 units

The Educational Leadership Specialization prepares candidates to complete the California Commission on Teacher Credentialing (CCTC) Preliminary Administrative Services Credential. Completion of this Level I administrative program prepares students to serve in positions of educational leadership in the California Public Schools. Through integration of course work and field experiences students are provided multiple opportunities to learn and practice the California Professional Standards for School Leaders. The program offers students understanding and application of leadership skills related to relationship building, communication, and the ability to apply, model, and analyze curriculum, instructional strategies, assessment, standards-based accountability systems, and data-based school improvement. The program also develops each student's understanding of basic school administrative responsibilities including resource management, personnel supervision, and daily operational issues related to safety, law, and public policy.

Prior to recommendation for certification, University faculty determine eligibility, based on fully documented evidence, that each student has demonstrated satisfactory performance on the full range of standards set forth by the CCTC. A Masters degree is required for CI to recommend a candidate Preliminary Administrative Services Credential. Candidates already possessing a Masters degree who successfully complete the required <u>30</u> units will be recommended for the Level I credential without completing a research project.

Careers

The Master of Arts in Education. Educational Leadership Specialization prepares candidates for leadership positions as school principals and for a variety of school leadership positions for which the Preliminary Administrate Services Credential is required. It prepares educational leaders who can develop, coordinate, and assess instructional programs; evaluate and supervise certificated and classified personnel, facilitate and manage safe and secure school learning environments, manage

school site, district, or county level fiscal services; and develop, coordinate and supervise student support services.

Admission to the Master of Arts in Education: Educational Leadership

- Application. Apply to both the University Admissions
 Office and the Education Credential Office. (see below)
- One set of Official Transcripts. One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CI Admissions Office. Cumulative grade point average of 3.0 is required to be accepted into the Preliminary Administrative Services Credential Program.
- 3. CBEST Examination. Copy of card indicating passage of the California Basic Education Skills Test (CBEST) or verification that you have taken the test prior to admission to the program. Passage of CBEST is required for certification.
- 4. California Teaching Credential. Copy of a valid California teaching credential requiring a baccalaureate degree and a program of professional preparation, including student teaching; or a valid California Designated Subjects teaching credential provided the applicant also possesses a baccalaureate degree; or a valid California services credential in Pupil Personnel Services, Health Services, Library Media Teacher Services, or Clinical or Rehabilitative Services requiring a baccalaureate degree and a profession preparation program including field practice or the equivalent submitted to the Education Credential Office.
- Experience. Documentation of at least three years of full-time successful teaching experience (substitute or part-time service does not apply).
- 6. Two Letters of Recommendation. Two letters of recommendation from professionals who are knowledgeable of the candidate's professional work at least one of whom is the candidate's current school administrator.
- 7. *Interview*. Interview with School of Education Admissions Committee.
- 8. Writing Sample. A written statement of purpose (500-600 word essay) describing why the candidate desires to be a school administrator serving the children and families of the diverse communities of California. This essay will include reflection on personal professional goals and ways in which the knowledge and skills will be developed to achieve these goals.

Prerequisites

•	Advanced coursework or a component of an induction
	program focusing on the integration of technology into
	Education:
	FDLIC 561 Teaching with Technology

 Advanced coursework or a component of an induction program focusing in Special Education

Masters Core Courses - 7-9 units

EDUC	605	Education in a Diverse Society		.3
		Principles of Educational Research .		

Select either:

EDUC 616 Masters Research Thesis/Project. . . . 1-3 (Continuing registration required)

0.					
EDUC	618	Comprehensive Examination			. 1-3

Required Courses for Specialization in **Educational Leadership - 27 units**

EDPL	610	Foundations of Curriculum, Instruction
		and Assessment
EDPL	620	Instructional Leadership of the Collaborative
		Inclusive School
EDPL	621	Law and School Management
EDPL	622	School Finance and Principles of
		Applied Leadership
EDPL	623	Understanding and Influencing
		Organizations in Diverse Communities3
EDPL	624	Human Resource Management in
		Education Settings
EDPL	625	Building Collaborative, Inclusive
		Learning Communities
EDPL	631	Professional Development/Fieldwork I 2
EDPL	632	Professional Development/Fieldwork II4

Program Maintenance Requirements: As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better with no course grades lower than a C+. The progress of students in meeting this requirement and in progressing toward completion in a timely manner will be monitored at the conclusion of each term as part of the Professional Development and Field Experience Courses (EDPL 631-632.)

Graduate Writing Assessment Requirement

Writing proficiency for the awarding of the degree is demonstrated by successful completion of EDUC 605, Education in a Diverse Society, with a grade of B or higher.

Master of Arts in Education: Special Education

Special Education Specialization 30 units

The Special Education Specialization prepares teachers and professionals for leadership roles in the field of special education and disabilities. Completion of this degree prepares graduates to further expand their knowledge of individuals with disabilities of diverse linguistic and cultural backgrounds. It equips practitioners with the knowledge of best practice and policies for working with students with disabilities and their families.

Careers

The Master of Arts in Education with the Special Education Specialization prepares graduates for leadership positions in the field of special education and disabilities. These leaders can develop, implement, and evaluate programs and policies for individuals with disabilities; mentor special education teachers and allied professionals; conduct professional development and research; serve on policy committees; and advocate for the rights of individuals with disabilities.

Admission Requirements

- 1. Application. Apply to both the University Admissions Office and the School of Education Credential Office.
- 2. One Set of Official Transcripts. One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CI Admissions Office. Cumulative grade point average of 3.0 is required to be accepted into the Master of Arts in Education Special Education Program.
- 3. Two Letters of Recommendation. Two letters of recommendation from professionals who are knowledgeable of the candidate's professional work.
- 4. *Interview*. Interview with the School of Education Admissions Committee.
- 5. Writing Sample. A written statement of purpose (500-600 word essay) describing why the candidate desires to obtain a Master of Education in Special Education. This essay will include reflection on personal and professional goals and the ways in which the knowledge and skills will be developed to achieve these goals.

Prerequisite

An approved teaching credential and teaching experience.

Masters	Core	Courses	-	9	units
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EDUC EDUC	605 615	Education in a Diverse Society
Select eithe EDUC		Masters Research Thesis/Project 1-3 (Continuing registration required)
or EDUC	618*	Comprehensive Examination 1-3

^{* (}MA students in the Special Education Specialization must take 3 units of EDUC 616 or 3 units of EDUC 618.)

Required Courses for Master of Arts: Special Education - 18 units

SPED	541	Foundations of Special Education
SPED	542	Managing Learning Environments
SPED	641	Advanced Perspectives in
		Special Education
SPED	643	Advanced Assessment and Instructional
		Practices for Diverse Learners
SPED	690	Advanced Topics: Special Education 3
EDUC	617	Action Research
lo <i>c</i> tivos	2	:40

ciecti	462 - 2 mi	IIL3
n addi	tion choose	one course from the following list:
EDC	1 602	Issues in Secondary Education
EDC	1 610	Research on Teaching
SPE	0 655	Historical and Contemporary Portraits of
		Disabilities and Special Education
EDU	C 431	Education Policy and Politics (POLS)
EDU	C 661	Advanced Teaching with Technology 3
EDPL	610	Foundations of Curriculum, Instruction
		and Assessment
EDPL	620	Instructional Leadership of the
		Collaborative Inclusive School
EDPL	621	Law and School Management
EDPL	622	School Finance and Principles of
		Applied Leadership
EDPL	623	Understanding and Influencing
		Organizations in Diverse Communities 3

EDPL	624	Human Resource Management in	
EDPL	605	Education Settings	3
EDFL	625	Building Collaborative, Inclusive Learning Communities	7
SOC	418	Sociology of Education	
MATH	511	Functional Analysis	3
MATH	513	Advanced Algebra	3
MATH	565	Research in Math Education	3
MATH	590	Graduate Topics in Math	3

Program Maintenance Requirements: Students must maintain a grade point average of 3.0 (B) or better with no course grades lower than a C+. The progress of students in meeting this requirement and in progressing toward completion in a timely manner will be monitored at the conclusion of each term.

Graduate Writing Assessment Requirement

Writing proficiency for the awarding of the degree is demonstrated by successful completion of EDUC 605, Education in a Diverse Society, with a grade of B or higher.

Bilingual Authorization for Experienced Teachers (add-on) 15-16 units

Educators who hold MS, SS, ED Specialist or equivalent certification with CLAD, 2042 or equivalent English Learner authorization may complete the following requirements:

The Language of Emphasis

Bilingual Authorization: Spanish Emphasis Language Assessment. Students who wish to complete the Bilingual Authorization Emphasis in Spanish should sign up for the language assessment prior to admission. This must be passed prior to entering the bilingual internship teaching. Please visit the website of the California Subject Examinations for Teachers for information regarding CSET: LOTE Subtest III Test Exam, The Language of Emphasis, for testing dates: http://www.cset.nesinc.com/CS16_testselection.asp#lote

The Following Course Work or Equivalent Must Be Completed:

The Culture Of Emphasis - 6-7 units

HIST	361	Modern Latin American History		.3
And either	-			
CHS/H	IST 350	Chicano/A History And Culture		.3
or				
EDUC	45	Chicano Child and Adolescent		.4
or				

Alternative to the above Culture of Emphasis courses is:
Successful passage of the CSET - LOTE Test V: Geographic and
Historical Contexts; Sociopolitical and Sociocultural Contexts.
For more information on the CSET - LOTE Test V, please go to:
http://www.cset.nesinc.com/CS16-testselection.asp#lote

Bilingual Education And Bilingualism, Intercultural Communication, Instruction And Assessment – 9 units

EDM	563	Primary Language Schooling in the US,
EDML	564	Grades K-12 1
EDML	617	Grades K-12 2
		Teaching and Learning in a Bilingual-Multicultural Context

Program Maintenance Requirements: As a condition of remaining in the program, students must maintain a grade point average of 3.0~(B) or better, with no course grades lower than a C+.



ENGLISH: LITERATURE AND WRITING

Programs Offered

- Bachelor of Arts in English
 Emphasis in Creative Writing
 Emphasis in Multicultural Literature
 Emphasis in English Education Preparation
- Certificate in Technical Writing
- Minor in English

The CI English Program explores the pleasures and significance of literature and writing in interdisciplinary, multicultural, international and civically engaged contexts. Our students and faculty members adopt various theoretical perspectives and methodologies, believing the possibilities for interpretive thinking, analysis, and effective expression thrive in an integrative atmosphere. The ability to read insightfully and write compellingly prepares graduates for further study or professional paths and readies them to take their places as well informed local and world citizens.

Foundation courses provide the tools for intellectual engagement. Interdisciplinary courses emphasize relationships with different ideas, approaches and ways of knowing. The required sequence provides in-depth investigation in a specialized field of Multicultural Literature, Writing or Education. In addition, the student may choose to pursue an optional emphasis in Creative Writing, Multicultural Literature, English Education Preparation, or a certificate in Technical Writing. English Majors keep a portfolio of their papers as part of their application for the culminating capstone course (See English Program website for further information).

Careers

The B.A. in English prepares students for graduate programs in English, Linguistics, Comparative Literature, Creative Writing, Journalism, and Secondary Education. English majors, trained in logical thinking, interpretative reading, and effective writing also do very well on the LSAT exams for law schools. The major is excellent preparation for a variety of creative professions such as: editor for a publishing company, book agent, magazine editor, newspaper reporter, teacher of English abroad, freelance magazine writer, script reader, speech writer, advertising copy writer, and director of communications for businesses.

Program Learning Outcomes

English program graduates will be able to:

- Express themselves effectively in writing and speech, including appropriate use of English grammar and usage conventions;
- Examine texts, issues or problems in the discipline from multiple perspectives (multicultural, interdisciplinary, international, experiential, theoretical and/or educational);
- Effectively use current scholarship in the field (literary analysis, linguistics studies, applied research, etc.);
- Analyze a range of texts, representative of genres, periods, ethnicities and genders;
- Articulate an understanding of relationships between the field of English and other disciplines; and
- Reflect substantively on their growth over time with an accurate perception of their performance in the program.

Faculty

Jacquelyn Kilpatrick, Ph.D.
Professor of English and
Chair, English Program
Bell Tower West, Room 1235
(805) 437-8865
j.kilpatrick@csuci.edu

Mary Adler, Ph.D.
Associate Professor of English
Academic Advisor for English Education
Bell Tower West, Room 1295
(805) 437-8486
mary.adler@csuci.edu

Julia Balén, Ph.D.
Associate Professor of English
Bell Tower West, Room 1112
(805) 437-8435
julia.balen@csuci.edu

Bob Mayberry, Ph.D.
Associate Professor of English
Bell Tower West, Room 1141
(805) 437-2786
bob.mayberry@csuci.edu

Bradley Monsma, Ph.D.
Professor of English
Academic Advisor of English Program
Bell Tower West, Room 1185
(805) 437-8948
brad.monsma@csuci.edu

Joan Peters, Ph.D.
Associate Professor of English
Bell Tower West, Room 1225
(805) 437-8448
joan.peters@csuci.edu

Contact Information

http://english.csuci.edu/

Bachelor of Arts Degree in English - (120 units)

Lower Division Requirements - 12 units

Students seeking the Bachelor of Arts in English must have fulfilled the lower division writing requirement (at CI, ENGL 103 or ENGL 105). In addition, the following <u>12</u> units of literature survey courses (or the equivalent) are required in preparation for upper division studies:

'ENGL	120	American Literature I	.3
ENGL	150	British and European Literature 1	.3
ENGL	220	American Literature II	.3
ENGL	250	British and European Literature II	.3

Upper	Divisi	ion Requirements - 24 units	Plus one o	of the fol	llowing courses:	
		English core is designed to provide students	ENGL	477	Adolescent Literature	.3
		ground in literature, solid foundations in	ENGL	478	Writing as Reflective Practice	.3
		, and experience in writing to learn.	or			
ENGL	315	Introduction to Language Structure	Sequence	- D		
EN IOI	220	and Linguistics	ENGL		Technical Writing	3
ENGL ENGL	330 349	Interdisciplinary Writing				
ENGL	360	Literary Theory	Plus <u>one</u> c	of the fol	llowing courses:	
ENGL	499	Capstone Project/ Senior Seminar			Technical Visual Communication	
			ENGL	484	Technical Writing for the Sciences	.3
Select two		ollowing three courses:	Electives			
ENGL	325	Major Non-Western Authors			meet the major requirements above canno	ot be
ENGL	326	Major British & European Authors 3	selected a		•	0
ENGL	327	Major American Authors	ENGL	210	Themes In World Literature	
Calast and	- £ 4b - £	allassina kua aasmaas	ENGL ENGL	260 311	Perspectives in Creative Writing Bilingual Literary Studies/Estudios	.3
ENGL		ollowing two courses: Teaching Dramatic Literature (PATH)3	LINOL	511	Literarios Bilingües (SPAN)	3
ENGL		Shakespeare's Plays (PATH)	ENGL	325	Major Non-Western Authors	
			ENGL	326	Major British and European Authors	.3
		ence - 6 units irement allows students to explore an area	ENGL	327	Major American Authors	.3
		depth. Students choose one of the following	ENGL	328	Mythology	.3
sequences.		depin. Students choose one of the following	ENGL	331	Narratives of the Working Class	
00900000.			E. 101	0.00	(ECON/HIST/SOC/POLS)	.3
Sequence	A		ENGL	332	Teaching Dramatic Literature (PATH)	.3
ENGL	354	Studies in Cultural Literatures	ENGL	333	Multicultural Drama in	2
		(Repeatable by Topic)	ENGL	334	Performance/Production (PATH) Narratives of Southern California (HIST)	
Plus one o	f the fall	owing courses:	ENGL	335	American Ethnic Images in Novels, Film	
ENGL		Bilingual Literary Studies/Estudios	LINOL	000	and Art (ART/HIST)	
LIVOL	011	Literarios Bilingues (SPAN)	ENGL	336	Multicultural Literature and	.0
ENGL	333	Multicultural Drama In Performance/			Communication (COMM)	.3
		Production (PATH)	ENGL	337	Literature of the Environment	
ENGL	334	Narratives of Southern California (HIST) .3	ENGL	338	Science and Conscience (PHYS)	.3
ENGL	335	American Ethnic Images in Novels,	ENGL	339	Psychology and Literature (PSY)	.3
EV 101	00/	Film and Art (ART/HIST)	ENGL	340	Business and Economics in American	0
ENGL	336	Multicultural Literature and		244	Literature (BUS/ECON)	
ENGL	430	Communication (COMM)	ENGL ENGL	344 354	World Drama and Theatre (PATH) Studies in Cultural Literatures	
LINGL	430	History and Cultural Change (HIST)	LINOL	334	(Repeatable by topic)	.0
ENGL	432	Arts of the Harlem Renaissance	ENGL	378	Contemporary Native American	
LIVOL	402	(ART/PAMU)		0, 0	Authors: Telecourse	.3
ENGL	433	Gay/Lesbian/Bisexual/Transgender	ENGL	400	Contemporary Literature	
		Studies (GEND)	ENGL	410	Shakespeare's Plays (PATH)	.3
or			ENGL	412	Drama of Ancient Greece (PATH)	.3
Sequence	В		ENGL	430	Tradition and Transformation: Literature,	
ENGL		Perspectives in Creative Writing	EN IOI	40.1	History & Cultural Change (HIST)	.3
			ENGL	431	European Renaissance Literature	2
Plus <u>one</u> o		owing courses:	ENGL	432	& Art (ART)	.3
ENGL	461	Fiction Writing	LINGL	432	(ART/PAMU)	3
		(Repeatable up to <u>6</u> units)	ENGL	433	Gay/Lesbian/Bisexual/Transgender	.0
ENGL	462	Poetry Writing	2. 102	.00	Studies (GEND)	.3
EN IOI	47.0	(Repeatable up to $\underline{6}$ units)	ENGL	444	Original Practice in Renaissance	
ENGL	463	Writing for the Stage			Drama (PATH)	.3
ENGL	464	(Repeatable up to <u>6</u> units) Creative Nonfiction	ENGL	456	Women's Fiction	.3
LINGL	404	(Repeatable up to $\underline{6}$ units)	ENGL	461	Fiction Writing	.3
ENGL	466	Screenwriting (PA)	ENGL	462	Poetry Writing	
LINOL	- -50	(Repeatable up to <u>6</u> units)	ENGL	463	Writing for the Stage	.3
or		meperature of to vitting	ENGL ENGL	464 466	Creative Nonfiction	
Sequence			ENGL	474	Screenwriting (PA)	.ى 2
ENGL		Language in Social Context3	ENGL	475	Language in Social Context	.3
LIVOL	1, 0	2330430 111 000141 001110/11	ENGL	477	Adolescent Literature	

ENGL ENGL ENGL ENGL	478 482 483 484	Writing as Reflective Practice Technical Writing Technical Visual Communication Technical Writing for the Sciences	.3 .3
Required 72 units		orting and Other GE Courses	
Americo Genera <u>6</u> units o <u>3</u> units r	an Institut I Educat of UDIG	ions Requirement	.6

Optional Emphases

Emphasis in Creative Writing - 12 units

The Creative Writing Emphasis gives the English major an opportunity to pursue different forms of creative writing. Generally, the student, in consultation with his or her Capstone professor, will focus on and deepen work in a chosen genre for the final Capstone course. In addition, the Creative Writing Project offers the student experience in editing and producing the CI literary journal. Students taking the Creative Writing Emphasis must choose Sequence B, which includes one upper division Creative Writing genre courses, plus $\underline{9}$ units from at least two other genre courses, giving them a total of $\underline{12}$ upper division Creative Writing course credits:

(Repeatable up to <u>6</u> units) ENGL 464 Creative Non-Fiction	ENGL	461	Fiction Writing
(Repeatable up to <u>6</u> units) ENGL 463 Writing for the Stage and Screen	ENIGI	162	(Repeatable up to <u>6</u> units)
ENGL 463 Writing for the Stage and Screen	LINOL	402	
ENGL 464 Creative Non-Fiction	ENGL	463	Writing for the Stage and Screen
ENGL 466 Screenwriting (PA)	ENGL	464	Creative Non-Fiction
plus	ENGL	466	Screenwriting (PA)
ENGL 465 Creative Writing Project	plus		, , _ ,
	ENGL	465	Creative Writing Project

Emphasis in Multicultural Literature - 12 units

The Multicultural Literature Emphasis gives the English major an opportunity to pursue his or her interests in studying the literature of various cultures and ethnic groups. The culmination of the emphasis is the Multicultural Literature project, which the student chooses in consultation with his or her advisor. The product of that course will be a completed work which addresses the literature (broadly defined as fiction, nonfiction, poetry, drama and film) in one of the following course areas. Students selecting this emphasis must choose Sequence A above plus $\underline{\mathcal{Q}}$ units from the following:

ENGL	311	Bilingual Literary Studies/Estudios	
		Literarios Bilingues (SPAN)	.3
ENGL	333	Multicultural Drama In Performance/	
		Production (PATH)	.3
ENGL	334	Narratives of Southern California (HIST)	.3
ENGL	335	American Ethnic Images In Novels,	
		Film and Art ((ART/HIST)	.3
ENGL	336	Multicultural Literature and	
		Communication (COMM)	.3

ENGL	354	Studies In Cultural Literatures
ENGL	430	(Repeatable by topic) Tradition and Transformation: Literature,
FNGI	432	History, and Cultural Change (HIST)
EINGL	432	(ART/PAMU)
ENGL	433	Gay/Lesbian/Bisexual/Transgender Studies (GEND)
plus		Sludies (GLIND)
ENGL	454	Multicultural Literature Project/Seminar3

Emphasis in English Education - 15 units

The English Education Emphasis gives the English major an opportunity to gain the coursework and experience necessary to pursue a teaching credential in English at the secondary level. This program is designed to substitute for the state subject examination and includes a portfolio requirement in lieu of the examination. The <u>6</u> units of electives that are required for the English BA are incorporated into this emphasis and there is no need for an additional <u>6</u> units. Annual consultation with the English Education faculty advisor In English Is required for students in this emphasis.

Students selecting this emphasis must choose Sequence C above plus <u>15</u> units from the following:

ENĞL	210	Themes in World Literature
ENGL	474	Approaches to English Grammar
ENGL	477	Adolescent Literature
		Writing as Reflective Practice
		Introduction to Secondary Schooling 3
COMM	345	Media Literacy And Youth
		Culture (EDUĆ)

Certificate in Technical Writing - (15 units)

(Open to All Students)

The Certificate in Technical Writing provides an opportunity for students from various disciplines to pursue interests in Technical Writing, and the certificate will prove valuable in a variety of career choices. The culmination of the certificate is the Project/Seminar course, which may be an internship or a project the student chooses in consultation with his or her advisor. Courses may not fulfill the "required sequence" in the Literature and Writing major as well as count toward the certificate. The certificate requires each of the following:

ENGL	330	Interdisciplinary VVriting		.3
ENGL	482	Technical Writing		.3
ENGL	483	Technical Visual Communication		.3
ENGL	484	Technical Writing for the Sciences.		.3
ENGL	485	Technical Writing Project/Seminar.		.3

Minor in English - (21 units)

The English minor provides non-majors with the opportunity to explore literature and become more involved with the writing process. The English: Literature, Writing and Culture minor is an excellent addition to the baccalaureate degree for all majors. A minor in English requires a grade of C or better in each course.

Lower Division Requirements - 12 units

ENGL	120	American Literature I
ENGL	150	British and European Literature 1
ENGL	220	American Literature II
ENGL	250	British and European Literature II
	D ::-	sian Danninamanta Ormita

Select one	of the	following courses:	
ENGL	332	Teaching Dramatic Literature (PATH)	3
ENGL	410	Shakespeare's Plays (PATH)	3

Electives - 3 units

Select <u>one</u> of the following courses:

(ENGL 332 or 410 may not be selected if completed as an Upper Division Requirement above)

ENGL ENGL	210 260	Themes in World Literature
ENGL	311	Bilingual Literary Studies/Estudios Literarios Bilingües (SPAN)
ENGL	315	Introduction to Language Structure
		and Linguistics
ENGL	325	Major Non-Western Authors
ENGL	326	Major British and European Authors 3
ENGL	327	Major American Authors
ENGL	328	Mythology
ENGL	331	Narratives of the Working Class
		(ECON/HIST/POLS/SÕC)
ENGL	332	Teaching Dramatic Literature (PATH) 3

ENGL	333	Multicultural Drama in Performance
EV 101	004	and Production (PATH)
ENGL	334	Narratives of Southern California (HIST) .3
ENGL	335	American Ethnic Images in Novels,
E. 101		Film and Art (ART/HIST)
ENGL	336	Multicultural Literature and
		Communication (COMM)
ENGL	337	Literature of the Environment
ENGL	338	Science and Conscience (PHYS)
ENGL	339	Psychology and Literature (PSY)
ENGL	340	Business and Economics in American
		Literature (BUS/ECON)
ENGL	344	World Drama and Theatre (PATH)
ENGL	349	Perspectives on Multicultural Literature 3
ENGL	354	Studies In Cultural Literatures
		(Repeatable by topic)
ENGL	360	Literary Theory
ENGL	378	Contemporary Native American Authors:
		Telecourse
ENGL	400	Contemporary Literature
ENGL	410	Shakespeare's Plays (PATH)
ENGL	412	Drama of Ancient Greece (PATH)
ENGL	430	Tradition and Transformation: Literature,
		History & Cultural Change (HIST)
ENGL	431	European Renaissance Literature &
		Art (ART)
ENGL	432	Arts of the Harlem Renaissance
		(ART/PAMU)
ENGL	433	Gay/Lesbian/Bisexual/Transgender
		Studies (GEND)
ENGL	444	Original Practice in Renaissance
		Drama (PATH)
ENGL	456	Women's Fiction
ENGL	461	Fiction Writing
ENGL	462	Poetry Writing
ENGL	463	Writing for the Stage
ENGL	464	Creative Nonfiction
ENGL	474	Approaches to English Grammar
ENGL	477	Adolescent Literature
FNGI	178	Writing as Reflective Practice

Technical Writing.

ENGL

ENGL

482

483

ENVIRONMENTAL SCIENCE & RESOURCE MANAGEMENT

Programs Offered

- Bachelor of Science in Environmental Science & Resource Management
 Emphasis in Environmental Science
 Emphasis in Resource Management
- Minor in Environmental Science & Resource Management

Today's environmental problems call for individuals who are educated in more than one discipline, highly trained in technical skills, and aware of the political, economic, and social dimensions of environmental decisions. The Bachelor of Science in Environmental Science & Resource Management (ESRM) provides solid training in basic physical, biological, and social sciences, and application of management science to reduce adverse impacts of human activity on the environment and to maximize the benefits that accrue from environmental resources.

In the narrowest sense, environmental science is the study of the impact of human systems on physical and biological systems, and the dependence on natural resources by human systems. In a broader sense, environmental science is the study of the interaction and co-evolution of human, physical, and biological systems. Natural science is the study of physical and biological systems. Social science is the study of human systems - economic systems, political systems, human perceptions, and human interactions. Environmental science requires integral knowledge of both natural and social science. Resource management is concerned with the most effective means of avoiding damage to environmental assets and extracting beneficial uses of environmental resources, within the context of social institutions. Effective resource management considers benefits and costs, uncertainties and risks, limits of knowledge, institutional constraints, and social and political forces.

The B.S. program has two emphases: environmental science and resource management. This program prepares graduates specializing in environmental science who understand basic principles of resource management, and graduates specializing in resource management who understand basic principles of environmental science. Most required courses are those offered in related disciplines. The curriculum fosters cross-disciplinary communication in the several required courses common to both degree programs and particularly in the Environmental Science & Resource Management courses.

Careers

This curriculum prepares students for professional careers in Environmental Science & Resource Management and for subsequent graduate study. For graduates completing the program of study required for the BS degree in Environmental Science & Resource Management, there are ample career opportunities working on environmental problems in industry, government, and non-profit organizations. The degree will also prepare students for graduate programs in either Environmental Science or Resource Management. For example, students might pursue a Ph.D. in Environmental Science at UCIA or in Environmental Science and Policy at UC Santa Barbara.

Program Learning Outcomes

Students graduating from the ESRM program will be able to:

- Identify the scientific, social scientific and humanistic aspects of environmental issues;
- Identify, locate, evaluate, synthesize and present current research and information on environmental issues;
- Define environmental problems from the perspectives of both environmental science and resource management;
- Identify possible causes and propose solutions to environmental problems from the perspectives of both environmental science and resource management;
- Evaluate proposed solutions to environmental problems from the perspectives of both environmental science and resource management;
- Use the methodologies of the natural and social sciences to formulate testable hypotheses concerning environmental problems and issues;
- Collect, organize, analyze, interpret and present quantitative and qualitative data; and
- Make use of current, technological tools in the collection, organization, analysis and interpretation of data.

Faculty

Donald Rodriguez, Ph.D.
Associate Professor and Program Chair
Environmental Science & Resource Management
Academic Advisor
Bell Tower West, Room 1176
(805) 437-8494
donald.rodriguez@csuci.edu

Sean Anderson, Ph.D.
Assistant Professor
Environmental Science & Resource Management
Academic Advisor
Bell Tower West, Room 1265
(805) 437-8984
sean.anderson@csuci.edu

Chris Cogan, Ph.D.
Assistant Professor
Environmental Science & Resource Management
Academic Advisor
Bell Tower West, Room 1178
(805) 437-3319
chris.cogan@csuci.edu

Cooperating Faculty

William Hampton Ádams, Ph.D.
Associate Professor or Anthropology
Sage Hall, Room 2155
(805) 437-8866
bill.adams@csuci.edu

Simone Aloisio, Ph.D.
Associate Professor of Chemistry
Aliso Hall, Room 207
(805) 437-8999
simone.aloisio@csuci.edu

Rainer Buschmann, Ph.D. Associate Professor of History Sage Hall, Room 2145 (805) 437-8995	Contact Information http://esrm.csuci.edu/ Bachelor of Science Degree in Environmental Science & Resource Management - (120 units)		
Tracylee Clark, Ph.D. Assistant Professor of Communication Bell Tower East Room, 2834			
(805) 437-3305 tracylee.clark@csuci.edu Amy Denton, Ph.D. Associate Professor of Biology Aliso Hall, Room 201 (805) 437-8458 amy.denton@csuci.edu	Lower Division Requirements 37-39 units BIOL 200 Principles of Organismal and Population Biology		
Scott Frisch, Ph.D. Professor of Political Science Sage Hall, Room 2133 (805) 437-2770 scott.frisch@csuci.edu	ECON 110 Principles of Microeconomics		
Sean Kelly, Ph.D. Associate Professor of Political Science Sage Hall, Room 2041 (805) 437-3309 sean.kelly@csuci.edu	Select one of the following: MATH 140 Calculus for Business Applications		
Philip Hampton, Ph.D. Professor of Chemistry Aliso Hall, Room 104 (805) 437-8869 philip.hampton@csuci.edu Brad Monsma, Ph.D.	GEOL 121 Physical Geology		
Professor of English Bell Tower West, Room 1185 (805) 437-8948 brad.monsma@csuci.edu Dennis Muraoka, Ph.D. Professor of Economics Bell Tower West, Room 2115	Upper Division Requirements - 27 units BIOL 433 Ecology and the Environment		
(805) 437-8861 dennis.muraoka@csuci.edu Ed Nuhfer, Ph.D. Director of Faculty Development Bell Tower West, Room 1116 (805) 437-8826 ed.nuhfer@csuci.edu	er ESRM 341 The National Park (POLS)		
Paul Rivera, Ph.D. Associate Professor of Economics Sage Hall, Room 2135 (805) 437-8988 paul.rivera@csuci.edu	Resource Management and the associated coursework. Emphasis in Environmental Science - 16 units ESRM 352 Theory and Practice of Ecological Restoration		
Dan Wakelee, Ph.D. Associate Dean Bell Tower West, Room 1181 (805) 437-8542 dan.wakelee@csuci.edu	Select a total of 9 units from the following courses: BIOL 301 Microbiology		

Contact Information

BIOL BIOL BIOL	312 316 333 334	Marine Biology	38-40 u Univers	nits ity Electi	ives
BIOL	402 432	Toxicology	Other (GE Coui	rses
BIOL	450	Environmental Health	Mir	nor ir	n Environmental Science &
BIOL	451	Ornithology	Res	ourc	e Management - (21 units)
CHEA	M 318 M 344 L 482 L 483	Organic Chemistry I	minor proventionme systems. It their personal addition, is	vides no ntal issu provide nal cho t equips	Science & Resource Management on-majors with the opportunity to explore es and examine human impacts on natural es students with an understanding of how ices affect the environment around them. In a students for further study in environmental cy, or management.
LSK/V	1 330	Ecological Restoration Design and Construction			sion Requirements - 6 units
ESR M	\ 351	Field Methods: Monitoring	ESRM	100	Introduction to Environmental Science & Resource Management
ESRM		and Assessment	ESRM	200	Principles of Resource Management, Conservation, and Stewardship
ESR/V	\ 443	Environmental Communication (COMM)	Upper	Divis	sion Requirements - 15 units
ESR/V ESR/V		Service Learning/Internship	ESRM		Conservation Biology (BIOL)
MATH PHYS	430	Research Design and Data Analysis	Select two ESR/M		following courses: Coastal and Marine Resource Management
Emph	asis in	Resource	ESRM ESRM	463 464	Water Resources Management
		nt - 16 units	LJN/VI	404	Management
		ses from the following:	Select 3 u	nits fron	n any of the following courses:
ESR/V	\ 428	Intermediate Geographic Information Systems	BIOL	334	Natural History of Ventura County
ESR∕V	1 462	Coastal and Marine Resource	BIOL CHEM	345 250	Science and Public Policy (POLS)
ECD/	1/0	Management	CHEM		Quantitative Analysis Lab
ESRM ESRM		Water Resources Management	CHEM		Organic Chemistry I
LONV	1 404	Space Management	CHEM ECON		Organic Chemistry I Laboratory 1 Introduction to Environmental
		units from the following courses:	ECON	488	Economics
BIOL BIOL	311 450	Plant Biology and Ecology	ENGL	337	Literature of the Environment
BIOL	451	Ichthyology: The Biology of Fishes	ESRM	340	Politics and the Environment (POLS)
ECOI	N 464	Natural Resource Economics	ESRM ESRM	342 440	Environmental History (HIST)
ECOI	N 480	Topics in Environmental and Natural	ESRM	443	Environmental Communication
FCOI	N 488	Resource Economics	ا. ۸	200	(COMM)
ENG		Technical Writing	Any off	er 300	-400 level ESRM course
ENG		Technical Visual Communication			
ESRM ESRM		Human Ecology (ANTH)			
LJNV	1 332	Restoration			
ESR∕V		Environmental Impact Assessment			
ESR∕∕	\ 428	Intermediate Geographic			
ESR/V	\ 482	Information Systems 4 Issues in Environmental Planning and			
		Resource Management			
ESR/V		Service Learning/Internship			
ESRM		Independent Research			
MATH MGT		Research Design and Data Analysis			
MGT		Contract Management			

GLOBAL STUDIES

Programs Offered

• Minor in Global Studies

This interdisciplinary minor will provide students in any major the opportunity to develop their knowledge of the world and the major contemporary issues confronting humanity. Students in this minor will receive a foundation in global studies and an introduction into the various implications of globalization. By choosing electives across discipline areas, students will gain an interdisciplinary perspective into various global issues.

Faculty Coordinator

Terry Ballman, Ph.D. Professor of Spanish Bell Tower West, Room 1245 (805) 437-8996 terry.ballman@csuci.edu

Marie Francois, Ph.D. Associate Professor of History Sage Hall, Room 2141 (805) 437-3123 marie.francois@csuci.edu

Andrea Grove, Ph.D. Associate Professor of Political Science Sage Hall, Room 2147 (805) 437-3124 andrea.grove@csuci.edu

Elizabeth Hartung, Ph.D. Professor of Sociology Sage Hall, Room 2043 (805) 437-3274 elizabeth.hartung@csuci.edu

Antonio Jiménez-Jiménez, Ph.D. Associate Professor of Spanish Bell Tower West, Room 1275 (805) 437-8501 antonio.jimenez@csuci.edu

Stephen Stratton, MLS Professor of Library Services Bell Tower, Room 1371 (805) 437-8913 stephen.stratton@csuci.edu

Paul Rivera, Ph.D. Associate Professor of Economics Sage Hall, Room 2135 (805) 437-8988 paul.rivera@csuci.edu

Minor in Global Studies - (19-37 units)

Lower Division Requirements - 6 units

Core Courses:

GLST	200	Introduction to Global Studies
Select eith		Cultural and Historical Geography
OLOC	201	of the World
or POLS	103	Introduction to International Politics

Upper Division Requirements - 12 units

Twelve units required from a minimum of two (2) discipline areas. Only one $\underline{3}$ unit course from a student's major may count toward the minor. The student must choose into which discipline area a cross-listed course would count (e.g., BUS/ECON/ SOC 448 Sociology of Globalization and Development as either a Business and Economics discipline area course, or a Social Sciences discipline area course).

Discipline Areas

Art and Communication

ART	330*	Critical Thinking in a Visual World.		.3
ART	332*	Multicultural Art Movements		.3
COM	∧ 321*	Cultural Conversations		.3

Business and Economics

_	H3IIIC33	and LC		
	BUS	331*	Biotechnology in the Twenty-First	
	51.10		Century (BIOL)	.3
	BUS	448*	Globalization and Development	0
			(ECON/SOC)	
	ECON	370	The World Economy	.3
	ECON	471	International Trade	.3
	ECON	473	Development Economics	.3
	MGT	410	Management of International Business	.3
	MKT	410	International Marketing Management	.3
G	lobal St	udies		
_	GLST	435	Global Cities	.3

Languages and Literatures

0 0		the contract of the contract o
ENGL	325	Major Non-Western Authors
ENGL	354	Studies in Cultural Literatures
SPAN	301*	Advanced Spanish: Part One
SPAN	302*	Advanced Spanish: Part Two
		Civilizations and Cultures of
		Latin America
SPAN	461	Masterpieces of Latin American Literature .3
		1

Sciences				
BIOL 331* Biotechnology in the Twenty-	Firs	t		
Century (BUS)				.3
BIOL 333* Emerging Public Health Issue	es .			.3
BIOL 335* The Biosphere				.3
BIOL 433* Ecology and the Environmen				

^{*} General Education Courses

CHEM ESRM	301 332*	Environmental Chemistry
Social Sci ANTH ANTH HIST HIST HIST	332* 442* 310 320 361*	Human Ecology (ESRM)
HIST HIST HIST HIST	365* 366 396 413*	Themes in World History
HIST POLS POLS POLS POLS POLS	415 327 328* 329 403 426	Society and Radicalism
PSY SOC	344* 448*	Psychology and Traditional Asian Thought

^{*} General Education Courses

Co-Requisites - I-19

- Language Requirement. Students need to successfully complete a second/foreign language requirement (e.g., the equivalent of the first four semesters or two years [intermediate level] in a language other than English), or demonstrate equivalent proficiency as approved by the CI languages faculty.
- Study Abroad Requirement. Students must successfully complete a minimum of one international study abroad experience (e.g., UNIV 392 [1-3] units], a CSU International Program, or a study abroad program approved by a CI faculty advisor).

Programs Offered

- Bachelor of Arts in History
- Minor in History

As a discipline that documents and interprets continuity and change through time, California State University Channel Islands' History Program prepares students to search into the human experience, as well as to communicate and analyze historical interpretations and ideas, verbally and in the written form. An emphasis of the program is to examine events from local and global perspectives. In this regard, a defining aspect of the History Program consists of a cutting-edge series of courses that emphasize the United States' relationship with the Pacific Rim, encompassing the Americas, the Pacific Islands, and Asia.

In support of the University's commitment to an interdisciplinary education, the History Program affords students the opportunity to integrate into their plan of study cross-listed history courses as well as subjects outside the discipline to be utilized as part of their electives. Furthermore, the History Program promotes community based applied research by placing student interns within public, private, and non-profit institutions as part of its degree requirement. Promoting the multicultural and international emphases of the University's mission, the History Program encourages students to participate in Study Abroad and to pursue second language ability at least at the intermediate level.

Careers

The History program trains students in the art of inquiry and effective communication. Students with a History degree will be prepared to continue their graduate and post-baccalaureate education. Many history students also find careers in law, education, journalism, or foreign service.

Program Learning Outcomes

Students graduating from the History program will be able to:

- Show good understanding and knowledge of the history of North America;
- Show good understanding and knowledge of global history in other regions of the world;
- Demonstrate good knowledge and problem-solving skills in analyzing contemporary and historical events;
- Demonstrate good communication skills in oral and written forms; and
- Command good skills in historical research, analysis, and presentations.

Faculty

Frank Barajas, Ph.D. Associate Professor of History Academic Advisor for History Sage Hall, Room 2037 (805) 437-8862 frank.barajas@csuci.edu

Rainer Buschmann, Ph.D. Professor of History Academic Advisor for History Sage Hall, Room 2145 (8Ŏ5) 437-8995 rainer.buschmann@csuci.edu

Marie Francois, Ph.D. Director, University Experience Program Title V Project ISLAS Activity Director Associate Professor of History Sage Hall, Room 2141 (805) 437-3123 marie.francois@csuci.edu

Nian-Sheng Huang, Ph.D. Interim Čhair Professor of History Academic Advisor for History Sage Hall, Room 2137 (805) 437-8879 nian-sheng.huang@csuci.edu

James Meriwether, Ph.D. Professor of History Academic Advisor for History Sage Hall, Room 2021 (805) 437-3313 iames.meriwether@csuci.edu

Contact Information

http://history.csuci.edu/ history@csuci.edu

Bachelor of Arts Degree in History - (120 units)

Required for the Major	,
Free Electives in any Discipline	
General Education & American Institutions 51	
TOTAL	5

Lower Division Required Courses 15 units

World C	ivilizat	ions - 6 units	
HIST	211*	World Civilizations: Origins to 1500	.3
HIST	212*	World Civilizations: Since 1500	.3

HIST	270†	The United States to 1877 The United States Since 1877			
Methodo HIST		3 units The Historian's Craft*			.3

Upper Division Required Courses 31-33 units

Students should select at least three courses from each of the following areas: History of North American and World History. One of these areas must have four courses

History of North America - 9-12 units

Students should select at least three courses from the following list:

HIST	333*	History of Southern California	0
LUCT	224*		.3
HIST	334*	Narratives of Southern California	2
HIST	335*	(ENGL)	
1 1131	555	and Film (ART/ENGL)	3
HIST	349*	History of Business and Economics in	.0
1 1101	0-17	North America (BUS/ECON)	3
HIST	350†		.3
HIST	351	History of African Americans	
HIST	369	California History and Culture	
HIST	370	United States Colonial History	
HIST	371	The Founding of the United States	.3
HIST	372	United States Industrialization	
			.3
HIST	373		.3
HIST	374	United States Since 1945	.3
HIST	401	United States Immigration History,	_
LUCT	100+	1840-1945	.3
HIST	402*	Southern California Chicana/o	2
LUCT	400	History and Culture (CHS)	
HIST	403 420	The American Intellectual Tradition	
HIST HIST	420	History of Mexico	
HIST	470	People and Everyday	
1 1101	4/ 0	Life in Early America	3
		the in Early / Whereau	. 0

World History - 9-12 units

310

319

HIST

HIST

Students should select at least three courses from the following list:

i.	IIST	320	European History, 1945 to the Present
	IIST	330*	History of Science: Non-western Origins
			and the Western Revolution (CHEM)3
Н	IIST	339*	Business in China: Heritage
			and Change (BUS)
Н	IIST	340*	History and Psychology of Nazi
			Germany (PSY)
Н	IIST	342*	Environmental History (ESRM)
Н	IIST	360*	History of Colonial Latin America 3
Н	IIST	361*	History of Modern Latin America 3
Н	IIST	365*	Themes in World History
Н	IIST	366	Oceans of World History
	IIST	380	History of the Pacific Islands
	IIST	391	Traditional China
	IIST	392	Modern China
	IIST	393	Contemporary China
	IIST	394	Traditional Japan
	IIST	395	Modern Japan
	IIST	396	East Asia: Then and Now
H	IIST	436*	Psychology and History of East Asian
			Warrior Cultures (PSY)
	IIST	442*	The African Diaspora (ANTH)
	IIST	451*	History of Africa Since 1800
Н	IIST	452*	History of Southern Africa Since 16003

		ory - 6 units elect two courses from the following list:
HIST	330*	History of Science: Non-western Origins
		and the Western Revolution (CHEM) 3
HIST	338*	Theatre in History (PA)
HIST HIST	342 365*	Environmental History (ESRM)
HIST	366	Themes in World History
HIST	412*	Law and Society
HIST	413*	World Religions and Classical
		Philosophies
HIST	414	Women and Gender in History
HIST	415	Society and Radicalism
HIST	430*	Tradition and Transformation: Literature,
	_	History and Cultural Change (ENGL)
Historio HIST		y - 3 units
		Historiography
Capston I-3 unit	e or In	ternship or Service Learning
HIST		Internship/Service Learning 1-3
HIST		Independent Research
	497	Directed Studies
HIST	499	Capstone in History
Special 1		
(Can be u	ised to f	ulfill major requirement-see Major advisor)
HIST	490	Special Topics
Electives		
		or requirement; count toward "free electives
in any dis		
HIST		Constitutional History of the US
HIST	275†	The United States to 1900
HIST	331*	Narratives of the Working Class (ECON/
1 110 1	001	
HIST	332*	ENGL/SOC/POLS)
HIST	337*	Music in History (PAMU)
HIST	445*	Chicano Child and Adolescent (EDUC) .4
Double-	Counti	ng for History Majors

Courses double counted from the requirements by both the History Program and GE/ American Institutions would increase the standard units (21-23) for electives.

According to the GE requirements, students must take 9 units from those interdisciplinary courses numbered 330-349 and 430-449. <u>Six</u> of the <u>9</u> units can be double counted and <u>three</u> of the $\underline{9}$ units must be outside the major and not cross-listed with the HIST prefix.

History majors are encouraged, but not required, to select from the following interdisciplinary courses offered by the History Program in satisfying the GE Interdisciplinary requirements:

HIST	333	History of Southern California
		Chicana/o Art (ART/CHS)
HIST	334	Narratives of Southern California (ENGL).3
HIST	335	American Ethnic Images in Novels and
		Film (ART/ENGL)
HIST	339*	Business in China: Heritage and
		Change (BUS)
HIST	340	History and Psychology of
		Nazi Germany (PSY)
HIST	349	History of Business and Economics in North
		America (BUS/ECON)

HIST	430	Tradition and Transformation: Literature,
		History and Cultural Change (ENGL)
HIST	436	Psychology and History of East Asian
		Warrior Cultures (PSY)
HIST	442	The African Diaspora (ANTH)3

Minor in History - (18 units)

The minor in History affords non-majors the opportunity to investigate the historical complexities of societies and movements and their legacies in the present. Therefore the minor serves as a primer to the scholarly appreciation of the past.

Lower Division Requirements - 9 units

Students must select <u>three</u> lower division History courses. They must select at least one course from each area listed below:

World I	History	- 3 units	
HIST	211*	World Civilizations: Origins to 1500	.3
HIST	212*	World Civilizations: Since 1500	.3
or			

Transfer courses of African, Asian, Latin American or Western Civilization based on history advisor's approval may be substituted.

America	an Hist	ory - 3 units					
HIST	270†	The United States to 1877					
HIST	271†	The United States since 1877					
HIST	272†	Constitutional History of the U.S3					
,							
Mothod	alagy -	2 unite					

Upper Division Requirements - 9 units

Students must select any three courses from the program's upper-division offerings.

INFORMATION TECHNOLOGY

Bachelor of Science in Information Technology

Programs Offered

• Bachelor of Science in Information Technology

This BSIT program prepares students for careers in Information Technology such as Computer Systems Integrator, Computer Systems Manager, Information Technology Designer, Information Technology Support, Database Systems Manager, Database Systems Designer, Data Communications Analyst, Network Manager, Network Designer, Web Technology Manager and Web Technology Support.

In addition to serving CSU Channel Islands (CI) freshmen, the program provides an avenue of advancement for students with associate's degrees in a technology discipline such as networking gained at a two-year institution (e.g.: Moorpark College's Associate in Science Degree in Computer Network Systems Engineering).

The coursework will provide a foundation in mathematics, programming, networking, databases, web systems, computer architecture and information systems. The BSIT covers the interdisciplinary ground between a BS in Computer Science and a BS in Management Information Systems, emphasizing the fastest growing segments of both: web systems, databases, and networks. This interdisciplinary program draws from both Computer Science and Management Information Systems: mathematics, science, and computer programming from Computer Science, and business organization and project management from Management Information Systems. From there it adds depth in Web Programming and Technology, Database Theory and Design, and Data Communications and Networking, while allowing for further depth in these or related areas such as e-Commerce, Computer Security, and Multimedia.

Faculty

William J. Wolfe, Ph.D.
Professor of Computer Science
Bell Tower West, Room 2225
(805) 437-8985
william.wolfe@csuci.edu

Peter Smith, Ph.D.
Professor of Computer Science
Interim Chair, Computer Science Program
Academic Advisor
Bell Tower West, Room 2265
(805) 437-8882
peter.smith@csuci.edu

Andrzej A. J. Bieszczad, Ph.D.
Associate Professor of Computer Science
Director of the Masters Program
Bell Tower West, Room 2285
(805) 437-2773
aj.bieszczad@csuci.edu

Contact Information

http://compsci.csuci.edu

Program Learning Outcomes and Contact Information

http://www.cs.csuci.edu/

Bachelor of Science in Information Technology - (121 units)

Special Grade Requirements

A grade of C- or better is required in all prerequisites courses in the major

Lower Division Requirements								. 18
Core Courses								
Upper Division Electives								. 15
Technology Electives								
Capstone								4
General Education and Title V								. 42
University Electives								. 3-4
Total	 					12	1	units

Lower Division Requirements - (18 units)

1.	Statistics Select of MATH MATH MATH	one of th 201 329	ne following: Elementary Statistics	3
2.			of a Laboratory science: stry, or Biology <u>8</u> units	
	BIOL and	200	Principles of Organismal and Population Biology	4
	BIOL	201	Principles of Molecular and Cellular Biology	4
	or			
	CHEM and	121	General Chemistry I	4
	CHEM	122	General Chemistry II	4
	PHYS and	100	Introduction to Physics	4
	PHYS	101	Introduction to Physics II	4
3.	First cou		ava programming language <u>4</u> units Object-Oriented Programming	4
4.	Langua	ge <u>3</u> un	Computer Architecture and Assembly its Computer Architecture and	0

inese requirements.	Proposed Course of Study
Core Courses - 29 units	Freshman Year Fall - 15 units
MATH 300 Discrete Mathematics	ENGL 105* Composition and Rhetoric
MATH 301 Discrete Mathematics for IT	MATH 230 Logic and Mathematical Reasoning (GE A3)
COMP 262 Computer Organization and Architecture	General Education
COMP362Operating Systems4COMP420Database Theory and Design3IT280Web Programming3IT429Computer Networks for IT3MIS310Management Information Systems3MGT307Management of Organizations3	Spring - 13 units COMP 150 Object-oriented programming .4 Title V .3 General Education .6
Upper Division Electives - 15 units	Sophomore Year
Choose 15 units from the following: Note: 9 units of the 15 units must be taken in IT or COMP courses ART 324 Communication Design Technology:	Fall - 16 units COMP 162 Computer Architecture and Assembly
Web Design	University elective
3D Computer Animation	Spring - 16 units Lab Science (Bio 200 or Chem 121 or Phys 100)
COMP 345 Digital Image Processing (MATH/PHYS)	University Elective
COMP 425 Computer Game Programming 3 COMP 447 Societal Issues in Computing 3 COMP 449 Human Computer Interaction (PSY) 3 COMP 452 Computational Bioinformatics (MATH) 4 IT 400 e-Commerce	Junior Year Fall - 17 units Lab Science II (Second semester Bio, Chem, or Phys)4 ENGL 330 Interdisciplinary Writing
IT 424 Computer System Security for IT	Spring - 16 unitsCOMP 447Societal Issues in Computing.3COMP 362Operating Systems.4COMP 420Database Theory and Design.3IT280Web Programming.3MGT307Management of Organizations.3
MATH 437 Mathematics for Game Programming3 (Additional electives to be added based on faculty availability).	Senior Year Fall - <u>15</u> units
Technology Electives - 9-10 units For a listing of suitable CI courses, see the BSIT program advisor	T
Capstone - 4 unitsMGT 471Project Management	MGT 471 Project Management
General Education and American Institutions - 42 units General Education	Spring - 13 unitsCOMP 449Human Computer Interaction (PSY)3IT 424Computer System Security for IT3IT 401Web Intelligence3IT 490Special Topics for IT3IT 499BSIT Capstone1

Note: Appropriate community college courses may meet

University Electives - 3-4 units

LIBERAL STUDIES

Programs Offered

 Bachelor of Arts in Liberal Studies with Options in: Teaching and Learning, Accelerated Multiple Subject Program (Pending approval of the California Commission on Teacher Credentialing), and Concentrated Studies

There are two options for prospective Multiple Subject Teachers (Teaching and Learning and an Accelerated Multiple Subject Program). The Accelerated Program will not be offered until it is approved by the California Commission on Teacher Credentialing (CCTC) and budgetary resources are available for it to begin. The first six semesters, <u>92</u> units of course work, is identical for both options.

Teaching and Learning Option

The Teaching and Learning Option provides the required multiple-subject content preparation for students seeking the Multiple Subject Teaching Credential for teaching kindergarten through 8th grade or a Special Education credential. This option includes the subject-matter content specified by the California Commission on Teacher Credentialing (CCTC). Upon successful completion of the Liberal Studies Degree, prospective multiple subject teachers who have met all of the prerequisites may apply for admission to a Multiple Subject post baccalaureate credential program. Such programs are two semester programs. This Teaching and Learning option plus the credential can be completed in 5 years or 10 semesters.

Accelerated Multiple

Subject Program (Pending CCTC approval and budgetary resources)

This option permits students to complete a baccalaureate degree in Liberal Studies and the Multiple Subject Credential Program, concurrently. The option also includes the subject matter content preparation specified for Multiple Subject teachers by the California Commission on Teacher Credentialing (CCTC) and the professional preparation necessary to be recommended for a teaching credential. This option can be completed in nine semesters.

Note: Prospective multiple subject teachers who wish to enter the accelerated program and have met all of the requirements for admission, may apply for admission at any time prior to the end of their Junior year. Students who are unable or choose not to be admitted into the accelerated program may complete the baccalaureate degree in Liberal Studies with the option in Teaching and Learning.

Concentrated Studies Option

Students work with a faculty advisor to develop a Program of Study that focuses on a discipline or interdisciplinary area. In addition to students interested in non-traditional or interdisciplinary degree programs, this option will be of interest to students who have taken substantial course work from a four-year institution in a discipline not currently reflected in the majors at CI.

Careers

The Teaching and Learning option and the Accelerated Multiple Subject Program provide the content knowledge preparation for the CSET, which is necessary for teaching grades K-8 and

for admission into the Multiple-Subject and Special Education Teaching Credential Programs. Students who are interested in teaching grades 6-12 should consider obtaining a bachelor's degree in a traditional major (e.g. History, English, Math, or one of the sciences) and then apply to be admitted into a Single Subject Teaching Credential Program or a Special Education Credential Program. The Concentrated Studies Option provides a broadly-based background for entry into professional and/or graduate programs. This option is for students who need flexibility in order to complete their education, or need to prepare for specific careers not represented by California State University Channel Islands' current majors.

Program Learning Outcomes

Students graduating from the Liberal Studies Program will be able to:

- Effectively evaluate oral or written communication for accuracy of content, logic of argument, and clarity of reasoning;
- Demonstrate proficiency in computer literacy, information literacy, and technological literacy;
- Analyze socio-cultural issues including race, class, ethnicity, gender, and language and discuss societal issues that may arise;
- Demonstrate content area knowledge related to their program of study and intended career goals; and
- Demonstrate content area knowledge related to the CCTC content standards for the Multiple Subject Teaching Credential for graduates from the Teaching and Learning Option.

Faculty Advisors

Students seeking to complete a Concentrated Studies Option in Liberal Studies should work with the Liberal Studies Director to identify a faculty advisor.

Alexander McNeill, Ph.D. Liberal Studies Director Bell Tower East, Room 2813 805-437-2746

Contact Information

http://liberalstudies.csuci.edu
Advising Center
Bell Tower Building, Room 1552
(805) 437-8571
Fax: (805) 437-8857
advisement@csuci.edu

Credential Information

The Liberal Studies Teaching and Learning Option is a Multiple Subject Matter Preparation Program, however, students must complete the Liberal Studies Teaching and Learning Option and must pass either the California Basic Educational Skills Test (CBEST) and the California Subject Examination for Teachers (CSET-MS), or the CSET-MS with writing skills-test prior to admission to Multiple Subject Credential Program. For more information about credential programs see the Education section and contact the Credential office.

Bachelor of Arts Degree in Liberal Studies - (120 units)

Requirements for the Teaching and Learning Option - 85-88 units

These units include General Education, Liberal Studies Core, Emphasis, and Capstone courses. Requirements for the Emphases are available from the Advising Center. Three of the six units of the American Institutions Requirement and <u>36-39</u> units of General Education are included in the Core for the Teaching and Learning Option.

1. Reading, Language, and Literature - 15-18 units

١.	Select either:							
	ENGL		Composition and Rhetoric I					
	or ENGL	102 & 103	Stretch Composition I & II					
	COMM ENGL ENGL	101 212 315	Public Speaking					
	ENGL	475	and Linguistics					
2.	History EDUC EDUC ESRM HIST HIST	and Soc 101 320 105 211 275	cial Science - 18 units Introduction to Elementary Schooling					
	HIST	369	California History and Culture3					
3.	Mathem MATH MATH	atics - <u>6</u> 208 308	<u>Sunits</u> Modern Math for Elementary Teaching I: Numbers and Problem Solving					
4.	Science BIOL COMP GEOL PHSC	170	Foundations of Life Science					
5.	Visual a ART PATH	ind Perf 102 343	orming Arts - <u>6</u> units Multicultural Children's Art					
6.	Physical HLTH PHED	Educat 322 302	tion and Health - <u>4</u> units Health Issues in Education					
7.	Human PSY PSY	Develop 213 345	Developmental Psychology					
Th		499 ne projed	nits Capstone Project					

Required Emphasis - 9 units

<u>Nine</u> additional units must be taken from <u>one</u> of the following Emphases:

- Reading, Language and Literature
- History and Social Science
- Mathematics
- Science
- Visual and Performing Arts
- Physical Education and Health
- Human Development and Psychology
- Bilingual Studies: Spanish/English
- BCLAD
- Special Education
- Chicana/o Studies

Required Supporting, General Education Course - 3 units

Additional Graduation Requirements and Electives - 32-35 units

Foreign Language - 3 units

(May double count for Reading, Language and Literature Emphasis; Spanish language may double count for Bilingual Studies)

American Institutions Government Requirement - 3 units

Electives - 25-29 units

(Must satisfy General Education categories A3 and C2 if not covered in emphasis)

Students are strongly encouraged to take. EDUC 510, EDUC 512, EDUC 520, and EDAP 365 as electives since these courses are prerequisites for admission to the CI Multiple-Subject Teaching Credential Program.

Note: Math 101 is a prerequisite to Math 208.

Special Note: Students who plan to enter a teaching credential program in California will be required to have a cumulative GPA of 2.67 OR a 2.75 GPA in the last <u>60</u> units of their baccalaureate degree to be eligible for admission to the post-baccalaureate credential program.

Recommended Program of Study (Major and Supporting Courses)

Freshman

Fall - <u>15</u> u	ınits	
EDUC	101	Introduction to Elementary Schooling,
		GE D
HIST	211	
		GE D
POLS	150	American Political Institutions (American
		Institutions-Gov't)
UNIV	110	Critical Thinking and the University
		Mission, GE A3

2011	Select eith ENGL or	er: 105	Composition and Rhetoric I	.3	Spring - <u>14</u> LS HITH	<u>4</u> units 499 322	Capstone Project
- 2(_	102	Stretch Composition I	.3	Upper D	ivision (GE
012	Spring - 10	<u>5-19</u> un			Emphasi: Elective		e
	ART	102	Multicultural Children's Art, GE C1, C3b	.3			
	COMP		Public Speaking, GE A1	.3	Acce		ted Program - (135 units)
	ENGL HIST	103 275	GE B4	.3		•	nding CCTC approval budgetary resources)
>	PHSC	170	Foundations in Physical Science, GE B1		Dinc. d		04.04
	Sophomo	are	GEBI	.4			r ses - 84-86 units vage and Literature - <u>24-27</u> units
	Fall - <u>14</u> u	nits			COMM	101	Public Speaking, GE A1
	BIOL	170	Foundations of Life Sciences, GE B2 (Includes lab)	1	COMM	346	School Communication (EDUC), GE A1, INTD
H H	ESRM	105	Environmental Issues in Geography, GE D		ENGL or	105	Composition and Rhetoric I
	ENGL	212	Introduction to Children's Literature	.3	ENGL ENGL	102 & 212	103 Stretch Composition I & II
	SPAN Contract 14	101	Elementary Spanish I, GE C3a	.4	ENGL	315	Introduction to Language, Structure and
	Spring <u>16</u> MATH	208	Modern Mathematics for Elementary School Teaching 1 - Numbers and		ENGL	475	Linguistics
	0501	000	Problem Solving, GE B3			Conter 422	nt and Methods Literacy 1: Multicultural/Multilingual
	GEOL HIST	300 369	Foundations of Earth Science California History and Culture			423	Literacy 2: Multicultural/Multilingual
	PSY	213	Developmental Psychology, GE D, E	0	2. History	and So	ocial Science - <u>18</u> units
			GED, E	.3	ERSM	105	Environmental Issues in
	Junior Fall - 13 u	nits			HIST	211	Geography (GEOG), GE D
	MATH		Modern Math for Elementary School		HIST	275	The United States History to 1900
			Teaching II - Geometry, Probability and Statistics	.3	HIST	369	(American Institutions-History) California History and Culture
	EDAP ENGL	364 315	Initial Classroom Apprenticeship Introduction to Language,	.1	POLS	150	American Political Institutions
	PATH	343	Structure and Linguistics	.3			nt and Methods
			GE C1, INTD	.3		427	Social Studies in Integrative Art
	PSY	345	Individuals with Disabilities in Society (SPED), GE D, E, INTD	.3	3. Mathem MATH		<u>9</u> units Modern Mathematics for Elementary Teaching 1 - Numbers
	Spring - <u>17</u> EDAP	_ units 365	Advanced Classroom Apprenticeship .	2			and Problem Solving, GE B3
	EDUC	510	Learning Theory and Development				nt and Methods
	EDUC	512	Applied in Multicultural Contexts Equity, Diversity, Foundations of Schooling, GE C3b			426 428	Teaching Geometry and Measurement in Elementary Schools
	EDUC	520	Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive		LUAI	420	Teaching Data Analysis, Probability and Mathematical Reasoning in Elementary Schools
	ENGL	475	Classrooms	.3	4. Science BIOL COMP	- <u>18</u> ui 170 110	Foundations of Life Science, GE B24 Computer Literacy for Educators (LS)3
	Senior				GEOL	300	Foundations of Earth Science, GE B4 4
	Fall - <u>14</u> u		Media Literacy and Youth Culture (EDUC) GE A1, D, INTD		PHSC	170	Foundations in Physical Science, GE B1
	PHED	302	Motor Learning, Fitness and Development in Children, GE E	t			
	Elective Emphasi	s Cours	se	.6			

Integrated EDAP	d Conte 429	nt and Methods Teaching Science in Elementary Schools .3	Courses	- 13 u	
	and Per 102	forming Arts - <u>6</u> units Multicultural Children's Art,	COM SPAN	101	Media Literacy and Youth Culture (EDUC), GE A1, D, INTD
PATH	343	GE C1, C3b	UNIV	110	Literature Course, GE C2
		ntion and Health - <u>3</u> units nt and Methods	Recom	men	GE A3
		Health and Physical Education in Elementary Schools	Study	for P	rogram Option
7. Human	Develo	opment, Learning and Cognition - <u>6</u> units	Freshma Fall - <u>15</u> u		
PSY PSY	213 345	Developmental Psychology, GE D, E 3 Individuals with Disabilities (SPED), GE D, INTD	EDŪC HIST	101 211	Introduction to Elementary Schooling, GE D
8. Capsto	no	OL D, IINID	POLS	150	American Political Institutions (American
The studen	nt teachir	ng experience is considered as the capstone Accelerated Multiple Subject Program Option.	UNIV	110	Institutions-Gov't)
		essional Preparation Courses	Select eitl	her:	01/10
29 units	101	Introduction to Elementary Schooling,	ENGL or	105	Composition and Rhetoric I, GE A2 3
ED A D		GE D	ENGL	102	Stretch Composition 1
EDAP EDAP	364 365	Intermediate Classroom Apprenticeship 1 Advanced Classroom Apprenticeship 2	Spring <u>16</u>	5-19 uni	ts
EDAP	467	Student Teaching I	ART		Multicultural Children's Art, GE C1 3
EDAP EDAP	468 469	Student Teaching Seminar I	COM/ COMP		Public Speaking, GE A1, C3b
EDAP	470	Student Teaching Seminar II 1			GE B4
EDAP EDAP	471 472	Student Teaching III	ENGL HIST	103 275	Stretch Composition II, GE A2
EDUC	510	Learning Theory and Development Applied in Multicultural Contexts	PHSC	170	Foundations of Physical Science, GE B1
EDUC	512	Equity, Diversity, Foundations of Schooling, GE C3b	Sophom		
EDUC	520	Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive	Fall - <u>14</u> u BIOL	170	Foundations of Life Sciences, GE B24 (Includes Lab)
		Classrooms	ESRM	105	Environmental Issues in Geography,
		hasis - 9 units units must be taken from <u>one</u> of the	ENGL	212	GE D
following			SPAN	101	Elementary Spanish I, C3a 4
		guage and Literature	Spring 16		
	y and So ematics	ocial Science	GEOL HIST	300 369	Foundations of Earth Science
Science			MATH	208	Modern Mathematics for Elementary
		forming Arts			School Teaching - Numbers and Problem Solving, GE B3
		ation and Health opment and Psychology	PSY	213	Developmental Psychology, GE D, E 3
 Bilingu 	ual Studi	es: Spanish/English			Literature Course, GE C2
BCLAE Specific	D al Educc	rtion	Junior Fall - <u>13</u> υ	ınits	
	na/o St		COM		Media Literacy and Youth Culture (EDUC),
		gly encouraged to select an emphasis in	EDAP	364	GE A1, D, INTD
		nce, special education or BCLAD since these est teacher shortage.	ENGL	315	Introduction to Language, Structure
are areas	or great	est todator unortage.	EDUC	343	and Linguistics
			PSY	345	GE C1, INTD
			101	J4J	Society (SPED), GE D, E, INTD

2	Spring - 12	<u>4</u> units	
2	EDAP	365	Advanced Classroom
	ED. 10	510	Apprenticeship
2	EDUC	510	Learning Theory and Development
7	EDUC	512	Applied in Multicultural Contexts
,	LDOC	512	Schooling, GE C3b
	EDUC	520	Observing and Guiding Behavior in
			Multilingual/Multicultural and Inclusive
	E. 101		Classrooms
	ENGL	475	Language in Social Context
	Senior		
	Fall - 16 u		0 0 (50,10)
	COMM	346	School Communication (EDUC), GE A1, INTD
	EDAP	422	GE A1, INTD
	EDAP	426	Teaching Geometry and Measurements
			in Elementary Schools
	EDAP	467	Student Teaching I
	EDAP	468	Student Teaching Seminar I
			Emphasis Course
	Spring - 10		
	EDAP	423	Literacy 2: Multicultural/Multilingual 3
	EDAP	428	Teaching Data Analysis, Probability and Mathematical Reasoning in
			Elementary Schools
	EDAP	429	Teaching Science in
			Elementary Schools
	EDAP	469	Student Teaching II
	EDAP	470	Student Teaching Seminar II
			Emphasis Course
	Fall II - <u>15</u>		
	EDAP	427	Social Studies In Integrated Art
	EDAP EDAP	425 471	PE and Health Cont Methods
	EDAP	471	Student Teaching III
	LUM	→ / ∠	Emphasis Course

Requirements for Admission to the Accelerated Program

Students must be accepted into the accelerated program prior to enrolling in EDAP 467. Students may apply for admission at any time after completing <u>60</u> units in the Liberal Studies Program. Admission will be granted based upon completing the following requirements for admission. Applications and advising are available in the CI Credential Office.

 Examinations. Students must pass either the California Basic Educational Skills Test (CBEST) and the California Subject Examination for Teachers (CSET-MS), or the CSET-MS with writing skills test prior to admission to the accelerated program.

- Grade Point Average. Students must pass all prerequisite classes with no grade lower than a "C." A cumulative grade point average of 2.67 overall or 2.75 in the last <u>60</u> units or better is required for admission to the integrated program.
- 3. Health Clearance. Evidence of a negative tuberculin test is required. The tuberculin test is valid for four 4 years and must be valid through student teaching. The tuberculin test may be completed at a private physician's office, the county health department, or the CI Student Health Center.
- 4. Certificate of Clearance. Students must possess or apply for a valid Certificate of Clearance as part of admission. A copy of an emergency permit satisfies the clearance requirement. The Certificate of Clearance is a background check and clearance conducted by the Department of Justice and Federal Bureau of Investigation.
- One set of official transcripts. One set of official transcripts with a list of courses in progress must be submitted to the Credential Office with the program application.
- 6. Two Letters of Recommendation. Two letters of recommendation from faculty, employers, and/or others who are knowledgeable about the student's personal qualities and potential to work with children must be submitted with the program application.
- Experience. At least 45 hours of documented field experience in a K-8 classroom or an equivalent documented field experience must be completed.
- 8. Writing Sample. Writing samples are required as part of the application process. The writing sample includes a 500-600 word essay describing the applicant's interest in teaching children with the diversity of languages and cultures represented in California schools.
- Interview. The Accelerated Program admissions committee will interview candidates once all other portions of the admissions requirements are complete.

Program Maintenance Requirements: In order to remain in the accelerated program, students must maintain a grade point average of 3.0 ("B") or better, with no course grades lower than a "C+."

Requirements For the Concentrated Studies Option - 57 units

This option consists of a $\underline{9}$ unit Core, a $\underline{45}$ unit Program of Study, and a $\underline{3}$ unit Capstone. In order for a student to have their Program of Study approved, it must be developed with a tenure-track faculty advisor. General Education may not be double-counted with the requirements for this Option.

Required Core Courses - 9 units

Choose <u>one</u> course from each of the following three core areas.

1.	Advand Select of		iting Course - <u>3</u> units
			Interdisciplinary Writing
	or ENGL	478	Writing as Reflective Practice
2.			tudies - <u>3</u> units ourse approved for General Education, Area

Any three unit course approved for General Education, Arec C3b. (See General Education requirements in the university catalog)

3. Computer Literacy - <u>3</u> units

The Program of Study must be arranged with a faculty advisor. Students are strongly encouraged to pursue a minor as part of the Program of Study. A minimum of <u>24</u> units must be upperdivision. Community college courses may be used in the Program of Study provided they are approved by the faculty advisor and are not used to meet General Education or the American Institutions Requirements. Students must select a faculty advisor within the first 60 days after they begin taking coursework at CI and submit their initial Program of Study to the Advising Center.

Capstone - 3 units

All students must enroll in LS 499 during the final year prior to graduation.

(The Capstone Project (LS 499) must be passed with a grade of "B" or better.)

Required Supporting and Other General Education Requirements - 63 units

Programs Offered

- Bachelor of Science in Mathematics
- Minor in Foundational Mathematics
- Minor in Mathematics
- Master of Science in Mathematics
- Approved CCTC Mathematics Subject Matter Waiver Program

Mathematics can be pursued as a scholarly discipline of an especially elegant and creative art form or it can be treated as a valuable tool in an applied discipline. Our program addresses both needs. Students will be given a strong background in mathematics and statistics as well as a substantial amount of interdisciplinary applications in Physics, Biostatistics, Business, Computer and Information Sciences, Computer Imagining or Artificial Intelligence.

Careers

The mathematics major will prepare students for teaching careers, studies in graduate programs (in pure mathematics, applied mathematics, mathematics education, or the mathematical sciences) or for employment in high-tech and bio-tech industries, where mathematics-trained professionals with interdisciplinary expertise (sciences and business) are increasingly sought after.

Program Learning Outcomes

Students graduating from the Mathematics program will be able to:

- Demonstrate critical thinking, problem solving skills and ability to use advanced mathematical methods by identifying, evaluating, classifying, analyzing, and synthesizing data and abstract ideas in various contexts and situations;
- Demonstrate the knowledge of current mathematical applications, computing practices and use of broad technology in industry, science and education;
- Demonstrate ability to use modern software, abstract thinking, and mathematical practices connected to scientific and industrial problems, and demonstrate these skills that are currently used by technologies in society and education;
- Perform skills that enable them to evaluate, propose and convey novel solutions to scientific and business problems, etc.;
- Demonstrate cooperation skills by working effectively with others in interdisciplinary group-settings - both inside and outside the classroom; and
- Demonstrate a sense of exploration that enables students to pursue lifelong learning and currency in their careers in mathematics, statistics, education, high-tech and bio-tech industries.

PROGRAMS AND DEGREES	Faculty Ivona Grzegorczyk, Ph.D. Professor of Mathematics Chair, Mathematics and Applied Physics Programs Academic Advisor for Mathematics and Single Subject Credential in Mathematics Bell Tower West, Room 2275 [805] 437-8868 ivona.grze@csuci.edu Geoffrey Buhl, Ph.D. Assistant Professor of Mathematics Bell Tower West, Room 2235 [805] 437-3122 geoffrey.buhl @csuci.edu
DEGREES	Geoffrey Dougherty, Ph.D. Professor of Physics Applied Physics Coordinator Aliso Hall, Room 101 (805) 437-8990 geoff.dougherty@csuci.edu
	Jesse Elliott, Ph.D. Associate Professor of Mathematics Bell Tower West, Room 2215 [805] 437-2768 jesse.elliott @csuci.edu
	Jorge Garcia, Ph.D. Associate Professor of Mathematics Developmental Mathematics Coordinator Bell Tower West, Room 2219 (805) 437-2769 jorge.garcia @csuci.edu
	Kathryn Leonard , Ph.D. Assistant Professor of Mathematics Bell Tower West, Room 2245 (805) 437-3127 kathryn.leonard @csuci.edu
	Gregory Wood, Ph.D. Assistant Professor of Physics Bell Tower West, Room 2295 (805) 437-3279 gregory.wood @csuci.edu
	Cindy Wyels, Ph.D. Associate Professor of Mathematics

Cindy Wyels, Ph.D.
Associate Professor of Mathematics
MS in Mathematics Graduate Program Director
Bell Tower West, Room 1191
(805) 437-3260
cynthia.wyels@csuci.edu

Contact Information

http://math.csuci.edu

Bachelor of Science in Mathematics - (120 units)

	Upper D Upper D Electives GE Inclu GE and	Division R Division E S Uded in 1 America	equired Major Courses	20 15-19 16 18 34
1	ower	Divici	on Requirements	
	4-35 ı		on Requirements	
	MATH MATH MATH MATH MATH PHYS	150 151 230 240 250 200	Calculus I	4 3 3
Se	elect one	of the	following:	
	PHYS			7-8
	One have	a comoct	or saionea saguanea	70
_			er science sequence	/-0
56		105	following: Computer Programming Introduction Object-Oriented Programming	3
Se			nal Computer Science course: r above or COMP 102	3-4
U	pper	Divisi	ion Requirements - 20	units
	MATH MATH MATH MATH MATH MATH MATH	300 331 350 351 352 451 499	Discrete Mathematics	33333
ΕI	ectives	in Ma	jor - 9-13 units	
	ote:		,e.	
1.	Courses as electi		r the emphases cannot be counted	
2.	Students MATH 4	plannin 192 for 1 ended fo	g on teaching math have to choose field experience requirement. Other corrections are marked with Mathematics for Secondary School Teachers	T3333333333

MATH	450	Partial Differential Equations and	Upper [Division	Cognitive Psychology Course
	4.50	Mathematical Physics	Educatio	on - 9	units
MATH	452	Computational Bioinformatics (COMP)4	MATH	318	Mathematics for Secondary School
MATH	480	Differential & Riemannian Geometry 3			Teachers
MATH	482T	Number Theory and Cryptography 3	MATH		Abstract Algebra I
MATH	484	Algebraic Geometry and Coding Theory	EDUC	512	Equity, Diversity and Foundations of
MATH	400	Coding Theory			Schooling
MATH	490 492T	Topics in Modern Mathematics	Applied	Math	ematics - 9 units
/VVAIII	4921	Internship	MATH		Operations Research
MATH	494	(Required) Independent Research	MATH		
MATH	497	Directed Studies	MATH	450	Partial Differential Equations and
MATH	499	Senior Colloquium			Mathematical Physics
		·	Digital [Design	- 9 units
Kequire	a supp	porting and Other GE Courses units	MATH		
		can Institutions Requirement	ART	108	Visual Technologies
Elective	Course.	s			
Select one	<u>interd</u>	isciplinary GE Course <u>3</u> units			e following:
Recomme		, –	ART	312	Digital Media Art: Time-Based
COMP	447	Societal Issues in Computing	A DT	014	Imaging and Compositing
COMP	449	Human-Computer Interactions (PSY)	ART		
PHYS	434	Introduction to Biomedical			mphases or individualized emphasis is
		Imaging (BIOL/HLTH)	possible u	pon app	proval of the mathematics advisor.
Emphasi	s - 6-I	0 units	Propos	sed C	ourse of Study
		year, in order to plan their electives, students	_		
should dec	ide on	one of the following emphases and take all			r - 30-32 units
courses liste			MATH	150	Calculus I, GE B3
		cs - 10 units	MATH	151	
		this emphasis should take BIOL 201	MATH	230	Logic and Mathematical
		Biostatistics (PSY)3	A A A T. I	200	Reasoning, GE A3
		Research design and Data Analysis	MATH	399	Modern Tech in Math
MATH	452	Computational Bioinformatics (COMP)4	DL IVC	000	(Twice)
			PHYS	200	General Physics I, GE B2
		ence - 9 units			nce Course
		this emphasis should take COMP 150 and	GE 360	ction A,	C, D, or E
A A ATLI	7 1 101 11 7 1 1 0	e computer science requirements Scientific Computing			following:
ΛΛΔΤΗ	351	Analysis of Algorithms	COMP	105	Computer Programming
		Introduction to Software Engineering			Introduction, GEB4
			COMP	150	Object Oriented Programming, GE B44
Physics -			Select eitl	her: (EN	NGL 102+103) or ENGL 105
		this emphasis should take PHYS 200 and	ENGL	102	Stretch Composition 1
MATH		ence sequence. Partial Differential Equations and	ENGL	103	Stretch Composition II
/ V V ~ (1	450	Mathematical Physics	or		1
I Innor o	division	Physics course	ENGL	105	Composition and Rhetoric, GE A2
			Sonhom	ore Ye	ear - 22-23 units
		cs - 6 units	MATH	240	Linear Algebra
		this emphasis should take PHYS 200 and	MATH	250	Calculus III
		ence sequence	MATH	300	Discrete Mathematics
MATH	345	Digital Image Processing	MATH	350	Differential Equations and
۱ ۸ ۸ ۸ ۲۱ ۱	115	(COMP/PHYS)	.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	000	Dynamical Systems
MATH	443	Image Analysis and Pattern	MATH	399	Modern Tech in Math
		Recognition (COMP/PHYS)			
		nces/Economics - 9 units	MATH	331	15-18 units + GE
MATH		Operations Research	/VAIII	331	History of Mathematics, GE B3, D, INTD
ECON		Fundamentals of Economics	MATH	351	Real Analysis
ECON	486	Introduction to Econometrics	MATH		Probability and Statistics
Business	Mana	gement - 9 units			ne groups from the Emphasis Courses
MATH	329	Statistics for Business and Economics	listed abo		ic groups from the Emphasis Courses
MATH	429	Operations Research	nsieu ubc	, √ C .	
Econom	nics or U	Spper Division Management Course			
		nce - 9 units			
MATH	430	Research Design and Data Analysis3			
PSY	210	Learning, Cognition and Development 3			

Senior Year 14-15 units + GE MATH 451 Complex Analysis .3 MATH 499 Senior Colloquium .1 Fall MATH 499 Senior Colloquium .1 Spring Choose three or more Math Electives .9-12
Minor in Mathematics - (20 units)
MATH 150 Calculus I .4 MATH 151 Calculus II .4 MATH 300 Discrete Mathematics .3
In addition, students should select three upper division courses $\underline{9}$ units from the Mathematics program approved by the advisor Approval is not required for Computer Science majors.
Minor in Foundational
Mathematics - (34-36 units)
This minor meets the needs of non-mathematics majors intending to enter a middle school mathematics teaching credential program. Especially, many Liberal Studies students would like to teach upper level elementary mathematics.
Lower Division Requirements 15-16 units (Including pre-/co-requisites)
Choose one of the following:
MATH 101 College Algebra .3 MATH 105 Pre-Calculus .4 MATH 150 Calculus .4
Choose one of the following: MATH 201 Elementary Statistics
Additional required courses: MATH 208 Modern Mathematics for Elementary Teaching I - Numbers and Problem Solving
Problem Solving
Upper Division Requirements - 16 units
(Including pre-/co-requisites) MATH 308 Modern Mathematics for Elementary School Teaching Il-Geometry, Probability and Statistics
MATH 318T Mathematics for Secondary School Teachers
MATH 330 Mathematics and Fine Arts
Select one of the following:MATH492Internship1-3LS499Capstone Project.1-3
Choose one course from the list below 3-4 units

MATH 482 Number Theory & Cryptography 3

Other upper division math course <u>3-4</u> units

Master of Science in Mathematics - (32 units)

(Offered through Cl' Extended University Program)

Our MS in Mathematics program is interdisciplinary and innovative in nature, and offers a flexible schedule with highly qualified faculty. It is designed to address the global need for people with advanced mathematical, computational, and computer skills throughout the industry, high-tech, and educational systems. Students will acquire a strong background in mathematics, and computer software, as well as the skills to conduct independent applied research or develop independent projects. The program will stress interdisciplinary applications, for example in Actuarial Sciences, Cryptography, Security, Image Recognition, Artificial Intelligence, and Mathematics Education, and will give students a valuable opportunity to gain teaching experience on the university level. Students' specializations depend on the final project/thesis and the electives chosen under the supervision a Mathematics advisor. An individual study plan can be designed to meet entry requirements for Ph.D. programs in Mathematical Sciences.

Admission Requirements

- Application. Apply to both the University and the Mathematics Program. Forms are available at the Extended Education Office and on-line at http://math.csuci.edu/.
- Recommendation. At least two letters of recommendations from academia or professional supervisors.
- Subject Matter Preparation. Applicants are expected to hold BS degree in mathematics. However students with other degrees (or equivalent coursework) maybe considered and admitted conditionally (subject to completing relevant undergraduate mathematics courses).
- GPA of 3.0 in Mathematical Sciences. If applicant does not have the required GPA, conditional admission maybe available on a limited bases.
- GRE (general and mathematics) scores are recommended, but not required.

Faculty

Cindy Wyels, Ph.D.
Associate Professor of Mathematics
MS in Mathematics Graduate Program Director
Bell Tower West, Room 1191
(805) 437-3260
cynthia.wyels@csuci.edu

Ivona Grzegorczyk, Ph.D.
Professor of Mathematics and
Chair, Mathematics Program
Bell Tower West, Room 2275
(805) 437-8868
ivona.grze@csuci.edu

MATH

MATH

MATH

MATH

1.50

151

300

393

Calculus I

Requirements for the Master of Science in Mathematics - 32 units

Core Courses - II units

Choose three courses from the following list (at least two courses must be in Mathematics):

		i mamemanesj.	
MATH	510	Probabilistic Methods and	
		Measure Theory	3
MATH	511	Functional Analysis	
MATH	513	Advanced Algebra	3
COMP	510	Algorithms	
COMP	569	Artificial Intelligence	
PHYS	510	Advanced Image Analysis Techniques	3
nd requi			
MATH	599	Graduate Seminar	1

Electives - 15 units*

Choose <u>five</u> electives from the following list (at least <u>three</u> courses in Mathematics):

MATH	511	Functional Analysis
MATH	513	Advanced Algébra
MATH	555	Actuarial Sciences
MATH	565	Research in Mathematics Education 3
MATH	570	Combinatorics
MATH	581	Mathematical Methods in Artificial
		Intelligence (COMP)
MATH	582	Number Theory and Cryptography 3
MATH	584	Algebraic Geometry and Coding Theory.3
MATH	587	Markov Chains and Markov Processes 3
MATH	588	Stochastic Analysis
PHYS	546	Pattern Recognition
COMP	520	Advanced Database Systems
COMP	524	Security
COMP	529	Network Computing
COMP	549	Human-Computer Interaction
COMP	550	Advanced Software Engineering 3
COMP	569	Artificial Intelligence
COMP	571	Biologically Inspired Computing
COMP	572	Neural Networks
COMP	575	Multi-Agent Systems
COMP	578	Data Mining

^{*}other graduate or junior/senior courses from related disciplines may be included with advisors approval.

Projects or Masters Thesis Emphasis - 6 units

/VAIT	39/	iviasier inesis .						٠.১
or								
MATH	598	Master Project.						.3

Graduate Writing Assessment Requirement

Writing proficiency prior to the awarding of the degree is demonstrated by successful completion of at least <u>two</u> credits of MATH 597 (Masters Thesis) or MATH 598 (Masters Project) with a grade of B or higher.

Programs Offered

 Bachelor of Science in Nursing Track I, Generic (Basic) Track II, RN to BSN

> (The Bachelor of Science in Nursing program is accredited by the California Board of Registered Nursing and Commission on Collegiate Nursing Education, One Dupont Circle NW Suite 539, Washington, DC 20036).

Nursing is the art and science of care for individuals, families and communities in a variety of settings. The discipline of nursing integrates the life, social and behavioral sciences with general education, nursing theory and clinical courses to produce a graduate capable of functioning autonomously as a member of a multidisciplinary team, managing and coordinating personnel, services, resources and data in addition to providing patient care.

The CI graduate nurse seeks solutions to societal health needs and problems, understanding demographics and disparities in healthcare, ethical concerns and global perspectives in the practice of professional nursing at the generalist level.

Careers

The BSN prepares graduates for acute care, specialty units, public health, home health, extended core, assisted living, ambulatory, emergency, managed care, case management, occupational health and nursing management, staff development, and nursing education.

Program Learning Outcomes

Students completing the requirements for a B.S. degree in Nursing will be able to:

- Function within the professional nursing roles as a provider and a coordinator of care, a health educator, an advocate and as a member of the nursing profession in a variety of institutional settings;
- Collaborate as a member or as a leader of a health care team in the planning, implementation and improvement of health care services consistent with the health needs of a diverse and multicultural society;
- Follow the nursing process by assisting clients, families and communities to promote an optimum level of wellness, sustain life, recover from disease or injury in acute, long term care, institutional and community settings;
- Function as a successful professional by a commitment to self-growth, development and lifelong learning;
- For generic students meet the eligibility requirements to successfully pass the nursing licensure examination (NCLEX); and
 - For generic and RN to BSN students meet the eligibility requirements for the California Public Health Nurse Certificate.

Faculty

Karen Jensen, RN, Ph.D.
Associate Professor
Director, Nursing Program
Academic Advisor
Solano Hall, Room 1164
Phone: (805) 437-3150
karen.jensen@csuci.edu

Barbara Thorpe, RN, Ed.D. Director RN to BSN Solano Hal, Room 1171 Phone: 805.437.8421 barbara.thorpe@csuci.edu

Contact Information

http://nursing.csuci.edu nursing@csuci.edu

Bachelor of Science In Nursing (133 units) Track I, Generic (Basic)

TOTAL	•	•	•				•	•	•	•	•	•	13	3	units
American Institutions .															6
Requirements															. 30
Required Supporting a	nc		Oth	er	C	Æ									
Upper Division Major															. 33
Lower Division Major.															. 36
Prerequisites															. 28

The generic Track I of the nursing program uses the cohort model of class scheduling and requires full time enrollment. Students move as a group through the designated nursing courses in sequence. Courses are designed so that 200 level courses are prerequisite to 300 level nursing courses and so on. The time to complete the baccalaureate degree in nursing is designed for four years of full time study (one year pre nursing + three years nursing, after admission to the program).

Requirements for Admission

Application. Application for the program is a two step process. For incoming freshman apply to the University as a pre-nursing major during the application period (November) the year before intended enrollment. Upon completion of the prerequisite courses (or while the courses are still in progress for the spring semester) apply to the nursing program in February. For transfer students apply to the University during the application period (November) and the nursing program the following February the semester before you wish to be considered for admissions (all prerequisite courses must be either completed or in progress with a C or better).

Prerequisite Courses. Specific Courses are listed in the major below.

Grade Point Average. An overall GPA of 2.0 or greater in the prerequisite nursing courses with no grade lower than a C.

Eligibility. Pre-nursing majors must be accepted to the nursing major to be eligible for the lower division nursing courses.

Insurance/Health Clearance. Students in the nursing program are required to have health insurance, demonstrate a sufficient immunization record consistent with that required of clinical placement in local health care agencies and pass a physical examination.

Students must complete a criminal background check and drug screening prior to clinical placement.

Impaction Status. This status was granted by the CSU Chancellor's Office and supplemental criteria for admission will be required.

Supplemental Criteria Include. GPA in pre-nursing core course requirements, overall cumulative GPA, English language proficiency, basic math proficiency, proficiency in a second language, previous education or work experience residency in preferred geographic areas and current CI student. High school participation in regional health science or bioscience academy or nursing pipeline program. Supplemental criteria is subject to revision.

Prerequisite Courses - 28 units

Completion of all nursing major prerequisite courses or their equivalents

BIOL BIOL BIOL CHEM COMM	210 211 217 110 101	Human Anatomy and Physiology I	4 4 4
ENGL	105	Composition and Rhetoric, GE A2	3
or ENGL	106	Composition and Rhetoric II-Service Learning, GE A2	3
Any Ger		ucation Category B3	3
,		critical Thinking Requirement, GE A3	3

Lower Division Major Requirements 36 units

NRS	200	Introduction to Professional
		Nursing Practice
NRS	201	Introduction to Professional Nursing
		Practice Laboratory
NRS	203	Therapeutic Nursing Communication
		Laboratory 0.5
NRS	204	Pharmacology of Nursing Practice . 3.5
NRS	220	Nursing Care of Adults with Acute and
1 1110	220	Chronic Illness I
NRS	221	Nursing Care of Adults with Acute and
		Chronic Illness Laboratory I
NRS	222	Nursing Care of Adults with Acute and
		Chronic Illness II
NRS	223	Nursing Care of Adults with Acute and
1 4110	220	Chronic Illness Laboratory II
NRS	230	Nursing Care of Mothers, Infants, and
1 410	200	Women
NRS	231	Nursing Care of Mothers, Infants, and
CANI	231	
N IDC	000	Women Laboratory
NRS	232	Nursing Care of Children and Families2
NRS	233	Nursing Care of Children and
. 100	0.40	Families Lab
NRS	240	Psychiatric and Mental Health Nursing 3
NRS	241	Psychiatric and Mental Health Nursing
		Laboratory
NRS	260	Nutrition for Therapeutics and Health2

Upper 33 uni		sion Major Requirements
NRS NRS	306 352	Pathophysiology
NRS NRS NRS	350 391 401	Education Strategies
NRS	420	Laboratory
NRS	421	Nursing Care of the Complex Client
NRS NRS NRS	452 453 460	Across the Continuum Laboratory
NRS NRS	461 488	Professional Issues
		upporting and Other GE nts 36 units
1. Biolog BIOL	gy - <u>3</u> un 432	its Principles of Epidemiology and Environmental Health, GE B2, D,

١.	Biology	' - <u>3</u> Unii	rs — — — — — — — — — — — — — — — — — — —
	BIOL	432	Principles of Epidemiology and Environmental Health, GE B2, D, UDIGE
2.	Social F ANTH		ives - <u>6</u> units Medical Anthropology: Cross Cultural Perspectives on Health and Healing, GED UDIGE
	ANTH	102	102 or SOC 100 Cultural Anthropology, GE C3B, D Introduction to Sociology, GE D
3.	Psychol PSY PSY	ogy - <u>6</u> 100 213	units Introduction to Psychology, GE D, E Developmental Psychology, GE D, E
4.	3 units 3 units Recom ANTH Recom	each in upper a mend N 102 is mend N	ses - <u>15</u> units B4, C1,C2, and C3A livision GE Elective: IRS/PSY 348 (GE D, E, UDIGE) if completed IRS/PSY 342 (GE C3b, E, UDIGE) if completed
_			

5. American Institutions - 6 units

Bachelor of Science Degree in Nursing - (120-138 units) Track II, RN to BSN

(Offered through Extended Education)

Prerequisites	28
	20
Blanket Transfer from Community College	36-38
Upper Division Major	34
Preparatory	. 6-11
Required Supporting and Upper Division GE	
Other GE or GE certification	. 1-12
American Institutions	6
TOTAL 120-138	B units

Requirements for Admission

Application. Apply to both the University and the Nursing Program.

Prerequisite Courses. Specific courses listed in the major below

License: Have or be eligible to acquire a valid California RN license.

Degree. Be a graduate of a BRN approved pre-licensure degree program from an accredited educational institution.

Insurance/Health Clearance. Students in the nursing program are required to have health insurance, demonstrate a sufficient immunization record consistent with that required of clinical placement in local health care agencies and pass a physical examination. Criminal background check and drug screening must be completed before clinical placement.

Grade Point Average. The minimum grade in every pre-nursing prerequisite course is a C.

Prerequisite Courses - 28 units

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BIOL BIOL BIOL	210 211 217	Human Anatomy and Physiology I			
CHEM	110	Chemistry of Life, GE B1			
	121	General Chemistry I, GE B1			
COMM	101	Public Speaking, GE A1			
ENGL	105	Composition and Rhetoric I, GE A2 $\ensuremath{\text{.}}\xspace$			
or ENGL	106	Composition and Rhetoric II- Service Learning, GE A2			
Any Ger (BIOL 20		ucation Category B3			
Completion of Critical Thinking Requirement, GE A3 3					

Upper Division Major Requirements 34 units

NRS	306	Pathophysiology
NRS	310	Professional Role Transition for the
		Transfer Student
NRS	311	Professional Role Transition Seminar for the
		Registered Nurse
NRS	350	Nursing Research
NRS	352	Health Promotion and Patient
		Education Strategies
NRS	401	Advanced Clinical Assessment Laboratory .2
NRS	420	Nursing Care of the Complex Client
		Across the Continuum
NRS	421	Nursing Care of the Complex Client Across
		the Continuum Laboratory
NRS	452	Community Health Nursing
NRS	453	Community Health Nursing Laboratory 3
NRS	460	Nursing Leadership and
		Professional Issues
NRS	461	Nursing Leadership Laboratory

Preparatory Coursework - 6-11 units

Preparatory Coursework - 0-11 unit	3
Nutrition - <u>0-2</u> units*	
NRS 260^* Nutrition for Therapeutics and Health.	2
*Not required if content was integrated in RN classes	
2. Social Perspectives - <u>3</u> units	
Choose ANTH 102 or SOC 100:	
ANTH 102 Cultural Anthropology, GE C3b, D .	3
SOC 100 Introduction to Sociology, GED	3
3. Psychology - <u>6</u> units	
PSÝ 100 Introduction to Psychology, GED, E.	3
PSY 213* Developmental Psychology, GED, E.	3
or	
Any GE D or E Course if PSY 213 already completed	3
*Not required if content was integrated in RN classes	

Required Supporting and Other GE Requirements 15-27 units

1. Upper	Division	Supporting Courses - <u>6</u> units
ANTH	443	Medical Anthropology: Cross Cultural
BIOL	432	Perspectives on Health and Healing, GE D, UDIGE
		Environmental Health, GE B2, D, UDIGE

2. Upper Division GE Elective - 3 units Recommend NRS/PSY 348 (GE D, E, UDIGE) if ANTH 102 is completed Recommend NRS/PSY 342 (GE C3B, UDIGE) if SOC 100 is completed

3. Other GE Courses - 1-12 units

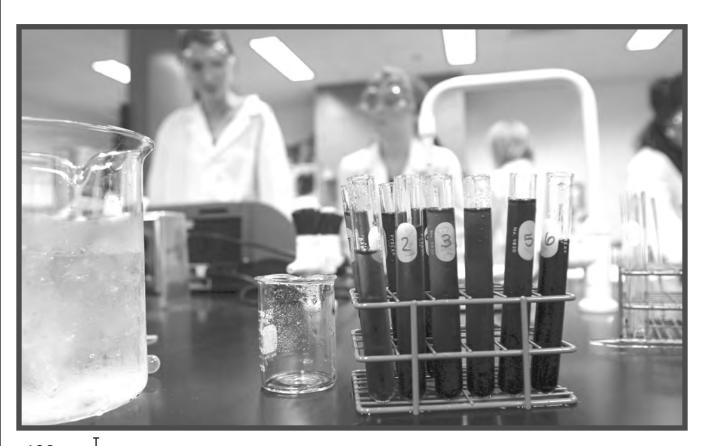
3 units Language requirement (GE C3A) (if not already completed) 3 units each in GE B4, C1 and C2 (if student is not GE certified) 1 unit of NRS 497, Directed Study

(if needed to meet 120 units)

4. American Institutions - 6 units

Criteria for Program Continuance for Both **Tracks**

- 1. Nursing majors must attain grades of "C" or better in all required nursing and non-nursing courses. Required nursing courses for which the student earns less than a grade of C may be repeated once with instructor consent buy only on a space available basis.
- 2. Students in the nursing major must maintain good academic standing. Students on academic probation are not permitted to enroll in a nursing course until the probation has been removed.



Programs Offered

- Bachelor of Arts in Performing Arts Emphasis in Dance Emphasis in Music Emphasis in Theatre
- Minor in Performing Arts

The Performing Arts Program at California State University Channel Islands offers a broad, integrated undergraduate experience in music, theatre, and dance, with attention to the relatively new fields of audience and performance studies. The core courses provide the base necessary for building an educational and professional career in the performing arts.

Core courses offer experience in each of the three major areas of the performing arts—Dance, Music and Theatre—with special attention to current and future trends. Students also choose an emphasis to follow through one of the following

- The Dance emphasis (PADA) provides study in collaborative dance performance
- The Music emphasis (PAMU) provides study in commercial music and collaborative performance.
- The Theatre emphasis (PATH) provides study in acting, directing and collaborative performance.

The Performing Arts degree program stresses interdisciplinarity and the multicultural, global perspectives that are the hallmarks of CI. In addition to gaining expertise and experience in their chosen fields of Dance, Music, or Theater, students will gain interdisciplinary experience in the performing arts, with education and experience in the intersections between the fields.

Careers

The Performing Arts major will prepare students for further study and for entry into the performing arts professions.

Program Learning Outcomes

Students graduating from the Performing Arts program will

- Perform in one or more of the Performing Arts emphases of dance, music, and theatre;
- Demonstrate critical thinking through analysis, interpretation, and evaluation of written, visual, and audio texts in an interdisciplinary context;
- Understand and appreciate the roles of the performing arts in contemporary as well as historical cultures and societies.
- Work collaboratively with people from a diverse range of artistic and cultural backgrounds;
- Express themselves effectively in written, physical, and spoken forms in response to a variety of personal, local, global, and historical events; and
- Apply multiple theoretical perspectives to their own performances and the performances of others.

Faculty

Jack Reilly, M.F.A.. Professor of Art Chair, Art & Performing Arts Napa Hall, Room 1153 (805) 437-8863 jack.reilly@csuci.edu

Catherine Scott Burriss, Ph.D. Assistant Professor of Performing Arts Bell Tower East, Room 2760 (805) 437-3126 catherine.burriss@csuci.edu

Ted Lucas, Ph.D. Professor of Music Saae Hall, Room 1133 (805) 437-8483 theodore.lucas@csuci.edu

Luda Popenhagen, Ph.D. Associate Professor of Performing Arts Bell Tower East, Room 2786 (805) 437-3187 luda.popenhagen@csuci.edu

Contact Information

performing.arts@csuci.edu http://performingarts.csuci.edu

Bachelor of Arts in Performing Arts - (120 units)

Performing Arts Core Requirements					. 12
Performing Arts Emphasis					. 18
Performing Arts Electives					
General Education					. 39
Upper Division Interdisciplinary GE					
Title V Courses					6
Electives in any Discipline					
TOTAL					

Performing Arts Core Courses

Lower Division Requirements - 3 units

Select one of the following:

PA	101	Introduction to the Performing Arts	.3
PA	202	Integrating Dance, Music and Theatre	.3

Upper Division Requirements - 9 units

Select one of the following:

PA PA PA and	335 350 360	Business and the Performing Arts (BUS). Audience and Performance Studies Musical Theatre	.3
PA	391	Production (ART)	

available as PA electives)

and			PA	383	Scenic Design (ART)
Z PA	499	Performing Arts Capstone	PA	384	Costume Design (ART)
Emphasi	is Requ	uirements	PA	391	Production
	choose	either Dance, Music, or Theater as an			required for PA majors, and <u>9</u> units available as PA electives
		s - 18 units	PA	436	Physics of Performing Arts (PHYS)
PADA	255	Dance Composition and Improvisation 3	PA	490	Special Topics
PADA	332	Dance in History (HIST)			(Repeatable for up to <u>6</u> units)
PADA	353	Jazz Dance II	PA	492	Internship in Performing Arts 1-3
PADA PADA	354 455	Modern Dance II	PA	494	(Repeatable for up to <u>6</u> units) Independent Study
rada	455	Advanced Technique of Contemporary Dance Forms	IA	494	(Repeatable for up to <u>6</u> units)
PADA	458	Dance Ensemble	PADA	151	Conditioning for Dancers
			PADA	253	Jazz Dance I
	-	s - 18 units	PADA	254	Modern Dance 1
PAMU	161	Music Fundamentals	PADA	255	Dance Composition and Improvisation 3
PAMU	261	Music Theory	PADA PADA	332 353	Dance in History (HIST)3
Select two	o course	es from the following:	PADA	354	Jazz Dance II
PAMU	231	The Beatles: Music, Fashion and	PADA	455	Advanced Technique of Contemporary
		Culture (ART)			Dance Forms
PAMU	330	Jazz in America	PADA	458	Dance Ensemble
PAMU	332	World Music	PAMU	100	Music Appreciation
PAMU PAMU	33 <i>7</i> 435	Music in History (HIST)	PAMU	109	Private Lessons
17410	433	(BUS/ECON/EDUC)	PAMU PAMU	161 200	Music Fundamentals
		(500) 2001 () 2000)	PAMU	202	Group Guitar Lessons
Select <u>6</u> u	units in	the following repeatable courses, in	PAMU	203	Group Voice Lessons
		the PAMU advisor:	PAMU	231	The Beatles: Music, Fashion and
PAMU	109	Private Lessons	D4.4.4.1	0.40	Culture (ART)
PAMU	202 203	Group Guitar Lessons	PAMU PAMU	243 261	Teaching Music to Children
PAMU PAMU	307	Group Voice Lessons	PAMU	307	Music Theory
PAMU	308	University Orchestra	PAMU	308	University Orchestra
PAMU	309	Private Lessons	PAMU	309	Private Lessons
PAMU	385	Audio Design and Recording (ART) 3	PAMU	330	Jazz in America
Thoetro	Empha	cic - 19 units	PAMU	332	World Music
PATH	280	sis - 18 units Acting	PAMU PAMU	333 335	The Varieties of Musical Experience
PATH	281	Play Analysis	PAMU	336	Art and Music: Dissonance, Diversity
PATH	338	Theatre in History (HIST)	17 17 10	000	and Continuity (ART)
PATH	382	Directing	PAMU	337	Music in History (HIST)
ы.	c., c		PAMU	432	Arts of the Harlem Renaissance
Plus <u>two</u> c PATH	of the to 333	ollowing: Multicultural Drama and	DAAALI	435	(ART/ENGL)
ГАІП	333	Theatre (ENGL)	PAMU	433	The Music Museum (BUS/ECON/EDUC)
PATH	341	Modern American Drama	PATH	280	Acting I
		and Theatre (ENGL)	PATH	281	Play Ānalysis
PATH	342	Modern British and European	PATH	332	Teaching Dramatic Literature (ENGL)
DATLI	0.4.4	Drama and Theatre (ENGL)3	PATH	333	Multicultural Drama and
PATH	344	World Drama and Theatre (ENGL)	PATH	334	Theatre (ENGL)
		ts Electives	ГАІП	334	Spanish Language Drama and Theatre (SPAN)
Nine unit	s of elec	ctives from the following list:	PATH	338	Theatre in History (HIST)
Note: Son	ne cours	es listed as electives are required in one of	PATH	341	Modern American Drama and
		remain electives for the other two emphases.)		0 1 -	Theatre (ENGL)
- 1			PATH	342	Modern British and European
PA	101	Introduction to the Performing Arts	PATH	343	Drama and Theatre (ENGL)3
PA	202	Integrating Dance, Music and Theatre3	PATH	343 344	Teaching Drama to Children (EDUC)
PA	335	Business and the Performing	PATH	380	Acting II
PA	350	Arts (BUS)	PATH	382	Directing
PA	360	Musical Theatre	PATH	410	Shakespeare's Plays (ENGL)

PATH PATH	412 444	Drama of Ancient Greece (ENGL)	PADA PADA PADA	332 353 354	Dance in History (HIST)
PATH	463	Writing for the Stage and Screen (ENGL)	PADA	455	Advanced Technique of Contemporary . Dance Forms
Mino	r in P	Performing Arts - (21 units)	PADA PAMU	458 307	Dance Ensemble
			PAMU	308	(Repeatable up to <u>8</u> units) University Orchestra
		ts minor provides non-majors the opportunity grated experience in dance, music, and	DA A 41 1	000	(Repeatable up to <u>8</u> units)
		ory and in practice. Students can choose from	PAMU	309	Private Lessons
		of the <u>three</u> emphases of dance, music, and	PAMU	330	Jazz in America
theatre, ar	nd partic	cipate in a Performing Arts production.	PAMU	332	World Music
Lower	Divis	sion Requirements - 9 units	PAMU	333	The Varieties of Musical Experience 3
Select one			PAMU	335	The Physics of Music (PHYS)
PA	101	Introduction to the Performing Arts	PAMU	336	Art and Music: Dissonance, Diversity and Continuity (ART)
PA	202	Integrating Dance, Music and Theatre3	PAMU	337	Music in History (HIST)
and			PAMU	432	Arts of the Harlem Renaissance
Select a r	minimun	n of <u>two</u> courses for a total of <u>six</u> units,			(ART/ENGL)
from the f			PAMU	435	The Music Museum
PA	101	Introduction to the Performing Arts	DATI	0.00	(BUS/ECON/EDUC)
PA	202	Integrating Dance, Music and Theatre3	PATH	332	Teaching Dramatic Literature (ENGL)
PADA	151	Conditioning for Dancers	PATH	333	Multicultural Drama and Theatre (ENGL)
PADA PADA	253 254	Jazz Dance I	PATH	334	Spanish Language Drama and
PADA	255	Modern Dance 1	17 (11 1	004	Theatre (SPAN)
PAMU	100	Music Appreciation	PATH	338	Theatre in History (HIST)
PAMU	109	Private Lessons	PATH	341	Modern American Drama and Theatre (ENGL)
		(Repeatable for a total of $\underline{4}$ units)			Theatre (ENGL)
PAMU	161	Music Fundamentals	PATH	342	Modern British and European Drama
		(Repeatable for a total of <u>6</u> units)	PATH	343	and Theatre (ENGL)
PAMU	200	History of Rock	PATH	344	World Drama and Theatre (ENGL)
PAMU	202	Group Guitar Lessons	PATH	380	Acting II
PAMU	203	(Repeatable for a total of <u>6</u> units) Group Voice Lessons	PATH	382	Directing
17 0010	200	(Repeatable for a total of $\underline{6}$ units)	PATH	410	Shakespeare's Plays (ENGL)
PAMU	231	The Beatles: Music, Fashion and	PATH	412	Drama of Ancient Greece (ENGL)
		Culture (ART)	PATH	444	Original Practice in Renaissance
PAMU	243	Teaching Music to Children	PATH	463	Drama (ENGL)
PAMU	261	Music Theory	IAIII	400	Screen (ENGL)
PATH	280	Acting 1			GERGEN (E. 102)
PATH	281	Play Analysis			
Upper	Divis	sion Requirements - 12 units			
Select one		-			
PA	335	Business and the Performing Arts (BUS) 3			
PA	350	Audience and Performance Studies 3			
PA -	360	Musical Theatre			
and					
		ses from the following:			
PA PA	335 350	Business and the Performing Arts (BUS) 3			
PA PA	360	Audience and Performance Studies			
PA	383	Scenic Design (ART)			
PA	384	Costume Design (ART)			
PA	391	Production (ART)			
PA	436	Physics and the Performing Arts (PHYS) 3			
PA	490	Special Topics			
PA	492	Internship in Performing Arts 1-3			
PA	494	Independent Study 1-3			

POLITICAL SCIENCE

Programs Offered

- Bachelor of Arts in Political Science
- Minor in Political Science

Political Science is the study of government, public policies and political behavior. Political Science uses both humanistic and scientific perspectives and skills to examine all countries and regions of the world. The Political Science Program is based on the educational objectives emphasized in the California State University Channel Island's mission. All students graduating with a degree in Political Science will have taken course work and developed competencies in all four key areas of the university mission: interdisciplinary and integrative learning; multicultural perspectives; international perspectives and civic engagement through service learning or experiential learning. Unlike traditional political science majors, all students will be required to complete a course on racial politics in the United States. This is not only consistent with our mission, but it reflects the ethnic and racial reality of California in the 21st century. The curriculum will have a strong international component as well, as all graduates will take international politics, and comparative government, and many of the elective courses emphasize international perspectives. All students graduating from CI must complete nine units of upper division interdisciplinary course work. Finally, experiential and service learning are woven throughout the curriculum, and the required capstone course is a community based project designed to synthesize learning through analysis of an important policy issue.

Careers

The Political Science Program prepares students for careers in federal, state, and, local governments, law, business, international organizations, nonprofit associations and organizations, campaign management and polling, journalism, education, electoral politics, research and advocacy. In addition, the major in Political Science prepares students for graduate and professional study in the field of Political Science as well as International Relations and Public Administration.

Program Learning Outcomes

Students completing the requirements for a B.A. degree in Political Science will be able to:

- Write clearly and with purpose on issues of international and domestic politics and public policy;
- Participate as a civically engaged member of society;
- Analyze political and policy problems and formulate policy options;
- Use electronic and traditional library resources to research key local, state, national and international policy issues and present results;
- Demonstrate competency with basic tools underlying modern social science research including competency in statistics and qualitative analysis;
- Demonstrate critical thinking, including the ability to form an argument, detect fallacies, and martial evidence, about key issues of public policy and politics;
- Discuss the major theories and concepts of political science and its subfields; and
- Deliver thoughtful and well articulated presentations of research findings.

Faculty

Scott Frisch, PhD.
Professor of Political Science
Sage Hall, Room 2133
(805) 437-2770
scott.frisch@csuci.edu

Andrea Grove, PhD.
Associate Professor of Political Science
Sage Hall, Room 2147
(805) 437-3124
andrea.grove@csuci.edu

Sean Q Kelly, PhD.
Professor of Political Science
Sage Hall, Room 2041
(805) 437-3309
sean.kelly@csuci.edu

Contact Information

http://polsci.csuci.edu

Bachelor of Arts Degree in Political Science - (120 units)

General E Free Electiv American (chosen	ducation ves	ion and Electives
POLS POLS POLS	102 103	ion Requirements - 9 units Comparative Government
POLS POLS POLS POLS POLS POLS	300 301 303 306 499	Political Science Research Methods
Electives Students s following ESRM POLS POLS POLS POLS	should s list:	Introduction to Geographic Information Systems
POLS POLS POLS POLS	313	The United States Congress

*Partially satisfies the American Institutions Requirement.

The History portion is contained in the general requirements at

POLS

POLS	318	Campaigns and Elections
POLS	319	Political Behavior and Public Opinion 3
POLS	320	Public Administration
POLS	321	Public Budgeting (FIN)
POLS	325	American Public Policy
POLS	326	Government and Politics of
		Selected Nations
POLS	327	International Relations of Selected Areas .3
POLS	328	United States Foreign Policy
POLS	329	International Law and Organizations 3
POLS	330	Political Sociology (SOC)
POLS	331	Narratives of the Working Class
1 0 20	001	(ENGL/ECON/HIST/SOC)
POLS	335	Politics and Film (COMM)
POLS	340	Politics and the Environment (ESRM)
POLS	341	The National Park (ESRM)
POLS	345	Science and Public Policy (BIOL)
POLS	401	Constitutional Law
POLS	402	Civil Rights and Civil Liberties
POLS	403	Comparative Foreign Policy
POLS	404	
POLS	404	/
	. — -	Politics of Developing Countries
POLS	430	Political Communication (COMM)3
POLS	431	Education Policy and Politics (EDUC)
POLS	490	Special Topics in Political Science 3
POLS	492	Service Learning in Political Science 3
POLS	493	Internship in Political Science
POLS	494	Independent Research 1-3

Minor in Political Science - (18 units)

Lower-Division Requirements - 9 units

POLS	102	Comparative Government
POLS	103	Introduction to International Politics
POLS	150	American Political Institutions

Upper-Division Requirements - 9 units

	• •		•
ìŧ	udents sl	hould	select a total of <u>9</u> units from the following:
	ECON	370	The World Economy
	ESRM	328	Introduction to Geographic
			Information Systems
	ESRM	329	Environmental Law and Policy
	FIN	421	Public Financial Management
	HIST	412	Law and Society
	POLS	300	Political Science Research Methods 3
	POLS	301	Political Theory
	POLS	303	Statistical Applications in the Social
			Sciences (SOC/PSY)
	POLS	305	Gender and Politics
	POLS	306	The Politics of Race and Ethnicity 3
	POLS	312	Interest Groups and Collective Áction
	POLS	313	The United States Congress
	POLS	314	The American Presidency
	POLS	315	Congress and the Presidency
	POLS	316	State and Local Politics and Policy
	POLS	317	Judicial Power and Process
	POLS	318	Campaigns and Elections
	POLS	319	Political Behavior and Public Opinion3
	POLS	320	Public Administration

Public Budgeting (FIN)

POLS

POLS	325	American Public Policy	
POLS	326	Government and Politics of	
		Selected Nations	
POLS	327	International Relations of Selected Areas .3	
POLS	328	United States Foreign Policy	
POLS	329	International Law and Organizations	
POLS	330	Political Sociology (SOC)3	
POLS	331	Narratives of the Working Class	
		(ENGL/ECON/HIST/SŎC)	
POLS	335	Politics and Film (COMM)	
POLS	340	Politics and the Environment (ESRM) 3	
POLS	341	The National Park (ESRM)	
POLS	345	Science and Public Policy (BIOL)	
POLS	401	Constitutional Law	
POLS	402	Civil Rights and Civil Liberties	
POLS	403	Comparative Foreign Policy	
POLS	404	Policy Leadership (EDUC)	
POLS	426	Politics of Developing Countries	
POLS	430	Political Communication (COMM) 3	
POLS	431	Education Policy and Politics (EDUC) 3	
POLS	490	Special Topics in Political Science	
POLS	492	Service Learning in Political Science 3	
POLS	493	Internship in Political Science	
POLS	494	Independent Research	



^{*}The Government portion of the American Institutions Requirement (POLS 150) is listed in the major courses above.

PSYCHOLOGY

Programs Offered

- Bachelor of Arts in Psychology
- Minor in Psychology
- Minor in Developmental Psychology

Psychology is the study of the aspects of mind related to human nature, our relationships to each other, and our relationship to the world at large. While psychology is often scientific in its outlook, it also includes ways of knowing and understanding the world based on philosophy and the arts. In this sense psychology is one of the broadest of disciplines, encompassing a wide range of academic areas and endeavors. Psychology recognizes the diverse cultural, economic, ethnic, historical, and political viewpoints that exist in a multicultural world. The discipline seeks to understand how these viewpoints interact with individual and group behavior in order to encourage a rich pluralism of human interaction.

The psychology program at CI is unique in two aspects. The first is that students will have some exposure to all major areas of psychology through a required sequence of core courses. Included in these courses is a year-long upper division course in quantitative reasoning. This core-course curriculum borrows an ideology from the best undergraduate psychology programs, producing students with knowledge in all branches of psychology as well as methodological skills that can be widely applied within and outside of the discipline.

The second unique aspect of the CI psychology program is its interdisciplinary course offerings. These interdisciplinary courses offer students a chance to experience the intersection of psychology with other disciplines. This closely follows how psychology is understood and practiced in the world at large.

Careers

Graduates of the CI undergraduate psychology program will be prepared to work in a variety of settings. Typically, psychology graduates do well finding jobs. However, we recognize that nationally approximately 23% of undergraduate psychology majors go on to graduate school for masters, doctorates, or other professional degrees. Therefore, the psychology faculty at CI are committed to helping students gain admittance into graduate or professional schools.

Program Learning Outcomes

Graduating from the Psychology program:

- Students should be familiar with the major theoretical approaches, findings and historical trends in psychology;
- Students should understand and be able to use major research methods in psychology, including design, data analysis and interpretation;
- Students should have an understanding of applications of psychology to personal, social and organizational issues;
- Students should demonstrate information competence and the ability to use computers and other technology for multiple purposes;
- Students should use and respect skeptical inquiry, critical thinking, and the scientific approach to understand behavior;

- Students should have an understanding of the complexity of cultural diversity;
- Students should be able to express themselves effectively in written and oral communication; and
- Students should understand themselves and others in a cultural context and develop interpersonal skills for diverse settings over the lifespan.

Faculty

Kevin Volkan, Ed.D., Ph.D., MPH
Professor and Chair, Psychology Program
Sage Hall, Room 2151
Phone: 805 437-8867
kevin.volkan@csuci.edu

Virgil H. Adams, III, Ph.D. Associate Professor of Psychology Sage Hall, Room 2031 Phone: 805 437-2767 virgil.adams@csuci.edu

Harley Baker, Ed.D.
Professor and Program Advisor, Psychology
Sage Hall, Room 2061
Phone: 805 437-8997
harley.baker@csuci.edu

Beatrice de Oca, Ph.D.
Associate Professor of Psychology
Sage Hall, Room 2113
Phone: 805 437-8992
beatrice.deoca@csuci.edu

Kimmy Kee-Rose, Ph.D.
Associate Professor of Psychology
Sage Hall, Room 2153
Phone: 805 437-3276
kimmy.kee-rose@csuci.edu

Michelle Moon, Ph.D Assistant Professor of Psychology Sage Hall, Room 2131 Phone: 805 437-2752 michelle.moon@csuci.edu

Christy Teranishi-Martinez, Ph.D.
Assistant Professor of Psychology
Sage Hall, Room 2035
Phone: 805 437-3311
christy.teranishi-martinez@csuci.edu

Bachelor of Arts in Psychology - (120 units)

Lower Division Required Courses 9 units

Psychology majors must take each of these courses:

PSY	100	Introduction to Psychology				
PSY	202					
PSY	213	Developmental Psychology				
Students v	vill need	to obtain a grade of C or better to apply				
these cour	rses to the	e psychology major. Students may substitute				
equivalent	courses	taken at other universities in each area by				
articulation	n agreem	nent or by permission of the Psychology				
program.	Nine uni	its from these required lower division courses				
may be counted toward GE requirements.						

Upper Division Required Core Courses - 28 units

Psychology majors normally take these courses at CI. Students may substitute equivalent courses taken at other universities in each area by articulation agreement or by permission of the Psychology program. All courses must be passed with a grade of C or better to apply toward the Psychology major.

F	PSY	300	Psychological Research and		
			Statistical Methods I		.4
F	PSY	301	Psychological Research and		
			Statistical Methods II		.4
F	PSY	310	History and Systems of Psychology.		.3
F	PSY	312	Social Psychology		.3
F	PSY	313	Clinical and Abnormal Psychology.		.3
F	PSY	314	Behavioral Neuroscience		.4
F	PSY	317	Theories of Personality		.3
F	PSY	318	Learning, Cognition and Perception		

Upper Division Psychology Electives 12-13 units

Psychology majors must take <u>12-13</u> units of Upper Division Psychology Electives. Up to 6 units from interdisciplinary Psychology courses numbered 330-349 or 430-449 may be double-counted toward the upper division GE requirement. Not all courses will be taught in all years. Students must obtain a grade of C or better (or CR) in each of these courses to apply them to the psychology major. The current list of Upper Division Elective courses in Psychology is as follows:

PSY	303	Statistical Applications in the Social
		Sciences (PÖLS/SOC)
PSY	305	Field Research Methods
PSY	315	Child Psychopathology
PSY	327	Parenting
PSY	333	Measurement and Testing of Groups
		and Individuals
PSY	337	Psychological Ethics and
		Moral Philosophy
PSY	338	Psychology of Art and Artists (ART)3
PSY	339	Psychology in Literature (ENGL)
PSY	340	History and Psychology of Nazi
		Germany (HIST)
PSY	342	Complementary and Alternative
		Health (NRS)
PSY	344	Psychology and Traditional
		Asian Thought

	PSY	345	Individuals with Disabilities
	DCV	0.47	in Society (SPED)
	PSY PSY	346 348	Human Motivation
	PSY	357	Psychology of Families
	PSY	370	Fundamentals of Counseling Theory
	PSY	375	Psychology of Health Counseling
	PSY	383	Chicana/o/Latina/o Identity and
	131	303	Empowerment (CHS)
	PSY	400	Case Studies in Psychopathology and
	131	400	Clinical Psychology
	PSY	410	Clinical Psychology
	PSY	420	African American Families
	PSY	424	Organizational Behavior (MGT)
	PSY	429	Intergroup Relations
	PSY	432	Seminar in Leadership
	PSY	436	Psychology and History of East Asian
			Warrior Cultures (HIST)
	PSY	445	Adolescent Development
	PSY	449	Human-Computer Interaction (COMP) 3
	PSY	450	Advances in Neural Science
	PSY	457	Criminal Behavior
	PSY	460	Addiction Studies
	PSY	461	Advanced Topics in Child and
			Adolescent Development
	PSY	470	Seminar in Freud and Object
			Relations Theory
	PSY	471	Seminar in Jungian and
	501		Archetypal Psychology
	PSY	473	Bizarre Behavior and Culture
	DC) /	400	Bound Syndromes
	PSY	482	Intermediate Statistics
	PSY	490	lopics in Psychology 1-3
	PSY	492	Internship or Service Learning 1-3
	PSY	494	Independent Research in Psychology 1-3
	PSY PSY	497 499	Directed Study in Psychology 1-3
_		. , ,	Senior Capstone Course
R	equirec I units	1 Supp	orting and Other GE Courses
•		Eduasi	40
	General	Lancail	on

General Education	. 48
Title V, United States History, Constitution and	
American Ideals	6
University Electives	. 17

Minor in Psychology (18-20 units)

The minor in psychology gives students concentrated exposure to the philosophy, history, methods and theories related to the study of the mind and behavior. The minor in psychology is appropriate for students interested in understanding how human psychological perspectives can influence their major field of study and the world around them.

Lower-Division Requirements - 6 units

		the following list 3 units:				
PSY	212	Neurobiology & Cognitive				
		Science (BIOL)				
PSY PSY	213	Developmental Psychology Human Sexual Behavior .				

Upper-Division Requirements 12-14 units

Two cour	ses from	the following list <u>6-8</u> units:
PSY	310	History and Systems in Psychology 3
PSY	312	Social Psychology
PSY	313	Clinical and Abnormal Psychology 3
PSY	314	Behavioral Neuroscience
PSY	317	Theories of Personality
PSY	318	Learning, Cognition and Perception 4

<u>Six</u> units of coursework from any psychology courses at the 300 level or above.

Minor in Developmental Psychology - (18 units)

Child and Adolescent Emphasis - 18 units

The minor in developmental psychology gives students concentrated exposure to the methods and theories related to how children and adolescents develop. Cognitive, emotional, and social perspectives will be covered as well as methods for psychological assessment. The minor in developmental psychology is appropriate for students interested in understanding how human developmental perspectives can influence their major field of study.

Lower-Division Requirements - 6 units

Each of t	he follow	ring courses <u>6</u> units:				
		Introduction to Psychology.				
PSY	213	Developmental Psychology				.3

Upper-Division Requirements 12 units

		ving courses:
PSY PSY		Adolescent Development
131	401	Adolescent Development
Two cour	ses from	the following list <u>6</u> units:
PSY		Child Psychopathology
PSY	317	Theories of Personality
PSY	327	Parenting
PSY	337	Psychological Ethics and
		Moral Philosophy
PSY	348	Healthy Aging (NRS/SOC)3

Programs Offered

- Bachelor of Arts in Sociology
 Emphasis in Institutions
 Emphasis in Inequalities
 Emphasis in Social Processes
- Minor in Sociology

Sociology is the systematic study of the organization, dynamics and consequences of social life. The scope of the discipline is as broad and diverse as social life itself. The subject matter of sociology ranges from the intimate family to the hostile mob, from crime to cults, from the divisions of inequities of race, ethnicity, nationality, gender, and class to the beliefs of a common culture, and from work to leisure and sport. The Sociology major at CI is designed to give students the ability to analyze the world around them, its people and institutions, from local and particular issues that affect people in Ventura County and the region to national and international questions. The program stresses the mission of CI: we value interdisciplinarity and we emphasize the multicultural, global perspective which is the hallmark of Channel Islands programs. Graduates of the Sociology Program will be well-trained in the empirical methodology of the discipline to engage in the systematic study of human social interaction and institutions. The Sociology major will prepare students for further study and for entry into a variety of professional paths.

Careers

A BA degree in sociology can lead to career opportunities in law, management, marketing, public relations, journalism, social work, urban and environmental planning, public services, teaching, corrections, counseling, human resources, state and federal employment, and other professions. Sociology graduates are employed in both the for-profit and non-profit sectors. Many business, political science, pre-law and other students take sociology as a minor or a second major because of the applicability of sociology to their chosen professions. Graduate study can also lead to careers within the academy doing teaching and research, as well as careers in applied research in social service, public planning, education, mental health, business, and various governmental settings.

Program Learning Outcomes

The Sociology Program at CI has stated goals and learning objectives (see http://sociology.csuci.edu/redesign/learningobjectives.htm).

Students will demonstrate:

- Understanding the role of evidence in the social sciences and how to conduct both quantitative and qualitative sociological research;
- Effective communication, written and oral, about the field of sociology;
- Substantive knowledge of core areas and controversies in sociology and the ability to think critically about them;
- Understanding the history and evolution of the discipline of sociology; and
- Preparedness for professional or graduate study beyond the B.A. degree, or for entry into a career in the social sciences.

	Hartung or and (Chair, Sociology and Anthropology		SOC SOC SOC	490 492 494	Topics in Sociology
(805) 4	437-327			2. Inequal SOC	alities 309	Topics in Gay, Lesbian, Bisexual
Dennis Do		ng@csuci.edu		SOC	331	Transgender Studies
Associa Sage H (805) 4	ate Profe Hall, Roc 437-33	om 2127 15		SOC SOC SOC	336 360 372	(ECON/ENGL/HIST/PÖLS)
	,	<u>@csuci.edu</u>		SOC SOC	410 418	Urban Sociology
Sage H	ate Profe	om 2045		SOC	425 448	Contemporary Immigration Issues (CHS) .3 Globalization and Development (BUS/ECON)
<u>daniel.</u> William V	<u>lee@csu</u> Vagner	<u>ci.edu</u> III		SOC SOC SOC	490 492 494	Topics in Sociology
Sage H		om 2021		3. Social		
, ,	437-33 .wagnei	4 @csuci.edu		SOC SOC SOC	330 348 352 372	Political Sociology (POLS)
		elor of Arts Degree in ciology - (120 units)		SOC SOC SOC	374 425 429	Sociology of Organizations
encourage	ed to de	ajor is a <u>44</u> unit major. Students are clare a second major or minor in a related		SOC SOC	440 448 490	Population Studies (ESRM)
·	·	ling on their interests.		SOC SOC	492 494	Field Experience in Sociology 2-3 Independent Study 1-3
SOC SOC SOC	100 201 202	Introduction to Sociology	3	Elective	s - 3 u ber divisi	nits on 11 units in sociology outside the student's
	Divis	sion Requirements		Require Courses	d Supp - 77 u	oorting, General Education Elective Inits
20 uni	ts 303	Statistical Applications to The Social				utions Requirement
SOC SOC	310 350	Statistical Applications In The Social Sciences (POLS/PSY)	4 4			26
SOC SOC SOC	420 421 499	Social Class	3 3			in Sociology - (21 units)
		Capstone	J			sion Requirements - 6 units o-requisites)
		of <u>12</u> units in areas 1, 2 or 3. SOC 490, ust be cleared by instructor.			100	
1. Institut		Sociology of Popular Culture				sion Requirements - 15 units
SOC	330	(ENGL/COMM)	3		its of up	per division sociology courses in the core or
SOC SOC SOC	370 374 412 415	Crime and Society	3 3 3			
SOC SOC	418 336	Sociology of Education				

Program Offered

- Bachelor of Arts in Spanish
- Minor in Spanish
- Certificate in Spanish Translation

The Spanish program at CI provides students the opportunity to develop their Spanish-language skills while deepening their knowledge and appreciation of the peoples and cultures of the Hispanic world. Spanish is the first language of approximately 400 million people in 21 countries. Hispanic cultures and peoples form an integral part of U.S. history and society, and Spanish is the most prevalent second language in California and in most regions of the country.

Being bilingual is a tremendous asset and can open doors to students entering numerous occupations and careers, such as advertising, agriculture, business, government, health services, interpreting, journalism, law, public relations, social services, teaching, translation, and the travel industry. These fields, and many others, increasingly seek candidates who possess Spanish language ability and cultural sensitivity. The program addresses the needs of students by preparing them for an increasingly pluralistic and globally oriented society, as well as a competitive career world.

The B.A. in Spanish is <u>34</u> units, providing students the opportunity to pursue a minor in another discipline or even a second major. The Spanish minor is <u>20</u> units. Students can choose course work that focuses on language, culture, linguistics, literature, Spanish for careers, translation, and art or history. All courses with a SPAN prefix are taught in Spanish so that students develop proficiency in the language. Spanish majors and minors are encouraged to participate in a study abroad program.

Program Learning Outcomes

Students graduating from the Spanish program will be able to:

- Achieve intermediate-high to advanced language proficiency in speaking, listening, reading and writing (proficiency levels are defined by the American Council on the Teaching of Foreign Languages);
- Demonstrate a reasonable understanding of the ways of thinking (ideas, beliefs, attitudes, values, philosophies), behavioral practices (patterns of social interactions), and the cultural products (for example, art, history, literature) of the Spanish-speaking world; and
- Demonstrate a basic understanding of various linguistic features of the Spanish language (for example, general dialectal differences and the influence of English on U.S. Spanish).

Faculty

Terry Ballman, Ph.D., Professor of Spanish (805) 437-8996 terry.ballman@csuci.edu

Stephen Clark, Ph.D.,
Associate Professor of Spanish
(805) 437-3317
stephen.clark@csuci.edu

Antonio Jiménez Jiménez, Ph.D., Associate Professor of Spanish (805) 437-8501 antonio.jimenez@csuci.edu

Contact Information

http://spanish.csuci.edu/

Major in Spanish - (34 units)

Prerequisites

Spanish majors will have completed the equivalent of first year college level Spanish in high school, at a community college, or by completing SPAN 101 and SPAN 102 at CI, prior to beginning the Spanish major.

Lower Division Requirements - 8 units

Students must take <u>eight</u> units of second-year Spanish courses:

	201	Intermediate Spanish I
and SPAN	202	Intermediate Spanish II
or SPAN	211	Spanish for Heritage Speakers I
and SPAN	212	Spanish for Heritage Speakers II 4

Upper Division Requirements - 26 units

Students with intermediate-high language proficiency may begin the major by taking upper-division courses. Student proficiency will be determined according to the proficiency guidelines developed by the American Council on the Teaching of Foreign Languages, and will be assessed by the Spanish faculty. For these students, a total of <u>34</u> units of upper-division courses are required to complete the Spanish major.

All Spanish majors must complete at least $\underline{11}$ units of 400 - level courses with a SPAN prefix.

Core - 14 units

All students must take $\underline{\textit{one}}$ course from each of the following categories.

Language - 3 units

Select eitl	her		
		Advanced Spanish: Part One	.3
or			
SPAN	302	Advanced Spanish: Part Two	.3
Literatu	re - 3	units	
SPAN	310	Introduction to Prose, Poetry & Drama .	.3
Culture	- 3 un	its	
Select eitl	her:		
SPAN	410	Civilizations and Cultures of Spain	.3

Linguistics - 3 units

SPAN 315 Introduction to Spanish Linguistics

Capstor					
SPAN		Capstone in Spanish		Mino	r in Spanish - (20 units)
Elective					
		following:	The Span	ish mino	r provides students the opportunity to develop
SPAN	301*	Advanced Spanish: Part One			uage skills while deepening their knowledge
or SPAN	302	Advanced Spanish: Part Two	of the peo	oples and om cours	d cultures of the Hispanic world. Students can sework which focuses on language, linguistics
SPAN SPAN	304 311	Spanish for Careers and Professions	culture, Sp history.	oanish fo	or careers, literature, translation, and art or
017 11 1	0	Literarios Bilingües (ENGL)	Lower	Divis	sion Requirements - 8 units
SPAN	320	Introduction to Spanish Translation 3	SPAN	201	Intermediate Spanish I
SPAN	334	Spanish Language Drama and Theatre 3	and	201	inierniedidie Spanistri
SPAN	350	Advanced Spanish Grammar	SPAN	202	Intermediate Spanish II
SPAN	410*	and Composition	or		•
or	410	Civilizations and Collines of Spaint	SPAN	211	Spanish for Heritage Speakers I 4
SPAN	411	Civilizations and Cultures of Latin America	and SPAN	212	Spanish for Heritage Speakers II 4
SPAN	415	Spanish Language Variation and	Upper	Divis	sion Requirements - 12 units
CDANI	400	Diversity	Select for	ur cours	es from the following:
SPAN SPAN	420 429	Special Change in Spain (SOC)	ART	333	History of Southern California
SPAN	450	Social Change in Spain (SOC)			Chicana/o Art (CHS/HIST)
SPAN	460	Masterpieces of Spanish Literature	SPAN	301	Advanced Spanish: Part One
SPAN	461	Masterpieces of Latin American	SPAN	302	Advanced Spanish: Part Two
017 (1 1	101	Literature	SPAN	304	Spanish for Careers and Professions
SPAN	462	Modern Mexican Literature	SPAN	310	Introduction to Prose Poetry and Drama .3
SPAN	490	Special Topics in Spanish	SPAN	311	Bilingual Literary Studies/Estudios
*Students	may cl	hoose as electives courses found in the	SPAN	315	Literarios Bilingües (ENGL)
Core, pro	ovided tl	he <u>11</u> unit core is completed.	SPAN	320	Introduction to Spanish Translation
One of th	a fallou	uina sources may also be sheep as an	SPAN	334	Spanish Language Drama
		ving courses may also be chosen as an panish major:	317 (1 4	554	and Theatre (PATH)
ART	333	History of Southern California	SPAN	350	Advanced Spanish Grammar and
7 418.1	000	Chicana/o Art (CHS/HIST)	1		Composition
ENGL	334	Narratives of Southern California	SPAN	410	Civilizations and Cultures of Spain 3
		(ENGL)	SPAN	411	Civilizations and Cultures of
HIST	402	Southern California Chicana/o	CDANI	41.5	Latin America
LUCT	400	History and Culture (CHS)	SPAN	415	Spanish Language Variation and
HIST HIST	420 421	History of Mexico	SPAN	420	Specialized Spanish Translation
1 1101	441	REVOIDINGLY MEXICO, 10/0-1900	SPAN	421	Spanish for Educators I
Requi	remei	nts for the Certificate in	SPAN	422	Spanish for Educators II
		nslation - 15 units	SPAN	429	Social Change in Spain (SOC)
		ertificate is to prepare students to work as	SPAN	450	Literary Translation
me godi i	OL ILIIS CE	runcaio is in biebaie sinaetiis in Moly as	SPANI	160	Masterniaces of Spanish Literature 3

professional translators able to translate general, specialized and literary texts from English to Spanish and vice-versa. The Certificate Program is open to all students with an intermediate to high level of proficiency in Spanish. Students must successfully complete (with a grade of B- or better) five required courses. Topics to be covered by coursework in the Certificate Program include translation theory, translation techniques and strategies, information literacy, and translation of general, specialized and literary texts. Courses can be taken in any order with the exception of SPAN 420 and SPAN 450, for which SPAN 320

Advanced Spanish Grammar and

is a prerequisite.

315

320

350

420

450

SPAN

SPAN

SPAN

SPAN

SPAN

the opportunity to develop eepening their knowledge ispanic world. Students can ses on language, linguistics, e, translation, and art or

SPAN	202	Intermediate Spanish II
or SPAN	211	Spanish for Heritage Speakers I
and SPAN	212	Spanish for Heritage Speakers II 4
		sion Requirements - 12 units
		es from the following:
ART	333	History of Southern California Chicana/o Art (CHS/HIST)
SPAN	301	Advanced Spanish: Part One
SPAN	302	Advanced Spanish: Part Two
SPAN	304	Spanish for Careers and Professions
SPAN	310	Introduction to Prose Poetry and Drama .3
SPAN	311	Bilingual Literary Studies/Éstudios
		Literarios Bilingües (ENGL)
SPAN	315	Introduction to Spanish Linguistics
SPAN	320	Introduction to Spanish Translation
SPAN	334	Spanish Language Drama
		and Theatre (PATH)
SPAN	350	Advanced Spanish Grammar and
0044	43.0	Composition
SPAN	410	Civilizations and Cultures of Spain 3
SPAN	411	Civilizations and Cultures of
CDANI	41.	Latin America
SPAN	415	Spanish Language Variation and
SPAN	420	Diversity
SPAN	420	Spanish for Educators I
SPAN	421	Spanish for Educators II
SPAN	422	Spanish for Educators II
SPAN	450	Literary Translation
SPAN	460	Masterpieces of Spanish Literature
SPAN	461	Masterpieces of Latin
J17 \1 \	+ 0 i	American Literature
SPAN	462	Modern Mexican Literature
SPAN	490	Special Topics in Spanish
017 11 1	1,0	special topics in oparion.

SECTION 13 Course Descriptions

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Course Numbering

100-299 300-499 330-349	Lower – Division Courses Upper – Division Courses Interdisciplinary Courses – without prerequisites (including cross – listed courses)
397	Directed Studies Courses – variable topic credit courses
430-449	Interdisciplinary Courses – may have prerequisites or require permission from the instructor (including cross – listed courses)
490	Special Topics – variable topics/credit courses
492	Service Learning/Internship Courses – variable credits
494	Independent Research Courses – variable credits
496	Seminar Courses – variable credits
497	Directed Studies Courses – variable topics/credit courses
498	Senior Thesis Courses –variable topics/credit courses
499 500-699	Undergraduate Capstone Courses Graduate and Teacher Credential Courses



Accounting

ACCT 210 FINANCIAL ACCOUNTING (3)

Three hours lecture per week
Provides an opportunity to explore
concepts related to the accuracy,
timeliness, measurability, comparability,
and relevance of financial and
accounting data.

ACCT 220 MANAGERIAL ACCOUNTING (3)

Three hours lecture per week Prerequisite: ACCT 210

Continues the exploration of accounting principles and topics: investing and financing activities, cost and budgeting systems, cash flow analysis, accounting for debt and equity, and introduces using accounting data for decision making.

ACCT 290 FINANCIAL AND MANAGERIAL ACCOUNTING: INTENSIVE REVIEW (1)

Prerequisites: ACCT 210 and ACCT 220

or Equivalent

Corequisite: ACCT 300

An intensive in-depth review of the effect of accounting transactions on the basic financial statements, the uses and limitations of basic financial statements, cost function, cost behavior, and the impact of cost function and behavior on the basic financial statements and decision making. This accelerated course meets six hours each of the first three Saturdays of a semester.

Graded Credit/No Credit

ACCT 300 APPLIED MANAGERIAL ACCOUNTING (3)

Three hours lecture per week Prerequisites: ACCT 210 and ACCT 220 or Equivalent Courses

Presents and analyzes the principles, methods, procedures, and applications for managerial accounting. Topics include understanding the business environment, cost concepts and classifications, joborder costing, process costing, cost behavior and relationships to volume and profits, variable costing, Activity Based Costing, profit planning, standard costs, relevant costs, capital budgeting decisions, cash flows, Economic Value Added, and financial statement analysis.

ACCT 410 INTERNATIONAL ACCOUNTING (3)

Three hours lecture per week

Prerequisites: ACCT 210 and ACCT 220

Develops a fundamental knowledge
of the assumptions, environmental
considerations and techniques underlying
the collection and reporting of financial
information on an international scale.

ACCT 490 SPECIAL TOPICS (3)

Three hours seminar per week
Prerequisite: Consent of instructor
In-depth analysis of current topics in
accounting. Topics vary each semester.
Repeatable by topic.

ACCT 492 SERVICE LEARNING/ INTERNSHIP (3)

Six hours activity per week

Prerequisite: Consent of instructor

Enrollment in this course is with
permission of faculty member in charge.
Individual internship through service
learning.

Graded Credit/No Credit

ACCT 497 DIRECTED STUDY (1-3)

Variable activity hours per week Prerequisite: Consent of instructor Individual contracted study on topics or research selected by the student and faculty mentor. Repeatable for up to 9 units.

Graded Credit/No Credit

Anthropology

ANTH 102 CULTURAL ANTHROPOLOGY (3)

Three hours lecture per week
The study of recent and modern societies
using a cross-cultural perspective to
gain an understanding on the range of
human expression in culture and society.
Issues discussed include ethnicity,
gender, family structure, kinship, sex and
marriage, socio-economic class, religion
and the supernatural, language and
culture, economics, political and social
organization, art, and culture change.

GenEd: C3B, D

ANTH 104 INTRODUCTION TO BIOANTHROPOLOGY (3)

Three hours lecture per week Examines primate evolution, human genetics, and the natural selection forces affecting human evolution. Understanding adaptations to environments and concepts of race examined.

Student Option: Graded or Credit/ No Credit GenEd: B2

ANTH 105 INTRODUCTION TO ARCHAEOLOGY (3)

Three hours lecture per week
Examines the methods and theories
archeologists use to understand the past.
Origin and evolution of humans, physical
and cultural adaptation, and social
complexity.

Student Óption: Graded or Credit/ No Credit GenEd: D

ANTH 106 CULTURE AND COMMUNICATION: INTRODUCTION TO LINGUISTIC ANTHROPOLOGY (3)

Three hours lecture per week
Surveys the study of communication from an anthropological perspective. Provides students with an overview of how humans interact and communicate using verbal and nonverbal language. Students learn how language both reflects and shapes thought, culture, and power/status. Exposes students to anthropological theories of language origin, language use, and cultural issues associated with language in cross-cultural contexts.

GenEd: D



ANTH 310 CIVILIZATIONS OF AN ANCIENT LANDSCAPE: WORLD ARCHAEOLOGY (3)

Three hours lecture per week
Traces the relationship between the
physical geography and the development
of ancient civilizations in Pre-Columbian
America, Africa, Asia, and Europe,
beginning with the post-glacial period
and ending with the rise of feudalism in
Europe and Japan and including change
from hunting and gathering groups to
sedentary agriculturalists and pastoralists
giving rise to later complex social
organizations. Examines art, architecture,
science, religion, trade economic and
social systems.

Student Option: Graded or Credit/ No Credit GenEd: D

ANTH 323 NATIVE AMERICANS OF CALIFORNIA TO THE 1850s (3)

Three hours lecture per week This course examines the development of Native American peoples and cultures in California as they adapted to diverse environments. The environmental history of the last glacial and post-glacial periods will be examined to provide a backdrop for human history. Using archaeological, historical, and ethnographic sources, the culture history of California's Native Americans will be traced from antiquity to the 1850s. The impact of Spanish exploration, colonization, and the mission system will be traced from the perspectives of both the Native Americans and their colonizers. Student Option: Graded or Credit/ No Credit GenEd: C3B, D

ANTH 327 ORAL HISTORY AND THE COMMUNITY (3)

Three hours lecture per week
Prerequisites: ANTH 102 or Consent
of Instructor

Outlines and develops the use of oral history as a research method from the 19th century to the present using examples drawn from anthropology, folklore and history. Explores different styles of interview techniques, including directed and open-ended interviews, questionnaires, and equipment with emphasis on broad, community-based research designs.

Student Option: Graded or Credit/ No Credit GenEd: D

ANTH 332 HUMAN ECOLOGY (3)

Three hours lecture per week This human ecology course places humans into the environment in historical and global contexts. Discusses systems theory as it applies to human adaptation to the environment. Studies the relations amona political power, ideology, and resources, integrating concepts from ecology with those from social sciences. Theories and forecasts of human population growth and migration among regions and cultures. Social and environmental impacts of population and age distribution. Natural resource constraints on growth. Topics from land development, resource planning, environmental quality, politics, economic growth, conflicts and wars. Same as ESRM 332 GenEd: D, Interdisciplinary

ANTH 345 HUMAN EVOLUTION AND DIVERSITY (3)

Three hours lecture per week Human biological evolution from the African savannah of 5 million years ago to the present, focusing upon adaptation to environmental conditions, disease, diet. Includes segments on ecology, evolutionary theory, genetics, natural selection, non-human primates. Discusses the concept of race from an anthropological perspective. Includes issues of speciation and race, adaptation to cold, heat, desert, tropics, and diseases. Compares ethnicity vs. race. Student Option: Graded or Credit/ No Credit GenEd: B2, Interdisciplinary

ANTH 352 APPLIED ANTHROPOLOGY (3)

Three hours lecture per week

Prerequisite: ANTH 102

Examines the applications of theory,
methods and skills of the four subfields of
anthropology to the solve contemporary
social problems. Provides a history of
applied anthropology and a conceptual
framework for understanding different
approaches in the field. Issues and
topics covered include international
development, social inequality and
poverty, business and industry, education,
law/criminal justice, environmental issues,
and other domains.

ANTH 375 QUALITATIVE RESEARCH METHODS IN ANTHROPOLOGY (3)

Three hours lecture per week Prerequisite: ANTH 102 Introduction to qualitative data collection and analysis in anthropology. Topics include research design, interviewing, participant observation, cross-verification of data, interactive data gathering, participatory learning, rapid rural appraisal, data interpretation, ethical and legal issues. Formerly known as ANTH 475, changed February 2009.

ANTH 377 ARCHAEOLOGICAL METHOD AND THEORY (3)

Three hours lecture per week Prerequisite: ANTH 105 In-depth study of the methodological and theoretical foundations of archaeology. Considers the assumptions, models, and techniques archaeologists use to analyze and interpret material culture, as well as the ethical considerations of contemporary archaeological inquiry. Topics covered include research design, dating techniques, field and laboratory methods, classification and debates in modern theory. Class activities may include field and/or laboratory exercises. Formerly known as ANTH 477, changed February 2009.

ANTH 442 THE AFRICAN DIASPORA (3)

Three hours lecture per week Examines the dispersal of Africans to other continents over the last two thousand years. Special attention will be paid to the African slave trade, identity formation, and nationalism. The course employs interdisciplinary methods borrowed from anthropology, art history, linguistics, and literature.

Same as HIST 442 GenEd: D, Interdisciplinary

ANTH 443 MEDICAL ANTHROPOLOGY: CROSS-CULTURAL PERSPECTIVES ON HEALTH AND HEALING (3)

Three hours lecture per week
This course provides a cross-cultural
perspective on human health issues.
Uses biological, cultural, and behavioral
approaches to understanding the
concepts of diseases and their treatment,
ethnoscience, health, and complementary
and alternative medicine placed in a
global perspective.

Student Option: Graded or Credit/ No Credit

GenEd: D, Interdisciplinary

ANTH 444 VALUES AND VALUABLES (3)

Three hours lecture per week Prerequisites: ANTH 102 or ECON 110 Examination of the intimate linkages between the creation of cultural values and the perception of economic value through the analysis of production and exchange in various cultural contexts. Synthesis of the debates in the field of economic anthropology and application to pre-historic, modern, Western and non-Western societies.

Same as ECON 444 GenEd: D, Interdisciplinary

ANTH 470 THE DEVELOPMENT OF ANTHROPOLOGICAL PERSPECTIVES (3)

Three hours seminar per week Prerequisite: ANTH 102 Introduction to the development of anthropological thought from the discipline's foundation to recent trends. Surveys and critically analyzes major schools of anthropological thought employed in explaining human behavior and phenomena. Theoretical perspectives discussed include evolutionary theory, functionalism, structuralism, cultural materialism, and symbolic/interpretative anthropology.

ANTH 490 SEMINAR IN ANTHROPOLOGY (3)

Three hours seminar per week
Prerequisite: Consent of instructor
This seminar explores a different topic
each term. Repeatable by topic.
Student Option: Graded or Credit/
No Credit

ANTH 492 INTERNSHIP (1-3)

Variable hours per week

Prerequisite: Consent of instructor Individual internship for advanced students of Anthropology.

Student Option: Graded or Credit/ No Credit

ANTH 494 INDEPENDENT STUDY (1-3)

Variable hours per week
Prerequisite: Consent of instructor
Independent contracted study for
advanced students who wish to propose
a course of study not currently offered in
the curriculum. Repeatable, up to <u>6</u> units
may be applied to the major.
Student Option: Graded or Credit/
No Credit

ANTH 499 CAPSTONE PROJECT (3)

Three hours seminar per week Prerequisites: Senior standing or Consent of instructor

Complete an original research project based on a specific area in anthropology. Research projects may incorporate service to an area agency.

Arabic

ARAB 101 ELEMENTARY ARABIC I (4)

Four hours lecture per week
First course in Modern Standard Arabic.
Features some exposure to the Egyptian
dialect. Aims at developing elementary
communicative skills and knowledge
about the Arab-speaking world.
Not intended for students with prior
knowledge of Arabic.
GenEd: C3A

ARAB 102 ELEMENTARY ARABIC II (4)

Four hours lecture per week Prerequisites: ARAB 101 or Consent of Instructor

Arabic 102 is the second course in Modern Standard Arabic, and features some exposure to the Egyptian dialect. It aims at the continued development of students' elementary communicative skills and knowledge about the Arab-speaking world. Not intended for students with prior knowledge of Arabic. GenEd: C3A

Art

ART 100 UNDERSTANDING FINE ARTS PROCESSES (3)

Two hours lecture and two hours activity per week

Entry level art experience for non Art majors. This course integrates elements of drawing, painting, sculpture and mixed media techniques. Students gain an understanding of the function of Art in everyday life through participation in the artistic process.

GenEd: C1

ART 101 WHAT IS ART? (3)

Three hours lecture per week Introductory art appreciation course that examines art and its meanings and values. Students learn to analyze and interpret art from diverse cultures and artistic traditions.

GenEd: C1, C3B

ART 102 MULTICULTURAL CHILDREN'S ART (3)

Two hours lecture and two hours activity per week

Hands-on creation of artistic projects emphasize the importance of art in the child's development and the understanding of multicultural art traditions in subject matter, materials and processes. Historical contexts and indigenous aesthetics are investigated as they relate to the development of primary skills and appreciation for art and the creative process.

GenEd: C1, C3B

ART 105 DRAWING AND COMPOSITION (3)

Six hours activity per week
Basic fundamentals of drawing are
explored through the use of various
techniques and media. Investigations into
line, value, perspective and composition
as related to surface and pictorial space
is also investigated.

ART 106 COLOR AND DESIGN (3)

Six hours activity per week
Explorations in basic color theory
are conducted within two-and threedimensional design contexts. Visual
elements including line, shape, form
and texture are explored incorporating
elements of color interaction, harmony
and dissonance within a variety of visual
motifs.

ART 107 LIFE DRAWING (3)

Six hours activity per week
The study of the human figure and its
representation depicted through gesture,
contour value and volume. Anatomy,
proportion, foreshortening and structure
are explored through observation of props
and live models.

ART 108 VISUAL TECHNOLOGIES (3)

Two hours lecture and two hours activity per week

An introductory survey of visual technologies commonly used by artists and designers. Projects explore software applications as they relate to current methods of digital art production. Emphasis is on the development of fundamental computer skills and an understanding of the relationship between digital media and visual design.

ART 110 PREHISTORIC ART TO THE MIDDLE AGES (3)

Three hours lecture per week
Survey of the history of art, artifacts
and architecture from the Prehistoric
era through the Gothic period. The
examination of cultural and conceptual
contexts will trace the early development
of Western artistic traditions.

GenEd: C1

ART 111 RENAISSANCE TO MODERN ART (3)

Three hours lecture per week Survey of the history of art and architecture from the European Renaissance through Modern Art. Cultural and conceptual contexts will examine the evolution of the art object as a form of Western cultural expression. GenEd: C1

ART 112 ART OF THE EASTERN WORLD (3)

Three hours lecture per week Exploration of painting, architecture and crafts of India, China, Japan and Southeast Asia. An examination of artistic, cultural, and historical events explores the exchange of influences and ideas related to Eastern cultures.

GenEd: C1, C3B

ART 200 ART HISTORY: TOOLS AND METHODS (3)

Three hours lecture per week
An introduction to research,
methodologies, analyses and writings
specific to the discipline of art history.
Utilizes case study analyses selected from
a variety of cultures and art periods, and
addresses multiple resources available for
researching and interpreting art historical
material.

ART 201 PAINTING (3)

Six hours activity per week Prerequisites: ART 105, ART 106 and ART 107

An introduction to basic painting materials and techniques. Experiments in representational and abstract painting will explore oil, acrylic, and water-based media. Particular emphasis will be on the development of fundamental skills and the understanding of color, shape, surface and pictorial structure.

ART 202 SCULPTURE (3)

Six hours activity per week Prerequisites: ART 105, ART 106 and ART 107

An introduction to basic sculpture materials and techniques. Experiments in representational and abstract sculpture will explore a variety of three-dimensional materials through additive and subtractive sculptural processes. Particular emphasis will be on the development of fundamental skills and the understanding of design, form and structural elements.

ART 203 ILLUSTRATION (3)

Six hours activity per week Prerequisites: ART 105, ART 106, and ART 107

An introduction to basic materials and rendering techniques utilized in commercial illustration including a variety of media and styles exploring quash, colored pencils, pen and ink, pastels and markers. Emphasis is on the development of fundamental skills and concepts required to execute successful illustrations.

ART 204 GRAPHIC DESIGN (3)

Six hours activity per week

Prerequisites: ART 105 or ART 106 or ART

108 or Consent of instructor

An introduction to basic concepts in
graphic design for print and electronic
media. Projects incorporating traditional
and digital media explore typography,
layout and visual design. Particular
emphasis is on the development of
fundamental skills leading to the ability to
communicate ideas through the use of text
and visual imagery.

ART 205 MULTIMEDIA (3)

Six hours activity per week
Prerequisites: ART 105 or ART 106 or
ART107 or COMP 105 or Consent of
instructor

An introduction to techniques and concepts involved in the production of interactive multimedia. Projects explore basic interactive technologies utilized in the creation of digital graphics, websites and computer game designs.

ART 206 ANIMATION (3)

Six hours activity per week
Prerequisites: ART 105 or ART 106 or
ART 107 or ART 108 or COMP 105 or
Consent of Instructor

An introduction to basic techniques and processes involved in the production of animation. Projects include elements of concept and story development, character design, story boarding, timing, key framing, inbetweening, and cell production leading to the creation of short works in animation.

ART 207 CERAMICS (3)

Six hours activity per week Prerequisites: ART 105 and ART 106 Explorations into a wide variety of ceramic ideas, techniques and materials utilized in the development of handbuilding methods as applied to sculptural and vessel forms. Basic competence with the potter's wheel will also be covered. Lab fee required.

ART 208 THE PHYSICS OF ART AND VISUAL PERCEPTION (3)

Two hours lecture and two hours activity per week

A course on the physics of light, color, art and visual perception. The course will cover the nature of light and optical phenomena, the perception and psychology of color, the reproduction of color in different media, and the analysis of art from a science perspective. The emphasis is on factors which permit the artist and observer to understand and more fully control the design and interpretation of images of all kinds. Demonstrations, experiments, and video/computer simulations are used to analyze signals received by the eyes or instruments.

Same as PHYS 208 GenEd: B1, C1

ART 209 PHOTOGRAPHY (3)

Six hours activity per week Prerequisite: ART 108

Fundamental techniques and theories of photographic media are explored through studio experiments into various genres of photography including documentary, fine art and commercial applications. Through a series of projects that build upon one another, students produce photographic work that leads toward the development of a personal style and vision.

ART 220 THE ART AND DESIGN OF ROCK AND ROLL (3)

Three hours lecture per week Investigates the aesthetics and visual art behind rock music, with a specific focus on the principles, history, and influence of graphic design and typography. Examines the transformation of graphic art from album cover to poster design, film, fashion, and screen.

GenEd: C1

ART 231 THE BEATLES: MUSIC, FASHION AND CULTURE (3)

Three hours lecture per week
An exploration into the music, fashion,
films and cultural influences of the Beatles.
Examines their musical periods and
unique visual presentations, illustrating
how they reflected and affected the
evolution of contemporary popular music
and culture from the 1960 to today.

Same as PAMU 231
GenEd: C1

ART 310 TWO-DIMENSIONAL ART: PAINTING MEDIA AND TECHNIQUES (3)

Six hours activity per week Prerequisites: ART 108 and ART 201 Studio projects explore media and methodologies in painting, drawing and related two-dimensional art forms. Assignments emphasize the integration of traditional art materials and techniques with related digital art technologies in the creation of two-dimensional art projects.

ART 311 THREE-DIMENSIONAL ART: SCULPTURE MEDIA AND TECHNIQUES (3)

Six hours activity per week

Prerequisites: ART 108 and ART 202

Studio projects explore media and
methodologies in sculpture, ceramics
and other three-dimensional art forms.

Assignments emphasize the integration of
traditional art materials and techniques
with related digital art technologies in the
creation of three-dimensional art projects.

ART 312 DIGITAL MEDIA ART: TIME-BASED IMAGING AND COMPOSITING (3)

Six hours activity per week Prerequisites: ART 108 and ART 205 Studio projects explore media and methodologies in digital imaging and non-linear compositing for time-based art, digital video and digitally generated animation. Assignments emphasize the integration of traditional art techniques with emerging digital technologies in the development of time-based digital art projects presented on video, CD ROM and DVD.

ART 313 COMMUNICATION DESIGN TECHNOLOGY: GRAPHIC DESIGN FOR PRINT MEDIA (3)

Six hours activity per week

Prerequisites: ART 108 and ART 204

Studio projects explore media and methodologies in typography and graphic design for print media.

Assignments emphasize the integration of traditional design concepts with digital art technology in projects created for print and Internet applications.

ART 314 DIGITAL MEDIA ART: DIGITAL PHOTOGRAPHY (3)

Six hours activity per week Prerequisite: ART 108

An introduction to digital photography as an art form. Investigations into photographic processes include camera techniques, lighting, color imaging, photographic composition and visual design. Digital photographic software applications, monochrome prints and digital color image manipulation will be explored as related to photographic media and traditions. Photography as a commercial medium will also be investigated.

ART 315 ANIMATION MEDIA AND TECHNIQUES (3)

Six hours activity per week Prerequisite: ART 206

Specialized media and artistic techniques utilized in the creation of animation are incorporated in the production of projects for video, film, multimedia and the Internet. Individual and group assignments explore a range of traditional materials combined with emerging digital processes to produce completed works in animation.

ART 316 DIGITAL ILLUSTRATION AND PAINTING (3)

Six hours activity per week
Prerequisites: ART 108, ART 201 and
ART 203

Explorations into the utilization of computer-based technology in the creation of digital illustration and painting. Techniques and processes include digital drawing and painting projects that incorporate the use of vector and raster software programs. Investigations into the various applications of digital-based artwork will also be investigated. Lab fee required.

ART 317 VIDEO GAME PRODUCTION (3)

Six hours activity per week Prerequisites: ART 205 and ART 326
An art workshop course focused on conceptualizing, designing, and producing a 3D video game. Industrystandard game development tools will be used to create a game that is a work of art in terms of gameplay, story, interface, and visual appeal.

ART 320 TWO-DIMENSIONAL ART: PAINTING THEORY AND PROCESS (3)

Six hours activity per week Prerequisite: ART 310
Studio topics explore thematic approaches in the development of visual continuity and technical competency working in painting, drawing and related art processes. At this phase of study, projects focus on the integration of artistic concept, technique and proficiency in the use of two-dimensional media in the creation of individual works of art. Lab fee required. Repeatable for up to 6 units.

ART 321 THREE-DIMENSIONAL ART: SCULPTURE THEORY AND PROCESS (3)

Six hours activity per week Prerequisite: ART 311 Studio topics explore theoretical approaches in the development

Studio topics explore theoretical approaches in the development of visual continuity and technical competency working in sculpture, ceramics and related art processes. At this phase of study, projects focus on the integration of artistic concept, technique and proficiency in the use of three-dimensional media in the creation of individual works of art. Repeatable for up to $\underline{\phi}$ units.

ART 322 DIGITAL MEDIA ART: TIME-BASED GRAPHICS AND VISUAL EFFECTS (3)

Six hours activity per week Prerequisite: ART 312

Studio topics explore thematic projects involving visual continuity and technical competency working in digital time-based art, animated graphics and visual effects. Projects focus on the integration of artistic concept and technological proficiency in the creation of time-based digital art presented on video, CD Rom and DVD. Repeatable for up to $\underline{\phi}$ units.

△ ART 323

COMMUNICATION DESIGN TECHNOLOGY: PACKAGING AND PRE-PRESS (3)

Six hours activity per week *Prerequisite: ART 313*Studio topics explore thematic approaches in the development of visual continuity and technical competency working in graphic design, production art and product identity in preparation for mass media distribution. At this phase of study, projects focus on the integration of artistic concept and technological proficiency in the creation of design projects for print, packaging, and publishing. Repeatable for up to <u>6</u> units.

ART 324 COMMUNICATION DESIGN TECHNOLOGY: WEB DESIGN (3)

Six hours activity per week Prerequisites: ART 204 and ART 205
Studio projects investigate artistic techniques and digital applications leading to the design and implementation of Websites. The course explores factors that affect Web layout and design, such as browser, screen resolution, navigation, connection speed, typography, graphics, and color. An introduction to basic HTML will also be covered. Repeatable for up to 6 units.

ART 325 DIGITAL MEDIA ART: DIGITAL FILMMAKING (3)

Six hours activity per week Prerequisites: ART 312 and ART 314 Studio projects focus on filmmaking as an art form. Emerging digital technologies simulate traditional motion picture production. Assignments include aspects of producing, storyboarding, directing, cinematography, lighting, and editing in digital formats, resulting in short digital film projects presented on DVD. Repeatable for up to $\underline{\phi}$ units.

ART 326 DIGITAL MEDIA ART: 3D COMPUTER ANIMATION (3)

Six hours activity per week Prerequisites: ART 206 and ART 312 or Consent of instructor

Studio projects explore applications of digital technologies utilized in the production of 3D Computer Animation. Assignments involve character design, wire frame modeling, texture mapping, lighting techniques, motion paths and animation techniques. Class projects result in the creation of CGI and 3D animation presented on video or DVD. Repeatable for up to \underline{o} units.

ART 327

COMMUNICATION DESIGN TECHNOLOGY: MULTIMEDIA THEORY AND PROCESS (3)

Prerequisites: ART 206 or ART 312 or Consent of instructor In-depth exploration of artistic techniques and visual concepts involved in the production of interactive multimedia. Projects investigate interactive technologies utilized in the design and creation of digital graphics, websites and computer games while emphasizing creative project development and artistic skills. Repeatable for up to 6 units.

ART 328 DIGITAL MEDIA ART: PHOTOGRAPHIC THEORY AND PROCESS (3)

Six hours activity per week Prerequisite: ART 314

Six hours activity per week

Artistic theories and digital imaging processes involved in photography as an art form and commercial medium are explored through in-depth projects including camera techniques, lighting, color imaging, photographic composition and visual design. Digital photographic software applications utilized in the creation of color and monochrome prints as well as custom image manipulation will be investigated. A focus on subject matter, history and trends in photographic media will also be covered. Repeatable for up to $\underline{6}$ units.

ART 329 THREE-DIMENSIONAL ART: CERAMICS THEORY AND PROCESS (3)

Six hours activity per week Prerequisite: ART 207

In-depth exploration into sculptural and throwing skills, including theories and processes involved in glaze materials and specialized ceramic techniques. Functionality of gas and electric kilns in oxidation and reduction atmospheres will also be covered through individual and class projects that explore the application of ceramic technology and media as a vital and expressive art form. Repeatable for up to $\underline{\delta}$ units.

ART 330 CRITICAL THINKING IN A VISUAL WORLD (3)

Three hours lecture per week
A critical look at subjective responses and
objective reasoning in the assessment
of visual images that permeate every
day aspects of contemporary life.
Comparative studies evaluate the

psychological impact of corporate logos, religious iconography and secular symbolism. The genesis of cultural icons is investigated from a historical perspective in relationship to their role in a global society.

GenEd: C1, Interdisciplinary

ART 331 ART, SOCIETY, AND MASS MEDIA (3)

Three hours lecture per week
The study of synergetic relationships
between visual art and human
communication dating back to the roots
of civilization. Comparative studies in art
and communication link ancient traditions
to the development of contemporary mass
media including print, photography, film,
television and the internet
Same as COMM 331
GenEd: C1, D, Interdisciplinary

ART 332 MULTICULTURAL ART MOVEMENTS (3)

Three hours lecture per week
A exploration into the arts and crafts
originating in African, Asian, Latin
American, Middle Eastern and Native
American cultures. Emphasis is on the
understanding of traditions and historical
contexts as well as the exploration of
indigenous methods and aesthetics.
GenEd: C1, C3B, Interdisciplinary

ART 333 HISTORY OF SOUTHERN CALIFORNIA CHICANA/O ART (3)

Three hours lecture per week
An exploration of the Southern California
Chicano/a culture focusing on the
genesis, vitality and diversity represented
in the painting, sculpture and artistic
traditions of Mexican American artists.
Historical movements, politics, cultural
trends and Mexican folklore underlying
the development of this dynamic style of
art will be investigated within a variety of
contexts

Same as HIST 333, CHS 333 GenEd: C3B, D, Interdisciplinary

ART 334 THE BUSINESS OF ART (3)

Three hours lecture per week Exploration into aspects of the art world business including the financial activities of art consultants, private dealers, commercial galleries, corporate art collections, public museums and international auction houses. Case studies in art marketing, gallery and museum management, contracts and commissions, as well as public image and career development will be investigated. Same as BUS 334 GenEd: C1, D, Interdisciplinary

ART 335 AMERICAN ETHNIC IMAGES IN NOVELS, FILM AND ART (3)

Three hours lecture/discussion per week Examines the portrayal of ethnic groups from an interdisciplinary perspective that includes, but is not limited to, the literary, historical, and anthropological modes of analysis. The course highlights the ways in which artistic works have shaped the intellectual landscape of the United States as they relate to ethnic peoples. Same as ENGL 335, HIST 335 GenEd: C2, C3B, Interdisciplinary

ART 336 ART AND MUSIC: DISSONANCE, DIVERSITY AND CONTINUITY (3)

Three hours lecture per week
An interdisciplinary analysis of the
essential elements defining modern and
contemporary art and music. Discusses
how artistic characteristics and music
issues of the period are connected and
intertwined within specific historic and
cultural environments.

Same as PAMU 336
GenEd: C1, D, Interdisciplinary

ART 337 ART ON FILM AND FILM AS ART (3)

Three hours lecture per week
An interdisciplinary study of the
relationships between film and traditional
visual arts such as painting, sculpture
and architecture. Comparative analyses
expose the visual and conceptual
modalities of expression used by film
and art to create symbolic meanings and
reveal complex links that exist between
still and moving images within specific
artistic, cultural, and historical contexts.
GenEd: C1, D, Interdisciplinary

ART 338 PSYCHOLOGY OF ART AND ARTISTS (3)

Three hours lecture per week
An inquiry into the mind of the artist and the psychological dynamics that underlie the creative process. Emphasis is placed on deciphering personal allegory and universal symbolism hidden within a wide range of visual and conceptual genre in painting, sculpture, film and music. The self-image of the artist will be examined from private and public point of view. Same as PSY 338
GenEd: C1, E, Interdisciplinary

ART 351 THE BAROQUE EYE: ART, CULTURE, MONEY AND POWER (3)

Three hours lecture per week
An exploration of the history of visual
art and culture during the Baroque
through early Romantic periods from
the seventeenth into the early nineteenth
centuries. This course investigates the

complex mixture of visual representation, ideology, global aesthetics and economics in painting, sculpture, prints and the decorative arts in Europe, Asia, and the Middle East.

GenEd: C1

ART 352 VISUAL CANONS OF THE ANCIENT WORLD (3)

Three hours lecture per week
This course will discuss the main visual
concepts developed during the ancient
times. Using examples from Greek and
Roman art as well as the ancient cultures
of Egypt, Mesopotamia, Asia, and the
Americas, this course will explore a
variety of artistic paradigms developed in
the early stages of human civilization.
GenEd: C1

ART 353 MEDIEVAL WORLD: SPIRITUALITY AND REPRESENTATION (3)

Three hours lecture per week
This course will investigate the essential
visual modalities of expression and
reflections developed during the medieval
period. The discussions will include
examples from the western as well as
non-western tradition. This course will
focus its analysis on revealing the diverse
representation and visual meaning
of medieval spirituality in a variety of
historical and geographical contexts.
GenEd: C1

ART 380 TWO-DIMENSIONAL ART: FIGURE PAINTING (3)

Six hours activity per week Prerequisites: ART 107 and ART 201
A studio/activities course focusing on artistic materials, methods and techniques utilized to develop and express painted images of the human form. Rendering the figure from life as well as imaginative motifs provides students with a forum to explore the creative possibilities of their own artistic vision and sensibilities. Repeatable up to 6 units.

ART 381 THREE-DIMENSIONAL ART: FIGURE SCULPTURE (3)

Six hours activity per week

Prerequisites: ART 107 and ART 202

A studio/activities course focusing on artistic materials, methods and techniques utilized to develop and express sculpted images of the human form. Modeling the figure from life as well as imaginative motifs provides students with a forum to explore the creative possibilities of their own artistic vision and sensibilities.

ART 382 ART FOR SOCIAL MEDIA (3)

Six hours activity per week Prerequisites: ART 204, Art 205
A studio activities class involving the production of artwork for social media and evolving digital formats. Concept development, visual design, and motion graphics will be investigated in the production of artwork expressly for applications involving online networks and mobile communication devices.

ART 383 SCENIC DESIGN (3)

Six hours activity per week A studio/activities course utilizing artistic techniques involved in the development of scenic design for theatrical, musical and dance productions. Script analysis, scenery sketching, drafting ground plans, elements of set construction and scenic painting will be covered in a series of studio projects.

Same as PA 383

ART 384 COSTUME DESIGN (3)

Six hours activity per week
A studio/activities course in which
students develop costume designs
through a process of character and
script analysis. Period research, visual
design, rendering and fabrication skills
are achieved through practical exercises.
Basic costume construction, including
drafting and draping, result in the creation
of costumes for theatrical, musical and
dance productions. Lab fee required.
Same as PA 384

ART 385 AUDIO DESIGN AND RECORDING (3)

Six hours activity per week Prerequisites: ART 312 and PAMU 335
An introduction to the fundamental principles of audio production and recording. Applications of analog and digital audio recording systems and their component parts, including sync-sound and digital audio effects for visual media will be covered. Repeatable up to 6 units. Same as PAMU 385

ART 391 PRODUCTION (3)

Six hours activity per week

Prerequisite: Consent of instructor

Performing, designing, implementing
technical projects, or assisting in a

CSU Channel Islands Performing Arts
production. Topics vary by semester and
section and may focus on dance, music,
or theatre, or integrate multiple performing
and visual arts. Formerly known as
PATH 481, changed February 2009.
Repeatable up to 12 units.

Graded Credit/No Credit
Same as PA 391

ART 420 ADVANCED ARTISTIC PROBLEMS: TWO-DIMENSIONAL ART (3)

Six hours activity per week Prerequisite: ART 320

Investigations into the development of advanced concepts, innovative processes and personal artistic style working in two-dimensional art. Students achieve increased artistic depth and advanced technical proficiency in the development of a congruent body of work in painting, drawing and mixed media. Creation of a professional portfolio presented on slides and CD ROM is a required component of the course work. Repeatable for up to $\underline{\phi}$ units.

ART 421 ADVANCED ARTISTIC PROBLEMS: THREE-DIMENSIONAL ART (3)

Six hours activity per week Prerequisite: ART 321

Investigations into the development of advanced concepts, innovative processes and personal artistic style working in three-dimensional art. Students achieve increased artistic depth and advanced technical proficiency leading to the development of a congruent body of work in three-dimensional media. Creation of a professional portfolio presented on slides and CD ROM is a required component of the course work. Repeatable for up to $\underline{\phi}$ units.

ART 422 ADVANCED ARTISTIC PROBLEMS: DIGITAL MEDIA ART (3)

Six hours laboratory per week

Prerequisites: ART 322 or ART 325 or

ART 326 or ART 328

Investigations into the development of advanced concepts, innovative processes and personal artistic style working in digital media art. Students achieve increased artistic depth and advanced technical proficiency leading to the development of a congruent body of work. Creation of a professional portfolio presented on Video, CD ROM or DVD is a required component of the course work. Repeatable for up to 6 units.

ART 423 ADVANCED ARTISTIC PROBLEMS: COMMUNICATION DESIGN TECHNOLOGY (3)

Six hours activity per week

Prerequisites: ART 323 or ART 324

Investigations into the development of advanced concepts, innovative processes and personal artistic style working in communication arts and design technology. Students achieve increased artistic depth and advanced technical proficiency leading to the development of a congruent body of work. Creation and presentation of a professional portfolio

in print and interactive CD ROM is a required component of the course work. Repeatable for up to $\underline{\delta}$ units.

ART 431 EUROPEAN RENAISSANCE LITERATURE AND ART (3)

Three hours lecture/discussion per week Prerequisites: ENGL 103 or ENGL 105 or Equivalent

Examination of the literature and art of the Renaissance of the 15th and 16th centuries in Europe and England, focusing on the re-birth of the human spirit and the legacies of the Renaissance artists and writers.

Same as ENGL 431 GenEd: C1, C2, Interdisciplinary

ART 432 ARTS OF THE HARLEM RENAISSANCE (3)

Three hours lecture per week *Prerequisite: Upper division standing*Study focusing on the dramatic upsurge of creativity in art, music and literature resulting from social and political undercurrents in the African American cultural revolution in New York during the 1920s. Historical geneses and subsequent artistic legacies will also be explored.

Same as ENGL 432, PAMU 432 GenEd: C1, C2, Interdisciplinary

ART 433 WOMEN IN THE ARTS (3)

Three hours lecture per week
An investigation into the historical roles
and influences of women artists in
Western and non-Western traditions.
Women as subject matter in painting,
sculpture, photography, film and video
will also be explored as related to artistic,
social, historical and political issues.
GenEd: C1, D, Interdisciplinary

ART 434 THE MUSEUM: CULTURE, BUSINESS AND EDUCATION (3)

Three hours lecture per week
America is a country of many cultures,
and each of these has brought legacies
of its roots to the American stage. In this
course we will read plays written by
Native Americans, Hispanic Americans,
Asian Americans, African Americans
and others. This course is regional in
organization rather than chronological,
and is organized around one or more
themes. Repeatable up to 9 units.
Same as BUS 434, EDUC 434
GenEd: C1, D, Interdisciplinary

ART 435 POSTMODERN VISUAL CULTURE (3)

Three hours lecture per week
An examination of the major visual
components of postmodern culture. This
course will explore a wide range of
issues related to the multicultural identity
of contemporary culture. Developments
in the 20th and early 21st centuries such
as film, digital media, and critical theory
as well as traditional visual forms of
expression such as painting and sculptures
will be discussed.

GenEd: C1, C3B, Interdisciplinary

ART 436 MODERN ART (3)

Three hours lecture per week
From nineteenth century Impressionism,
through twentieth century Cubism,
Surrealism, Abstract Expressionism and
Pop Art, this course explores the gamut of
concepts, periods, trends and -isms of the
modern era (1850-1970).
GenEd: C1, Interdisciplinary

ART 451 DIVERSITY IN THE VISUAL ARTS (3)

Three hours lecture per week
This course will explore the meaning
of diversity in the visual arts. The crosscultural and chronological examples will
address stylistic and conceptual changes
within the specificity of various traditions
as well as in connection with the global
artistic arena.

GenEd: C1, C3B

ART 480 ADVANCED ISSUES IN ART HISTORY, THEORY AND CRITICISM (3)

Three hours lecture per week
A series of investigations of specific topics in art history. Explores art history as a discipline, the development of art theories since antiquity and includes an in-depth analysis of various topics, issues, and works of art leading to the development of sound and comprehensive understandings of art history, theory, and criticism

ART 489 ARTS SEMINAR (3)

Three hours lecture per week Prerequisite: Senior standing
Students interact with guest speakers, visiting artists, and industry professionals in a seminar environment. This course also affords students the opportunity to assess their training and summarize artistic achievements through group and individual projects that help prepare them for a variety of careers in the arts.

ART 490 SPECIAL TOPICS IN ART (3)

Three hours lecture per week Prerequisites: Art Major, Upper division standing

Special topics explore a variety of themes investigating the relationships of art and artists to aspects of social commentary, multiculturalism, experimental genres, commerce, first amendment rights and the role of art in a global society. Topics are presented on a rotating basis. Students are given the opportunity to experience in-depth interaction with visiting artists, industry professionals, art scholars and academicians.

ART 491 LECTURE SERIES IN ENTERTAINMENT INDUSTRY (1)

Two hours lecture bi-weekly
Bi-weekly series of guest lectures focusing
on a variety of issues pertinent to the
entertainment industry. Entertainment
professionals will address topics that
cover but are not limited to aspects of
management, marketing, production,
performance and entertainment-related
technologies. Repeatable by topic up to
3 units.

Same as BUS 491, PA 491

ART 492 INTERNSHIP IN THE ARTS (1-3)

Variable hours per week

Prerequisites: Senior standing, Art Program portfolio review, and Consent of instructor Experiential study in a professional artistic environment appropriate to student's interests and artistic goals. Service learning internship positions are arranged by the university, instructor or student in cooperation with local community organizations or businesses. Internship positions must meet specific criteria set by the Art program and University. Repeatable up to 3 units maximum.

ART 494 DIRECTED INDEPENDENT STUDY (1-3)

Variable hours per week

Prerequisites: Senior standing, Art Program portfolio review, and Consent of instructor Independent art projects are created in conjunction with the supervising faculty. Completed projects are presented for critique and assessment.

ART 495

THE ENTERTAINMENT EVENT: PRODUCTION, MARKETING AND PERFORMANCE (3)

Two hours lecture per week
Two hours activity per week
Corequisite: ART/BUS/PA 491
An interdisciplinary experience:
students work directly with faculty and
entertainment industry professionals
focusing on aspects of talent
management, project development,
marketing and related technologies that
result in the production of an entertainment
event.

Same as BUS 495, PA 495

ART 499 ARTS CAPSTONE PROJECT (3)

One hour seminar and two hours field work per week

Prerequisites: Senior standing, portfolio review and Consent of instructor

A culminating interdisciplinary experience in which students from various Art disciplines work in groups with fellow artists, non-art majors and community members on projects specifically designed to meet a common goal. Activities supervised by sponsoring faculty are executed on campus and/or on-site in conjunction with community organizations or businesses.

American Sign Language

ASL 101 AMERICAN SIGN LANGUAGE I (3)

Three hours of lecture per week An introduction to American Sign Language (ASL) and the visual and expressive skills needed for basic communication in ASL including fingerspelling, vocabulary, and grammar. Appreciation for the culture and diversity of the Deaf community and the contributions of Deaf individuals to literature and the Arts. GenEd: C3A

ASL 102 AMERICAN SIGN LANGUAGE II (3)

Three hours of lecture per week A continuing exploration of American Sign Language (ASL) and the visual and expressive skills needed for basic communication in ASL including fingerspelling, vocabulary, and grammar. Appreciation for the culture and diversity of the Deaf community and the contributions of Deaf individuals to literature and the Arts. GenEd: C3A

Astronomy

ASTR 105 INTRODUCTION TO THE SOLAR SYSTEM (4)

Three hours lecture and two hours activities per week
Descriptive introduction to the astronomical properties of the Solar System. Topics include: the historical development of astronomy, the laws that govern the behavior of the Universe, the properties of the stars and galaxies, including their origin and evolution and the Big Bang theory. Activity sessions will include computer-simulated exercises, and two field trips.

Same as PHYS 105 GenEd: B1

Bioinformatics

DNA AND PROTEIN SEQUENCE ANALYSIS (3)

Three hours lecture per week Prerequisites: BIOL 400 or Consent of instructor

This course will introduce the computational aspects of biological inference from nucleic acid and protein sequences. Pairwise sequence comparison and multiple sequence alianment will be studied in detail. Additional topics include: RNA structure prediction, conserved sequence pattern recognition (sequence profile analysis), phylogenetic analysis algorithms, sequence data as a means to study molecular evolution, models and algorithms for genetic regulation, contig assembly, PAM and BLOSUM matrices, protein three dimensional structure prediction.

BINF 501 BIOLOGICAL INFORMATICS (3)

Three hours lecture per week Prerequisites: BIOL 431 or Consent of instructor

This course describes relational data models and database management systems with an emphasis on answering biologically important questions; teaches the theories and techniques of constructing relational databases to store various biological data, including sequences, structures, genetic linkages and maps, and signal pathways. Topics include: relational database guery language SQL and the ORACLE database management system, summary of currently existing biological databases, web based programming tools, data integration and security, future directions for biological database development.

BINF 510 DATABASE SYSTEMS FOR BIOINFORMATICS (3)

Three hours lecture per week Prerequisites: BINF 501 and COMP 420, or Consent of instructor

This course is an applied, hands-on sequel to BINF 501, designed for students with interests in careers as professional programmers, analysts, designers, and managers involved in design or implementation of large bioinformatic systems. Covers concepts and methods for the design, creation, query and management of large enterprise databases, functions and characteristics of the leading database management systems. Topics include: object oriented database systems, distributed database systems, advanced database management topics, web application design and development, data warehouse systems, database mining.

BINF 511 COMPUTATIONAL GENOMICS (3)

Three hours lecture per week
Prerequisites: BINF 500 and BINF 514 or
Consent of instructor

Develops theories and statistical methods introduced in core coursework using real-life genomic data sets, with an emphasis on practical applications, hands-on analysis, integrated approaches and collaboration. Introduces students without computer science backgrounds to the major concepts in programming for problem-solving in bioinformatics.

BINF 512 ALGORITHMS FOR BIOINFORMATICS (3)

Three hours lecture per week

Prerequisites: BINF 500 or Consent of
instructor

This course will cover advanced theory in the area of biological informatics and will build on concepts introduced in BINF 500. Topics include: methods to support construction and application of combinatorial biochemical libraries, applications of algorithmic information theory, string matching, dynamic programming, prediction of three-dimensional protein structure from peptide sequence.

BINF 513 PROGRAMMING FOR BIOINFORMATICS (3)

Three hours lecture per week

Prerequisites: BINF 501 and COMP 462
or equivalent, or Consent of instructor
This course will provide theory and
practical training in the development of
programming tools and data processing
systems for use in genomic/sequence
analysis. There will be a strong emphasis
on the development of fully-functional
web-based applications under the client/
server model. Students will be required to
complete a term project which will involve
the development of a complete client/
server application directed toward a
relevant bioinformatics task.

BINF 514 STATISTICAL METHODS IN COMPUTATIONAL BIOLOGY (3)

Three hours lecture per week Prerequisites: MATH 151, BIOL 203 and consent of instructor

Develops theoretical background and practical skills in statistics and probability required for the interpretation and utilization of genomic data. Topics include biological sequence alignment and analysis, sequence structure and function prediction, database searching, gene expression profiling, statistical genetics and phylogenetic inference.

Biology

BIOL 100 EXPLORING THE LIVING WORLD (4)

Three hours lecture and three hours laboratory per week

An overview of biology from the molecular to the ecosystem level. Topics include the origin, diversity and evolution of life, ecology of populations and communities, the structure and function of plant and animal organ systems, biological molecules, cellular structure/function, genetics and cell division. No credit given toward the major in Biology. A lab fee is required. GenEd: B2

BIOL 170 FOUNDATIONS OF LIFE SCIENCE (4)

Three hours lecture and three hours laboratory per week
This course meets the needs of prospective elementary school teachers. The course will cover a broad spectrum of topics including introduction to scientific inquiry with living organisms, physiology, cell biology, genetics, evolution and ecology. Current issues in biology will also be considered. The laboratories will focus on hands-on activities particularly relevant to elementary school students. No credit given toward the major in Biology. A lab fee is required.

GenEd: B2

BIOL 200 PRINCIPLES OF ORGANISMAL AND POPULATION BIOLOGY (4)

Three hours lecture and three hours laboratory per week
An introduction to organismal biology including the diversity, comparative structure, organ system function, development, phylogeny, taxonomy and systematics of prokaryotes, protists, fungi, plants and animals. Discussion of the principles of evolution including speciation and natural selection, the environmental impact and ecosystem interaction of plants and animals, the behavior of animals, population genetics and population biology. A lab fee is required. GenEd: B2

PRINCIPLES OF CELL AND MOLECULAR BIOLOGY (4)

Three hours lecture and three hours laboratory per week Prerequisites: CHEM 105 or CHEM 121 This course will cover principles of basic chemistry, biological macromolecules, prokaryotic and eukaryotic cell structure and function, homeostasis, metabolism including both respiration and photosynthesis, cell division, signal transduction, Mendelian genetics, molecular genetics including transcription and translation, and a brief introduction to virology and immunology. The philosophy of science, scientific method and experimental design are foundational to the course. A lab fee is required. GenEd: B2

BIOL 203 QUANTITATIVE METHODS FOR BIOLOGY (3)

Three hours lecture per week

Prerequisites: A passing score on the Entry Level Mathematics Exam (ELM) or MATH 105 or equivalent.

This course introduces students in the biological sciences to the quantitative skills and technological tools necessary to evaluate the literature and carry out original research in the discipline. Topics include the principles of biological sampling design, hypothesis generation for biological experiments, collection of observational and experimental data, statistical analysis and interpretation of biological data, and the presentation of results. Laboratories will emphasize microcomputer technology and software applications likely to be encountered in the biological sciences. GenEd: B3, B4

BIOL 210 HUMAN ANATOMY AND PHYSIOLOGY I (4)

Three hours lecture and three hours laboratory per week.

Study of gross and microscopic anatomy and physiology of the human body. Topics include homeostasis, cell structure/ function, histology, the skeletal system, the muscular system, the digestive system and the nervous and sensory systems. A lab fee is required.

BIOL 211 HUMAN ANATOMY AND PHYSIOLOGY II (4)

Three hours lecture and three hours laboratory per week

Prerequisite: BIOL 210

Study of gross and microscopic anatomy and physiology of the human body. Topics include the integumentary system, the endocrine system, the circulatory system, the immune system, the respiratory system, the urinary system and the reproductive system. A lab fee is required.

BIOL 212 NEUROBIOLOGY AND COGNITIVE SCIENCE (3)

Three hours lecture per week Principles of brain organization and function underlying behavior. Topics include neuroanatomy and physiology of language, vision, sexual behavior, memory and abnormal behavior. Same as PSY 212 GenEd: B2, E

BIOL 213 SEX, GERMS AND DISEASES (3)

Three hours lecture/discussion per week This is a course to introduce biology of sexually transmitted diseases and their impact on society. It covers reproductive system, factors in the spread of diseases, biology and pathogenesis of infectious agents and sexually transmitted diseases caused by bacteria, viruses, fungi and protozoa. Topics also include impact of current biotechnology in relation to vaccine development, treatment and improved diagnostics of these diseases as well as challenges of these diseases to economy, public health system, individuals, and society at large. GenEd: B2, E

BIOL 215 ANIMAL DIVERSITY (4)

Three hours lecture and three hours laboratory per week

This course will survey the animal kingdom emphasizing the continuity of animal life from simple to more complex body forms and life histories. The diversity of animal life is projected on a framework of basic ecological and evolutionary concepts. Human interactions with animals are explored through management and conservation issues as well as historical examples from the sciences of zoology, classification and evolution. Field trips to selected sites will allow direct examination of local animal diversity. A lab fee is required. GenEd: B2

BIOL 217 MEDICAL MICROBIOLOGY (4)

Three hours of lecture and three hours of laboratory per week

Study of disease-causing microorganisms such as bacteria, viruses, fungi, protozoa and parasites, emphasizing microbial structure, genetics, physiology and pathogenesis of microorganisms. Topics also include interaction between pathogens and their hosts, diagnosis, treatment, disease prevention as well as impact of infectious diseases on psychology, society, economy and global affairs. Microbial culturing, identification, differentiation and clinical diagnostic assays will be studied in the laboratory. No credit given toward the biology major except for students enrolled in the Clinical Laboratory Science Emphasis. A lab fee is required.

GenEd: B2

BIOL 220 STEM CELL TECHNOLOGY. **APPLICATIONS AND SOCIAL IMPACT (3)**

Three hours lecture per week Examines the impact of stem cell technology in our society. Topics include basic concepts of stem cell biology, ethical concerns surrounding stem cell technology both from individual and social points of view, legal aspects of the technology, and an overview of the potential contributions of stem cells to the emerging field of regenerative medicine.

BIOL 300 CELL BIOLOGY (4)

Three hours lecture and three hours laboratory per week

Prerequisites: BIOL 201 with a grade of C or better and CHEM 122

Detailed study of the organization and functioning of cells and cellular organelles at the cellular and molecular levels, emphasizing experimental approaches and structural and functional relationships and their regulation and control. Topics include macromolecules, membrane phenomena, metabolism, enzyme kinetics, and cellular events associated with excitable cells and tissues. A lab fee is required.

BIOL 301 MICROBIOLOGY (4)

Three hours lecture and three hours laboratory per week Prerequisites: BIOL 201 with a grade of C or better and CHEM 122 Study of microorganisms of the environment, including disease-causing organisms, their structures and functions and their interactions to their host animals and the environment. A lab fee is required.

BIOL 302 GENETICS (4)

Three hours lecture and one hour recitation per week Prerequisites: BIOL 201 with a grade of C or better and CHEM 122 Principles of classical transmission genetics, population genetics, with an introduction to modern molecular genetics.

BIOL 303 EVOLUTIONARY BIOLOGY (3)

Three hours lecture per week Prerequisites: BIOL 200 and 201 This course will examine principles of biological evolution. Topics include evolutionary genetics, adaptation and natural selection, the fossil record, speciation and macroevolution.

BIOL 304 COMPARATIVE ANIMAL PHYSIOLOGY (3)

Three hours lecture per week Prerequisites: BIOL 200 and BIOL 201 This course will use a comparative approach to examine physiological principles in a variety of vertebrate and invertebrate animals. Topics include homeostasis, respiration, excretion and physiological adaptations to environmental conditions.

BIOL 305 BIOLOGY OF AGING (3)

Three hours lecture per week

Prerequisite: BIOL 211 Current understanding of biological basis of human aging and senescence processes, including systemic, cellular and molecular mechanisms underlying the transition from health to senescence, evolutionary and comparative aspects of aging, measurement of aging, and the

consequences of normal aging processes

BIOL 310 VERTEBRATE BIOLOGY (4)

given toward the Biology major.

on various human systems. No credit

Three hours lecture and three hours lab per week

Prerequisite: BIOL 200

Vertebrate animals are the most visible animals in most ecosystems. Surveys the diversity of vertebrate evolution, physiology, anatomy, ecology, life history and conservation. Regional and marine vertebrates will be emphasized. Identification of common vertebrate animals, especially local forms. Field trips will be required. A lab fee is required.

BIOL 311 PLANT BIOLOGY AND ECOLOGY (4)

Three hours lecture and three hours laboratory per week

A general introduction to diverse structures and functions of plants and their relationship to the environment. Identification of local native plants and plant communities, uses of native plants by Native Americans, and human and environmental impacts on native plant communities. Field trips to local sites will be taken. A lab fee is required.

BIOL 312 MARINE BIOLOGY (4)

Three hours lecture and three hours laboratory per week Prerequisite: BIOL 200

Overview of the complexity of marine life including marine plants and animals and the processes that underlie their distribution and abundance in open oceans, coastal regions, estuaries and wetlands. Topics included diverse interactions of organisms in the intertidal zone, over the continental shelves and in the open oceans. Field trips to local marine environments will be taken. A lab fee is required.

BIOL 313 CONSERVATION BIOLOGY (4)

Three hours lecture and three hours laboratory per week

Prerequisite: BIOL 200

This course explores issues surrounding the conservation of biodiversity. Topics to be covered include: species-, population-, and ecosystem-level issues, biodiversity, extinction, sustained yield, exotic species, and reserve design. Management implications and the ecology of issues are integrated throughout the course. A lab fee is required.

Same as ESRM 313

BIOL 315 INTRODUCTION TO BIOPHYSICS (4)

Three hours lecture and two hours activity per week

Prerequisite: PHYS 200 Corequisite: BIOL 300

This course applies physical methods to the study of biological systems, including transport processes and membrane phenomena, bioelectric phenomena, photosynthetic systems and visual systems. Biophysical methods will include the techniques of patch clamping and optical tweezers, and the measurement of action potentials and evoked responses. There will be an emphasis on modeling and on problem solving, with appropriate mathematics when necessary. The practical activity session will include computer modeling and simulation, and laboratory demonstrations and exercises. Same as PHYS 315

BIOL 316 INVERTEBRATE ZOOLOGY (4)

Three hours lecture and three hours laboratory per week Prerequisite: BIOL 200

This course will survey invertebrates from simple, single-celled protists to the most complex of invertebrate animals. Over ninety-five percent of the animals on earth are invertebrates - animals without backbones. Aspects of the ecology, physiology and evolutionary history of this diverse array of animals will be examined. Human interactions with invertebrates and conservation issues will also be highlighted. Field trips will be required. A lab fee is required.

BIOL 317 PARASITOLOGY (4)

Three hours lecture and three hours laboratory per week

Prerequisite: BIOL 200

This course surveys the diversity of parasitic animals and protists. The parasitic life mode is found in a broad range of animal and protistan phyla, as well as some plant groups. Parasite-host relationships are often tightly co-evolved. Parasites have remarkable and complex adaptations to allow survival and successful reproduction and dispersal. Topics examined will include evolution and life histories of representative parasites, along with medical and epidemiological factors of those that affect humans or domestic animals. A lab fee is required.

BIOL 318 MEDICAL MYCOLOGY (4)

Three hours lecture per week Three hours laboratory per week Prerequisite: BIOL 200 Surveys the structure, nutritional requirements, ecology, and economic importance of fungi. Topics will include the impact of fungi both on natural ecosystems and human civilization with emphasis on the biology of fungi causing major diseases in humans.

BIOL 326 SCIENTIFIC AND PROFESSIONAL ETHICS (3)

Three hours lecture per week Discussion of ethical issues and societal challenges derived from scientific research and professional activities. Examines the sources, fundamental principles, and applications of ethical behavior; the relationship between personal ethics and social responsibility of organizations; and the stakeholder management concept. Applies ethical principles to different types of organizations: business, nonprofits, government, health care, science/ technology, and other professional groups.

Same as MGT 326 GenEd: D

BIOL 331 BIOTECHNOLOGY IN THE TWENTY-FIRST CENTURY (3)

Three hours lecture per week Presentation of recent advances in biotechnology and discussion of societal implications. Topics include the processes and methods used to manipulate living organisms, or the substances and products from them, for use in

medicine, agriculture, food production, gene therapy, forensics and warfare. The social, ethical and political issues raised by modern biotechnology will be discussed. No credit given toward the biology major.

Same as BUS 331 GenEd: B2, D, Interdisciplinary

BIOL 332 CANCER AND SOCIETY (3)

Three hours lecture per week
The underlying molecular causes of
cancer, the impact of environmental and
genetic factors on cancer causation and
prevention, recent advances in diagnosis
and treatment of the disease, and the
impact that this disease, which will affect
one in three adults, has on society. No
credit given toward the biology major.
GenEd: B2, D, Interdisciplinary

BIOL 333 EMERGING PUBLIC HEALTH ISSUES (3)

Three hours lecture per week
Discussion of emerging infectious
diseases and other health related issues
with global concerns such as AIDS,
tuberculosis, sexually transmitted diseases,
cardiovascular diseases, animal and bird
diseases which may be transmitted to
people, food and blood safety issues,
environmental public health hazards,
immigration and public health issues,
potential biological weapons and their
impact on human and animal populations
in the world and the ecosystem.

GenEd: B2, E, Interdisciplinary

BIOL 334 NATURAL HISTORY OF VENTURA COUNTY (3)

Two hours lecture and three hours laboratory per week This course will explore the biota and ecosystems of Ventura County. Local ecosystems include chaparral, marine, stream, desert, mountain and island. Topics covered will be classification and diversity of conspicuous regional flora and fauna in the field and laboratory, basic ecological and evolutionary principles of botanical and zoological classification, ecosystem diversity and function. Indigenous cultural and colonial era use of biotic resources, history of scientific exploration of the region, conservation and preservation issues, restoration of natural habitats, adaptation, life history and physiology of resident organisms will also be covered. Field trips will be required.

GenEd: B2, Interdisciplinary

BIOL 335 THE BIOSPHERE (3)

Three hours of lecture per week
The biosphere, the region of the planet
where life exists, extends up into the
atmosphere as well as down into the
deepest ocean trenches. This course
will examine the origin, workings, and
human influence on earth's biosphere.
Topics include evolution of life on earth,
atmosphere and climate changes, earth's
resources and human impacts.
GenEd: B2, Interdisciplinary

BIOL 342 THE ZOO: CONSERVATION, EDUCATION AND RECREATION (3)

Three hours lecture per week
An interdisciplinary study of zoos and zoological gardens from scientific, managerial, business, recreational and educational perspectives. Analyzes how these perspectives are linked within zoo practices. The course will include an in-depth case study of a local zoo. Field trips to local zoos will be required.

Same as BUS 342, ECON 342, EDUC 342
GenEd: D, Interdisciplinary

BIOL 345 SCIENCE AND PUBLIC POLICY (3)

Three hours lecture per week
Examines the relationship between
science, politics, and public policy and
prepares students to make informed
decisions concerning the societal
implications of many rapidly advancing
avenues of scientific research.
Same as POLS 345
GenEd: D, Interdisciplinary

BIOL 400 MOLECULAR BIOLOGY (4)

Three hours lecture and three hours laboratory per week
Prerequisites: BIOL 300 or BIOL 302 with

a grade of C or better

Study of informational macromolecules and how they direct molecular processes in both eukaryotic and prokaryotic cells. Topics include structure, function and regulation of the genetic material at the molecular level, gene organization, structures and functions of DNA, RNA and proteins, gene transcription and expression, RNA processing, genomics and proteomics. A lab fee is required.

BIOL 401 BIOTECHNOLOGY AND RECOMBINANT DNA TECHNIQUES (5)

Three hours lecture and six hours laboratory per week
Prerequisites: BIOL 400 with a grade of

C or better

Theory and application of molecular biotechnology to problems in medicine, agriculture, forensics, and the environment. This is a laboratory-intensive course emphasizing technical skills in DNA and RNA manipulation, trouble-shooting, experimental design, and data interpretation. A lab fee is required.

BIOL 402 TOXICOLOGY (3)

Three hours lecture per week Prerequisites: BIOL 201 with a grade of C or better and CHEM 122

An in depth study of toxic chemicals and their interactions within the ecosystems. Topics include the origin, fate, chemical and biological detection, and quantification of pollutants and toxins and their impact on organisms at the molecular, biochemical, cellular, physiological, organismal, and community levels of organization. Basic toxicology, genetic toxicology, environmental mutagenesis and the molecular basis of mutation induction will be covered.

BIOL 403 FOUNDATIONS OF STRUCTURAL BIOLOGY (4)

Three hours lecture and three hours lab per week

Prerequisite: BIOL 300

Study of structure and function of biological macromolecules. Topics include basic structures and properties of macromolecules in biological systems, molecular evolution, conformational changes of macromolecules and their biological implications and techniques used to determine molecular structure of biological macromolecules. Special emphasis will be placed on the role of structural biology in the design and understanding of both biological and chemical pharmaceutics. A lab fee is required.

BIOL 404 PLANT AND ANIMAL TISSUE CULTURE (3)

Two hours lecture and three hours lab per week

Introductory course in the theory and concepts of animal and plant cell and tissue culturing including the fundamentals of tissue culture techniques, subculturing and maintenance of cell lines and stem cell technology. A lab fee is required.

BIOL 405 BIOCHEMICAL ENGINEERING (4)

Three hours lecture and three hours lab per week

Prerequisite: CHEM 318

Emphasizes quantitative engineering aspects of biology including the microbial synthesis of commercial products, environmental biotechnology, and the manufacture of biopharmaceuticals through recombinant microorganisms, transgenic animals, and plants. Consideration will be given to protein isolation and purification, microbial kinetics and energetics, enzyme kinetics, and operation of bioreactors. A lab fee is required.

BIOL 406 EVOLUTIONARY BIOGEOGRAPHY (3)

Three hours lecture per week Prerequisite: BIOL 303 Examines the spatial and temporal distribution of plant and animal groups with emphasis on historical, environmental and biological processes governing current patterns of species and habitat geography. Integrates theory and analytical tools from geology, paleontology, ecology, evolution and genetics to study the effects of global change on biodiversity.

BIOL 407 BEHAVIORAL ECOLOGY (3)

Three hours lecture per week Prerequisite: BIOL 200 Examination of the evolutionary and ecological basis for animal behavior. Topics include: cooperative and competitive interactions, mating systems, reproductive behavior and eusociality.

BIOL 408 NANOBIOTECHNOLOGY (3)

Three hours lecture per week Prerequisite: BIOL 400 This course presents the basis of foundation for understanding how macromolecules combine to form the structural and functional units of the intact cell.

BIOL 416 RADIOBIOLOGY AND RADIONUCLIDES (3)

Three hours lecture per week Prerequisites: BIOL 300, PHYS 201, BIOL/ PHYS/HLTH 434

Topics include: nature and effects of ionizing radiation on biomolecular structures and living cells; applied radiobiology and radionuclides; genetic effects of ionizing radiation and methods of protection and dosimetry. Same as PHYS 416

BIOL 420 CELLULAR AND MOLECULAR IMMUNOLOGY (4)

Three hours lecture and three hours laboratory per week Prerequisites: BIOL 300 with a grade of C

or better and CHEM 122

Study of cellular and molecular aspects of the immune system and its responses against infectious agents and/or environmental insults. Included are development of the organs and cells of the immune system, genetics of the molecules of the immune system and their functions and interactions during an immune response, immunological disorders such as immunodeficiencies, autoimmune diseases, transplantation, and contemporary immunological techniques used in clinical diagnosis and other modern research and development applications. A lab fee is required.

BIOL 421 VIROLOGY (3)

Three hours lecture per week Prerequisites: BIOL 301 with a grade of C or better and CHEM 122 Study of aspects of molecular structure, genetics, and replication of viruses and other sub-viral agents such as prions and viroids, virus-host interactions, pathogenesis of viral infections, diagnostic virology, and antiviral vaccines and drugs; emphasis on human pathogens.

MOLECULAR PLANT BIOL 422 PHYSIOLOGY (4)

Three hours lecture and three hours laboratory per week

Prerequisites: BIOL 300 with a grade of C or better

Study of principles and methods of plant physiology at the molecular level combined with modern plant technology. Topics include plant tissue and cell culture, genetic engineering and transformation, plant defense, genomics and applications of DNA technology. A lab fee is required.

BIOL 423 CELLULAR AND MOLECULAR NEUROBIOLOGY (3)

Three hours lecture per week Prerequisites: BIOL 300 with a grade of C or better and CHEM 122

Study of the nervous system at cellular and molecular levels including cellular structure of neurons and their function and interactions, neurotransmitters and their function and regulation, chemical agents and their effects on neuronal cells and normal responses by the cells and the molecules of the nervous system and their responses under adverse conditions.

BIOL 424 HUMAN PHYSIOLOGY (3)

Three hours lecture per week Prerequisites: BIOL 300 with a grade of C better and CHEM 122

Study of human physiology at both the cellular and organ system levels including neurophysiology, muscle physiology, cardiovascular physiology, respiration, kidney function, hormone function and reproduction.

BIOL 425 HUMAN GENETICS (3)

Three hours lecture per week Prerequisites: BIOL 300 and BIOL 302 with grades of C or better and **CHEM 122**

Basic principles of human inheritance, including the transmission of genetic traits, chromosomal abnormalities and their effects, gene structure and function, pedigree analysis, gene mapping, cytogenetics, mutations and mutagenic agents, cancer genetics, molecular analysis of inherited diseases and genetically controlled phenomena in humans.

BIOL 426 HEMATOLOGY (4)

Three hours lecture Three hours laboratory Prerequisite: BIOL 300

Study of human blood, including histological, physiological, biochemical and clinical examination of blood. Topics include blood cell differentiation, development, iron metabolism, pathology, clinical diagnostic technology. Psychological and societal impact of human blood diseases and their impact on world civilizations and economy will be also studied. A lab fee is required.

BIOL 427 DEVELOPMENTAL BIOLOGY (4)

Three hours lecture and three hours laboratory per week

Prerequisites: BIOL 300 with a grade of C or better and CHEM 122

This course will use descriptive, experimental and comparative approaches in the study of animal development. Developmental stages including gametogenesis, fertilization, cleavage, gastrulation and organogenesis will be discussed in a variety of animal phyla. The molecular and cellular mechanisms underlying morphogenesis and the evolutionary conservation of developmental mechanisms in various animal phyla will be examined. A lab fee is required.

BIOL 428 BIOLOGY OF CANCER (3)

Three hours lecture per week Prerequisites: BIOL 300 with a grade of C or better and CHEM 122

Principles of oncology are examined. Included are mechanisms of oncogenesis at cellular and molecular levels, characteristics of cancer, advantages and disadvantages of various therapies of cancer treatment.

BIOL 431 BIOINFORMATICS (4)

Four hours lecture in the lab per week Prerequisites: BIOL 302 with a grade of C or better

Navigation and manipulation of biological databases. Topics include: multiple sequence alignment, phylogeny estimation, gene expression profiling, protein structure prediction, and functional genomics. Lab fee is required. GenEd: B2, B4, Interdisciplinary

BIOL 432 PRINCIPLES OF EPIDEMIOLOGY AND ENVIRONMENTAL HEALTH (3)

Three hours lecture per week Prerequisites: BIOL 201 with a grade of C or better and CHEM 122. For Nursing majors and Pre-Nursing students, CHEM 110 and BIOL 217 may substitute for CHEM 122 and BIOL 201 Distribution and dynamics of human health problems and principles and procedures used to determine circumstances under which disease occurs or health prevails and to aid in managing and planning health and environmental systems. The broadened scope of epidemiology is examined through case studies and community and environmental health approach. GenEd: B2, D, Interdisciplinary

BIOL 433 ECOLOGY AND THE ENVIRONMENT (4)

GenEd: B2, Interdisciplinary

Three hours lecture and three hours

laboratory per week Prerequisite: BIOL 200 Ecological characteristics of natural ecosystems and basic effects of human society upon those systems. Plant and animal distribution patterns in relation to past and present physical and biotic factors. Issues of resource management, population, food production, global environmental problems will also be emphasized to explore future directions. Field trips to local ecosystems will be taken. A lab fee is required.

BIOL 434 INTRODUCTION TO BIOMEDICAL IMAGING (4)

Three hours lecture and two hours activity per week

Prerequisites: BIOL 210 or PHYS 200 The course will present an overview of biomedical images and imaging systems. The fundamental concepts used in several imaging modalities (such as projection radiography, mammography, DEXA, computed tomography, ultrasonography and magnetic resonance imaging) will be examined: the emphasis will be on an intuitive and descriptive presentation of the main components of these systems. Image formation and reconstruction will be addressed. The resulting clinical images will be correlated with the underlying structure and function of the organs, and the diagnostic utility and limitations of the images will be considered. Same as PHYS 434, HLTH 434 GenEd: B1, E, Interdisciplinary

BIOL 450 ICHTHYOLOGY: THE BIOLOGY OF FISHES (4)

Three hours lecture and three hours laboratory per week
Prerequisite: BIOL 200

This course will survey the diversity of living and fossil fishes. Fishes are the largest and most diverse group of vertebrate animals. Aspects of the ecology, physiology and evolutionary history of these animals will be examined. Extensive human interactions with fishes and particularly conservation issues will be highlighted. Emphasis will be placed on the identification and biology of California coastal and inland species. Field trips will be required. A lab fee is required.

BIOL 451 ORNITHOLOGY (4)

Three hours lecture and three hours lab per week

Prerequisites: BIOL 200, BIOL 201 Introduces the evolution, diversification, anatomy, physiology, classification, ecology, behavior, conservation and special adaptations of birds in the world. It requires study and identification in the field and laboratory. A lab fee is required. Repeatable up to 8 units.

BIOL 464 MEDICAL INSTRUMENTATION (4) Three hours lecture and two hours lab

activity per week Prerequisites: PHYS/BIOL/HITH 434

The detection, acquisition, processing and display of diagnostic clinical images. The course will concentrate on the fundamentals of the design of the instruments and the use of appropriate reconstruction algorithms in (computed) radiography, (digital) fluoroscopy, computed tomography, ultrasound, magnetic resonance imaging and radionuclide imaging. Activities will include image reconstruction examples, investigation of recent innovations, and two trips to local radiology departments.

BIOL 490 SPECIAL TOPICS (1-3)

Same as PHYS 464

Three hours seminar per week Prerequisite: Consent of instructor In-depth analysis of current topics in biology. Topics vary each semester. Repeatable by topic.

SPECIAL LABORATORY TOPICS (1-3)

Prerequisites: BIOL 300 with a grade of C or better and CHEM 122 Laboratory study of a selected topic, the title of which is to be specified in advance. Repeatable by topic. A lab fee is required.

BIOL 492 INTERNSHIP (2-3)

Prerequisites: Consent of instructor and program approval

Supervised work and study in work situations involving biological research and technical skills. May involve service learning. All students are required to attend the Biology Program Senior Capstone Colloquium to present their projects.

Graded Credit/No Credit

BIOL 493 SERVICE LEARNING AT THE ZOO (1-3)

One to three hours activity per week Prerequisites: BIOL/BUS/ECON/EDUC 342 and Consent of instructor
Working with local zoos individuals or teams of students will engage in service learning projects where they will apply skills and competencies acquired in their academic programs to issues and challenges facing modern zoos.
Student Option: Graded or Credit/No Credit
Same as UNIV 493, BUS 493, ECON 493, EDUC 493

BIOL 494 INDEPENDENT RESEARCH (1-3)

Prerequisites: Consent of instructor and program approval

Laboratory and/or library research that may involve service learning in selected areas of biology conducted under the direction of a faculty member. All students are required to attend the Biology Program Senior Capstone Colloquium to present their projects.

Graded Credit/No Credit

BIOL 497 DIRECTED STUDY (1-3)

Prerequisites: Consent of instructor and program approval

Reading and library research that may involve service learning in selected areas of biology conducted under the direction of a faculty member. All students are required to attend the Biology Program Senior Capstone Colloquium to present their projects.

Graded Credit/No Credit

BIOL 499 SENIOR CAPSTONE IN BIOLOGY (3)

Three hours lecture per week Prerequisite: Consent of instructor Integration of previous coursework, knowledge and skills as they apply to specific topics in Biology and the impact of biological science on society. Emphasis will be placed on analysis of scientific literature, problem solving and oral and written communication skills.

BIOL 500 INTRODUCTION TO BIOPHARMACEUTICAL PRODUCTION OPERATIONS (3)

Three hours lecture per week
An introduction to biopharmaceutical
production systems and processes. Topics
include manufacturing, unit operations
and supporting infrastructures, product
distribution, quality assurance and control,
facility engineering and maintenance,
utility operations, regulatory compliance,
and laboratory support.

FUNDAMENTALS OF CELLULAR AND MOLECULAR BIOLOGY (4)

Four hours lecture per week Prerequisites: BIOL 201 with a grade of C or better

Study of essential topics in cellular and molecular biology. Topics include: structure and function of biological macromolecules, membranes and cellular organelles; cell signaling, synthesis of DNA, RNA and proteins; gene organization, transcription and expression; basic molecular biology laboratory techniques.

BIOL 502 TECHNIQUES IN GENOMICS/ PROTEOMICS (3)

One hour lecture and six hours laboratory per week

Prerequisites: BIOL 400, BIOL 401 or BIOL 501 or Consent of instructor
Provides students with theoretical foundations and practial skills needed for general bioinformatics, genomics, and proteomics analysis. Intensive lab sessions, emphasize applied techniques. Field trips to various local biotechnology facilities will augment the training.

BIOL 503 BIOTECHNOLOGY LAW AND REGULATION (3)

Three hours lecture per week Individual and organizational responsibility in R&D and commercial aspects of biotechnology. Topics include: intellectual property, privacy, government and industrial regulation, liability, ethics, responsible conduct of research, and policy responses to societal concerns in the U.S. and abroad. Case studies involving gene therapy, cloning, and biomaterials in the medical and health sector, and farming and crop modification in the agricultural sector will be explored in detail.

BIOL 504 MOLECULAR CELL BIOLOGY (3)

Three hours lecture per week
Prerequisites: BIOL 300 and BIOL 400 or
BIOL 501 or Consent of instructor
This course will examine molecular and
mechanistic aspects of cell biology.
Topics include: cell biochemistry and
biosynthesis, cell signaling, regulation of
the cell cycle and membrane trafficking.

BIOL 505 MOLECULAR STRUCTURE (4)

Three hours lecture and three hours laboratory per week

Prerequisites: BIOL 504 or Consent of instructor

Examines the structural biology of proteins. Topics include general principles of protein structure, the biochemical function of proteins, the relationship of protein structure to its function and experimental approaches to determining and predicting protein structure and function.

BIOL 506 MOLECULAR EVOLUTION (4)

Three hours lecture and three hours laboratory per week

Prerequisites: BIOL 504 and Consent of instructor

Examines evolutionary change at the molecular level. Topics include: The driving forces behind the evolutionary process, the effects of the various molecular mechanisms on the structure of genes, proteins, and genomes, the methodology for dealing with molecular data from an evolutionary perspective and the logic of molecular hypothesis testing.

PHARMACOGENOMICS AND PHARMACOPROTEOMICS (3)

Three hours lecture per week Prerequisites: BINF 500, BIOL 504 or Consent of instructor

Structural and functional genomics with an emphasis on how these fields operate in drug discovery and optimization.

Topics include: genetics of the human response to prophylactic and therapeutic agent, impact of genetic variation on therapeutic efficacy, disease mechanisms, proteomics of genetic and communicable disease, drug action and toxicity, structure encoding, lead discovery and optimization, parallel synthesis, screening virtual libraries.

BIOL 508 ADVANCED IMMUNOLOGY (4)

Three hours lecture and three hours laboratory per week

Prerequisites: BIOL 504 or Consent of instructor

Examines cellular and molecular aspects of the immune system. Topics include: molecular genetics and molecular structure of immunoglobulin, T cell receptor, and the MHC antigens; the functions and dysfunctions of the components of the immune system; applications of immunological technologies in modern scientific research and development.

BIOL 509 PLANT BIOTECHNOLOGY (4)

Three hours lecture and three hours laboratory per week

Prerequisites: BIOL 504 or Consent of

instructor

Examines the scientific and technical advances which underlie the production of genetically modified crops. Topics include: plant genome organization and gene expression, plant tissue culture and genetic transformation, genetic manipulation to confer resistance to herbicides, pests and disease and strategies for engineering stress tolerance and the improvement of crop yield and quality.

BIOL 510 TISSUE CULTURE TECHNIQUES AND STEM CELL TECHNOLOGY (3)

One hour lecture per week
Six hours laboratory per week
Prerequisite: BIOL 504
Examines theory and concepts of animal
and plant cell and tissue culturing.
Focuses on stem cell technology
including types of stem cells, ethics of
stem cells, pluripotency, culture methods,
characterization, monitoring tools such as
imaging and differentiation strategies.

BIOL 511 ADVANCED STEM CELL TECHNOLOGY (3)

One hour lecture per week and Six hours laboratory per week *Prerequisites: BIOL 427 and BIOL 510*A laboratory intensive course focused on the technical aspects of human embryonic stem cell technology. Develops specific technical skills to successfully culture, characterize and maintain pluripotent human embryonic stem cell lines.

BIOL 512 ADVANCED TOPICS IN REGENERATIVE MEDICINE (1)

One hour seminar per week Prerequisite: BIOL 511

A seminar series involving presentations and discussions of current knowledge of embryonic and adult stem cells and factors that regulate their growth and development. Emphasizes how advances in cell and molecular biology and tissue engineering can be applied to the use of stem cells in regenerative medicine. Discusses social and ethical impacts of stem cell technology.

BIOL 513 CELL CULTURE FACILITY MANAGEMENT (3)

Three hours lecture per week Prerequisite: BIOL 510

Processes and procedures of managing a cell culture facility. Topics include biosafety standards, record keeping,

database organization, personnel management, inventory administration, storage of laboratory reagents and supplies, cell line banking and maintenance, equipment selection and maintenance, and essential concepts for troubleshooting common cell culture problems.

BIOL 516 CLINICAL TRIALS AND QUALITY ASSURANCE (3)

Three hours lecture per week Prerequisite: BIOL 503

An introduction to the foundational knowledge and skills necessary to successfully conduct clinical trials for new drugs, biologics, and medical devices, including in vitro diagnostics. Topics include a broad overview of the product development process in the pharmaceutical, biopharmaceutical, and medical device industries, the regulatory and operational requirements for clinical study setup and management, monitoring, data management, and closure of clinical trials, the principles of Good Clinical Practice (GCP), and the applications of quality control and quality assurance. The integration of quality assurance throughout the medical product development process will be discussed.

BIOL 600 TEAM PROJECT (4)

Four hours activity per week

Prerequisite: Program approval
In this course, students will work
individually and in teams to analyze,
research, discuss and report on subjects
relevant to the biotechnology industry.

BIOL 601 SEMINAR IN BIOTECHNOLOGY AND BIOINFORMATICS (1)

One hour seminar per week
Discussion of up-to-date research
and development findings with guest
speakers, visiting scientists and industry
professionals.

BIOL 602 STEM CELL TECHNOLOGY INTERNSHIP (1.5)

Eighteen laboratory hours per week Prerequisite: BIOL 511

A required two-semester project where students conduct original research in an active stem cell research laboratory at various off campus institutions. Culminates in a final written report and oral presentation. Repeatable for a total of 6 units for the year-long project.

Graded Credit/No Credit

BIOL 603 BIOTECHNOLOGY INTERNSHIP (3)

Three hours seminar per week

Prerequisite: Consent of instructor required for Enrollment

A one-semester project where students conduct original research in an active research laboratory at various off campus institutions. Culminates in a final written report and an oral presentation at the Program Colloquium.

Graded Credit/No Credit

BIOL 604 BIOTECHNOLOGY ACROSS NATIONAL BOUNDRIES (2)

Two hours lecture per week

Prerequisite: Consent of instructor required for enrollment

Addresses international efforts in biotechnological innovation, education, global commercialization and impact of biotechnology. Explores collaborations among science, education, industry and government in the age of globalization, ethical standards, international law and regulation in biotechnology and inter- and cross-cultural issues in business operations. An optional element of this course is a field trip to international businesses and education systems.

BIOL 604 BIOTECHNOLOGY ACROSS NATIONAL BOUNDARIES (2)

Two hours lecture per week
Addresses international efforts in
biotechnological innovation, education,
global commercialization and impact of
biotechnology. Explores collaborations
among science, education, industry and
government in the age of globalization,
ethical standards, international law and
regulation in biotechnology and inter- and
cross-cultural issues in business operations.

BIOL 605 BIOTECHNOLOGY ACROSS NATIONAL BOUNDARIES FIELD TRIP (1)

Variable hours for field trip

Prerequisite: Consent of instructor required for enrollment

A field trip examining international efforts in biotechnological innovation, education, global commercialization and the impact of biotechnology through on site visits to appropriate locations.

BIOL 610 CAPSTONE PROJECT FOR MS/ MBA DUAL DEGREE (6)

Six hours seminar per week Prerequisites: Biology or Business and Economics Program approval Culminating experience in the MS/ MBA dual degree program. Students participate in lectures, discussions, case analysis and independent research. Includes a major project involving research, analysis, synthesis and presentation of a topic related to the global biotechnology industry. Same as BUS 610

Biomedical Engineering

BME 500

BIOLOGICAL SYSTEMS, BIOMECHANICS AND BIOROBOTICS (3)

Two hours lecture and three hours laboratory per week

Prerequisites: BIOL 210 and BIOL 211 or BIOL 424; PHYS 200 and PHYS 201 or BIOL/PHYS 315; and BIOL 300 or CHEM 318 or CHEM 460; and BIOL 400 or BIOL 501

Covers structural and physiological foundations in biomedical engineering, including molecular and cellular, cardiovascular, musculoskeletal and neural systems, and principles and applications of biomechanics and biorobotics in biological systems.

BME 501 FUNDAMENTALS OF TISSUE ENGINEERING AND BIOMATERIALS (3)

Two hours lecture and 3 hours laboratory

Prerequisites: BIOL 504; PHYS 200 and PHYS 201 or BIOL/PHYS 315 Covers molecular, cellular, tissue and organ engineering and societal and ethical issues in regenerative medicine. Also considers major types of biomaterials including metallic, ceramic, polymeric, biodegradable, composite, nano - and other replacement materials and techniques and procedures used in biomedical engineering.

BIOMEDICAL INSTRUMENTATION BME 502 AND DEVICES: TECHNOLOGY & APPLICATION (3)

Two hours lecture and three hours laboratory per week Prerequisites: MATH 150; PHYS 200 and PHYS 201 or PHYS 315 or BIOL/PHYS

Covers biosignaling processes, instrumentation and devices in measuring, recording, monitoring and diagnosis,

modern medical imaging analysis systems, nano devices, therapeutics, and design and development principles of instruments and devices for diagnostics and therapeutics.

Business

BUS 110 BUSINESS LAW (3)

Three hours lecture per week Introduction to the legal and regulatory environment of business, emphasizing the USA legal system. Topics include contracts, personal property, litigation, antitrust, labor agreements, discrimination, environmental protection and international trade and law.

BUS 203 INTRODUCTION TO SOCIAL BUSINESS 3

Interdisciplinary overview of Social Business models and their application to social, economic, technological, cultural, political and environmental issues both locally and globally. Introduction to the finance and planning of Social Businesses, as well as comparisons to traditional and other alternative business

Same as ECON 203, SOC 203 GenEd: D

INTRODUCTION TO BUS 305 MICROFINANCE (1)

One hour seminar per week Explores the theory and practice of microfinance as a tool for poverty alleviation and economic development. Key elements of microfinance operations and challenges will be discussed. Graded Credit/No Credit Same as ECON 305

BUS 320 BUSINESS OPERATIONS (3)

Three hours lecture per week Prerequisites: MATH 140 or MATH 150 Exploration and application of quantitative techniques, systems analysis and operations analysis of business functions, with an emphasis on the optimization of process and operational efficiencies. A variety of management science methodologies will be applied to theoretical and real-world situations.

BUS 331 BIOTECHNOLOGY IN THE TWENTY-FIRST CENTURY (3)

Three hours lecture per week Presentation of recent advances in biotechnology and discussion of societal implications. Topics include the processes and methods used to manipulate living organisms, or the substances and products from them, for use in

medicine, agriculture, food production, gene therapy, forensics and warfare. The social, ethical and political issues raised by modern biotechnology will be discussed. No credit given toward the biology major. Same as BIOL 331 GenEd: B2, D, Interdisciplinary

BUS 333 NONPROFIT ORGANIZATIONS (3)

Three hours lecture per week Issues unique to nonprofit organizations including financial, legal, and political. Same as POLS 333, COMM 333, **ECON 333**

GenEd: D, Interdisciplinary

BUS 334 THE BUSINESS OF ART (3)

Three hours lecture per week Exploration into aspects of the art world business including the financial activities of art consultants, private dealers, commercial galleries, corporate art collections, public museums and international auction houses. Case studies in art marketing, gallery and museum management, contracts and commissions, as well as public image and career development will be investigated. Same as ART 334

GenEd: C1, D, Interdisciplinary

BUS 335 BUSINESS AND THE PERFORMING ARTS (3)

Three hours lecture per week Exploration of the business elements in the performing arts, including planning, management and financial activities. Uses an interdisciplinary approach to focus on performing arts as a creative activity and as a business activity. Uses case studies to analyze a comprehensive view of performing arts organizations. Same as PA 335 GenEd: C1, Interdisciplinary

BUS 336 SOCIAL ENTREPRENEURSHIP (3)

Three hours lecture per week Social entrepreneurship is about creating and leading organizations that strive to advance social change. Draws from both theory and practice to explore important trends in the private and social sectors, which are creating space for innovation and opportunities for individuals with business skills to drive positive change. Incorporates case studies, exercises, field trips, group presentations, and a semesterlong service project. Same as SOC 336

GenEd: D, Interdisciplinary

BUS 339 BUSINESS IN CHINA: HERITAGE AND CHANGE (3)

Three hours lecture per week Examines from a broad historical perspective a variety of institutions and modernization processes of the Chinese financial market, economic environment, and business practices. Same as HIST 339 GenEd: D, Interdisciplinary

BUSINESS AND ECONOMICS BUS 340 IN LITERATURE (3)

Three hours lecture per week Explores the ways in which business and economics have been represented in American literature. Employs critical methodologies from the fields of Business, Economics, and Literary studies. Same as ECON 340, ENGL 340 GenEd: C2, D, Interdisciplinary

BUS 341 DRUG DISCOVERY AND DEVELOPMENT (3)

Three hours lecture per week How are drugs discovered? What determines the price for a drug? What is the difference between a generic and non-generic drug? These questions will be examined with an interdisciplinary approach. Topics include the isolation of compounds from natural sources, the screening of compounds for biological activity, structure-activity relationships of drugs, computer-assisted drug design, combinatorial chemistry, bioinformatics, the FDA approval process for new drugs, and the economic and business aspects of pharmaceutical investment and development.

Same as ECON 341, CHEM 341 GenEd: B1, D, Interdisciplinary

BUS 342 THE ZOO: CONSERVATION. **EDUCATION AND RECREATION (3)**

Three hours lecture per week An interdisciplinary study of zoos and zoological gardens from scientific, managerial, business, recreational and educational perspectives. Analyzes how these perspectives are linked within zoo practices. The course will include an in-depth case study of a local zoo. Field trips to local zoos will be required. Same as BIOL 342, ECON 342, **EDUC 342** GenEd: D, Interdisciplinary

BUS 344 THE LIBRARY: COLLECTIONS, **SERVICES & INSTRUCTION (3)**

Three hours lecture per week A study of university, school (K-12), public, and special libraries from business, economic, library science, and educational perspectives. Analyzes how these perspectives are linked within library practices. A study of local libraries and field trips.

Same as ECON 344, EDUC 344, LIB 344

GenEd: D, Interdisciplinary

BUS 347 THE UNIVERSITY (3)

Three hours lecture per week A study of institutions of higher education from multiple perspectives including, but not limited to education, teaching and learning, scholarly and creative activities, community service, management, and public policy. Includes case studies of colleges and universities in the region and may include field trips to these institutions. Same as ECON 347, EDUC 347 GenEd: D, Interdisciplinary

HISTORY OF BUSINESS AND BUS 349 ECONOMICS IN NORTH AMERICA (3)

Three hours of lecture per week Examines the growth and development of the economies of North America since colonial times. Addresses social, ethical, economic and management issues during the development of Canada, the United States, and Mexico. Analyzes the business principles underlying the growth and development of the economies. Same as ECON 349, HIST 349 GenEd: D, Interdisciplinary

BUS 434 THE MUSEUM: CULTURE, **BUSINESS AND EDUCATION (3)**

Three hours lecture per week America is a country of many cultures, and each of these has brought legacies of its roots to the American stage. In this course we will read plays written by Native Americans, Hispanic Americans, Asian Americans, African Americans and others. This course is regional in organization rather than chronological, and is organized around one or more themes. Repeatable up to 9 units. Same as ART 434, EDUC 434 GenEd: C1, D, Interdisciplinary

BUS 435 THE MUSIC MUSEUM (3)

Three hours lecture per week Prerequisite: Junior standing An interdisciplinary study of music museums from the perspectives of music history, appreciation and production, business, economics and education. Analyzes how these disciplines are linked within music museum practices. Includes an in-depth study of a local music museum.

Same as ECON 435, EDUC 435, **PAMU 435** GenEd: D, Interdisciplinary

BUS 448 GLOBALIZATION AND DEVELOPMENT (3)

Three hours lecture per week Prerequisite: SOC 100 Examines empirical and theoretical issues of globalization from a sociological perspective, to understanding how the forces of globalization affect economic, political and cultural systems of both developed and developing nations. Same as SOC 448, ECON 448 GenEd: D, Interdisciplinary

BUS 491 LECTURE SERIES IN ENTERTAINMENT INDUSTRY (1)

Two hours lecture bi-weekly Bi-weekly series of guest lectures focusing on a variety of issues pertinent to the entertainment industry. Entertainment professionals will address topics that cover but are not limited to aspects of management, marketing, production, performance and entertainment-related technologies. Repeatable by topic up to 3 units. Same as ART 491, PA 491

BUS 493 SERVICE LEARNING AT THE ZOO (1-3)

One to three hours activity per week Prerequisites: BIOL/BUS/ECON/EDUC 342 and Consent of instructor Working with local zoos individuals or teams of students will engage in service learning projects where they will apply skills and competencies acquired in their academic programs to issues and challenges facing modern zoos. Student Option: Graded or Credit/ No Credit Same as UNIV 493, BIOL 493, ECON 493, EDUC 493

BUS 495

THE ENTERTAINMENT EVENT: PRODUCTION, MARKETING AND PERFORMANCE (3)

Two hours lecture per week
Two hours activity per week
Corequisite: ART/BUS/PA 491
An interdisciplinary experience:
students work directly with faculty and
entertainment industry professionals
focusing on aspects of talent
management, project development,
marketing and related technologies that
result in the production of an entertainment
event.

Same as ART 495, PA 495

BUS 499 CAPSTONE (3)

Three hours lecture per week

Prerequisites: All Lower Division 21 units
and other Upper Division 33 units required
courses in the Business Major.

An integration of all prior business core
subject matter via two major components:

1) Teams of students participate in a PCbased simulation of an ongoing (fictitious)
international business. Requires decisionmaking under uncertainty but within strict
deadlines, competitor analysis, and
formal oral/written reporting of results.

2) Individually and in teams, students
analyze, research, discuss and report on
complex written business cases - which

BUS 500 ECONOMICS FOR MANAGERS (3)

provides interdisciplinary exposure.

Three hours lecture per week
Presents Economics for MBA
students, both microeconomics and
macroeconomics. Topics include
market structure, demand analysis,
consumer behavior, nature of the firm,
measuring economic activity, inflation,
unemployment, money and banking, and
the role of the government. Offered with
an extensive online component.

BUS 502 QUANTITATIVE METHODS FOR DECISION-MAKING (3)

Three hours lecture per week
Overview of core quantitative skills for
effective managerial decision-making.
Topics include statistical principles,
regression analysis, forecasting, multiattribute decision-making, benefit-cost
analysis, and spreadsheet modeling
of businesses cases. Offered with an
extensive online component.

BUS 504 INTRODUCTION TO ACCOUNTING AND FINANCE (4)

Four hours lecture per week
Presents an overview of the role of
accounting and finance in business.
The first part of the course focuses on
accounting as the language of business.
Topics include basic assumptions and
principles of accounting, the content and
purpose of financial statements, and uses
and limitations of the financial statements.
The second part of the course focuses
on the role of finance in supporting the
functional areas of a business. Topics
include time value of money, risk,
and capital structure. Offered with an
extensive online component.

BUS 506 PRINCIPLES OF MANAGEMENT AND MARKETING (3)

Three hours lecture per week
Presents an overview of the disciplines of
management and marketing. Explains the
basic elements of effective management
and marketing practices. Combines
management and marketing disciplines
through cases, role-play simulations, and
computer based simulations to model
managers' planning and decision-making
processes. Offered with an extensive
online component.

BUS 508 BUSINESS ETHICS AND LAW (3)

Three hour seminar per week
An overview of the ethical environment
for business operations, with a special
emphasis on the legal environment.
Explores decision-making frameworks
for managers in addressing ethical and
legal issues that confront modern business
organizations. Offered with an extensive
online component.

BUS 510 HIGH PERFORMANCE MANAGEMENT (3)

Three hours seminar per week Corequisite: BUS 520

Develops the managerial skills that affect individual and group performance in organizations. Topics include managerial communication, team-building, negotiation, conflict resolution, and intercultural management.

BUS 520 STRATEGY AND LEADERSHIP (3)

Three hours seminar per week Corequisite: BUS 510

An integrated overview of strategy, strategic planning and strategic management for business leaders. Special emphasis is on the role of leadership in the strategic management process. Through the use of complex business cases the course analyzes the major elements of strategic management and the interactions among major participants.

BUS 521 SPECIAL TOPICS IN MANAGEMENT (3)

Three hours seminar per week
Prerequisite: Consent of instructor
In-depth analysis of current topics in
management. Topics vary each semester.
Repeatable by topic.

BUS 522 SPECIAL TOPICS IN SOCIAL BUSINESS (3)

Three hours seminar per week In-depth analysis of current topics in social business. Topics vary each semester. Repeatable by topic up to $\underline{\phi}$ units.

BUS 530 MANAGING BUSINESS OPERATIONS (3)

Three hours seminar per week Prerequisite: BUS 520 Coreauisite: BUS 540

Managing a firm's business operations involves the design, operation and improvement of systems that create and deliver product and services to customers. Topics include change management, product design, process selection, quality management, supply chain design, strategy and control.

BUS 531 SPECIAL TOPICS IN BUSINESS (3)

Three hours seminar per week Prerequisite: Consent of instructor In-depth analysis of current topics in business. Topics vary each semester. Repeatable by topic.

BUS 540 FINANCIAL REPORTING AND ANALYSIS (3)

Three hours seminar per week Prerequisite: BUS 520 Corequisite: BUS 530

Use of financial information in managing an organization. Focuses on analyzing and interpreting financial statements, applying analytical tools and techniques to financial statements in order to make sound investment and operating decisions, and applying standard corporate funding models in corporate financial management.

BUS 541 SPECIAL TOPICS IN FINANCE (3)

Three hours seminar per week Prerequisite: Consent of instructor In-depth analysis of current topics in finance. Topics vary each semester. Repeatable by topic.

BUS 550 THE CONTEMPORARY FIRM (3)

Three hours seminar per week Prerequisite: BUS 540
Provides an intro to the information technology (IT) used in modern organizations and a technical understanding of IT, emphasizing practical experience and management perspectives.

BUS 560 THE ENTREPRENEURIAL MANAGER (3)

Three hours seminar per week *Prerequisite: BUS 540*Focuses on aspects of starting a new business, with an emphasis on recognizing and creating opportunities. Topics include attributes of entrepreneurs and entrepreneurial careers, evaluating opportunities, writing business plans, consumer and market analysis, new product design and development, creativity, innovation, forecasting, resource requirements, financing, and managing new ventures.

BUS 570 COMPETING IN A GLOBAL ENVIRONMENT (6)

Three hours seminar and six hours activity per week

Prerequisites: Completion of all other MBA core courses

Addresses management concerns for maximum organizational effectiveness in international business. Topics include international market identification, trade practices and policy, legal issues in business, international currency markets, joint ventures, international business strategy, and global management. Intercultural management issues, negotiation, and cross-cultural differences will also be addressed. Uses a computer based business simulation exercise.

BUS 572 GRADUATE INTERNATIONAL EXPERIENCE IN BUSINESS (3)

Three hours lecture per week
Analysis of international business
environments, including site visits to
appropriate locations. Repeatable up to
<u>6</u> units.

BUS 610 CAPSTONE PROJECT FOR MS/ MBA DUAL DEGREE (6)

Six hours seminar per week
Prerequisites: Biology or Business and
Economics Program approval
Culminating experience in the MS/
MBA dual degree program. Students
participate in lectures, discussions, case
analysis and independent research.
Includes a major project involving
research, analysis, synthesis and
presentation of a topic related to the
global biotechnology industry.
Same as BIOL 610

Chemistry

CHEM 101 CHEMISTRY AND THE ENVIRONMENT (3)

Three hours lecture per week
Relates the fundamentals of chemistry
to contemporary environmental issues.
Introduction to environmental chemistry
without assuming any prior knowledge
of chemistry and mathematics. Applies
scientific principles to environmental
problems concerning energy, air quality,
the atmosphere, water quality, and waste
management. Essential foundational
science needed to understand these
problems are also discussed.

GenEd: B1

CHEM 105 INTRODUCTION TO CHEMISTRY (3)

Three hours lecture per week
Prerequisites: A passing score on the Entry
Level Mathematics (ELM) Examination
Introduces the basic principles and
concepts in Chemistry. Topics covered
include: measurements, units and
unit conversion, scientific notation,
stoichiometry, atomic structure,
the concept of the mole, types of
compounds, and problem solving.
GenEd: B1

CHEM 110 CHEMISTRY OF LIFE (4)

Three hours lecture per week
Three hours laboratory per week
Prerequisites: Satisfy the Entry Level
Mathematics (ELM) requirement
Fundamentals of chemistry including the
composition of atoms and molecules,
mass balance, energy, properties of
gases and solutions, solubility, diffusion,
ionic strength, acid-base chemistry, and
basic nuclear chemistry. Structure and
reactivity of inorganic, organic, and
biological molecules. Enzyme catalysis,
including the metabolism of sugars, lipids,
and proteins. Hazards of chemicals and
their interactions with the human body.

Integrated lecture and laboratory. No credit given towards the Chemistry major. Lab fee required.

GenEd: B1

CHEM 111 CHEMISTRY OF LIFE - PROBLEM SOLVING (1)

One hour of discussion per week Corequisite: Chem 110, concurrent enrollment required

An instructor/peer-supervised interactive problem-solving session for students in CHEM 110 where students work in small groups on problems related to the content in CHEM 110.

Graded Credit/No Credit

CHEM 121 GENERAL CHEMISTRY I (4)

Three hours lecture and three hours laboratory per week

Prerequisites: Passing score on the Chemistry Placement Examination or CHEM 105

An introductory chemistry course which provides an overview of the chemical and physical behavior of matter with a focus on qualitative and quantitative general inorganic, physical, and analytical chemistry. Lab fee required.

GenEd: B1

CHEM 122 GENERAL CHEMISTRY II (4)

Three hours lecture and three hours laboratory per week

Prerequisites: CHEM 121 with a grade of C or better

An introductory chemistry course which provides an overview of the chemical and physical behavior of matter with a focus on quantitative general inorganic, physical, and analytical chemistry including kinetics and thermodynamics of reactions, gas phase and solution equilibria, and qualitative aspects of radiochemistry, organic chemistry, and polymer chemistry. Lab fee required. GenEd: B1

CHEM 123 GENERAL CHEMISTRY I PROBLEM-SOLVING (1)

One hour discussion per week Corequisite: CHEM 121

An instructor/peer-supervised interactive problem-solving session for students in CHEM 121 where students work in small groups on problems related to the content in CHEM 121.

Graded Credit/No Credit

CHEM 124 GENERAL CHEMISTRY II PROBLEM-SOLVING (1)

One hour discussion per week. Corequisite: CHEM 122

An instructor/peer-supervised interactive problem-solving session for students in CHEM 122 where students work in small groups on problems related to the content in CHEM 122.

Graded Credit/No Credit

CHEM 250 QUANTITATIVE ANALYSIS (3)

Three hours lecture per week

Prerequisites: CHEM 122 with a grade of

C or better

Corequisite: CHEM 251

An examination of analytical chemistry theory and techniques involved in the quantification of inorganic, organic, and biological species from samples. Emphasis on gravimetric, volumetric, and separation techniques, as well as data analysis and statistics. Examine environmental, biological, and medical applications of the analysis techniques.

CHEM 251 QUANTITATIVE ANALYSIS LABORATORY (1)

Three hours of laboratory per week Prerequisites: CHEM 122 with a grade of C or better

Corequisite: CHEM 250

A laboratory course designed to provide students with an exposure to the techniques used in the quantification of inorganic, organic, and biological species from samples using gravimetric and volumetric analyses, potentiometric titrations, atomic absorption spectrometry, UV-visible spectroscopy, GC, and GC/MS. Lab fee required.

CHEM 301 ENVIRONMENTAL CHEMISTRY -ATMOSPHERE AND CLIMATE (3)

Three hours lecture per week
Prerequisites: CHEM 122 with a grade of
C or better

An introductory course to the chemistry of the atmosphere. The focus is the fundamental natural chemical processes of the atmosphere, as well as the anthropogenic effects on this system. These include climate change and other current topics of environmental interest and the science behind these processes.

CHEM 302 ENVIRONMENTAL CHEMISTRY - SOIL AND WATER (4)

Three hours lecture per week and Three hours laboratory per week Prerequisites: CHEM 122 with a grade of C or better

Examines the environmental chemistry of the geosphere and the hydrosphere.

Natural and anthropogenic effects on the environment in these systems, including effects on living organisms, hazardous waste and its disposal, and measures to alleviate and prevent environmental problems will be discussed. Includes a laboratory for experiments analyzing water, soil, and tissue samples for pollutants.

CHEM 305 COMPUTER APPLICATIONS IN CHEMISTRY (1)

Three hours of laboratory per week.

Prerequisites: CHEM 122 with a grade of
C or better

This course will introduce the use of computer applications to solve chemical problems and present scientific information. Topics include: on-line journals and literature searches, reading and understanding the scientific literature, computer modeling of molecules, and website development. Lab fee required. GenEd: B4

CHEM 311 ORGANIC CHEMISTRY I (3)

Three hours lecture per week Prerequisites: CHEM 122 with a grade of C or better

The structure and reactions of simple organic molecules and spectroscopic techniques (NMR, GC-MS, IR, and UV-visible) used to characterize molecules.

CHEM 312 ORGANIC CHEMISTRY I LABORATORY (1)

Three hours laboratory per week Prerequisites: CHEM 311 (or taken concurrently) with a grade of C or better A laboratory course designed to provide students with an exposure to the techniques and instrumentation (NMR, GC, GC-MS, LC, IR, and UV-visible) used to purify and characterize organic molecules resulting from organic reactions. Lab fee required.

CHEM 313 ORGANIC CHEMISTRY I PROBLEM SOLVING (1)

One hour discussion per week Corequisite: CHEM 311 Interactive problem-solving session for students in CHEM 311 where students work in small groups on problems related to the content in CHEM 311.

Graded Credit/No Credit

CHEM 314 ORGANIC CHEMISTRY II (3)

Three hours lecture per week
Prerequisites: CHEM 311 with a grade of
C or better

An examination of the structure, reactions, and spectroscopy of organic compounds containing one or more functional groups, and the structures and reactions of biologically relevant molecules.

CHEM 315 ORGANIC CHEMISTRY II LABORATORY (1)

Three hours laboratory per week Prerequisites: CHEM 311, CHEM 312, and CHEM 314 (or taken concurrently) with grades of C or better
A laboratory course designed to provide students with experience in single-step and multi-step syntheses and characterization of organic molecules with hands-on access to instrumentation (NMR, GC, GC-MS, LC, IR, and UV-visible). Lab fee required.

CHEM 316 ORGANIC CHEMISTRY II PROBLEM SOLVING (1)

One hour discussion per week Corequisite: CHEM 314 Interactive problem-solving session for students enrolled in CHEM 314 where students work in small groups on problems related to the content in CHEM 314. Graded Credit/No Credit

CHEM 318 BIOLOGICAL CHEMISTRY (3)

Three hours lecture per week Prerequisites: CHEM 311 with a grade of C or better

An integrated Organic Chemistry II and Biochemistry course for non-chemists. The topics covered in this course include: the structure and synthesis of sugars, amino acids, DNA, RNA, proteins; enzyme catalysis and inhibition; and the reactions involved in biosynthetic and metabolic pathways. Chem 318 will not count for credit in the Chemistry major or minor.

CHEM 330 THE HISTORY OF SCIENCE: NONWESTERN ORIGINS AND THE WESTERN REVOLUTION (3)

Three hours lecture per week
A survey of scientific history from 2000
BCE to the present that considers science
as a set of made, lost and found ideas
and technologies. Fields of inquiry are
examined by tracing their historical and
cultural trajectories through the African,
Arab, Babylonian, Chinese, Egyptian,
Greek, Indian, Incan, Japanese, Mayan
and Sumerian worlds.
Same as HIST 330
GenEd: B1, Interdisciplinary

CHEM 335 THE CHEMISTRY OF THE KITCHEN (3)

Two hours lecture per week
Two hours activity per week
An overview of the molecules in
foods and the chemical reactions
that occur during the preparation of
foods. Ingredients and methods from a
diverse set of cultural traditions will be
considered.

GenEd: B1, Interdisciplinary

CHEM 341 DRUG DISCOVERY AND DEVELOPMENT (3)

Three hours lecture per week How are drugs discovered? What determines the price for a drug? What is the difference between a generic and non-generic drug? These questions will be examined with an interdisciplinary approach. Topics include the isolation of compounds from natural sources, the screening of compounds for biological activity, structure-activity relationships of drugs, computer-assisted drug design, combinatorial chemistry, bioinformatics, the FDA approval process for new drugs, and the economic and business aspects of pharmaceutical investment and development.

Same as ECON 341, BUS 341 GenEd: B1, D, Interdisciplinary

CHEM 343 FORENSIC SCIENCE (3)

Two hours lecture and three hours laboratory per week

A survey of the various chemical and biological techniques used in obtaining and evaluating criminal evidence.
Topics include: chromatography; mass spectrometry (IC-MS, GC-MS); atomic absorption spectrometry; IR, UV, fluorescence, and X-ray spectroscopies; fiber comparisons; drug analysis; arson/explosive residue analysis; toxicological studies; blood typing; DNA analysis; population genetics; firearm identification; and fingerprint analysis.

GenEd: B1, Interdisciplinary

CHEM 344 ENERGY AND SOCIETY (3)

Three hours lecture per week Survey of the physical, chemical, and engineering principles involved in the production of energy from current and potential sources and the economical, environmental, and political issues surrounding energy production. The course will also examine factors that influence worldwide energy policy. Examples of topics included: energy conservation, efficient usage and transportation of energy, energy resources, fossil fuels, active and passive solar energy, biomass, fuel cells, nuclear (fission and fusion) processes, and hydroelectric, tidal, geothermal, and wind

Same as PHYS 344 GenEd: B1, Interdisciplinary

CHEM 371 PHYSICAL CHEMISTRY I (3)

Three hours lecture per week
Prerequisites: CHEM 122 with a grade of
C or better, PHYS 101 or PHYS 201, and
MATH 150

This course is designed to introduce thermodynamics and kinetics. Areas covered will include the laws of thermodynamics, changes in state, chemical equilibrium, gas kinetic theory, rates of reactions, and experimental methods used to determine chemical reaction rates.

CHEM 372 PHYSICAL CHEMISTRY LABORATORY (1)

Three hours laboratory per week Prerequisites: CHEM 371 (or concurrent registration)

This course is designed to introduce experimental physical chemistry including measurement of thermodynamic and kinetic properties. Lab fee required.

CHEM 373 PHYSICAL CHEMISTRY II (3)

Three hours lecture per week Prerequisites: CHEM 122 with a grade of C or better, PHYS 101 or PHYS 201, and MATH 150

Introduction to quantum mechanics, atomic and molecular structure, spectroscopy, and statistical mechanics.

CHEM 410 ADVANCED ORGANIC SYNTHESIS (4)

Three hours lecture and three hours laboratory per week

Prerequisites: CHEM 305 (or concurrent enrollment), CHEM 314, and CHEM 315 or Consent of instructor

This course will examine modern synthetic reactions and approaches in the design of complex organic molecules. The laboratory introduces students to advanced synthetic reactions and techniques, including inert-atmosphere techniques. Lab fee required.

CHEM 415 MOLECULAR STRUCTURE DETERMINATION (4)

Three hours lecture and three hours laboratory per week

Prerequisites: CHEM 305 (or concurrent enrollment), CHEM 314, CHEM 315 or Consent of instructor

Examines modern techniques for the determination of the structure of organic and inorganic compounds. Topics include X-ray crystallography, nuclear magnetic resonance spectroscopy, mass spectrometry, infrared spectroscopy, ultraviolet spectroscopy, and molecular modeling. Lab fee required.

CHEM 420 ADVANCED INORGANIC CHEMISTRY (3)

Three hours lecture per week Prerequisites: CHEM 314 and CHEM 371 Structure and bonding of inorganic compounds, survey of the chemistry of metal and non-metal elements, coordination compounds, organometallic compounds, mechanisms and reactions, and their applications in catalysis and solid state materials.

CHEM 450 INSTRUMENTAL ANALYSIS AND LABORATORY (4)

Three hours lecture and three hours laboratory per week Prerequisites: CHEM 250, CHEM 251, CHEM 305 (or Concurrent enrollment or Consent of instructor), and CHEM 315 with a grade of C or better This course is designed to introduce chemical analysis using instrumental methods. Areas covered will include atomic and molecular spectroscopy, chromatography, and mass spectroscopy. Lectures will focus on theory and application of these techniques to organic, inorganic, and biochemical analysis. Experimental design, materials used in scientific apparatus, vacuum science and electronic circuits will also be examined. Lab fee required.

CHEM 460 BIOCHEMISTRY I (4)

Three hours lecture and three hours laboratory per week

Prerequisites: CHEM 314 with a grade of C or better

This course will examine the physical and chemical properties of biological molecules. Topics include: the structure and function of nucleic acids, proteins, lipids, and carbohydrates. Lab Fee Required.

CHEM 461 BIOCHEMISTRY II (4)

Three hours lecture and three hours laboratory per week

Prerequisites: CHEM 305 (or Concurrent enrollment), CHEM 460 with a grade of C or better or Consent of instructor.

This course will focus on the biochemical reactions that occur in cells. Topics include biosynthesis of proteins, lipids and nucleic acids, photosynthesis, cellular metabolism, and gene expression. Lab fee required.

CHEM 465 BIOINORGANIC CHEMISTRY (4)

Three hours lecture and three hours laboratory per week

Prerequisites: CHEM 305 (or concurrent enrollment), CHEM 314 with a grade of C or better or Consent of instructor

This course will examine the inorganic chemistry of biological systems including the role of metals such as zinc, iron, copper, manganese, and molybdenum in protein/enzyme function. The course will discuss principles of coordination chemistry, protein and DNA functional groups and their metal-binding ability, and the role of metal ions in the reaction mechanisms of metalloenzymes.

CHEM 490 SPECIAL TOPICS IN CHEMISTRY (1-3)

Prerequisite: Consent of instructor Specialized topics from the fields of Chemistry and Biochemistry. Repeatable by topic.

CHEM 491 SPECIAL LABORATORY TOPICS IN CHEMISTRY (1-3)

Three to Nine hours laboratory per week Prerequisite: Consent of instructor required for enrollment

Laboratory study of a selected topic, the title of which is to be specified in advance. Repeatable by topic up to $\underline{\phi}$ units.

CHEM 492 INTERNSHIP/ SERVICE LEARNING (1-3)

Two to Six hours activity per week Prerequisite: Consent of instructor Provides student credit for internship work and/or service learning in the community that culminates in a written and oral report. Repeatable up to <u>6</u> units. Graded Credit/No Credit

CHEM 494 INDEPENDENT RESEARCH (1-3)

Prerequisite: Consent of instructor Provides student credit for independent laboratory research. Repeatable. Graded Credit/No Credit

CHEM 497 DIRECTED STUDIES (1-3)

One to three hours independent study per week

Prerequisite: Consent of instructor Provides student credit for curricular activities under the direction of a Chemistry faculty member. Repeatable up to 6 units.

Graded Credit/No Credit

CHEM 499 CHEMISTRY CAPSTONE (2)

Two seminar hours per week Prerequisites: CHEM 305, CHEM 371 Students in their final academic year learn to communicate scientific information to other scientists. Students present scientific information from work completed or workin progress of their independent research (CHEM 494), internship (CHEM 492), or extensive literature research.

Chinese

CHIN 101 ELEMENTARY CHINESE I (4)

Four hours lecture per week
First course in Modern Standard Chinese
(Mandarin). Develops elementary
communicative skills and knowledge
of the Chinese language and cultures.
Not intended for students with prior
knowledge of Chinese.
GenEd: C3A

CHIN 102 ELEMENTARY CHINESE II (4)

Four hours lecture per week Continued development of students' elementary communicative skills in listening, speaking, reading and writing skills, and knowledge of Chinese culture. GenEd: C3A

Chicana/o Studies

CHS 100 CHICANA/OS IN CONTEMPORARY SOCIETY (3)

Three hours lecture per week
This course offers an introductory study
of Chicana/os in contemporary society
in the United States. It focuses on areas
such as culture, history, fine arts, family,
language, education, politics, economics,
and social issues as they relate to the
Mexican American experience in
relationship to other groups in American
society.

GenEd: C3B, D

CHS 200 DIVERSITY IN LATINA/O COMMUNITIES (3)

Three hours lecture per week
Examination of diverse Latina/o
communities in the United States from their
origins in Latin America to the various
ways they have integrated into U.S.
society.

GenEd: C3B, D

CHS 292 CHICANA/O STUDIES SERVICE LEARNING AND CIVIC ENGAGEMENT (3)

Two hours lecture per week
Two hours activity per week
Prerequisites: CHS 100, Sophomore status
or Consent of instructor
Introduces students to the practices
necessary for effective research and work
on issues of social justice in Chicana/o
communities. Students will learn how
to identify, research, and reflect upon
problems through the examination of case
studies and hands-on service learning
and civic engagement experiences.
The course prepares students for more
advanced service learning skills required
in CHS 492.

Student Option: Graded or Credit/

Student Option: Graded or Credit/ No Credit GenEd: D

CHS 331 TRANSBORDER PERSPECTIVES IN CHICANA/O STUDIES (3)

Three hours lecture per week
Focuses on the major theoretical concepts
in transborder studies as they apply to
Chicana/o studies in the areas of culture
and cultural production, economics,
gender issues, health, history, and
migration.
GenEd: C3B, D, Interdisciplinary

CHS 333 HISTORY OF SOUTHERN CALIFORNIA CHICANA/O ART (3)

Three hours lecture per week
An exploration of the Southern California
Chicano/a culture focusing on the
genesis, vitality and diversity represented
in the painting, sculpture and artistic
traditions of Mexican American artists.
Historical movements, politics, cultural
trends and Mexican folklore underlying
the development of this dynamic style of
art will be investigated within a variety of
contexts.

Same as ART 333, HIST 333 GenEd: C3B, D, Interdisciplinary

CHS 343 HEALTH ISSUES IN THE LATINA/O COMMUNITY (3)

Three hours lecture per week Prerequisite: CHS 100 or equivalent Examines the health issues affecting the Latina/o community and considers interventions, public health policies, and health promotion programs, used to improve the health status of the Latina/o community.

Same as NRS 343 GenEd: C3B, Interdisciplinary

CHS 350 CHICANA/O HISTORY AND CULTURE (3)

Three hours lecture per week Examines the historical settlement and culture of Chicanas/os in the United States to the present. Particular attention is given to the relationship of the Chicana/o experience to the economic, political, and social institutions of the United States. These institutions are examined in relation to historical movements and developments that span over several centuries. Same as HIST 350

CHS 364 CHICANO ENGLISH (3)

Three hours lecture per week
Examination of the social, cultural
and linguistic factors that influence
the development of Chicano English.
Investigates the language use of
Chicano's and the sociolinguistic and
sociocultural ways of speaking and
communicating. Issues of language
variety, influence of Spanish, social history
and use and function in the Chicano
community. Implications for K-12 schooling
are addressed.

CHS 383 CHICANA/O LATINA/O IDENTITY AND EMPOWERMENT (3)

Three hours lecture per week
Prerequisites: PSY 100 and/or CHS 100
or equivalent

Examines theories of identity development and empowerment applied to Latina/o adolescents and adults living in a multicultural society. Psychological, social, and cultural issues will be examined from the perspective of Latinas/os from diverse ethnic, cultural and socioeconomic backgrounds.

Same as PSY 383

CHS 401 LATINA/O WORKERS IN A GLOBAL ECONOMY (3)

Three hours lecture per week *Prerequisites: CHS 100 or equivalent* Examines transborder labor issues within the United States in global context, as immigrant Latina/o workers producing goods and services for a global economy is a world-wide phenomenon, and as technology and policy integrate national and regional economies into a global system.

CHS 402 SOUTHERN CALIFORNIA CHICANA/O HISTORY AND CULTURE (3)

Three hours lecture per week Examines the cultural, economic, political, and social experience of Mexicanos of the region from the U.S conquest to the 1990s. Particular attention is given to the interactions of this community with other ethnic and racial groups. The course utilizes literature, film, and art as mediums of learning about the culture and history of Chicanos.

Same as HIST 402 GenEd: D

CHS 425 CONTEMPORARY IMMIGRATION ISSUES (3)

Three hours lecture per week Prerequisites: CHS 100 or equivalent Cross disciplinary examination of contemporary immigration and citizenship in the United States in comparison with other countries. Same as SOC 425

30111e as 30C 423

CHS 445 CHICANO CHILD AND ADOLESCENT (4)

Three hours lecture and two hours service learning per week

Examines the socio-cultural experiences and historical political realities pertinent to the daily lives of Chicano, Mexican-origin, and/or Latino children and adolescents. Focus is on historical periods, events, and policies affecting youth populations, its demography, migration and immigration patterns. Consideration of contemporary issues and effective educational and cultural practices will be used as a resource for teacher knowledge and pertinent classroom projects. Field study requirement involves working in a childcentered setting or related service project. Same as EDUC 445, HIST 445 GenEd: C3B, D, Interdisciplinary

CHS 490 SPECIAL TOPICS (3)

Three hours lecturer per week Prerequisite: Consent of instructor Investigates a topic of historical or contemporary interest in Chicana/o , Latina/o, and/or transborder studies. Topics vary by semester. Repeatable by topic.

CHS 491 THEORETICAL FOUNDATIONS OF CHICANA/O STUDIES (3)

Three hours lecture per week

Prerequisites: CHS 331, Senior standing or Consent of instructor
Guiding theoretical concepts that have shaped Chicana/o Studies.
Includes a critical examination of emerging Chicana/o Studies theoretical perspectives in light of contemporary intellectual frameworks in the social sciences, arts, and humanities, postmodernism, critical theory, and critical race theory. Includes analysis of self-representation and socio-cultural developments in the Chicana/o community.

CHS 492 INTERNSHIP/SERVICE LEARNING (1-3)

Two to six hours lecture per week Prerequisites: CHS 210, CHS 491, or Consent of instructor Work/volunteer experience in an appropriate setting. Students are required to write a reflective report of their

CHS 494 INDEPENDENT RESEARCH (1-3)

experience.

One to Three hours activity per week Prerequisites: Junior standing and consent of an instructor within or affiliated with the program

Independent reading and/or research project under the supervision of a faculty member. Repeatable up to <u>3</u> units.

CHS 497 DIRECTED STUDIES (1-3)

One to three hours per week Prerequisites: Junior standing and consent of instructor within or affiliated with the program

Exploring existing literature in important Chicana/o Studies topics. Repeatable up to <u>3</u> units.

CHS 499 SERVICE LEARNING CAPSTONE IN CHICANA/O STUDIES (1-3)

One to three hours seminar per week Prerequisites: Upper division standing as a Chicana/o Studies major or Consent of instructor

Students complete a project approved by the faculty advisor which will integrate prior course work with the general expectations of the program. Completed projects will be disseminated to the campus community.

Clinical Lab Science

CLS 500

CLINICAL TRAINING CERTIFICATE PROGRAM PART ONE (8)

Prerequisites: BS in Biology with an Emphasis in Clinical Laboratory Science or Equivalent educational credential.

The first phase of clinical training in a clinical laboratory at a partner hospital.

Graded Credit/No Credit

CLS 501 CLINICAL TRAINING CERTIFICATE PROGRAM PART II (8)

40 hours field studies per week
Prerequisites: BA in Biology with an
Emphasis in Clinical Laboratory Science or
Equivalent educational credential.
The second phase of clinical training in a
clinical laboratory at a partner hospital.
Graded Credit/No Credit

Communication

COMM 101 PUBLIC SPEAKING (3)

Three hours lecture per week Introduction to communication theory and the study of the human communication process with an emphasis on effective public communication. Includes intensive practice in public speaking, reasoning, and critical listening.

GenEd: A1

COMM 200 INTRODUCTION TO COMMUNICATION STUDIES (3)

Three hours lecture per week Prerequisite: COMM 101
Foundational principles and theories of communication provide the student with alternate ways to understand human interaction. Tracing historical and cultural answers to the question, what is communication, guides students to consider alternate paradigms.

GenEd: A1

COMM 210 INTERPERSONAL COMMUNICATION (3)

Three hours lecture per week
Analysis of the role communication plays in interpersonal relationships with special emphasis on intercultural communication.
Oral interpersonal communication skills will be stressed.
GenEd: A1

COMM 211 DISCERNING INFORMATION IN AN INTERCONNECTED WORLD (3)

Three hours lecture per week Provide students with strategies to help them make sense of our informationsaturated world. Students should critically assess information, differentiate the perspectives of information seekers from providers and evaluate our sources of knowledge through issues such as surveillance, surrogates, privacy, information seeking behavior, information control, intellectual property, digital democracy, and emerging information communication technologies. Student Option: Graded or Credit/ No Credit Same as LIB 211

COMM 220 GROUP COMMUNICATION (3)

GenEd: A3, D

Three hours lecture per week
This course examines communication in
the small group context. It will investigate
the important theoretical foundations
and practical applications of group
communication as well as apply those
theories and skills to actual group
interactions.

GenEd: A1

COMM 230 INTRODUCTION TO JOURNALISM (3)

Three hours lecture per week *Prerequisites: ENGL 103 or ENGL 105*Designed for students interested in producing print and photo journalism for local community publications. Topics will include journalistic writing styles and techniques, research strategies, interviewing methods, appropriate layout and design techniques. Projects will culminate in a product suitable for publication.

Same as ENGL 230 GenEd: A2

COMM 301 ADVANCED PUBLIC SPEAKING (3)

Three hours lecture per week Prerequisite: COMM 101 Develops advanced skills of persuasion, narratives, language usage, leadership, and the ability to handle difficult speaking situations.

COMM 310 COMMUNICATION RESEARCH METHODS (3)

Three hours lecture per week
Prerequisite: COMM 200
Investigation of methodology and

analytical techniques of human communication, including participant observation, interview, focus groups, surveys, conversation and content analysis.

COMM 320 PERSUASION AND ARGUMENTATION (3)

Three hours lecture per week Prerequisite: COMM 101
Students will debate one another in contemporary topics in health, business and the environment. Students will also participate in creating a public campaign to persuade a larger audience.

COMM 321 CULTURAL CONVERSATIONS (3)

Three hours lecture per week Focuses on the ways that people from different cultures interact. Students will analyze and participate in conversations with people who claim different group memberships such as regional, religious, ethnic, or national backgrounds, age, gender and sexual orientations. GenEd: C3B

COMM 322 SOCIOLOGY OF POPULAR CULTURE (3)

Three hours lecture per week Prerequisite: SOC 100

Examines popular culture from a sociological and a comparative perspective. Emphasizes the impact of mass media on individual behavior, marketing and consumption of amusements and entertainments in the domestic and global marketplace. Same as SOC 322, ENGL 322

COMM 331 ART, SOCIETY, AND MASS MEDIA (3)

Three hours lecture per week
The study of synergetic relationships
between visual art and human
communication dating back to the roots
of civilization. Comparative studies in art
and communication link ancient traditions
to the development of contemporary mass
media including print, photography, film,
television and the internet
Same as ART 331
GenEd: C1, D, Interdisciplinary

COMM 333 NONPROFIT ORGANIZATIONS (3)

Three hours lecture per week Issues unique to nonprofit organizations including financial, legal, and political. Same as POLS 333, ECON 333, BUS 333
GenEd: D, Interdisciplinary

COMM 335 POLITICS AND FILM (3)

Two hours lecture and two hours activity

Explores the themes, issues and processes of politics through an in depth study of selected films. Area of focus varies by semester.

Same as POLS 335 GenEd: D, Interdisciplinary

MULTICULTURAL LITERATURE COMM 336 AND COMMUNICATION (3)

Three hours lecture per week Examines issues of cross-cultural communication in interpersonal and intergroup settings. Works of literature which take cross-cultural communication as a theme will be examined. Same as ENGL 336 GenEd: A1, C2, Interdisciplinary

COMM 340 CONFLICT MANAGEMENT AND MEDIATION (3)

Three hours lecture per week Focuses on the role of language and dialogue in the construction, escalation and resolution of conflict in interpersonal, organizational, and community contexts. Addresses the social, political, historical and behavioral aspects of conflict and conflict resolution in our society from a variety of disciplinary perspectives. GenEd: D, Interdisciplinary

COMM 345 MEDIA LITERACY AND YOUTH CULTURE (3)

Three hours lecture per week This interdisciplinary course examines the relationship between mass communication, mass media, and youth culture. Topics include the theories and effects of mass communication, in particular the effects of mass media on children and adolescents. To develop media literacy, students will apply these concepts to their own experiences with popular media, including television, print, and film.

Same as EDUC 345 GenEd: A1, D, Interdisciplinary

COMM 346 SCHOOL COMMUNICATION (3)

Three hours lecture per week Examines written, verbal and nonverbal communication in school settings between teachers and stakeholders. Emphasizes the importance of communication and successful personal interactions. Same as EDUC 346 GenEd: A1, Interdisciplinary

COMM 430 POLITICAL COMMUNICATION (3)

Three hours lecture per week An analysis of the relationship between mass media and political decisionmaking. Topics covered include: political communication theories and trends, the relationship between political institutions and the press in the US and in other countries, elections, debates, political campaigning and advertising, new media and politics, political socialization, education, politics and popular culture. Same as POLS 430 GenEd: D, Interdisciplinary

HEALTH COMMUNICATION (3) COMM 441

Three hours lecture per week Prerequisite: COMM 320 Explores the evolution of health as a major topic in communication studies. Focuses on conversations between health practitioners and patients as well as public health campaigns. Same as NRS 441 GenEd: D, Interdisciplinary

COMM 442 **ORGANIZATIONAL COMMUNICATION (3)**

Three hours lecture per week Prerequisites: COMM 101 and COMM 210 or COMM 220

This course examines and compares internal and external communicative practices in for profit and nonprofit organizations. By examining a series of case studies, students will integrate knowledge from business and marketing and apply communication competence to the production and analysis of organizational messages. GenEd: A1, Interdisciplinary

COMM 443 **ENVIRONMENTAL COMMUNICATION (3)**

Three hours lecture per week Prerequisites: ESRM 100 and COMM 101 or COMM 320 Students will analyze and engage in debates about local, national and global environmental disputes. Topics include analysis of risk, community dialogue and strategic environmental messages. Same as ESRM 443 GenEd: D, Interdisciplinary

ENVIRONMENTAL COMM 450 CONFLICT RESOLUTION (3)

Three hours lecture per week Provides practical experience in negotiation and mediation techniques within the context of complex environmental and public policy disputes. Same as ESRM 450, POLS 450

COMM 490 SPECIAL TOPICS (3)

Three hours lecture per week Investigates a prominent topic within the field of communication. Topics vary by semester. Repeatable by topic up to 6

COMM 492 INTERNSHIP (1-3)

Two to six hours activity per week Prerequisite: COMM 300 level Provides student credit for internship work that applies communication theories and skills within an organization. Repeatable up to 6 units. Graded Credit/No Credit

COMM 494 INDEPENDENT STUDY (1-3)

One to three hours independent study per week

Prerequisites: Upper division standing and Program approval; Consent of instructor Supervised project involving theoretical research in the field of communication. Repeatable by topic up to 3 units.

COMM 499 CAPSTONE PROJECT (3)

One hour seminar per week Four hours activity per week Prerequisites: Senior standing or Consent of instructor

Students will work with a community partner to demonstrate how Communication is relevant to an organization that addresses social issues.

Computer Science

COMPUTER LITERACY (3) COMP 101

Three hours lecture in the lab per week An introduction to computer applications, including web applications, word processing, spreadsheets, databases and programming. Not open to Computer Science majors.

GenEd: B4

COMP 102 WEB DEVELOPMENT (3)

Three hours lecture in the lab per week Prerequisites: COMP 101 or Consent of instructor

Introduction to the design and development of web pages including use of HTML and scripting languages; multimedia content; and current web development tools. GenEd: B4

COMP 105 COMPUTER PROGRAMMING INTRODUCTION (3)

Three hours lecture in the lab per week Prerequisites: COMP 101 or Consent of instructor.

Provides a balanced view of computing and provides an introduction to the world of computer science. In depth coverage of the design, development, and expression of algorithms. Covers a variety of concepts relevant to the beginning student, including computer organization and design. Not open to students who have completed COMP 150. GenEd: B4

COMP 110 COMPUTER LITERACY FOR EDUCATORS (3)

Three hours lecture per week An introduction to computer systems, including web applications, word processing, spreadsheets, database emphasizing their use in educational settings.

Same as LS 110 GenEd: B4

COMP 121 INTRODUCTION TO PROGRAMMING IN C (3)

Three hours lecture per week Introduces the student to problem solving using algorithmic methods implemented in the C programming language. The C programming language is presented in a manner appropriate for students with no prior programming experience. The emphasis is on scientific applications within a UNIX environment.

COMP 150 OBJECT-ORIENTED PROGRAMMING (4)

Four hours lecture in the lab per week Prerequisites: MATH 105 or Equivalent Introduction to algorithms, their representation, design, structuring, analysis and optimization. The course introduces the concept of object paradigm, design and implementation of algorithms as structured programs in a high level language. GenEd: B4

COMP 151 DATA STRUCTURES AND PROGRAM DESIGN (4)

Three hours lecture and three hours lab per week

Prerequisite: COMP 150

Introduction to data structures and the algorithms that use them. Review of composite data types such as arrays, records, strings, and sets. Topics include: the role of the abstract data type in program design, definition, implementation and application of data structures such as stacks, queues, linked

lists, trees and graphs; recursion; use of time-complexity expressions in evaluating algorithms.; comparative study of sorting and searching algorithms.

COMP 162 COMPUTER ARCHITECTURE AND ASSEMBLY LANGUAGE (3)

Three hours lecture per week Prerequisite: COMP 150

An introduction to computer architecture, assembly language programming, system software and computer applications. Topics include: number systems and data representation; internal organization of a computer; primitive instructions and operations; Assembly language; language translation principles; overview of operating systems.

COMP 221 INTRODUCTION TO UNIX AND C FOR PROGRAMMERS (3)

Three hours lecture per week *Prerequisite: COMP 151*Fundamentals of the UNIX operating system, including the command line interface (CLI), shell commands and related utilities. C will be covered at an accelerated pace, appropriate for students who already know another programming language. Fundamental C libraries, and basic UNIX system calls, will be covered. Principles of the program development cycle as applied to a UNIX environment will also be presented.

COMP 232 PROGRAMMING LANGUAGES (3)

Two hours lecture and three hours lab per week

Prerequisites: COMP 151 and COMP 162

Discussion of issues in the design, implementation, and use of high-level programming languages. Topics include: historical background; how languages reflect different design philosophies and user requirements; technical issues in the design of major imperative (procedural) programming languages; other approaches to programming: functional programming, logic programming, and object-oriented programming.

COMP 262 COMPUTER ORGANIZATION AND ARCHITECTURE (3)

Three hours lecture per week Prerequisites: COMP 151 and COMP 162

Extension of basic addressing concepts to more advanced addressability such as base register and self relative addressing. Topics include: comparative computer architecture focusing on such organizations as multiple register processors and stack machines; basics of

virtual memory, input/output; introduction to the concept of microprogrammable systems; low-level language translation process associated with assemblers; system functions such as relocatable loading and memory management; application of data structure and hashing techniques to the above.

COMP 337 SURVEY OF COMPUTER GAMING (3)

Three hours lecture per week This course provides the student with a broad understanding of the world of computer gaming. This includes the evaluation and analysis of the cultural, historical, literary, psychological, and technological impact of computer gaming on society. The course will survey the different types of computer games such as educational, sports, first person shooter, adventure, and strategy, along with an overview of the design, implementation, and testing issues that confront game developers. The student will construct, submit and evaluate several written reports during the semester. GenEd: B4, Interdisciplinary

COMP 345 DIGITAL IMAGE PROCESSING (3)

Three hours lecture in the lab per week Prerequisite: Consent of instructor An introduction to the basic concepts and techniques for digital image restoration and enhancement, analysis, coding and compression. The emphasis is on processes which analyze primarily twodimensional discrete images represented at the pixel level, including filtering, noise reduction and segmentation. Fourier analysis techniques will be explored. Programming exercises will be used to implement the various processes, and their performance on synthetic and real images will be studied. Same as PHYS 345, MATH 345 GenEd: B1, B4, Interdisciplinary

COMP 350 INTRODUCTION TO SOFTWARE ENGINEERING (3)

Two hours lecture and three hours lab per week

Prerequisites: COMP 232 and COMP 262

Concepts and techniques for systems engineering, requirements analysis, design, implementation and testing of large scale computer systems. Principles of software engineering for production of reliable, maintainable and portable software products. Emphasis on functional analysis and structured design techniques. Topics include unit, integration and systems testing, configuration

management, and software quality assurance practices. Participation in group activities involving analysis, design and implementation of a software intensive system. Introduction to Computer Aided Software Engineering (CASE).

COMP 351 DISTRIBUTED COMPUTING (3)

Three hours lecture per week Prerequisite: COMP 151

Learn effective use of remote objects and component technologies in computer programs. Study of fundamentals of distributed programming technologies. Build expertise in using modern tools and services to transparently integrate local and remote resources to solve problems.

COMP 362 OPERATING SYSTEMS (4)

Three hours lecture and three hours lab per week

Prerequisite: COMP 262

Examination of the principal types of systems including batch, multiprogramming, and time-sharing.

Networked systems are also discussed. The salient problems associated with implementing systems are considered including interrupt or event driven systems, multi-tasking, storage and data base management, and input-output. Emphasis will be placed on some of the simple algorithms used to solve common problems encountered such as deadlocks, queue service, and multiple accesses to data. Projects will be implemented to reinforce the lectures.

COMP 420 DATABASE THEORY AND DESIGN (3)

Three hours lecture in the lab per week Prerequisites: MATH 300 or MATH 301 and COMP 151

Topics include: database structure including: structure definition, data models, semantics of relations, and operation on data models; database schemas: element definition, use and manipulation of the schema; elements of implementation.; algebra of relations on a database; hierarchical data bases. Discussion of information retrieval, reliability, protection and integrity of databases.

COMP 421 UNIX FOR PROGRAMMERS (3)

Three hours lecture per week Prerequisites: COMP 350 and COMP 362

The use of Unix operating environment including command line Unix utilities, vi and emacs editors, regular expressions, text processors and Unix shells, fundamental Perl and its application in

programming CGI. Writing in C utilities that control the operating environment through the use of system calls.

Developing programs using Unix facilities.

COMP 424 COMPUTER SYSTEM SECURITY (3)

Three hours lecture in the lab per week Prerequisites: COMP 350 and COMP 362

Security techniques in operating systems, data bases, and computer networks. Analysis of formal security models. Introduction to cryptography, and public key security schemas.

COMP 425 COMPUTER GAME PROGRAMMING (3)

Three hours lecture per week Prerequisites: COMP 429 and COMP 464

This course focuses on exploring software techniques for development of computer-controlled games. The topics include: principles of game design, integrating graphics, animation and audio in games, game control including methods based on artificial intelligence, networking for multi-player games, game optimization and deployment, and game development cycles

COMP 429 COMPUTER NETWORKS (3)

Three hours lecture in the lab per week Prerequisites: COMP 232 and COMP 362

Basic software design and analysis considerations in networking computers into coherent, cooperating systems capable of processing computational tasks in a distributed manner. Network topology, routing procedures, message multiplexing and process scheduling techniques will be discussed.

FOUNDATIONS OF COMPUTER GAME DEVELOPMENT (3)

Three hours lecture per week Prerequisites: COMP 105, MATH 137, ART 205, ART 206 or Instructor permission Provides the foundation for a multi-disciplinary approach to computer game development. The students study game design principles; implementation methodologies and technologies; gaming industry management issues, perspectives from art, technology and business. GenEd: B4, Interdisciplinary

COMP 445 IMAGE ANALYSIS AND PATTERN RECOGNITION (3)

Three hours lecture in the lab per week Prerequisites: PHYS/COMP/MATH 345 or Consent of instructor

The course addresses the issue of analyzing the pattern content within an image. Pattern recognition consists of image segmentation, feature extraction and classification. The principles and concepts underpinning pattern recognition, and the evolution, utility and limitations of various techniques (including neural networks) will be studied. Programming exercises will be used to implement examples and applications of pattern recognition processes, and their performance on a variety of diverse synthetic and real images will be studied. Same as PHYS 445, MATH 445 GenEd: B1, B4, Interdisciplinary

COMP 447 SOCIETAL ISSUES IN COMPUTING (3)

Three hours lecture in the lab per week *Prerequisite: Senior standing*Surveys the role of the digital computer in modern society. Topics include: dangers of the misuse of computers, privacy, copyright, computer crime, legal and social issues, as well as the ethical and appropriate use of computers. *GenEd: B4, D, Interdisciplinary*

COMP 449 HUMAN-COMPUTER INTERACTION (3)

Three hours lecture in the lab per week The information exchange between humans and computer systems will be examined. Aspects of input/output devices, software engineering, and human factors will be discussed with respect to human-computer interactions. Topics include: text and graphic display; user modeling; program design, debugging, complexity and comprehension; and current research studies and methodologies. Same as PSY 449
GenEd: B4, E, Interdisciplinary

COMP 451 ADVANCED OBJECT-ORIENTED PROGRAMMING (3)

Three hours lecture in the lab per week Prerequisites: COMP 350 and COMP 362

Principles of object-oriented design and programming based on languages such as JAVA, C++ and Smalltalk will be presented. Understanding of the role of objects, methods, message passing, encapsulation, and inheritance for effective programming will be stressed. Language structure versus particular engineering objectives will be analyzed. Design Patterns techniques will be an unifying theme.

COMP 452 COMPUTATIONAL BIOINFORMATICS (4)

Four hours lecture in the lab per week Prerequisites: Programming experience and Statistics, or Consent of instructor
Basic computational models used in molecular biology will be introduced.
Topics include algorithms for string alignments, dynamic programming, structural superposition algorithms, computing with differential information, 3D motifs, Hidden Markov Models, phylogenetic trees, statistical/information techniques for pattern recognition, genetic algorithms.

Same as MATH 452

COMP 454 AUTOMATA, LANGUAGES, AND COMPUTATION (3)

Three hours lecture in the lab per week Prerequisite: MATH 300 Study of the relation of languages (i.e. sets of strings) and machines for processing these languages, with emphasis on classes of languages and corresponding classes of machines. Phrase structure languages and grammar. Types of grammars and classes of languages. Regular languages and finite state automata. Context-free languages and pushdown automata. Unrestricted languages and Turing Machines. Computability models of Turing, Church, Markov, and McCarthy. Applications to programming languages, compiler design, and program design and testing.

COMP 462 EMBEDDED SYSTEMS (3)

Three hours lecture per week Prerequisites: COMP 350 and COMP 362

Covers the design of embedded systems. This includes the analysis of small computer systems designed for robotic mechanisms and common appliances such as cell phones and other hand held devices. Topics include the design,

implementation and testing of software used in such systems with special attention paid to maximizing the use of limited computational resources and the need for event-driven real time system responses.

COMP 464 COMPUTER GRAPHIC SYSTEMS AND DESIGN I (3)

Three hours lecture in the lab per week *Prerequisites: COMP 350 and MATH 240* Topics include: fundamental concepts of computer graphics; graphics devices; graphics languages; interactive systems; applications to art, science, engineering and business; trade-offs between hardware devices and software support.

COMP 469 ARTIFICIAL INTELLIGENCE/ NEURAL NETS (3)

Three hours lecture in the lab per week *Prerequisites: COMP 350 and 362*An exploration of the use of computers to perform computations normally associated with intelligence, pattern formation and recognition using various backpro iterations. Stacks, decision trees and other modern mining tools and computational models for knowledge representation will be covered. Other topics may include natural language and imagining.

COMP 490 TOPICS IN COMPUTER SCIENCE (3)

Three hours lecture per week
Prerequisite: Upper-division standing
Current issues in computer science.
Repeatable by topic.

COMP 491 CAPSTONE PREPARATION (1)

One hour activity per week Prerequisites: COMP 350, COMP 362, Senior standing in the Computer Science Major

Research and develop a proposal for a significant software project under faculty supervision.

COMP 492 INTERNSHIP (1-3)

Variable activity hours per week
Prerequisites: Upper-division standing and
program approval of written proposal
Supervised work experience and study in
an industrial or scientific setting involving
development of computer information
related skills. Repeatable by topic.

COMP 494 INDEPENDENT RESEARCH (1-3)

Variable activity hours per week
Prerequisites: Upper-division standing and
program approval of written proposal
Supervised project involving theoretical
research in the field of computer science
and its applications. Repeatable by topic.

COMP 497 DIRECTED STUDIES (3)

Three hours activity per week Prerequisites: Program approval of written proposal

Supervised project involving library research in the field of computer science or its applications. Repeatable by topic.

COMP 499 CAPSTONE PROJECT (3)

Three hours independent study per week Prerequisite: COMP 491

Design, implement and present a significant software project under faculty supervision. Repeatable by topic.

COMP 510 ALGORITHMS (3)

Three hours lecture per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

Design strategies for algorithms and data structures. Theoretical limits to space and time requirements. Time/space trade-offs. Categories of problems and algorithms. Applications to business, bioinformatics, engineering, telecommunications and other disciplines. Open problems in the field.

COMP 520 ADVANCED DATABASE SYSTEMS (3)

Three hours lecture in the lab per week. Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

This graduate course covers advanced analysis of Relational Database
Management Systems including their design and implementation. Topics include relational algebras, Entity Relation Diagrams, first, second, and third Normal Forms, data integrity constraints, triggers, query optimization, indexing, stored procedures, distributed databases, database administration issues, transaction processing and scheduling, object oriented database modeling, and data security.

COMP 524 SECURITY (3)

Three hours lecture in the lab per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

A survey of security issues and techniques for stand-alone and networked computer systems including databases. Techniques such as auditing, risk analysis, cost-benefit analysis. Security standards. Application in various fields.

COMP 529 NETWORK COMPUTING (3)

Three hours of lecture in the lab per week.

Prerequisites: Admission to the Computer Science or Mathematics Graduate Program and Consent of instructor Design and programming in Java of distributed systems that use telecommunication networks as their computing platform.

COMP 532 COMPUTATIONAL BIOINFORMATICS (3)

Three hours of lecture in the lab per week.

Prerequisite: Admission to the Computer Science or Mathematics Graduate Program and Consent of instructor
Contemporary computational models used in molecular biology and structures simulations will be introduced. Topics include dynamic programming, statistical/information techniques for pattern recognition, algorithms for string alignments, structural superposition algorithms, computing with differential information, 3D motifs, Hidden Markov Models, phylogenetic trees, genetic algorithms.

COMP 549 HUMAN-COMPUTER INTERACTION (3)

Three hours lecture in the lab per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

The design, development and analysis of effective interfaces to computer systems. Trends in graphical user interfaces.

COMP 550 ADVANCED SOFTWARE ENGINEERING (3)

Three hours lecture in the lab per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program and Consent of instructor Fundamentals of Object-Oriented Design and Analysis. Designing systems with Unified Modeling Language (UML) and patterns. Applications to other fields.

COMP 566 GEOMETRY AND COMPUTER GRAPHIC (3)

Three hours of lecture in the lab per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

Algorithms for geometric analysis and retrieval of 3D shapes from large 3D databases common in several fields, including computer graphics, computeraided design, molecular biology, paleontology, and medicine. The focus of

study will be recent methods for matching, registering, recognizing, classifying, clustering, segmenting, and understanding 3D data.

COMP 569 ARTIFICIAL INTELLIGENCE (3)

Three hours of lecture in the lab per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

The course covers the many aspects of how human intelligence might be encoded in computer programs and mechanisms such as robots. This includes topics in Natural Language Processing, Computer Vision, Expert Systems, and Automated Problem Solving.

COMP 571 BIOLOGICALLY INSPIRED COMPUTING (3)

Three hours of lecture in the lab per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

Study of computing paradigms that have roots in Biology including Neuromorphic Systems, Evolutionary Systems, Genetic Programming, Swarm Intelligence and Artificial Immune Systems.

COMP 572 NEURAL NETWORKS (3)

Three hours of lecture in the lab per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

Covers the basic ideas of distributed computation with many simple processing units, similar to the neurons of the brain. Topics include: Hopfield style networks applied to optimization problems, and the backpropagation method applied to pattern classification problems. Additional topics include associate memory, binary vs. analog networks, simulated annealing.

COMP 575 MULTI-AGENT SYSTEMS (3)

Three hours lecture in the lab per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

Analysis of design issues that currently confront software engineers as they define the electronic ecosystem that will be housed in the computer networks of the future. The course focuses on state-of-the-art agent technology. In this course the student will build an agent development framework and then implement several intelligent agents.

COMP 578 DATA MINING (3)

Three hours lecture in the lab per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

This graduate course covers the fundamentals of Data Mining. Topics include: the analysis of patterns of data in large databases and data warehouses, the application of statistical pattern recognition, and data modeling and knowledge representation. Applications in large databases and gene hunting.

COMP 581 MATHEMATICAL METHODS IN ARTIFICIAL INTELLIGENCE (3)

Three hours lecture in the lab per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

This course presents several branches of mathematics that provide computational basis for Artificial Intelligence. The course covers Trees and Search, The Concepts of Predicate Logic, The Theory of Resolution, Nonmonotonic Reasoning, Probability Theory, Bayesian Networks, Fuzziness and Belief Theory, Classifier Systems, Math for Neural Networks, Elements of Statistics, Decision Trees and optimization.

Same as MATH 581

COMP 590 ADVANCED TOPICS IN COMPUTER SCIENCE (3)

Three hours lecture per week Selected advanced topics in Computer Science.

COMP 597 MASTER THESIS (1-9)

Supervised research in the field of computer science or its applications. Required to present their research at Graduate Seminar. Repeatable up to 9 units

COMP 598 MASTER PROJECT (1-9)

Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

Supervised industrial or scientific project involving design of new solutions in various applications. Required to present projects at the Graduate Seminar.

COMP 599 GRADUATE SEMINAR (1)

Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

Oral presentations of current advancements in the field, reports on students' research, master thesis, and projects. Repeatable.

Graded Credit/No Credit

Economics

ECON 110

PRINCIPLES OF MICROECONOMICS (3)

Three hours lecture per week
The application of economic reasoning
to the decisions of consumers and
producers. Topics include opportunity
cost, resource allocation, the price system,
the organization of industry, market
failures, distribution of income, public
sector economics.

GenEd: D

PRINCIPLES OF MACROECONOMICS (3)

Three hours lecture per week Study of the workings of the economy. Topics include national income accounting, business cycles, employment and unemployment, inflation, economic growth, financial institutions, fiscal and monetary policy, and international trade. GenEd: D

ECON 203 INTRODUCTION TO SOCIAL BUSINESS (3)

Interdisciplinary overview of Social Business models and their application to social, economic, technological, cultural, political and environmental issues both locally and globally. Introduction to the finance and planning of Social Businesses, as well as comparisons to traditional and other alternative business models.

Same as BUS 203, SOC 203 GenEd: D

ECON 305 INTRODUCTION TO MICROFINANCE (1)

One hour seminar per week Explores the theory and practice of microfinance as a tool for poverty alleviation and economic development. Key elements of microfinance operations and challenges will be discussed. Graded Credit/No Credit Same as BUS 305

ECON 310 INTERMEDIATE MICROECONOMICS (3)

Three hours lecture per week

Prerequisites: ECON 110, ECON 111 and

MATH 140 or MATH 150

Economic analysis of the decisions of
consumers and producers. Emphasis
on the theory of consumer behavior,
the theory of the firm, price and output
determination in various market structures,
factor markets and externalities.

ECON 311 INTERMEDIATE MACROECONOMICS (3)

Three hours lecture per week
Prerequisites: ECON 110, ECON 111 and
MATH 140 or MATH 150
Determinants of levels of pertingal income.

Determinants of levels of national income, employment, and price levels. Analysis of secular and cyclical changes in economic activity, and the effects of monetary and fiscal policies on these changes.

ECON 320 MONEY AND BANKING (3)

Three hours lecture per week

Prerequisites: ECON 110, ECON 111 and

MATH 140 or MATH 150

Nature and functions of money and its
relation to prices; the monetary system
of the United States; the functions of
banks, bank credit, foreign exchange and
monetary control. The impact of monetary
policy on economic activity.

ECON 329 MANAGERIAL ECONOMICS (3)

Three hours lecture per week Prerequisites: ECON 110, ECON 111 and MATH 140 or MATH 150

Development of the tools of marginal analysis and their application to managerial decisions and planning. Topics include demand analysis, production and cost, pricing and output decisions under different market structures. Product and factor markets will be analyzed.

ECON 331 NARRATIVES OF THE WORKING CLASS (3)

Three hours lecture per week Examines the lives of working people using various thematic approaches and disciplinary methodologies. Materials include literature, film, and case studies. Same as ENGL 331, SOC 331, HIST 331, POLS 331 GenEd: C2, D, Interdisciplinary

ECON 333 NONPROFIT ORGANIZATIONS (3)

Three hours lecture per week lssues unique to nonprofit organizations including financial, legal, and political. Same as POLS 333, COMM 333, BUS 333

GenEd: D, Interdisciplinary

BUSINESS AND ECONOMICS IN LITERATURE (3)

Three hours lecture per week Explores the ways in which business and economics have been represented in American literature. Employs critical methodologies from the fields of Business, Economics, and Literary studies. Same as BUS 340, ENGL 340 GenEd: C2, D, Interdisciplinary

DRUG DISCOVERY AND DEVELOPMENT (3)

Three hours lecture per week How are drugs discovered? What determines the price for a drug? What is the difference between a generic and non-generic drug? These questions will be examined with an interdisciplinary approach. Topics include the isolation of compounds from natural sources, the screening of compounds for biological activity, structure-activity relationships of drugs, computer-assisted drug design, combinatorial chemistry, bioinformatics, the FDA approval process for new drugs, and the economic and business aspects of pharmaceutical investment and development.

Same as CHEM 341, BUS 341 GenEd: B1, D, Interdisciplinary

ECON 342 THE ZOO: CONSERVATION, EDUCATION AND RECREATION (3)

Three hours lecture per week
An interdisciplinary study of zoos and zoological gardens from scientific, managerial, business, recreational and educational perspectives. Analyzes how these perspectives are linked within zoo practices. The course will include an in-depth case study of a local zoo. Field trips to local zoos will be required.

Same as BIOL 342, BUS 342,
EDUC 342

GenEd: D, Interdisciplinary

ECON 343 CAPITAL THEORY (3)

Three hours lecture per week Intertemporal choice and decision-making under uncertainty in our financial lives. Topics include: multi-period consumption, multi-period production, capital budgeting, modern portfolio theory and financial management.

Same as FIN 343

GenEd: D, Interdisciplinary

ECON 344 THE LIBRARY: COLLECTIONS, SERVICES & INSTRUCTION (3)

Three hours lecture per week
A study of university, school (K-12),
public, and special libraries from
business, economic, library science, and
educational perspectives. Analyzes how
these perspectives are linked within library
practices. A study of local libraries and
field trips.

Same as BUS 344, EDUC 344, LIB 344 GenEd: D, Interdisciplinary

ECON 347 THE UNIVERSITY (3)

Three hours lecture per week A study of institutions of higher education from multiple perspectives including, but not limited to education, teaching and learning, scholarly and creative activities, community service, management, and public policy. Includes case studies of colleges and universities in the region and may include field trips to these institutions. Same as BUS 347, EDUC 347 GenEd: D, Interdisciplinary

ECON 349 HISTORY OF BUSINESS AND ECONOMICS IN NORTH AMERICA (3)

Three hours of lecture per week Examines the growth and development of the economies of North America since colonial times. Addresses social, ethical, economic and management issues during the development of Canada, the United States, and Mexico. Analyzes the business principles underlying the growth and development of the economies. Same as HIST 349, BUS 349 GenEd: D, Interdisciplinary

ECON 362 ENVIRONMENTAL ECONOMICS (3)

Three hours lecture per week Prerequisites: ECON 110 and ECON 111 Economic analysis of environmental problems and policy. Market failures due to externalities, public goods, and common property resources are examined. Private (market) and public (government) solutions to environmental problems are examined.

ECON 370 THE WORLD ECONOMY (3)

Three hours lecture per week Prerequisite: ECON 111

Theory, practice, and institutions of the international economy. Topics include international trade and investment, balance of payments, foreign exchange rates, international institutions in the global economy, and international economic policy.

ECON 411 ECONOMICS OF ENTREPRENEURSHIP (3)

Three hours lecture per week Prerequisites: ECON 110 and ECON 111 Application of economic concepts to entrepreneurial strategies and decisions. Analysis of entrepreneurial activities as related to production, markets, innovation, risk, and the macroeconomy.

ECON 415 INDUSTRIAL ORGANIZATION (3)

Three hours of lecture per week Prerequisites: ECON 310 or ECON 329 A theoretical and empirical examination of the structure, conduct and performance of industries. Topics include market structures, games and strategy, and pricing strategy.

ECON 425 LABOR ECONOMICS (3)

Three hours of lecture per week Prerequisites: ECON 310 or ECON 329 An examination of the employment of labor as a factor of production. Topics include employment, wage rates, unions and collective bargaining, and labor legislation.

ECON 435 THE MUSIC MUSEUM (3)

Three hours lecture per week Prerequisite: Junior standing
An interdisciplinary study of music
museums from the perspectives of music
history, appreciation and production,
business, economics and education.
Analyzes how these disciplines are linked
within music museum practices. Includes
an in-depth study of a local music
museum.

Same as BUS 435, EDUC 435, PAMU 435

GenEd: D, Interdisciplinary

ECON 444 VALUES AND VALUABLES (3)

Three hours lecture per week Prerequisites: ANTH 102 or ECON 110 Examination of the intimate linkages between the creation of cultural values and the perception of economic value through the analysis of production and exchange in various cultural contexts. Synthesis of the debates in the field of economic anthropology and application to pre-historic, modern, Western and non-Western societies.

Same as ANTH 444 GenEd: D, Interdisciplinary

ECON 448 GLOBALIZATION AND DEVELOPMENT (3)

Three hours lecture per week Prerequisite: SOC 100

Examines empirical and theoretical issues of globalization from a sociological perspective, to understanding how the forces of globalization affect economic, political and cultural systems of both developed and developing nations.

Same as SOC 448, BUS 448

GenEd: D, Interdisciplinary

ECON 450 PUBLIC SECTOR ECONOMICS (3)

Three hours of lecture per week Prerequisites: ECON 310 or ECON 329 The economic role of government with an emphasis on the allocation and distribution effects of government expenditures and taxation.

URBAN AND REGIONAL ECONOMICS (3)

Three hours of lecture per week Prerequisites: ECON 310 or ECON 329 Economic analysis of urban and regional problems including the formation of cities, urban finance and services, growth, land use, transportation, income distribution, pollution, congestion, and law enforcement.

ECON 464 NATURAL RESOURCE ECONOMICS (3)

Three hours lecture per week Prerequisites: ECON 310 or ECON 329 Microeconomics and capital theory applied to problems of conserving and managing natural resources. Analysis of public policies affecting renewable and nonrenewable resources including price controls, taxation and leasing. Representative topics include: forestry, fishery, energy, water and mineral economics.

ECON 471 INTERNATIONAL TRADE (3)

Three hours lecture per week *Prerequisites: ECON 310 or ECON 329*The theory of international trade, effects of tariff and non-tariff barriers, and conduct of commercial policy. Topics include theories of comparative advantage, gains from trade, distribution effects of trade, international factor movements and trade restrictions, the political economy of trade and industrial policy.

ECON 472 INTERNATIONAL MACROECONOMICS (3)

Three hours lecture per week *Prerequisites: ECON 311 or ECON 320* Macroeconomic analysis of the open economy, the impact of stabilization policies in a global economy, the role of the balance of payments, and the international monetary system. Topics include balance of payments accounts, spot-forward exchange rates, interest rate arbitrage, purchasing-power parity, exchange rate determination and macroeconomic policy in an open economy.

ECON 473 DEVELOPMENT ECONOMICS (3)

Three hours lecture per week Prerequisites: ECON 310 or ECON 329 Economic underdevelopment and its causes from historical, institutional and structural perspectives. Theories and patterns of growth and development, and the role of government, trade, education. Regional focus may vary by semester.

ECON 480 TOPICS IN ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS (3)

Three hours lecture per week
Prerequisites: ECON 362 or ECON 464
or Consent of instructor

Application of economic analysis to topics in environmental and natural resource economics. Representative topics include: energy problems and policies, the measurement of market and non-market benefits and costs, endangered species management. Repeatable by topic.

ECON 486 INTRODUCTION TO ECONOMETRICS (3)

Three hours lecture per week
Prerequisites: ECON 310 or ECON 329,
ECON 311 and MATH 340

Application of mathematical and statistical methods to economic data. Estimation of economic relationships using regression analysis, hypothesis testing, and forecasting.

ECON 488 ECONOMETRICS (4)

Three hours lecture and two hour lab per week

Prerequisites: MATH/PSY 202 or MATH 329 or 352, ECON 310 or ECON 329 and MATH 150

Emphasis on the collection and manipulation of economic data, and the application of econometric methods to business and resource management issues. Development of testable hypotheses, applications of estimation techniques and interpretation of regression results. Use of econometric software applications to estimate statistical relations.

ECON 490 SPECIAL TOPICS (1-3)

Three hours per week Prerequisite: Consent of instructor In-depth analysis of current topics in economics. Topics vary each semester. Repeatable by topic up to $\underline{\phi}$ units.

ECON 492 SERVICE LEARNING/ INTERNSHIP (3)

Six hours per week

Prerequisite: Consent of instructor Individual internship through service learning. Repeatable by topic. Graded Credit/No Credit

ECON 493 SERVICE LEARNING AT THE ZOO (1-3)

One to three hours activity per week Prerequisites: BIOL/BUS/ECON/EDUC 342 and Consent of instructor
Working with local zoos individuals or teams of students will engage in service learning projects where they will apply skills and competencies acquired in their academic programs to issues and challenges facing modern zoos.
Student Option: Graded or Credit/No Credit
Same as UNIV 493, BIOL 493, BUS 493, EDUC 493

ECON 496 SEMINAR IN ECONOMIC ANALYSIS (3)

Three hours seminar per week Prerequisites: ECON 310 and ECON 311 In-depth analysis of major events and trends in domestic and international economics. Focus on empirical techniques and the practical application of economics in a variety of settings.

ECON 497 DIRECTED STUDY (1-3)

Variable hours activity per week Prerequisite: Consent of instructor Individual contracted study on topics or research selected by the student and faculty mentor. Repeatable for up to 9 units.

Graded Credit/No Credit

ECON 499 CAPSTONE (3)

Three hours of lecture per week Prerequisites: ECON 310, ECON 311 and ECON 488 and Senior standing In-depth analysis of an economic issue utilizing the theoretical and empirical tools developed in the required major courses. Culminates with a senior paper and a formal presentation.

Early Childhood Studies

ECS 101 INTRODUCTION TO EARLY CHILDHOOD EDUCATION (3)

Two hours seminar per week; two hours activity per week

An overview to the field of early childhood education paired with structured observational experiences in early childhood settings. Emphasis is placed on gaining an awareness of connections between disciplinary content knowledge about teaching and learning in early childhood. This course will provide students with the opportunity to explore career options for serving young children and families. Thirty hours of field experience in early childhood settings is required. Fingerprint clearance is required. GenEd: D

FOUNDATIONS OF CHILD AND ADOLESCENT DEVELOPMENT (3)

Three hours lecture per week Surveys theory and research on child and adolescent development. Focus is theories of development, cognitive, social, emotional and physical development as they are informed by socio-cultural factors. Same as PSY 150

CHILD, FAMILY AND COMMUNITY IN CALIFORNIA IN THE 21ST CENTURY (3)

Three hours lecture per week
Examines developing children in
a societal context focusing on the
interrelationship of family, school and
community with an emphasis on historical
and cultural factors which influence the
family and processes of socialization.
Focuses on the importance of respectful,
reciprocal relationships that support and
empower families and the social context
of Southern California in the 21st Century.

ECS 320 EARLY CHILDHOOD SERVICE DELIVERY MODELS & PROGRAMS FOR YOUNG CHILDREN (3)

Two hours lecture per week
Two hours activity per week
Prerequisites: ECS 101, ECS/PSY 150
Survey of early childhood service delivery
models and programs with an emphasis
on policy, recommended practices,
and research implications. Historical
and theoretical foundations from the
primary professional disciplines and
agencies serving young children and their
families. Interdisciplinary and interagency
coordination of early childhood service
delivery systems. Examination of

environmental arrangements and routines that support diverse child development in school, community, and family settings. Thirty hours of field experience in early childhood settings is required. Meets a course requirement for the Child Development Permit requirements for child, family, and community. Fingerprint clearance is required.

ECS 322 EARLY CHILDHOOD PROGRAM ADMINISTRATION (3)

Three hours lecture per week Prerequisite: ECS 320
Developing knowledge and competencies in administration of programs for young children; supervision of early childhood personnel and fiscal management; teacher selection; training and supervision; family involvement; and program evaluation.

ECS 325 TYPICAL & ATYPICAL DEVELOPMENT: BIRTH - AGE 8 (3)

Two hours lecture per week; two hours activity per week Prerequisite: ECS/PSY 150 Focus on typical and atypical development from infancy through eight years of age with an emphasis on the cognitive, social-emotional, language, and physical domains of development. Theories of typical and atypical child development are discussed with implications for applied contexts, including infant/toddler and preschool/ early elementary settings. The contexts of development, including families, schools, communities, and culture are presented. Thirty hours of field experience in early childhood settings is required. Fingerprint clearance is required.

ECS 456 WORKING WITH PARENTS (3)

Three hours lecture per week Prerequisite: Senior standing
Studies the relationships among families, communities, and educational programs with an emphasis on working with families from various cultures found in Southern California through exploring parent involvement, forms of communication with parents, parent education, and identifying resources for families. Appropriate for all teacher credential students, and other majors in the social service areas that interact with and serve families.

ECS 460 INFANT/TODDLER ASSESSMENT & INTERVENTION (3)

Three hours lecture per week Prerequisites: ECS 320, ECS 325, SPED 345

Corequisite: ECS 461

Focus on the developmental and ecological principles of assessment and teaching strategies for infants, toddlers, and young children, ages birth to three, and their families. This course will prepare students to plan and implement individualized, developmentally and culturally appropriate assessment and curricular/teaching strategies for very young children with and without disabilities in diverse settings with a focus on cognitive, social-emotional, language, and physical development. Infant/toddler transition planning to preschool.

ECS 461 THEORY, METHODS, AND APPLICATION IN BILINGUAL EDUCATION (3)

Three hours lecture per week Prerequisite: Senior standing Focuses on young children's content learning using academic English, teaching methods, assessment, and programming regarding multilingual language acquisition and English language development in the classroom.

ECS 461 INFANT/TODDLER STUDENT TEACHING & SEMINAR (4)

Nine hours activity per week One hour seminar per week Prerequisites: ECS 320, ECS 325, SPED 345

Corequisite: ECS 460

Student teaching in center-based settings for infants and toddlers. Students practice assessment and instructional strategies. Seminar is held in conjunction with the student teaching experience to serve as a forum for integrating research, theory, and recommended practices. One full school day of student teaching per week. Fingerprint clearance is required.

ECS 468 EARLY NUMERACY & LITERACY FOR CHILDREN AGES 3 - 8 (3)

Three hours lecture per week Prerequisites: ECS 320, ENGL 312 Corequisites: ECS 470, ECS 471
Focus on the principles, assessment, and methods of early numeracy and literacy development for children ages three through eight years; with a specific emphasis on English learners, children with special needs, and exceptional learners; issues of multiculturalism and multilingualism are infused throughout the course.

ECS 470 PRESCHOOL/PRIMARY ASSESSMENT & TEACHING STRATEGIES (3)

Three hours lecture per week Prerequisites: ECS 320 Corequisites: ECS 468, ECS 471 Focus on the developmental and ecological principles of assessment and teaching strategies for children, three through eight years of age and their families. Prepares students to plan and implement individualized, developmentally and culturally appropriate assessment and curricular/teaching strategies in preschool and early elementary settings. Assessment and teaching methodologies will focus on the promotion of cognitive and social-emotional development, creative expression and the understanding of social studies and science concepts for diverse children with and without disabilities. Classroom organization and individualized behavioral support strategies will be presented including transition planning from preschool to early elementary settings.

PRESCHOOL/PRIMARY STUDENT TEACHING & SEMINAR (4)

Fourteen (14) hours activity per week; One hour seminar per week Corequisite: ECS 468, ECS 470
Student teaching in preschool and early elementary school settings. Students practice assessment and instructional strategies with children ages 3 through 8 years.. Seminar is held in conjunction with the student teaching experience to serve as a forum for integrating research, theory, and recommended practices. One full school day of student teaching for the first eight weeks and three full days for the last eight weeks. Fingerprint clearance is required.

ECS 494 INDEPENDENT RESEARCH (1-3)

One to three hours per week independent study.

Prerequisite: Consent of instructor
Students design and implement a study
project in conjunction with a faculty
member. Repeatable up to <u>6</u> units.

ECS 497 DIRECTED STUDY (1-3)

One to three hours per week directed study.

Prerequisite: Consent of instructor
Provides student credit for curricular
activities under the direction of an
Education faculty member. Repeatable up
to 6 units.

ECS 521 FIELD EXPERIENCE (1)

Three hours per week in local public schools.

Prerequisites: Senior standing and admission to the ECS Program; Consent of instructor

Participatory observation in selected schools under the supervision of classroom teacher and university supervisor. Repeatable up to <u>4</u> units.

FIELD EXPERIENCE EARLY CHILDHOOD STUDIES II (2)

One full school day per week in local public schools.

Prerequisites: Senior standing and admission to the ECS Program Corequisite: Any of the following: ECS 460, ECS 468, or ECS 470 Participatory observation in selected schools under the supervision of classroom teacher and university supervisor. Repeatable up to <u>8</u> units.

Education - Accelerated Program

EDAP 364 INITIAL CLASSROOM APPRENTICESHIP (1)

Three hours activity per week, equivalent of one half-day activity in local public schools and one hour of seminar every other week

Prerequisite: Admission to the Accelerated Program or Consent of instructor Service in selected schools under the supervision of classroom teacher.

Graded Credit/No Credit

EDAP 365 ADVANCED CLASSROOM APPRENTICESHIP (2)

Four hours activity per week, equivalent of one full day of activity in local public schools

Prerequisites: Admission to the Accelerated Program or EDAP 364

Corequisite: EDUC 520

Service learning in selected schools under the supervision of classroom teacher. Graded Credit/No Credit

EDAP 422 LITERACY 1: MULTICULTURAL/ MULTILINGUAL (3)

Three hours lecture per week
Prerequisites: Admission to the Accelerated

Corequisites: Enrolled in a Field Placement or Student Teaching course

Topics include developmental theory and practice of the reading and writing process across the grade levels; study skills; foundations of reading and writing theory and practice for students who speak English as a first or second language; teaching reading and writing to native English speakers and English Language Learners in English-only, Multilingual and Bilingual contexts; literacy and language development needs of English Learners and exceptional children; technology for teaching and learning is integrated.

EDAP 423 LITERACY 2: MULTICULTURAL/ MULTILINGUAL (3)

Three hours lecture per week
Prerequisites: Admission to the Multiple
Subject Accelerated program; EDAP 422
Corequisites: Enrolled in a field placement
or Student teaching course

Teaching literacy to all children (grades 3-6) with special attention to needs of English Language Learners and exceptional children, technology for teaching and learning are integrated. Topics include reading and writing skills across the content areas and literature-based instruction for native English speakers and English Language Learners in English-only, Multilingual and Bilingual contexts. Differentiated instruction and scaffolding for English language learners, special education (including gifted) and English only students.

EDAP 425 HEALTH AND PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS (3)

Three hours lecture per week Prerequisite: Admission to the Multiple Subject Accelerated Program

Overview of the California elementary health and physical education curricula. Developmentally appropriate motor activities, maximum participation, fitness, nutrition, games, sports; personal, community and social health and safety. Students learn and practice health and physical education pedagogy (K-8). Including needs of English language learners and special needs students.

EDAP 426 TEACHING GEOMETRY AND MEASUREMENT IN ELEMENTARY SCHOOLS (3)

Three hours lecture per week

Prerequisites: MATH 208 or Consent of the Program Coordinator. Admission to the Multiple Subject Accelerated Program Corequisites: EDAP 467 or EDAP 469 Consent of instructor required for enrollment.

Covers geometry and measurement including geometric interpretation of real numbers, geometric constructions, measurement formulae. Current issues of the modern math curriculum are integrated including problem solving approaches to teaching and learning, problem-based learning tasks, mathematical modeling, authentic assessment and data driven, cognitively guided instructional practices.

EDAP 427 SOCIAL STUDIES IN INTEGRATED ART (3)

Three hours lecture per week
Prerequisites: Admission to the Multiple
Subject Accelerated Program
Focuses on standard based curriculum for
the Social Sciences and Arts including
needs of English Language Learners,
exceptional children, and technology for
teaching and learning.

EDAP 428 TEACHING DATA ANALYSIS, PROBABILITY AND MATHEMATICAL REASONING IN ELEMENTARY SCHOOLS (3)

Three hours lecture per week
Prerequisites: MATH 208 or Consent of
Program Coordinator, Admission to the
Multiple Subject Accelerated Program.
Corequisite: EDAP 467 or EDAP 469
Consent of instructor required for

The emphasis in this course is on combining the Probability and Statistics content knowledge with appropriate teaching methods.

enrollment.

EDAP 429 TEACHING SCIENCE IN ELEMENTARY SCHOOLS (3)

Three hour lecture per week Prerequisites: Admission to the Multiple Subject Accelerated Program Studies the application of methods for teaching physical, life and earth science to K-8 students based on research and theory. Integrates needs of English Language Learners, exceptional children, and technology for teaching and learning.

EDAP 467 STUDENT TEACHING I (3)

Twelve weeks of one half-day in schools and four weeks of full-time student

Prerequisites: Admission to the Accelerated program; SPED 345, EDUC 510, EDUC 512, EDUC 520, and ENGL 475 Participatory observation and teaching in a grade K-3 classroom in a selected school under the supervision of a cooperating classroom teacher and university supervisor, with a student teaching seminar.

Graded Credit/No Credit

EDAP 468 STUDENT TEACHING SEMINAR I (1)

Two hour seminar every other week Prerequisites: Admission to the Accelerated Program Corequisite: EDAP 467 Discussion and seminar with Field Placement Coordinator and University Field Placement Supervisors to confer about practical issues relevant to the student teaching experience and the preparation of a portfolio of teaching performance assessment tasks.

EDAP 469 STUDENT TEACHING II (3)

Graded Credit/No Credit

Twelve weeks of one half day in schools and 4 weeks of full-time student teaching Prerequisites: Admission to the Accelerated Program, EDAP 467 Corequisite: EDAP 470

Participatory observation and teaching in a grade 4 - 6 classroom in a selected school under the supervision of a cooperating classroom teacher and university supervisor, with a student teaching seminar.

Graded Credit/No Credit

EDAP 470 STUDENT TEACHING SEMINAR II (1)

Two hour seminar every other week Prerequisites: Admission to the Accelerated Program, EDAP 467 Corequisite: EDAP 469

This course facilitates the preparation, implementation and completion of the California Teacher Performance Assessment task. It is a required course in the Accelerated Program in Liberal Studies. It meets the standards set by the California Commission on Teacher Credentialing.

Graded Credit/No Credit

STUDENT TEACHING III (5)

Eight weeks of one day a week in schools and 8 weeks of full time student

Prerequisites: Admission to the Accelerated Program, EDAP 469

Corequisite: EDAP 472

Participatory observation and teaching in K - 8 classrooms in selected schools under the supervision of a cooperating classroom teacher and university supervisor, with a student teaching seminar.

Graded Credit/No Credit

EDAP 472 STUDENT TEACHING SEMINAR III (1)

Two hour seminar every other week Prerequisites: Admission to the Accelerated Program, EDAP 469

This course prepares Accelerated Program candidates for the professional job market and for their continued professional training.

Graded Credit/No Credit

Education -Curriculum and Instruction

EDCI 602

ISSUES IN SECONDARY EDUCATION (3)

Three hours seminar per week Recent trends and issues in secondary schools including organization, purposes and functions, curriculum, and programs. Emphasizes school organization, the nature of the student population, standards, school curricula and programs, and issues of teacher and school change.

EDCI 610 RESEARCH ON TEACHING (3)

Three hours seminar per week Prerequisite: EDUC 615

Concepts, methodologies, and findings of both historical and recent research on teaching. Questions that drive inquiry in the field, evolving research to answer these questions, and the knowledge derived from the study of teaching will be uncovered.

Education -Multicultural

EDMC 550 THEORY AND METHODS OF **BILINGUAL EDUCATION (2)**

Two hours lecture per week

Prerequisites: Admission to the Education Specialist: Mild/ Moderate Disabilities Credential Program or Holder of Valid

Teaching Credential

This course increases the ability of participants to work and communicate cross-culturally and effectively with students and parents from diverse cultural and socio-economic backgrounds to identify and apply basic cross-cultural, language and academic development competencies, to participate in culturally and linguistically effective programs, and to develop and use appropriate and responsive teaching strategies for multilingual/multicultural populations. This course addresses the needs of teachers faced with the growing diversity that exists in today's classrooms.

EDMC 560 APPLICATION OF MAINSTREAM AND ENGLISH LANGUAGE **DEVELOPMENT (2)**

Two hours lecture per week

Prerequisites: Admission to the Education Specialist: Mild/ Moderate Disabilities Credential Program or Holder of Valid Teaching Credential

Application of content and teaching methods for second language learners. Design of curricular and instructional programs for Language Minority/Limited English Proficient/English Language Development student, methods of language and content assessment, role and utilization of primary language, the use of SDAIE (Specially Designed Academic Instruction in English) in content instruction.

Education -**Multilingual**

EDML 563 PRIMARY LANGUAGE PEDAGOGY AND LITERACY I (3)

Three hours lecture per week Prerequisites: Admission to the Multiple Subject Credential with BCLAS Emphasis Program

The nature of language and literacy teaching and learning in the language of emphasis. Skills related to instruction in two languages. Effective use of primary language, literacy and related curricular materials.

EDML 564

PRIMARY LANGUAGE SCHOOLING IN THE US, **GRADES K-12 II (3)**

Three hours lecture per week

Prerequisites: Admission to the Multiple Subjects, Single Subject or Level 1 Program with Bilingual Authorization or holds authorization in MS, SS or Level 1 credential and successful completion of

The nature of primary language teaching in the content areas and relationship to literacy. Skills related to instruction in two languages. Effective use of content area curricula and assessment.

EDML 617

THE SOCIO-CULTURAL CONTEXT OF SCHOOLING: TEACHING AND LEARNING IN A **BILINGUAL-MULTICULTURAL** CONTEXT (3)

Three hours lecture per week A sociolinguistic approach to the study of verbal and non-verbal elements of communicative competence amongst Latina/o/s, including traditional patterns of communication and use in the United States.

Education -**Multiple Subject**

EDMS 522 LITERACY 1: MULTICULTURAL/ **MULTILINGUAL (4)**

Three hours of lecture/discussion per

Prerequisites: Admission to the Multiple Subject Program

Corequisites: A field placement, student teaching or Consent of instructor Topics include developmental theory and practice of the reading and writing process across the grade levels; study skills; foundations of reading and writing theory and practice for students who speak English as a first or second language; teaching reading and writing to native English speakers and English language learners in English-only, multilingual and bilingual contexts; literacy and language development needs of English learners and exceptional children; technology for teaching and learning is integrated.

EDMS 523 LITERACY 2: MULTICULTURAL/ **MULTILINGUAL (4)**

Four hours lecture per week Prerequisite: EDMS 522

Corequisites: Field placement, student

teaching

Differentiated literacy instruction and scaffolding for English learners, special needs children (including gifted) and English only students. Topics include reading and writing skills and literaturebased instruction in multicultural and multilingual contexts; State-adopted reading intervention programs; and integrating appropriate technologies for teaching and learning. Focuses on the English/Language Arts needs of children in grades 3-8.

EDMS 526 MODERN METHODS IN MATHEMATICS TEACHING (4)

Four hours lecture per week Prerequisites: Admission to the Multiple Subject Credential Program Corequisites: EDMS 562, EDMS 565 or EDMS 575 or Consent of instructor Applying techniques and materials to teaching mathematics in self-contained classrooms in K-6 school settings. Special attention is given to mathematical reasoning, problem solving skills, multiple representations and approaches including verbal, symbolic, graphic. Modern methods, including mathematical modeling, use of new technology and modern educational software will be stressed. Designing assessment tools and using assessment data to differentiate activities for English Language Learners and exceptional children are integrated.

EDMS 527 HISTORY, SOCIAL STUDIES AND **INTEGRATED ARTS (4)**

Four hours of lecture/discussion per week Prerequisite: Admission to the Multiple Subject Credential Program Corequisites: EDMS 562 1-2 units or EDMS 565

Focuses on curriculum for History, Social Sciences and Arts as delineated by the California Content Area Standards and the Curriculum Frameworks. Includes curriculum development, methods, techniques, planning and assessment in history, social studies and integrated arts. Needs of English Language Learners and exceptional children, technology for teaching and learning are integrated.

EDMS 529 SCIENCE, HEALTH AND **PHYSICAL EDUCATION (4)**

Four hours lecture/discussion per week Prerequisite: Admission to the Multiple Subject Credential Program Corequisites: EDMS 562 1-2 units or EDMS 575

Study of the application of recommended methods for teaching physical, life and earth science, health and physical education to students (K-8) based on research and theory. Students reflect upon their personal development and abilities to integrate theory and practice in science, health and physical education with other subject areas. Needs of English Language Learners and exceptional children, technology for teaching and learning are integrated.

FIELD EXPERIENCE **EDMS 562 MULTIPLE SUBJECT** (PART-TIME PROGRAM) (1)

Three hours per week Prerequisite: Admission to the Multiple Subject Credential Program Corequisites: Any of the following two: EDMS 522, EDMS 523, EDMS 526, EDMS 527, or EDMS 529 Participatory observation in selected schools under the supervision of classroom teacher and university supervisor. Repeatable.

EDMS 565 INITIAL STUDENT TEACHING MULTIPLE SUBJECT (6)

Eight hours per week

Graded Credit/No Credit

Prerequisite: Admission to the Multiple Subject Credential Program

Corequisite: EDMS 566 Participatory observation and teaching

in selected schools under the supervision of classroom teacher and university supervisor.

Graded Credit/No Credit

EDMS 566 INITIAL STUDENT TEACHING SEMINAR MULTIPLE SUBJECT (2)

Bi-weekly two hour discussion Prerequisite: Admission to the Multiple Subject Credential Program Corequisite: EDMS 565

Facilitates the preparation for and discussion of issues relevant to the student teaching experience. Meets the standards set by the California Commission on

Teacher Credentialing. Graded Credit/No Credit

EDMS 575 ADVANCED STUDENT TEACHING MULTIPLE SUBJECT (6)

Eight hours per week

Prerequisite: Admission to the Multiple Subject Credential Program

Corequisite: EDMS 576

Participatory observation and teaching in selected schools under the supervision of classroom teacher and university supervisor, with a student teaching seminar.

Graded Credit/No Credit

EDMS 576 ADVANCED STUDENT TEACHING SEMINAR MULTIPLE SUBJECT (2)

Two hours seminar per week Prerequisite: Admission to the Multiple Subject Credential Program Corequisite: EDMS 575

This course facilitates the preparation and discussion of practical issues relevant to the student teaching experience. It meets the standards set by the California Commission on Teacher Credentialing. Repeatable up to 4 units.

Graded Credit/No Credit

Education - Principals Leadership

EDPL 610

FOUNDATIONS OF CURRICULUM, INSTRUCTION, AND ASSESSMENT (3)

Three hours lecture/discussion per week Prerequisite: Admission to the Principals Leadership Program

Theories for design of curriculum, instruction and assessment in an inclusive school environment will be addressed. Topics include standards based curriculum, differentiated instruction, using assessment data to design ongoing instruction at the classroom level, dynamics of the curriculum change process. Course results in the development of a deep and internalized understanding of effective teaching, learning and assessment for all students including English Language Learners and students with special needs.

EDPL 620 INSTRUCTIONAL LEADERSHIP OF THE COLLABORATIVE INCLUSIVE SCHOOL (3)

Three hours lecture/discussion per week Prerequisite: Admission to the Principals Leadership Program Leadership skills needed for implementation and evaluation of instructional programs that meet the needs of all learners. Focus on skills needed to involve teachers in reform and renewal of educational practice, shared instructional decision making and systematic improvement processes. Topics include skills needed for effective instructional supervision at the program and individual level, development of instructional staff, mentoring, coaching, direct instructional supervision integrated with the personnel decision making process involving hiring, renewal of contracts and granting of tenure.

EDPL 621 LAW AND SCHOOL MANAGEMENT (3)

Three hours lecture/discussion per week Prerequisite: Admission to the Principals Leadership Program

Application of federal, state and local law to school government and management. Topics include legal principles of statutes and case law related to conduct of students, contracts, liabilities, torts, and individual rights; legal framework for the governance of public education; the role of the legislative process in the governance of schools; legal requirements of due process as it relates to students, parents, and school personnel; and special education law and procedures.

EDPL 622

SCHOOL FINANCE AND PRINCIPLES OF APPLIED LEADERSHIP (3)

Three hours lecture/discussion per week Prerequisite: Admission to the Principals Leadership Program

Application of the principles of leadership and management as found in the research literature to school and finance and management issues. Topics include public school finance, effective management of fiscal resources and business services at the site, budget development and implementation at the site level to support instructional program priorities and needs of instructional staff in meeting the needs of all students. Communication, human relations, power and authority, decision-making, managing conflict, facilitating change in the context of student management, health, safety, security, school community relations, and school support services (food services, custodial services, facilities maintenance.)

EDPL 623 UNDERSTANDING AND INFLUENCING ORGANIZATIONS IN DIVERSE COMMUNITIES (3)

Three hours lecture/discussion per week Prerequisite: Admission to the Principals Leadership Program

Organizational theory and leadership skills required to understand and implement change. Topics include organizational structures and the cultural context of schooling, moral and ethical leadership skills needed to guide, build consensus, resolve conflict, support risktaking, and lead an entire school community in pursuit of a shared vision of educational excellence for all students.

EDPL 624 HUMAN RESOURCE MANAGEMENT IN EDUCATION SETTINGS (3)

Three hours lecture/discussion per week Prerequisite: Admission to the Principals Leadership Program

Leadership knowledge and skills needed to manage a Human Resource Program including personnel administration, supervision, assignment monitoring, negotiation and administration of contracts, supervision of risk management programs and all legal aspects of Human Resources administration.

EDPL 625 BUILDING COLLABORATIVE, INCLUSIVE LEARNING COMMUNITIES (3)

Three hours lecture/discussion per week Prerequisite: Admission to the Principals Leadership Program

Understanding and applying the skills needed to build an inclusive learning community. Topics include roles and relationships among students, staff, adults and families, professional development, shared decision making, teacher leadership, supporting special populations within the school, designing and implementing strategic plans focused on improved student achievement for all learners.

EDPL 631 PROFESSIONAL DEVELOPMENT/ FIELDWORK I (1-4)

Each 1 Credit comprised of: 3 seminars of 3 hours each, plus 20 hours of field studies

Prerequisite: Admission to the Educational Leadership Program

Students, working collaboratively with the university instructor and supervising mentor, design and implement field work experiences that develop the skills to meet the CCTC standards for the Preliminary Administrative Services Credential. Students collect documentation of experiences to be placed in an assessment portfolio. Repeatable up to 4 units.

Graded Credit/No Credit

PROFESSIONAL DEVELOPMENT/ FIELDWORK II (1-2)

Six Three-hour seminars per semester and 40 hours of field experience Prerequisite: Admission to the Principals Leadership Program

Continuing assessment of candidate competence for meeting CCTC standards integration of fieldwork, and application of knowledge and skills of entry level administrative position in local school or program settings. May be repeated for a maximum of $\underline{4}$ units.

Graded Credit/No Credit

Education - Single Subject

EDSS 515

ADOLESCENT DEVELOPMENT FOR SECONDARY EDUCATORS (3)

Three hours lecture per week
Course Focuses on specific aspects of
adolescent development that influence
teacher-student interactions and
relationships in secondary classrooms.
Emphasizes the particular challenges
and possibilities teachers encounter
when working with adolescent students
across differences in culture, ethnicity,
gender, linguistic heritage, race, sexual
orientation, and socioeconomic status.

EDSS 530 GENERAL SECONDARY SCHOOL METHODS (3)

Three hours lecture/discussion per week Prerequisites: Admission to the Single Subject Credential Program
Corequisites: EDSS 570 1-2 units or EDSS 575

Students learn and apply teaching strategies, assessment practices, lesson planning, and universal instructional design as appropriate for secondary classrooms. Includes an emphasis on teaching in multicultural, multilingual and inclusive classrooms. Places special emphasis on middle school teaching and the middle school concept. Students will be placed in middle schools for the field placement/student teaching.

EDSS 531 TEACHING MATHEMATICS IN MIDDLE SCHOOLS (3)

Three hours lecture per week Prerequisites: Admission to the Single Subject Credential Program Corequisites: EDSS 570, EDSS 580, EDSS 575, or EDSS 585

A study of content, methodology, materials and current research in teaching middle school mathematics. Focuses on the state curricular mathematics frameworks appropriate for middle school classrooms. Emphasizes reflective practice based on California Teacher Performance Expectations and the use and alignment of curricula to the Academic Content Standards for California Public Schools. Includes an emphasis on teaching in multicultural, multilingual and inclusive classrooms.

EDSS 532 TEACHING SCIENCE IN MIDDLE SCHOOLS (3)

Three hours lecture/discussion per week Prerequisites: Admission to the Single Subject Credential Program Corequisites: EDSS 570, EDSS 580, EDSS 575 or EDSS 585

A study of content, methodology, materials and current research in middle school science teaching. Focuses on developing science process skills in middle school students. Emphasizes reflective practice based on California Teacher Performance Expectations and the use and alignment of curricula to the Academic Content Standards for California Public Schools. Includes an emphasis on teaching in multicultural, multilingual and inclusive classrooms.

EDSS 533 TEACHING ENGLISH IN MIDDLE SCHOOLS (3)

Three hours lecture/discussion per week Prerequisite: Admission to the Single Subject Credential Program Corequisites: EDSS 570 , EDSS 580, EDSS 575 or EDSS 585

A study of essential content and methods in teaching expository and creative writing and literature, primarily at the middle school level. Focuses on the strategies for building reading comprehension and for teaching textual interpretations, questioning strategies, and scaffolding techniques. Emphasizes reflective practice based on Teacher Performance Expectations and the use and alignment of curricula to the Academic Content Standards for California Public Schools. Emphasizes teaching in multicultural, multilingual and inclusive classrooms.

EDSS 534 TEACHING SOCIAL STUDIES IN MIDDLE SCHOOLS (3)

Three hours lecture per week
Prerequisite: Admission to the Social
Studies Credential Program
Corequisites: EDSS 570, EDSS 575,
EDSS 580, EDSS 585
Prepares single subject credential
candidates to teach social studies content
in middle school classrooms. Primary
emphases include the state standards,
instructional techniques, and curricular
materials commonly used to promote

academic achievement in California's multicultural social studies classrooms. Methods to reach and teach English language learners and students with special needs are also highlighted.

EDSS 540 LITERACY IN SECONDARY SCHOOLS (3)

Three hours lecture/discussion per week Prerequisite: Admission to the Single Subject Credential Program Corequisites: EDSS 570 1-2 units or EDSS 575

Secondary students will learn methods and techniques for reading, writing, language and literacy across the secondary curriculum including students with varied language backgrounds. Emphasis on how language and literacy issues and processes are crucial to successful student learning and successful teaching across contexts and content areas. This course addresses the special needs of proficient readers and adolescents who struggle as readers. Includes approaches and methods that are consistent with a comprehensive, systematic program, and are aligned with the state adopted academic content standards for students in English language arts and the reading/language arts framework. Includes an emphasis on teaching in multicultural, multilingual and inclusive classrooms.

EDSS 541 TEACHING MATHEMATICS IN HIGH SCHOOLS (4)

Three hours lecture per week Prerequisite: Admission to the Single Subject Credential Program Corequisites: EDSS 570, EDSS 575, EDSS 580 or EDSS 585

A study of content, methodology, materials and current research in teaching secondary mathematics courses including a focus on literacy. Focuses on the curricular framework of mathematics as appropriate for high school courses. Emphasizes reflective practice based on California Teacher Performance Expectations and the use and alignment of curricula to the Academic Content Standards for California Public Schools. Emphasizes teaching in multicultural, multilingual and inclusive classrooms.

EDSS 542 TEACHING SCIENCE IN HIGH SCHOOLS (4)

Three hours lecture per week
Prerequisite: Admission to the Single
Subject Credential Program
Corequisites: EDSS 570, EDSS 575,
EDSS 580 or EDSS 585
A study of the content, methodology,

materials and current research in

teaching high school science courses. Focuses on methods, curriculum design, literacy and technology use specific to teaching science courses in grades 9-12. Emphasizes reflective practice based on California Performance Expectations and the use and alignment of curricula to the Academic Content Standards for California Public Schools. Emphasizes teaching in multicultural, multilingual and inclusive classrooms.

EDSS 543 TEACHING ENGLISH IN HIGH SCHOOLS (4)

Four hours lecture per week Prerequisite: Admission to the Single Subject Credential Program Corequisites: EDSS 570, EDSS 580, EDSS 575 or EDSS 585

A study of the content and methods of teaching writing that are specific to language development, including a focus on literacy, grammar instruction, student errors, and writing challenges for English language learners; studies the teaching and integration of non-fiction, particularly at the high school level. Emphasizes reflective practice based on teacher performance expectations and the use and alignment of curricula to the academic content standards for California public schools. Emphasizes teaching in multicultural, multilingual and inclusive classrooms.

EDSS 544 TEACHING SOCIAL STUDIES IN HIGH SCHOOL (4)

Four hours lecture per week Prerequisite: Admission to the Social Studies Credential Program Corequisites: EDSS 570, EDSS 575, EDSS 580, or EDSS 585

Prepares single subject credential candidates to teach social studies content in high school classrooms. Primary emphases include the state standards, instructional techniques, and curricular materials commonly used to promote academic achievement in California's multicultural social studies classrooms. Methods to reach and teach English language learners and students with special needs are also highlighted.

EDSS 550 ACCESS TO LEARNING: ENGLISH LANGUAGE LEARNERS (2)

Two hours lecture/discussion per week Prerequisite: Admission to the Single Subject Credential Program
Various curricula and instructional programs designed for English language learners, including placement, grouping, methods of language and content assessment, English language development and specially designed academic instruction in English.

Examination and application of theoretical and methodological issues in designing instruction for ELLs in classroom settings through reflective and critical practice.

EDSS 560 ACCESS TO LEARNING: A FOCUS ON INDIVIDUAL DIFFERENCES (2)

Two hours lecture/discussion per week Prerequisite: Admission to the Single Subject or Special Education Level I Credential Program

Focuses on methods and techniques for identifying and teaching students with special needs, including culturally diverse and gifted and talented students. Addresses collaboration between content area and special education teachers, working with diverse families and the unique issues associated with integrating students with special needs in secondary settings.

Same as SPED 560

EDSS 570 FIE

FIELD EXPERIENCE MIDDLE SCHOOL (PART-TIME PROGRAM) (1)

Four hours per week in a middle school setting

Prerequisite: Admission to the Single Subject Credential Program.
Corequisites: One of the following: EDSS 530, 531, 532, 533, or 540
Participatory observation in selected middle schools under the supervision of a classroom teacher and University supervisor. May be repeated for to a maximum of 4 units.

Graded Credit/No Credit

EDSS 571

STUDENT TEACHING SEMINAR-MIDDLE SCHOOL (2)

Two hours seminar per week
Prerequisite: Admission to the Single
Subject Credential Program
Corequisite:s EDSS 575; Concurrent
enrollment in or completed one content
methods course

Weekly meetings to discuss observations and teaching practice during the first student teaching experience. Teacher education performance assessments will be introduced.

Graded Credit/No Credit

EDSS 575 STUDENT TEACHING MIDDLE SCHOOL (6)

Equivalent of eight weeks of full-time student teaching

Prerequisite: Admission to the Single Subject Credential Program Corequisite: EDSS 571

Participatory observation and teaching in selected middle level secondary schools under the supervision of a classroom teacher and University supervisor, with a student teaching seminar.

Graded Credit/No Credit

EDSS 580

FIELD EXPERIENCE HIGH SCHOOL (PART-TIME PROGRAM) (1)

Four hours per week in a high school setting

Prerequisite: Admission to the Single Subject Credential Program Corequisites: EDSS 540, EDSS 541, EDSS 542, or EDSS 543 Participatory observation in selected

Participatory observation in selected high schools under the supervision of a classroom teacher and University supervisor. May be repeated to a maximum of 3 units.

Graded Credit/No Credit

Two hours seminar per week

EDSS 581 STUDENT TEACHING SEMINAR-HIGH SCHOOL (2)

Prerequisites: Admission to the Single Subject Credential Program. Successful completion of EDSS 575
Corequisites: EDSS 585 Concurrent enrollment in one or successfully completed two content methods courses. Weekly meetings to discuss observations and teaching practice during the second student teaching experience. Teacher education performance assessments will be completed as an exit requirement of the program.

Discussion and seminar with University supervisor to discuss practical issues relevant to the student teaching experience.

Graded Credit/No Credit

EDSS 585 STUDENT TEACHING HIGH SCHOOL (6)

Equivalent of eight weeks of full-time student teaching

Prerequisite: Admission to the Single Subject Credential Program Corequisite: EDSS 581

Participatory observation and teaching in selected high school level secondary schools under the supervision of classroom teacher and University supervisor, with a student teaching seminar.

Graded Credit/No Credit

Education

EDUC 101

INTRODUCTION TO ELEMENTARY SCHOOLING (3)

Two hours lecture and two hours activity per week

This service learning course provides structured observation and tutoring experiences which reflect a rich array of student diversity in local schools. Emphasis is placed on gaining awareness of connections between discipline knowledge and teaching and learning. This course will help students decide if a career in the elementary teaching profession is the right choice for them. Thirty hours of field experience in elementary schools is required. GenEd: D

EDUC 320 EDUCATION IN MODERN SOCIETY (3)

Three hours lecture per week Survey of educational institutions and practices used in different sectors of society. Includes historical and philosophical foundations of American education.

GenEd: D

EDUC 330 INTRODUCTION TO SECONDARY SCHOOLING (3)

Two hours lecture/discussion and two hours field observations per week Corequisite: English majors must be concurrently enrolled in at least one upper division English class; other majors are recommended to be concurrently enrolled in a core course in their major Through this course students are introduced to secondary school concepts and issues. Topics include middle school and high school organization and structures, the roles of school personnel, and teaching in specific content areas. Students will be placed in local middle and high schools classrooms in their content major and have seminars with university educators and content specialists to discuss subject matter coverage and teaching at various grade levels. It is recommended that students be concurrently enrolled in a core content course in their major. Field experience in secondary schools required. GenEd: D, Interdisciplinary

EDUC 342

THE ZOO: CONSERVATION, EDUCATION AND RECREATION (3)

Three hours lecture per week An interdisciplinary study of zoos and zoological gardens from scientific, managerial, business, recreational and educational perspectives. Analyzes how these perspectives are linked within zoo practices. The course will include an in-depth case study of a local zoo. Field trips to local zoos will be required.

Same as BIOL 342, BUS 342, ECON 342

GenEd: D, Interdisciplinary

EDUC 343 TEACHING DRAMA TO CHILDREN (3)

Three hours lecture per week Students will participate in theatre games, improvisations, and other tasks that will prepare them to design and implement dramatic activities as a learning tool. Theatre in a broader context will also be examined.

Same as PATH 343 GenEd: C1, Interdisciplinary

THE LIBRARY: COLLECTIONS, SERVICES & INSTRUCTION (3)

Three hours lecture per week
A study of university, school (K-12),
public, and special libraries from
business, economic, library science, and
educational perspectives. Analyzes how
these perspectives are linked within library
practices. A study of local libraries and
field trips.

Same as BUS 344, ECON 344, LIB 344 GenEd: D, Interdisciplinary

EDUC 345 MEDIA LITERACY AND YOUTH CULTURE (3)

Three hours lecture per week
This interdisciplinary course examines
the relationship between mass
communication, mass media, and youth
culture. Topics include the theories
and effects of mass communication, in
particular the effects of mass media on
children and adolescents. To develop
media literacy, students will apply these
concepts to their own experiences with
popular media, including television, print,
and film.

Same as COMM 345 GenEd: A1, D, Interdisciplinary

EDUC 346 SCHOOL COMMUNICATION (3)

Three hours lecture per week
Examines written, verbal and nonverbal
communication in school settings between
teachers and stakeholders. Emphasizes
the importance of communication and
successful personal interactions.
Same as COMM 346
GenEd: A1, Interdisciplinary

EDUC 347 THE UNIVERSITY (3)

Three hours lecture per week A study of institutions of higher education from multiple perspectives including, but not limited to education, teaching and learning, scholarly and creative activities, community service, management, and public policy. Includes case studies of colleges and universities in the region and may include field trips to these institutions. Same as BUS 347, ECON 347 GenEd: D, Interdisciplinary

EDUC 404 POLICY LEADERSHIP (3)

Three hours lecture per week Prerequisite: POLS 150

Explores policy leadership across all levels of society and across educational and political domains. Exposes students to ideas about policy leadership, requiring students to learn about current leaders in the region, the U.S. and abroad as theories and concepts are applied to the real world of politics and policy.

Same as POLS 404

EDUC 431 EDUCATION POLICY AND POLITICS (3)

Three hours lecture per week
Prerequisites: POLS 150 for POLS students
or Consent of instructor

Examines the roles of political institutions in education policy making, the political factors that shape policy formulation and implementation, the values and assumptions of different types of policies, and the links between policy and locallevel implementation. Analyzes current and pending policies' effect on schools and classrooms to illustrate how education policy reflects American politics.

Same as POLS 431

GenEd: D, Interdisciplinary

EDUC 434 THE MUSEUM: CULTURE, BUSINESS AND EDUCATION (3)

Three hours lecture per week
America is a country of many cultures,
and each of these has brought legacies
of its roots to the American stage. In this
course we will read plays written by
Native Americans, Hispanic Americans,
Asian Americans, African Americans
and others. This course is regional in
organization rather than chronological,
and is organized around one or more
themes. Repeatable up to 9 units.
Same as ART 434, BUS 434
GenEd: C1, D, Interdisciplinary

EDUC 435 THE MUSIC MUSEUM (3)

Three hours lecture per week Prerequisite: Junior standing
An interdisciplinary study of music museums from the perspectives of music history, appreciation and production, business, economics and education.
Analyzes how these disciplines are linked within music museum practices. Includes an in-depth study of a local music museum.

Same as BUS 435, ECON 435, PAMU 435

GenEd: D, Interdisciplinary

EDUC 445 CHICANO CHILD AND ADOLESCENT (4)

Three hours lecture and two hours service learning per week

Examines the socio-cultural experiences and historical political realities pertinent to the daily lives of Chicano, Mexican-origin, and/or Latino children and adolescents. Focus is on historical periods, events, and policies affecting youth populations, its demography, migration and immigration patterns. Consideration of contemporary issues and effective educational and cultural practices will be used as a resource for teacher knowledge and pertinent classroom projects. Field study requirement involves working in a childcentered setting or related service project. Same as HIST 445, CHS 445 GenEd: C3B, D, Interdisciplinary

EDUC 490 SPECIAL TOPICS IN EDUCATION (1-3)

Prerequisite: Consent of instructor In-depth analysis of current topics in Education. Topics vary each semester. Repeatable by topic. Student Option: Graded or Credit/ No Credit

EDUC 493 SERVICE LEARNING AT THE ZOO (1-3)

One to three hours activity per week Prerequisites: BIOL/BUS/ECON/EDUC 342 and Consent of instructor Working with local zoos individuals or teams of students will engage in service learning projects where they will apply skills and competencies acquired in their academic programs to issues and challenges facing modern zoos. Student Option: Graded or Credit/No Credit Same as UNIV 493, BIOL 493, BUS 493, ECON 493

EDUC 494 INDEPENDENT RESEARCH (1-3)

Students design and implement a study project in conjunction with a faculty member. Repeatable.

Student Option: Graded or Credit/ No Credit

EDUC 497 DIRECTED STUDIES (1-3)

Variable hours per week.

Provides studen't credit for curricular activities under the direction of an Education faculty member. Repeatable up to 12 units.

Student Option: Graded or Credit/No Credit

EDUC 510 LEARNING THEORY AND DEVELOPMENT APPLIED IN MULTICULTURAL CONTEXTS (3)

Three hours lecture/discussion per week and participation/observation in the public schools

Introduction to psychology of learning and instruction. Major concepts, principles, theories and research related to child and adolescent development; human learning; the cognitive, linguistic, social, emotional and physical development. Students begin to use this knowledge to create learning opportunities that support student development, motivation and learning in a social, cultural, and historical context. Includes learning theories and their application to educational practice in multicultural and multilingual classroom settings.

EDUC 512 EQUITY, DIVERSITY AND FOUNDATIONS OF SCHOOLING (3)

Three hours lecture/discussion per week Principles of effectively teaching students from diverse language, historical, and cultural backgrounds. Includes skills and abilities and community values. Focus on the major cultural and ethnic groups. Attention to ways of recognizing and minimizing bias in the classroom and ways to create equitable classroom community that emphasize the physical, social, emotional and intellectual safety of all students. Includes study of gender bias, diverse students, families, schools and communities and the student's self-examination of his/her stated and implied beliefs, attitudes and expectations related to these areas of diversity and implications for daily classroom practice. GenEd: C3B

EDUC 520

OBSERVING AND GUIDING BEHAVIOR IN MULTILINGUAL/ MULTICULTURAL AND INCLUSIVE CLASSROOMS (3)

Three hours lecture/discussion per a week Corequisite: EDUC 521

Through this course students observe children's behavior in multilingual/multicultural and inclusive classrooms, learn and apply assessment principles and tools, learn how to guide children's social behavior, and communicate with families. Students learn how to organize and write lesson plans for instruction.

EDUC 521 FIELD EXPERIENCE (1)

Three hours per week in local public schools.

Corequisite: EDUC 520

Participatory observation in selected schools under the supervision of classroom teacher and university supervisor. Fingerprint clearance is required.

Graded Credit/No Credit

K-12 LITERACY: MULTICULTURAL AND MULTILINGUAL (4)

Four hours lecture per week Prerequisite: Admission to a Credential Program

Corequisites: SPED 562, SPED 570, SPED 580 or SPED 585

Topics include developmental theory and practice of the reading and writing process through the school years K-12; study skills; foundations of reading and writing theory and practice for students who speak English as a first or second language; teaching reading and writing to native English speakers and English language learners in English-only, multilingual and bilingual contexts; literacy and language development needs of English learners and exceptional children, literacy in the content areas; technology for teaching and learning is integrated.

EDUC 555 SPECIAL TOPICS IN EDUCATION SEMINAR (3)

Three hours seminar per week

Prerequisites: Admission to the advanced phase of the Multiple Subject, Single Subject or Education Specialist Teaching Credential Program. Consent of instructor required for enrollment

Addresses current issues in schooling that impact the planning and provision of rich educational opportunities to meet the diverse needs of learners; effective channels of communication within the school community; and the transition from pre- to in-service teacher, and teacher induction and professional development. Graded Credit/No Credit

EDUC 561 TEACHING WITH TECHNOLOGY (3)

Three hours lecture per week Prepares students to use technology in educational settings and to develop skills for a variety of technology applications.

EDUC 605 EDUCATION IN A DIVERSE SOCIETY (3)

Three hours lecture/discussion per week Prerequisite: Completion of Baccalaureate Dearee

This course focuses on effective leadership in working with diverse communities of teachers, students, and families and strategies for effectively involving families of diverse cultures in support of their child's educational achievement. Issues of gender, ethnicity, race, language, culture and disability are addressed in the context of promoting equity and excellence in learning opportunities and social interaction.

EDUC 615 PRINCIPLES OF EDUCATIONAL RESEARCH (3)

Three hours lecture/discussion per week Prerequisite: Completion of Baccalaureate Degree

This course provides foundational knowledge about the principles of educational research in order to prepare students to conduct independent, disciplined inquiry and applied research in education.

EDUC 616 MASTERS RESEARCH THESIS/PROJECT (1-3)

Prerequisites: Admission to Masters of Education Program. Consent of instructor required for enrollment

Independent research of topic of choice with advisor approval. Repeatable up to δ units.

Graded Credit/No Credit

EDUC 617 ACTION RESEARCH (3)

Three hours lecture per week Prerequisite: EDUC 615

Introduces Action Research using various qualitative and quantitative methods that can be employed to answer research questions. Students will design an action research project that includes a literature review, research questions, methodology and pilot study that can be conducted at a school or community site.

EDUC 618 COMPREHENSIVE EXAMINATION (1)

One to three hour seminar per week Corequisite: Admission to Masters of Arts in Education and Advancement to Candidacy

Seminar to prepare students for the comprehensive examination in the

Masters of Arts in Education Program. Culminates with students taking the final examination. Repeatable up to 3 units. Graded Credit/No Credit

EDUC 619 MASTERS PROJECT (1-3)

Three to nine hours activity per week Prerequisites: Advancement to Candidacy Consent of instructor required for enrollment

Independent action research project with advisor approval. Repeatable up to $\underline{\phi}$

Student Option: Graded or Credit/ No Credit

EDUC 661 ADVANCED TEACHING WITH TECHNOLOGY (3)

Three hours lecture per week Focuses on ways teachers use technology to teach K-12 students.

EDUC 694 ADVANCED INDEPENDENT RESEARCH (1-4)

One to four hours independent study per week

Corequisites: Student must be enrolled in Graduate or Postbaccalaureate Program Consent of instructor required for enrollment

Graduate students design and implement a project or study with supervision from a faculty member.

EDUC 697 ADVANCED DIRECTED STUDIES (1-4)

One to four hours independent study per week

Corequisites: Student must be enrolled in Graduate or Postbaccalaureate Program Consent of instructor required for enrollment

Provides a graduate student with credit for curricular activities conducted under the direction of a School of Education faculty member.

English

ENGL 102 STRETCH COMPOSITION I (3)

Three hours lecture per week
Focuses not on finished products but
rather on helping students develop
strategies for using writing to construct
meaning, which in turn assists in
generating thought-provoking discourse
for the intended reader. Upon completing
this course, students will have learned that
all writing involves a recursive process
of thinking and writing strategies often
referred to as peer review, invention,
prewriting, drafting, revising, and editing.
This is the first in a two-course sequence
of ENGL 102 and ENGL 103.

ENGL 103 STRETCH COMPOSITION II (3)

Three hours lecture per week Prerequisite: ENGL 102 Focuses not on finished products but rather on helping students to develop strategies for using writing to construct meaning, which in turn assists in generating thought-provoking discourse for the intended reader. Students/Writers will become well-versed in a variety of approaches to constructing the types of genres required in their college courses and in the workplace. Completion of ENGL 103 fulfills the general education requirement for undergraduate writing and prepares students for success in their courses across the curriculum.

ENGL 105 COMPOSITION AND RHETORIC I (3)

GenEd: A2

Three hours lecture per week Instruction and practice in writing university-level expository and persuasive prose. The subject matter of the course will be thematic and variable. The focus of the course is the development of proficiency in conceptualizing, analyzing and writing academic papers. Substantial writing is required. This course may be linked with another lower division course, in which case the student will enroll in both courses. GenEd: A2

ENGL 106 COMPOSITION AND RHETORIC II- SERVICE LEARNING (3)

Two hours lecture and two hour activity per week

Instruction and practice in producing university-level expository and persuasive prose centered on exploring socioeconomic and sociopolitical issues in our local and global communities. Special attention is given to evidence discovery, claim support, argument response, and their applications to academic debate, public decision making, and rhetorical reading. Requires off-campus service with community partners. Experiential learning emphasized.

GenEd: A1, A2

ENGL 107 ADVANCED COMPOSITION AND RHETORIC (3)

Three hours lecture per week
Prerequisites: A grade of C or better in
ENGL 103 or ENGL 105 or ENGL 106
or equivalent

An intensive, one-semester writing course that emphasizes research as a heuristic for learning, writing as an intellectual dialogue with the authorities

represented in the evidence found, and which engages students in judging the merit and appropriateness of discovered evidence. A substantial amount of writing is required.

GenEd: A1, A3

ENGL 110 THEMES IN MULTICULTURAL LITERATURE FOR NON-MAJORS (3)

Three hours lecture per week Exploration of broad themes in literature across multiple genres and cultures, American and international. Repeatable by topic up to <u>6</u> units. GenEd: C2, C3B

ENGL 120 AMERICAN LITERATURE I (3)

Three hours lecture/discussion per week Prerequisites: ENGL 103 or 105 or equivalent

Study of major works of American Literature from colonial times through 1850, with special attention to literary movements. Major writers will be addressed, as well as lesser-known writers from various cultural and regional backgrounds.

GenEd: C2

ENGL 150 BRITISH AND EUROPEAN LITERATURE I (3)

Three hours lecture/discussion per week *Prerequisites: 103 or 105 or equivalent* Survey of major authors in British and European literature from Beowulf to approximately 1650, with special emphasis on the intellectual backgrounds of the Medieval and Renaissance periods.

GenEd: C2

ENGL 210 THEMES IN WORLD LITERATURE (3)

Three hours lecture per week
A survey of world literature, focusing
largely on texts by non-western authors,
organized around one or more themes.
Texts studied are primarily written by
authors from the following areas: Asia,
India and Pakistan, the Middle East,
Africa, and Latin America.
GenEd: C2

ENGL 212 INTRODUCTION TO CHILDREN'S LITERATURE (3)

Three hours lecture/discussion per week Prerequisites: ENGL 103 or 105 or Equivalent

An inquiry into children's literature. Students analyze works representative of several cultures and genres, including fiction, poetry, picture books, non-fiction, and traditional literature. Focus will be on critical reading of materials appropriate for grades K-6 as well as analysis of

literary elements and structural features. The course will foster appreciation for and understanding of the author's craft through analytical papers, investigatory projects, and creative responses to children's literature. Formerly ENGL 312, changed in Fall 2007.

ENGL 220 AMERICAN LITERATURE II (3)

Three hours lecture/discussion per week Prerequisites: ENGL 120 or equivalent or Consent of instructor

Study of major works of American literature from 1850 to the present, with special attention to literary movements. Major writers will be addressed, as well as lesser known writers from various cultural and regional backgrounds. GenEd: C2

ENGL 230 INTRODUCTION TO JOURNALISM (3)

Three hours lecture per week Prerequisites: ENGL 103 or ENGL 105 Designed for students interested in producing print and photo journalism for local community publications. Topics will include journalistic writing styles and techniques, research strategies, interviewing methods, appropriate layout and design techniques. Projects will culminate in a product suitable for publication. Same as COMM 230

Same as COMM 230 GenEd: A2

ENGL 250 BRITISH AND EUROPEAN LITERATURE II (3)

Three hours lecture/discussion per week Prerequisites: ENGL 150 or equivalent or Consent of instructor

Study of major works of British and European literature from approximately 1650 to the present, with special attention to various literary movements. GenEd: C2

ENGL 260 PERSPECTIVES IN CREATIVE WRITING (3)

Three hours lecture/discussion per week An introduction to creative writing. Writing intensive with peer discussion and editing as well as reading and discussing what authors have written about the writing process. Formerly ENGL 460, in May 2006, formerly ENGL 360, changed Dec. 2007.

ENGL 311 BILINGUAL LITERARY STUDIES/ESTUDIOS LITERARIOS BILINGUES (3)

Three hours lecture per week Prerequisites: ENGL 103 or ENGL 105 and SPAN 202 or SPAN 212 or Consent of instructor

This course explores the literatures of

the Americas written in two languages: English and Spanish. Course texts will include works written by bilingual U.S. authors and Latin American authors writing primarily in Spanish; genres may include novels, with a special focus on Magical Realism/el realismo magico, short stories/cuentos, and poetry. Readings will be in the original language; class discussions will be bilingual. Same as SPAN 311

ENGL 315 INTRODUCTION TO LANGUAGE, STRUCTURE AND LINGUISTICS (3)

Three hours lecture/discussion per week Prerequisites: ENGL 103 or 105 or Equivalent

An examination of the basic components of human language, including phonology, morphology, syntax and semantics, and the differences/similarities among languages. Students will identify examples of speech parts and their functions, morphologies, and syntax.

ENGL 322 SOCIOLOGY OF POPULAR CULTURE (3)

Three hours lecture per week Prerequisite: SOC 100

Examines popular culture from a sociological and a comparative perspective. Emphasizes the impact of mass media on individual behavior, marketing and consumption of amusements and entertainments in the domestic and global marketplace. Same as SOC 322, COMM 322

ENGL 325 MAJOR NON-WESTERN AUTHORS (3)

Three hours lecture per week
Prerequisites: ENGL 103 or ENGL 105
and either ENGL 220 or ENGL 250 or
Equivalent.

A concentrated study of selected non-Western authors. Authors selected change from term to term; therefore, students may take the course for credit more than once. Repeatable by topic up to <u>6</u> units.

ENGL 326 MAJOR BRITISH AND EUROPEAN AUTHORS (3)

Three hours lecture/discussion per week *Prerequisites: ENGL 250 or Equivalent* Concentrated study of selected British and/or European authors. Authors selected change from term to term; therefore, students may take the course for credit more than once. Repeatable by topics.

ENGL 327 MAJOR AMERICAN AUTHORS (3)

Three hours lecture/discussion per week *Prerequisites: ENGL 220 or equivalent* Concentrated study of selected American authors. Authors selected change from term to term; therefore, students may take the course for credit more than once. Repeatable by topic.

ENGL 328 MYTHOLOGY (3)

Three hours lecture/discussion per week Prerequisites: ENGL 103 or 105 or Equivalent and one literature course
Study of mythology and the influence it has had on literature, art, music, and the development of cultures. Course topics may include Classical Mythology, Eastern Mythology, Mythology of the Americas, Egyptian Mythology, and others.
Repeatable by topic.

ENGL 329 SEMINAR IN TUTORING WRITING (3)

Three hours seminar per week
Prerequisites: Completion of ENGL 105 (or
equivalent) and Sophomore standing
Introduces the theories that inform
university writing centers and their
practices.

. Graded Credit/No Credit

ENGL 330 Interdisciplinary WRITING (3)

Three hours lecture/discussion per week Individual and collaborative writing that integrates research from a variety of disciplines. Students will work on projects that incorporate various forms of research, including electronic, and which result in both oral presentations and academic papers. Each section will be based on a theme appropriate for interdisciplinary research and writing.

GenEd: A2, Interdisciplinary

ENGL 331 NARRATIVES OF THE WORKING CLASS (3)

Three hours lecture per week Examines the lives of working people using various thematic approaches and disciplinary methodologies. Materials include literature, film, and case studies. Same as ECON 331, SOC 331, HIST 331, POLS 331
GenEd: C2, D, Interdisciplinary

ENGL 332 TEACHING DRAMATIC LITERATURE (3)

Three hours lecture per week Prerequisites: ENGL 103 or ENGL 105 or Equivalent plus one upper division literature course

Explores methods and approaches to teaching dramatic literature in secondary schools and colleges. Focuses on

elements of textual exploration and using heuristics from theatre to teach dramatic literature including, but not exclusively, Shakespeare's Plays.

Same as PATH 332 GenEd: C2, Interdisciplinary

ENGL 333 MULTICULTURAL DRAMA AND THEATRE (3)

Three hours lecture per week
America is a country of many cultures,
and each of these has brought legacies
of its roots to the American stage. In this
course we will read plays written by
Native Americans, Hispanic Americans,
Asian Americans, African Americans
and others. This course is regional in
organization rather than chronological,
and is organized around one or more
themes.

Same as PATH 333 GenEd: C2, C3B, Interdisciplinary

ENGL 334 NARRATIVES OF SOUTHERN CALIFORNIA (3)

Three hours lecture/discussion per week Ours is a region made up of many cultures which produce the one we call Southern California. In this class we will take a historical approach to study of the narratives - oral, written and filmed - of Southern California. Course work may also include obtaining oral histories and compiling them.

Same as HIST 334 GenEd: C2, D, Interdisciplinary

ENGL 335 AMERICAN ETHNIC IMAGES IN NOVELS, FILM AND ART (3)

Three hours lecture/discussion per week Examines the portrayal of ethnic groups from an interdisciplinary perspective that includes, but is not limited to, the literary, historical, and anthropological modes of analysis. The course highlights the ways in which artistic works have shaped the intellectual landscape of the United States as they relate to ethnic peoples. Same as ART 335, HIST 335

GenEd: C2, C3B, Interdisciplinary

ENGL 336 MULTICULTURAL LITERATURE AND COMMUNICATION (3)

Three hours lecture per week
Examines issues of cross-cultural
communication in interpersonal and
intergroup settings. Works of literature
which take cross-cultural communication
as a theme will be examined.
Same as COMM 336
GenEd: A1, C2, Interdisciplinary

ENGL 337 LITERATURE OF THE ENVIRONMENT (3)

Three hours lecture/discussion per week Involves the student in many forms of dialogue on issues pertinent to humanity's relationship with Earth. By reading works by writers from diverse fields and by writing in response, the student will gain a better understanding of our planet and its needs. Emphasis will be placed on writing in modes appropriate to the interdisciplinary field of Environmental Science and Resource Management. GenEd: C2, D, Interdisciplinary

ENGL 338 SCIENCE AND CONSCIENCE (3)

Three hours lecture/discussion per week
This course is a team-taught,
interdisciplinary course that examines
various ethical issues within the sciences
using case studies. The scientific,
historical and social aspects of each case
study will be examined from different
perspectives. Students will learn scientific
concepts which will facilitate an informed
understanding of the ethical issues
involved.

Same as PHYS 338 GenEd: B1, C2, Interdisciplinary

ENGL 339 PSYCHOLOGY AND LITERATURE (3)

Three hours lecture per week
This course looks at the ways in which
human psychology manifests in literature
and the ways literature instructs us about
human psychology. Through reading,
writing about, and discussing texts with
particularly rich psychological content,
issues related to mental health and the
human condition will be explored. The
course will also cover some theoretical
and technical aspects of psychology
relevant to the readings.
Same as PSY 339

GenEd: C2, D, Interdisciplinary

ENGL 340 BUSINESS AND ECONOMICS IN LITERATURE (3)

Three hours lecture per week Explores the ways in which business and economics have been represented in American literature. Employs critical methodologies from the fields of Business, Economics, and Literary studies.

Same as ECON 340, BUS 340
GenEd: C2, D, Interdisciplinary

ENGL 341 MODERN AMERICAN DRAMA AND THEATRE (3)

Three hours lecture per week Students will read plays and performance texts written by modern American authors from the beginning of the 20th century until today. A study of the range of American dramatic literature in the context of the development of American theatrical performance. Thematically examines avant-garde and alternative forms as well as commercial and mainstream theatre.

Same as PATH 341

GenEd: C2, Interdisciplinary

ENGL 342 MODERN BRITISH AND EUROPEAN DRAMA AND THEATRE (3)

Three hours lecture per week Major works of British and European dramatic literature in performance and production from the middle of the 19th century to the present. Thematically organized to examine avant-garde and alternative forms, as well as commercial and mainstream theatre.

Same as PATH 342

GenEd: C2, Interdisciplinary

ENGL 344 WORLD DRAMA AND THEATRE (3)

Three hours lecture per week Explores world dramatic literature in performance and production. The focus is largely on plays and performance texts by non-Western authors, and is organized around one or more themes. This course is regional in organization rather than chronological. Texts studied feature the following regions: Asia, Oceania, South Asia & Middle East, Africa, and Latin America.

Same as PATH 344 GenEd: C2, Interdisciplinary

ENGL 349 PERSPECTIVES ON MULTICULTURAL LITERATURE (3)

Three hours lecture/discussion per week An introduction to the diversity of American literatures, their unique literary traditions and forms, and what they hold in common. An emphasis on becoming cross-cultural readers and writers aware of how culture influences literature. Formerly ENGL 449, changed Fall 2006. GenEd: C2, C3B, Interdisciplinary

ENGL 354 STUDIES IN CULTURAL LITERATURES (3)

Three hours lecture per week In depth study of the literature of a particular culture chosen by the professor. Various genres, theoretical perspectives, and critical questions may be emphasized, along with comparisons among the literatures of various cultures. Repeatable by topic up to $\underline{\mathcal{G}}$ units. GenEd: C2, C3B

ENGL 360 LITERARY THEORY (3)

Three hours lecture per week Prerequisites: ENGL 103 or ENGL 105 or equivalent and one upper division literature course

Introduces foundational theories currently influencing literary, social studies, and cultural analysis and criticism. Specific schools of theoretical inquiry include structuralist, materialist, psychoanalytic, deconstructive, feminist, gender, queer, postcolonial, critical race, reader response, and cultural studies. This course was formerly known as ENGL 420, changed January 2009.

ENGL 378 CONTEMPORARY NATIVE AMERICAN AUTHORS: TELECOURSE (3)

One hour lecture per week and four hours activity per week.

An introduction to the fiction and poetry produced by contemporary Native Americans. Authors of the works studied join the discussion of their work and concepts important to their work. Modes of discourse and the impact of Native American cultures, concerns and philosophy on the fiction and poetry of these authors are the primary foci of the course. Students will meet with the course instructor three times during the semester; otherwise, students will view the telecourse tapes, read the assigned books, read the essays in the workbook, and do the assigned activities explained in the workbook on their own.

ENGL 400 CONTEMPORARY LITERATURE (3)

Three hours lecture/discussion per week Prerequisites: ENGL 103 or ENGL 105 or equivalent and one upper division literature course

Survey of world trends in literature, possibly including fiction, non-fiction, poetry and/or drama. Specific topics vary from term to term. Repeatable by topic.

ENGL 410 SHAKESPEARE'S PLAYS (3)

Three hours lecture per week Prerequisites: ENGL 103 or ENGL 105 or Equivalent and one upper division literature course

Study of the many aspects of Shakespeare's plays as literature-language, context, form and style-as well as the ways in which these elements work as parts of a whole, which includes spoken speech and other sounds as well as physical form and movement.

Same as PATH 410

ENGL 412 DRAMA OF ANCIENT GREECE (3)

Three hours lecture/discussion per week Prerequisites: ENGL 103 or ENGL 105 or Equivalent and one upper division literature course

A survey of ancient Greek drama and the culture/society that produced it. The course will examine a representative sample of the major plays. Among the topics considered will be: the tragic and comic festivals, tragedy's relationship with Athenian democracy, the nature of Greek theaters and ancient theatrical production techniques, religion and drama, women and tragedy, tragic and comic heroism, myth and tragedy, and the legacy of Greek tragedy in the modern world.

ENGL 430 TRADITION AND TRANSFORMATION: LITERATURE, HISTORY, AND CULTURAL CHANGE (3)

Three hours lecture per week Prerequisites: ENGL 103 or ENGL 105 or HIST 280 or Consent of instructor
Bringing literature and history together, this course exposes students to a diverse range of work in art, literature, films, and history. It cultivates the students' intellectual understanding of the topic from both a cross-disciplinary and a cross-cultural perspective. It emphasizes reading, writing, analytical skills, and communication skills. Topics and themes may vary under the same title. Repeatable up to 9 units.

Same as HIST 430 GenEd: C3B, D, Interdisciplinary

ENGL 431 EUROPEAN RENAISSANCE LITERATURE AND ART (3)

Three hours lecture/discussion per week Prerequisites: ENGL 103 or ENGL 105 or Equivalent

Examination of the literature and art of the Renaissance of the 15th and 16th centuries in Europe and England, focusing on the re-birth of the human spirit and the legacies of the Renaissance artists and writers.

Same as ART 431 GenEd: C1, C2, Interdisciplinary

ENGL 432 ARTS OF THE HARLEM RENAISSANCE (3)

Three hours lecture per week *Prerequisite: Upper division standing*Study focusing on the dramatic upsurge of creativity in art, music and literature resulting from social and political undercurrents in the African American cultural revolution in New York during the 1920s. Historical geneses and subsequent artistic legacies will also be explored.

Same as ART 432, PAMU 432 GenEd: C1, C2, Interdisciplinary

ENGL 433 GAY/LESBIAN/BISEXUAL/ TRANSGENDER STUDIES (3)

Three hours lecture per week
Prerequisites: ENGL 103 or ENGL 105 or
Fauivalent

Introduction to the field of gay/lesbian/bisexual/transgender studies through the reading of literature and theory.

Same as GEND 433

GenEd: C2, D, Interdisciplinary

ENGL 444 ORIGINAL PRACTICE IN RENAISSANCE DRAMA (3)

Three hours lecture per week
In this class, students will learn about
the theaters of the Renaissance, the
playwrights whose plays were performed
in them, and explore the differences that
occur when the plays are performed in
a venue resembling those of the original
Rose, Blackfriars and Globe theaters.
Same as PATH 444
GenEd: C2, Interdisciplinary

ENGL 454 MULTICULTURAL LITERATURE PROJECT/SEMINAR (3)

Three hours seminar per week Prerequisites: Completion of $\underline{9}$ units from the English Emphasis in Multicultural Literature and Consent of instructor As the culmination of the Multicultural Literature Emphasis, the purpose of this independent study course is to produce a significant work in the genre of the student's choice, chosen in consultation with his or her instructor.

ENGL 456 WOMEN'S FICTION (3)

Three hours lecture/discussion per week *Prerequisites: ENGL 220 or ENGL 250*This course examines the development of contemporary fiction by women and its relationship to men's fiction by men. It compares style and theme across social class and ethnicities, analyzing the historical context of each novel or short story. The course will raise critical questions about a female literary tradition.

ENGL 461 FICTION WRITING (3)

Three hours lecture/discussion per week Prerequisites: ENGL 260 or Consent of instructor

The writing of fiction is the focus of this class. The seminar format allows students the opportunity to talk about their writing and to receive critiques from their peers as well as the instructor. Repeatable up to 6 units.

ENGL 462 POETRY WRITING (3)

Three hours lecture/discussion per week Prerequisites: ENGL 260 or Consent of instructor

The writing of poetry is the focus of this class. The seminar format allows students the opportunity to talk about their poetry and to receive critiques from their peers as well as the instructor. Repeatable up to $\underline{\delta}$ units.

ENGL 463 WRITING FOR THE STAGE (3)

Three hours lecture/discussion per week *Prerequisite: Consent of Instructor*The writing of stage plays is the focus of this class. The seminar format allows students the opportunity to talk about their writing and to receive critiques from their peers as well as the instructor. Repeatable by topic up to <u>6</u> units.

Same as PATH 463

ENGL 464 CREATIVE NONFICTION (3)

Three hours lecture/discussion per week Prerequisites: ENGL 260 or Consent of instructor

The writing of creative non-fiction is the focus of this class. The seminar format allows students the opportunity to talk about their writing and to receive critiques from their peers as well as the instructor. Repeatable up to $\underline{\diamond}$ units.

ENGL 465 CREATIVE WRITING PROJECT (3)

Six hours activity per week

Prerequisites: Consent of instructor and completion of ENGL 260 and 2 units from ENGL 461, ENGL 462, ENGL 463, or ENGL 464

Gives students an opportunity apply their expertise by helping to edit and oversee the production of the CSU Channel Islands annual literary journal, thus gaining practical experience of a literary profession.

ENGL 466 SCREENWRITING (3)

Three hours lecture per week

Prerequisite: Consent of instructor

The writing of screenplays is the focus of this class. The seminar format allows students the opportunity to talk about their

writing and to receive critiques from their peers as well as the instructor. Repeatable by topic up to $\underline{\phi}$ units.

Same as PA 466

ENGL 474 APPROACHES TO ENGLISH GRAMMAR (3)

Three hours lecture per week Prerequisite: ENGL 315

This course uses various approaches to analyze the form, function, and meaning of English grammar, including alternative ways to understand grammar in the context of real language tasks. Particular attention is paid to cultural and social assumptions about grammar and how they have shaped our attitudes toward language use.

ENGL 475 LANGUAGE IN SOCIAL CONTEXT (3)

Three hours lecture/discussion per week Prerequisites: ENGL 103 or ENGL 105 or equivalent or Consent of instructor Focus is on the nature of literacy, with emphasis on literacy development for English Only (EO) and English Language Learners (ELLs), investigation and knowledge of the development and acquisition of English literacy, and understanding the role of concepts and contexts in word meanings, vocabulary development, and multiple meanings. Also stressed will be differences between English and other languages that impact the acquisition of English literacy by ELLs, the role of primary language literacy in the development of English language among ELLs, and the impact of disabilities on oral and written English language development.

ENGL 477 ADOLESCENT LITERATURE (3)

Three hours lecture/discussion per week Prerequisites: ENGL 103 or 105 and one upper-division literature course

A survey of young adult literature in which students analyze young adult literature taught at the secondary level (grades 6-12). Works studied are selected for their diversity of subject matter, genre, cultural focus, and grade level. Students will engage in literary discussions of the works, analyze them in relation to the genre, and consider implications for adolescents in school and the larger society.

ENGL 478 WRITING AS REFLECTIVE PRACTICE (3)

Three hours lecture per week
Prerequisites: ENGL 103 or ENGL 105
and ENGL 330 or Consent of instructor
This course will develop awareness of
the thinking and learning processes that
occur during writing. The focus will be
on identifying, planning, and monitoring
the thinking processes that develop while
writing. This knowledge of process will
be used to select and develop strategies
that will improve the writing product.
Writing will be extensive and will include
expository, creative, and reflective genres.

ENGL 482 TECHNICAL WRITING (3)

Three hours lecture/discussion per week Prerequisite: ENGL 330

This course is an overview of the field of technical writing. Research, interviewing, and the various forms of technical writing are addressed. Students will produce work in a variety of forms of technical writing.

ENGL 483 TECHNICAL VISUAL COMMUNICATION (3)

Three hours lecture/discussion per week Prerequisites: For Technical Writing Certificate students only, ENGL 482
The focus of this course is two-fold.
First, the student will research and write a presentation on a topic of his or her choice, suitable for a specific application (conference, meeting, etc.) and receive critiques from his or her peers and the professor. Second, the student will use that paper to form the basis of a visual presentation using up-to-date technology of various forms.

ENGL 484 TECHNICAL WRITING FOR THE SCIENCES (3)

Three hours lecture/discussion per week Prerequisites: For Technical Writing Certificate students only, ENGL 482 Writing for the Sciences requires a specialized understanding of the process of writing as well as the content of the final essay or article. Students will learn to do research in specialized fields and to write for a variety of scientific journals and other publications.

ENGL 485 TECHNICAL WRITING PROJECT/SEMINAR (3)

Three hours activity per week
Prerequisites: ENGL 310, ENGL 330,
ENGL 482, ENGL 483, and ENGL 484,
and a passing evaluation on the portfolio
of work from the prerequisite courses.
ENGL 483 or ENGL 484 may be taken
concurrently with ENGL 485.
As the culmination of the Technical

Writing certificate program, this course may be an internship, independent study, seminar or a project course. Projects will be devised in consultation with the instructor.

ENGL 490 SPECIAL TOPICS (3)

Three hours lecture per week Concentrated study of selected authors or topics. Authors and/or topics change from term to term; therefore, students may take the course for credit more than once. Repeatable by topic up to $\underline{\phi}$ units.

ENGL 494 INDEPENDENT STUDY/ SENIOR RESEARCH (3)

Three hours activity per week Prerequisites: Senior standing and Consent of instructor

Students may do an independent study to further coursework begun in other courses, obtain an internship which utilizes knowledge gained thus far, or do research in preparation for the senior project. Repeatable.

ENGL 499 CAPSTONE PROJECT/ SENIOR SEMINAR (3)

Three hours lecture/discussion per week Prerequisites: Senior standing, a passing evaluation of the cumulative portfolio, and Consent of instructor or advisor A culminating research project in English with a substantial paper that guarants the

A culminating research project in English with a substantial paper that augments the B.A. in Engish.

Environmental Science & Resource Management

ESRM 100

INTRODUCTION TO ENVIRONMENTAL SCIENCE & RESOURCE MANAGEMENT (3)

Three hours lecture per week
This course covers a broad spectrum of
environmental science topics including:
biogeochemical cycles, biological
diversity, world food supply, effects
of agricultural production on the
environment, energy, water and air
environments, and societies' impacts on
the environment. Current environmental
issues such as loss of biological diversity,
global climate change, ozone depletion,
and natural resource management will be
discussed.

GenEd: B2, D

ESRM 105 ENVIRONMENTAL ISSUES IN GEOGRAPHY (3)

Three hours lecture per week Introduction to basic concepts in geography and related environmental issues. Examines environmental impact on human affairs and human impact on the environment. Spatial awareness including cartographic knowledge, skills with global positioning systems (GPS) as well as hands-on experience using Geographic Information Systems (GIS) is emphasized. This course is not open to ESRM majors. Same as GEOG 105 GenEd: D

ESRM 200

PRINCIPLES OF RESOURCE MANAGEMENT, CONSERVATION AND STEWARDSHIP (3)

Two hours lecture and two hours activity per week

Prerequisites: ESRM 100 and BIOL 200 Students will work with the National Park Service, U.S. Geological Survey or other agencies on related resource projects.

ESRM 313 CONSERVATION BIOLOGY (4)

Three hours lecture and three hours laboratory per week
Prerequisite: BIOL 200

This course explores issues surrounding the conservation of biodiversity. Topics to be covered include: species-, population-, and ecosystem-level issues, biodiversity, extinction, sustained yield, exotic species, and reserve design. Management implications and the ecology of issues are integrated throughout the course. A lab fee is required.

Same as BIOL 313

ESRM 328

INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (3)

Two hours lecture and three hour laboratory per week

Prerequisites: ESRM 100 or Consent of instructor

Introduction to fundamental concepts and techniques of geographic information systems, including the collection, manipulation, analysis, interpretation, display, and communication of spatial information for environmental decision making. Lab fee required.

GenEd: B4

ESRM 329 ENVIRONMENTAL LAW AND POLICY (3)

Three hours lecture per week
Prerequisites: ESRM 100 or Consent of

The purpose of this course is to introduce the fundamental concepts of environmental law and policy and familiarize students with the various types of legal mechanisms used to protect the environment. A practical grounding in the basic legal concepts central to environmental law and how laws have been applied at the local, state, national, and international level will be

gained. Students will also explore the purpose and function of some of the larger environmental institutions and their relationships with the public, business, and the environmental community.

ESRM 332 HUMAN ECOLOGY (3)

Three hours lecture per week
This human ecology course places
humans into the environment in historical
and global contexts.

Discusses systems theory as it applies to human adaptation to the environment. Studies the relations among political power, ideology, and resources, integrating concepts from ecology with those from social sciences. Theories and forecasts of human population growth and migration among regions and cultures. Social and environmental impacts of population and age distribution. Natural resource constraints on growth. Topics from land development, resource planning, environmental quality, politics, economic growth, conflicts and wars. Same as ANTH 332 GenEd: D, Interdisciplinary

ESRM 340 POLITICS AND THE ENVIRONMENT (3)

Three hours lecture per week Exploration of environmental politics in both the international and domestic contexts.

Same as POLS 340 GenEd: D, Interdisciplinary

ESRM 341 THE NATIONAL PARK (3)

Three hours lecture per week Prerequisite: Upper division standing
An interdisciplinary, in-depth study of one or more units of the National Park Service from a variety of perspectives including Political Science, Public Administration, and Environmental Science and Resource Management. The course analyzes how conservation issues and practices, administrative and policy processes and interpretive (educational) programs work within the context of a national public resources agency. Each term this course will focus on one or more park unit in the region.

Same as POLS 341 GenEd: D, Interdisciplinary

ESRM 342 ENVIRONMENTAL HISTORY (3)

Three hours lecture per week
Examines the historical interaction
between humans and their environment.
Special attention will be paid to the
transformations of environments in the
Americas and Europe.
Same as HIST 342
GenEd: D, Interdisciplinary

ESRM 350 ECOLOGICAL RESTORATION DESIGN AND CONSTRUCTION (4)

Two hours lecture and six hours laboratory per week

Prerequisite: ESRM 352

Introduction to environmental engineering. Students will partake in the planning and construction of ecological restoration projects in Santa Barbara, Ventura, and/or Los Angeles Counties. Particular projects will expose students to construction procedures and techniques central to the restoration of riparian, wetland, and terrestrial communities.

ESRM 351 FIELD METHODS: MONITORING AND ASSESSMENT (4)

Two hours lecture and six hours laboratory per week

Prerequisite: ESRM 313

Examines a wide range of field assessment methods useful for a variety of environmental characterization efforts such as range of transect, time constraint, trapping, and continuous sampling methodologies. Emphasizes practical skills development with students collecting field data and conducting subsequent analyses and assessment. Lab fee required.

ESRM 352 THEORY AND PRACTICE OF ECOLOGICAL RESTORATION (3)

Three hours lecture per week Introduces the theory and practice of modern ecological restoration.

Conceptual similarities in the approach to wetland, riparian, forest, grassland, and subtidal restoration efforts will be explored. Special attention will be given to failed restoration efforts, articulating the conditions leading to such failures, and minimum performance standards for successful projects.

ESRM 410 ENVIRONMENTAL IMPACT ASSESSMENT (3)

Three hours lecture per week Prerequisites: BIOL 433, ECON 362, ESRM 328 and ESRM 329

This course will introduce students to methods and procedures designed to assess and minimize human impacts on natural systems. Topics to be covered include the components of environmental impact reports and assessments, and the processes involved in preparation and approval. Also addressed will be the issues related to mitigating environmental impacts.

ESRM 428 INTERMEDIATE GEOGRAPHIC INFORMATION SYSTEMS (4)

Three hours lecture per week
Three hours laboratory per week
Prerequisite: ESRM 328
Study of concepts and techniques of
geographic information systems, with
special emphasis on environmental issues
at multiple spatial scales.

ESRM 440 POPULATION STUDIES (3)

Three hours lecture per week Prerequisites: SOC 100 and MATH 202
This course focuses on the basic concepts, skills and issues in demography and population studies. It will apply concepts to contemporary population issues such as family demography, urban transition, environmental degradation, and economic development.

Same as SOC 440
GenEd: D, Interdisciplinary

ESRM 443 ENVIRONMENTAL COMMUNICATION (3)

Three hours lecture per week
Prerequisites: ESRM 100 and COMM
101 or COMM 320

Students will analyze and engage in debates about local, national and global environmental disputes. Topics include analysis of risk, community dialogue and strategic environmental messages.

Same as COMM 443

GenEd: D, Interdisciplinary

ESRM 450 ENVIRONMENTAL CONFLICT RESOLUTION (3)

Three hours lecture per week
Provides practical experience in
negotiation and mediation techniques
within the context of complex
environmental and public policy disputes.
Same as COMM 450, POIS 450

ESRM 462 COASTAL AND MARINE RESOURCE MANAGEMENT (4)

Three hours lecture and two hours activity per week

Prerequisites: BIOL 433, ESRM 200 and ESRM 329

Provides an introduction to marine provinces , physical and biological oceanography, threats to the marine environment across various temporal and spatial scales and various policies and programs to improve resource management.

ESRM 463 WATER RESOURCES MANAGEMENT (4)

Three hours lecture and two hours activity

Prerequisites: BIOL 433, ESRM 200, and ESRM 329

Water management principles focusing on surface and ground water hydrology; water conservation, watershed development; water quality measurement and monitoring; water and wildlife/ fisheries; and water conflicts.

ESRM 464 LAND USE PLANNING AND **OPEN SPACE MANAGEMENT (4)**

Three hours lecture and two hours activity per week

Prerequisites: BIOL 433, ESRM 200 and ESRM 329

Examines various approaches to land use planning at the municipal, state, national, and international level focusing on the role of land use planning in managing open space and protected area lands within and adjacent to urban areas.

ESRM 482 ISSUES IN ENVIRONMENTAL PLANNING AND RESOURCE MANAGEMENT (3)

Three hours seminar per week Prerequisites: BIOL 433, ECON 362 and ESRM 329

Selected issues in resource development derived from current resource policy changes, or other emerging topics of interest.

ESRM 491 CAPSTONE PREPARATION (1)

Two hours activity per week Prerequisites: Senior standing in the Environmental Science and Resource Management major

Research and develop a proposal for an ESRM project. Repeatable up to <u>3</u> units.

ESRM 492 SERVICE LEARNING/ INTERNSHIP (3)

Six hours per week Prerequisite: Consent of instructor Individual internship through service learning. Repeatable up to 6 units. Graded Credit/No Credit

ESRM 494 INDEPENDENT RESEARCH (1-3)

Variable hours per week Prerequisite: Consent of instructor Individual research on topic selected by the student and faculty mentor. Repeatable.

Graded Credit/No Credit

ESRM 499 CAPSTONE (3)

Three hours of lecture/discussion per

Prerequisites: Upper division required courses in ESRM major (may be completed concurrently)

This course consists of an interdisciplinary evaluation of the physical, biological, social, economic, and legal dimensions of environmental decision-making. The instructor will select from Southern California ecosystems - and decisions with associated environmental impacts - for evaluation and analysis. Topics include decisions to reduce, control, or treat surface water run-off, establishing or changing the management of marine protected areas, dredging in harbors, and permits for coastal development. Students will provide results to appropriate national, state, or local agencies for consideration and deliberation in administrative decisions.

Finance

FIN 300 BUSINESS FINANCE (3)

Three hours lecture per week Prerequisites: ACCT 220, MATH 140 or **MATH 150**

Principles of planning, procuring, and controlling short term and longterm financial resources of business organizations. Topics include: cash and capital budgeting, debt and equity markets, security evaluations, cost and structure of capital.

FIN 321 **PUBLIC BUDGETING (3)**

Three hours lecture per week Examines the major concepts of public budgeting and finance in the United States. Key topics of study include: expenditure estimation, revenue forecasting, capital budgeting, budget reform and financial management. The politics that characterizes the budgetary process will be emphasized throughout. Same as POLS 321

FIN 343 **CAPITAL THEORY (3)**

Three hours lecture per week Intertemporal choice and decision-making under uncertainty in our financial lives. Topics include: multi-period consumption, multi-period production, capital budgeting, modern portfolio theory and financial management. Same as ECON 343 GenEd: D, Interdisciplinary

FIN 410 FINANCIAL MARKETS AND INSTITUTIONS (3) Three hours lecture per week

Prerequisite: FIN 300 Broadly covers the operations, mechanics, and structure of the U.S financial system. Provides an in-depth discussion of selected topics critical to

financial management.

FIN 411 **CORPORATE FINANCE MANAGEMENT (3)**

Three hours lecture per week Prerequisite: FIN 300

Provides an in-depth coverage of key concepts and theoretical principles of modern corporate finance, including analytical tools necessary for managerial decision making.

FIN 412 INTERNATIONAL FINANCIAL **MANAGEMENT (3)**

Three hours lecture per week Prerequisite: FIN 300

Introduction to the multinational financial environment and management. Focuses on foreign exchange markets, foreign exchange risk management, international working capital management, foreign investment analysis, international capital budgeting, international diversification, cost of capital and capital structure of the multinational firm and political risk management.

FIN 413 **INVESTMENT ANALYSIS (3)**

Three hours lecture per week Prerequisite: FIN 300 Introduction to different investment instruments and strategies along with the securities available to the investor. Explores types of markets, market indicators, investment banking, types of orders and securities markets regulation.

FIN 421 **PUBLIC FINANCIAL MANAGEMENT (3)**

Three hours lecture per week Prerequisite: FIN 300 Examines principles, methods and concepts of financial management used in non-profit sector. Disciplines of accounting, budgeting, operations control, auditing and management are integrated into comprehensive financial systems. Theoretical design and practical implementation issues are explored.

FIN 490 SPECIAL TOPICS (3)

Three hours seminar per week Prerequisite: Consent of instructor In-depth analysis of current topics in finance. Topics vary each semester, repeatable up to 9 units.

FIN 492 SERVICE LEARNING/ INTERNSHIP (3)

Six hours activity per week
Prerequisite: Consent of instructor
Individual internship through service
learning. Repeatable.
Graded Credit/No Credit

FIN 497 DIRECTED STUDY (1-3)

Variable hours per week
Prerequisite: Consent of instructor
Individual contracted study on topics or
research selected by the student and
faculty mentor. Repeatable up to 9 units.
Graded Credit/No Credit

Gender Studies

GEND 433 GAY/LESBIAN/BISEXUAL/ TRANSGENDER STUDIES (3)

Three hours lecture per week
Prerequisites: ENGL 103 or ENGL 105 or
Equivalent

Introduction to the field of gay/lesbian/bisexual/transgender studies through the reading of literature and theory.

Same as ENGL 433

GenEd: C2, D, Interdisciplinary

Geology

GEOG 105 ENVIRONMENTAL ISSUES IN GEOGRAPHY (3)

Three hours lecture per week Introduction to basic concepts in geography and related environmental issues. Examines environmental impact on human affairs and human impact on the environment. Spatial awareness including cartographic knowledge, skills with global positioning systems (GPS) as well as hands-on experience using Geographic Information Systems (GIS) is emphasized. This course is not open to ESRM majors. Same as ESRM 105

GEOG 201 CULTURE AND HISTORICAL GEOGRAPHY OF THE WORLD (3)

Three hour lecture per week
A geographic study of the world and the basic relationship between the Physical environment including topography, climate, natural vegetation, soils, and drainage patterns etc. and including the cultural aspects (political, social, economic, urban, and rural life etc.) within the major realms or regions of the world, with a detailed study of some selected regions.

GenEd: D

GEOL 121 PHYSICAL GEOLOGY (4)

Three hours lecture per week and three hours laboratory per week
This course examines the basic composition of the Earth and the dynamic forces which have altered the Earth's surface through time, including sedimentation, erosion, volcanism, earthquakes, plate tectonics, and mountain-building. Students will understand the immense processes affecting their environment.

GenEd: B1

GEOL 122 HISTORICAL GEOLOGY (3)

Three hours lecture per week
This course focuses upon the geological
history of the Earth and the Solar System
from the origin of the cosmos to the
present, tracing the evolution of the
continents and ocean basins, and the
evolution of plants and animals through
time. Surveys events in Earth's past of
relevance to present environmental issues.
GenEd: B1

GEOL 300 FOUNDATIONS OF EARTH SCIENCE (4)

Three hours lecture and three hours laboratory per week Prerequisite: PHSC 170
Principles of geology, hydrology, oceanography, meteorology, and astronomy for the elementary school teacher.

GEOL 310 CALIFORNIA GEOLOGY (3)

Three hours lecture per week Prerequisites: GEOL 121, GEOL 122 Focuses on California's geologic history, provinces, and resources and will feature field trips to a number of the provinces.

GEOL 321 ENVIRONMENTAL GEOLOGY (4)

Three hours lecture and three hours laboratory per week Interrelationships between human and natural geologic hazards: tsunami, earthquakes, landslides, subsidence, volcanoes. Explores environmental impact of resource extraction and usage, the importance of understanding the geologic processes and landscape in land use planning, and the means of using geology to minimize conflicts in resource management and disaster preparation. GenEd: B1

GEOL 322 SEDIMENTOLOGY, STRATIGRAPHY, GROUNDWATER HYDROLOGY (4)

Three hours lecture per week
Three hours laboratory per week
Prerequisite: GEOL 121

Focuses on the basics of groundwater and the sedimentary materials in which it

exists and moves. It begins with sediments and sedimentary facies, continues with determination of aquifer morphology from well data, then embarks on physical hydrogeology. Laboratory exercises and field trips will provide hands-on experience in sedimentary section characterization and water well methods.

Global Studies

GLST 200 INTRODUCTION TO GLOBAL STUDIES (3)

Three hours lecture per week
An introduction to globalization and its
effect on governance, economic success,
culture, the environment, and other global
issues of human concern.
GenEd: D

GLST 435 GLOBAL CITIES (3)

Three hours lecture per week

Prerequisites: Minimum two semesters of beginning college-level foreign language or equivalent proficiency.

Introduces students to interdisciplinary issues faced by global cities. Offers a range of transnational topics, including but not limited to historic and contemporary issues of migration, racism and xenophobia, environmental degradation, global culture, movement of capital, and national identity. Specific global cities and related content to be designed by the instructor(s). Repeatable up to $\underline{\diamond}$ units.

GenEd: C3B, D, Interdisciplinary

History

WORLD CIVILIZATIONS: ORIGINS TO 1500 (3)

Three hours lecture per week
This survey examines world civilizations
from the Neolithic era to the European
colonization of the Western Hemisphere.
Topics may include, but are not limited to,
the development and growth of religions,
commerce, and other cultural institutions.
GenEd: D

HIST 212 WORLD CIVILIZATIONS: SINCE 1500 (3)

Three hours lecture per week
This survey examines world civilizations
from both regional and global
perspectives. Topics may include, but
are not limited to, the development and
growth of religions, commerce, and other
cultural institutions.
GenEd: D

HIST 270 THE UNITED STATES TO 1877 (3)

Three hours lecture per week Survey of the political, social, economic as well as cultural institutions of the United States from the pre-colonial era to reconstruction. Meets Title V U.S. History and Constitution requirement.

HIST 271 THE UNITED STATES SINCE 1877 (3)

Three hours lecture per week Survey of the political, social, economic as well as cultural institutions of the United States from reconstruction to the present. Meets Title V U.S History and Constitution requirement.

HIST 272 CONSTITUTIONAL HISTORY OF THE U.S. (3)

Three hours lecture per week
Examines the origins of American
constitutional thought and practice, the
framing and adoption of the Constitution
and the Bill of Rights, the establishment
of the U.S. Supreme Court and of its
power of judicial review. Topics include:
major decisions by the Supreme Court
in history and their impacts on society,
and California state constitution and
government. Meets Title V U.S. History
and Constitution Requirement.

HIST 275 THE UNITED STATES TO 1900 (3)

Three hours lecture per week This course is specially designed for students in the Teaching and Learning Option of the Liberal Studies Program. Examines the history of the United States from the colonial origins to the emergence of a modern industrial system. Emphasis is given to the major social, political, and cultural events during the period from the early 1600s to 1900, such as the encounters between Native Americans and European explorers, the growth of English colonies, the American Revolution, the transformation of American society after Independence, slavery, abolition, the Civil War, and the development of mass immigration and industrialization. Meets Title V U.S. History and Constitution Requirement.

HIST 280 THE HISTORIAN'S CRAFT (3)

Three hours lecture per week Prerequisites: Sophomore standing or Consent of instructor

This is a survey course on the writing of history. Utilizes and analyzes library resources, oral interviews, and other material in the writing of history. GenEd: D

HIST 310 HISTORY OF THE MEDITERRANEAN (3)

Three hours lecture per week
Examines the history of the Mediterranean
over the last 3000 years. Special
attention will be paid to the GrecoRoman heritage, the impact of Christianity
and Islam, the rise of Italian merchants,
and the tangle between Spain and the
Ottoman Empire over the control of the
sea.

HIST 319 EUROPEAN HISTORY, 1871-1945 (3)

Three hours lecture per week
Examines the development of European
history from the unification of Germany
to the end of the Second World War.
Special attention will be paid to the
development of powerful ideologies (e.g.,
communism, fascism), socio-economic
change, and imperial expansion.

HIST 320 EUROPEAN HISTORY, 1945-PRESENT (3)

Three hours lecture per week Examines the development of European history to the present day. Special attention will be paid to the reconstruction of the continent following the war, the implications of the cold war and the collapse of the Soviet Union, and the emergence of the European Union.

HIST 330 THE HISTORY OF SCIENCE: NONWESTERN ORIGINS AND THE WESTERN REVOLUTION (3)

Three hours lecture per week
A survey of scientific history from 2000
BCE to the present that considers science
as a set of made, lost and found ideas
and technologies. Fields of inquiry are
examined by tracing their historical and
cultural trajectories through the African,
Arab, Babylonian, Chinese, Egyptian,
Greek, Indian, Incan, Japanese, Mayan
and Sumerian worlds.
Same as CHEM 330
GenEd: B1, Interdisciplinary

HIST 331 NARRATIVES OF THE WORKING CLASS (3)

Three hours lecture per week Examines the lives of working people using various thematic approaches and disciplinary methodologies. Materials include literature, film, and case studies. Same as ECON 331, ENGL 331, SOC 331, POLS 331

GenEd: C2, D, Interdisciplinary

HIST 332 DANCE IN HISTORY (3)

Three hours lecture per week
The history of dance in relation to
historical, socio, and political influences,
in the global and western traditions, as
well as the history of dance productions.
Includes formal productions and
performances as well as other types of
dance, such as ballroom, ceremonial,
or folk dancing. Dance in history is
contextualized within multicultural
perspectives.

Same as PADA 332 GenEd: C1, Interdisciplinary

HIST 333 HISTORY OF SOUTHERN CALIFORNIA CHICANA/O ART (3)

Three hours lecture per week
An exploration of the Southern California
Chicano/a culture focusing on the
genesis, vitality and diversity represented
in the painting, sculpture and artistic
traditions of Mexican American artists.
Historical movements, politics, cultural
trends and Mexican folklore underlying
the development of this dynamic style of
art will be investigated within a variety of
contexts.

Same as ART 333, CHS 333 GenEd: C3B, D, Interdisciplinary

HIST 334 NARRATIVES OF SOUTHERN CALIFORNIA (3)

Three hours lecture/discussion per week Ours is a region made up of many cultures which produce the one we call Southern California. In this class we will take a historical approach to study of the narratives - oral, written and filmed - of Southern California. Course work may also include obtaining oral histories and compiling them.

Same as ENGL 334 GenEd: C2, D, Interdisciplinary

HIST 335 AMERICAN ETHNIC IMAGES IN NOVELS, FILM AND ART (3)

Three hours lecture/discussion per week Examines the portrayal of ethnic groups from an interdisciplinary perspective that includes, but is not limited to, the literary, historical, and anthropological modes of analysis. The course highlights the ways in which artistic works have shaped the intellectual landscape of the United States as they relate to ethnic peoples. Same as ART 335, ENGL 335
GenEd: C2, C3B, Interdisciplinary

→ HIST 337 MUSIC IN HISTORY (3)

Three hours lecture per week Music in its historical context, with special emphasis on the role of music in culture. Historical periods may include the music of the Medieval church, the evolution of opera, the American musical theatre, and jazz, as well as historical and contemporary world music. Examines the societal forces that helped to shape classical and popular musical styles, and how music can and has influenced culture. Music in history is contextualized within multicultural perspectives. Formerly known as PAMU 363, changed February 2009.

Same as PAMU 337 GenEd: C1, C3B, Interdisciplinary

HIST 338 THEATRE IN HISTORY (3)

Three hours lecture per week
A survey of the history of theatrical
productions. Includes formal productions
and performances as well as other
types of theatre or dramatization, such
as political posturing, i.e., a ruler's rise
to power in historical reality as well as
performed or recorded later in theatre,
music, and history. Theatre in history
is contextualized within multicultural
perspectives.

Same as PATH 338 GenEd: C1, C3B, Interdisciplinary

HIST 339 BUSINESS IN CHINA: HERITAGE AND CHANGE (3)

Three hours lecture per week
Examines from a broad historical
perspective a variety of institutions and
modernization processes of the Chinese
financial market, economic environment,
and business practices.
Same as BUS 339

GenEd: D, Interdisciplinary

HIST 340 HISTORY AND PSYCHOLOGY OF NAZI GERMANY (3)

Three hours lecture per week Prerequisite: Upper division standing
Examines the historical and psychological roots of the Nazi movement in
Germany. Areas covered will include the mass psychology of fascism, the psychopathology of Nazi leaders, and the psychological impact of the holocaust.
Same as PSY 340
GenEd: D, E, Interdisciplinary

HIST 342 ENVIRONMENTAL HISTORY (3)

Three hours lecture per week Examines the historical interaction between humans and their environment. Special attention will be paid to the transformations of environments in the Americas and Europe.

Same as ESRM 342

Same as ESRM 342 GenEd: D, Interdisciplinary

HIST 349 HISTORY OF BUSINESS AND ECONOMICS IN NORTH AMERICA (3)

Three hours of lecture per week Examines the growth and development of the economies of North America since colonial times. Addresses social, ethical, economic and management issues during the development of Canada, the United States, and Mexico. Analyzes the business principles underlying the growth and development of the economies. Same as ECON 349, BUS 349 GenEd: D, Interdisciplinary

HIST 350 CHICANA/O HISTORY AND CULTURE (3)

Three hours lecture per week Examines the historical settlement and culture of Chicanas/os in the United States to the present. Particular attention is given to the relationship of the Chicana/o experience to the economic, political, and social institutions of the United States. These institutions are examined in relation to historical movements and developments that span over several centuries. Same as CHS 350

HIST 351 HISTORY OF AFRICAN AMERICANS (3)

Three hours lecture per week
Examines the experience of Africans and
African Americans in America from the
colonial period through the twentieth
century.

GenEd: C3B

HIST 360 HISTORY OF COLONIAL LATIN AMERICA (3)

Three hours lecture per week
Examines the social, political, economic
and cultural foundations of colonial Latin
America from the Conquest in the fifteenth
century to independence in the early
nineteenth century.

GenEd: D

HIST 361 HISTORY OF MODERN LATIN AMERICA (3)

Three hours lecture per week
Examines the social, political, economic
and cultural foundations of modern Latin
America in countries in the nineteenth and
twentieth centuries.

GenEd: D

HIST 365 THEMES IN WORLD HISTORY (3)

Three hours lecture per week Explores the major trends in global approaches to history. These include anthropological, diaspora, environmental, and world systems approaches. Topics will vary by semester. Repeatable up to 6 units.

GenEd: D

HIST 366 OCEANS OF WORLD HISTORY (3)

Three hours lecture per week
Discusses the main approaches to world
history through the lens of the Earth's
three major oceans: Atlantic, Indian, and
Pacific.

HIST 369 CALIFORNIA HISTORY AND CULTURE (3)

Three hours lecture per week Examines the cultural and institutional development of California prior to the 16th century and since.

HIST 370 UNITED STATES COLONIAL HISTORY (3)

Three hours lecture per week Examines the European colonization of the United States from the 1600s to the French and Indian War. The transformation of social, political, and cultural institutions of Europe in North America.

HIST 371 THE FOUNDING OF THE UNITED STATES (3)

Three hours lecture per week Study of the Revolutionary era and its political and social influence on the constitution.

HIST 372 UNITED STATES INDUSTRIALIZATION AND PROGRESSIVISM (3)

Three hours lecture per week Examines the nation's geographic and industrial expansion. Social and political problems up to the end of WWI will also be examined.

HIST 373 AMERICAN LABOR HISTORY (3)

Three hours lecture per week
This is an in-depth study of the individual,
group, and organized experience of the
American working people from colonial
time to the twentieth century.

HIST 374 UNITED STATES SINCE 1945 (3)

Three hours lecture per week
Examines the cultural, social, and political transformation of the nation after World
War II. Among the various topics of the course, specific attention is given to how international affairs influenced domestic life and society.

HIST 380 HISTORY OF THE PACIFIC ISLANDS (3)

Three hours lecture per week Examines the history of the Pacific from human settlement to the present. Special attention will be paid to crosscultural encounters, religious conversion, imperialism, and post-colonial realities in the region. The course employs interdisciplinary methods borrowed from anthropology, archaeology, and linguistics.

HIST 391 TRADITIONAL CHINA (3)

Three hours lecture per week
This course studies the social, political,
economic, and cultural traditions in China
from ancient times to the end of the Ming
Dynasty.

HIST 392 MODERN CHINA (3)

Three hours lecture per week
This course explores the social, political,
economic, and cultural changes in China
from to the rise of the Ch'ing Dynasty to
1949.

HIST 393 CONTEMPORARY CHINA (3)

Three hours lecture per week
This course examines the social, political,
economic, and cultural developments in
China since 1949.

HIST 394 TRADITIONAL JAPAN (3)

Three hours lecture per week his course studies the social, political, economic, and cultural traditions in Japan from ancient times to the fall of the Tokugawa regime.

HIST 395 MODERN JAPAN (3)

Three hours lecture per week
This course studies the social, political,
economic, and cultural changes in Japan
from the Meiji Restoration to the present.

HIST 396 EAST ASIA: THEN AND NOW (3)

Three hours lecture per week
This course examines of the social,
political, economic, and cultural
foundations in China, Korea, and
Japan. Emphasis is given to the
profound political, economic, and other
transformations taking place in these
countries in the twentieth century.

HIST 401 UNITED STATES IMMIGRATION HISTORY, 1840-1945 (3)

Three hours lecture per week Examines the experiences and contributions of immigrant groups in the United States. Constitutional, political, and social considerations of United States immigration history frame the content study of this course.

HIST 402 SOUTHERN CALIFORNIA CHICANA/O HISTORY AND CULTURE (3)

Three hours lecture per week Examines the cultural, economic, political, and social experience of Mexicanos of the region from the U.S conquest to the 1990s. Particular attention is given to the interactions of this community with other ethnic and racial groups. The course utilizes literature, film, and art as mediums of learning about the culture and history of Chicanos.

Same as CHS 402 GenEd: D

HIST 403 THE AMERICAN INTELLECTUAL TRADITION (3)

Three hours lecture per week
This course explores American thought
from Puritanism, transcendentalism, and
pragmatism to contemporary trends
represented in thinkers from Richard
Mather, Jonathan Edwards, Ralph
Emerson, William James, and John Dewey
to Reinhold Hiebuhr. It also addresses
those dissenting voices resonantly
expressed in American life from Ann
Hutchinson, Roger Williams, Henry David
Thoreau, Frederick Douglass, Susan B.
Anthony, and W. E. B. Du Bois to Martin
Luther King, Jr.

HIST 412 LAW AND SOCIETY (3)

Three hours lecture per week
This course investigates a wide range
of issues including, but not limited
to, the origins of the law in classical
civilizations, the interplays between/
among law, religion, government,
and morality, evolutions of diverse
legal systems in different societies and
traditions, legal and ethical challenges
of modern sciences, the rule of law in an
international environment, and the debate
over the extent and limits of the laws in
coping with social and technological
problems of modern life.

GenEd: D

HIST 413 WORLD RELIGIONS AND CLASSICAL PHILOSOPHIES (3)

Three hours lecture per week *Prerequisites: HIST 211 or equivalent* Studies and compares major religions and philosophical schools in the ancient world. Examines how different societies and peoples have formed their basic assumptions concerning the universe, faith, human nature and society, and how those fundamental assumptions have affected their chosen modes of thinking, ways of life, organizations of society, forms of government, and approaches to knowledge.

GenEd: D

HIST 414 WOMEN AND GENDER IN HISTORY (3)

Three hours lecture per week
This course examines the role of women
and gender in human experience. Topics
may vary. They include, but are not
limited to, gender and work, gender and
religion, gender in literature, gender and
race, gender and sexuality, gender and
family, gender and social change, and
constructions of masculinity and feminitity.
Fulfills the thematic category of the History
major.

HIST 415 SOCIETY AND RADICALISM (3)

Three hours lecture per week
This course studies the emergence of
different styles of protests and radicalism
in the modern world. Topics include,
but are not limited to, radical thinkers,
theories, philosophies, organizations,
strategies, movements, as well as the roles
and influences they had in society.

HIST 420 HISTORY OF MEXICO (3)

Three hours lecture per week Examines the social and political history of Mexico from the period of European contact to the present. The modern phase of Mexico's history is examined in relation to the overall development of North America.

HIST 421 REVOLUTIONARY MEXICO, 1876-1930 (3)

Three hours lecture per week
Evaluates the social and political causes
and consequences of the Mexican
Revolution. Particular attention is also
given to the influence and intervention of
the United States of America in Mexico's
economic and domestic affairs.

HIST 430 TRADITION AND TRANSFORMATION: LITERATURE, HISTORY, AND CULTURAL CHANGE (3)

Three hours lecture per week Prerequisites: ENGL 103 or ENGL 105 or HIST 280 or Consent of instructor Bringing literature and history together, this course exposes students to a diverse range of work in art, literature, films, and history. It cultivates the students' intellectual understanding of the topic from both a cross-disciplinary and a cross-cultural perspective. It emphasizes reading, writing, analytical skills, and communication skills. Topics and themes may vary under the same title. Repeatable up to $\underline{\mathcal{P}}$ units.

Same as ENGL 430 GenEd: C3B, D, Interdisciplinary

PSYCHOLOGY AND HISTORY OF EAST ASIAN WARRIOR CULTURES (3)

Three hours lecture per week
Prerequisites: Upper division standing or
Consent of instructor

Examines the psychological and historical roots of warrior cultures in East Asia. Characteristics such as duty, enlightenment, honor, loyalty, and discipline will be examined in the context of the individual and group psychology of warrior cultures throughout history. Psychological and historical conceptions of violence, aggression, and strategy will also be explored. Students will be encouraged to relate values derived from Asian warrior cultures to their own lives, while reflecting on the applicability of these ideas to modern life.

Same as PSY 436 GenEd: D, E, Interdisciplinary

HIST 442 THE AFRICAN DIASPORA (3)

Three hours lecture per week Examines the dispersal of Africans to other continents over the last two thousand years. Special attention will be paid to the African slave trade, identity formation, and nationalism. The course employs interdisciplinary methods borrowed from anthropology, art history, linguistics, and literature.

Same as ANTH 442 GenEd: D, Interdisciplinary

HIST 445 CHICANO CHILD AND ADOLESCENT (4)

Three hours lecture and two hours service learning per week

Examines the socio-cultural experiences and historical political realities pertinent to the daily lives of Chicano, Mexican-origin, and/or Latino children and adolescents. Focus is on historical periods, events, and policies affecting youth populations, its demography, migration and immigration patterns. Consideration of contemporary issues and effective educational and cultural practices will be used as a resource for teacher knowledge and pertinent classroom projects. Field study requirement involves working in a childcentered setting or related service project. Same as EDUC 445, CHS 445 GenEd: C3B, D, Interdisciplinary

HIST 451 HISTORY OF AFRICA SINCE 1800 (3)

Three hours lecture per week Examines the social, political, economic, and cultural history of Africa since 1800, from the era of the slave trade, through the imposition of colonial rule, to the establishment of modern nation states. GenEd: D

HIST 452 HISTORY OF SOUTHERN AFRICA SINCE 1600 (3)

Three hours lecture per week Examines the social, political, economic, and cultural history of southern Africa from the pre-colonial era, through the establishment of a permanent European presence, to the establishment of modern nation states.

GenEd: D

HIST 470 PEOPLE AND EVERYDAY LIFE IN EARLY AMERICA (3)

Three hours lecture per week
The course focuses on those ordinary
men and women whose daily works
and activities made what American
society was. It covers the time span from
the 1600s to the early 1800s. Topics
include, but not limited to, popular
religion, work ethics and labor systems,
family and marriage, festivities, leisure,
and games, law and order, mass-control
policies, crime and punishment, trades,
craftsmanship, farming and industries,
issues of gender, race, and ethnicities,
early popular unrest, collective actions,
and protests.

HIST 490 SPECIAL TOPICS (3)

Three hours lecture per week Investigates a prominent topic of historical interest. Topics vary by semester. Repeatable by topic.

HIST 491 HISTORIOGRAPHY (3)

Three hours lecture per week Prerequisites: HIST 280, Senior standing, or Consent of instructor

This course surveys major historians and their theoretical and methodological approaches to the discipline from the nineteenth century to the present day. The course is designed to update students to the most influential theories in the study of history. Included in this survey are theoretical approaches based on the writings of Braudel, Foucault, Freud, and Marx.

HIST 492 INTERNSHIP/SERVICE LEARNING (1-3)

Provides students with 'hands-on' experience and/or Service Learning opportunities in the historical field.

Student Option: Graded or Credit/
No Credit

HIST 494 INDEPENDENT RESEARCH (1-3)

Prerequisites: Junior standing and Consent of instructor

Independent reading and/or research project under the direction of a faculty member. Repeatable.

Student Option: Graded or Credit/ No Credit

HIST 497 DIRECTED STUDIES (1-3)

Prerequisites: Junior standing and Consent of instructor

Exploring an important historical topic under the direction of a faculty member. Significant written reports expected. Topics vary and repeatable.

Student Option: Graded or Credit/
No Credit

HIST 499 CAPSTONE IN HISTORY (1-3)

One to three hours per week. Prerequisites: Upper division standing as a History Major or Consent of the program. Under the supervision of a faculty advisor, students complete a project approved by the faculty advisor which will integrate prior course work with the general expectations of the Program. Completed projects may be disseminated to the campus community.

Student Option: Graded or Credit/ No Credit

Health

HLTH 100 MEDICAL TERMINOLOGY (1)

One hour lecture per week Provides working knowledge of the terminologies used in the medical field.

HLTH 101 OVERVIEW OF HEALTH CARE INDUSTRY AND ITS DELIVERY (3)

Three hours lecture per week
Covers the conceptual basis for the health
care industry, the structure of the US
health service systems and their functions,
operations and service deliveries to
populations and individuals. Discusses the
issues with the US health care system and
other countries' health care systems and
the efforts in health care reform.

HLTH 102 COMMUNITY HEALTH ORGANIZATIONS AND THEIR FUNCTIONS (2)

Two hours lecture per week
Applies a holistic wellness perspective
to community health and focuses on
community strengths and resilience rather
than risks and disease. Topics include
community health organizations, models,
administration, and their services as well
as instruction on the basic principles
and practical design and management
elements that are needed to create
effective community-based health
organizations through effective coalitions
and partnerships for the purposes of
community wellness.

HLTH 200 DIAGNOSTIC AND PROCEDURAL CODING (2)

Two hours lecture per week Prerequisite: HLTH 100

Covers the medical billing and coding system and legal, ethical and regulatory concepts; regulatory concepts including HIPAA compliance requirements, health care industry-specific techniques for filing insurance and performing diagnostic and procedural coding tasks.

HLTH 300 NUTRITION, EXERCISE AND WELLNESS (3)

Three hours lecture per week Prerequisite: CHEM 110

Covers fundamental principles of nutrition, human metabolism and exercise physiology and discusses relationship between the necessity and quality of nutrition, muscle movement, exercise, and overall wellness.

HLTH 301 INTRODUCTION TO PUBLIC **HEALTH ADMINISTRATION (3)**

Three hours lecture per week Prerequisites: HLTH 101 and HLTH 102 Examines public health as an organized system, integrating the different areas of study, fields or work, and governmental agencies that facilitate the delivery of public health services on a daily basis. Discusses the essential public health principles in the context of identifying and controlling community health problems, as well as the evaluation of programs; including planning, management, evaluation, and behavior of public and private health care organizations at the local, state, and national levels.

HLTH 302 INTRODUCTION TO HEALTH **CARE INFORMATICS (3)**

Three hours lecture per week Prerequisites: HLTH 100 and HLTH 101 Introduces basic knowledge of health informatics, including data acquisition and management, vocabularies, standards, tools, major technologies, and applications of informatics such as clinical databases, billing, electronic patient records, lab tests, and electronic prescriptions, as applied in support of health care delivery.

HLTH 303 PHARMACOLOGY AND AGING ADULTS (3)

Three hours lecture per week Prerequisites: BIOL 305, CHEM 110 and HLTH 100

Provides comprehensive information on analysis of major drug groups, the disorders they treat, and the ageassociated changes in cellular processes that affect drug action to assist health care professionals in diagnosing and

managing common geriatric conditions effectively and safely. Topics also include future research problems dealing with the expanding aging population, their drug usage, and the problem of adverse drug reactions.

HLTH 304 AGING POLICY AND POLITICS (3)

Three hours lecture per week Examines the role of political institutions in policy making related to issues of aging, the political factors that shape policy formulation and implementation, the values and assumptions of different types of policies, and the links between policy and implementation. Analyzes current and pending policies' effects on older adults as well as businesses and institutions that serve them to illustrate how aging policy reflects American politics. Same as POLS 304

HLTH 305 THERAPEUTIC RECREATION **FOR OLDER ADULTS (3)**

Three hours lecture per week Prerequisites: BIOL 305, HLTH 100 and HITH 102

Combining theoretical material and practical applications, presents leadership and program planning principles for therapeutic recreation, valuable recreational activity ideas and program designs for providing appropriate therapeutic recreational services to elders.

MENTAL HEALTH AND AGING (3) HLTH 306

Three hours lecture per week Prerequisite: PSY 213

Examines mental health aspects of aging. Emphasis on examining both normative and non-normative mental health concerns and changes resulting from physiological, psychological, relational, environmental and social processes affecting older adults.

HLTH 322 HEALTH ISSUES IN EDUCATION (2)

Two hours lecture per week Survey of school health programs with indepth study of selected health education curricula and topic areas, including alcohol, tobacco, drugs, communicable diseases and nutrition. Development of strategies and methods for teaching controversial areas. GenEd: E

HLTH 400

HEALTH ASSESSMENT AND CASE MANAGEMENT OF OLDER ADULTS (3)

Three hours lecture per week Prerequisites: BIOL 305, HLTH 100, HLTH/ POLS 304, and SOC 303

It provides essential information to conduct a holistic health assessment across the life

span, with an emphasis on older adults. Explores through case studies, the present health care system, how it shapes the health care that older adults receive, and models of collaboration among health disciplines in managing older adults.

HLTH 401 MANAGEMENT OF **LONG-TERM CARE FACILITIES** AND PROGRAMS (3)

Three hours lecture per week Prerequisites: HLTH 101, HLTH 102 and HITH/POLS 304

Explores the complex operations of the long-term care facility and offers critical skills to current and future nursing home and other long-term care facility administrators for delivering quality, costeffective services. Topics include the longterm care industry, long-term care policy, culture change, and supportive case studies that incorporate management and patient care issues.

HLTH 434 INTRODUCTION TO BIOMEDICAL IMAGING (4)

Three hours lecture and two hours activity per week

Prerequisites: BIOL 210 or PHYS 200 The course will present an overview of biomedical images and imaging systems. The fundamental concepts used in several imaging modalities (such as projection radiography, mammography, DEXA, computed tomography, ultrasonography and magnetic resonance imaging) will be examined: the emphasis will be on an intuitive and descriptive presentation of the main components of these systems. Image formation and reconstruction will be addressed. The resulting clinical images will be correlated with the underlying structure and function of the organs, and the diagnostic utility and limitations of the images will be considered. Same as PHYS 434, BIOL 434 GenEd: B1, E, Interdisciplinary

HLTH 492 SERVICE LEARNING IN HEALTH SCIENCES (1-2)

Three to six hours field studies per week Prerequisite: HLTH 301

Individual or team service-learning project or internship at a health care setting, such as community and public health organizations and the health care industry. A written report is required upon completion of the project.

Graded Credit/No Credit

COURSE DESCRIPTIONS

HLTH 494 INDEPENDENT RESEARCH (1-2)

Three hours independent research per

Prerequisites: HLTH 100, HLTH 301, and SOC 303. Consent of instructor required for enrollment

Individual research project in selected areas of health science conducted under the direction of a faculty member. A written report is required upon completion of the project.

HLTH 497 DIRECTED STUDY (1-2)

Three to six hours independent study per

Prerequisites: HLTH 100, HLTH 301, and SOC 303. Consent of instructor required for enrollment

Individual library research project in selected areas of health science conducted under the direction of a faculty member. A written report is required upon completion of the project.

HLTH 499 SENIOR CAPSTONE PROJECT (3)

Three hours seminar per week Prerequisites: HLTH 100, HLTH 301 and SOC 303

Integration of previous coursework, knowledge and skills as applied to specific topics in health science and the impact of health science on society. Emphasis on analysis of professional literature, problem solving, and oral and written communication skills. A written and an oral report are required upon completion of the project.

Information Technology

IT 151 **DATA STRUCTURES FOR IT (3)**

Three hours of lecture in the lab per week Prerequisites: COMP 150 or Equivalent Introduction to data structures and the algorithms that use them. Review of composite data types such as arrays, records, strings and sets. Topics include: abstract data types, stacks, queues, linked lists, trees and graphs, recursion, and time complexity. No credit given towards Computer Science Degree.

IT 152 **PROGRAMMING FOR HEALTH INFORMATICS (4)**

Three hours lecture and three hours lab

Introduction to computer programming for Health Informatics professionals. Design and implementation of data structures and algorithms for solving system, network, and security problems in management and administration of Health Information Systems.

IT 262 **COMPUTER ORGANIZATION AND ARCHITECTURE FOR IT (3)**

Three hours of lecture per week Prerequisite: COMP 162

Overview of main system components: CPU, main memory, secondary memory, input/output. Data representation. Digital logic. PC Architecture. CISC and RISC. RAM and cache memories. Disks and RAID. Instruction set design. Input/Output and bus technology. Other architectures. Benchmarking. Trends in computer architecture.

IT 280 WEB PROGRAMMING (3)

Three hours lecture in the lab per week Prerequisites: COMP 151 and MATH 301 This course provides an overview of the many languages and techniques used in web programming. This includes Java, JavaScript, PHP, Python, Perl, JSP and ASP, as well as database query languages and XML. Sample applications are built for dynamic web pages and web sites. No credit given towards Computer Science degree.

IT 362 **OPERATING SYSTEMS FOR IT (3)**

Three hours of lecture per week Prerequisite: IT 262

Examination of the principal types of operating systems including batch, multi-programming, and time-sharing. Networked systems are also discussed. The salient problems associated with implementing systems are considered including interrupt or event driven systems, multi-tasking, storage and data base management, and input-output. Role and tasks of system administrator. System management tools. Case analysis of systems such as DOS/Windows, Linux/ Unix, VMS. Projects will be implemented to reinforce the lectures.

IT 400 eCOMMERCE (3)

Three hours of lecture in the lab per week Prerequisites: IT 280 and COMP 420 Fundamentals of database driven web sites. Online accounts, cookies, shopping carts, data collection and storage, and data security. Covers user interface design, navigation and site search strategies and database support.

IT 401 WEB INTELLIGENCE (3)

Three hours of lecture in the lab per week Prerequisite: IT 402

Using web programming to extract information, using intelligent search engines, artificial intelligence techniques (expert systems, agents). Topics include: data mining, data warehousing, natural language processing, decision support systems, and intelligent agents

IT 402 **ADVANCED IT PROGRAMMING (3)**

Three hours of lecture in the lab per week Prerequisites: IT 151 or IT 152 Covers a variety of programming languages, including Java, C, C++, Perl, ASP, and PHP. This course focuses on building applications that are useful to IT professionals, such as applications for network security, maintenance and surveillance.

IT 420 DATABASE THEORY AND DESIGN FOR IT (3)

Three hours of lecture in the lab per week Prerequisite: MATH 301

Database structure including: structure definition, data models, semantics of relations, and operation on data models. Database schemas: element definition, use and manipulation of the schema. Elements of implementation. Algebra of relations on a database. Hierarchical data bases. Discussion of information retrieval, reliability, protection and integrity of databases.

IT 424 COMPUTER SYSTEM SECURITY FOR IT (3)

Three hours of lecture per week Prerequisites: IT 151 or IT 152 Security techniques and practices in operating systems, databases and computer networks. Analysis of formal security models. Introduction to the OSI Security Architecture, cryptography, public key security systems and firewalls.

IT 429 COMPUTER NETWORKS FOR IT (3)

Three hours of lecture per week Prerequisites: IT 151 or IT 152 Basic software design and analysis considerations in networking computers into coherent, cooperating systems capable of processing computational tasks in a distributed manner. Network topology, routing procedures, message multiplexing and process scheduling techniques.

IT 464 **COMPUTER GRAPHICS FOR IT (3)**

Three hours of lecture in the lab per week Prerequisites: COMP 151 and either MATH 300 or MATH 301 Fundamental concepts of computer graphics. Graphics devices; graphics languages; interactive systems. Applications to art, science, engineering and business. Trade-offs between hardware devices and software support.

IT 469 **ARTIFICIAL INTELLIGENCE**/ **NEURAL NETWORKS FOR IT (3)**

Three hours of lecture in the lab per week.

Prerequisites: COMP 151 and either MATH 300 or MATH 301

An exploration of the use of computers to perform computations normally associated with intelligence, pattern formation and recognition using various computer algorithms and data structures. Including distributed processing models found in massively parallel systems such as the brain. Stacks, decision trees and other modern mining tools and computational models for knowledge representation will be covered. Other topics may include natural language and imaging

IT 490 **SPECIAL TOPICS FOR IT (3)**

Three hours of lecture per week Prerequisite: Senior standing in the BSIT program

The course addresses current issues in Information Technology. Specialized topics will be studied. Repeatable by

IT 499 **BSIT CAPSTONE (2)**

Prerequisite: MGT 471 and Senior standing in the BSIT program Implement a realistic Information Technology project. Identify project goals in consultation with an industry representative. Produce the project requirements, design and complete documentation. Implement the project design, test and debug the system. Present the project results to the class and the industry representative. Work in teams.

Library

LIB 211

DISCERNING INFORMATION IN AN INTERCONNECTED WORLD (3)

Three hours lecture per week Provide students with strategies to help them make sense of our informationsaturated world. Students should critically assess information, differentiate the perspectives of information seekers from providers and evaluate our sources of knowledge through issues such as surveillance, surrogates, privacy, information seeking behavior, information control, intellectual property, digital democracy, and emerging information communication technologies. Student Option: Graded or Credit/

No Credit

Same as COMM 211 GenEd: A3, D

LIB 344 THE LIBRARY: COLLECTIONS, **SERVICES & INSTRUCTION (3)**

Three hours lecture per week A study of university, school (K-12), public, and special libraries from business, economic, library science, and educational perspectives. Analyzes how these perspectives are linked within library practices. A study of local libraries and field trips.

Same as BUS 344, ECON 344, **EDUC 344**

GenEd: D, Interdisciplinary

LIB 490 SPECIAL TOPICS (1-3)

Topics include: finding, evaluating, and applying information within a specific discipline or related group of disciplines; use of online and print sources to find books, articles, web sites, government publications, and non-print sources relevant to a discipline(s); use of appropriate discipline style manual; use of appropriate applications. Repeatable.

Liberal Studies

LS 110 **COMPUTER LITERACY FOR EDUCATORS (3)**

Three hours lecture per week An introduction to computer systems, including web applications, word processing, spreadsheets, database emphasizing their use in educational settings.

Same as COMP 110 GenEd: B4

LS 492 INTERNSHIP/ **SERVICE LEARNING (1-3)**

Two to six activity hours per week Prerequisite: Upper-division standing Students design a community project, individually or in a small group, related to the areas studied in the Liberal Studies major. The project must respond to a community need, involve participants in reciprocal activities, provide opportunities for student's on-going reflection, and evaluate the activity. Repeatable.

LS 494 **INDEPENDENT RESEARCH (1-3)**

Prerequisite: Upper-division standing Students design and implement a study project in conjunction with a faculty member. Repeatable.

LS 497 **DIRECTED STUDIES (1-3)**

Prerequisite: Upper-division standing Provides student credit for curricular activities under the direction of a Liberal Studies faculty member. Repeatable.

LS 499 **CAPSTONE PROJECT (3)**

Prerequisite: Senior standing In conjunction with a faculty advisor, students design and complete a project that integrates prior course work and disseminate the project to the campus community.

Mathematics

MATH 94 INTRODUCTION TO ALGEBRA (0)

Four hours lecture and one hour activity per week

A review of fundamental concepts of arithmetic, geometry and elementary algebra. Students who earn Credit in this course and in MATH 095 satisfy the Entry Level Mathematics (ELM) requirement. This course is offered Credit/No Credit only. Credit will not apply toward the baccalaureate degree but will apply as 5 units of University Credit. Graded Credit/No Credit

MATH 95 INTERMEDIATE ALGEBRA (0)

Four hours lecture and one hour activity per week

Prerequisites: MATH 094 or an appropriate Entry Level Mathematics score A review of concepts of geometry and intermediate algebra with applications. Students who earn Credit in this course satisfy the Entry Level Mathematics (ELM) requirement. This course is offered Credit/ No Credit only. Credit will not apply toward the baccalaureate degree but will apply as 5 units of University Credit. Graded Credit/No Credit

COLLEGE ALGEBRA (3) MATH 101

Three hours lecture per week Prerequisites: A passing score on the Entry Level Mathematics Examination Topic include: basic set theory, number systems and their algebraic properties; systems of equations and inequalities; basic analytic geometry, matrix algebra and elementary functions; and problem solving.

MATH 105 PRE-CALCULUS (4)

Four hours lecture per week Prerequisite: A passing score on the Entry Level Mathematics Examination Topics include: number systems and their

algebraic properties; systems of equations and inequalities; basic analytic geometry of lines and conic sections; elementary functions including polynomial, rational, exponential, and logarithmic, with emphasis on trigonometric functions, fundamental theorem of algebra and theory of equations; polar equations and curves.

GenEd: B3

MATHEMATICAL THINKING (3)

Three hours lecture per week Prerequisites: A passing score on the Entry Level Mathematics Examination or MATH 095

Presents the diversity of mathematics and the spirit in which it is employed in various situations, including different problemsolving strategies, inductive-deductive reasoning, paradoxes, puzzles and mathematical modeling. The contributions of various cultures and influences of other disciplines to mathematical thinking are studied.

GenEd: B3

STRATEGIES AND MATH 137 GAME DESIGN (3)

Three hours lecture per week Prerequisite: A passing score on the Entry Level Mathematics Examination

This course introduces mathematics to the analysis of games. The principles of game theory including graphs, logic, algebra, geometry and probability are connected to game design, computer graphics and game strategies in various contexts. Applicable algorithms and techniques are demonstrated through appropriate computer gaming examples. GenEd: B3

MATH 140 CALCULUS FOR BUSINESS APPLICATIONS (3)

Three hours lecture per week Prerequisites: A passing score on the Calculus Placement Examination or MATH 101 or MATH 105

An integrated course in analytic geometry and calculus in the context of business and economics applications. Functions, limits, derivatives, integrals and mathematical modeling are used in problem solving in decision making context.

GenEd: B3

MATH 150 CALCULUS I (4)

Four hours lecture per week Prerequisites: Passing scores on the Calculus Placement Examination or MATH 105

A course in analytic geometry and calculus. Topics include: elementary and transcendental functions, their properties, limits, derivatives, integrals and mathematical modeling. GenEd: B3

MATH 151 CALCULUS II (4)

Four hours lecture per week Prerequisite: MATH 150 Topics include: differentiation, integration, sequences, infinite series, and power series.

MATH 201 ELEMENTARY STATISTICS (3)

Three-hour lecture per week

Prerequisites: A passing score on the Entry Level Mathematics Exam (ELM) or Math 105 or Math 101

Critical reasoning using a quantitative and statistical problem-solving approach to solving real-world problems. Topics include: probability and statistics, sample data, probability and empirical data distributions, sampling techniques, estimation and hypothesis testing, ANOVA, and correlation and regression analysis. Students will use standard statistical software to analyze real world and simulated data.

GenEd: B3

MATH 202 BIOSTATISTICS (3)

Three hours lecture per week Prerequisites: A passing score on the Entry Level Mathematics Exam (ELM) or MATH 105 or equivalent

Critical reasoning using a quantitative and statistical problem-solving approach to solve real-world problems. Uses probability and statistics to describe and analyze biological data collected from laboratory or field experiments. Course will cover descriptions of sample data, probability and empirical data distributions, sampling techniques, estimation and hypothesis testing, ANOVA, and correlation and regression analysis. Students will use standard statistical software to analyze real world and simulated data. Same as PSY 202 GenEd: B3

MATH 208

MODERN MATHEMATICS FOR **ELEMENTARY TEACHING I-NUMBERS AND PROBLEM** SOLVING (3)

Three hours lecture per week Prerequisite: MATH 101

Current issues of modern math curriculum including abstract thinking and problem solving approaches to teaching. Content covers systems of numeration, nature of numbers and fundamental operations, relations and functions, properties of integers, rational and real numbers, and mathematical modeling. Problem solving strategies and geometric interpretations are stressed. Designed for students intending to teach in K-8. This course is not open to students who have credit for Calculus.

GenEd: B3

MATH 230 LOGIC AND MATHEMATICAL REASONING (3)

Three hours lecture per week Introduction to modern deductive logic. Critical thinking and abstract approaches to common language. Includes abstract sets and number sets, relations, prepositional logic, common language cases, and theory of quantification. GenEd: A3, B3

MATH 240 LINEAR ALGEBRA (3)

Three hours lecture per week Prerequisite: MATH 151

Topics include: matrices, linear systems of equations, determinants, vectors in 2 and 3 dimensions, eigenvalues, the vector space Rn, linear transformations, introduction to general vector spaces and applications.

MATH 250 CALCULUS III (3)

Three hours lecture per week Prerequisite: MATH 151 with a grade of C or better

Topics include: functions of several variables, solid analytic geometry, partial differentiation, multiple integrals with applications; vector analysis, and line and surface integrals.

DISCRETE MATHEMATICS (3) MATH 300

Three hours lecture per week Prerequisite: MATH 230

Topics include: Sets, algebraic systems, axioms, definitions, propositions and proofs. Combinatorics, graph theory, moduli calculus. Coding, coding errors and Hamming codes. Students are expected to write mathematical proofs, and communicate mathematical ideas clearly in written and oral form.

DISCRETE MATHEMATICS MATH 301 FOR IT (3)

Three hours lecture per week Applications of sets, logic, algebraic systems, combinatorics, graph theory, moduli calculus in information technology. Basic coding, coding errors and Hamming codes and applications.

MATH 308

MODERN MATHEMATICS FOR ELEMENTARY SCHOOL TEACHING II-GEOMETRY, PROBABILITY AND STATISTICS (3)

Three hours lecture per week Prerequisites: MATH 208 or Consent of instructor

Current issues of modern math curriculum including abstract thinking and problem solving approaches to teaching. Content covers systems of geometry and geometric interpretation of real numbers, geometric constructions, mathematical modeling, basic probability and statistics. Problem solving strategies are stressed. Designed for students intending to become elementary school teachers.

MATH 318 MATHEMATICS FOR SECONDARY SCHOOL TEACHERS (3)

Three hours lecture in the computer lab per week

Prerequisite: MATH 150

Current issues of modern secondary school math curriculum including abstract thinking, technology use and problem solving approaches to teaching. Content is geometry based, but selected topics from algebra, precalculus, and calculus will be discussed. Designed for students intending to teach. Service learning project required.

MATH 329 STATISTICS FOR BUSINESS AND ECONOMICS (3)

Three hours lecture in the lab per week Introduction to modern statistical methods used in business and economic analysis. Topics include: sampling, probability, various distributions, correlation and regression, statistical inferences, hypothesis testing, problem solving and the consequences to underlying economical systems. GenEd: B3

MATH 330 MATHEMATICS AND FINE ARTS (3)

Three hours lecture in the lab per week Prerequisites: A passing score on the Entry Level Mathematics examination, or MATH 095

The course is specially designed for students interested in fine arts, with the emphasis on understanding geometric patterns and concepts by self-explorations. The course creates a vast reservoir of art-related examples and hands-on experiences, and will give an innovative mathematical background for future artistic endeavors of students. GenEd: B3, Interdisciplinary

MATH 331 HISTORY OF MATHEMATICS (3)

Three hours lecture per week Study of breakthrough mathematical ideas and their creators, including historical and scientific context. Important concepts of current mathematics are studied: inception, development, difficulties, significance and various viewpoints will be presented. Lecture-discussion. At least one significant writing assignment is

GenEd: B3, D, Interdisciplinary

DIGITAL IMAGE PROCESSING (3) MATH 345

Three hours lecture in the lab per week Prerequisite: Consent of instructor An introduction to the basic concepts and techniques for digital image restoration and enhancement, analysis, coding and compression. The emphasis is on

processes which analyze primarily twodimensional discrete images represented at the pixel level, including filtering, noise reduction and segmentation. Fourier analysis techniques will be explored. Programming exercises will be used to implement the various processes, and their performance on synthetic and real images will be studied. Same as PHYS 345, COMP 345 GenEd: B1, B4, Interdisciplinary

DIFFERENTIAL EQUATIONS AND MATH 350 DYNAMICAL SYSTEMS (3)

Three hours lecture per week Prerequisite: MATH 250 (may be taken concurrently)

Topics include: ordinary differential equations, existence and uniqueness of solutions. Linear equations. Laplace methods. Flows and diffeomorphisms, limit sets, iterations of maps. Positive entropy systems, chaotic behavior of trajectories.

MATH 351 REAL ANALYSIS (3)

Three hours lecture per week Prerequisites: MATH 240 and MATH 250 Topics include: real number system, metric spaces, norms, function spaces, continuity, differentiability, integrability of functions, sequences and series.

MATH 352 PROBABILITY AND STATISTICS (3)

Three hours lecture per week Prerequisite: MATH 151 Topic include: data gathering, analysis and display. Validity of sampling methods and statistical conclusions. Probability, conditional probability, Bayes' Theorem, discrete and continuous random variables and their distribution (e.g., binomial, Poisson, hypergeometric, negative binomial, normal, exponential, gamma), moments, bivariate distributions, transformations of random variables,

central and other limit theorems. Bayesian estimates, tests of hypotheses, nonparametric tests, decision theory. Modern computer software applications in statistics.

MATH 354 ANALYSIS OF ALGORITHMS (3)

Three hours lecture per week Prerequisites: MATH 300 and some computer programming experience Computer-oriented study of seminumerical and non-numerical algorithms. Topics include: sorting, tree searching, generation of combinatorial structures, algorithm proof techniques, best algorithms, programming complexity, and string matching.

MATH 393 ABSTRACT ALGEBRA I (3)

Three hours lecture per week Prerequisites: MATH 240 or Consent of

Groups, rings, and fields, the basic algebraic structures in contemporary mathematics.

MODERN TOOLS IN MATH 399 MATHEMATICS (1)

Three hours laboratory per week Modern tools and software based problem solving in mathematics. Repeatable up to 4 units. Graded Credit/No Credit

OPERATIONS RESEARCH (3) MATH 429

Three hours lecture per week Prerequisites: MATH 329 or MATH 352 or Equivalent

Introduction to applied mathematical methods in management sciences. Topics include: linear programming, managerial optimization methods, duality and equilibrium theorems, the simplex method, development of tools and methods required to make decisions and to solve operational problems in economy, decision and risk analysis, modeling and game theory. Topics of parametric programming, large-scale methods, generalized programming.

MATH 430 RESEARCH DESIGN AND DATA ANALYSIS (3)

Three hours laboratory per week Prerequisites: PSY/MATH 202 with a grade of C or better or MATH 352 Discussion of experimental design, sampling methods, data collection, and methods of data analysis related to scientific fields.

GenEd: A3, B3, Interdisciplinary

MATH 437 MATHEMATICS FOR GAMES, SIMULATIONS, AND ROBOTICS (3)

Three hours lecture per week Prerequisites: MATH 137 or MATH 300 or Consent of instructor

Covers the application of basic algebra, Newtonian physics, computational mechanics, linear algebra, probability, and differential equations to game development, simulations and robotics. Project based class wherein concepts are demonstrated by student teams using game engines, 3D graphics tools, and robots.

GenEd: B3, Interdisciplinary

MATH 438 PHILOSOPHY OF MATHEMATICS (3)

Three hours lecture per week
Topics include infinity, paradoxes,
Goedel's incompleteness theorems,
whether mathematics is discovered or
invented, why mathematical knowledge
requires proof, whether mathematics is
objective truth or social convention, and
the identification of types of mathematical
objects.

GenEd: A3, B3, Interdisciplinary

MATH 445 IMAGE ANALYSIS AND P ATTERN RECOGNITION (3)

Three hours lecture in the lab per week Prerequisites: PHYS/COMP/MATH 345 or Consent of instructor

The course addresses the issue of analyzing the pattern content within an image. Pattern recognition consists of image segmentation, feature extraction and classification. The principles and concepts underpinning pattern recognition, and the evolution, utility and limitations of various techniques (including neural networks) will be studied. Programming exercises will be used to implement examples and applications of pattern recognition processes, and their performance on a variety of diverse synthetic and real images will be studied. Same as PHYS 445, COMP 445 GenEd: B1, B4, Interdisciplinary

MATH 448 SCIENTIFIC COMPUTING (3)

Three hours lecture in the lab per week Prerequisites: MATH 151 and MATH 350 or COMP 151

Topics include: techniques of applied mathematics, solution of equations, finite differences, and wavelets.

GenEd: B3, B4, Interdisciplinary

MATH 450 PARTIAL DIFFERENTIAL EQUATIONS AND MATHEMATICAL PHYSICS (3)

Three hours lecture per week Prerequisites: MATH 350 or Consent of instructor

Topics include: vector field theory and Fourier analysis.

MATH 451 COMPLEX ANALYSIS (3)

Three hours lecture per week

Prerequisites: MATH 240 and MATH 250

Topics include: complex variable, analytic functions, complex integration, power series and conformal mappings.

MATH 452 COMPUTATIONAL BIOINFORMATICS (4)

Four hours lecture in the lab per week Prerequisite: Programming experience and Statistics, or Consent of instructor Basic computational models used in molecular biology will be introduced. Topics include algorithms for string alignments, dynamic programming, structural superposition algorithms, computing with differential information, 3D motifs, Hidden Markov Models, phylogenetic trees, statistical/information techniques for pattern recognition, genetic algorithms.

Same as COMP 452

MATH 480 DIFFERENTIAL AND RIEMANNIAN GEOMETRY (3)

Three hours lecture per week Prerequisite: MATH 351 Topics include: Implicit Function

Topics include: Implicit Function theorem. Differentials, Riemannian manifolds, curvature, local isometries, Gauss-Bonnet Theorem.

MATH 482 NUMBER THEORY AND CRYPTOGRAPHY (3)

Three hours lecture per week Prerequisite: MATH 300
Topics include: Divisibility, prime numbers, unique factorization theorem, congruences, solutions of linear congruences, solutions of quadratic congruences, Fermat's Little Theorem, Wilson's Theorem, and Euler's phi function, Cryptography.

MATH 484 ALGEBRAIC GEOMETRY AND CODING THEORY (3)

Three hours lecture per week Prerequisite: MATH 393 Study of algebraic varieties over algebraically closed fields. Modern application to coding theory.

MATH 490 TOPICS IN MODERN MATHEMATICS (3)

Three hours lecture per week
Prerequisite: Upper-division standing
New developments in mathematics.
Repeatable by topic.

MATH 492 INTERNSHIP (1-3)

Prerequisites: Upper division standing and Program approval of written proposal Supervised work and study in educational, industrial or scientific setting involving development of degree related skills. All students are required to present their projects at the Senior Colloquium. Repeatable.

MATH 493 ABSTRACT ALGEBRA II (3)

Three hours lecture per week
Prerequisite: MATH 393
Field extensions, Galois theory, rings and
modules, and further topics on groups,
rings, and fields.

MATH 494 INDEPENDENT RESEARCH (1-3)

Prerequisite: Senior standing and program approval of written proposal Supervised project involving theoretical research in the field of mathematics or its applications. All students are required to present their projects at the Senior Colloquium. Repeatable.

MATH 497 DIRECTED STUDIES (3)

Prerequisite: Program approval of written proposal

Supervised project involving library research in the field of mathematics or its applications. All students are required to present their projects at the Senior Colloquium. Repeatable.

MATH 499 SENIOR COLLOQUIUM (1)

One hour of seminar per week Prerequisite: Senior standing Oral presentations of current advancement in the field, and reports on students' projects. Repeatable.

MATH 510 PROBABILISTIC METHODS AND MEASURE THEORY (3)

Three hours lecture per week Prerequisite: Admission to the Computer Science or Mathematics Graduate Program

Introduction to probabilistic methods.
Topic include: sigma algebras, measures, integrals, Lebesgue measure, main convergence results and the change of variable results for integrals. Probabilistic methods in computational sciences are studied.

MATH 511 FUNCTIONAL ANALYSIS (3)

Three hours lecture per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

Topics include: metric spaces, function spaces, normed vector spaces, linear operators. Banach spaces, Hilbert space, Spectral theory, and fundamental theorems in functional analysis.

Applications in various fields including computer science, bioinformatics, and statistical analysis.

MATH 513 ADVANCED ALGEBRA (3)

Three hours lecture per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

Topics include: Techniques of GroupTheory, Rings Fields, Modules, Galois Theory, Algebraic Number Theory, Algebraic Geometry, Techniques of Linear Algebra, Noncommutative Algebra, and Homological Algebra.

MATH 555 ACTUARIAL SCIENCES (3)

Three hours lecture per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

The course provides a sound grounding in the mathematical, statistical and financial concepts needed for actuarial work, including technical and communication skills. Topics include: probability, statistics, data analysis, mathematical modeling, risk analysis, pension plans, financial economics, and time series. Various software packages are used.

MATH 565 RESEARCH IN MATHEMATICS EDUCATION (3)

Three hours lecture per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

Mathematical research methods in education. Current issues of college level curriculum including systems of geometry, algebra, precalculus, calculus, probability and statistics, linear algebra, differential equations, and discrete mathematics.

MATH 570 COMBINATORICS (3)

Three hours lecture per week Prerequisites: Graduate standing or Permission of instructor

Study of arrangements, patterns, designs, assignments, schedules, connections, and configurations. Existence problems, counting methods and optimization issues. Applications include graphs, networks, experimental design, coding theory, and combinatorial optimization.

MATH 581 MATHEMATICAL METHODS IN ARTIFICIAL INTELLIGENCE (3)

Three hours lecture in the lab per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

This course presents several branches of mathematics that provide computational basis for Artificial Intelligence. The course covers Trees and Search, The Concepts of Predicate Logic, The Theory of Resolution, Nonmonotonic Reasoning, Probability Theory, Bayesian Networks, Fuzziness and Belief Theory, Classifier Systems, Math for Neural Networks, Elements of Statistics, Decision Trees and Optimization.

Same as COMP 581

MATH 582 NUMBER THEORY AND CRYPTOGRAPHY (3)

Three hours lecture per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program Topics include: Number theory, finite fields, polynomial rings, elliptic curves, public-key cryptography, zero-knowledge protocols, primality testing, factorization algorithms and applications.

MATH 584 ALGEBRAIC GEOMETRY AND CODING THEORY (3)

Three hours lecture per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

Topics include: Algebraic varieties over algebraically closed fields and finite fields, Hamming codes, cyclic codes, BCH codes, alternant codes, Goppa codes, and codes on graphs.

MATH 587 MARKOV CHAINS AND MARKOV PROCESSES (3)

Three hours lecture per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

Topics include: Central Limit Theorem, Law of Large Numbers, Convergence Theorems, Markov Chains and Markov Processes. Applications in other fields, such as bioinformatics and computer science.

MATH 588 STOCHASTIC ANALYSIS (3)

Three hours lecture per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

Topics include: Brownian motion, stochastic integrals, conditional expectation, Kolmogorv's Theorem, applications of Lebesgue Dominated Convergence Theorem. Introduction to Stochastic Differential Equations will be given.

MATH 590 GRADUATE TOPICS IN MATHEMATICS (3)

Three hours lecture per week
Prerequisites: Graduate standing/
Undergraduate seniors
New developments in mathematics.

New developments in mathematics. Repeatable by topic up to 9 units.

MATH 597 MASTER THESIS (1-9)

Three hours lecture per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

Supervised research in mathematical sciences or applications. Required to present research at Graduate Seminar. Repeatable up to $\underline{9}$ units.

MATH 598 MASTER PROJECT (1-9)

Three hours lecture per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

Supervised industrial, educational or scientific project involving use of advanced mathematical methods. Required to present projects at the Graduate Seminar. Repeatable up to 9 units.

MATH 599 GRADUATE SEMINAR (1)

Three hours lecture per week Prerequisites: Graduate standing in MS Math or MS Computer Science, or Consent of instructor

Oral presentations of current work in mathematics by local and outside speakers; student thesis and project presentations. Repeatable up to $\underline{2}$ units.

Management

MGT 307 MANAGEMENT OF ORGANIZATIONS (3)

Three hours lecture per week
Principles, methods and procedures
planning, organizing, leading, and
controlling people within organizations.
Topics include the history of management
thought, organizational culture and
design, decision-making, managerial
communication, and strategic
management.

MGT 325 ENTREPRENEURIAL MANAGEMENT (3)

Three hours lecture per week Explores the management of start-up and small businesses. Concentrates on initial strategy, location, financing, staffing, daily activities, controls and taxes. Students develop a business plan for a small business.

MGT 326 SCIENTIFIC AND PROFESSIONAL ETHICS (3)

Three hours lecture per week
Discussion of ethical issues and societal
challenges derived from scientific research
and professional activities. Examines the
sources, fundamental principles, and
applications of ethical behavior; the
relationship between personal ethics and
social responsibility of organizations; and
the stakeholder management concept.
Applies ethical principles to different
types of organizations: business, nonprofits, government, health care, science/
technology, and other professional
groups.

Same as BIOL 326 GenEd: D

MGT 410 MANAGEMENT OF INTERNATIONAL BUSINESS (3)

Three hours lecture per week *Prerequisite: MGT 307* Identification and analysis of management systems in cross-border environments. Explores the impact of economic, social, cultural, and political variables on the conduct of profit-making business. Extensive use of case analysis, and performance of a country study project. Formerly known as MGT 310, changed February 2009.

MGT 421 HUMAN RESOURCE MANAGEMENT (3)

Three hours lecture per week Prerequisite: MGT 307

Examines principles, methods and procedures in the management of human resources. Topics include developing planning objectives for HR management, legal compliance, job analysis, recruiting, selection, training, compensation, and employee relations.

MGT 422 STRATEGIC PLANNING (3)

Three hours lecture per week Prerequisite: MGT 307

Examines principles, methods and procedures for strategic planning for all types of organizations. Topics include developing missions, strategies, tactics, goals/objectives, strategic divisions, internal and external environmental analysis, strategic implementation and monitoring/control mechanisms. Strategic planning is explored for both non-profit and for-profit organizations. Special emphasis will be given to the development of realistic strategic plans that can be implemented, measured and controlled in a real world environment.

MGT 424 ORGANIZATIONAL BEHAVIOR (3)

Three hours lecture per week Prerequisites: MGT 307 or Consent of instructor

An application of behavioral science theory and concepts with a focus on individual, interpersonal and group processes in a diverse work force. Topics include personality traits, emotions, values, work attitudes, work motivation, organizational politics, group effectiveness and conflict. Extensive use of individual and group case analysis. Same as PSY 424

MGT 426 MANAGEMENT OF HEALTHCARE ORGANIZATIONS (3)

Three hours lecture per week Prerequisite: MGT 307

Explores the principles of management of organizations and applies them to the unique environment of healthcare organizations. Topics include volatile environment, escalating costs, identification of stakeholders, organizational design, use of technology, quality control, and special issues in healthcare management (bio-ethics, chemical dependency, stress, workforce diversity).

MGT 428 CONTRACT MANAGEMENT (3)

Three hours lecture per week Prerequisite: MGT 307

Explores the study of procurement planning, negotiation, and contract administration, including the determination of need, basic contract law, methods of procurement and fundamentals of management techniques. Topics include procurement organizations, acquisition planning, source selection, pricing, types of contracts, negotiating techniques, structuring incentives, the terms and conditions of contracts, and managing contract progress.

MGT 429 PROGRAM MANAGEMENT (3)

Three hours lecture per week Prerequisite: MGT 307

Examines principles, methods, and procedures in the management of programs in public organizations. Topics include government acquisition policies, strategies, plans, and procedures, risk management, program planning, scheduling, managing, and monitoring, cost and performance evaluation, and program policy development and implementation.

MGT 471 PROJECT MANAGEMENT (3)

Three hours lecture per week Prerequisite: MGT 307

Presents the principles of project management, which is a special form of work organization, which focuses on a one-time objective. Discusses all aspects of project management: definition of objectives, selection of team and other resources, establishing of timing and sequences, creation of monitoring and control processes, and development of analysis and reporting mechanisms.

MGT 490 SPECIAL TOPICS (3)

Three hours seminar per week Prerequisite: Consent of instructor In-depth analysis of current topics in management. Topics vary each semester. Repeatable by topic up to $\underline{\mathcal{G}}$ units.

MGT 492 SERVICE LEARNING/ INTERNSHIP (1-3)

Six hours per week

Prerequisite: Consent of instructor Individual internship through service learning. Repeatable up to 9 units. Graded Credit/No Credit

MGT 497 DIRECTED STUDY (1-3)

Variable activity hours per week Prerequisite: Consent of instructor Individual contracted study on topics or research selected by the student and faculty mentor. Repeatable for up to $\underline{\mathcal{S}}$ units.

Graded Credit/No Credit

Management Information System

MIS 310 MANAGEMENT INFORMATION SYSTEMS (3)

Three hours lecture per week Prerequisites: COMP 101 or Equivalent Examines application of computer-based information systems to the management of organizations. Topics include use of information to further the organization's mission and strategy, the role of users, the architecture of information, and development of decision-support processes for managers.

MIS 490 SPECIAL TOPICS (3)

Three hours per week In-depth analysis of current topics in computer information systems. Topics vary each semester. Repeatable by topic up to $\underline{\mathcal{D}}$ units.

MIS 492 SERVICE LEARNING/ INTERNSHIP (3)

Six hours activity per week
Prerequisite: Consent of instructor
Individual internship through service
learning assignments related to
information systems projects...
Graded Credit/No Credit

MIS 497 DIRECTED STUDY (1-3)

Variable hours per week
Prerequisite: Consent of instructor
Individual study of topics or research
selected by the student and faculty
mentor. Repeatable for up to nine units.
Graded Credit/No Credit

Marketing

MKT 310 PRINCIPLES OF MARKETING (3)

Three hours lecture per week Presents and analyzes the fundamental principles, methods and procedures in modern marketing: planning, pricing, distribution, and promotion. Topics include creating customer value and satisfaction, strategic planning, marketing process and environment, research and information systems, consumer markets and consumer buyer behavior, business markets and business buyer behavior, segmentation, product and services strategy, newproduct development and product life cycle strategies, pricing, communications, direct and on-line marketing, and social responsibility and marketing ethics.

MKT 311 CONSUMER BEHAVIOR (3)

Three hours lecture per week Prerequisite: MKT 310

A comprehensive study of behavioral models and concepts designed to help understand, evaluate, and predict consumer behavior. Stresses analytical thinking about consumer psychology and prediction of how marketing tactics may influence demand for products and services.

MKT 409 MARKETING RESEARCH (3)

Three hours lecture per week Prerequisite: MKT 310

Fundamentals of marketing research including design, implementation, analysis, interpretation, and reporting. Develop skills in defining research problems, designing surveys, experiments and observational studies, managing data collection, performing data analysis, and communicating results. Emphasis is on the use of marketing research as a component of marketing strategy (making extensive use of statistical techniques).

MKT 410 INTERNATIONAL MARKETING MANAGEMENT (3)

Three hours seminar per week Prerequisite: MKT 310

Focuses on developing an environmental/cultural approach to global marketing. Topics covered include: cultural and social forces, political and regulatory climate, global buyer behavior, and global marketing strategies. Cases, research, and marketing plans are used to apply marketing concepts to global opportunities and environments.

MKT 411 NEW PRODUCT DEVELOPMENT AND MANAGEMENT (3)

Three hours seminar per week Prerequisite: MKT 310

Develops the managerial skills and perspectives that contribute to innovative and entrepreneurial new product development and management. Topics include analysis of consumer needs, market analysis, paradigmatic limits to thinking, new product design and development, creativity, innovation, forecasting, resource requirements, product liability issues, and managing new ventures.

MKT 490 SPECIAL TOPICS (3)

Three hours seminar per week
Prerequisite: Consent of instructor
In-depth analysis of current topics in
marketing. Topics vary each semester.
Repeatable by topic.

MKT 492 SERVICE LEARNING/ INTERNSHIP (3)

Six hours activity per week Prerequisite: Consent of instructor Individual internship through service learning in assignments related to marketing. Repeatable up to 9 units. Graded Credit/No Credit

MKT 497 DIRECTED STUDY (1-3)

Variable hours activity per week Prerequisite: Consent of instructor Individual contracted study on topics or research selected by the student and faculty mentor. Repeatable for up to 9 units.

Graded Credit/No Credit

Nursing

NRS 110 MOOPARK COLLABORATIVE I (8.5)

Four hours lecturer per week 13.5 hours laboratory per week Introduction of the nursing process as the foundation for nursing practice, the nursing skills and principles necessary to implement the process, and the roles of the nurse as care provider, manager and contributor to the profession. Nursing values of caring, integrity, ethical practice, diversity, education, service and quality are emphasized. Based on the concepts of Orem's Self Care Model, the focus is on assessment, identifying the client's universal self-care requisites: air, water, food, elimination, integument, musculoskeletal, respiratory, gastrointestinal, genitourinary, and neurological system including sleep, comfort and pain will be covered.

Nursing actions relate to health promotion and deviations; endocrine, cardiac and respiratory will be addressed.

Graded Credit/No Credit

NRS 120 MOORPARK COLLABORATIVE II (9.5)

Five hours lecture per week 13.5 hours laboratory per week Prerequisite: NRS 110 Introduction of the nursing process as it applies to the selected adult, geriatric and pediatric populations with nursing actions related to health promotion and deviations: pregnancy/ complications, fetal development, labor and delivery, postpartum and newborn periods, pediatrics, women's health, gastrointestinal, fluid and electrolyte, peripheral vascular, musculoskeletal, sensory, skin integrity and hematology. Focus on universal self-care requisites: related to the pediatric population in air, water, food, elimination, integument, musculoskeletal, respiratory, gastrointestinal, genitourinary, and neurological systems including sleep, comfort and pain will be covered. Nursing interventions to the particular populations will be covered. Graded Credit/No Credit

NRS 130 MOORPARK COLLABORATIVE III (10)

Five hours lecture per week 15 hours laboratory per week Prerequisite: NRS 120

Focuses on Orem's Self Care Model and critical thinking in the application of the nursing process in selected adult, geriatric, pediatric, family and group/ care-giver populations with nursing actions related to health promotion and deviations. Psycho-social, mental illness, neurological, genital urinary, hepatic and endocrine disorders are covered. Diagnostic measures, medical therapeutic modalities, pharmacology and medication administration, nutrition, culture and bio-psycho-social-spiritual concepts with preventive, supportive and rehabilitate nursing are incorporated. The legal, ethical considerations, growth and development as related to the client's therapeutic self-care demands are addressed.

Graded Credit/No Credit

NRS 200

INTRODUCTION TO PROFESSIONAL NURSING PRACTICE (3)

Three hours lecture per week Prerequisite: Admission to Cinical Nursing Program

Corequisite: NRS 201. Theory is exercised in corequisite courses.

Provides the entry level nursing student with an overview of the art and science of nursing, including the philosophy, organizing theory, and desired outcomes of the nursing program. Introduces the core concepts, principles, basic assessment and clinical skills common to all areas and levels of nursing practice. Familiarizes the student with the components and use of the nursing process and presents the delivery of nursing care based on the Neuman Systems Model. Describes the dimensions of the professional role as provider of care, teacher, advocate, coordinator of care, and member of the profession.

NRS 201

INTRODUCTION TO PROFESSIONAL NURSING PRACTICE LAB (2)

Six hours lab per week Prerequisite: Admission to Clinical Nursing Program

Corequisite: NRS 200

Provides the opportunity for the student to practice assessment skills and apply basic therapeutic nursing interventions in the clinical setting within the context of the Neuman systems Model. Includes clinical experiences in the ambulatory and/or acute or long-term health care settings, as well as simulated experiences in the oncampus Nursing Skills Laboratory.

NRS 203

THERAPEUTIC NURSING COMMUNICATION LABORATORY (.5)

One and one half hours laboratory per week

Prerequisites: Admission to the Clinical Nursing Program or Consent of instructor Corequisites: NRS 200 and NRS 201 Intensive clinical laboratory in which interpersonal and group therapeutic communication skills are developed. Designed to prepare students to use therapeutic communication skills while functioning in individual nurse-client relationships and in leadership or education roles occurring in group settings involving other professionals, clients, families, and communities.

NRS 204

PHARMACOLOGY OF NURSING PRACTICE (3.5)

Three hours lecture per week and .5 hours laboratory per week Prerequisites: Admission to the Clinical Nursing Program or Consent of instructor Corequisites: NRS 200 and NRS 203 Basic principles of pharmacology with a focus on pharmacokinetics, pharmacodynamics, and related therapeutic implications for major drug categories. Principles and procedures of medication administration covered in

NRS 220

laboratory setting.

NURSING CARE OF ADULTS WITH ACUTE AND CHRONIC ILLNESS I (2)

Two hours lecture per week Prerequisites: NRS 200, NRS 201, NRS 203, and NRS 204 Corequisite: NRS 221

Presents principles of nursing care for adult individuals experiencing chronic health care problems from mild to moderate of the integumentary, sensory, endocrine and cardiac systems in addition to are of the peri-operative client. Uses Neuman Systems Model to guide nursing practice and achieve desired therapeutic outcomes.

NRS 221

NURSING CARE OF ADULTS WITH ACUTE AND CHRONIC ILLNESS LAB I (2)

Six hours laboratory per week Prerequisites: NRS 200, NRS 201, NRS 203 and NRS 204 Corequisite: NRS 220

Provides the opportunity to apply nursing theory and concepts to the delivery of health care to adult medical-surgical clients in an acute care clinical setting. Nursing care is provided through the use of the nursing process and the Neuman Systems Model. Emphasizes the professional role of the nurse in managing clients under stress. Lab fee required

NRS 222

NURSING CARE OF ADULTS WITH ACUTE AND CHRONIC ILLNESS II (4)

Two hours lecture per week
Prerequisites: NRS 220 and NRS 221
Corequisite: NRS 223

Continues the study of principles of nursing care delivery for individuals and families experiencing medical-surgical health care problems involving disorders of the respiratory, hematological, renal and genitourinary, gastrointestinal, musculoskeletal and neurological body systems and those with and oncological conditions. Uses the Neuman Systems Model and the nursing process as the foundation for standard therapeutic interventions for individual in stress.

NRS 223

NURSING CARE OF ADULTS WITH ACUTE AND CHRONIC ILLNESS LAB II (4)

Twelve hours lab per week

Prerequisites: NRS 220 and NRS 221 Corequisite: NRS 222 Theory is exercised

in corequisite courses

Provides the opportunity to apply nursing theory and concepts in the delivery of health care to adult medical-surgical patients in an acute care clinical setting. Nursing care is provided through use of the nursing process and the Neuman Systems Model. Emphasizes the increasing complexity of the professional role of the nurse.

NRS 230 NURSING CARE OF MOTHERS, INFANTS, AND WOMEN (2)

Two hours lecture per week Prerequisites: NRS 200, NRS 201, NRS 203 and PSY 213 Corequisite: NRS 231

Presents nursing concepts and theory related to health care of the mother newborn infant the family and women's health care. Focuses on the care of families during childbearing years and includes both normal, high-risk conditions, and acute illness. Emphasizes health promotion, growth and development, and application of the Neuman Systems Model and the nursing process to promote adaptation.

NRS 231 NURSING CARE OF MOTHERS, INFANTS, AND WOMEN LAB (2)

Six hours lab per week

Prerequisites: NRS 200, NRS 201 and

PSY 213

Corequisite: NRS 230

Provides opportunities for application of the Neuman Systems Model and the nursing process in the direct care of the normal healthy and high risk childbearing and childrearing population. Places emphasis on teaching and health promotion for the newborn infant, and the family in varied clinical settings. Lab fee required.

NRS 232 NURSING CARE OF CHILDREN AND FAMILIES (2)

Two hours lecture per week Prerequisites: NRS 200, NRS 201,

NRS 203 and PSY 213 Corequisite: NRS 233

Presents nursing concepts and theory related to health care of the infant, toddler, school-aged child, adolescent, and the family. Focuses on the care of families during childrearing years and includes both normal, high-risk conditions, and acute illness. Emphasizes health

promotion, growth and development, and application of the Neuman Systems Model and the nursing process to promote adaptation.

NRS 233 NURSING CARE OF CHILDREN AND FAMILIES (2)

Six hours laboratory per week
Provides opportunities for application
of the Neuman Systems Model and the
nursing process in the direct care of the
normal healthy and ill infants toddlers,
school-aged child, adolescent and the
family in varied clinical settings. Places
emphasis on teaching and health
promotion for the newborn infant, toddler,
school-aged child, adolescent, and the
family in varied clinical settings.

NRS 240 PSYCHIATRIC AND MENTAL HEALTH NURSING (3)

Three hours lecture per week
Prerequisites: NRS 200, NRS 201, NRS 203, NRS 204

Corequisite: NRS 241

Presents theories and concepts related to the care of individuals who require nursing interventions to achieve and maintain mental health. Focuses on use of self-therapeutic communication, and nursing process.

NRS 241 PSYCHIATRIC AND MENTAL HEALTH LABORATORY (2)

Six hours laboratory per week
Prerequisites: NRS 200, NRS 201,
NRS 203, NRS 204 and admission to
Clinical Nursing Program
Corequisite: NRS 240
Provides opportunities to incorporate

therapeutic modalities with individuals experiencing anxiety, crisis, depression, and dysfunctional interpersonal relationships. Focuses on promotion of mental health from the system-based perspective in diverse clinical settings.

NRS 260 NUTRITION FOR THERAPEUTICS AND HEALTH (2)

Two hours of lecture per week.

Prerequisites: BIOL 211 and BIOL 217;

Admission to Clinical Nursing Program and Consent of instructor

Provides an overview of the physiological and nutritional basis of health and wellness as related to development, growth, maturation and healthy lifestyles. Focuses on the scientific role of nutrition in health promotion and disease prevention and the therapeutic role of nutrient control in disease states.

NRS 306 PATHOPHYSIOLOGY (3)

Three hours lecture per week *Prerequisites: BIOL 210 and BIOL 211* Examines related pathophysiological disruptions to normal system functioning and the impact of these alterations on the individual throughout the life span. Provides rationale for nursing interventions for common health problems involving the integumentary, sensory, musculoskeletal, gastrointestinal, cardiovascular, endocrine, respiratory, hematological, renal/genitourinary, and neurological body systems.

NRS 310 PROFESSIONAL ROLE TRANSITION FOR THE TRANSFER STUDENT (3)

Three hours lecture per week Prerequisites: Admission to the RN-to-BSN Nursing Major

Corequisite: NRS 311

Provides the returning RN and/or the transfer student with the conceptual base for the practice of nursing, built around a core of theories and related concepts which will facilitate transition of the student into the baccalaureate nursing curriculum. Familiarizes the student with the components and use of the nursing process and presents the delivery of nursing care based on the Neuman Systems Model. Focus is on the roles of the professional nurse as advocate, educator, provider and coordinator of care.

NRS 311 PROFESSIONAL ROLE TRANSITION SEMINAR FOR THE REGISTERED NURSE (2)

Four hours lab per week Corequisite: NRS 310

Provides the returning RN an opportunity to apply and discuss the nursing process and the delivery of nursing care based on the Neuman Systems Model in their work settings. The lab will focus on groups discussion of the implementation of the roles of the professional nurse as advocate, educator, provider and coordinator of care and facilitate transition of the student into the baccalaureate nursing curriculum.

NRS 342 COMPLEMENTARY AND ALTERNATIVE HEALTH (3)

Three hours lecture per week Examines alternatives to conventional health approaches such as acupressure, herbal remedies, relaxation, therapeutic massage, naturopathy, qigong, and yoga. Emphasis on individual and social lifestyle approaches, legal and ethical barriers, governmental status and support. Same as PSY 342 GenEd: C3B, E, Interdisciplinary

NRS 343 HEALTH ISSUES IN THE LATINA/O COMMUNITY (3)

Three hours lecture per week *Prerequisites: CHS 100 or Equivalent* Examines the health issues affecting the Latina/o community and considers interventions, public health policies, and health promotion programs, used to improve the health status of the Latina/o community.

Same as CHS 343 GenEd: C3B, Interdisciplinary

NRS 348 HEALTHY AGING (3)

Three hours lecture per week Explores physical, cultural and psychosocial factors influencing health issues during the elderly years of life. Topics include aging stereotypes, cultural and family influences on the elderly, physiology of aging, lifestyles choices associated with healthy aging, and end of life care.

Same as PSY 348, SOC 348 GenEd: D, E, Interdisciplinary

NRS 350 NURSING RESEARCH (3)

Three hours lecture per week Prerequisites: MATH/PSY 202 or Equivalent. Admission to Clinical Nursing Program.

Introduction to the nursing research process and development of skills in reading, analyzing and critiquing research related to nursing. Promotes an understanding of the importance of research utilization in clinical practice.

NRS 352 HEALTH PROMOTION AND PATIENT EDUCATION STRATEGIES (3)

Three hours lecture per week
Prerequisites: NRS 222 and NRS 231
(Generic students only) or admission to
RN-to-BSN Nursing major.

Application of the concepts regarding health education and health promotion. Examination of the theories, research, and practice essential patient education integration. The course explores the effects of developmental, motivational, and sociocultural factors on patient teaching, health education, and health promotion.

NRS 391 TRANSITION TO PROFESSIONAL **PRACTICE LABORATORY (2)**

Six hours clinical per week Prerequisites: NRS 222 and NRS 223 Provides an opportunity for the generic nursing student to work in a clinical setting with a RN in managing a caseload of patients to reinforce and enhance clinical skills.. NRS 391 is a required course in the major and is work-study with credit and is unpaid with supervising clinical faculty on site. Changed from NRS 491 to 391 Fall 2010.

Graded Credit/No Credit

NRS 401 ADVANCED CLINICAL ASSESSMENT LAB (2)

Six hours of lab per week Corequisites: NRS 420 and NRS 421 Advanced practice in clinical assessment including history taking, physical examination and documentation of findings, interpretation of diagnostic testing, psychosocial assessment techniques and health status assessment. Nursing care implications of monitoring and management of clients experiencing more complex medical-surgical health care problems with advanced technical interventions.

NURSING CARE OF THE NRS 420 COMPLEX CLIENT ACROSS THE CONTINUUM (3)

Three hours lecture per week Prerequisites: NRS 222, NRS 223 and NRS 300

Corequisites: NRS 421 and NRS 401 Principles of nursing care delivery for patients and families experiencing more complex medical-surgical health care problems. Development of skills in managing the care of patients in the acute care setting and/or in the community in order to maintain maximum levels of function, manage symptoms, and increase quality of life. Focuses on nursing case management models, roles and strategies used for managing highrisk client populations and for providing comprehensive care coordination, brokerage, monitoring, discharge planning, client/family advocacy, and nursing interventions.

NURSING CARE OF THE NRS 421 **COMPLEX CLIENT ACROSS THE CONTINUUM LABORATORY (3)**

Nine hours lab per week Prerequisites: NRS 222, NRS 223 and NRS 310 Admission to the Clinical Nursing Program.

Corequisites: NRS 420 and NRS 401 Application of nursing theory, management skills, and concepts in the delivery of nursing care to acutely ill/

chronically ill adults with increasingly complex medical-surgical problems. Provision of nursing care to members of a high-risk population in the acute care setting from admission through discharge and in the home setting. Implementation of nursing case management strategies and intervention will be used for managing high-risk client populations and for providing cost effective and comprehensive care coordination, brokerage, monitoring.

HEALTH COMMUNICATION (3) NRS 441

Three hours lecture per week Prerequisite: COMM 320 Explores the evolution of health as a major topic in communication studies. Focuses on conversations between health practitioners and patients as well as public health campaigns. Same as COMM 441 GenEd: D, Interdisciplinary

NRS 452 COMMUNITY HEALTH NURSING (3)

Three hours lecture per week Prerequisites: ANTH 443, BIOL 432, NRS 240, NRS 241; Admission to Track 1B Clinical Nursing Program Corequisite: NRS 453

Examines role of the professional nurse in working with clients, families and aggregates in the community setting. Explores contemporary public health problems and working collaboratively with the community as part of an interdisciplinary team. Assists the student in developing skills in community assessment, program planning and practice interventions to help identified populations within the community maintain their optimum level of health.

NRS 453 **COMMUNITY HEALTH NURSING LAB (3)**

Nine hours lab per week Prerequisites: ANTH 443, BIOL 432 Corequisite: NRS 452

Provides clinical experience within the public or community health system. Students work as a member of an interdisciplinary team, and focus on care management of clients receiving services from community agencies, allied clinical experiences and community assessment and planning. Students will identify populations within the community and assist them to maintain their optimum level of health.

NRS 460 NURSING LEADERSHIP AND PROFESSIONAL ISSUES (3)

Three hours lecture per week Prerequisites: NRS 350 and NRS 352 Corequisite: NRS 461

Examines organizational theory and management practices applied to health care systems and contemporary issues affecting the delivery of health care and discipline and professional practice of nursing. Explores the role of the nurse manager as leader and change agent in the delivery of care to patient groups and communities within complex and diverse health care settings. Provides an overview of health care informatics systems, electronic health records, databases and information literacy.

NURSING LEADERSHIP NRS 461 LABORATORY (3)

Nine hours laboratory per week Prerequisites: NRS 350 and NRS 352

Corequisite: NRS 460

Clinical application of organizational theory and management practices in health care settings. Experience in working with health care informatics systems and data bases. Operationalizes the role of the nurse manager as leader and change agent in the delivery of care to patient groups and communities within complex and diverse health care settings.

NRS 488 PREPARATION FOR PROFESSIONAL NURSING LICENSURE (2)

Two hours lecture per week Prerequisites: NRS 222 and NRS 223 Corequisites: NRS 420, NRS 421 Reviews the essentials of assessment, nursing diagnosis, goal setting, implementation and evaluation in multiple health deviations and across the life span. Assessment of the student's basic nursing knowledge will be performed using a standardized nursing examination. Clinical decision making in a variety of patient care situations and case scenarios with emphasis on utilization of the steps of the nursing care process. Graded Credit/No Credit

NRS 493 SENIOR NURSING INTERNSHIP (2)

Two hours activity per week Prerequisites: NRS 491 and Consent of Program Director

Optional career preparation refinement course which provides the student with additional work experience. Local health care partners offer particular work settings where students can immerse themselves in the organizational culture, professional role and client population. Repeatable for

a total of four $\underline{4}$ units. NRS 493 is a paid internship with credit and is an optional course.

Graded Credit/No Credit

NRS 497 DIRECTED STUDY (1-3)

Three to nine hours independent study per week

Prerequisite: Consent of instructor Individual contracted study on topics or research selected by the student and faculty mentor.

Graded Credit/No Credit

Performing Arts

PA 101 INTRODUCTION TO THE PERFORMING ARTS (3)

Three hours lecture per week Overview of the history of performance, cultural traditions, and artistic assumptions in theatre, music, and dance. Requires some involvement in local or campus productions. GenEd: A1, C1

PA 202 INTEGRATING DANCE, MUSIC AND THEATRE (3)

Six hours activity per week Investigation and application of methods and philosophies of performance integrating dance, music, and theatre. GenEd: A1, C1

PA 292 INTERNSHIP FOR PERFORMING ARTS (1-3)

Two to six hours of activity per week Prerequisite: Consent of instructor
Students with no experience in the
Performing Arts will have the opportunity
for community involvement with an arts
organization. Supervised by a Performing
Arts faculty member. Repeatable up to 3
units

PA 294 INDEPENDENT STUDY (1)

One to three hours independent study per week

Prerequisites: Consent of instructor and program approval

Performing Arts faculty supervised, lower division study of a performing arts subject area of interest to the student. Repeatable up to $\underline{\phi}$ units, 2 completions allowed.

PA 335 BUSINESS AND THE PERFORMING ARTS (3)

Three hours lecture per week
Exploration of the business elements in
the performing arts, including planning,
management and financial activities. Uses
an interdisciplinary approach to focus on
performing arts as a creative activity and

as a business activity. Uses case studies to analyze a comprehensive view of performing arts organizations.

Same as BUS 335

GenEd: C1, Interdisciplinary

PA 350 AUDIENCE AND PERFORMANCE STUDIES (3)

Two hours lecture and two hours activity per week

Interdisciplinary exploration of performance as an art form, with particular attention to how audience response shapes live performances. History, development, and theory of performance will be integrated with new research on audience-performer interaction to provide the student with a comprehensive and interdisciplinary vision of performance. Students will both study performance and design community-based projects in which they will perform. GenEd: C1

PA 360 MUSICAL THEATRE (3)

Three hours lecture per week Survey of the American musical as an art form in performance and production integrating the three performing arts of theatre, dance, and music. Considers the development of American musical theatre from diverse cultural, historical, and theoretical perspectives using one or more themes. Students have the opportunity to do practical work in the areas of acting, dancing, and singing in their analysis of musical theatre.

PA 383 SCENIC DESIGN (3)

GenEd: C1

Six hours activity per week
A studio/activities course utilizing artistic techniques involved in the development of scenic design for theatrical, musical and dance productions. Script analysis, scenery sketching, drafting ground plans, elements of set construction and scenic painting will be covered in a series of studio projects.

Same as ART 383

PA 384 COSTUME DESIGN (3)

Six hours activity per week
A studio/activities course in which
students develop costume designs
through a process of character and
script analysis. Period research, visual
design, rendering and fabrication skills
are achieved through practical exercises.
Basic costume construction, including
drafting and draping, result in the creation
of costumes for theatrical, musical and
dance productions. Lab fee required.
Same as ART 384

PA 391 PRODUCTION (3)

Six hours activity per week

Prerequisite: Consent of instructor

Performing, designing, implementing
technical projects, or assisting in a

CSU Channel Islands Performing Arts
production. Topics vary by semester and
section and may focus on dance, music,
or theatre, or integrate multiple performing
and visual arts. Formerly known as
PATH 481, changed February 2009.
Repeatable up to 12 units.

Graded Credit/No Credit
Same as ART 391

PA 436 PHYSICS OF THE PERFORMING ARTS (3) Three hours lecture per week

Prerequisite: PA 202 Introduction to the physics of movement, lighting, sound and visual/aural perception. The course emphasizes factors that permit the performance artists to understand and more fully control their performance, with special attention to the study of audience perception. Demonstrations, experiments and video/computer simulations are used to analyze signals received by the performer and the audience.

Same as PHYS 436 GenEd: B1, Interdisciplinary

PA 490 SPECIAL TOPICS (3)

Three hours lecture per week

Prerequisite: Upper division standing

Various topics related to performing arts.

Repeatable by topic for up to 6 units.

PA 491 LECTURE SERIES IN ENTERTAINMENT INDUSTRY (1)

Two hours lecture bi-weekly Bi-weekly series of guest lectures focusing on a variety of issues pertinent to the entertainment industry. Entertainment professionals will address topics that cover but are not limited to aspects of management, marketing, production, performance and entertainment-related technologies. Repeatable by topic up to 3 units.

Same as ART 491, BUS 491

PA 492 INTERNSHIP IN PERFORMING ARTS (1-3)

Two to six hours activity per week.

Prerequisites: Consent of instructor and program approval

Students with previous experience in

Performing Arts work will have the opportunity for advanced community involvement in an arts organization.

Repeatable up to <u>6</u> units, 2 completions allowed.

PA 494 INDEPENDENT STUDY (1-3)

One to three hours independent study per week

Prerequisite: Consent of instructor
Performing Arts faculty supervised,
advanced, in-depth study of a subject
area of interest to the student. Repeatable
up to <u>6</u> units, 2 completions allowed.

PA 495

THE ENTERTAINMENT EVENT: PRODUCTION, MARKETING AND PERFORMANCE (3)

Two hours lecture per week
Two hours activity per week
Corequisite: ART/BUS/PA 491
An interdisciplinary experience:
students work directly with faculty and
entertainment industry professionals
focusing on aspects of talent
management, project development,
marketing and related technologies that
result in the production of an entertainment
event.

Same as ART 495, BUS 495

PA 499 PERFORMING ARTS CAPSTONE (3)

Three units lecture per week Prerequisites: PA 350, PA 360, Senior standing

Research and performance in a student's area of emphasis in the performing arts program.

Performing Arts - Dance

PADA 151 CONDITIONING FOR DANCERS (2)

Four hours activity per week
Utilizes techniques (stretching, yoga, pilates) and principles of conditioning (strength, flexibility, and endurance) to prevent injuries stemming from muscular imbalances, structural problems, postural deviations, improper mechanics or movements. Students will develop individualized conditioning programs to prevent injuries. Repeatable up to <u>8</u> units. Partially fulfills GE: E

PADA 253 JAZZ DANCE I (2)

Four hours activity per week Activities designed to develop basic jazz dance technique accompanied by historical information relevant to the dance form.

Partially fulfills GE: E. GenEd: E

PADA 254 MODERN DANCE I (2)

Four hours activity per week
Beginning modern dance techniques
based on major dance pioneers, major
points in dance history and language of
Modern Dance. Repeatable up to <u>4</u> units.
Partially fulfills GE: E.
GenEd: C1, E

PADA 255 DANCE COMPOSITION AND IMPROVISATION (3)

Six hours activity per week This course will explore dance composition and improvisation as a tool for building and understanding creative and expressive choreography. Students will investigate potential movement resources of the individual for performance and choreography. Freedom of movement will be encouraged and its relation to choreography will be explored. In this course students will become familiar and proficient in the selection of various musical forms to enhance or guide choreography. Students will also implement choreographic tools in conjunction with the spoken word and in silence. Repeatable up to 6 units.

PADA 332 DANCE IN HISTORY (3)

Three hours lecture per week
The history of dance in relation to
historical, socio, and political influences,
in the global and western traditions, as
well as the history of dance productions.
Includes formal productions and
performances as well as other types of
dance, such as ballroom, ceremonial,
or folk dancing. Dance in history is
contextualized within multicultural
perspectives.

Same as HIST 332 GenEd: C1, Interdisciplinary

PADA 353 JAZZ DANCE II (3)

Six hours activity per week

Prerequisite: PADA 253

Activities designed to develop
intermediate jazz dance technique and a study of the history of jazz dance.

PADA 354 MODERN DANCE II (3)

Six hours activity per week Prerequisite: PADA 254 Intermediate modern dance technique with continued development of improvisational skills and beginning dance composition forms.

PADA 455 ADVANCED TECHNIQUE OF CONTEMPORARY DANCE FORMS (3)

Six hours activity per week Prerequisites: PADA 253, PADA 254, PADA 255, PADA 353, and PADA 354 This course will explore dance composition and improvisation as a tool for building and understanding creative and expressive choreography. Students will investigate potential movement resources of the individual for performance and choreography. Freedom of movement will be encouraged and its relation to choreography will be explored. In this course students will become familiar and proficient in the selection of various musical forms to enhance or guide choreography. Students will also implement choreographic tools in conjunction with the spoken word and in silence. Repeatable up to 6 units.

PADA 458 DANCE ENSEMBLE (3)

Six hours activity per week Prerequisites: PADA 353 or PADA 354, and Consent of instructor

A dance repertory and performance class with emphasis in developing skills for performing ballet, modern, jazz, historic and/or other forms of theatrical dance.

Repeatable up to 6 units.

PADA 499 PERFORMING ARTS CAPSTONE IN DANCE (3)

Three hours seminar per week Prerequisites: PADA 353 and PADA 354, Senior standing

Students will join in the capstone experience course and blend their knowledge and practice to produce an interdisciplinary performing arts project. Alternatively, students may receive an internship with a dance company.

Performing Arts -

PAMU 100 MUSIC APPRECIATION (3)

Three hours lecture per week A survey of musical masterpieces of the Western Tradition from the Middle Ages to the present. Emphasis on composers from Bach to Bartok. Includes units on jazz and the music of other cultures. GenEd: C1

PAMU 109 PRIVATE LESSONS (1)

One half-hour lesson per week Private music lessons in voice or on an instrument. Repeatable for up to a total of <u>8</u> units

PAMU 161 MUSIC FUNDAMENTALS (3)

Two hours lecture per week
Two hours activity per week
Prerequisites: PAMU 100 or Equivalent, or
Consent of instructor

Basic musicianship skills including interval identification, musical notation, chord construction, key signatures, major and minor scales, rhythmic training, sightsinging, ear training, and basic musical forms. Repeatable up to <u>6</u> units.

PAMU 200 HISTORY OF ROCK (3)

Three hours lecture per week A survey of the evolution of rock music from the 1950s to the present. Includes discussions of predecessor styles such as rhythm and blues and country music. GenEd: C1

PAMU 202 GROUP GUITAR LESSONS (2)

One hour seminar per week Two hours activity per week An introduction to classical guitar in a group format for beginning/intermediate level students. Repeatable up to $\underline{4}$ units.

PAMU 203 GROUP VOICE LESSONS (2)

One hour seminar per week and two hours activity per week An introduction to classical and musical theatre singing for beginning and intermediate level students. Repeatable up to $\underline{\mathcal{A}}$ units.

PAMU 231 THE BEATLES: MUSIC, FASHION AND CULTURE (3)

Three hours lecture per week
An exploration into the music, fashion,
films and cultural influences of the Beatles.
Examines their musical periods and
unique visual presentations, illustrating
how they reflected and affected the
evolution of contemporary popular music
and culture from the 1960 to today.
Same as ART 231

PAMU 243 TEACHING MUSIC TO CHILDREN (3)

Three hours lecture per week
An introduction to musical experiences appropriate for children in grades
K-6. Consisting of instruction in music fundamentals, general music, vocal music and instrumental music for the classroom teacher, the course also incorporates movement and improvisation in the form of dance and theater. Kodaly, Orff and Dalcroze techniques will be emphasized. Includes music technology in the classroom. Course was formerly called PAMU 343, changed Fall 2007.

PAMU 261 MUSIC THEORY (3)

Three hours lecture per week
Basic music theory and music
fundamentals, set in the context of the
Western European common-practice
period, for the beginning university-level
music student. Special emphasis on the
role of popular and commercial music
in society, including jazz and musical
theatre.

PAMU 307 UNIVERSITY CHORUS (1)

Three hours of rehearsal per week Prerequisites: Consent of instructor Rehearsal and performance of the masterworks of choral literature from the Renaissance through the Modern period. Repeatable for up to <u>8</u> units. GenEd: C1

PAMU 308 UNIVERSITY ORCHESTRA (1)

Three hours rehearsal per week Rehearsal and performance of the masterworks of orchestral literature from the Baroque through the Modern period. Repeatable for up to <u>8</u> units. GenEd: C1

PAMU 309 PRIVATE LESSONS (1)

One half-hour lesson per week
Private music lessons in voice or on an
instrument. Study of more advanced
techniques. Repeatable for up to <u>8</u> units.

PAMU 330 JAZZ IN AMERICA (3)

Three hours lecture per week The study of jazz as a uniquely American musical art form, principally through the development of jazz styles. From its roots in Africa and later in New Orleans, jazz will be studied as both a musical and a social phenomenon that originated and was nurtured in the African-American community. The course will explore issues of community, ethnicity, class, and gender in relationship to jazz as a vehicle for both personal and cultural expression. Through recordings, videos, lectures, demonstrations and live performances, students will study jazz and its forerunners, ragtime and blues, from their beginnings to the present day.

GenEd: C1, C3B, Interdisciplinary

PAMU 332 WORLD MUSIC (3)

Three hours lecture per week Surveys folk music styles from around the world including Latin American, European, Asian and African. An emphasis on the cultures and indigenous people that surround the music will be highlighted through lectures, listening, readings, viewing and demonstrations.

GenEd: C1, C3B, Interdisciplinary

PAMU 333 THE VARIETIES OF MUSICAL EXPERIENCE (3)

Three hours lecture per week
The study of music in its cultural and
historical contexts, with an emphasis on
the role of music as a form of human
expression. A broad range of musical
styles will be studied, including, but not
limited to, European, Asian, and Middle
Eastern classical music; American jazz
and popular music; and folk music
of western and non-western cultures.
Students will study the unifying and
authenticating nature of music within
groups of people, as well as study the
experience of music on a personal level.
GenEd: C1, Interdisciplinary

PAMU 335 THE PHYSICS OF MUSIC (3)

Two hours lecture and two hours activity per week

Provides an understanding of music and sound for students interested in music, speech, and language. Extensive use of demonstrations and sound analysis computer programs will be used. The format will include lectures, demonstrations, and hands-on use of the computer programs.

Same as PHYS 335 GenEd: B1, C1, Interdisciplinary

PAMU 336 ART AND MUSIC: DISSONANCE, DIVERSITY AND CONTINUITY (3)

Three hours lecture per week
An interdisciplinary analysis of the
essential elements defining modern and
contemporary art and music. Discusses
how artistic characteristics and music
issues of the period are connected and
intertwined within specific historic and
cultural environments.

Same as ART 336 GenEd: C1, D, Interdisciplinary

PAMU 337 MUSIC IN HISTORY (3)

Three hours lecture per week Music in its historical context, with special emphasis on the role of music in culture. Historical periods may include the music of the Medieval church, the evolution of opera, the American musical theatre, and jazz, as well as historical and contemporary world music. Examines the societal forces that helped to shape classical and popular musical styles, and how music can and has influenced culture. Music in history is contextualized within multicultural perspectives. Formerly known as PAMU 363, changed February 2009. Same as HIST 337

GenEd: C1, C3B, Interdisciplinary

PAMU 385 AUDIO DESIGN AND RECORDING (3)

Six hours activity per week Prerequisites: ART 312 and PAMU 335

An introduction to the fundamental principles of audio production and recording. Applications of analog and digital audio recording systems and their component parts, including sync-sound and digital audio effects for visual media will be covered. Repeatable up to 6 units. Same as ART 385

PAMU 432 ARTS OF THE HARLEM RENAISSANCE (3)

Three hours lecture per week Prerequisite: Upper division standing Study focusing on the dramatic upsurge of creativity in art, music and literature resulting from social and political undercurrents in the African American cultural revolution in New York during the 1920s. Historical geneses and subsequent artistic legacies will also be explored.

Same as ENGL 432, ART 432 GenEd: C1, C2, Interdisciplinary

PAMU 435 THE MUSIC MUSEUM (3)

Three hours lecture per week
Prerequisite: Junior standing
An interdisciplinary study of music
museums from the perspectives of music
history, appreciation and production,
business, economics and education.
Analyzes how these disciplines are linked
within music museum practices. Includes
an in-depth study of a local music
museum.

Same as BUS 435, ECON 435, EDUC 435 GenEd: D, Interdisciplinary

PAMU 499 PERFORMING ARTS CAPSTONE IN MUSIC (3)

Six hours seminar per week Prerequisites: PAMU 363, Senior standing Students will join in the capstone experience course and blend their knowledge and practice to produce an interdisciplinary performing arts project. Alternatively, students may receive an internship with a music company.

Performing Arts - Theatre

PATH 280 ACTING I (3)

Six hours activity per week
Exercises and activities that emphasize
voice, movement, and relaxation
techniques. Includes improvisation,
monologues, and two-character scenes.
GenEd: C1

PATH 281 PLAY ANALYSIS (3)

Three hours lecture/discussion per week Introduces students to the analytical tools used by theatre professionals and provides practice in applying those tools to a variety of scripts. Studies in dramatic structure and its relationship to performance and production.

PATH 332 TEACHING DRAMATIC LITERATURE (3)

Three hours lecture per week Prerequisites: ENGL 103 or ENGL 105 or Equivalent plus one upper division literature course

Explores methods and approaches to teaching dramatic literature in secondary schools and colleges. Focuses on elements of textual exploration and using heuristics from theatre to teach dramatic literature including, but not exclusively, Shakespeare's Plays.

Same as ENGL 332

Same as ENGL 332 GenEd: C2, Interdisciplinary

PATH 333 MULTICULTURAL DRAMA AND THEATRE (3)

Three hours lecture per week
America is a country of many cultures,
and each of these has brought legacies
of its roots to the American stage. In this
course we will read plays written by
Native Americans, Hispanic Americans,
Asian Americans, African Americans
and others. This course is regional in
organization rather than chronological,
and is organized around one or more
themes.

Same as ENGL 333 GenEd: C2, C3B, Interdisciplinary

PATH 334 SPANISH LANGUAGE DRAMA AND THEATRE (3)

Three hours lecture per week
Read and analyze one-act plays from
diverse parts of the Spanish-speaking
world, and focus on majors works for indepth study and performance. In addition
to learning about the historical, cultural
and sociological context of the plays,
students will learn acting techniques
and appropriate Spanish-language

vocabulary and phrases. Note: Course is open to all levels of Spanish speakers. Same as SPAN 334
GenEd: C2, C3B, Interdisciplinary

PATH 338 THEATRE IN HISTORY (3)

Three hours lecture per week
A survey of the history of theatrical productions. Includes formal productions and performances as well as other types of theatre or dramatization, such as political posturing, i.e., a ruler's rise to power in historical reality as well as performed or recorded later in theatre, music, and history. Theatre in history is contextualized within multicultural perspectives.

Same as HIST 338 GenEd: C1, C3B, Interdisciplinary

PATH 341 MODERN AMERICAN DRAMA AND THEATRE (3)

Three hours lecture per week
Students will read plays and performance
texts written by modern American authors
from the beginning of the 20th century
until today. A study of the range of
American dramatic literature in the context
of the development of American theatrical
performance. Thematically examines
avant-garde and alternative forms as well
as commercial and mainstream theatre.
Same as ENGL 341
GenEd: C2, Interdisciplinary

PATH 342 MODERN BRITISH AND EUROPEAN DRAMA AND THEATRE (3)

Three hours lecture per week
Major works of British and European
dramatic literature in performance and
production from the middle of the 19th
century to the present. Thematically
organized to examine avant-garde and
alternative forms, as well as commercial
and mainstream theatre.

Same as ENGL 342 GenEd: C2, Interdisciplinary

PATH 343 TEACHING DRAMA TO CHILDREN (3)

Three hours lecture per week
Students will participate in theatre games,
improvisations, and other tasks that will
prepare them to design and implement
dramatic activities as a learning tool.
Theatre in a broader context will also be
examined.

Same as EDUC 343 GenEd: C1, Interdisciplinary

PATH 344 WORLD DRAMA AND THEATRE (3)

Three hours lecture per week Explores world dramatic literature in performance and production. The focus is largely on plays and performance texts by non-Western authors, and is organized around one or more themes. This course is regional in organization rather than chronological. Texts studied feature the following regions: Asia, Oceania, South Asia & Middle East, Africa, and Latin America.

Same as ENGL 344 GenEd: C2, Interdisciplinary

PATH 380 ACTING II (3)

Six hours activity per week Prerequisite: PATH 280 Emphasizes character work and contemporary acting theories. Includes performance of scenes from contemporary multicultural plays. Repeatable up to 6 units.

PATH 382 DIRECTING (3)

Six hours activity per week Prerequisite: Junior standing Introduction to techniques and practice of directing stage plays. Students direct scenes and one-acts.

PATH 410 SHAKESPEARE'S PLAYS (3)

Three hours lecture per week
Prerequisites: ENGL 103 or ENGL 105
or Equivalent and one upper division
literature course

Study of the many aspects of Shakespeare's plays as literature-language, context, form and style-as well as the ways in which these elements work as parts of a whole, which includes spoken speech and other sounds as well as physical form and movement. Same as ENGL 410

PATH 412 DRAMA OF ANCIENT GREECE (3)

Three hours lecture/discussion per week Prerequisites: ENGL 103 or ENGL 105 or Equivalent and one upper division literature course

A survey of ancient Greek drama and the culture/society that produced it. The course will examine a representative sample of the major plays. Among the topics considered will be: the tragic and comic festivals, tragedy's relationship with Athenian democracy, the nature of Greek theaters and ancient theatrical production techniques, religion and drama, women and tragedy, tragic and comic heroism, myth and tragedy, and the legacy of Greek tragedy in the modern world. Same as ENGL 412

PATH 444 ORIGINAL PRACTICE IN RENAISSANCE DRAMA (3)

Three hours lecture per week
In this class, students will learn about
the theaters of the Renaissance, the
playwrights whose plays were performed
in them, and explore the differences that
occur when the plays are performed in
a venue resembling those of the original
Rose, Blackfriars and Globe theaters.
Same as ENGL 444
GenEd: C2, Interdisciplinary

PATH 463 WRITING FOR THE STAGE (3)

Three hours lecture/discussion per week *Prerequisite: Consent of instructor*The writing of stage plays is the focus of this class. The seminar format allows students the opportunity to talk about their writing and to receive critiques from their peers as well as the instructor. Repeatable by topic up to $\underline{\phi}$ units. *Same as ENGL 463*

PATH 499 PERFORMING ARTS CAPSTONE IN THEATRE (3)

Three hours seminar per week Prerequisites: PA 350, PA 360, Senior standina

Students will join in the capstone experience course and blend their knowledge and practice to produce an interdisciplinary performing arts project. Alternatively, students may receive an internship with a theatre company.

Physical Education

PHED 102 SEMINAR IN TRADITIONAL MARTIAL ARTS: TAI JI (1)

Two hours activity per week
This course provides instruction in the
traditional Chinese art of Tai Ji. In addition
to learning to perform the movements,
students will learn about Daoist
philosophy, and history of Chinese martial
arts. Traditional Chinese health principles
will also be covered. Repeatable.
GenEd: E

PHED 105 ZEN OF SURFING (1)

Two hours activity per week Exploration of the physiological and psychological benefits that result from human interaction with forces of nature. Students develop an increased understanding of the ocean and complex dynamics that underlie the sport of surfing. The interrelationship between physical activity and personal aesthetics is explored through weekly surfing activities. GenEd: E

PHED 110 WELLNESS (2)

Two hours lecture per week
Examines the interrelationship of the mind
and body as it relates to the concept of
wellness. Covers physical fitness, sport
selection, and differing types of exercise.
This is not an activity/performance course.
GenEd: E

PHED 208 INTRODUCTION TO KINESIOLOGY (3)

Three hours lecture per week Examines the field of human movement, introduces biomechanics, anatomy, exercise physiology, and motor learning. Basic anatomy, function of the musculoskeletal system, laws of motion, principles of force, equilibrium concepts, and laws governing projectiles will be introduced and applied to various sports activities. The student will develop the ability to analyze skill movements in specific sport activities. This is not an activity/performance course. GenEd: E

PHED 302 MOTOR LEARNING, FITNESS, AND DEVELOPMENT IN CHILDREN (2)

Two hours lecture per week
Physical education for children,
fundamentals of motor learning, health,
fitness and age-appropriate activities
for elementary school age children.
Teaching, planning and implementing
an effective physical education program.
May be taken concurrently with PHED
303.

GenEd: E

Physical Science

PHSC 170 FOUNDATIONS IN PHYSICAL SCIENCE (4)

Three hours lecture and three hours laboratory per week

The areas covered include the physical properties of solids, liquids, and gases; physical and chemical changes in matter; atomic theory and the periodic table; the principles of motion and energy; forces and the motion of particles; sources and transformations of energy including heat, electricity, magnetism, light, and sound; renewable and non-renewable energy sources; and the conservation of energy resources.

GenEd: B1

Physics

PHYS 100 INTRODUCTION TO PHYSICS I (4)

Three hours lecture and three hours laboratory per week

A non-calculus based introduction to the concepts and principles of physics. The areas covered include classical mechanics, wave motion and thermal physics. Practical examples will be used to illustrate the relationship between physics and other disciplines, especially the life sciences, and to develop problemsolving skills. Laboratory sessions will include computer-simulated experiments. GenEd: B1

PHYS 101 INTRODUCTION TO PHYSICS II (4)

Three hours lecture and three hours laboratory per week

Prerequisite: PHYS 100
A non-calculus based introduction to the concepts and principles of physics. The areas covered include electromagnetic theory, light, and atomic and nuclear physics. Practical examples will be used to illustrate the relationship between physics and other disciplines, especially the life sciences, and to develop problemsolving skills. Laboratory sessions will include computer-simulated experiments. GenEd: B1

PHYS 103 HOW THINGS WORK (3)

Three hours lecture per week Introduces the concepts behind everyday objects and experiences. Concentrates on ideas and on familiar scenarios. Designed to excite students' interests in science while conveying a substantial understanding of our everyday world. GenEd: B1

PHYS 105 INTRODUCTION TO THE SOLAR SYSTEM (4)

Three hours lecture and two hours activities per week
Descriptive introduction to the astronomical properties of the Solar System. Topics include: the historical development of astronomy, the laws that govern the behavior of the Universe, the properties of the stars and galaxies, including their origin and evolution and the Big Bang theory. Activity sessions will include computer-simulated exercises, and two field trips.

Same as ASTR 105 GenEd: B1

PHYS 106 APPLIED PHYSICS AND MODERN SOCIETY (3)

Three hours lecture in the lab per week The course provides an introduction to current topics in applied physics in the fields of solid state physics, semiconductors, superconductors and nano-structures. It shows how scientific knowledge, imagination and ingenuity can combine to offer technological solutions to a variety of topical problems. Industries dealing with, for example, detectors, remote sensing, new materials, medical imaging, biophysics, homeland security, telecommunications, and lasers will be covered.

PHYS 107 THE STARS AND BEYOND (3)

Three hours lecture per week
A tour through the stars and galaxies
will uncover some major mysteries of the
Universe. Topics include: the historical
development of astronomy; the laws that
govern the behavior of the Universe; the
birth, life and death of stars; the collision
of galaxies; and evidence for the birth
and end of the entire Universe.

GenEd: B1

PHYS 200 GENERAL PHYSICS I (4)

Three hours lecture and three hours laboratory per week
Prerequisite: MATH 150

A calculus-based introduction to the concepts and principles of physics. The areas covered include classical mechanics, wave motion and thermal physics. Practical examples will be used to illustrate the relationship between physics and other disciplines, including the life sciences, and to develop problemsolving skills. Laboratory sessions will focus on computer-simulated experiments. GenEd: B1

PHYS 201 GENERAL PHYSICS II (4)

Three hours lecture and three hours laboratory per week

Prerequisite: PHYS 200

A calculus-based introduction to the concepts and principles of physics. The areas covered include electromagnetic theory, light, and atomic and nuclear physics. Practical examples will be used to illustrate the relationship between physics and other disciplines, including the life sciences, and to develop problemsolving skills. Laboratory sessions will focus on computer-simulated experiments. GenEd: B1

PHYS 208 THE PHYSICS OF ART AND VISUAL PERCEPTION (3)

Two hours lecture and two hours activity per week

A course on the physics of light, color, art and visual perception. The course will cover the nature of light and optical phenomena, the perception and psychology of color, the reproduction of color in different media, and the analysis of art from a science perspective. The emphasis is on factors which permit the artist and observer to understand and more fully control the design and interpretation of images of all kinds. Demonstrations, experiments, and video/computer simulations are used to analyze signals received by the eyes or instruments.

Same as ART 208 GenEd: B1, C1

PHYS 301 CLASSICAL MECHANICS (3)

Three hours lecture per week Prerequisites: PHYS 201, MATH 350A
Differential equation-based introduction to classical mechanics. The areas covered include the Lagrangian formulation, variational principles, Hamiltonian mechanics, and the theory of canonical transformations. Some applications to the motion of rigid bodies, systems of coupled oscillators, and celestial mechanics will be presented.

PHYS 304 ELECTROMAGNETISM (4)

Four hours lecture per week Prerequisites: PHYS 101 or 201, MATH 250

A calculus-based introduction to the concepts and principles of electricity and magnetism. Topics include: electrostatics, magnetism, electromagnetic theory, fields, electromagnetic waves, Maxwell's equations, and the Special Theory of Relativity. A strong emphasis will be on analytical problem-solving skills and applications.

PHYS 305 THERMAL AND STATISTICAL PHYSICS (3)

Three hours lecture per week *Prerequisites: PHYS 201 and MATH 350* Addresses the behavior of energy and matter in systems having a great many particles. Includes both classical and quantum mechanical views of physical systems and begins with the basic concepts of probability and statistics. Particular emphasis will be placed on simple model systems for which quantitative results can be obtained and compared to experiment, such as ideal gases and quantum mechanical spin systems. The course includes the

statistics of the microcanonical, canonical, and grand canonical ensembles; the relation between classical and quantum statistical mechanics; the Planck distribution, bosons, fermions, and doped semiconductors, among others; and an introduction to kinetic theory.

PHYS 306 MODERN PHYSICS (3)

1.5 hours lecture twice per week Prerequisites: PHYS 101 or PHYS 201, MATH 151

Survey of modern physics. Topics include: Special relativity, the Bohr model, Quantum mechanics; photons, the photoelectric effect, probability density, matter waves, Schrodinger mechanics of simple systems, the Uncertainty Principle, tunneling, spin and angular momentum, atomic and molecular structure. Selected topics from nuclear and solid state physics. Applications of the principles will be emphasized.

PHYS 310 ELECTRONICS (4)

Three hours lecture and two hours activity

Prerequisites: PHYS 101 or PHYS 201 This course covers the basic analog and digital electronic circuits used in a scientific laboratory. Students will be introduced to the operation of simple electronic devices, the basic underlying theory of their operation, and the applications of a few analog and digital ICs. The emphasis is on applications rather than theory. Consequently there is a strong hands-on component to the subject to enable students to gain practical experience. Experiments will include the testing of actual and virtual circuits, and data acquisition

PHYS 315 INTRODUCTION TO BIOPHYSICS (4)

Three hours lecture and two hours activity per week

Prerequisite: PHYS 200 Corequisite: BIOL 300

This course applies physical methods to the study of biological systems, including transport processes and membrane phenomena, bioelectric phenomena, photosynthetic systems and visual systems. Biophysical methods will include the techniques of patch clamping and optical tweezers, and the measurement of action potentials and evoked responses. There will be an emphasis on modeling and on problem solving, with appropriate mathematics when necessary. The practical activity session will include computer modeling and simulation, and laboratory demonstrations and exercises. Same as BIOL 315

PHYS 335 THE PHYSICS OF MUSIC (3)

Two hours lecture and two hours activity per week

Provides an understanding of music and sound for students interested in music, speech, and language. Extensive use of demonstrations and sound analysis computer programs will be used. The format will include lectures. demonstrations, and hands-on use of the computer programs. Same as PAMU 335

GenEd: B1, C1, Interdisciplinary

SCIENCE AND CONSCIENCE (3) PHYS 338

Three hours lecture/discussion per week This course is a team-taught, interdisciplinary course that examines various ethical issues within the sciences using case studies. The scientific, historical and social aspects of each case study will be examined from different perspectives. Students will learn scientific concepts which will facilitate an informed understanding of the ethical issues involved.

Same as ENGL 338 GenEd: B1, C2, Interdisciplinary

PHYS 344 ENERGY AND SOCIETY (3)

Three hours lecture per week Survey of the physical, chemical, and engineering principles involved in the production of energy from current and potential sources and the economical, environmental, and political issues surrounding energy production. The course will also examine factors that influence worldwide energy policy. Examples of topics included: energy conservation, efficient usage and transportation of energy, energy resources, fossil fuels, active and passive solar energy, biomass, fuel cells, nuclear (fission and fusion) processes, and hydroelectric, tidal, geothermal, and wind power.

Same as CHEM 344 GenEd: B1, Interdisciplinary

PHYS 345 DIGITAL IMAGE PROCESSING (3)

Three hours lecture in the lab per week Prerequisite: Consent of instructor An introduction to the basic concepts and techniques for digital image restoration and enhancement, analysis, coding and compression. The emphasis is on processes which analyze primarily twodimensional discrete images represented at the pixel level, including filtering, noise reduction and segmentation. Fourier analysis techniques will be explored.

Programming exercises will be used to implement the various processes, and their performance on synthetic and real images will be studied. Same as MATH 345, COMP 345

GenEd: B1, B4, Interdisciplinary

PHYS 401 QUANTUM MECHANICS (3)

3.5 hours lecture per week Prerequisites: PHYS 306 and MATH 350 An introduction to quantum theory, beginning with the Schroedinger equation and the statistical interpretation of the wave function. One-dimensional applications, including the infinite squarewell and the harmonic oscillator; in three dimensions, the theory of angular momentum, central potentials, and the hydrogen atom; time-independent perturbation theory, spin, identical particles, and the Pauli exclusion principle. Applications to bound states, tunneling, and the harmonic oscillators applied to photons and phonons in cavities.

SOLID STATE PHYSICS (3) PHYS 406

Three hours lecture per week Prerequisite: PHYS 306

Provides an introduction to the physical properties of solids, and their importance in high-tech applications. Focuses on the fundamental, unifying concepts and experimental techniques important in understanding the properties of nuclei and electrons in solids. Considers crystals defects that often control the actual properties of materials. The subjects are chosen to establish the basic principles, to describe phenomena that are responsible for the importance of solids in science and technology, and to include topics of current research.

PHYS 416 RADIOBIOLOGY AND RADIONUCLIDES (3)

Three hours lecture per week Prerequisites: BIOL 300, PHYS 201, BIOL/ PHYS/HLTH 434

Topics include: nature and effects of ionizing radiation on biomolecular structures and living cells; applied radiobiology and radionuclides; genetic effects of ionizing radiation and methods of protection and dosimetry. Same as BIOL 416

PHYS 434 INTRODUCTION TO BIOMEDICAL IMAGING (4)

Three hours lecture and two hours activity per week

Prerequisites: BIOL 210 or PHYS 200 The course will present an overview of biomedical images and imaging systems. The fundamental concepts used in several imaging modalities (such as projection radiography, mammography, DEXA, computed tomography, ultrasonography and magnetic resonance imaging) will be examined: the emphasis will be on an intuitive and descriptive presentation of the main components of these systems. Image formation and reconstruction will be addressed. The resulting clinical images will be correlated with the underlying structure and function of the organs, and the diagnostic utility and limitations of the images will be considered. Same as BIOL 434, HLTH 434 GenEd: B1, E, Interdisciplinary

PHYS 436 PHYSICS OF THE PERFORMING ARTS (3)

Three hours lecture per week *Prerequisite: PA 202*Introduction to the physics of movement, lighting, sound and visual/aural perception. The course emphasizes factors that permit the performance artists to understand and more fully control their performance, with special attention to the study of audience perception. Demonstrations, experiments and video/computer simulations are used to analyze signals received by the performer and the audience.

Same as PA 436 GenEd: B1, Interdisciplinary

PHYS 445 IMAGE ANALYSIS AND PATTERN RECOGNITION (3)

Three hours lecture in the lab per week Prerequisites: PHYS/COMP/MATH 345 or Consent of instructor

The course addresses the issue of analyzing the pattern content within an image. Pattern recognition consists of image segmentation, feature extraction and classification. The principles and concepts underpinning pattern recognition, and the evolution, utility and limitations of various techniques (including neural networks) will be studied. Programming exercises will be used to implement examples and applications of pattern recognition processes, and their performance on a variety of diverse synthetic and real images will be studied. Same as COMP 445, MATH 445 GenEd: B1, B4, Interdisciplinary

PHYS 448 TEAM BASED RESEARCH (3)

Three hours lecture per week Prerequisite: Upper division standing
This is a course where students learn to work together in multidisciplinary teams. Teams are assigned a specific practical problem, and have to apply a variety of physical principles to solve the problem. The solution will incorporate design principles, implementation and technological methodologies, and business/management insight.

GenEd: B1, Interdisciplinary

PHYS 464 MEDICAL INSTRUMENTATION (4)

Three hours lecture and two hours lab activity per week

Prerequisites: PHYS/BIOL/HITH 434
The detection, acquisition, processing and display of diagnostic clinical images. The course will concentrate on the fundamentals of the design of the instruments and the use of appropriate reconstruction algorithms in (computed) radiography, (digital) fluoroscopy, computed tomography, ultrasound, magnetic resonance imaging and radionuclide imaging. Activities will include image reconstruction examples, investigation of recent innovations, and two trips to local radiology departments. Same as BIOL 464

PHYS 490 TOPICS IN PHYSICS (3)

Three hours seminar per week
Prerequisite: Upper division standing and
Consent of instructor
In-depth analysis of topics in physics.
Topics vary each semester. Repeatable.

PHYS 492 INTERNSHIP (3)

Six hours activity per week

Prerequisites: Upper division standing and Consent of instructor

Supervised work and study in industrial or scientific setting involving development of skills related to applied physics. All students are required to present their projects at the Senior Colloquium. Repeatable.

Student Option: Graded or Credit/ No Credit

PHYS 494 INDEPENDENT RESEARCH (1-3)

Variable hours per week

Prerequisites: Senior standing and Consent of instructor

Contracted laboratory and/or library research in selected areas within physics conducted under the supervision of a faculty member. All students are required to present their projects at the Senior Colloquium. Repeatable.

PHYS 497 DIRECTED STUDIES (1-3)

Variable hours per week

Prerequisites: Senior standing and program approval

Supervised project involving reading and library research in the field of physics. All students are required to present their projects at the Senior Colloquium. Repeatable.

PHYS 499 SENIOR COLLOQUIUM (1)

One hour seminar per week Prerequisite: Senior standing Oral presentations of current advances in the field, reports on students' projects in PHYS 492, 494 or 497 courses, and invited lectures. Repeatable.

PHYS 510 ADVANCED IMAGE ANALYSIS TECHNIQUES (3)

Three hours of lecture in the lab per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

Image processing course in the fundamentals of 2-D digital signal processing with emphasis in image processing techniques, image filtering design and applications. Programming exercises in Matlab (or Octave) will be used to implement the various processes, and their performance on synthetic and real images will be studied. Applications in medicine, robotics, consumer electronics and communications.

PHYS 546 PATTERN RECOGNITION (3)

Three hours of lecture in the lab per week.

Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

New and emerging applications of pattern recognition - such as data mining, web searching, multimedia data retrieval, face recognition, and cursive handwriting recognition - require robust and efficient pattern recognition techniques. Statistical decision making and estimation are regarded as fundamental to the study of pattern recognition. The course addresses the issue of analyzing pattern content by feature extraction and classification. The principles and concepts underpinning pattern recognition, and the evolution, utility and limitations of various techniques (including neural networks) will be studied. Programming exercises will be used to implement examples and applications of pattern recognition processes, and their performance on a variety of diverse examples will be studied.

Political Science

POLS 102 COMPARATIVE GOVERNMENT (3)

Three hours lecture/discussion per week This course introduces the student to the contemporary study of comparative politics. The theme for the course will be democratization and democracy. Topics will include political institutions (constitutions, executives, legislatures, courts, and political parties), political behavior (voting, group activism, and other modes of political participation), and political ideas (political culture, socialization, status of women, and political economy). GenEd: D

POLS 103 INTRODUCTION TO INTERNATIONAL POLITICS (3)

Three hours lecture/discussion per week This course offers an overview of current theory, topics, and research in the Political Science subfield of International Relations. Emphasis will be placed on the role of power in international affairs, the structure of the international system, the meaning of security, and the importance of economic relations between nations and regions. GenEd: D

POLS 140 CALIFORNIA GOVERNMENT AND POLITICS (1)

One hour of lecture per week
Introduction to the structure and function
of California state government. Satisfies
California state and local government
requirement for students who have
taken American Government without a
California component or who receive
Advanced Placement credit for American
Government

POLS 150 AMERICAN POLITICAL INSTITUTIONS (3)

Three hours lecture per week
Examines the major American national
and state political institutions and
processes, including the presidency,
congress, the federal court system,
political parties, the electoral system, and
major institutions of state government. This
course emphasizes how these institutions
and processes function within changing
American Constitutional principles of the
role of law, federalism, shared power,
and individual and civil rights. Meets Title
5 US Constitution and State and Local
Government requirement.

POLS 300 POLITICAL SCIENCE RESEARCH METHODS (3)

Three hours lecture per week
Introduction to research methods
commonly used in political science.
Topics include: research design, literature
reviews, measurement and observation.
Covers quantitative as well as qualitative
methods of inquiry.

POLS 301 POLITICAL THEORY (3)

Three hours lecture/discussion per week Political Theory is devoted to assessing the authority, legitimacy, and justification of various kinds of political arrangements. How should people live together in society? Is democracy really the best form of government? Can a society legislate morality? What do individuals owe their government? What does their government owe them? This course will consider these and related questions through an introductory survey of works by major political philosophers such as Plato, Hobbes, Locke, Mill, and Marx. Ramifications for issues such as freedom of speech, religious liberty, affirmative action, women's rights, economic inequality, criminal punishment, civil disobedience, and revolution will also be explored.

POLS 303 STATISTICAL APPLICATIONS IN THE SOCIAL SCIENCES (4)

Four hours lecture per week
Prerequisites: A passing score on the Entry
Level Mathematics Exam (ELM) or MATH
105 or Equivalent

Introduces quantitative methods as used in social & behavioral science research with the goal of statistical literacy. Statistical techniques and data analysis unique to the behavioral and social sciences. Descriptive and inferential statistics to test hypotheses. Principles of sampling design, hypothesis testing for behavioral and social science research, data collection techniques, statistical analysis and interpretation of data, as well as written reporting of results. SPSS Statistics software.

Same as SOC 303, PSY 303 GenEd: B3

POLS 304 AGING POLICY AND POLITICS (3)

Three hours lecture per week
Examines the role of political institutions in
policy making related to issues of aging,
the political factors that shape policy
formulation and implementation, the
values and assumptions of different types
of policies, and the links between policy
and implementation. Analyzes current and
pending policies' effects on older adults

as well as businesses and institutions that serve them to illustrate how aging policy reflects American politics. Same as HITH 304

POLS 305 GENDER AND POLITICS (3)

Three hours lecture per week Examines the role of women as political actors in the United States. Also explores the impact of public policies on women in America.

POLS 306 THE POLITICS OF RACE AND ETHNICITY (3)

Three hours lecture per week Examines the politics and policy consequences of racial and ethnic identity in the United States. Special attention will be paid to issues of race and politics in contemporary southern California. GenEd: C3B

POLS 312 INTEREST GROUPS AND COLLECTIVE ACTION (3)

Three hours lecture per week *Prerequisite: POLS 150*The course surveys political interest groups by examining the contrast between political parties and elections versus interest groups and lobbying, the logic behind collective action; the institutional arrangements governments use to channel group demands, and interest group resources, strategies and tactics in asserting influence. The course will examine groups in different issue domains, and make distinctions between interest groups and social movements.

POLS 313 THE UNITED STATES CONGRESS (3)

Three hours lecture per week Prerequisite: POLS 150

This course addresses the historical development of the Congress, the dynamics of congressional elections, analytical perspectives on the study of Congress, and the major internal mechanisms of the institution including

POLS 314 THE AMERICAN PRESIDENCY (3)

parties, leaders, committees, rules, etc.

Three hours lecture per week Prerequisite: POLS 150

An introduction to major approaches to the study of the presidency, presidential selection, presidential power, interbranch relations, the role of the public, interest groups, and the media, and presidential behavior in the policy-making process. The course also focuses on the historical development of the office.

POLS 315 CONGRESS AND THE PRESIDENCY (3)

Three hours lecture/discussion per week This course will examine the ongoing struggle between the President and Congress to enact public policy. Students will study the two institutions singly and in their interaction. Particular attention will be placed on the electoral incentives of members of each institution and the inherent difficulties of cooperation in a system of separation of powers.

POLS 316 STATE AND LOCAL POLITICS AND POLICY (3)

Three hours lecture per week
Examines the structures, functions,
policies, politics and administration of
subnational governments in the United
States. Satisfies the California State and
local government requirement for students
who have taken American Government
without a California component or who
have received Advanced Placement credit
for American Government.

POLS 317 JUDICIAL POWER AND PROCESS (3)

Three hours lecture per week Study of the American court system, including study of the history, organization, politics and policymaking of the judicial branch.

POLS 318 CAMPAIGNS AND ELECTIONS (3)

Three hours lecture per week Prerequisite: POLS 150

Explores political parties, campaigns, elections and voting behavior in the American context.

POLS 319 POLITICAL BEHAVIOR AND PUBLIC OPINION (3)

Two hours lecture per week and three hours laboratory per week Prerequisite: POLS 150

An introduction to the study of individual political behavior. Among the topics covered are the development of political attitudes, political socialization, measuring behavior and opinion, and the uses and abuses of public opinion data.

POLS 320 PUBLIC ADMINISTRATION (3)

Three hours lecture/discussion per week
This course is an introduction to public
administration in the United States at
the national, state and local levels of
government. It will explore the various
trends in American public administration,
examine the unique circumstances
involved in administering public
organizations and look at different
techniques of public management. Topics

of study include: the structure and function of the American system of federalism, organizational theory and behavior, public budgeting and finance, public human resources management and the role of women in public administration.

POLS 321 PUBLIC BUDGETING (3)

Three hours lecture per week Examines the major concepts of public budgeting and finance in the United States. Key topics of study include: expenditure estimation, revenue forecasting, capital budgeting, budget reform and financial management. The politics that characterizes the budgetary process will be emphasized throughout. Same as FIN 321

POLS 325 AMERICAN PUBLIC POLICY (3)

Three hours lecture per week
A study of how public policy is formulated
and implemented, using several policy
areas such as health, transportation,
housing, energy, and welfare policy
as areas for specific examination. The
course will review several contemporary
perspectives on policy making.

POLS 326 GOVERNMENT AND POLITICS OF SELECTED NATIONS (3)

Three hours lecture per week
An intensive study of the politics and government of a nation or group of nations. Topics will include study of the government structure, political processes, political behavior and public policies.
Areas of focus vary by semester.
Repeatable based on topic up to \mathcal{D} units.

POLS 327 INTERNATIONAL RELATIONS OF SELECTED AREAS (3)

Three hours lecture per week
Examination of the international political
and economic relations among nations
of a particular area of the world. Area of
focus varies by semester. Repeatable by
topic.

POLS 328 UNITED STATES FOREIGN POLICY (3)

Three hours lecture per week
Examines the process of foreign policy
making by the United States from several
theoretical perspectives.
GenEd: D

POLS 329 INTERNATIONAL LAW AND ORGANIZATIONS (3)

Three hours lecture per week
Studies processes of global governance,
which includes a focus on selected
international institutions and the basics of
international law.

POLS 330 POLITICAL SOCIOLOGY (3)

Three hours lecture per week
Examines power and power structures at
all levels of society. The roles of social
classes, movements, and institutions in
shaping the political process and social
influences on political behavior are
explored.

Same as SOC 330 GenEd: C3B, D, Interdisciplinary

POLS 331 NARRATIVES OF THE WORKING CLASS (3)

Three hours lecture per week Examines the lives of working people using various thematic approaches and disciplinary methodologies. Materials include literature, film, and case studies. Same as ECON 331, ENGL 331, SOC 331, HIST 331 GenEd: C2, D, Interdisciplinary

POLS 333 NONPROFIT ORGANIZATIONS (3)

Three hours lecture per week Issues unique to nonprofit organizations including financial, legal, and political. Same as COMM 333, ECON 333, BUS 333

GenEd: D, Interdisciplinary

POLS 334 PEACE STUDIES (3)

Three hours lecture per week Examination of theories of and issues in the interdisciplinary field of peace and conflict studies. In-depth analysis of the concepts of peace and war, causes of conflict and war, achieving negative peace, building positive peace, in-depth case studies in nonviolence. Comparison of disciplinary approaches to the field as well as appraisal of interdisciplinary syntheses.

GenEd: D, Interdisciplinary

POLS 335 POLITICS AND FILM (3)

Two hours lecture and two hours activity per week.

Explores the themes, issues and processes of politics through an in depth study of selected films. Area of focus varies by semester.

Same as COMM 335 GenEd: D, Interdisciplinary

POLS 340 POLITICS AND THE ENVIRONMENT (3)

Three hours lecture per week Exploration of environmental politics in both the international and domestic contexts.

Same as ESRM 340 GenEd: D, Interdisciplinary

POLS 341 THE NATIONAL PARK (3)

Three hours lecture per week *Pterequisite: Upper division standing*An interdisciplinary, in-depth study of one or more units of the National Park Service from a variety of perspectives including Political Science, Public Administration, and Environmental Science and Resource Management. The course analyzes how conservation issues and practices, administrative and policy processes and interpretive (educational) programs work within the context of a national public resources agency. Each term this course will focus on one or more park unit in the region.

Same as ESRM 341 GenEd: D, Interdisciplinary

POLS 345 SCIENCE AND PUBLIC POLICY (3)

Three hours lecture per week Examines the relationship between science, politics, and public policy and prepares students to make informed decisions concerning the societal implications of many rapidly advancing avenues of scientific research.

Same as BIOL 345

GenEd: D, Interdisciplinary

POLS 401 CONSTITUTIONAL LAW (3)

Three hours lecture per week Explores how the U.S. Constitution creates and allocates power within the American structure of government. Examines the role of the U.S. Supreme Court in the political struggles over the distribution and uses of power in the American Constitutional system.

POLS 402 CIVIL RIGHTS AND CIVIL LIBERTIES (3)

Three hours lecture per week
Examines the scope of rights and liberties
under the United States Constitution.
Includes a study of the leading decisions
of the United States Supreme Court in this
area.

POLS 403 COMPARATIVE FOREIGN POLICY (3)

Three hours lecture per week *Prerequisite: POLS 103*Examination of how and why states develop distinct foreign policies through review of prominent theoretical perspectives in the comparative foreign policy literature. Application of theories to a number of real world cases of foreign policy decision making by the governments of countries in Africa, Asia, Europe, Latin America, and the Middle East, in different issue areas, including national security policy, foreign economic policy, human rights, environmental policy, and the fight against terrorism.

POLS 404 POLICY LEADERSHIP (3)

Three hours lecture per week Prerequisite: POLS 150

Explores policy leadership across all levels of society and across educational and political domains. Exposes students to ideas about policy leadership, requiring students to learn about current leaders in the region, the U.S. and abroad as theories and concepts are applied to the real world of politics and policy.

Same as EDUC 404

POLS 426 POLITICS OF DEVELOPING COUNTRIES (3)

Three hours lecture per week

Prerequisite: POLS 103

Examines political, economic and social development in developing countries.

POLS 430 POLITICAL COMMUNICATION (3)

Three hours lecture per week
An analysis of the relationship between
mass media and political decisionmaking. Topics covered include: political
communication theories and trends, the
relationship between political institutions
and the press in the US and in other
countries, elections, debates, political
campaigning and advertising, new
media and politics, political socialization,
education, politics and popular culture.
Same as COMM 430
GenEd: D, Interdisciplinary

POLS 431 EDUCATION POLICY AND POLITICS (3)

Three hours lecture per week
Prerequisites: POLS 150 for POLS students
or Consent of instructor
Examines the roles of political institutions
in advertise policy making the political

in education policy making, the political factors that shape policy formulation and implementation, the values and assumptions of different types of policies, and the links between policy and local-level implementation. Analyzes current and pending policies' effect on schools and classrooms to illustrate how education policy reflects American politics.

Same as EDUC 431

GenEd: D, Interdisciplinary

POLS 450 ENVIRONMENTAL CONFLICT RESOLUTION (3)

Three hours lecture per week
Provides practical experience in
negotiation and mediation techniques
within the context of complex
environmental and public policy disputes.
Same as COMM 450, ESRM 450

POLS 490 SPECIAL TOPICS IN POLITICAL SCIENCE (3)

Three hours lecture per week In depth analysis of current topics in Political Science. Topics vary each semester. Repeatable by topic up to 9 units.

POLS 492 SERVICE LEARNING IN POLITICAL SCIENCE (3)

One hour lecture per week and two hours activity per week

Community based service combined with course work and reflection on a topic with political or policy significance. Repeatable up to three times.

POLS 493 INTERNSHIP IN POLITICAL SCIENCE (3)

Three hours lecture per week
Prerequisite: Consent of instructor
Community based internship in political
science. Repeatable up to 6 units.

POLS 494 INDEPENDENT RESEARCH (1-3)

Prerequisite: Senior standing or Consent of instructor

Independent research in Political Science conducted under the supervision of a faculty member. Repeatable.

POLS 499 CAPSTONE (3)

Three hours lecture per week Integrating and culminating experience in which students work in teams to analyze political or policy issues in a communitybased setting.

Psychology

PSY 100 INTRODUCTION TO PSYCHOLOGY (3)

Three hours lecture per week
An introduction to the theories, research
and applications that constitute the field
of psychology. Emerging issues in the
field of psychology, what different types
of psychologists do, and how to critically
evaluate psychological literature will be
covered.

GenEd: D, E

PSY 150 FOUNDATIONS OF CHILD AND ADOLESCENT DEVELOPMENT (3)

Three hours lecture per week Surveys theory and research on child and adolescent development. Focus is theories of development, cognitive, social, emotional and physical development as they are informed by socio-cultural factors. Same as ECS 150

PSY 202 BIOSTATISTICS (3)

Three hours lecture per week Prerequisites: A passing score on the Entry Level Mathematics Exam (ELM) or MATH 105 or Equivalent

Critical reasoning using a quantitative and statistical problem-solving approach to solve real-world problems. Uses probability and statistics to describe and analyze biological data collected from laboratory or field experiments. Course will cover descriptions of sample data, probability and empirical data distributions, sampling techniques, estimation and hypothesis testing, ANOVA, and correlation and regression analysis. Students will use standard statistical software to analyze real world and simulated data.

Same as MATH 202 GenEd: B3

PSY 210 LEARNING, COGNITION AND DEVELOPMENT (3)

Three hours lecture per week
This course presents an overview of
the theories of learning, cognition, and
human development. Major theories of
learning and of psychological, emotional,
ethical and physical development will be
covered with emphasis on the application
of these theories in real life settings such
as schools and other organizations.

GenEd: E

PSY 211 COGNITION AND LEARNING (3)

Three hours lecture per week
Examines psychological theories of
cognition as they apply to learning.
Theories introduced in this course will
seek to explain learning phenomenon
and provide a conceptual framework for
understanding and discussing behavior
and cognition. Practical applications and
current research in the cognitive sciences
will also be discussed.

PSY 212 NEUROBIOLOGY AND COGNITIVE SCIENCE (3)

Three hours lecture per week
Principles of brain organization and
function underlying behavior. Topics
include neuroanatomy and physiology
of language, vision, sexual behavior,
memory and abnormal behavior.
Same as BIOL 212
GenEd: B2, E

PSY 213 DEVELOPMENTAL PSYCHOLOGY (3)

Three hours lecture per week Prerequisite: PSY 100

This course represents an in-depth survey of theory and research in developmental psychology throughout the life span. The course introduces students to the biological, cognitive, emotional, social, and linguistic development from the prenatal period to adulthood.

GenEd: D, E

PSY 220 HUMAN SEXUAL BEHAVIOR (3)

Three hours lecture per week
This course covers knowledge about
the processes and variations in: sexual
functions and reproduction; intimate
relationships; sexual and gender role
development and behavior; and the
social, cultural, historical and moral
contexts of sex and love.
GenEd: E

PSY 300 PSYCHOLOGICAL RESEARCH AND STATISTICAL METHODS I (4)

Three hours lecture and two hours activity per week

Prerequisites: PSY 100, PSY 202, or

equivalent, and Upper division standing, or Consent of instructor
Introduction to research methodology and a basic framework to evaluate social and behavioral science research. Topics include how to apply the scientific method within the field of psychology and the social sciences, ethical guidelines and issues related to the research in, and practice of, psychology, how to evaluate research and popular claims in psychology with a critical eye, and computer applications related to statistics and research. Coursework on inferential

PSY 301 PSYCHOLOGICAL RESEARCH AND STATISTICAL METHODS II (4)

and descriptive statistical methods will

build on material from PSY 202

Three hours lecture and two hours activity per week

Prerequisites: PSY 300 with grade C or better

A continuation of PSY 300. Advanced research methodology and within the empirical framework in the behavioral sciences. Topics include how to apply the scientific method within the field of psychology and the social sciences, ethical guidelines and issues related to the research in, and practice of, psychology, how to evaluate research and popular claims in psychology with a critical eye, and computer applications related to statistics and research. Coursework on inferential and descriptive statistical methods will build on material from PSY 300.

PSY 303 STATISTICAL APPLICATIONS IN THE SOCIAL SCIENCES (4)

Four hours lecture per week

Prerequisites: A passing score on the Entry Level Mathematics Exam (ELM) or MATH 105 or Equivalent

Introduces quantitative methods as used in social & behavioral science research with the goal of statistical literacy. Statistical techniques and data analysis unique to the behavioral and social sciences. Descriptive and inferential statistics to test hypotheses. Principles of sampling design, hypothesis testing for behavioral and social science research, data collection techniques, statistical analysis and interpretation of data, as well as written reporting of results. SPSS Statistics software.

Same as SOC 303, POLS 303 GenEd: B3

PSY 305 FIELD RESEARCH METHODS (3)

Three hours lecture per week Prerequisites: PSY 300 and PSY 301 and PSY 303 or PSY 202

Principles and practices of field research methods in basic and applied social science research settings. The relationship between field and laboratory studies are highlighted with a special emphasis on survey and evaluation research methods and study designs, client and respondent relationships, and research and public policy.

PSY 310 HISTORY AND SYSTEMS OF PSYCHOLOGY (3)

Three hours lecture per week

Prerequisites: Upper division standing or Consent of instructor

This course examines the historical development of psychological thought and methodology, from its origins in philosophy, its attempts to emulate the natural sciences, through the Diaspora of contemporary psychological thought. The major schools of psychology will be explored in context of their philosophical, cultural and ethical influences.

PSY 312 SOCIAL PSYCHOLOGY (3)

Three hours lecture per week Prerequisites: Upper division standing or Consent of instructor

This course is an in-depth survey of the major areas of social psychology. Emphasizes an understanding of the important methods, terms, theories, and findings in the field of social psychology.

PSY 313 CLINICAL AND ABNORMAL PSYCHOLOGY (3)

Three hours lecture per week Examines the major diagnostic, etiologic, and treatment options for a variety of psychopathologies and psychological disorders. Areas to be covered include how psychologists diagnose, assess, understand the etiology, and treat psychological illness and problems. Topics include: disorders related to anxiety, stress & trauma, mood, schizophrenia and psychosis, eating and substance abuse, memory & organic dysfunctions, personality; social, cultural, and legal issues related to psychopathology.

PSY 314 BEHAVIORAL NEUROSCIENCE (4)

Three hours lecture and two hours laboratory per week Neuroanatomy, physiology, pharmacology and their application to cognition, emotion, language, learning, motivation, perception and memory.

PSY 315 CHILD PSYCHOPATHOLOGY (3)

Three hours lecture per week Prerequisites: PSY 100, PSY 213, PSY 313 Examines behavioral disorders in children and introduces the diagnostic criteria and treatment issues related to children. Topics include disorders related to development, learning, behavior, mood, anxiety, schizophrenia, and substance abuse.

PSY 316 SENSATION AND PERCEPTION (3)

Three hours lecture per week Prerequisite: Upper division standing This course will examine the psychological and physiological mechanisms underlying sensation and perception. Topics include the measurement of sensation and the physiological basis of sensation and perception.

PSY 317 THEORIES OF PERSONALITY (3)

Three hours lecture per week Prerequisite: PSY 100 This course considers the major theoretical, application, research, and assessment issues in the study of personality. Emphasis will be placed on the theoretical aspects of personality and the different ways in which these theories are validated. The course will also explore some of the more commonly used personality assessment measures, cultural influences on personality theory, as well as at least one non-Western theory of personality. Formerly known as PSY 217, changed February 2009. Student Option: Graded or Credit/

No Credit

PSY 318 LEARNING, COGNITION AND PERCEPTION (4)

Four hours lecture per week Prerequisite: PSY 100

Examines the ways that people learn, remember and perceive. Basic learning and perceptual processes will be examined within an adaptive framework. The interaction between individual and environment will be examined in a variety of contexts including memory, reasoning, visual perception, speech and language.

PSY 327 PARENTING (3)

Three hours lecture per week Prerequisites: PSY 100, PSY 211, PSY 213 Examines theories of parent-child relations across the life-span and introduces the theoretical frameworks, research, and applications of parenting techniques and strategies.

PSY 333 MEASUREMENT AND TESTING OF GROUPS AND INDIVIDUALS (3)

Three hours lecture per week Prerequisite: Upper division standing Covers the principles of measurement as applied to group standardized measures of achievement, special aptitude, intelligence, personality, and interest for use in educational settings. Survey the administering, scoring, and interpreting of these measures. Language and culture issues related to testing will be explored. GenEd: D, Interdisciplinary

PSY 337 PSYCHOLOGICAL ETHICS AND MORAL PHILOSOPHY (3)

Three hours lecture per week Prerequisite: Upper division standing Provides students with a broad overview of some of the main philosophical and moral ideas that are used as a basis for resolving debates in psychology, the mental health fields and public health. GenEd: D, Interdisciplinary

PSYCHOLOGY OF ART PSY 338 AND ARTISTS (3)

Three hours lecture per week An inquiry into the mind of the artist and the psychological dynamics that underlie the creative process. Emphasis is placed on deciphering personal allegory and universal symbolism hidden within a wide range of visual and conceptual genre in painting, sculpture, film and music. The self-image of the artist will be examined from private and public point of view. Same as ART 338 GenEd: C1, E, Interdisciplinary

PSY 339 PSYCHOLOGY AND LITERATURE (3)

Three hours lecture per week This course looks at the ways in which human psychology manifests in literature and the ways literature instructs us about human psychology. Through reading, writing about, and discussing texts with particularly rich psychological content, issues related to mental health and the human condition will be explored. The course will also cover some theoretical and technical aspects of psychology relevant to the readings. Same as ENGL 339 GenEd: C2, D, Interdisciplinary

PSY 340 HISTORY AND PSYCHOLOGY OF NAZI GERMANY (3)

Three hours lecture per week Prerequisite: Upper division standing Examines the historical and psychological roots of the Nazi movement in Germany. Areas covered will include the mass psychology of fascism, the psychopathology of Nazi leaders, and the psychological impact of the holocaust. Same as HIST 340

GenEd: D, E, Interdisciplinary

PSY 342 COMPLEMENTARY AND ALTERNATIVE HEALTH (3)

Three hours lecture per week Examines alternatives to conventional health approaches such as acupressure, herbal remedies, relaxation, therapeutic massage, naturopathy, qigong, and yoga. Emphasis on individual and social lifestyle approaches, legal and ethical barriers, governmental status and support. Same as NRS 342 GenEd: C3B, E, Interdisciplinary

PSY 344 PSYCHOLOGY AND TRADITIONAL ASIAN THOUGHT (3)

Three hours lecture per week Prerequisites: Upper division standing or Consent of instructor

This course examines the differences and similarities between the Western practice of psychology and traditional Asian systems of philosophy and religion. Topics include: health, well-being and enlightenment, pathology, Buddhism, Daoism, and depth psychologies. GenEd: C3B, E, Interdisciplinary

PSY 345 INDIVIDUALS WITH DISABILITIES IN SOCIETY (3)

Three hours lecture per week Major types of disabilities and giftedness, including definitions, causes, characteristics, and educational implications. Topics include: disability perspectives and social, legal, and educational considerations of disability issues.

Same as SPED 345 GenEd: D, E, Interdisciplinary

PSY 346 HUMAN MOTIVATION (3)

Three hours lecture per week Examines different biological, social, learning and cognitive approaches to the topic of motivation. The key theories of motivation will be reviewed and applied. Topics include: contemporary, psychological, biological and sociocultural principles, issues including drug addiction and gang affiliation. GenEd: E, Interdisciplinary

PSY 348 HEALTHY AGING (3)

Three hours lecture per week Explores physical, cultural and psychosocial factors influencing health issues during the elderly years of life. Topics include aging stereotypes, cultural and family influences on the elderly, physiology of aging, lifestyles choices associated with healthy aging, and end of life care.

Same as NRS 348, SOC 348 GenEd: D, E, Interdisciplinary

PSY 357 PSYCHOLOGY OF FAMILIES (3)

Three hours lecture per week A study of the dynamics of the family as a social system, with emphasis on recent research regarding processes of family change, dissolution, disorganization and reorganization. Traces the historical development of the modern family; role expectations of husbands, wives, parents and children; examines family diversity with respect to ethnicity/race, sexuality, and income.

PSY 370 FUNDAMENTALS OF COUNSELING THEORY (3)

Three hours lecture per week
Prerequisites: PSY 100, PSY 213, and
PSY 217

Overview of selected counseling theories and models used in private practice, school, and community settings. Focus is on relating theory to practice, counselor-client relationships, counseling in a culturally diverse society, case studies, methods of adult and child assessment, and professional ethics.

PSY 375 PSYCHOLOGY OF HEALTH COUNSELING (3)

Three hours lecture per week Prerequisite: PSY 213

Examines health counseling methods designed to promote good health and prevent illness, deal effectively with the treatment people receive for medical problems, help people cope with and reduce stress and pain, and aid in the recovery, rehabilitation, and psychosocial adjustment of patients with serious health problems.

PSY 383 CHICANA/O LATINA/O IDENTITY AND EMPOWERMENT (3)

Three hours lecture per week
Prerequisites: PSY 100 and/or CHS 100
or Equivalent

Examines theories of identity development and empowerment applied to Latina/o adolescents and adults living in a multicultural society. Psychological, social, and cultural issues will be examined from the perspective of Latinas/os from diverse ethnic, cultural and socioeconomic backgrounds.

Same as CHS 383

PSY 400 CASE STUDIES IN PSYCHOPATHOLOGY AND CLINICAL PSYCHOLOGY (3)

Three hours lecture per week Prerequisites: PSY 313 or Consent of instructor

An advanced undergraduate course on the etiology, classification, and treatment of human psychopathology.

PSY 410 PSYCHOLOGICAL TESTING (3)

Three hours lecture per week
Prerequisites: PSY/MATH 202 or Consent
of instructor

Surveys the administration and interpretation of objective and projective personality and educational assessment instruments. Basic assessment issues will be discussed as well as ethical and cultural issues related to testing.

PSY 415 ASSESSMENT OF CHILDREN (3)

Three hours lecture per week Prerequisites: PSY 333 or PSY 410

An intensive study in the cognitiveintellectual, emotional, and developmental assessment of children. Topics include: testing instruments, concepts of intelligence, cognition, emotional development, and specific developmental disorders in children, issues of language and culture related to the assessment of children.

PSY 420 AFRICAN AMERICAN FAMILIES (3)

Three hours lecture per week
Examines the structure, values, and
behavior patterns of the contemporary
African American family as influenced by
African culture and kinship systems and
the institution of slavery in association with
other factors. The orientation to African
American family life will emphasize its
strengths, weaknesses, adaptations,
strong kinship bonds, and family roles.

PSY 424 ORGANIZATIONAL BEHAVIOR (3)

Three hours lecture per week
Prerequisites: MGT 307 or Consent of
instructor

An application of behavioral science theory and concepts with a focus on individual, interpersonal and group processes in a diverse work force. Topics include personality traits, emotions, values, work attitudes, work motivation, organizational politics, group effectiveness and conflict. Extensive use of individual and group case analysis. Same as MGT 424

PSY 429 INTERGROUP RELATIONS (3)

Three hours lecture per week

Prerequisite: Junior or Senior standing

Provides an overview of the social
psychological study of intergroup
relations, emphasizing underlying social
and individual dynamics. Considers
theory and research in the field and
the application of these to a variety of
societies and groups. Topics include the
importance of groups in individual identity
development; stereotypes, prejudice, and
discrimination; intergroup inequality and
injustice; collective action, and social
protest.

PSY 432 SEMINAR IN LEADERSHIP (3)

Three hours seminar per week Prerequisite: Consent of instructor
This course gives students an opportunity to both study and experience communicative, managerial, psychological, and sociological perspectives related to leadership. This includes in-depth study of aggression and dominance, group structure and behavior, decision-making, and the role of personality in leadership.

GenEd: D, E, Interdisciplinary

PSY 436 PSYCHOLOGY AND HISTORY OF EAST ASIAN WARRIOR CULTURES (3)

Three hours lecture per week Prerequisites: Upper division standing or Consent of instructor

Examines the psychological and historical roots of warrior cultures in East Asia. Characteristics such as duty, enlightenment, honor, loyalty, and discipline will be examined in the context of the individual and group psychology of warrior cultures throughout history. Psychological and historical conceptions of violence, aggression, and strategy will also be explored. Students will be encouraged to relate values derived from Asian warrior cultures to their own lives, while reflecting on the applicability of these ideas to modern life. Same as HIST 436 GenEd: D, E, Interdisciplinary

PSY 445 ADOLESCENT DEVELOPMENT (3)

Three hours lecture per week
Prerequisites: Upper division standing,
PSY 213 or Consent of instructor
Psychosocial dynamics of adolescents
and young adults. Topics include physical
and maturational development, theories
of adolescence, family and peer group
influences, sexuality, cognitive and
vocational development, schooling and
youth culture.

GenEd: D, E, Interdisciplinary

PSY 449 HUMAN-COMPUTER INTERACTION (3)

Three hours lecture in the lab per week The information exchange between humans and computer systems will be examined. Aspects of input/output devices, software engineering, and human factors will be discussed with respect to human-computer interactions. Topics include: text and graphic display; user modeling; program design, debugging, complexity and comprehension; and current research studies and methodologies. Same as COMP 449 GenEd: B4, E, Interdisciplinary

PSY 450 ADVANCES IN NEURAL SCIENCE (3)

Three hours lecture per week *Prerequisites: PSY 212 and PSY 314*Surveys current research on the nervous system, its development, and its control of behavior. The course also describes some neurological and behavioral disorders that are both instructive scientifically and important clinically. Includes inferences that can be made about human brain functions from the effects of neurological trauma and clinical tests.

PSY 457 CRIMINAL BEHAVIOR (3)

Three hours lecture per week Prerequisites: PSY 313 or Consent of instructor

An introduction to the fundamentals of criminal psychology through the study of the psychological factors which relate to or cause criminal behavior in individuals. The practice of forensic psychology, the legal system, law enforcement psychology, prison psychology, and the criminal behavior of groups will also be discussed.

PSY 460 ADDICTION STUDIES (3)

Three hours lecture per week
Prerequisites: PSY 100, Psy 217, and
PSY 313

Focuses on the influence of addictive disorders on individuals, family and society. Applies a multidisciplinary analytical framework. Topics include theories of addiction, pharmacology of drug use, assessment, family and community responses, treatment interventions, and policy issues related to societal responses to and treatment of addictions.

PSY 461 ADVANCED TOPICS IN CHILD AND ADOLESCENT DEVELOPMENT (3)

Three hours lecture per week Prerequisites: PSY 213, PSY 445 or Consent of instructor

Represents an advanced study of human growth and development. Repeatable by topic up to $\underline{\mathcal{G}}$ units.

PSY 470 SEMINAR IN FREUD AND OBJECT RELATIONS THEORY (3)

Three hours lecture per week Prerequisites: PSY 313 or Consent of instructor

An overview of the works of Freud and neo-Freudian schools of thought. Emphasis on both structural and developmental models in psychoanalytic thought as applied to the individual and to society at large. Feminist and non-Western cultural interpretations of these theories will also be discussed.

PSY 471 SEMINAR IN JUNGIAN AND ARCHETYPAL PSYCHOLOGY (3)

Three hours lecture per week Prerequisites: PSY 313 or Consent of instructor

An overview of the works of Jung and neo-Jungian schools of thought. Emphasis on both structural and phenomenological views of Jung's work as applied to the individual and to society at large. Structural theories of mythology both Eastern and Western will be discussed in context of Jung's work.

PSY 473 BIZARRE BEHAVIOR AND CULTURE BOUND SYNDROMES (3)

Three hours lecture per week Prerequisites: PSY 313 or Consent of instructor

This course examines behaviors which seem to be at the extreme edge of the human repertoire. Nevertheless, such behaviors have at different times and cultures been considered normal. Students in this course will examine such behaviors with an open mind, while attempting to understand that so-called normal behaviors in our own culture could be construed as bizarre.

PSY 482 INTERMEDIATE STATISTICS (3)

Three hours lecture per week
Prerequisites: PSY 300 and PSY 301 and
PSY 303 or PSY 202

Presents advanced statistical analyses and their application including factorial designs, multivariate analysis of variance, and multiple regression. Emphasizes is on both the theoretical and applied aspects of the various statistical approaches.

PSY 490 TOPICS IN PSYCHOLOGY (1-3)

Up to Three hours lecture per week Prerequisites: PSY 301 or Consent of instructor

Provides an in-depth study of some aspect of psychology. Repeatable by topic.

PSY 492 INTERNSHIP OR SERVICE LEARNING (1-3)

Prerequisites: Upper division standing and Consent of instructor

Supervised work/volunteer experience in an appropriate setting with supervision in the field from an appropriate person with credentials and/or experience in a specialty related to psychology. Students are required to write a report of their experience. Supervised work/volunteer experience in an appropriate setting. Includes supervision in the field from an appropriate person with credentials and/or experience in a specialty related to psychology. Students are required to write a report of their experience. Repeatable. Student Option: Graded or Credit/

PSY 494 INDEPENDENT RESEARCH IN PSYCHOLOGY (1-3)

Prerequisites: Upper division standing and Consent of instructor

An independent research project for undergraduate students supervised by a faculty member. A written report of the research is required. Repeatable.

PSY 497 DIRECTED STUDY IN PSYCHOLOGY (1-3)

Prerequisites: Upper division standing in Psychology and Consent of instructor An intensive study of some aspect of psychology, usually via an in-depth review of the literature. Intended for undergraduate students supervised by members of the psychology faculty. A written report summarizing the study is required. Repeatable.

PSY 499 SENIOR CAPSTONE COURSE (1-3)

Prerequisites: Upper division standing in Psychology and Consent of instructor This course is an interdisciplinary experience in which students work in teams, contributing their expertise to a community-based project group.

Sociology

SOC 100 INTRODUCTION TO SOCIOLOGY (3)

Three hours lecture per week
An introductory study of the basic
concepts, theoretical approaches, and
methods of sociology. Topics include:
the analysis and explanation of social
structure, social change, group dynamics,
socialization and self, social stratification,
and cultural diversity.

GenEd: D

Gerila. D

SOC 201 SOCIAL PROBLEMS (3)

Three hours lecture per week
Examines social problems in the United
States from a sociological perspective.
Social problems in the community such as
homelessness, poverty, and racism will be
explored through integrating classroom
discussion, lecture, and reading.
GenEd: D

SOC 202 INTRODUCTION TO RESEARCH METHODS (3)

Three hours lecture per week Prerequisite: SOC 100 Introduction to the methodology used by sociologists and other social scientists to analyze, describe, and theorize about social issues and structures. Emphasis in both quantitative and qualitative research strategies, the role of theory in guiding research, and the application of scientific

logic in the social sciences.

SOC 203 INTRODUCTION TO SOCIAL BUSINESS (3)

Interdisciplinary overview of Social Business models and their application to social, economic, technological, cultural, political and environmental issues both locally and globally. Introduction to the finance and planning of Social Businesses, as well as comparisons to traditional and other alternative business models.

Same as BUS 203, SOC 203 GenFd: D

SOC 303 STATISTICAL APPLICATIONS IN THE SOCIAL SCIENCES (4)

Four hours lecture per week Prerequisites: A passing score on the Entry Level Mathematics Exam (ELM) or MATH 105 or Equivalent

Introduces quantitative methods as used in social & behavioral science research with the goal of statistical literacy. Statistical techniques and data analysis unique to the behavioral and social sciences. Descriptive and inferential statistics to test hypotheses. Principles of sampling design, hypothesis testing for behavioral and social science research, data collection techniques, statistical analysis and interpretation of data, as well as written reporting of results. SPSS Statistics software.

Same as PSY 303, POLS 303 GenEd: B3

SOC 309 TOPICS IN GAY, LESBIAN, BISEXUAL, TRANSGENDER, AND QUEER STUDIES (1)

One hour lecture per week
This course provides an introductory
exposure to gay, lesbian, bisexual, and
transgendered issues through lecture,
presentation, activities, and discussion.
Each semester a new topic of importance
to gay, lesbian, bisexual, transgendered,
and/or queer individuals will be
presented. Repeatable up to <u>3</u> units.
Graded Credit/No Credit

SOC 310 RESEARCH METHODS IN SOCIOLOGY (4)

Four hours lecture per week Prerequisites: SOC/PSY/POLS 303
Focuses on research design and the basic data analysis skills introduced in SOC 303 to examine quantitative and qualitative methods of research. Topics may include: survey research design, hypothesis formulation, questionnaire and interview design, interviewing techniques, scaling, sampling, data preparation and analysis of data. Research ethics and related topics are also addressed.

SOC 322 SOCIOLOGY OF POPULAR CULTURE (3)

Three hours lecture per week Prerequisite: SOC 100

Examines popular culture from a sociological and a comparative perspective. Emphasizes the impact of mass media on individual behavior, marketing and consumption of amusements and entertainments in the domestic and global marketplace. Same as ENGL 322, COMM 322

SOC 330 POLITICAL SOCIOLOGY (3)

Three hours lecture per week Examines power and power structures at all levels of society. The roles of social classes, movements, and institutions in shaping the political process and social influences on political behavior are explored.

Same as POLS 330 GenEd: C3B, D, Interdisciplinary

SOC 331 NARRATIVES OF THE WORKING CLASS (3)

Three hours lecture per week Examines the lives of working people using various thematic approaches and disciplinary methodologies. Materials include literature, film, and case studies. Same as ECON 331, ENGL 331, HIST 331, POLS 331
GenEd: C2, D, Interdisciplinary

SOC 336 SOCIAL ENTREPRENEURSHIP (3)

Three hours lecture per week
Social entrepreneurship is about creating and leading organizations that strive to advance social change. Draws from both theory and practice to explore important trends in the private and social sectors, which are creating space for innovation and opportunities for individuals with business skills to drive positive change. Incorporates case studies, exercises, field trips, group presentations, and a semesterlong service project.

Same as BUS 336
GenEd: D, Interdisciplinary

SOC 348 HEALTHY AGING (3)

Three hours lecture per week
Explores physical, cultural and
psychosocial factors influencing health
issues during the elderly years of life.
Topics include aging stereotypes, cultural
and family influences on the elderly,
physiology of aging, lifestyles choices
associated with healthy aging, and end
of life care.

Same as NRS 348, PSY 348 GenEd: D, E, Interdisciplinary

SOC 350 SOCIAL STRATIFICATION: THEORIES OF SOCIAL CLASS (3)

Three hours lecture per week Prerequisites: SOC 100 and 300 or Equivalent

Analysis of the distribution of wealth, prestige, and power. Examines various approaches to the study of the causes of poverty, life chances of the poor, lifestyles of the wealthy, upward and downward mobility, and class and group conflict in society.

SOC 352 SOCIAL MOVEMENTS (3)

Three hours lecture per week Prerequisites: SOC 100, SOC 201, SOC 202

The sociology of social movements analyzes the causes and consequences of organized social action. The course examines theories of social movements and a variety of case studies of movements. Particular movements studied vary by semester.

SOC 360 RACE & ETHNICITY (3)

Three hours lecture per week Prerequisite: SOC 100

This course examines issues of race, religion, ethnic relations and power in the U.S. and elsewhere. Power, prejudice, and discrimination relating to minority status are emphasized.

SOC 370 CRIME AND SOCIETY (3)

Three hours lecture per week
Prerequisites: SOC 100, SOC 201,
SOC 202

Examination of forms, causes and the extent of crime in the United States. Focuses on why people break the law, the genesis of norms, and how the law is applied.

SOC 372 URBAN SOCIOLOGY (3)

Three hours lecture per week Prerequisite: SOC 100

Studies cities and urbanization, including processes of growth and change, the structuring of social space, dynamics of social inequality and the recent conflicts. Addresses processes of suburbanization, issues of race and diversity in the spatial and political dynamics of metropolitan areas, and the phenomenon of global cities.

SOC 374 SOCIOLOGY OF ORGANIZATIONS (3)

Three lecture hours per week Prerequisite: SOC 100

The sociological study of organizations addresses issues of organizational dynamics (internal processes, origins, development, collapse). This course

introduces students to the several dominant perspectives on organizations (rational, natural, and open system perspectives), as well as newer institutionalist approaches focusing on culture and legitimacy.

SOC 410 SOCIOLOGY OF GENDER AND SEXUALITY (3)

Three hours of lecture per week Prerequisites: SOC 100 and SOC 203 Analysis of gender and sexuality in human society with special attention to gendered socialization practices, issues in equality from historic as well as contemporary and cross-cultural perspectives, and sexual identities and behaviors

SOC 412 SEX, LOVE AND MONEY: THE FAMILY (3)

Three hours lecture per week
Prerequisites: SOC 100, SOC 201,
SOC 202

Analysis of the family as a social institution that meets specific social needs; as a social construction that is culturally bound and malleable, and as a source of social exchange and currency. Presents an understanding of contemporary intimate life in the U.S. by examining the social history of families and current areas of concern.

SOC 415 SOCIOLOGY OF RELIGION (3)

Three hours seminar per week Prerequisite: <u>Three</u> units in Sociology Examines religion in contemporary society: beliefs, rituals, organization, and the social functions of major denominations and religious cults. Examines stability and conflict, fundamentalism and secularization, and religion in the context of other social institutions.

SOC 418 SOCIOLOGY OF EDUCATION (3)

Three hours seminar per week Prerequisite: <u>Three</u> units in Sociology Course addresses the theoretical, methodological, and descriptive contributions of sociology to the study of education. Issues include access to education, quality of education, and importance of education in perpetuating the social class system.

SOC 420 CLASSICAL SOCIOLOGICAL THEORY (3)

Three hours lecture per week Prerequisites: SOC 100, SOC 201 and SOC 202

This course explores the origin and development of the discipline of sociology with a particular focus on the classical period: the 19th century to mid-20th century. Students will develop an

appreciation for the roots of sociological theorizing by reading the work of such thinkers as Emile Durkheim, Max Weber, W.E.B. DuBois, Karl Marx and others.

SOC 421 CONTEMPORARY SOCIOLOGICAL THEORY (3)

Three hours lecture per week
Prerequisites: SOC 100, SOC 201,
SOC 202 and SOC 420

Modern sociological paradigms from the 1960s forward to the present period including Marxism, neoMarxist modern theory, critical theory, symbolic interaction, rational choice, feminist theories and theories on modernity and post-modernity.

SOC 425 CONTEMPORARY IMMIGRATION ISSUES (3)

Three hours lecture per week Prerequisites: CHS 100 or Equivalent Cross disciplinary examination of contemporary immigration and citizenship in the United States in comparison with other countries. Same as CHS 425

SOC 429 SOCIAL CHANGE IN SPAIN (3)

Three hours lecture per week
Prerequisites: SPAN 202 or SPAN 212 or
with Consent of instructor

Taught in Spanish. Addresses two aspects of Spanish culture, the tremendous social change during the period known as the transition from the dictatorship of Franco to a modern democratic state, as well as how social change is expressed in a variety of social institutions.

Same as SPAN 429

SOC 440 POPULATION STUDIES (3)

Three hours lecture per week

Prerequisites: SOC 100 and MATH 202

This course focuses on the basic
concepts, skills and issues in demography
and population studies. It will apply
concepts to contemporary population
issues such as family demography, urban
transition, environmental degradation, and
economic development.

Same as ESRM 440

GenEd: D, Interdisciplinary

SOC 448 GLOBALIZATION AND DEVELOPMENT (3)

Three hours lecture per week Prerequisite: SOC 100

Examines empirical and theoretical issues of globalization from a sociological perspective, to understanding how the forces of globalization affect economic, political and cultural systems of both developed and developing nations.

Same as ECON 448, BUS 448

GenEd: D, Interdisciplinary

SOC 490 TOPICS IN SOCIOLOGY (3)

Three hours per week Prerequisite: Consent of instructor In-depth analysis of current topics in sociology. Topics vary. Repeatable by topic.

SOC 492 FIELD EXPERIENCE IN SOCIOLOGY (2-3)

Variable lecture/activity, up to seven hours per week

Prerequisites: SOC 303, SOC 310, Junior-level standing, GPA 3.0 and above, and Consent of instructor

Field experience in Sociology offers an internship placement and/or applied research opportunity for advanced students of Sociology. Repeatable up to <u>6</u> units.

Graded Credit/No Credit

SOC 494 INDEPENDENT STUDY (1-3)

Prerequisite: Consent of instructor Independent study in Sociology. Repeatable, up to 3 units may be applied to the major. Independent study is for advanced students who wish to propose a course of study not currently offered in the curriculum.

SOC 499 CAPSTONE (3)

Three hours lecture per week Prerequisite: Completion of all core courses in Sociology

Complete a research project based on a specific area in the discipline of sociology. Research projects may incorporate service to an area agency.

Spanish

SPAN 101 ELEMENTARY SPANISH I (4)

Four hours lecture per week
Develops basic functional proficiency
in the Spanish language. As students
develop their listening, speaking, reading
and writing skills, they acquire knowledge
about cultural similarities and differences
between the U.S. and the Spanishspeaking world. Not for native Spanish
speakers or those with two or more years
of high school Spanish within the last
three years, or those with college level
Spanish.
GenEd: C3A

SPAN 102 ELEMENTARY SPANISH II (4)

Four hours lecture per week

Prerequisites: SPAN 101 or Equivalent
continuation of SPAN 101.

Continued development of basic
functional proficiency in Spanish. As
students continue to develop their listening,

speaking, reading and writing skills, they

will acquire more basic knowledge about the culture and civilization of the Spanishspeaking world. Students with knowledge beyond this course level will be required to take a higher level Spanish course. GenEd: C3A

SPAN 105 ELEMENTARY SPANISH FOR K-12 TEACHERS (3)

Three hours of lecture per week Prerequisites: SPAN 101 or equivalent Fosters the development of basic functional proficiency in the Spanish language, with emphasis on terminology and interactions related to school settings. The course is designed for those interested in learning to better communicate with Spanish-speaking members of the school population. Topics will include: Spanish alphabet, classroom vocabulary, and communication with parents.

SPAN 201 INTERMEDIATE SPANISH I (4)

Four hours lecture per week Prerequisites: SPAN 102 or equivalent Through the study of the culture and civilization of the Hispanic world, students continue to develop their listening, speaking, reading and writing skills in Spanish.

GenEd: C3A, C3B

SPAN 202 INTERMEDIATE SPANISH II (4)

Four hours lecture per week Prerequisites: SPAN 201 or equivalent Continuation of SPAN 201. Through the study of the culture and civilization of the Hispanic world, students further develop their listening, speaking, reading and writing skills in Spanish. GenEd: C3A, C3B

SPAN 211 SPANISH FOR HERITAGE SPEAKERS I (4)

Four hours lecture per week Prerequisite: Consent of instructor

Designed for students accustomed to hearing Spanish spoken at home, who are able to understand much of what they hear as well as speak some Spanish, and who are interested in further developing their speaking, reading and writing skills in Spanish. Includes discussion of Hispanic cultures, with an emphasis on Hispanic communities within the U.S. GenEd: C3A, C3B

SPAN 212 SPANISH FOR HERITAGE SPEAKERS II (4)

Four hours lecture per week
Prerequisites: SPAN 211 or equivalent or
Consent of instructor

Continuation of SPAN 211. Designed for students accustomed to hearing Spanish spoken at home, who are able to understand much of what they hear as well as speak some Spanish, and who are interested in further developing their speaking, reading and writing skills in Spanish. Includes discussion of Hispanic cultures, with an emphasis on Hispanic communities in the U.S. GenEd: C3A, C3B

SPAN 301 ADVANCED SPANISH: PART ONE (3)

Three hours lecture per week
Prerequisites: SPAN 202 or SPAN 212 or
Consent of instructor

Enhancement of communicative abilities in listening, speaking, reading and writing through the examination of topics of interest in the Hispanic world. Several of the topics include: cultural perspectives, ancestry and roots, and work and leisure. Student projects to include presentations, service activities and cultural portfolio. *GenEd: C3A*

SPAN 302 ADVANCED SPANISH: PART TWO (3)

Three hours lecture per week
Prerequisites: SPAN 202 OR SPAN 212 or
Consent of instructor

Further enhancement of communicative abilities in listening, speaking, reading and writing through the examination of topics of interest in the Hispanic world. Several of the topics include: tradition and change, cultural and linguistic contrasts, and human rights and equality. Student projects to include presentations, service activities and cultural portfolio. GenEd: C3A

SPAN 304 SPANISH FOR CAREERS AND PROFESSIONS (3)

Three hours lecture per week Prerequisites: SPAN 301 or SPAN 302 (may be taken concurrently) or Consent of instructor

Interactive study of Spanish as applied to the fields of business, education, health professions and social services. Students will learn the basic vocabulary and expressions pertaining to these fields.

SPAN 310 INTRODUCTION TO PROSE, POETRY AND DRAMA (3)

Three hours lecture per week Prerequisites: SPAN 301 or SPAN 302 or Consent of instructor

This is an introductory literature course designed to develop students' ability to read, discuss and write about literary texts. Selections of poetry, prose, and dramatic works from among Spanish, Latin American and U.S. Latino authors will be explored.

SPAN 311 BILINGUAL LITERARY STUDIES/ ESTUDIOS LITERARIOS BILINGUES (3)

Three hours lecture per week
Prerequisites: ENGL 103 or ENGL 105
and SPAN 202 or SPAN 212 or Consent
of instructor

This course explores the literatures of the Americas written in two languages: English and Spanish. Course texts will include works written by bilingual U.S. authors and Latin American authors writing primarily in Spanish; genres may include novels, with a special focus on Magical Realism/el realismo magico, short stories/cuentos, and poetry. Readings will be in the original language; class discussions will be bilingual. Same as ENGL 311

SPAN 315 INTRODUCTION TO SPANISH LINGUISTICS (3)

Three hours lecture per week Prerequisites: SPAN 301 or SPAN 302 or Consent of instructor

Introduction to the analysis of the Spanish language from various linguistic perspectives, such as phonology, morphology and syntax. Explores the historical development of Spanish, dialectal variation in the Spanish-speaking world, the use of Spanish in the U.S., and language acquisition. Taught in Spanish.

SPAN 320 INTRODUCTION TO SPANISH TRANSLATION (3)

Three hours lecture per week Prerequisites: SPAN 202 or SPAN 212 or Consent of instructor

This course is an introduction to the history, theory, and practice of translation from Spanish to English and from English to Spanish. In the process of translating texts, students will learn strategies, techniques and principles of translation and, at the same time, increase their proficiency in Spanish.

SPAN 334 SPANISH LANGUAGE DRAMA AND THEATRE (3)

Three hours lecture per week
Read and analyze one-act plays from
diverse parts of the Spanish-speaking
world, and focus on majors works for indepth study and performance. In addition
to learning about the historical, cultural
and sociological context of the plays,
students will learn acting techniques
and appropriate Spanish-language
vocabulary and phrases. Note: Course is
open to all levels of Spanish speakers.
Same as PATH 334
GenEd: C2, C3B, Interdisciplinary

SPAN 350 ADVANCED SPANISH GRAMMAR AND COMPOSITION (3)

Three hours lecture per week Covers the fundamentals of Spanish accentuation, spelling, punctuation, as well as some advanced grammar and writing elements.

SPAN 410 CIVILIZATIONS AND CULTURES OF SPAIN (3)

Three hours lecture per week Prerequisites: SPAN 301 or SPAN 302 or Consent of instructor

Explores the history of Spain, from the formation of Hispania to the present. Broadens their knowledge of major geographical, political, religious and literary aspects of Spain.

SPAN 411 CIVILIZATIONS AND CULTURES OF LATIN AMERICA (3)

Three hours lecture per week Prerequisites: SPAN 301 or 302 or Consent of instructor

Explores the history of the Spanishspeaking regions of Latin America, from pre-Colombian civilizations, to the Spanish conquest, to the present. Students will broaden their knowledge of major geographical, political, religious and literary aspects of Latin American culture.

SPAN 415 SPANISH LANGUAGE VARIATION & DIVERSITY (3)

Three hours lecture per week Prerequisites: SPAN 315 or Consent of instructor

This course provides a linguistic exploration of Spanish language variation. It explores different types of language variations, including historical change (language evolution from Latin to Spanish), geographical variation (different dialects in the Spanish-speaking world), and sociolinguistic variation (based on economic class, age, gender, etc.). It also analyzes fundamental issues in bilingualism (such as Spanish-English codeswitching) and other sociopolitical topics relating to the use of Spanish in the United States.

SPAN 420 SPECIALIZED SPANISH TRANSLATION (3)

Three hours lecture per week Prerequisites: SPAN 320 or Consent of instructor

Practice and critique of translations of a range of specialized material (legal, literary, business, social science, technical, and audiovisual) both from Spanish to English and from English to Spanish. Review of translation theory, methods, techniques, and problems.

SPAN 421 SPANISH FOR EDUCATORS I (3)

Three hours lecture per week
Prerequisites: SPAN 301 or SPAN 302 or
Consent of instructor

Prepares students to function effectively in Spanish within a school setting. Emphasis is placed on developing the Spanish fluency and vocabulary necessary for classroom and school-related community situations. Course content emphasizes the K-6 school setting. The topics include: General school-related vocabulary, parent-teacher conferences, writing letters, language arts and reading vocabulary, examples of Spanish-language children's literature, social studies and mathematics. This course does not count toward the Spanish Major.

SPAN 422 SPANISH FOR EDUCATORS II (3)

Three hours lecture per week
Prerequisites: SPAN 301 or SPAN 302 or
Consent of instructor

Prepares students to function effectively in Spanish within a school setting. Emphasis is placed on developing the Spanish fluency and vocabulary necessary for classroom and school-related community situations. Course content emphasizes the K-6 school setting. The topics include: 1) General science vocabulary (parts of the body, illnesses, foods and nutrition, animals, plants, minerals, weather, solar system), 2) General art vocabulary and brief introduction to several Hispanic artists and their work, 3) General music vocabulary and brief introduction to several Spanish-language songs, including children's songs. This Course does not count toward the Spanish major.

SPAN 429 SOCIAL CHANGE IN SPAIN (3)

Three hours lecture per week
Prerequisites: SPAN 202 or SPAN 212 or
with Consent of instructor

Taught in Spanish. Addresses two aspects of Spanish culture, the tremendous social change during the period known as the transition from the dictatorship of Franco to a modern democratic state, as well as how social change is expressed in a variety of social institutions.

Same as SOC 429

SPAN 450 INTRODUCTION TO LITERARY TRANSLATION (3)

Three hours lecture per week
Prerequisites: SPAN 310 and SPAN 320,
or Consent of instructor

An introduction to the theory and practice of literary translation from Spanish to English and vice-versa. Genres to be studied include poetry, short story, novel, and drama.

SPAN 460 MASTERPIECES OF SPANISH LITERATURE (3)

Three hours lecture per week
Prerequisites: SPAN 310 or Consent of
instructor

Advanced literature course designed to develop reading, writing, and literary analysis. Focuses on selections of poetry, prose, and theater from literary masterpieces of Spanish Literature. Lectures, discussions, and analysis of the texts will be the center of class activities.

SPAN 461 MASTERPIECES OF LATIN AMERICAN LITERATURE (3)

Three hours lecture per week Prerequisites: SPAN 301 or Consent of instructor

Advanced literature course that explores major Latin American Literary works. Enhances students' knowledge of Latin American Literature, history and culture. Develops critical thinking and improve students' reading and writing skills and Spanish language vocabulary.

SPAN 462 MODERN MEXICAN LITERATURE (3)

Three hours lecture per week Prerequisites: SPAN 302 and SPAN 310 Advanced literature course that explores major literary works of modern Mexico starting with those that emerged from the Revolution of 1910. Includes the genres of poetry, prose, drama, and essay.

SPAN 490 SPECIAL TOPICS IN SPANISH (3)

Three hours lecture per week

Prerequisite: Consent of instructor

Selected topics on Spanish language,
linguistics, Hispanic cultures, and
literatures. Repeatable for up to 9 units.

SPAN 499 CAPSTONE IN SPANISH (2)

Two hours seminar per week Prerequisites: Senior standing as a Spanish major or Consent of instructor Students design and complete a project that integrates prior course work with the University's mission. The project may involve an interdisciplinary activity, a service learning experience, and reflect a multicultural or international perspective.

Special Education

SPED 345 INDIVIDUALS WITH DISABILITIES IN SOCIETY (3)

Three hours lecture per week Major types of disabilities and giftedness, including definitions, causes, characteristics, and educational implications. Topics include: disability perspectives and social, legal, and educational considerations of disability issues.

Same as PSY 345 GenEd: D, E, Interdisciplinary

SPECIAL TOPICS IN SPECIAL EDUCATION (1-3)

Prerequisites: Upper division standing and Consent of instructor

In-depth analysis of current topics in special education. Topics vary each semester. Repeatable by topic. Student Option: Graded or Credit/ No Credit

SPED 494 INDEPENDENT RESEARCH IN SPECIAL EDUCATION (1-3)

Prerequisites: Upper division standing and Consent of instructor

Students design and implement an independent research project in special education in conjunction with a faculty member. Repeatable up to $\underline{\phi}$ units, 3 completions.

Student Option: Graded or Credit/ No Credit

SPED 497 DIRECTED STUDIES IN SPECIAL EDUCATION (1-3)

Prerequisites: Upper division standing and Consent of instructor

An intensive directed study of some aspect of field of special education under the direction of a faculty member. Repeatable up to $\underline{\phi}$ units, max 3 completions.

Student Option: Graded or Credit/ No Credit

SPED 499 SENIOR CAPSTONE PROJECT SEMINAR IN SPECIAL EDUCATION (1-3)

Prerequisites: Upper division standing and Consent of instructor

Students work on research or community-based projects in the field of special education. A written report of the project is required. Repeatable.

Student Option: Graded or Credit/ No Credit

SPED 530 TYPICAL AND ATYPICAL DEVELOPMENT (3)

Three hours lecture per week
Focus on typical and atypical
development from the prenatal stage
to adulthood and the implications
for learning. Emphasis on atypical
development associated with various
disabilities and risk conditions. Resilience
and protective factors and their impact on
learning. Theories of typical and atypical
child development, including educational
and home settings, schools, communities,
and culture are integrated.

SPED 541 FOUNDATIONS OF SPECIAL EDUCATION (3)

Three hours lecturer week
Prerequisites: Admission to Education
Specialist Credential Program and SPED
345, ENGL 475, SPED 530, EDUC 512
Ethical standards, professional practices, laws, regulations and policies related to the provision of services to individuals with disabilities and their families.
Models, theories and practices that form the basis for special education practice. History of special education and contributions of culturally diverse groups.
Development of professional perspective that reflects status of special education services in society.

SPED 542 MANAGING LEARNING ENVIRONMENTS (3)

Three hours lecture/discussion per week Prerequisites: Admission to Education Specialist: Credential Program Corequisites: SPED 562 or SPED 570 or SPED 580

Functional assessment of behavior, behavior management strategies, communication styles and their impact on learning; laws, regulations, and strategies for promoting positive and self-regulatory behavior in students. Designing and implementing positive behavioral support plans.

SPED 543 CURRICULUM AND INSTRUCTION FOR SPECIAL EDUCATION (4)

Four hours lecture per week Prerequisites: Admission to Education Specialist: Credential Program and EDUC 510, EDUC 512, ENGL 475 and SPED 345

Corequisites: SPED 570 or SPED 580 or SPED 562 or SPED 585

Identifies the characteristics and needs, and the range of service and delivery models for students with mild to moderate disabilities. Develop unit and lesson plans that adapt and modify curriculum and lessons used in general education. Strategies for collaborating and consulting with paraprofessionals, general education teachers and other professionals.

SPED 544 CURRICULUM AND INSTRUCTION FOR SPECIAL EDUCATION II (4)

Four hours lecture per week
Prerequisite: Admission to Education
Specialist: Credential Program
Corequisites: SPED 570 or SPED 580 or
SPED 585 or SPED 562

Prepares students to identify specific academic needs for students with mild/moderate disabilities using multiple forms of assessment and instruction. Students develop instructional plans to meet the individual needs with mild/moderate disabilities using evidence based practices.

SPED 545 ASSESSMENT OF STUDENTS WITH DISABILITIES (3)

Three hours lecture/discussion per week Prerequisites: Admission to Education Specialist Credential Program and SPED 541, SPED 542, SPED 543, SPED 570 Basic principles, processes and strategies for assessment. Use of effective assessment techniques, tools and approaches for individuals who are culturally, linguistically, ethnically, socio-economically and ability diverse in general education and special education settings to make educational decisions.

SPED 546 CONSULTATION AND COMMUNICATION WITH FAMILIES AND PROFESSIONALS (3)

Three hours of lecture/discussion per week

Prerequisites: Admission to Education Specialist: Mild/Moderate Disabilities Credential Program

Corequisites: SPED 562 or SPED 570
Strategies for effectively collaborating, communicating and working in partnership with individuals with disabilities and their families, other caregivers, school administrators, general and special education teachers, specialists and paraprofessionals and community agency and related service personnel. Planning for transition across the life span for learners with special needs.

SPED 547 AUTISM SPECTRUM DISORDERS IN THE CLASSROOM (2)

Two hours lecture per week

Prerequisites: SPED 345 and SPED 530 Corequisite: Enrollment in a Credential Program

Provides knowledge of how to work with students with autism in a K-12 classroom. Core challenges associated with language and communication, social skills, behavior, and processing and their implications for program planning and service delivery for students with autism. Meets the requirements for the added authorization for Autism, when taken with the CI Ed Spec credential program.

SPED 560 ACCESS TO LEARNING: A FOCUS ON INDIVIDUAL DIFFERENCES (2)

Two hours lecture/discussion per week Prerequisite: Admission to the Single Subject or Special Education Level I Credential Program

Focuses on methods and techniques for identifying and teaching students with special needs, including culturally diverse and gifted and talented students. Addresses collaboration between content area and special education teachers, working with diverse families and the unique issues associated with integrating students with special needs in secondary settings.

Same as EDSS 560

SPED 562 FIELD EXPERIENCE (2)

A minimum of one school day in local public schools per week
Prerequisite: Admission to the Education

Prerequisite: Admission to the Education Specialist: Mild/Moderate Disabilities Credential Program

Corequisites: Any of the following: SPED 542, SPED 545, SPED 546

Participatory observation in school settings under the supervision of a university supervisor and/or classroom teacher for Education Specialist Candidates and Approved Interns. Repeatable up to $\underline{\phi}$ units.

Graded Credit/No Credit

development, collaborating

SPED 570 STUDENT TEACHING IN SPECIAL EDUCATION I (6)

Equivalent to 8 weeks of full time student teaching

Prerequisite: Admission to Education Specialist Credential Program This the first of a two part field experience course that provides students with the opportunity to gradually assume the responsibilities of a special education teacher in a public school including teaching, assessing students, IEP with parents, teachers and special services personnel.

Graded Credit/No Credit

SPED 571 STUDENT TEACHING SEMINAR (1)

One hour seminar per week
Prerequisite: Students must be enrolled in
the Education Specialist Level 1
Credential Program.
Corequisite: SPED 570
Guided discussion of experiences during
student teaching, and preparation for

student teaching, and preparation for securing a teaching position.

Graded Credit/No Credit

SPED 580 STUDENT TEACHING IN SPECIAL EDUCATION II (6-8)

Equivalent to a minimum of 8 weeks of student teaching.

Prerequisite: Admission to Education Specialist Credential Program Corequisite: SPED 581

This is the second part of a two part field experience series that provides students with the opportunity to gradually assume the responsibilities of a special education teacher in a public school including teaching, assessing students, IEP development, collaborating with parents, teachers and special services personnel. Graded Credit/No Credit

SPED 581 STUDENT TEACHING SEMINAR (2)

Two hours seminar per week
Prerequisite: Admission to the Education
Specialist Credential Program
Corequisites: SPED 570, SPED 580,
SPED 585 or SPED 562
Guided discussion of experience during
student teaching, reflective feedback on
student teaching experiences, preparation
for securing a teaching position.
Facilitation of final student assessments.
Graded Credit/No Credit

SPED 585 INTERN FIELD SUPPORT AND SEMINAR (3)

One hour seminar and four hours activity per week

Prerequisite: Students must be enrolled in the Education Specialist Level 1 Credential Program and be employed as a Special Education Intern at a local school.

Repeatable up to 12 units.

Special education interns will participate in the Intern Field Support Seminar each semester they are enrolled in the credential program. Students will receive support at their school site and attend a seminar. Seminar will focus on guided discussion of experience during teaching, reflective feedback on teaching

experiences and problem solving. Graded Credit/No Credit

SPED 640 INDUCTION PLANNING AND SUPPORT (1)

Two hours seminar per week
Prerequisite: Admission to Level II Education
Specialist credential program
Corequisite: Working as a special
education teacher

Development of a Level II Professional Induction Plan in collaboration with a University Supervisor and a District Support Provider. The plan will include university and non-university components. The plan will identify the candidate's professional area of specialization and area of need. The induction plan will build upon the theoretical and practical knowledge gained in the Education Specialist Level I program and guide the candidate in developing a specific emphasis within the field of special education.

Graded Credit/No Credit

SPED 641 ADVANCED PERSPECTIVES IN SPECIAL EDUCATION (3)

Three hours lecture per week Prerequisite: Admission to Level II Education Specialist Credential Program Corequisite: Working as a Special Education Teacher

This course prepares teachers and administrators to remain abreast of effective advanced practices in the field of special education. Students will demonstrate knowledge and abilities to interpret apply and disseminate current and emerging research, theory, legislation, policy and practice related to special education.

SPED 642 ADVANCED BEHAVIOR AND ENVIRONMENTAL SUPPORT (3)

Three hours lecture per week
Prerequisite: Admission to Level II Education
Specialist credential program
Corequisite: Working as a special
education teacher

Examination and analysis of theories, research, and best practices of behavior and environmental support for students with disabilities within their own school settings.

SPED 643 ADVANCED ASSESSMENT AND INSTRUCTIONAL PRACTICES FOR DIVERSE LEARNERS (3)

Three hours lecture per week
Prerequisite: Admission to Level II Education
Specialist credential program
Corequisite: Working as a special
education teacher

This field based seminar course builds upon students knowledge and skills of assessment and instructional methodology learned in their level I Education Specialist credential. Students have the opportunity

to discuss and review current practices in special education on the local, state and national level. Students review current trends in multicultural and bilingual special education, augmentative communication, data-based decision making, early intervention, outcomes assessments, technology and other areas that effect special education practices for students with mild/moderate disabilities.

SPED 646 ADVANCED COLLABORATIVE PARTNERSHIPS AND EFFECTIVE COMMUNICATION IN SCHOOL SETTINGS (3)

Three hours lecture/discussion per week Prerequisite: Admission to Level II Education Specialist credential program Corequisite: Working as a special education teacher Examination and analysis of theories,

research, and best practices for collaborative partnerships and effective communication within their own school settings and, professional and family environments.

SPED 647 TRANSITION AND CAREER EDUCATION (1)

One hour seminar per week
Prerequisite: Admission to Level II Education
Specialist credential program
Corequisite: Working as a special
education teacher
Students in this seminar will gain an
understanding of transition planning
and career education for students with

students in this seminar will gain an understanding of transition planning and career education for students with disabilities. Students will demonstrate the ability to write and implement successful transition plans for students transitioning out of public education. Students will learn about career services for people with disabilities available from educational and community agencies. Graded Credit/No Credit

SPED 649 INDUCTION EVALUATION (1)

One hour seminar per week Prerequisites: SPED 640, 641, 642, 643, 646, and 647

Corequisite: Working as a special education teacher

This field based seminar course will evaluate and finalize candidates' Professional Level II Induction Plan and Professional Development Portfolio. The candidate will work with his/her University Supervisor and District Support Provider to demonstrate and/or document proficiency in the California State Standards for Education Specialists. The candidate will provide evidence for professional development within an area of need and area of specialization as determined in SPED 641. Repeatable. Graded Credit/No Credit

SPED 655

HISTORICAL AND CONTEMPORARY PORTRAITS OF DISABILITIES AND SPECIAL EDUCATION (3)

Three hours lecture per week
An examination of the history of
disabilities with an emphasis on the
social reform movements and prominent
philosophies that have shaped
contemporary policies for individuals
with disabilities in the United States.
Focus on the life histories of individuals
with disabilities and their families;
family support and disability advocacy
movements. Examination of the trends in
public education and civil rights that have
impacted individuals with disabilities in
historical and contemporary contexts.

SPED 690 ADVANCED TOPICS: SPECIAL EDUCATION (3)

Three hours seminar per week Prerequisite: Admission to MA in Education Program

Provides a critical examination of current issues surrounding the field of special education, examples include, instructional methodologies, latest research, legislation and policy, case law, high stakes exams, over-representation of minorities in special education, and teacher shortages.

University

UNIV 100 UNIVERSITY LIFE AND COLLEGE SUCCESS (1)

One hour seminar per week This course introduces first-year students to university life, the structure and policies of the University and development of strategies and skills to help insure success in college. Through self-evaluation, lecture, activities and class discussion, students will develop an individualized plan for personal, social, academic and professional success. Students 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. UNIV 100 is appropriate for freshmen; UNIV 101 is appropriate for transfer students. Student Option: Graded or Credit/ No Credit

UNIV 110 CRITICAL THINKING AND THE UNIVERSITY MISSION (3)

Three hours lecture per week
This course teaches critical thinking
skills, including forms of logic, by
introducing students to the four
components of our mission. Through
special presentations, guest lectures,
and small discussion sections. Students
will apply various types of arguments
and understand the relationship of
language to logic in analyzing issues and
opportunities specific to multiculturalism,
internationalism, interdisciplinarity and
community engagement.

GenEd: A3

UNIV 150 FIRST YEAR SEMINAR (4)

Four hours lecture per week Corequisites: ENGL 102/103, ENGL 105 or ENGL 106

This freshman seminar integrates the CI mission and critical thinking with strategies to promote student success. Students will develop literacies (quantitative, information, scientific, financial, cultural), communication skills (oral and written), and multicultural perspectives (in national and international contexts). The seminar promotes success in major core courses and/or introduces students who have not declared a major to CI's interdisciplinary ways of knowing. GenEd: A3, C3B

UNIV 300 UNIVERSITY LIFE AND COLLEGE SUCCESS FOR TRANSFER STUDENTS (1)

One hour seminar per week Facilitates transfer student success on the CI campus by assisting students in their transition to CI; provides support in developing an individualized plan for personal, social, academic, and professional success. Introduces transfer students to university life, the structure and policies of the University. Development of strategies and skills to help ensure student's success in college. Introduction to campus academic and student resources, major and career exploration, academic expectations and resources and skills necessary for success. Student Option: Graded or Credit/

UNIV 391 UNITED STATES TRAVEL STUDY EXPERIENCE (1-3)

Two to six hours activity per week Provides an opportunity for students to earn credit for travel and study within the United States. Students study a topic or discipline associated with the travel destination. Students participate in university sponsored travel that facilitates or enhances specialized study under the direction of faculty from a campus academic program. Students are required to synthesize the results of their course experience in a written, visual or presentation format. Repeatable for credit up to $\mathcal Q$ units. A lab fee is required.

UNIV 392 INTERNATIONAL EXPERIENCE (1-3)

Provides an opportunity for students to earn credit for travel and study in a country outside the US, where the student is immersed in a foreign culture. With faculty advisor approval, students may participate in a university-sponsored trip abroad or a personal trip abroad. Requires an approved plan of study by the faculty advisor prior to the experience. Repeatable for credit. GenEd: C3B

UNIV 491 MODEL UNITED NATIONS (1)

Two hours of activity per week Prerequisite: POLS 490
Special Topics: UN
For students participating in the Model United Nations program. Students research and roleplay positions of various countries on selected global issues.
Repeatable up to 5 units.
Graded Credit/No Credit

UNIV 493 SERVICE LEARNING AT THE ZOO (1-3)

One to three hours activity per week Prerequisites: BIOL/BUS/ECON/EDUC 342 and Consent of instructor
Working with local zoos individuals or teams of students will engage in service learning projects where they will apply skills and competencies acquired in their academic programs to issues and challenges facing modern zoos.
Student Option: Graded or Credit/No Credit
Same as BIOL 493, BUS 493, ECON 493, EDUC 493

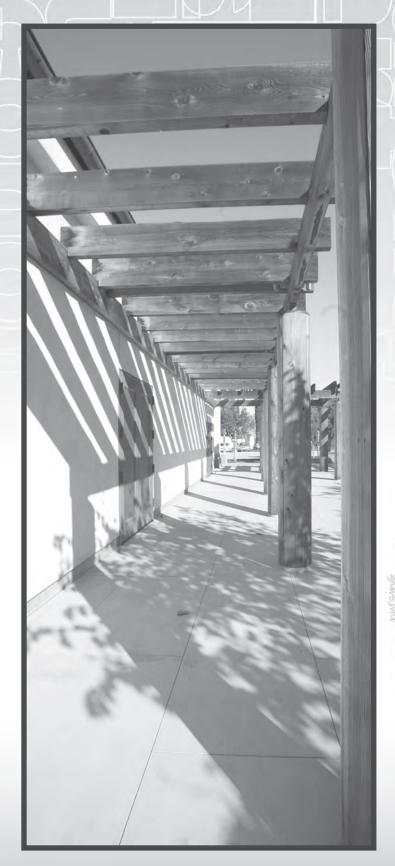
UNIV 498 FACULTY-STUDENT COLLABORATIVE RESEARCH (3)

Six hours activity per week *Prerequisite: Consent of instructor*Students will engage in the creation of original intellectual or creative work by collaborating with a faculty member on a research project of the faculty member's choosing. Student activities will include reading scholarly publications, research or creative activities both independently and with the faculty mentor, attending workshops, writing, and preparation of a conference presentation. Repeatable up to $\mathcal Q$ units.

Student Option: Graded or Credit/ No Credit



SECTION 14 Faculty Biographies





2011-2012 • Catalog California State University Channel Islands

FACULTY BIOGRAPHIES

Virgil H. Adams III

Associate Professor of Psychology Ph.D., Psychology, 1994, University of California Santa Cruz M.S., Psychology, University of California Santa Cruz B.A., Psychology, California State University, Fresno

Areas of Specialization: Social Psychology, Intergroup Relations, Hope, Quality of life, African American Families

William Hampton Adams

Associate Professor of Anthropology Ph.D., Anthropology, 1976, Washington State University M.A., Anthropology, Washington State University A.B., Anthropology, Indiana University Areas of Specialization: Historical archaeology; oral history; ethno-history; ethno-archaeology; human ecology; environmental history; cultural heritage management; cultural preservation; applied anthropology; African-American history; USA; Oceania; Australia.

Mary Adler

Associate Professor of English Ph.D., Curriculum and Instruction, 2002, University at Albany, State University of New York M.A., English/Creative Writing, University at Albany, State University of New York

University of California at Los Angeles Areas of Specialization: English education (literature instruction, classroom discourse studies, writing development & processes), second language acquisition

José M. Alamillo

B.A., History,

Associate Professor of Chicana/o Studies Ph.D., Comparative Cultures, 2000, University of California, Irvine M.A., Comparative Cultures, University of California, Irvine B.A., Sociology and Communication Studies, University of California,

Santa Barbara

Areas of Specialization: Chicana/o Studies; race and ethnicity; gender, immigration and labor, sports and oral history

Ruben Alarcón

Assistant Professor of Biology Ph.D., Biology, 2004, University of California, Riverside B.S. Biology, B.S. Chemistry, University of California, Irvine Areas of Specialization: Pollination biology, community ecology, insect behavior

Simone Aloisio

Associate Professor of Chemistry Ph.D., Analytical Chemistry, 2000, Purdue University B.A., Chemistry, Bradley University Areas of Specialization: Atmospheric

chemistry, theoretical chemistry, infrared spectroscopy.

Sean Anderson

Assistant Professor of Environmental Science and Resource Management

Ph.D., Population Biology, 2003, University of California Los Angeles B.A., Environmental Science, University of California Santa Barbara B.A., Ecology and Evolution, University of California Santa Barbara Areas of Specialization: Restoration

Ecology, Conservation Biology, Marine

Biology, Wetland Ecology

Harley Baker

religion.

Professor of Psychology Ed.D., Organization and Leadership, 1999, University of San Francisco M.S., Developmental Psychology, University of California Santa Cruz M.A., Psychology, San Jose State University B.A., Psychology, California State University Stanislaus Areas of Specialization: Psychometrics, adolescence, attachment theory,

psychoanalytic thought, psychology of



Julia Balén

Associate Professor of English

Ph.D., Comparative Cultural and Literary Studies, 1993, University of Arizona

M.A., English Literature,

University of Arizona

B.A., English/Creative Writing, University of Arizona

Areas of Specialization: Twentieth century world literature, feminist studies, activism and social change, sexuality and gender studies

Terry L. Ballman

Professor of Spanish

Ph.D., Spanish Linguistics, 1985,

University of Texas

M.A., Spanish,

California State University Long Beach

B.A., Spanish,

California State University Long Beach

Areas of Specialization: Spanish Language Acquisition, Second/Foreign Language Teaching

Frank P. Barajas

Associate Professor of History
Ph.D., History, 2001,
Claremont Graduate University
M.A., B.A., History,
California State University, Fresno
Areas of Specialization: California
History, Chicano Studies, Twentieth
Century United States History

Andrzej (A.J.) Bieszczad

Associate Professor of Computer Science Ph.D., Electrical Engineering, 1996, Carleton University

M.S., Computer Science,

Carleton University

M.S., Informatics,

Jagiellonian University, Krakow, Poland

Areas of Specialization: Cognitive
Informatics, Artificial Intelligence,
Intelligent Agents, Network and Service
Management, Internet Programming,
Game Programming

Robert Bleicher

Professor of Education-Science
Ph.D., Educational Psychology,

1993, University of California

Santa Barbara

M.A., Educational Psychology, University of California Santa Barbara

B.A. (Honors), Chemistry, University of California Davis

Education, Service Learning

Areas of Specialization: Classroom Discourse, Self-Efficacy, Science

Merilyn Buchanan

Associate Professor of Education

Ph.D., Education: Study of Schooling, 1991,

University of California Los Angeles

M.Ed., Education: Curriculum Design and Evaluation, Liverpool

University, UK.

B.Ed., Education: Environmental
Science, Liverpool Institute of Higher

Education, U.K.

Cert. ED., Primary Education: Environmental Studies, Notre Dame College, U.K.

Area of Specialization: K-6th grade mathematics education, teacher's work experiences, organization and function of

professional development schools.

Geoffrey W. Buhl

Assistant Professor of Mathematics

Ph.D., Mathematics, 2003,

University of California Santa Cruz

B.A., Mathematics,

University of Michigan

Area of Specialization: Mathematical structures in string theory, Lie algebras.

Catherine Scott Burriss

Assistant Professor of Performing Arts Ph.D., Performance Studies,

University of California Berkeley

B.A., Theatre Arts,

University of California Santa Cruz

Area of Specialization: Contemporary Theater and Performance Art, Early Modern English and Italian Theater, Feminist and Queer Studies, Mimetic Theory, Acting, Directing, Dramaturgy

Rainer F. Buschmann

Professor of History

Ph.D., History, 1999,

University of Hawai'i at Manoa

M.A., Anthropology,

University of Hawai'i at Manoa

B.A., Anthropology,

University of Illinois at Urbana-

Champaign

Areas of Specialization: World History, Pacific Islands History, Modern European History, History of Oceans

Minder Chen

Associate Professor of Management Information Systems; Chair, MVS School of Business and Economics

Ph.D., Management Information Systems,

1988, University of Arizona

M.B.A., National Chiao Tung University, Taiwan, R.O.C.

B.S., Electrical Engineering, National Taiwan University, Taiwan, R.O.C.

Areas of Specialization: Management Information Systems, Group Decision Support Systems, Service Management, Virtual Teams, Electronic Commerce

Stephen J. Clark

Associate Professor of Spanish; Interim Chair, Spanish/Languages and Communication

Ph.D., Latin American Literature, 1996,

University of Colorado

M.A., Spanish, Middlebury College-Madrid

B.A., Spanish, St. Mary's

College of California

Areas of Specialization: Latin American literature, Cuban narrative, translation

Tracylee Clarke

Assistant Professor of Communication

Ph.D., Environmental Communication & Policy Development, 2006,

University of Utah

MA., Environmental Communication & Cultural Conflict,

Washington State University

BA., Interpersonal Communication and Marketing,

Southern Utah University

Areas of Specialization: Environmental

Conflict Resolution, Cultural Communication, Collaborative Policy

Development

Christopher B. Cogan

Assistant Professor, Environmental Science and Resource Management

Ph.D., Environmental Studies, 2001, University of California, Santa Cruz M.A., Geography,

University of California, Santa Barbara B.A., Zoology,

Humboldt State University

Areas of Specialization: Biodiversity, Biogeography, Geographic Information Systems (GIS), Remote Sensing

Manuel G. Correia

Assistant Professor of Education

Ph.D., Language, Literacy and Culture, 2004, University of California, Berkeley M.A., Elementary Education, California State University, Stanislaus

B.A., English,

California State University, Stanislaus

Areas of Specialization: Primary Language Instruction, Literacy Learning in Sociocultural Contexts, Second Language Acquisition

Irina D. Costache

Professor of Art History

Ph.D., Art History, 1993, University of California Los Angeles M.A., Art History, University of California Los Angeles M.A., B.A., Art and Art

Conservation, Institute of Fine Arts, Bucharest, Romania

Areas of Specialization: Art History and Humanities

Colleen Delaney-Rivera

Associate Professor of Anthropology

Ph.D., Archaeological Anthropology, 2000, University of California, Los Angeles M.A., University of California, Los Angeles

B.A., Beloit College

Areas of Specialization: North

American archaeology, emergent complexity, sociocultural interaction and identity, taphonomic processes

Amy L. Denton

Associate Professor of Biology; Chair, Biology

> Ph.D., Botany, 1997, University of Washington B.A., Environmental Studies, State University of New York (SUNY) at Binghamton

Areas of Specialization: Molecular evolution of adaptation to extreme environments in plants; comparative genomics; plant molecular systematics and population genetics

Beatrice M. De Oca

Associate Professor of Psychology Ph.D., Psychology, 1997, University of California Los Angeles B.A., Psychology,

California State University Los Angeles

Areas of Specialization:

Psychophysiology of emotion, biological basis of emotion, animal defensive behaviors, learning and memory

Geoff Dougherty

Professor of Physics

Ph.D., Biophysics, 1979, Keele University, England P.G.C.E., Physics and Education, Leeds University, England B.S., Physics, Manchester University, England

Areas of Specialization: Medical imaging, image analysis, pattern recognition, biophysics, instrumentation.

Dennis J. Downey

Associate Professor of Sociology Ph.D., Sociology, 2002, University of California, Irvine M.A., Comparative Culture, University of California, Irvine A.B., Public Policy, Stanford University

Areas of Specialization: Social Movements, Diversity and Race/Ethnic Relations

Jesse Elliott

Associate Professor of Mathematics Ph.D., Mathematics, 2003, University of California, Berkeley B.S., Mathematics, Massachusetts Institute of Technology Areas of Specialization: Commutative algebra and number theory

Scott A. Frisch

Professor of Political Science; Chair, Political Science

> Ph.D., Political Science, 1997, Claremont Graduate University M.A., Political Science/ International Relations,

University of Pennsylvania

M.G.A., Government Administration, University of Pennsylvania A.B., International Affairs,

Lafayette College

Areas of Specialization: American Institutions (Congress, The Presidency), Public Policy, Public Budgeting

Marie E. Francois

Associate Professor of History Ph.D., Latin American History, University of Arizona M.A., World Comparative History, University of California Santa Cruz

B.A., History and Latin American Studies, University of Virginia

Area of Specialization: Mexican and Latin American history, 18th and 19th century; cultural history; economic history; material culture; history of gender systems

Matthew Furmanski

Associate Professor of Art M.F.A., Sculpture, 1995, Claremont Graduate University B.F.A. Chapman University

> Areas of Specialization: Sculpture, ceramics, digital media and new genres

Jorge Garcia

Associate Professor of Mathematics Ph.D., Mathematics, 2002, University of Wisconsin Madison M.S., Mathematics, University of Wisconsin-Madison M.S., Mathematics, Center for Research and Advanced Studies (CINVESTAV) at National Polytechnic Institute (IPN), Mexico B.A., Mathematics, National University of Mexico Areas of Specialization: Large Deviations, Stochastic Integrals

Blake Gillespie

Assistant Professor of Chemistry; Interim Chair, Chemistry Ph.D., Chemistry, 1999, University of Oregon, Eugene OR B.S., Chemistry, The Evergreen State College, Olympia WA

> Areas of Specialization: Protein stability, dynamics, structure

Jeannie M. Grier

Associate Professor of Secondary Education Ph.D., Teaching and Teacher Education, 1998, University of Arizona M.Ed., Curriculum and Instruction-Science Education, University of Missouri-Columbia B.A. Interdisciplinary Studies-Biology, Chemistry, Art, University of

Areas of Specialization: Secondary Science Teacher Education, Professional Development of Science Teachers, Secondary Methods, Science Content Knowledge and Curriculum Influences.

Missouri-Columbia

Andrea K. Grove

Associate Professor of Political Science Ph.D., Political Science, 1999, The Ohio State University M.A., International Relations and Strategic Studies, Lancaster University, U.K. B.A., Political Science, University of Georgia

Area of Specialization: International relations, foreign policy, leadership

Ivona Grzegorczyk

Professor of Mathematics; Chair, Mathematics and Applied Physics Ph.D., Mathematics, 1990, University of California Berkeley M.S., Mathematics, University of Warsaw

Areas of Specialization: Algebraic Geometry, Vector Bundles, Mathematics and Art, Mathematics Education.

Philip Hampton

Professor of Chemistry

Ph.D., Organic Chemistry, 1989, Stanford University

B.A., Chemistry, St. Olaf College

Areas of Specialization: Organic and inorganic synthesis, catalysis, mechanistic studies, organometallic chemistry, and polymer chemistry.

Elizabeth Hartung

Professor of Sociology; Chair, Sociology and Anthropology Ph.D., Sociology, 1985, University of Nebraska, Lincoln M.A., Sociology, Kansas State University B.A., Sociology, Kansas State University Areas of Specialization: Stratification, Gender, Popular Culture

Debra Hoffmann

Assistant Librarian

MLIS, Library & Information Science, University of California, Los Angeles B.A., Political Science, University of California, Los Angeles Areas of Specialization: Library

Instruction, Information Literacy, Outreach

Nian-Sheng Huang

Professor of History; Interim Chair, History and Chicana/o Studies Ph.D., History, 1990, Cornell University M.A., History, Cornell University M.A., History,

Tufts University B.A., History/Political Science, Teachers University of Inner Mongolia, P. R. China

Areas of Specialization: Early America

Tiina Itkonen

Associate Professor of Education Ph.D., Educational Leadership and Organizations (political science emphasis), 2004 University of California, Santa Barbara M.S., Special Education, University of Oregon, B.Ed., Education, University of Oregon,

Areas of Specialization: Education policy and policy analysis, politics of education

Karen A. Jensen

Associate Professor of Nursing; Chair, Nursing Ph.D., Nursing, 1996, University of California Los Angeles M.S.N., Nursing, University of California Los Angeles B.S.N., Nursing,

> Area of Specialization: Gerontology, Alzheimer's Caregivers, Curriculum Development and Teaching in Nursing

Antonio F. Jiménez Jiménez

Marquette University

Associate Professor of Spanish Ph.D., Spanish Linguistics, 2003, Pennsylvania State University B.A., Translation and Interpreting, University of Malaga, Spain Areas of Specialization: Second language acquisition, language attrition, bilingualism, technology-enhanced language learning, corpus-linguistics, translation, and Sociocultural Theory.

Joan M. Karp

Professor of Special Education Ph.D. Special Education, Early Childhood, Infancy and Administration, University of Connecticut M.S. Mental Retardation, 1971, Syracuse University B.S. Elementary and Special Education, Rhode Island College Areas of Specialization:

Inclusive Special Education, Early Childhood Special Education, Program Administration and Evaluation

Kimmy S. Kee-Rose

Associate Professor of Psychology Ph.D., Clinical Psychology, 1996, Medical College of Pennsylvania and Hahnemann University, Philadelphia, PA B.A., Psychology, The College of Wooster, Wooster, OH.

Areas of Specialization: Social Cognition; Motivation; Schizophrenia

Sean Q Kelly

Professor of Political Science Ph.D., Political Science, 1992, University of Colorado M.A., Political Science, University of Colorado B.A., Political Science, Seattle University

> Areas of Specialization: American Politics, Congress, the Presidency, Environmental Policy, Research Methods

Jacquelyn Kilpatrick

Professor of English; Chair, English Ph.D., Literature, 1996 University of California, Santa Cruz M.A., English, California State University, Fresno B.A., English, California State University, Fresno Areas of Specialization: British Literature, world literature, Native American literature, Renaissance drama, multicultural literature and film

Liz King

Associate Professor of Art M.F.A., 1990, University of California, Los Angeles B.A., University of California, Los Angeles

Areas of Specialization: Computer Graphics, Web Design, Flash Animation, and Interactive Media

Kristen B. LaBonte

M.L.S., Library and Information Science, 2004, Southern Connecticut State University B.A., Geography, University of California Santa Barbara Area of Specialization: Science reference and instruction, digital resources, and Geographic Information Systems

Assistant Librarian, Digital Resources, Library

Jill M. Leafstedt

Associate Professor of Special Education Ph.D., Education/Emphasis in Special Education Disabilities and Risk, 2002, University of California, Santa Barbara B.A., Psychology, University of California Santa Barbara

Areas of Specialization: Learning Disabilities, Early Reading, Early Intervention, Bilingual Education/Special Education

Daniel B. Lee

Associate Professor of Sociology Ph.D., Sociology, 1995, Maxwell School of Citizenship and Public Affairs, Syracuse University M.A., Sociology, Maxwell School of Citizenship and Public Affairs, Syracuse University B.A., Sociology and the Humanities, California State University Chico

> Areas of Specialization: Sociological Theory, Culture, Organizations

Kathryn Leonard

Assistant Professor of Mathematics Ph.D., Mathematics, 2004, Brown University M.S., Mathematics, Brown University B.S., Mathematics and English, University of New Mexico

Area of Specialization: Mathematics behind Computer Vision, approximation in Banach spaces

Priscilla Z. Liang

Assistant Professor of Finance Ph.D., Financial Economics, 2006, Claremont Graduate University M.B.A., Finance, California State Polytechnic University, Pomona B.S., Management, Beijing Normal University

Area of Specialization: Corporate Finance, International Finance, Behavioral and Emerging Market Finance

Theodore D. Lucas

Professor of Music D.M.A, Composition and Ethnomusicology, 1970, University of Illinois M.A., Music Composition, San Diego State University B.A., Music, San Diego State University

Area of Specialization: Composition, Theory, Violin, Piano, Conducting, South Asian and South American Music

Luke Matias

Assistant Professor of Art M.F.A., Spatial Arts/Digital Media/ Critical Theory, 2002, University of California, Santa Barbara B.A., Film and New Media, University of California, San Diego Area of Specialization: Design, New Media, Digital Filmmaking, Visual Culture

Bob Mayberry

Associate Professor of English M.F.A., 1985, Theatre, Univ. of Iowa Ph.D., 1979, English, University of Rhode Island M.A., English, Univ. of Utah B.A., English, Univ. of Nevada

Areas of Specialization: Composition theory and pedagogy, playwriting, modern drama

Jim Meriwether

Professor of History Ph.D., History, 1995, University of California, Los Angeles (UCLA) M.A., History, University of California, Los Angeles (UCLA) B.A/S., History and Political Science, Duke University Areas of Specialization: 20th-Century

U.S. History, African American History, U.S. Foreign Relations, U.S.-African Transnational Relations

Catie Mihalopoulos

Assistant Professor of Art Ph.D., Classical Art and Archeology, 2001, University of Southern California M.A., Ancient Greek Art History, California State University Northridge B.A., Ancient Greek and Roman Art, California State University Northridge Areas of Specialization: Classical Art and Archaeology/women in antiquity and gender studies.

Bradley John Monsma

Nonfiction

Professor of English Ph.D., English and American Literature, 1995, University of Southern California M.A., English and American Literature, University of Southern California B.A., English, Calvin College Areas of Specialization: Environmental Literature, Multicultural Literature, Literary

Michelle Moon

Assistant Professor of Psychology Ph.D., Clinical Psychology, 2003, Loma Linda University B.A., Psychology, San Diego State University Area of Specialization: Clinical Psychology, Child, Adolescent and Family Processes

J. Andrew Morris

Associate Professor of Management Ph.D., Organizational Behavior and International Business, 1995. University of South Carolina M.B.A., Winthrop University B.S., Finance, Winthrop University Area of Specialization: Emotional Labor, Leader Humility, Positive Organizational Scholarship

Nancy Mozingo

Associate Professor of Biology Ph.D., Zoology, 1993, Arizona State University B.S., Zoology, Arizona State University Areas of Specialization: Cellular and Developmental Biology

Claudio Paiva

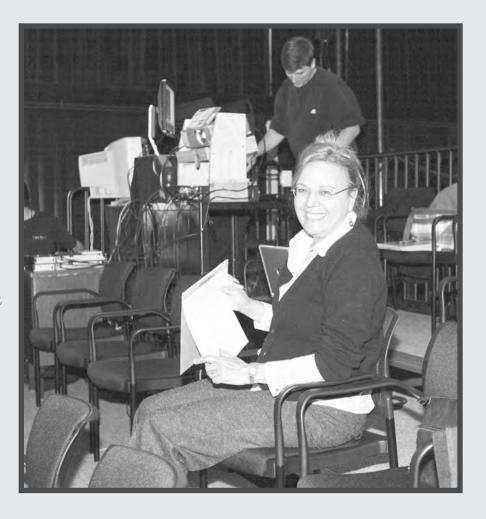
Associate Professor of Economics Ph.D., in Economics, U of Illinois at Urbana-Champaign, 1996 M.A., in Economics, U of Illinois at Urbana-Champaign, B.A., in Economics, Sao Paulo State University at Campinas 1989

Areas of Specialization:

Macroeconomics, international economics, economic development, economic policies, empirical methods.

Nitika Parmar

Assistant Professor of Biology Ph.D., Molecular Biology, 2000, University of California, Los Angeles M.Tech., Biochemical Engineering and Biotechnology, Indian Institute of Technology (IIT), New Delhi, India M.S., Biotechnology, Pune University, India B.A/S., Biophysics Honors, Punjab University, India Area of Specialization: Molecular Biology, Biotechnology



Joan K. Peters

Associate Professor of English Ph.D., Comparative Literature, 1974, University of Chicago M.A., English, University of Chicago B.A., English, University of Chicago Areas of Specialization: 17th Century

English and European literature; Modern and Contemporary Fiction, Fiction Writing; Women's Studies

Luda Popenhagen

Associate Professor of Performing Arts Ph.D., Dramatic Art, 1996, University of California Santa Barbara M.F.A., Equivalent, Theatre, Ecole Jacques Lecoq-Paris, Ecole Pagneux/Gaulier-Paris, Actors Conservatory-Sydney B.A., French, Psychology, University of Sydney

Areas of Specialization: Acting, World Drama, and Theatre of Migrant **Populations**

Elizabeth P. Quintero

Professor of Education, Early Childhood Studies; Chair, School of Education Ed.D., Curriculum & Instruction, Early Childhood & Bilingual Education, 1986, New Mexico State University M.A., Early Childhood Education, Florida State University B.A., English, Florida State University

Areas of Specialization: Instructional methods, program development, curriculum development, and supervision. Particular interest in programs that serve families in multilingual communities that represent a variety of cultural and historical backgrounds. Work with Head Start programs, programs for English Language Learners, and bilingual family literacy programs, emphasizing critical theory, critical pedagogy, and critical literacy.



Jack Reilly

Professor of Art; Chair, Art and Performing Arts M.F.A., Studio Art, 1978, Florida State University B.F.A., Creative Art, Florida State University Specialized Studies in Art: Paris American Academy

Areas of Specialization: Painting media and theory, digital art, video, film, surfing

Paul A. Rivera

Associate Professor of Economics Ph.D., Economics, 2002, University of Southern California M.A., Economics, California State University Long Beach B.A., Economics, Texas A&M University

Areas of Specialization: Development economics, international migration, rural household economics, culture and economics.

Donald A. Rodriguez

Associate Professor of Environmental Science & Resource Management; Chair, ESRM

> Ph.D., Human Dimensions of Natural Resource Management, 1996, Colorado State University M.S., Environmental Education,

California State University Hayward B.S., Wildlife Zoology,

San Jose State University

Areas of Specialization: Human dimensions of natural resource management, parks and protected areas management, management of wildlandurban interface, watershed management and land use conflicts.

Peter Smith

Professor of Computer Science; Interim Chair of Computer Science and Information Technology

> Ph.D., Computer Studies, 1975, Lancaster University

B.A., Computer Studies, Lancaster University

Areas of Specialization: File and data structures, text processing.

Stephen Stratton

Librarian, Head of Collections and Technical Services

> M.S., Library Science, 1992, Wayne State University M.A., Counseling, Eastern Michigan University A.B., Communications, University of Michigan

Areas of Specialization: HIV/AIDS Information, Information provision to GLBT populations

Christy Teranishi

Assistant Professor of Psychology Ph.D., Psychology, 2001, University of California, Santa Cruz M.A., Communications, San Diego State University B.A., Psychology and Business Economics, University of California, Santa Cruz

Areas of Specialization: Latino Identity Development, Cross-Cultural Adaptation, Experiential Learning, Interpersonal Relationships

Barbara Thorpe

Professor of Nursing

M.S.N. Nursing, 1997

California State University,

Dominguez Hills

Ed.D., Leadership and

Management,

University of San Francisco

M.P. H. Public Health,

University of Tennessee, Knoxville

B.S.N. Nursing,

D'Youville College

Areas of Specialization: Nursing Education, Leadership, Public Health, Gerontology, Palliative Care

Kaia Tollefson

Associate Professor of Education
Ph.D., Language, Literacy, and
Sociocultural Studies, 2004,
University of New Mexico
M.A., Public School Administration,
University of Alaska, Anchorage
B.S., Education,

Valley City State University

Area of Specialization: Teacher Education, Sociology of Education, Critical Theory

Lillian Vega-Castaneda

California, Irvine

Professor of Language, Culture & Literacy
Ed.D., Teaching, Curriculum and
Learning Environments, 1989,
Specialization in Sociolinguistics,
Harvard University
M.A., Bilingual/Multicultural Education,
California State University Los Angeles
B.A., History, University of

Areas of Specialization: Multicultural/ Multilingual Education, Language, Literacy and Culture in Diverse Contexts, Narrative, Social Justice and Equity issues in curriculum and instruction.

Kevin Volkan

Professor of Psychology; Interim Chair, Psychology

M.P.H., Public Health, 1998, Harvard University

Harvard University

Ph.D., Clinical Psychology, Center for Psychological Studies

Ed.D., Educational Psychology,

Northern Illinois University

M.A., Psychology,

Sonoma State University

B.A., Biology,

University of California, Santa Cruz

Areas of Specialization: Quantitative assessment of physician performance, Asian philosophy and religion, Psychoanalysis and Depth Psychology

William E. Wagner, III

Associate Professor of Sociology

Ph.D., Sociology, 2003,

University of Illinois-Chicago

M.A., Sociology,

University of Illinois-Chicago

B.A., Mathematics,

St. Mary's College of Maryland

Areas of Specialization: Research Methods, Statistics, Social Network Analysis, Sociology of Sport, Gay & Lesbian Studies

Ching-Hua Wang

Professor of Immunology and Microbiology

Ph.D., Immunology, 1986,

Cornell University

M.S., Immunology, Beijing

Medical University

M.D., 1978, Beijing Medical College

Areas of Specialization: Infection and immunity, cellular and molecular immunol-

ogy, microbiology

William J. Wolfe

Professor of Computer Science

Ph.D., Mathematics, 1976,

City University of New York

B.A., Mathematics, Queens College

Areas of Specialization: Artificial

Intelligence, Neural Networks,

Scheduling Systems, Database-driven

Web Sites.

Gregory G. Wood

Assistant Professor of Physics

Ph.D., Physics, 2000,

University of California, Riverside

B.S., Physics,

University of California, San Diego

Areas of Specialization: Statistical

 $\hbox{\it Mechanics, Biophysics, Computational}$

Physics

Cynthia Wyels

Professor of Mathematics

Ph.D., Mathematics,

University of California, Santa Barbara

M.S., Mathematics,

University of Michigan

B.A., Mathematics,

Pomona College

Areas of Specialization: Combinatorics,

Linear Algebra, Graph Theory

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California State University Channel Islands

One University Drive Camarillo, CA 93012 Telephone: (805) 437-8400 Web Site: http://www.csuci.edu

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Catalog Production Team Editor

Stephen R. Lefevre (Associate Vice President for Programs & Planning)

(805) 437-8540 stephen.lefevre@csuci.edu

Production Director

Kathy Musashi (Academic Affairs)

Catalog Layout and Design

Lupita Gutierrez `05 (Communication & Marketing)

Daniel Martinez

(Academic Affairs)

Gina Farrar
(Student Affairs)

Nancy Gill
(Communication
& Marketing)

Callie Juarez
(Academic Affairs)

Barbara Duffin

(T&C) **Luke Matjas**(Art Faculty)

Joanna Murphy (Communication & Marketing)

Theresa Olivo (Finance & Administration) Melissa Remotti

(Office of the President)

Janet Rizzoli (Academic Affairs)

Amy Spandrio (Student Affairs)

Cover Design Jerilee Petralba`13

Additional Photos

Stacie Clarke `12, GradImages™, Lupita Gutierrez `05, Vanessa Mendoza `08, Joanna Murphy and Rachel Velez

We hope you find this catalog convenient and easy to use. If you have ideas about how we could improve this catalog, please e-mail your suggestions to Kathy Musashi at kathy.musashi@csuci.edu. Thank you!

University 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.

CSU Channel Islands Mission-Based Learning Outcomes

CI 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); and
- Analyze issues, and develop and convey to others solutions to problems using the methodologies, tools and techniques of an academic discipline.

Characteristics of CSU Channel Islands Graduates

Cl Graduates are:

- Informed about past, present, and future issues affecting human society and natural world, and the interrelatedness 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; and
- 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.

Publication Availability

This publication is available in alternative formats for individuals with disabilities upon request. Please contact Human Resources Programs or Disability Resource Programs for assistance.

Cover Design by Jerilee Petralba 2013

This illustration is a pictorial narrative based on a Chumash legend titled, "The Rainbow Bridge." In the story, the Chumash people walked across the Rainbow Bridge in search of greater opportunities. The rainbow in the design represents a new pathway toward the numerous opportunities that higher education offers. I used the majors as the basis for building the university structure, ultimately shaping the Bell Tower. This foundation is eventually solidified as students choose their respective majors. The subtle shapes and textures in the dolphin and landscape incorporate some artistic styles that were prevalent in Chumash cave drawings. I wanted this illustration to show how the story parallels students' progress throughout their university lives.

Human Resources Programs

Solano Hall #1123 Phone: (805) 437-8490 TTY: (805) 437-2702

Disability Resource Programs

Educational Access Center Bell Tower Building, Office 1541 Phone/TTY: (805) 437-3331

California State University Channel Islands

One University Drive Camarillo, CA 93012 Phone: (805) 437-8400

Home Page: http://www.csuci.edu Web Service Portal: https://my.csuci.edu/





Dear Students:

Welcome to California State University Channel Islands (CI). Throughout this catalog you will learn about the people, programs, and services of a University devoted to your learning and success! As Ventura County's only public, four-year university, CI provides a bridge to higher learning that will strengthen your ability to advance your academic career or to enter the workforce successfully.

Our mission of placing students at the center of the educational experience is exemplified every day by our excellent academic programs and distinguished professors who create an exceptional learning environment for students – whether they are teaching an introductory class to freshmen, conducting research to advance their own expertise, or assisting students individually. Additionally, co-curricular activities at CI help students prepare for challenging professions, build relationships within their community, and contribute productively to society.

On behalf of the CI community, I wish you much success at your University!

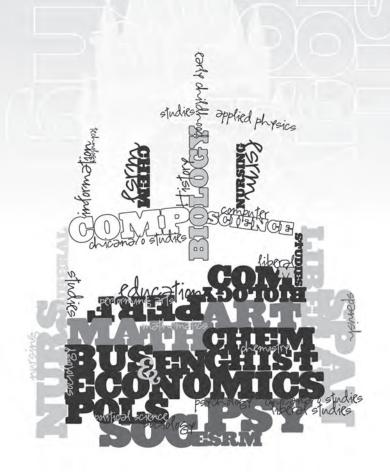
Sincerely yours,

Richard R. Rush President

SECTION I
About the California State University System

2011-2012 • Catalog California State University Channel Islands

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The California State University
International Programs 13





90802-4210

Secretary

The California State University

The individual California State Colleges were brought together as a system by the Donahoe Higher Education Act of 1960. In 1972, the system became the California State University and Colleges, and in 1982 the system became the California State University. Today, the campuses of the CSU include comprehensive and polytechnic universities and, since July 1995, the California Maritime Academy, a specialized campus.

The oldest campus — San José State University — was founded in 1857 and became the first institution of public higher education in California. The newest — CSU Channel Islands (CI) — opened in fall 2002, with freshmen arriving in fall 2003.

Responsibility for the California State University is vested in the Board of Trustees, whose members are appointed by the Governor. The Trustees appoint the Chancellor, who is the chief executive officer of the system, and the Presidents, who are the chief executive officers of the respective campuses.

The Trustees, the Chancellor, and the Presidents develop systemwide policy, with implementation at the campus level taking place through broadly based consultative procedures. The Academic Senate of the California State University, made up of elected representatives of the faculty from each campus, recommends academic policy to the Board of Trustees through the Chancellor.

Academic excellence has been achieved by the California State University through a distinguished faculty whose primary responsibility is superior teaching. While each campus in the system has its own unique geographic and curricular character, all campuses, as multipurpose institutions, offer undergraduate and graduate instruction for professional and occupational goals as well as broad liberal education. All campuses require for graduation a basic program of "General Education Requirements" regardless of the type of bachelor's degree or major field selected by the student.

The CSU offers high-quality, affordable bachelor's and master's level degree programs. Many of these programs are offered so that students can complete all upper division and graduate requirements by part-time, late afternoon, and evening study. In addition, a variety of teaching and school service credential programs are available. A limited number of doctoral degrees are offered jointly with the University of California and with private institutions in California. In 2005, the CSU was authorized to independently offer educational doctorate (Ed.D.) programs.

Enrollment in fall 2009 totaled 433,000 students, who were taught by more than 21,000 faculty. The system awards about half of the bachelor's degrees and a third of the master's degrees granted in California. More than 2.5 million students have graduated from CSU campuses since 1961.

A recent economic report found that the CSU supports more than 150,000 jobs statewide, annually. The engine driving job creation is more than \$17 billion in economic activity that directly results from CSU-related spending that generates \$5.43 for every dollar the state invests. For more information, please see www.calstate.edu/impact.

Trustees of the California State University

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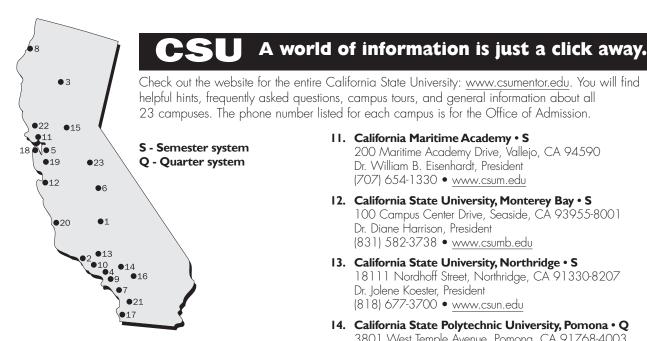
Appointed Trustees

Appointments are for a term of eight years, except student, alumni, and faculty trustees whose terms are for two years. Terms expire in the year in parentheses. Names are listed alphabetically.

	0015
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Correspondence with Trustees should be sent to:

c/o Trustees Secretariat The California State University 401 Golden Shore Long Beach, California 90802-4210



California State University, Bakersfield • Q

9001 Stockdale Highway, Bakersfield, CA 93311-1099 Dr. Horace Mitchell, President (661) 654-3036 • www.csub.edu

2. California State University Channel Islands • S

One University Drive, Camarillo, CA 93012 Dr. Richard R. Rush, President (805) 437-8500 • www.csuci.edu

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10. California State University, Los Angeles • Q

5151 State University Drive, Los Angeles, CA 90032-8530 Dr. James M. Rosser, President (323) 343-3901 • <u>www.calstatela.edu</u>

11. California Maritime Academy • S

200 Maritime Academy Drive, Vallejo, CA 94590 Dr. William B. Eisenhardt, President (707) 654-1330 • www.csum.edu

12. California State University, Monterey Bay • S

100 Campus Center Drive, Seaside, CA 93955-8001 Dr. Diane Harrison, President (831) 582-3738 • www.csumb.edu

13. California State University, Northridge • S

18111 Nordhoff Street, Northridge, CA 91330-8207 Dr. Jolene Koester, President (818) 677-3700 • www.csun.edu

14. California State Polytechnic University, Pomona • Q

3801 West Temple Avenue, Pomona, CA 91768-4003 Dr. J. Michael Ortiz, President (909) 869-5299 • www.csupomona.edu

15. California State University, Sacramento • S

6000 J Street, Sacramento, CA 95819-6112 Dr. Alexander Gonzalez, President (916) 278-7766 • www.csus.edu

16. California State University, San Bernardino • Q

5500 University Parkway, San Bernardino, CA 92407-2397 Dr. Albert K. Karnig, President (909) 537-5188 • www.csusb.edu

17. San Diego State University • S

5500 Campanile Drive, San Diego, CA 92182-7455 Dr. Stephen L. Weber, President (619) 594-6336 • www.sdsu.edu

18. San Francisco State University • S

1600 Holloway Avenue, San Francisco, CA 94132-4001 Dr. Robert A. Corrigan, President (415) 338-1113 • www.sfsu.edu

19. San José State University • S

One Washington Square, San José, CA 95192-0009 Mr. Don W. Kassing, Interim President (408) 283-7500 • www.sjsu.edu

20. California Polytechnic State University, San Luis Obispo • Q

San Luis Obispo, CA 93407 Dr. Jeffery Armstrong, President (805) 756-2311 • <u>www.calpoly.edu</u>

21. California State University, San Marcos • S

333 S. Twin Oaks Valley Road San Marcos, CA 92096-0001 Dr. Karen S. Haynes, President (760) 750-4848 • www.csusm.edu

22. Sonoma State University • S

1801 East Cotati Avenue, Rohnert Park, CA 94928 Dr. Ruben Armiñana, President (707) 664-2778 • <u>www.sonoma.edu</u>

23. California State University, Stanislaus • S

One University Circle, Turlock, CA 95382 Dr. Hamid Shirvani, President (209) 667-3070 • www.csustan.edu



Office of the Chancellor

The California State University 401 Golden Shore Long Beach, California 90802-4210 (562) 951-4000

Dr. Charles B. Reed Chancellor - CSU System

Dr. Ephraim P. Smith Executive Vice Chancellor and

Chief Academic Officer

Dr. Benjamin F. Quillian Executive Vice Chancellor and

Chief Financial Officer

Ms. Gail Brooks Vice Chancellor, Human Resources

Mr. Garrett Ashley Vice Chancellor, University
Relations and Advancement

Ms. Christine Helwick General Counsel

The California State University International Programs

Developing intercultural communication skills and international understanding among its students is a vital mission of The California State University (CSU). Since its inception in 1963, the CSU International Programs has contributed to this effort by providing qualified students an affordable opportunity to continue their studies abroad for a full academic year. More than 15,000 CSU students have taken advantage of this unique study option.

International Programs participants earn resident academic credit at their CSU campuses while they pursue full-time study at a host university or special study center abroad. The International Programs serves the needs of students in over 100 designated academic majors. Affiliated with more than 70 recognized universities and institutions of higher education in 19 countries, the International Programs also offers a wide selection of study locales and learning environments.

Australia Griffith University, Macquarie University, Queensland University of Technology

Queensland University of Technology, University of Queensland, University of Western Sydney, Victoria University

Canada Concordia University (Montréal), McGill

University (Montréal), Université Laval

(Québec City)

Chile Pontificia Universidad Católica de

Chile (Santiago)

China Peking University (Beijing), Shanghai Jiao

Tong University (Shanghai)

Denmark Danish Institute for Study Abroad

(international education affiliate of the

University of Copenhagen)



New Zealand

Spain

Institut Catholique de Paris, Université de **France** Provence (Aix-en-Provence), Universités de Paris I, III, IV, VI, VIII, VIII, X, XI, XIII, XIII, Université Paris-Est Marne-la-Vallée, Université d'Evry Val d'Essonne, and Université de Versailles Saint-Quentin-en-Yvelines. University of Tübingen and a number of Germany institutions of higher education in the Federal state of Baden-Württemberg Ghana University of Ghana, Legon Tel Aviv University, The Hebrew University of Israel Jerusalem, University of Haifa CSU Study Center (Florence), Universitá **Italy** degli Studi di Firenze, Accademia di Belle Arti Firenze Waseda University (Tokyo) Japan Yonsei University (Seoul) Korea Mexico Instituto Tecnológico y de Estudios Superiores de Monterrey, Campus Querétaro

Lincoln University (Christchurch) Massey University (Palmerston North)

Nelson Mandela Metropolitan University, South Africa Port Elizabeth

> Universidad Complutense de Madrid, Universidad de Granada

Uppsala University Sweden

Taiwan National Taiwan University (Taipei), National Tsing Hua University (Hsinchu)

United Kingdom Bradford University, Bristol University, Hull University, King-ston University, Swansea University

International Programs pays all tuition and administrative costs for participating California resident students to a similar extent that such funds would be expended to support similar costs in California. Participants are responsible for all state tuition and program fees, personal costs, such as transportation, room and board, and living expenses. Financial aid, with the exception of Federal Work-Study, is available to qualified students.

To qualify for admission to the International Programs, in most programs students must have upper division or graduate standing at a CSU campus by the time of departure. Students at the sophomore level may, however, participate in the intensive language acquisition programs in Canada, China, France, Germany, Korea, Mexico, Sweden and Taiwan. California Community Colleges transfer students are eligible to apply directly from their community colleges. Students must also possess a current cumulative grade point average of 2.75 or 3.0, depending on the program for which they apply. Some programs also have language study and/or other course-work prerequisites.

Additional information and application materials may be obtained on campus, or by writing to The California State University International Programs, 401 Golden Shore, Sixth Floor, Long Beach, California 90802-4210. Visit us on the World Wide Web at www.calstate.edu/ip.



SECTION 2
Introduction to CSU Channel Islands (CI)



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California State University Channel Islands History

Located only minutes from the Pacific Ocean at the northern end of the Santa Monica Mountains, CSU Channel Islands is truly breathtaking. The entrance to the campus winds alongside lush agricultural fields, orchards, and picturesque foothills. Equally compelling is the campus architecture. Built in the early part of the twentieth century, the sprawling 1930's Mission Revival and Spanish Colonial Revival buildings house a state-of-the-art, 21st century university.

Planning for a public, four-year university began in 1965 when State Senator Robert J. Lagomarsino co-authored Senate Bill 288 with Assemblyman Burt Hansen, calling for establishment of a four year college in Ventura County. Later that year, Governor Pat Brown signed a bill authorizing a study for a state college in Ventura County. In 1974, Dr. Joyce Kennedy established in Ventura the UC/CSU Ventura Learning Center and went on to serve as director of the CSUN Ventura Campus for more than 15 years.

In 1996, J. Handel Evans began as Planning President charged with beginning development of a public, four-year university in the region. In September 1997, on the recommendation of the chancellor and a community task force appointed by the Governor, the CSU Board of Trustees voted unanimously to accept the former Camarillo State Hospital site for the purpose of transforming it into the CSU's 23rd campus. In July 1996, the CSU Board of Trustees formally adopted the name Channel Islands for the new University. In September 1997, Governor Wilson signed into law S.B. 623 (O'Connell) providing for the financing and support of the transition of the site for use as a university campus. Shortly thereafter, the state legislature and the CSU Board of Trustees provided funds to begin the conversion of the facility from a state hospital into a college campus. In 1999, the Ventura Campus moved to the Channel Islands campus and began a four-year phase out of its academic programs.

The CSU Board of Trustees appointed Richard R. Rush Founding President of CSU Channel Islands and he assumed his duties in June 2001. Dr. Rush's formal inauguration was held in April 2002. During the course of establishing the initial structures of the University, Dr. Rush has overseen and been directly involved in the hiring of faculty and the University's senior staff. In addition, he has directed the development of the University's strategic, academic and physical master plans, infrastructure and road improvements, the acquisition of adjacent land, as well as successfully leading the University's efforts to achieve initial accreditation from the Western Association of Schools and Colleges (WASC).

The formal opening of the University was held on August 16, 2002. The public ceremony included participation by Governor Gray Davis, as well as educational and community leaders from throughout the state. Classes began on August 24 with approximately 1,320 full-time transfer students enrolled for the first year. The first freshmen class arrived in fall 2003.

To accommodate the rapidly growing numbers of students, in 2004 the University completed the first phase of student housing, Anacapa Village, which provides on campus housing for 350 students. Phase two housing, Santa Cruz Village, opened in August 2007 providing space for an additional 460 students.

The physical campus continues to grow at a steady pace to keep up with student and academic needs. The first major University construction project on the campus was the Science Building completed in 2003. This structure provides much needed lab and auditorium space for students. The prestigious John Spoor Broome Library designed by world-renowned architect, Foster+Partners, opened in spring 2008 and provides a state-of-the-art teaching and learning library for students, faculty, staff, and the community. The Martin V. Smith Center for Integrative Decision-Making opened in spring 2009 and includes a case-study classroom equipped with advanced audio/visual equipment to show in real-time the indices of the major world financial markets. A new Student Union was completed in spring 2010 that provides a large programmable area for student events and live entertainment; a dining center including a coffee house, pizzeria, sandwich deli and salad bar; lounges for informal gatherings; a game room with HD TVs, pool tables, and computer gaming systems; and ASI offices for Student Government, Student Programming Board, The Nautical Yearbook, and the CI View campus newspaper.

CSU Channel Islands is a student-centered University, committed to academic excellence, civic engagement, environmental responsibility, and leadership for the 21st century.

University Colors

The University's colors are red and silver. The red is consistent with the tradition of the region, including the lush fields of strawberries that are a part of the diverse agricultural region, and the silver is for the dolphin, the University's mascot.

University Mascot

A petition was presented in 1998 to the University by local Chumash leaders that the dolphin be the University's official mascot. Simultaneously, the founding student leadership of CSUN-CI petitioned to have the dolphin as CI's mascot. The request was warmly received by the students, faculty, and staff. The sacred story of why the Chumash cherish the dolphin can be found on the University's Web site.

President's Cabinet



Richard R. Rush
President, 2001-Present
President of Minnesota State
University, Mankato, 1992-2001
Executive Vice President, California
State University, San Marcos
1989-1992



Wm. Gregory Sawyer
Vice President for Student Affairs,
2002-Present
Founding Dean of Student Services,
Florida Gulf Coast University,
1995-2002
Dean of Students, University of
North Texas, 1990-1995



Dawn Neuman

Provost and Vice President for
Academic Affairs, 2008-Present
Co-Officer in Charge and Vice Provost
for Academic Resources
University of Nevada Las Vegas,
2006-2008
Vice Provost for Academic Resources
University of Nevada Las Vegas,

Vice Provost for Educational Outreach, University of Nevada Las Vegas, 2002-2004



A. Michael Berman

Chief Information Officer, 2009-Present Owner and Principal Consultant, Amberman LTD LLC, 2009 Chief Technology Officer, Art Center College of Design, 2005-2008

Vice President for Instructional and Information Technology, Cal Poly Pomona, 2000-2005

Professor and Associate Provost for Information Resources, Rowan University, 1988-2000



Joanne M. Coville

2004-2006

Vice President for
Finance & Administration,
2001-Present
Executive Vice President, Oregon
Graduate Institute of Sciences
and Technology, 1995-2001
Controller, Stanford University,
1991-1995



Therese Eyermann

Chief of Staff to the President, 2010-Present Special Assistant to the President, CSU Channel Islands, 2004-2010 Executive Asst. to the Executive Vice Chancellor, UCLA, 2000-2004, Coordinator, Program Evaluation and Research, UCLA, 1995-2000, Director of Financial Aid, University of Judaism, 1987-1994



Bell Tower East, Room 1865 (805) 437 3502 Email: athletics@csuci.edu

CI has a unique opportunity to design and implement broadbased competitive sport and recreational programs that reflect all of the ideals of educationally focused and gender equitable student athletes.

The underlying philosophy of each competitive sport and recreational program is very simple - to accommodate the needs of the students, the campus, and the larger community in which we reside. Competitive sport and recreational programs will be educationally based, focusing on the needs and interests of the participants. Planning is underway to tentatively start varsity competition in the fall of 2011.

Alumni & Friends Association

Solano Hall, Room 1166 (805) 437-8952 Fax (805) 437-2716

The Alumni & Friends Association (A&FA) believes in creating strong University traditions, fostering University loyalty, and enhancing and strengthening relationships between alumni and current students who are also encouraged to become A&FA members. The A&FA provides career mentoring, leadership opportunities, special activities including an annual Dodger Night, and many campus discounts.

For more information, please contact Alumni Relations at (805) 437-8952 or alumni.friends@csuci.edu.

Human Resources Programs

Solano Hall Room 1123 (805) 437-8490 Fax (805) 437-8491

Web Site: http://www.csuci.edu/hr

Our mission is to support Cl's mission to place students at the center of an educational experience that emphasizes experiential learning, multiculturalism and international perspectives by providing a comprehensive human resources program to University department managers, directors, supervisors and employees designed to support and compliment this effort. Human Resources Programs is committed to creating a consistently cooperative and productive work environment that enriches all University functions and thereby enhances student success. We accomplish this by providing quality personalized guidance and support to our faculty and staff in benefits administration, work/life balance, compensation and classification, professional training and development, environmental health and safety, risk management, diversity and equity, and amicable resolution of employment and labor disputes through collaboration, mutual respect and dignity. In addition, a Student Assistant classification is also available and is intended to provide a vehicle for students to work part time while they are in school to enable them to gain valuable experience related to their educational goals and to assist them with financial support while they are enrolled at CI.



SAFE on Campus

SAFE (Students, Administrators and Faculty for Equality) on Campus is a program sponsored by the Center for Multicultural Engagement.

Mission. The SAFE on Campus program seeks to reduce homophobia and heterosexism at CI. Through education, advocacy, and promoting awareness, the program contributes to building a campus climate that is safe and accepting of all members of the University community.

Purpose. SAFE on Campus provides an avenue through which all members of the campus community can actively show their support of lesbian, gay, bisexual and transgender people. SAFE on Campus members identify themselves by displaying the SAFE on Campus sign at their office. Members attend an orientation session, after which they receive the SAFE on Campus logo. By displaying the logo, members signal to students and employees that they can be "out" or reveal their sexual orientation or gender identity. In addition, members can serve as a valuable source to help locate resources on campus, or help report harassment or discrimination.

Definition of an Ally. Someone who, regardless of their gender identity and/or sexual orientation, is supportive of LGBT people and who wants to foster a campus climate that is safe for everyone.

For additional information regarding SAFE on Campus, please contact Julia Balén, Associate Professor, English and Faculty Director of the Center for Multicultural Engagement (805) 437-8435.

Police Services

The CI Police Department is a certified police agency and is responsible for providing comprehensive law enforcement services for the campus. Its administrative offices are located in Placer Hall, adjacent to parking lot A1. CI Police Officers are commissioned peace officers with full enforcement authority who are also certified as emergency medical technicians (EMT-1). Police Officers are on duty 24 hours a day, 7 days a week and are the first responders to all campus emergencies.

Important Telephone Numbers

For emergencies dial – 911 For non-emergencies dial - 805-437-8444

Annual Security Report

The Police Department publishes an Annual Security Report in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The Annual Security Report includes statistics for the three previous calendar years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the University; and on public property within, or immediately adjacent to, and accessible from the campus. The report also contains institutional policies and procedures concerning campus safety and security to include sexual assault reporting, alcohol, drug and weapons violations, as well as other matters. The report may be accessed on the Web at http://www.csuci. edu/police/Annual_Security_Report.htm.

Crime Reporting

The CI Police Department is officially designated to receive crime reports. Call the Police Department immediately to report any crime that occurs on campus. Timely crime alerts are prepared and distributed campus-wide via a comprehensive communication system when there is a continuing threat to the safety of students or employees. The Police Department maintains a daily activity log, and crime reports may be obtained, subject to restrictions allowable under California's Public Records Act, at the Police & Parking Services Customer Service Counter in Placer Hall.

Crime Prevention

Crime prevention literature is available at the CI Police & Parking Services Customer Service and via the department's Web page (www.csuci.edu/campserv/police/index.htm). The department's crime prevention function offers various services and workshops that aid in the prevention of crime on campus which include:

- Rape Aggression Defense (RAD) workshops
- Sexual Assault Awareness and Prevention workshops
- Alcohol/Drug Awareness/Anti-Drunk Driving workshops
- Personal Safety Awareness workshops
- Theft prevention workshops and strategies
- Campus Safety Escort call (805) 437-8444
- Push to Talk Emergency (Blue Light) Phones throughout the campus

Every student, faculty, and staff member must bear an appropriate amount of individual responsibility for their own safety and security as well as that of their fellow students, faculty, or staff. To this end, please observe the following guidelines.

- Report all crimes immediately. Prompt reporting may assist in apprehension and the prevention of future crimes. Call 911.
- Report all suspicious persons and circumstances. This may prevent a crime from occurring. Call 911.
- Keep all wallets, checkbooks, credit cards, and cash on your person and out of sight. Ideally, backpacks should be within your view at all times.
- Do not leave items such as a laptop computer, cell phone, or wallet/purse unattended or visible in a car.
- Do not prop open or try to defeat the security features of any exterior door. If you find such a door propped open, please close it. If it will not lock, please notify any staff member or call the Police Department at ext. 8444.
- Adequately secure any property left outside, such as bicycles.
- If you must walk across campus late at night, consider going with a friend or two. The campus is very safe, but that does not mean crimes will never occur here. Do not be lulled into a false sense of security because of the peaceful surroundings.

Fire Safety

Call 911 to report a fire on campus. The University is subject to and obeys all state fire regulations. Acquaint yourself with fire evacuation routes for your building as well as the location of all fire extinguishers. Fire alarm systems, smoke detectors, and other fire equipment are placed throughout all campus facilities for your protection. Fire drills are conducted periodically. During fire alarms, all students, visitors, and employees must evacuate the building and report to designated evacuation sites. Failure to respond is subject to disciplinary action.

Emergency Procedures

The University has a comprehensive Emergency Operations Plan designed to assist campus officials with managing a response to a man-made or natural disaster. Emergency Procedure Posters located at entrances to all buildings on campus are designed to provide instructions to students and employees in the event of a disaster. In addition, each building on campus has designated Emergency Building Marshals who have been trained and equipped to provide direction to students and employees if an order to evacuate or shelter in place is given by public safety officials. For more information about the campus' emergency preparedness efforts please visit the Web at http://www.csuci.edu/police/emergency-preparedness/index.htm.

Lost and Found

If you have lost or found an item on campus call (805) 437-8444, or visit the Police Department located in Placer Hall. Property that has been turned in will be logged and held for six months. After six months, if the owner does not claim the item, it may be disposed of in accordance with CSU regulations. If you believe an item has been stolen, a police officer will file a report or assist in filing a theft report with the appropriate jurisdiction.

Pets/Animals

With the exception of certified service animals, pets or animals are not allowed in campus buildings. Pets occupying the campus grounds must be properly restrained and attended. Limited exceptions for educational purposes are allowed with prior approval from the Dean of the Faculty.

Access to Campus Buildings

Laboratories and classrooms are typically open from 8 a.m. to 10 p.m. daily. After hours, a member of the faculty and/or department chairs must authorize access to classrooms. Protect yourself and others by helping us keep the campus secure. Do not prop open doors and be sure to secure locked areas.

There are still large portions of the campus facilities that are not in use and have not been renovated. Entering these areas could create a safety hazard. Entering these areas is trespassing and is strictly prohibited. Students violating this rule will be subject to discipline. If you have questions about a particular area, please contact a member of the Police Department.

Transportation & Parking Services

Transportation & Parking Services (T&PS) provides a variety of services to the campus community. Information about these services is available at the administrative offices located in Placer Hall, on the Web page at www.csuci.edu/parking/index.htm or by calling (805) 437-8430.

Parking permits are required for all vehicles on campus, 24 hours a day, 7 days a week. This includes holidays and periods when classes are not in session. Vehicles without proper permits, or that are in violation of parking regulations according to the California Vehicle Code, are subject to citation. Citation appeals may be filed through the Parking Management Bureau at http://pmbonline.org/. Parking Regulations are also available on the Web page.

Vista Shuttle Bus Service

As an alternative to parking on campus, a shuttle service is offered at a reduced cost of \$25 per semester for students, faculty and staff. For your convenience, the shuttle operates from three (3) sites:

Oxnard "C" Street Transfer Point

"C" Street and Channel

Islands Blvd.

Oxnard College

Southwest corner of

Bard Road and

Simpson Drive

Camarillo Metrolink Station

Lewis Road and Ventura Boulevard

The shuttle service is available Monday through Friday, 7 a.m. to 10:20 p.m., and Saturday, 7:30 a.m. to 5:20 p.m. Parking at off-campus locations is free. To utilize this service and purchase your photo shuttle card, stop by (T&PS) to complete an application and have your photo taken. Allow 10 minutes to process your card.

Alternative Transportation Resources

The campus encourages all forms of ride sharing as a strategy to reduce single vehicle trips to campus. For more information about alternative forms of transportation please visit the Police & Parking Services Customer Service located in Placer Hall or read about rideshare on the Web at http://www.csuci.edu/parking/Rideshare_Information.htm.

Bicycles

Bicyclists must comply with all applicable California Vehicle Code regulations while riding on campus. Riding is restricted to roadways and main pedestrian pathways. Riding inside buildings, on stairs, and other facilities is strictly prohibited.

Skateboards, Scooters, and Rollerblades

For safety reasons, the use of skateboards, scooters (both motorized and non-motorized), and rollerblades is prohibited on campus.

Academic & Information Technology H/ 7 Help Desk

The Help Desk is located on the first floor of the John Spoor Broome Library. The Help Desk hours are: (Fall and Spring Semester)

Monday through Thursday: 7:30 a.m. to 8 p.m.; Friday: 7:30 a.m. to 5 p.m. Summer hours are Monday through Friday: 8: a.m. to 5 p.m.

Computing Lab

Instructional computing labs are housed in various locations on campus and are discipline specific. Student public access computers and printers are located in the Library. In addition, there is a limited number of laptop computers that students can check out from the library. All student public use computers are installed with commonly used software including, word processing, spreadsheet, data analysis, and Internet connectivity tools.

myCl

myCl is the campus single point of access for major campus applications, including Cl Learn, Cl Records, campus email and Dolphin files. (http://myci.csuci.edu) Only one dolphin login and dolphin password are required to access all resources located in myCl.

myCl Login and Passwords

When admitted to the University, a letter is generated with the student's individual User ID (dolphin login) and instructions on how to activate the myCl account. This letter will be sent to the address on file with the University. Once an account has been activated, the dolphin login and Password are used to gain access to myCl (http://myci.csuci.edu) which provides single sign-on to: Cl Learn, Cl Records, Dolphin email, and Dolphin Files. The same login credentials are used to gain access to the University wireless network, and to log on to University computers. Students will be required to change this password every 200 days. Instructions on changing your password can be found at http://www.csuci.edu/it/passwordchange/.

CI Learn

CI Learn is the official web-based learning management system and is used to deliver course material electronically. CI Learn based courses can be accessed 24/7 and is accessed through myCI. Not all instructors use CI Learn.

CI Records

CI Records is the system of record for many academic activities such as class registration, financial aid, and final posting of grades.

Dolphin Email

Dolphin Email accounts are automatically provided to all registered students.

Dolphin Files

Dolphin Files is a web based repository for documents and images that can be retrieved from any web browser. This folder of files can also be accessed on the campus network drive via a campus computer.

Wireless Network

CI offers wireless access to all students, faculty and staff. The wireless coverage extends across the campus. All laptop computers checked out from the Library are able to access the wireless network. Instructions on connecting to the wireless network can be found at http://www.csuci.edu/it/wireless. htm.

Executive Order 999 - Illegal Electronics File Sharing and Protection of Electronic Copyrighted Material

All students are expected to comply with Executive Order 999. The order can be found online at http://www.calstate.edu/EO/EO-999.html. Illegal downloading of copyrighted material is unlawful and unacceptable. Information Technology deploys technologies to ensure illegal downloads do not take place on the Channel Islands network.

For additional assistance with any of our services, please visit the HelpDesk in Room 1340 in the Broome Library, call us at (805) 437-8552, or send an e-mail to: helpdesk@csuci.edu.

The Cove Bookstore

The Cove Bookstore is dedicated to serving the academic mission of CI. We take great pride in serving our customers with their textbook, trade book, and general merchandise needs either in our store or through our virtual bookstore on efollett. com. In addition to serving the faculty and students with their academic needs, we also invite the community to visit the store, browse our extensive book selection, and relax and read in our comfortable reading area. The bookstore is presently located in the Town Center behind the Library. The bookstore is open Monday – Wednesday 8:00 a.m. – 6:00 p.m.; Thursday 8:00 a.m. – 4:00 p.m.; and Saturday and Sunday closed. Extended hours and weekend as needed. For additional information about our products and services please contact us at bookstore@csuci.edu or (805) 437-8833 or (805) 482-5456.

Campus Dining Services

Islands Café

The University's main dining services area, Islands Café, is located at 71 University Drive in the South Quad.

Presented by University Glen Corporation, our dining area offers a variety of contemporary menu formats for students, faculty, staff and campus visitors to choose from throughout the day:

Santa Rosa Pizza and Grill – Features favorites like cheeseburgers, chicken tenders, and grilled chicken breast sandwiches, with plenty of special promotional sandwiches on a rotating basis. Pizza by the slice is featured daily.

San Nicholas Deli – Offers the sandwich that you want when you want it. With multiple choices of gourmet breads, meats, cheeses, vegetables and spreads, your possibilities are unlimited. Take any sandwich and make it a Panini.

San Miguel Mexican Grill – Takes you across the border and lets you sample the flavors of Baja. Tacos, nachos and burritos top the list of favorites.

Catalina Entrée – Is the station where our chefs get to shine. Comfort foods like fried chicken with mashed potatoes, and carved tri-tip with Santa Maria style red beans. Our chef will prepare a wide variety of regional and International dishes as well as daily vegetarian dishes.

San Clemente Pasta – Features fresh made pasta selections prepared in our display cooking section.

Anacapa Salad and Soup Bar – Featuring fresh from the farm vegetables and a wide variety of your favorite dressings. Fresh soups will be offered daily.

Santa Barbara Breakfast Bar – A wide selection of cereals, fresh fruit and pastries will be available for you to enjoy breakfast all day.

Santa Cruz Beverages and Sweets – The dessert bar is stocked with a wide variety of your after meal favorites. Also featured will be soft serve yogurt and toppings for you to create your own special dessert.

Student Union

Lighthouse Café – Located on the first floor of the Student Union specialty salads, deli sandwiches, hotdogs and individual pizzas are available to order.

Freudian Sip – Located on the first floor of the Student Union adjacent to Lighthouse Café, Freudian Sip provides a wide variety of coffee drinks, frozen specialty drinks, delicious pastries and frozen yogurt.

Sea Store – Located adjacent to the games room in the Student Union, the Sea Store provides a wide variety of snacks and beverages.

Broome Library

Freudian Sip – Located on the first floor of the Broome Library next to the entrance, Freudian Sip provides a wide variety of coffee drinks, frozen specialty drinks, and delicious pastries

Campus Community Meal Plan: Dining Dollars

Note: This optional meal plan is for use in all campus and Town Center food operations. It does not apply to students living on campus in student housing who participate in a mandatory meal plan program.

This meal plan allows campus community members to deposit a balance on your Dolphin (campus identification) card. Advantages to having this meal plan include bonuses received when adding dollars to your card. The larger the deposit applied to your Dolphin card, the greater the discount! (see Discount Chart below). With Dining Dollars campus community members can even treat family and friends to a meal. When compared to other meal plans at various campuses, our plan provides the maximum benefit and great flexibility.

Discount Chart

Dolphin Dollars Purchased	Bonus Dollars Added to Your Debit
\$1 - 99	0%
\$100 - 149	2.5%
\$150 - 199	5%
\$200 - up	7.5%

For more information about campus food services, meal plans, catering and weekly menus, click the campus website through the following link: http://universityglencorp.csuci.edu.

University Glen Town Center

Currently available in the Town Center are: Juice it Up, Subway and Tortillas Grill with more options to come in the future.

Availability of Institutional and/or Financial Assistance Information

The following information concerning student financial assistance may be obtained from the Financial Aid office, Sage Hall, (805) 437-8530

- A description of the federal, state, institutional, local, and private student financial assistance programs available to students who enroll at CI;
- For each aid program, a description of procedures and forms by which students apply for assistance, student eligibility requirements, criteria for selecting recipients from the group of eligible applicants, and criteria for determining the amount of a student's award;

- 3. A description of the rights and responsibilities of students receiving financial assistance, including federal Title IV student assistance programs, and criteria for continued student eligibility under each program;
- 4. The satisfactory academic progress standards that students must maintain for the purpose of receiving financial assistance and criteria by which a student who has failed to maintain satisfactory progress may reestablish eligibility for financial assistance:
- 5. The method by which financial assistance disbursements will be made to students and the frequency of those disbursements:
- 6. The terms of any loan received as part of the student's financial aid package, a sample loan repayment schedule, and the necessity for repaying loans;
- 7. The general conditions and terms applicable to any employment provided as part of the student's financial aid package;
- 8. The responsibility of CI for providing and collecting exit counseling information for all student borrowers under the federal student loan programs; and
- 9. The terms and conditions for deferral of loan payments for qualifying service under the Peace Corps Act, the Domestic Volunteer Service Act of 1973, or comparable volunteer community service.

Information concerning the cost of attending CI is available from Student Business Services, Sage Hall (805) 437-8810, and includes tuition and fees; the estimated costs of books and supplies; estimates of typical student room, board, and transportation costs; and, if requested, additional costs for specific programs.

Information concerning policies regarding the return of federal Title IV student assistance funds as required by regulation is available from the Financial Aid office, Sage Hall, (805) 437-8530.

Information regarding special facilities and services available to students with disabilities may be obtained from Disability Resource Programs, Educational Access Center, Bell Tower, (805) 437-3331.

Information concerning CI policies, procedures, and facilities for students and other to report criminal actions or other emergencies occurring on campus may be obtained from the Police & Parking Services, Placer Hall, (805) 437-8444.

Information concerning Cl's annual campus security report may be obtained from the Police Services, Placer Hall (805) 437-8444.

Information concerning the prevention of drug and alcohol abuse and rehabilitation programs may be obtained from Student Health Services and/or Personal Counseling Services, Student Health & Counseling Center, Yuba Hall, (805) 437-8828.

Information regarding student retention and graduation rates at Cl and, if available, the number and percentage of students completing the program in which the student is enrolled or has expressed interest may be obtained from the Director of Institutional Research, Sage Hall, (805) 437-8979.

Information concerning athletic opportunities available to male and female students and the financial resources and personnel that CI dedicates to its men's and women's teams may be obtained from the Vice President of Student Affairs office, Bell Tower, (805) 437-8536.

Information concerning teacher preparation programs at CI, including the pass rate on teacher certification examinations, may be obtained from the Credential office, Bell Tower, (805) 437-8553.

Information concerning grievance procedures for students who feel aggrieved in their relationships with the university, its policies, practices and procedures, or its faculty and staff may be obtained from the Dean of Students office, Bell Tower, (805) 437-8512.

The federal Military Selective Service Act (the "Act") requires most males residing in the United States to present themselves for registration with the Selective Service System within thirty days of their eighteenth birthday. Most males between the ages of 18 and 25 must be registered. Males born after December 31, 1959, may be required to submit a statement of compliance with the Act and regulations in order to receive any grant, loan, or work assistance under specified provisions of existing federal law. In California, students subject to the Act who fail to register are also ineligible to receive any need-based student grants funded by the state or a public postsecondary institution.

Selective Service registration forms are available at any U.S. Post Office, and many high schools have a staff member or teacher appointed as a Selective Service Registrar. Applicants for financial aid can also request that information provided on the Free Application for Federal Student Aid (FAFSA) be used to register them with the Selective Service. Information on the Selective Service System is available and the registration process may be initiated online at http://www.sss.gov.

How to Contact Us

Emergency or Fire, Dial 911 from Campus Phones or use Blue Light Phones CI Main Operator, Dial (805) 437-8400

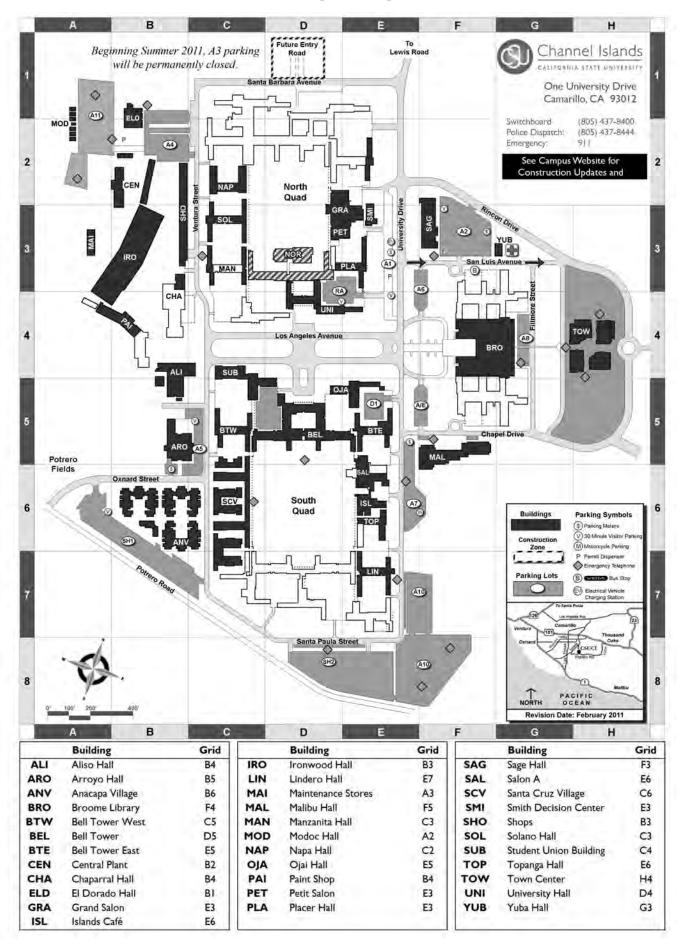
TOPIC	CONTACT OFFICE	LOCATION	EXTENSION	WEBSITE ADDRESS (if applicable)
A & IT Help Desk	Academic & Information Technology	Broome Library	8552	http://www.csuci.edu/it
Academic Advising (Current Students)	Advising Center	Bell Tower	8571	http://www.csuci.edu/ academics/advising
Academic Programs & Planning	Academic Programs & Planning	Sage Hall	8540	http://www.csuci.edu/app
Admissions	Admissions & Recruitment	Sage Hall	8500	http://www.csuci.edu/admissions
Associated Students Inc.	Associated Students Inc.	Student Union	2622	http://asi.csuci.edu/
Billing or Account Balances	Student Business Services	Sage Hall	8810	http://www.csuci.edu/cashier
Bookstore, The Cove	The Cove Bookstore	University Town Ctr	482.5456	http://www.csuci.bkstr.com
Campus Recreation	Student Life	Arroyo Hall, Recreation Ctr	8902	http://www.csuci.edu/recreation
Campus Tours	Admissions & Recruitment	Sage Hall	8520	http://www.csuci.edu/ admissions/studentrecruitment/ tours.htm
Career Development Center	Student Life	Bell Tower	3270	http://www.csuci.edu/ careerdevelopment
Clubs and Organizations	Student Life	Student Union	3356	http://www.csuci.edu/ studentleadership/clubs- organizations
Commencement (Graduation Ceremony)			3100	http://www.csuci.edu/ commencement
Credentials	Credential Office	Bell Tower	8953	http://education.csuci.edu
Disability Resource Programs	Student Life	Bell Tower	3331	http://www.csuci.edu/drp/
Dolphin VIP (Prospective Students)	Admissions & Recruitment	Sage Hall	3158	http://www.csuci.edu/goCSUCI
Educational Opportunity Program (EOP)	Student Life	Bell Tower	8939	http://www.csuci.edu/eop
Employment Information, Students	Student Life	Bell Tower	3270	http://www.csuci.edu/ careerdevelopment
Fees – Paying for Tuition and other Fees	Student Business Services	Sage Hall	8810	http://www.csuci.edu/cashier
Financial Aid, Work Study and Scholarships	Financial Aid	Sage Hall	8530	http://www.csuci.edu/financialaid/
Graduation Ceremony (Commencement)			3100	http://www.csuci.edu/commencement
Graduation Requirements /Academic Advising	Advising Center	Bell Tower	8571	http://www.csuci.edu/academics/advising
Health Services	Student Life	Yuba Hall	8828	http://www.csuci.edu/ studenthealth
Housing (Off Campus)	Student Life	Bell Tower	8510	http://www.csuci.och101.com
Housing (On Campus)	Housing & Residential Education	Santa Cruz Village Bldg E	2733	http://www.csuci.edu/housing

How to Contact Us

Emergency or Fire, Dial 911 from Campus Phones or use Blue Light Phones CI Main Operator, Dial (805) 437-8400

TOPIC	CONTACT OFFICE	LOCATION	EXTENSION	WEBSITE ADDRESS (if applicable)
ID Cards	Student Business Services	Sage Hall	8810	http://www.csuci.edu/cashier
Intercollegiate Athletics	Director of Athletics	Bell Tower	1865	
Library	University Library	Broome Library	8561	http://www.library.csuci.edu
Orientation	Student Life	Bell Tower	3160	http://www.csuci.edu/nsotp/ orientation
Parking	Transportation & Parking	Placer Hall	8430	http://www.csuci.edu/parking
PeopleFinder	Campus Online Directory	Website	8552	http://www.csuci.edu/directory
Personal Counseling Services	Student Life	Yuba Hall	2088	http://www.csuci.edu/studentlife/ personalcounsel.htm
Police (Campus)	Police Department	Placer Hall	8444	http://www.csuci.edu/ publicsafety
President's Office	Office of the President	University Hall	8410	http://www.csuci.edu/president
Provost & Vice President for Academic Affairs	Provost & Vice President for Academic Affairs	Bell Tower	8441	http://www.csuci.edu/provost
Records (Registration/ Grades/Transcripts)	Records & Registration	Sage Hall	8500	http://www.csuci.edu/records- registration/index.htm
Schedule of Classes	Scheduler	Bell Tower	2749	http://www.csuci.edu/ academics/scheduleleandcatalog. htm
Student Recruitment (Prospective Students)	Admissions & Recruitment	Sage Hall	8520	http://www.csuci.edu/ admissions/studentrecruitment
Registration, Online (myCl)	Records & Registration	Sage Hall	8500	http://myci.csuci.edu
Tutoring	Learning Resource Center	Bell Tower	8409	http://www.csuci.edu/ academics/advising/tutoring.htm
Veterans Services	Records & Registration	Sage Hall	3524 (FLAG)	http://www.csuci.edu/veterans
Vice President for Student Affairs	Vice President for Student Affairs	Bell Tower	8536	http://www.csuci.edu/ studentaffairs/offofvp.htm

Campus Map



SECTION 3

Admission Procedures and Policies



2011-2012 • Catalog California State University Channel Islands

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ADMISSION PROCEDURES AND POLICIES

Requirements for admission to CSU Channel Islands (CI) are in accordance with Title 5, Chapter 1, Subchapter 3, of the California Code of Regulations. Complete information is available at www.csumentor.edu/planning/.

Electronic versions of the CSU undergraduate and graduate applications are accessible online at http://www.csumentor.edu. The CSUMentor system allows students to browse through general information about the CSU's 23 campuses, view multimedia campus presentations, send and receive electronic responses to specific questions, and apply for admission and financial aid.

Applying online via www.csumentor.edu is expected unless electronic submission is impossible. An acknowledgement will be sent when online applications have been submitted. Application in "hard copy" form may be obtained online via www.csumentor.edu as a portable data format (PDF). Application forms (in PDF) may also be downloaded from www.calstate.edu/sas/publications. Paper applications should be mailed to the Admissions & Recruitment, One University Drive, Camarillo, CA 93012.

Importance of Filing Complete, Accurate, and Authentic Application Documents

CI advises prospective students that they must supply complete and accurate information on the application for admission, residence questionnaire, and financial aid forms. Further, applicants must, when requested, submit authentic and official transcripts of all previous academic work attempted. Failure to file complete, accurate, and authentic application documents may result in denial of admission, cancellation of registration or academic credit, suspension, or expulsion (Section 41301, Article 1.1, Title 5, California Code of Regulations).

Undergraduate Application Procedures

Prospective students applying for partitime or full-time undergraduate programs of study in day or evening classes must file a complete undergraduate application. The \$55 nonrefundable application fee should be in the form of a check or money order payable to "The California State University" or by credit card if submitting the online application, and may not be transferred or used to apply to another term. An alternate major may be indicated on the application. The applications of persons denied admission to an impacted and/or closed campus may be re-routed to another campus at no cost, but only if the applicant is CSU eligible.

Impacted Programs

The CSU designates programs as impacted when more applications from CSU regularly eligible students are received in the initial filing period (October and November for fall terms, June for winter terms, August for spring terms, February for summer terms) than can be accommodated. Some programs are impacted at every campus where they are offered; others are impacted only at a few campuses. Candidates for admission must meet supplementary admission criteria if applying to an impacted program.

The CSU will announce during the fall filing period those campuses or programs that are impacted. Detailed information on campus and programs impaction will be available at the following websites:

- www.csumentor.edu
- www.calstate.edu/impactioninfo.shtml
- http://www.calstate.edu/sas/impaction-campus-info.shtml

Campuses will communicate its supplementary admission criteria for all impacted programs to high schools and community colleges in their service area and will disseminate this information to the public through appropriate media. This information will also be published at the CSU campus individual website and made available online at www.calstate.edu.

Applicants must file applications for admission to an impacted program during the initial filing period. Applicants who wish to be considered in impacted programs at more than one campus should file an application at each campus for which they seek admission consideration.

Supplementary Admission Criteria

Each campus with impacted programs uses supplementary admission criteria in screening applicants. Supplementary criteria may include rank-ordering of freshman applicants based on the CSU eligibility index or rank-ordering of transfer applicants based on the overall transfer grade point average, completion of specified prerequisite courses, and a combination of campus-developed criteria. Applicants for freshman admission to impacted campuses or programs are required to submit scores on either the SAT or the ACT. For fall admission, applicants should take tests as early as possible and no later than November or December of the preceding year.

The supplementary admission criteria used by the individual campuses to screen applicants are made available by the campuses to all applicants seeking admission to an impacted program. Details regarding the supplemental admissions criteria are also provided at http://www.calstate.edu/impactioninfo.shtml.

Application Filing Periods						
Terms in	Applications	Initial Filing	Filing Period			
2011-12	First Accepted	Period				
Fall Semester			Each non-impacted campus accepts applications			
or Quarter 2011	October 1, 2010	October 1- November 30,	until capacities are reached. Many campuses			
		2010	limit undergraduate admission in an enrollment			
Spring Semester			category due to overall enrollment limits. If applying			
or Quarter 2012	August 1, 2011	August 1-31, 2011	after the initial filing period, consult the campus			
			Admissions office for current information. Similar			
			information is conveniently available at			
			http://www.csumentor.edu/filing_status/Default.asp.			

Graduate and Post-Baccalaureate Application Procedures

All graduate and post-baccalaureate applicants (e.g., Ed.D., joint Ph.D. and Ed.D. applicants, master's degree applicants, those seeking educational credentials or certificates, and where permitted, holders of baccalaureate degrees interested in taking courses for personal or professional growth) must file a complete graduate application as described in the graduate and post-baccalaureate admission materials at www. csumentor.edu. Applicants seeking a second bachelor's degree should submit the undergraduate application for admission unless specifically requested to do otherwise. Applicants who completed undergraduate degree requirements and graduated the preceding term are also required to complete and submit an application and the \$55 nonrefundable application fee. Since applicants for post-baccalaureate programs may be limited to the choice of a single campus on each application, re-routing to alternate campuses or later changes of campus choice are not guaranteed. To be assured of initial consideration by more than one campus, it is necessary to submit separate applications (including fees) to each. Applications submitted by way of www.csumentor.edu are expected unless submission of an electronic application is impossible. An electronic version of the CSU graduate application is available online at http://www. csumentor.edu.

Application Acknowledgment

On-time applicants may expect to receive an acknowledgment from the campuses to which they have applied within two to four weeks of filing the application. The notice may also include a request that applicants submit additional records necessary to evaluate academic qualifications. Applicants may be assured of admission if the evaluation of relevant qualifications indicates that applicants meet CSU admission requirements, and in the case of admission impaction, campus requirements for admission to an impacted program. Unless specific written approval/confirmation is received, an offer of admission is not transferable to another term or to another campus.

Hardship Petitions

The campus has established procedures for consideration of qualified applicants who would be faced with extreme hardship if not admitted. Petitioners should write the campus Admissions office regarding specific policies governing hardship admission.

Undergraduate Admission Requirements Freshman Requirements

Generally, first-time freshman applicants will qualify for regular admission if they meet the following requirements:

- Have graduated from high school, have earned a Certificate of General Education Development (GED) or have passed the California High School Proficiency Examination; and
- 2. Have a qualifiable minimum eligibility index (see section on Eligibility Index on page 32); and
- Have completed with grades of C or better each of the courses in the comprehensive pattern of college preparatory subject requirements also known as the "a-g" pattern (see "Subject Requirements").

Eligibility Index – The eligibility index is the combination of the high school grade point average and scores on either the ACT or the SAT. Grade point averages (GPA) are based on grades earned in courses taken during the final three years of high school. Included in calculation of GPA are grades earned in all college preparatory "a-g" subject requirements, and bonus points for approved honors courses. Up to eight semesters of honors courses taken in the last three years of high school, including up to two approved courses taken in the 10th grade can be accepted. Each unit of A in an honors course will receive a total of 5 points; B, 4 points; and C, 3 points.

A CSU Eligibility Index (EI) can be calculated by multiplying a grade point average by 800 and adding your total score on the *mathematics and critical reading scores* of the SAT. Students who took the ACT, multiply your the grade point average by 200 and add 10 times the ACT composite score. Persons who are California high school graduates (or residents of California for tuition purposes) need a minimum index of 2900 using the SAT or 694 using the ACT. The Eligibility Index Table illustrates several combinations of required test scores and averages. For admission to terms during the 2009-2010 college year, the University has no current plans to include the writing scores from either of the admissions tests in the computation of the CSU Eligibility Index.

Persons who neither graduated from a California high school nor are a resident of California for tuition purposes need a minimum index of 3502 (SAT) or 842 (ACT). Graduates of secondary schools in foreign countries must be judged to have academic preparation and abilities equivalent to applicants eligible under this section. An applicant with a grade point average of 3.00 or above (3.61 for nonresidents) is not required to submit test scores. However, all applicants for admission are <u>urged</u> to take the SAT or ACT and provide the scores of such tests to each CSU to which they seek admission. Campuses use these test results for advising and placement purposes and may require them for admission to impacted

majors or programs. Impacted CSU campuses require SAT or ACT scores of all applicants for freshman admission.

Provisional Admission

CI may provisionally admit first-time freshman applicants based on their academic preparation through the junior year of high school and planned for the senior year. The campus will monitor the final two years of study to ensure that admitted students complete their secondary school studies satisfactorily, including the required college preparatory subjects, and graduate from high school. Students are required to submit an official transcript after graduation to certify that all course work has been satisfactorily completed. Official high school transcripts must be received prior to the deadline set by the University. In no case may documentation of high school graduation be received any later than the census date for a student's first term of CSU enrollment. A campus may rescind admission decisions, cancel financial aid awards, withdraw housing contracts, and cancel any university registration for students who are found not to be eligible after the final transcript has been evaluated.

Applicants will qualify for regular (non-provisional) admission when the University verifies that they have graduated and received a diploma from high school, have a qualifiable minimum eligibility index, have completed the comprehensive pattern of college preparatory "a-g" subjects, and, if applying to an impacted program or campus, have met all supplementary criteria. The CSU uses only the ACT score or the

SAT mathematics and critical reading scores in its admission eligibility equation. The SAT or ACT writing scores are not currently used by CSU campuses.

Subject Requirements

The California State University requires that first-time freshman applicants complete, with grades of C or better, a comprehensive pattern of college preparatory study totaling 15 units. A "unit" is one year of study in high school.

- 2 years of social science, including 1 year of U.S. history, or U.S. history and government.
- 4 years of English.
- 3 years of math (algebra, geometry and intermediate algebra).
- 2 years of laboratory science (1 biological and 1 physical, both must include laboratory instruction).
- 2 years in the same foreign language (subject to waiver for applicants demonstrating equivalent competence).
- 1 year of visual and performing arts: art, dance, drama/ theater, or music.
- 1 year of electives: selected from English, advanced mathematics, social science, history, laboratory science, foreign language, visual and performing arts or other courses approved and included on the UC/CSU "a-g" list.

High School High School Students

High school students may be considered for enrollment in certain special programs if recommended by the principal and the appropriate campus department chair and if preparation

Eligibility Index Table for California High School Graduates or Residents of California

GPA	ACT Score	SAT Score	GPA	ACT Score	SAT Score	GPA	ACT Score	SAT Score	GPA	ACT Score	SAT Score	GPA	ACT Score	SAT Score
	and abov		2.81	14	660	2.60	18	820	2.39	22	990	2.18	26	1160
, ,	with any	Y	2.80	14	660	2.59	18	830	2.38	22	1000	2.17	26	1170
score	10	L 510	2.79	14	670	2.58	18	840	2.37	22	1010	2.16	27	1180
2.99	10	510	2.78	14	680	2.57	18	850	2.36	23	1020	2.15	27	1180
2.98	10	520	2.77	14	690	2.56	19	860	2.35	23	1020	2.14	27	1190
2.97	10	530	2.76	15	700	2.55	19	860	2.34	23	1030	2.13	27	1200
2.96	10	540	2.75	15	700	2.54	19	870	2.33	23	1040	2.12	27	1210
2.95	11	540	2.74	15	<i>7</i> 10	2.53	19	880	2.32	23	1050	2.11	28	1220
2.94	11	550	2.73	15	720	2.52	19	890	2.31	24	1060	2.10	28	1220
2.93	11	560	2.72	15	<i>7</i> 30	2.51	20	900	2.30	24	1060	2.09	28	1230
2.92	11	570	2.71	16	740	2.50	20	900	2.29	24	1070	2.08	28	1240
2.91	11	580	2.70	16	740	2.49	20	910	2.28	24	1080	2.07	28	1250
2.90	12	580	2.69	16	750	2.48	20	920	2.27	24	1090	2.06	29	1260
2.89	12	590	2.68	16	760	2.47	20	930	2.26	25	1100	2.05	29	1260
2.88	12	600	2.67	16	770	2.46	21	940	2.25	25	1100	2.04	29	1270
2.87	12	610	2.66	17	780	2.45	21	940	2.24	25	1110	2.03	29	1280
2.86	12	620	2.65	17	780	2.44	21	950	2.23	25	1120	2.02	29	1290
2.85	13	620	2.64	17	790	2.43	21	960	2.22	25	1130	2.01	30	1300
2.84	13	630	2.63	17	800	2.42	21	970	2.21	26	1140	2.00	30	1300
2.83	13	640	2.62	17	810	2.41	22	980	2.20	26	1140	<u></u>	2.00 do	l
2.82	13	650	2.61	18	820	2.40	22	980	2.19	26	1150		alify for re	

is equivalent to that required of eligible California high school graduates. Such admission is only for a given specific program and does not constitute a right to continued enrollment.

Transfer Policies of CSU campuses

Authority for decisions regarding the transfer of undergraduate credits is delegated to each California State University (CSU) campus. Most commonly, college level credits earned from an institution of higher education accredited by a regional accrediting agency recognized by the United States Department of Education is accepted for transfer to campuses of the CSU.

The CSU General Education-Breadth (GE-Breadth) program allows California community college transfer students to fulfill lower-division general education requirements for any CSU campus prior to transfer. Up to <u>39</u> of the <u>48</u> GE-Breadth units required can be transferred from and certified by a California college. "Certification" is the official notification from a California community college that a transfer student has completed courses fulfilling lower-division general education requirements. The CSU GE-Breadth certification course list for particular community colleges can be accessed at <u>www.</u> assist.org.

Campuses may enter into articulation agreements on either a course for course or program to program basis. Such articulations are common between CSU campuses and any or all of the California community colleges, but may exist between CSU campuses and other institutions. Established CSU/CCC articulations may be found on www.assist.org. No more than $\underline{70}$ semester units may be transferred to a CSU campus from an institution which does not offer bachelor's degrees or their equivalents, e.g., community colleges. Given the university's $\underline{30}$ unit residency requirement, no more than $\underline{90}$ total units may be transferred into the university from all sources.

Transfer Requirements

Students who have completed fewer than $\underline{60}$ transferable semester college units (fewer than $\underline{90}$ quarter units) are considered lower-division transfer students. Students who have completed $\underline{60}$ or more transferable semester college units ($\underline{90}$ or more quarter units) are considered upper-division transfer students. Students who complete college units during high school or through the summer immediately following high school graduation are considered first-time freshmen and must meet those admission requirements. Transferable courses are those designated for baccalaureate credit by the college or university offering the courses and accepted as such by the campus to which the applicant seeks admission.

Lower Division Transfer Requirements

Generally, applicants will qualify for admission as a lowerdivision transfer student if they have a grade point average of at least 2.0 (C or better) in all transferable units attempted, are in good standing at the last college or university attended, and meet any of the following standards:

- Will meet the freshman admission requirements (grade point average and subject requirements) in effect for the term to which they are applying (see "Freshman Requirements" section); or
- Were eligible as a freshman at the time of high school graduation except for the subject requirements, and have been in continuous attendance in an accredited college since high school graduation, and have made up the missing subjects.

Applicants who graduated from high school prior to 1988 should contact the Admissions office to inquire about alternative admission programs. (Due to enrollment pressures, many CSU campuses do not admit lower division transfer applicants.)

Making Up Missing College Preparatory Subject Requirements

Lower-division applicants who did not complete subject requirements while in high school may make up missing subjects in any of the following ways:

- Complete appropriate courses with a C or better in adult school or high school summer sessions.
- Complete appropriate college courses with a C or better.
 One college course of at least three semester or four quarter units will be considered equivalent to one year of high school study.
- 3. Earn acceptable scores on specified examinations, e.g., SAT subject tests.

Please consult with any CSU Admission office for further information about alternative ways to satisfy the subject requirements. (Due to enrollment pressures, many CSU campuses do not admit lower division transfer applicants. CSU Channel Islands only accepts lower-division applications in the fall terms from pre-nursing majors.)

Upper Division Transfer Requirements

Generally, applicants will qualify for admission as an upperdivision transfer student if they meet all of the following requirements:

- They have a grade point average of at least 2.0 (C or better) in all transferable units attempted; and
- 2. They are in good standing at the last college or university attended; and they have completed at least $\underline{60}$ semester units of college coursework with a grade of C or better in each course to be selected from courses in English, arts and humanities, social science, science and mathematics at a level at least equivalent to courses that meet general education requirements. The <u>60</u> units must include at least 30 units of courses, which meet CSU general education requirement including all of the general education requirements in communication in the English language (both oral and written) and critical thinking and the requirement in mathematics/quantitative reasoning (usually <u>three</u> semester units) or the Intersegmental General Education Transfer Curriculum (IGETC) requirements in English communication and mathematical concepts and quantitative reasoning.

Provisional Admission

CI may provisionally or conditionally admit transfer applicants based on their academic preparation and courses planned for completion. The campus will monitor the final terms to ensure that those admitted complete all required courses satisfactorily. All accepted applicants are required to submit an official transcript of all college level work completed. Campuses may rescind admission for any student who is found not to be eligible after the final transcript has been evaluated. In no case may such documents be received and validated by the University any later than a student's registration for their second term of CSU enrollment.

Test Requirements

Freshman and transfer applicants who have fewer than <u>60</u> semester or <u>90</u> quarter units of transferable college credit are strongly encouraged to submit scores, unless exempt (see "Eligibility Index" on page 30), from either the ACT or the SAT of the College Board. Persons who apply to an impacted program may be required to submit test scores and should take the test no later than November or December. Test scores also are used for advising and placement purposes. Registration forms and dates for the SAT or ACT are available from school or college counselors or from a CSU campus testing office.

Or students may write to or call:

The College Board (SAT)ACT	Registration Unit
Registration Unit, Box 6200	P.O. Box 414
Princeton, New Jersey 08541-6200	Iowa City, Iowa
52240	,
(609) 771-7588	(319) 337-1270
www.collegeboard.org	www.act.org

English Language Requirement

All undergraduate applicants whose native language is not English and who have not attended schools at the secondary level or above for at least three years full time where English is the principal language of instruction must present a score of 500 or above on the Test of English as a Foreign Language (TOEFL). Some majors may require a score higher than 500. Applicants taking the Computer Based Test of English as a Foreign Language must present a score of 173 or above. Some majors and some campuses may require a higher score. A few campuses may also use alternative methods of assessing English fluency: Pearson Test of English Academic (PTE Academic), the International English Language Testing System (IELTS), and the International Test of English Proficiency (ITEP). Each campus will post the tests it accepts on its website and will notify students after they apply about the tests it accepts and when to submit scores.

CSU Minimum TOEFL Standards are:

	Internet	Computer	Paper
Undergraduate	61	173	500
Graduate	80	213	550

Systemwide Placement Test Requirements

The CSU requires that each entering undergraduate, except those who qualify for an exemption, take the CSU Entry Level Mathematics (ELM) examination and the CSU English Placement Test (EPT) prior to enrollment. These placement tests are not a condition for admission to the CSU, but they are a condition of enrollment. These examinations are designed to identify entering students who may need additional support in acquiring college entry-level English and mathematics skills necessary to succeed in CSU baccalaureate-level courses. Undergraduate students who do not demonstrate college-level skills both in English and in mathematics will be placed in appropriate remedial programs and activities during the first term of their enrollment. Students placed in remedial programs in either English or mathematics must complete all remediation in their first year of enrollment. Failure to complete remediation by the end of the first year may result in denial of enrollment for future terms.

Students register for the EPT and/or ELM at their local CSU campus. Questions about test dates and registration materials

may be addressed to the Admissions office, Cl, One University Drive, Camarillo, CA 93012, (805) 437-3215.

English Placement Test (EPT)

The English Placement Test (EPT) is designed to assess the level of reading and writing skills of students entering the California State University. The CSU EPT must be completed by all non-exempt entering undergraduates prior to enrollment in any course, including remedial courses. Students who score 147 or above on the EPT will be placed in college-level composition classes.

Exemptions from the EPT are granted only to those who present proof of one of the following:

- A score of 500 or above on the critical reading section of the College Board SAT Reasoning Test
- A score of 22 or above on the American College Testing (ACT) English Test
- A score of 3 or above on either the Language and Composition or Composition and Literature examination of the College Board Scholastic Advanced Placement Program
- Completion and transfer to CSU of the credits for a college course that satisfies the CSU General Education requirement in English Composition, provided such a course was completed with a grade of C or better
- A score of "Exempt" or "Ready for college-level English courses" on the CSU Early Assessment Program (EAP) taken along with the English Language Arts California Standard Test in grade 11

Directed Self Placement (DSP)

Directed Self Placement will be the only method used on the CI campus to place students into freshman composition courses. EPT scores will not be used. New students must take the EPT exam if they are not exempt. Students will be given guidance in Directed Self Placement during orientation and will select English 105, Composition and Rhetoric, or the English 102, 103 Stretch Composition sequence. Completion of English 105 or English 102 plus English 103 satisfies the freshman writing requirement.

Entry Level Mathematics (ELM) Placement Examination

The Entry Level Mathematics (ELM) Examination is designed to assess and measure the level of mathematics skills acquired through three years of rigorous college preparatory mathematics coursework (Algebra I and II, and Geometry) of students entering the California State University (CSU). The CSU ELM must be completed by all non-exempt entering undergraduates prior to enrollment in any course, including remedial courses. Students who score 50 or above on the ELM will be placed in college-level mathematics classes.

Exemptions from the ELM are granted only to those who present proof of one of the following:

- A score of 550 or above on the mathematics section of the College Board SAT Reasoning Test
- A score of 550 or above on a College Board SAT Subject Test in Mathematics (level 1 or level 2)
- A score of 23 or above on the American College Testing (ACT) Mathematics Test
- A score of 3 or above on the College Board Advanced Placement Calculus AB or Calculus BC exam
- A score of 3 or above on the College Board Advanced Placement Statistics examination

- Completion and transfer to 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
- A score of "Exempt" or "Ready for college-level Mathematics courses" on the CSU Early Assessment Program (EAP), taken in grade 11 in conjunction with the CST in Summative High School Mathematics or Algebra II
- A score of "Conditionally ready for college-level Mathematics courses" or "Conditional" on the CSU Early Assessment Program (EAP) taken in grade 11 along with the California Standards Test in Summative High School Mathematics or Algebra II, provided successful completion of a CSU-approved 12th grade math course that require Algebra II as a prerequisite

Adult Students

As an alternative to regular admission criteria, an applicant who is 25 years of age or older may be considered for admission as an adult student if he or she meets all of the following conditions:

- Possesses a high school diploma (or has established equivalence through either the General Educational Development or California High School Proficiency Examinations).
- 2. Has not been enrolled in college as a full-time student for more than one term during the past five years.
- If there has been any college attendance in the last five years, has earned a C average or better in all college work attempted.

Consideration will be based upon space availability and a judgment as to whether the applicant is as likely to succeed as a regularly admitted freshman or transfer student and will include an assessment of basic skills in the English language and mathematical computation. Due to limited availability, CSU Channel Islands currently does not accept students as adult students.

Graduation Requirement in Writing Proficiency

All students must demonstrate competency in writing skills as a requirement for graduation. Information on currently available ways to meet this graduation requirement may be obtained from the Records and Registration office.

Graduation Writing Assessment Requirement

The Graduation Writing Assessment Requirement will be satisfied through the completion of nine units of upper-division interdisciplinary general education courses, which are writing intensive.

(SP 14-03)

Graduate and Post-Baccalaureate Admission Requirements Admission Requirements

Graduate and post-baccalaureate applicants may apply for a degree objective, a credential or certificate objective, or where approved, may have no program objective. Depending on the objective, the CSU will consider an application for admission as follows:

 General Requirements — The minimum requirements for admission to graduate and post baccalaureate studies at a California State University campus are in accordance with university regulations as well as Title 5, Chapter 1, Subchapter 3 of the California Code of Regulations.

- Specifically, a student shall at the time of enrollment: (1) have completed a four-year college course of study and hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association, or shall have completed equivalent academic preparation as determined by appropriate campus authorities; (2) be in good academic standing at the last college or university attended; (3) have earned a grade point average of at least 2.5 on the last degree completed by the candidate or have attained a grade point average of at least 2.5 (A=4.0) in the last 60 semester (90 quarter) units attempted; and (4) satisfactorily meet the professional, personal, scholastic, and other standards for graduate study, including qualifying examinations, as appropriate campus authorities may prescribe. In unusual circumstances, a campus may make exceptions to these criteria.
- Students who meet the minimum requirements for graduate and post-baccalaureate studies may be considered for admission in one of the four following categories:
 - Graduate Classified To pursue a graduate degree, applicants are required to fulfill all of the professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the campus; or
 - Graduate Conditionally Classified Applicants may be admitted to a graduate degree program in this category if, in the opinion of appropriate campus authority, deficiencies may be remedied by additional preparation; or
 - Post-Baccalaureate Classified, e.g. admission to an education credential program – Persons wishing to enroll in a credential or certificate program, will be required to satisfy additional professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the campus; or
 - o Post-Baccalaureate Unclassified To enroll in undergraduate courses as preparation for advanced degree programs or to enroll in graduate courses for professional or personal growth, applicants must be admitted as post-baccalaureate unclassified students. By meeting the general requirements, applicants are eligible for admission as post-baccalaureate unclassified students. Admission in this status does not constitute admission to, or assurance of consideration for admission to, any graduate degree or credential program (most CSU campuses do not offer admission to unclassified post-baccalaureate students).

(These and other CSU admission requirements are subject to change as policies are revised and laws are amended. The CSU website www.calstate.edu and the CSU admissions portal www.csumentor.edu are good sources of the most up-to-date information.)

Graduate-Post-Baccalaureate English Language Requirement

All graduate and post-baccalaureate applicants, regardless of citizenship, whose native language is not English and whose preparatory education was principally in a language other than English, must demonstrate competence in English. Those who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction

must receive a minimum score of 550 on the Test of English as a Foreign Language (TOEFL). Some programs require a higher score. Applicants taking the Computer-Based Test of English as a Foreign Language must present a score of 213 or above. Some programs may require a higher score. Several CSU campuses may use alternative methods for assessing fluency in English including Pearson Test of English Academic (PTE Academic), the International English Language Testing System (IELTS), and the International Test of English Proficiency (ITEP).

Returning Students

Returning students who left CI for more than one semester and are still in good standing are expected to meet all admission requirements, deadlines, and procedures of new applicants.

International (Foreign) Student Admission Requirements

The CSU must assess the academic preparation of foreign students. For this purpose, "foreign students" include those who hold U.S. temporary visas as students, exchange visitors, or in other nonimmigrant classifications.

The CSU uses separate requirements and application filing dates in the admission of "foreign students." Verification of English proficiency (see the section on the English Language Requirement for undergraduate applicants), financial resources, and academic performance are each important considerations for admission. Academic records from foreign institutions must be on file at least six months in advance of enrollment for the first term and, if not in English, must be accompanied by certified English translations. Further information can be found at http://www.csuci.edu/exed/international.htm.

Other Applicants Intrasystem and Intersystem Enrollment Programs

Students enrolled at any CSU campus will have access to courses at other CSU campuses on a space available basis unless those campuses or programs are impacted or admission to the desired program or admission categories are closed. This access is offered without students being required to be admitted formally to the host campus and sometimes without paying additional fees. Although courses taken on any CSU campus will transfer to the student's home CSU campus as elective credit, students should consult their home campus academic advisors to determine how such courses may apply to their specific degree programs before enrolling at the host campus.

There are two programs for enrollment within the CSU and one for enrollment between CSU and the University of California or California Community Colleges. Additional information about these programs is available from the Enrollment Center.

CSU Concurrent Enrollment

Matriculated students in good standing may enroll on a space available basis at both their home CSU campus and a host CSU campus during the same term. Credit earned at the host campus is reported at the student's request to the home campus to be included on the student's transcript at the home campus.

CSU Visitor Enrollment

Matriculated students in good standing enrolled at one CSU campus may enroll on a space available basis at another CSU campus for one term. Credit earned at the host campus

is reported at the student's request to the home campus to be included on the student's transcript at the home campus.

Intersystem Cross Enrollment

Matriculated CSU, UC, or community college students may enroll on a "space available" basis for one course per term at another CSU, UC, or community college and request that a transcript of record be sent to the home campus. CI currently does not accept students for intersystem cross enrollment.

CSU Immunization Requirements

Entering CSU students are required to present proof of the following immunizations to the CSU campus they will be attending before the beginning of their first term of enrollment.

Measles and Rubella

All new and readmitted students must provide proof of full immunization against measles and rubella prior to enrollment.

Hepatitis B

All new students who will be 18 years of age or younger at the start of their first term at a CSU campus must provide proof of full immunization against Hepatitis B before enrolling. Full immunization against Hepatitis B consists of three timed doses of vaccine over a minimum four-to-six month period. If you need further details or have special circumstances, please consult the Student Health and Counseling Center at (805) 437-8828.

Meningococcal Disease

Each incoming freshman who will be residing in on-campus housing will be required to return a form indicating that they have received information about meningococcal disease and the availability of the vaccine to prevent contracting the disease and indicating whether or not the student has chosen to receive the vaccination. These are **not** admission requirements, but are required of students as conditions of enrollment in CSU.

Reservation

The University reserves the right to select its students and deny admission to the University or any of its programs as the University, in its sole discretion, determines appropriate based on an applicant's suitability and the best interests of the University.

General Information - Admission and Evaluation of Academic Records Advanced Placement

Cl grants credit toward its undergraduate degrees for successful completion of examinations of the Advanced Placement Program of the College Board. Students who present scores of three or better will be granted up to six semester units (nine quarter units) of college credit. Exam credit will be available on the Academic Advising website www.csuci.edu/academics/advising/articulation.htm after publication of this catalog. The AP table included in this catalog indicates credit likely to be given. It should be viewed as a guideline only and is subject to change. Grade reports are sent automatically to Cl if requested by the student at exam time. The student may also order the report through the AP website at http://www.collegeboard.com/student/testing/ap/exgrd_rep.html or by calling (609) 771-7300 or (888) 225-5427. Reports should be sent to the Records and Registration office.

SCHEDULE OF FEES

Schedule of Fees 2011 - 12

The CSU makes every effort to keep student costs to a minimum. Fees listed in published schedules or student accounts may need to be increased when public funding is inadequate. Therefore, CSU must reserve the right, even after initial fee payments are made, to increase or modify any listed fee, without notice, until the date when instruction for a particular semester or quarter has begun. All CSU listed fees should be regarded as *estimates* that are subject to change upon approval by The Board of

The following reflects applicable systemwide fees for both semester and quarter campuses.

All Students

Application Fee (nonrefundable), payable by check or money order at time application is made: \$55

2010-11 Basic Tuition Fees All Campuses effective lanuary 2011

Units	Per Semester	Per Quarter
Undergraduate Tuition Fee 6.1 or more 0.0 to 6.0	\$2,736 \$1,587	\$1,824 \$1,058
Credential Program Tuition Fee 6.1 or more 0.0 to 6.0	\$3,174 \$1,842	\$2,116 \$1,228
Graduate/Post-Baccalaureate Tuition Fee 6.1 or more 0.0 to 6.0	\$3,369 \$1,953	\$2,246 \$1,302
Doctoral Programs All students	\$5,250	\$3,500

2010-11 Doctorate Tuition Fee*

Units	Per Semester	Per Quarter	Per Academic Year
All Students	\$5,250	\$3,500	\$10,500

^{*} Applicable term fees apply for campuses with special terms, as determined by the campus. Total College Year fees cannot exceed the Academic Year plus Summer Term fees.

2010-11 Graduate Business Professional Fee, effective January 2011

Units	Semester	Quarter
Charge Per Unit	\$254	\$169

The Graduate Business Professional Fee is paid on a per unit basis in addition to basic tuition fees and campus fees for the following graduate business programs:

Master of Business Administration (M.B.A.)

Master of Science (M.S.) programs in Accountancy

Master of Science (M.S.) programs in Business Administration

Master of Science (M.S.) programs in Health

Care Management

Master of Science (M.S.) programs in Business and Technology

Master of Science (M.S.) programs in Information Systems

Master of Science (M.S.) programs in Taxation

Nonresident Students (U.S. and Foreign)

Nonresident Tuition (in addition to basic tuition fees and other systemwide fees charged all students) for all campuses:

Units	Semester	Quarter
Charge Per Unit	\$372	\$248

The total nonresident tuition paid per term will be determined by the number of units taken.

Mandatory systemwide fees are waived for those individuals who qualify for such exemption under the provisions of the California Education Code (see section on fee waivers).

Students are charged campus fees in addition to tuition fees and other systemwide fees. Information on campus fees can be found by contacting the individual campus(es).

Additional CI Fees Per Semester

Associated Student Fee	\$62.00
Health Facilities Fee	\$3.00
Instructionally Related Activities	\$50.00
Materials, Services & Facilities Fee	\$35.00
Recreation & Athletics Fee	\$50.00
Student Body Center Fee	\$162.00
Student Health Services Fee	\$60.00

Other CI Fees and Charges

Other Critecs and Charges	
Application Fee	\$55.00
Breakage Card Fees*	\$25.00
Campus ID Card	\$15.00
Change of Graduation Date	\$15.00
Check Return Fee	
Credit Card Transaction Dishonored Fee	
Diploma Fee	\$45.00
Duplicate Diploma Fee	
Freshman Orientation Fee	
General Student Parking Permit	\$145.00
Housing Installment Plan Fee	\$33.00
Intent to Enroll Deposit	\$100.00
Lab Fees*	\$15.00 - \$75.00
Late Payment Fee	\$25.00

SECTION 4 Schedule of Fees



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SCHEDULE OF FEES

Schedule of Fees 2011 - 12

The CSU makes every effort to keep student costs to a minimum. Fees listed in published schedules or student accounts may need to be increased when public funding is inadequate. Therefore, CSU must reserve the right, even after initial fee payments are made, to increase or modify any listed fee, without notice, until the date when instruction for a particular semester or quarter has begun. All CSU listed fees should be regarded as *estimates* that are subject to change upon approval by The Board of

The following reflects applicable systemwide fees for both semester and quarter campuses.

All Students

Application Fee (nonrefundable), payable by check or money order at time application is made: \$55

2010-11 Basic Tuition Fees All Campuses effective lanuary 2011

Units	Per Semester	Per Quarter
Undergraduate Tuition Fee 6.1 or more 0.0 to 6.0	\$2,200 \$1,287	\$1,480 \$858
Credential Program Tuition Fee 6.1 or more 0.0 to 6.0	\$2,577 \$1,494	\$1,718 \$996
Graduate/Post-Baccalaureate Tuition Fee 6.1 or more 0.0 to 6.0	\$2,736 \$1,587	\$1,824 \$1,058
Doctoral Programs All students	\$4,773	\$8,676

2010-11 Doctorate Tuition Fee*

Units	Per Semester	Per Quarter	Per Academic Year
All Students	\$4,773	\$3,182	\$9,546

^{*} Applicable term fees apply for campuses with special terms, as determined by the campus. Total College Year fees cannot exceed the Academic Year plus Summer Term fees.

2010-11 Graduate Business Professional Fee, effective January 2011

Units	Semester	Quarter
Charge Per Unit	\$231	\$154

The Graduate Business Professional Fee is paid on a per unit basis in addition to basic tuition fees and campus fees for the following graduate business programs:

Master of Business Administration (M.B.A.)

Master of Science (M.S.) programs in Accountancy

Master of Science (M.S.) programs in Business Administration

Master of Science (M.S.) programs in Health

Care Management

Master of Science (M.S.) programs in Business and Technology

Master of Science (M.S.) programs in Information Systems Master of Science (M.S.) programs in Taxation

Nonresident Students (U.S. and Foreign)

Nonresident Tuition (in addition to basic tuition fees and other systemwide fees charged all students) for all campuses:

Units	Semester	Quarter
Charge Per Unit	\$372	\$248

The total nonresident tuition paid per term will be determined by the number of units taken.

Mandatory systemwide fees are waived for those individuals who qualify for such exemption under the provisions of the California Education Code (see section on fee waivers).

Students are charged campus fees in addition to tuition fees and other systemwide fees. Information on campus fees can be found by contacting the individual campus(es).

Additional CI Fees Per Semester

Associated Student Fee	\$62.00
Health Facilities Fee	\$3.00
Instructionally Related Activities	\$50.00
Materials, Services & Facilities Fee	\$35.00
Recreation & Athletics Fee	\$50.00
Student Body Center Fee	\$162.00
Student Health Services Fee	\$60.00

Other CI Fees and Charges

\$55.00
\$25.00
\$15.00
\$15.00
\$25.00
\$25.00
\$45.00
\$15.00
\$140.00
\$145.00
\$33.00
\$100.00
\$15.00 - \$75.00
\$25.00

Late Registration Processing Fee	\$25.00
Library Fee	(varies)
Registration Installment Plan Fee	\$33.00
Replacement Campus ID Card	\$15.00
Parking Permit Replacement Fee	\$10.00
Student Housing Parking Permit	\$135.00
Transfer Orientation Fee	\$35.00
Vista Bus Shuttle Card	\$25.00
(* Refundable)	

Dolphin Card

All new CI students must purchase a campus photo ID card. To obtain your photo ID, you must bring \$15 and additional photo identification (e.g. valid California Driver's License, a DMV ID or a passport) to the Student Business Services office. There is a \$15 replacement fee for a new card. The card is required:

- For all transactions at Admissions and Records
- For all transactions at Student Business Services
- For all transactions with Transportation & Parking Services
- To obtain campus services from the Library
- For the Student Health & Counseling Center
- For the Student Union
- For the Credential office

Payment Options Online

Credit Cards – (MasterCard, Discover, American Express and Diner's Club) may be used for payment of student fees online only. A merchant imposed convenience fee is applied to all credit transactions.

E-checks – are accepted online with no additional cost.

In Person

Only cash, personal checks or money order are accepted at the Student Business Services office.

Refund of Mandatory Fees, Including Nonresident Tuition

Regulations governing the refund of mandatory fees, including nonresident tuition, for students enrolling at the California State University are included in Section 41802 of Title 5, California Code of Regulations. For purposes of the refund policy, mandatory fees are defined as those systemwide and campus fees that are required to be paid in order to enroll in state-supported academic programs at the California State University. Refunds of fees and tuition charges for self-support, special session, and extended education programs or courses at the California State University are governed by a separate policy established by the University, available at (Title 5, California Code of Regulations, Division 5, Chapter 1, Subchapter 5, Articles 3 and 4, Sections 41802, 41802.1, and 41913)

and that the Board of Trustees adopted a resolution based upon the Title V regulation http://www.calstate.edu/BOT/Resolutions/Nov2001.pdf, the CO has issued various elated Executive Orders as well as an AA coded memo http://www.calstate.edu/AcadAff/codedMemos/AA-2002-13.pdf regarding fee refunds.

In order to receive a full refund of mandatory fees, including nonresident tuition, a student must cancel registration or drop all courses prior to the first day of instruction for the term. Information on procedures and deadlines for canceling registration and dropping classes is available in the Schedule of Classes.

For state-supported semesters, quarters, and non-standard terms or courses of four (4) weeks or more, a student who withdraws during the term in accordance with the University's established procedures will receive a refund of mandatory fees, including nonresident tuition, based on the portion of the term during which the student was enrolled. No student withdrawing after the 60 percent point in the term will be entitled to a refund of any mandatory fees or nonresident tuition.

For state-supported non-standard terms or courses of less than four (4) weeks, no refunds of mandatory fees and nonresident tuition will be made unless a student cancels registration or drops all classes prior to the first day in accordance with the University's established procedures and deadlines.

Students will also receive a refund of mandatory fees, including nonresident tuition, under the following circumstances:

- The fees were assessed or collected in error;
- The course for which the fees were assessed or collected was cancelled by the University;
- The University makes a delayed decision that the student was not eligible to enroll in the term for which mandatory fees were assessed and collected and the delayed decision was not due to incomplete or inaccurate information provided by the student; or
- The student was activated for compulsory military service.

Students who are not entitled to a refund as described above may petition the University for a refund demonstrating exceptional circumstances and the chief financial officer of the University or designee may authorize a refund if he or she determines that the fees and tuition were not earned by the University.

Information concerning any aspect of the refund of fees may be obtained from the Student Business Services office.

Fees and Debts Owed to the Institution

Should a student or former student fail to pay a fee or a debt owed to the institution, the institution may "withhold permission to register, to use facilities for which a fee is authorized to be charged, to receive services, materials, food or merchandise or any combination of the above from any person owing a debt" until the debt is paid (see Title 5, California Code of Regulations, Sections 42380 and 42381).

Prospective students who register for courses offered by the University are obligated for the payment of fees associated with registration for those courses. Failure to cancel registration in any course for an academic term prior to the first day of the academic term gives rise to an obligation to pay student fees including any tuition for the reservation of space in the course.

The institution may withhold permission to register or to receive official transcripts of grades or other services offered by the institution from anyone owing fees or another debt to the institution. The institution may also report the debt to a credit bureau, offset the amount due against any future state tax refunds due the student, refer the debt to an outside collection agency and/or charge the student actual and reasonable collection costs, including reasonable attorney fees if litigation is necessary, in collecting any amount not paid when due.

If a person believes he or she does not owe all or part of an asserted unpaid obligation, that person may contact the campus business office. The business office, or another office on campus to which the business office may refer the person, will review all pertinent information provided by the person and available to the campus and will advise the person of its conclusions.

Fee Waivers

The California Education Code includes provisions for the waiver of mandatory systemwide fees as follows:

Section 66025.3 - Qualifying children, spouses/registered domestic partners, or unmarried surviving spouses/registered domestic partners of a war period veteran of the U.S. military who is totally service-connected disabled or who died as a result of service-related causes; children of any veteran of the U.S. military who has a service-connected disability, was killed in action, or died of a service-connected disability and meets specified income provisions; any dependents or surviving spouse/registered domestic partner who has not remarried of a member of the California National Guard who in the line of duty and in active service of the state was killed or became permanently disabled or died of a disability as a result of an event while in active service of the state; and undergraduate students who are the recipient of or the child of a recipient of a Congressional Medal of Honor and meet certain age and income restrictions;

Section 68120 – Qualifying children and surviving spouses/ registered domestic partners of deceased public law enforcement or fire suppression employees who were California residents and who were killed in the course of active law enforcement or fire suppression duties (referred to as Alan Pattee Scholarships); and Section 68121 – Qualifying students enrolled in an undergraduate program who are the surviving dependent of any individual killed in the September 11, 2001 terrorist attacks on the World Trade Center in New York City, the Pentagon building in Washington, D.C., or the crash of United Airlines Flight 93 in southwestern Pennsylvania, if the student meets the financial need requirements set forth in Section 69432.7 for the Cal Grant A Program and either the surviving dependent or the individual killed in the attacks was a resident of California on September 11, 2001. Students who may qualify for these benefits should contact the Admissions/Registrar's Office for further information and/or an eligibility determination.

Determination of Residence for Nonresident Tuition Purposes

University requirements for establishing residency are independent from those of other types of residency, such as for tax purposes, or other state or institutional residency. These regulations were promulgated not to determine whether a student is a resident or nonresident of California, but rather to determine whether a student should pay tuition on an in-state or out-of-state basis. A resident for tuition purposes is someone who meets the requirements set forth in the Uniform Student Residence Requirements. These laws governing residence for tuition purposes at the California State University (CSU) are California Education Code sections 68000-68090, 68120-68134, and 89705-89707.5, and California Code of Regulations, Title 5, Subchapter 5, Article 4, sections 41900-41916. This material can be viewed on the Internet by accessing the CSU's website at www.calstate.edu/GC/resources.shtml.

Each campus Admissions Office is responsible for determining the residence status of all new and returning students based on the Application for Admission, Residency Questionnaire, Reclassification Request Form, and, as necessary, other evidence furnished by the student. A student who fails to submit adequate information to establish eligibility for resident classification will be classified as a nonresident.

Generally, establishing California residence for tuition purposes requires a combination of physical presence and intent to remain indefinitely. An adult who, at least one full year prior to the residence determination date for the term in which enrollment is contemplated, can demonstrate both physical presence in the state combined with evidence of intent to remain in California indefinitely may establish California residence for tuition purposes. A minor normally derives residence from the parent(s) they reside with or most recently resided with.

Evidence demonstrating intent may vary from case to case but will include, and is not limited to, the absence of residential ties to any other state, California voter registration and voting in California elections, maintaining California vehicle registration and driver's license, maintaining active California bank accounts, filing California income tax returns and listing a California address on federal tax returns, owning residential property or occupying or renting an apartment where permanent belongings are kept, maintaining active memberships in California professional or social organizations, and maintaining a permanent military address and home of record in California.

Non-resident students seeking reclassification are required to complete a supplemental questionnaire that includes questions concerning their financial dependence on parents or others who do not meet University requirements for classification as residents for tuition purposes. Financial independence is required, along with physical presence and intent, to be eligible for reclassification.

Non-citizens establish residence in the same manner as citizens, unless precluded by the Immigration and Nationality Act from establishing domicile in the United States.

Exceptions to the general residence requirements are contained in California Education Code sections 68070-68084 and California Code of Regulations, Title 5, Subchapter 5, Article 4, sections 41906-41906.5, and include, but are not limited to, members of the military and their dependents, certain credentialed employees of school districts and most students who have attended three years of high school in California and graduated or attained the equivalent. Whether an exception applies to a particular student cannot be determined before the submission of an application for admission and, as necessary, additional supporting documentation. Because neither campus nor Chancellor's Office staff may give advice on the application of these laws, applicants are strongly urged to review the material for themselves and consult with a legal advisor.

Residence determination dates are set each term. They are:

Quarter	Term Campuses	Semeste	er Term Campuses
Fall Winter Spring Summer	September 20 January 5 April 1 July 1	Fall Spring Summer	September 20 January 25 June 1

CalState TEACH operates on a trimester system. The residence determination dates for the CalState TEACH are as

Fall	September 20
Spring	January 5
Summer	June 1

Students classified as non-residents may appeal a final campus decision within 120 days of notification by the campus. A campus residence classification appeal must be in writing and submitted to:

The California State University Office of General Counsel 401 Golden Shore, 4th Floor Long Beach, CA 90802-4210

The Office of General Counsel can either decide the appeal or send the matter back to the campus for further review. Students incorrectly classified as residents or incorrectly granted an exception from nonresident tuition are subject to reclassification as nonresidents and payment of nonresident tuition in arrears. If incorrect classification results from false or concealed facts, the student is also subject to discipline pursuant to Section 41301 of Title 5 of the California Code of Regulations.

Resident students who become nonresidents or who no longer meet the criteria for an exception must immediately notify the Admissions Office. Changes may have been made in the rate of nonresident tuition and in the statutes and regulations governing residence for tuition purposes in California between the time this information is published and the relevant residence determination date. Students are urged to review the statutes and regulations stated above.

Average Support Cost Per Full-Time Equivalent Student and Sources of Funds

The total support cost per full-time equivalent student (FTES) includes the expenditures for current operations, including payments made to students in the form of financial aid, and all fully reimbursed programs contained in state appropriations. The average support cost is determined by dividing the total cost by the number of FTES. The total CSU 2010-11 budget amounts were \$2,617,435,000 from state General Fund appropriations (not including capital outlay funding), \$1,244,603,000 from net basic tuition fee revenue, and \$320,211,000 from other fee revenues and reimbursements for a total of \$4,182,249,000. The number of projected 2010-11 FTES is 339,873 resident and 14,509 non-resident students. FTES is determined by dividing the total academic student load by 15 units per term (the figure used here to define a full-time student's academic load).

The 2010-11 average support cost per FTES based on General Fund appropriation and net basic tuition fee revenue only is \$11,213 and when including all sources as indicated below is \$12,117. Of this amount, the average net basic tuition fee revenue and other income & reimbursements per FTES is \$4,416, which includes all fee revenue in the CSU Operating Fund (e.g. tuition fees, application fees, other miscellaneous fees, and reimbursements).

2010/11	Amount	Average Cost per FTE Student	%
Total Support Cost	\$4,182,249,000	\$12,117	100%
• State Appropriation ¹	2,617,435,000	<i>7,7</i> 01	64%
• Net Basic Tuition Fee Revenue ²	1,244,603,000	3,512	29%
• Other Income & Reimbursements ^{2,3}	320,211,000	904	7%

¹"State Appropriation includes a decrease of \$106 million reflecting a shift of costs on a one-time basis to the federal American Recovery and Reinvestment Act State Fiscal Stabilization Fund."

²Net Basic Tuition fee revenue and other income represents campus 2010-11 budgets submitted November 2010. ³Other income and reimbursements represent campus "other fee" 2010-11 final budget revenues submitted, as well as reimbursements in the CSU Operating Fund.



The average CSU 2010-11 academic year, resident, undergraduate student basic tuition fee and other mandatory fees required to apply to, enroll in, or attend the University is \$5,285. However, the costs paid by individual students will vary depending on campus, program, and whether a student is part-time, full-time, resident, or nonresident.

Procedure for the Establishment or Abolishment of Campus-Based Mandatory Fees

The law governing the California State University provides that fees defined as mandatory, such as a student body association fee and a student body center fee, may be established. A student body association fee must be established upon a favorable vote of two-thirds of the students voting in an election held for this purpose (Education Code, Section 89300). A student body center fee may be established only after a fee referendum is held which approves by a two-thirds favorable vote the establishment of the fee (Education Code, Section 89304). The student body fee was established at CSU Channel Islands by student referendum in 2003. The campus President may adjust the student body association fee only after the fee adjustment has been approved by a majority of students voting in a referendum established for that purpose (Education Code, Section 89300). The required fee shall be subject to referendum at any time upon the presentation of a petition to the campus President containing the signatures of 10 percent of the regularly enrolled students at the University. Once bonds are issued, authority to set and adjust student body center fees is governed by provisions of the State University Revenue Bond Act of 1947, including, but not limited to, Education Code sections 90012, 90027, and 90068. Student body association fees support a variety of cultural and recreational programs, childcare centers, and special student support programs.

The process to establish and adjust other campus-based mandatory fees requires consideration by the campus fee advisory committee and a student referendum. The campus President may use alternate consultation mechanisms if he/she determines that a referendum is not the best mechanism to achieve appropriate and meaningful consultation. Results of the referendum and the fee committee review are advisory to the campus President. The President may adjust campus-based mandatory fees, but must request the Chancellor establish a new mandatory fee. The President shall provide to the fee advisory committee a report of all campus-based mandatory fees. The campus shall report annually to the Chancellor a complete inventory of all campus based-mandatory fees.

For more information or questions, please contact the Budget Office in the CSU Chancellor's Office at (562) 951-4560.

SECTION 5 Financial Aid



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FINANCIAL AID

Sage Hall, Enrollment Center, Room 1020 (805) 437-8530 Fax: (805) 437-8509 financial.aid@csuci.edu

The Financial Aid office assists students in obtaining financial aid resources to meet their educational costs. Students interested in financial aid must complete a Free Application for Federal Student Aid (FAFSA), which can be obtained online at www.fafsa.ed.gov. A variety of financial aid resources are available to students, including grants, loans, federal work study, and scholarships. After students have completed and submitted the FAFSA, they may be considered for the following:

Grants

Federal or state funds that do not have to be repaid:

- Federal Pell Grants are awarded to eligible students with financial need who have not already earned a bachelor's degree or are working toward a teaching credential.
- Cal Grants are awarded to California residents with financial need and who meet the California Student Aid Commission scholastic requirements.
- State University Grants are awarded to California residents.
 Students are considered for the State University Grant based on their need and the availability of funds.

Loans

Federal Stafford Loans include the subsidized and unsubsidized loan programs which provide low interest, long-term loans to eligible students. Federal Subsidized Stafford Loans are available to students based on financial need. Interest is paid by the federal government (subsidized) while students are enrolled at least half-time and during their six-month grace period after leaving school. Unsubsidized Federal Stafford Loans are available to all students without regard to income. Interest is paid by the student or added to the loan amount that will be repaid later.

Federal Work Study

The Federal Work Study (FWS) program is a financial aid program funded by the federal government and is intended to provide parttime employment opportunities for eligible students who need additional financial resources to pursue a college education. The offer of work study does not guarantee that a job will be available that matches the student's class schedule or desired field. In some cases, if a student is unable to find work, student loans can be increased if the student has not already borrowed the maximum for the year.

Scholarships

The University, in participation with the community, has an endowment, as well as annual donations, that provide scholarships based on academic excellence, financial need and community service. This annual scholarship opportunity takes place each spring and applications are open to both new and continuing students. Students may complete a scholarship application, which is found on the Financial Aid website.

Endowed Scholarships for 2011-2012

President's Scholars Program

Established by a generous gift from the Pierre Claeyssens family, this program provides scholarships to entering freshman students who demonstrate outstanding academic achievement. Applicants must be residents of California and have a 3.75 high school GPA and a minimum score of 1200 on the SAT exam or 26 on the ACT exam. This scholarship is renewable for up to four years.

AAUW Camarillo Chapter ReEntry/Transfer Scholarship

Awarded to upper division transfer students that are single parents. Minimum GPA of 3.0 required. Financial need is considered.

Airborne Technologies Annual Scholarship

Awarded to students from Ventura County, and preferably from Oxnard, who are studying business. A 3.0 minimum GPA is required and financial need may be considered.

Art Fund Scholarship

Awarded to art students with a Senior standing. Students must have a minimum GPA of 3.25 and proof of financial need. Applicants will need to provide a portfolio or DVD and an artist statement explaining their work.

Barbara Brooks Scholarship

Awarded to an art student major with a minimum GPA of 2.5.

Bernard and Barbara Bobitch Scholarships in the Health Sciences

Awarded to students in biology, chemistry or related fields that enable them to prepare for careers in a health profession. Students must be legal citizens of the U.S. with a minimum GPA of 3.0 from high school or a community college. The scholarship may be used for purposes other than tuition fees, such as books, computers, childcare or living expenses.

Bostwick Endowed Scholarship

Awarded to students with a 3.0 minimum GPA, demonstrated leadership and community service. Financial need may be considered.

Business & Technology Partnership Scholarship

Awarded to students who are business, science, or math majors with a minimum 3.0 GPA. This will be given to students who are community college transfers or Cl juniors or seniors.

Carolyn and Harry Lundgren Angel Endowed Scholarship

Awarded to students studying math or science with a focus on a health-related career. Minimum GPA of 3.0 is required and financial need may be considered.

Citizens for Youth in Ventura County Endowed Scholarship Fund

Awarded to a Ventura County high school graduate with a minimum GPA of 2.0 from high school or a community college. Voluntary school or community service and financial need will be considered. It is renewable for up to four years for a freshman, two years for a community college transferee or two years for a graduate student.

City of Camarillo Endowed Scholarship

Awarded to a student from Camarillo who is studying to become a teacher. A minimum GPA of 3.0 is required. Financial need may be considered.

Delta Kappa Gamma Annual Scholarship

Awarded to a student earning a teaching credential with a minimum GPA of 3.0.

Dorothy Huston Nursing Scholarship

Awarded to students studying nursing. Minimum GPA of 3.0 is required. Scholarship is renewable for up to four years for freshmen or two years for transfer students.

Edison Scholarship

Awarded to students who were community college transfers studying math or the sciences and who demonstrate financial need.

Eugene D. and Nancy S. Sweetland Fellowship

Awarded to a continuing student for study abroad. Applicants must indicate where they want to study and why and they must be willing to share their experience using their own unique style when they return.

Frisch Family Scholarship

Awarded to a student with a minimum GPA of 3.0 who is the first in his/her family to attend college.

Geri and Fred Gretan Nursing Scholarship

Awarded to a student accepted into the nursing program with a minimum GPA of 2.5.

Jensen-Frazeur Nursing Scholarship

Awarded to a student with a minimum GPA of 2.5 who is accepted into the nursing program.

Margaret E. Garlock Nursing Scholarship

Awarded to students from the communities of Oxnard, Camarillo, Port Hueneme, Ventura and the surrounding communities that have been accepted into the CSU Channel Islands Nursing Program.

Mildred Hartung/Beatrice Nuñez International Scholarship

Awarded to a student with a minimum GPA of 3.0 who has been accepted into a study abroad program lasting one academic year. Based on financial need.

Poe Family Endowed Scholarship

Awarded to students studying in the sciences. A minimum GPA of 3.0 is required. Financial need may be considered.

Scott Family Endowed Scholarship

Awarded to students with a 3.0 minimum GPA and demonstrated initiative in the community. Financial need is considered.

General Scholarships

The CI Foundation provides funds for general scholarships for qualified students. Minimum GPA is 3.0.

Please contact the Financial Aid office for further information on the above scholarships. Scholarship information is also available on the CI website. Visit www.csuci.edu and see the scholarships page under Financial Aid.

Additional scholarships are available through the Ventura County Community Foundation. Please visit www.vccf.org for a list of Ventura County scholarships or contact them directly at (805) 988-0196.

SECTION 6 Division of Student Affairs



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DIVISION OF STUDENT AFFAIRS

Mission

Placing students at the center of *their* educational experience, the Division of Student Affairs supports and enhances learning and the University community through quality co-curricular programs, activities, facilities, and services.

Vice President for Student Affairs

Bell Tower, Rooms 2560, 2565 and 2705

(805) 437-8536 Fax: (805) 437-8549

http://www.csuci.edu/studentaffairs/offofvp.htm

The purpose of the Vice President for Student Affairs office is to recommend policies, guidelines and procedures that will ensure a coordinated delivery and assessment system of student services throughout the Division of Student Affairs (DSA), which includes Enrollment Services, Student Life, Housing & Residential Education, and Associated Students Incorporated.

The Vice President for Student Affairs office ensures a comprehensive clearing system which:

- tracks and reports budgets and expenditures;
- implements, coordinates and/or manages special projects;
- produces and distributes internal and external student communication materials;
- hires, trains and provides staff development;
- provides co-curricular education initiatives; and
- coordinates program assessment and evaluation for all units within the Division.

Associated Students Inc.

(805) 437-2622 Fax: (805) 437-2793 http://asi.csuci.edu/

Associated Students Inc. (ASI) is governed by the ASI Board of Directors, which is comprised of nine students, three University administrators, one faculty member, and one member of the community. Of the nine students, four are appointed as a result of being the leaders of the CI organizations designated as "ASI Entities." These organizations include Student Government, Student Programming Board, the CI View student newspaper, and The Nautical yearbook.

- Student Government (SG) is comprised of elected student leaders including a president, vice president, senators, and directors. Student Government contributes input on University policies, serves as the advocate for CI students, and recommends students to serve on University committees.
- The Student Programming Board (SPB) helps to engage Cl students through the organization and implementation of a variety of student-centered programs that are social, educational and cultural.

- The CI View is the campus student newspaper which serves as a forum for discussion of issues occurring on campus, in the region, nationally and internationally.
- The Nautical yearbook provides the campus community with a historical publication highlighting the events, celebrations, changes, challenges and successes of the academic year.

Various programs, services and the day-to-day functions of ASI are overseen by the ASI executive director and the ASI budget analyst and facility specialist. All registered students are members of Associated Students Inc. and pay both an associated student fee and a student body center fee as part of their registration. The ASI executive director is a direct report to the vice president for Student Affairs.

Student Union

Telephone: (805) 437-2622 Fax: (805) 437-2793

In 2006, CI students passed a referendum to fund the design, construction and operation of the Student Union. The Student Union exists to foster community and enhance student learning and development on the CI campus. The 23,000 square-foot Student Union includes a large programmable area for student events and live entertainment; a dining center including a coffee shop, pizzeria, sandwich deli and salad bar; lounges for informal gatherings; a game room with high-definition TVs, pool tables and computer gaming systems; ASI offices for the ASI Entities; and the SEAL (Student Engagement and Applied Leadership) Center. The Student Union also includes the Tree House Courtyard for outdoor events and gatherings for the entire campus community.

Enrollment Services

Enrollment Center Sage Hall, Room 1020

Telephone: (805) 437-8500 Fax: (805) 437-8509

http://www.csuci.edu/students/enrollserv.htm

All offices in Enrollment Services can be reached through the "one stop" Enrollment Center. Enrollment Services includes the Enrollment Center, Admissions & Recruitment, Financial Aid, and Records & Registration. Student questions concerning admission, graduation, degree audit, scholarships, federal work study, veterans' benefits, and California residency eligibility may be answered in the Enrollment Center.

Associate Vice President - Enrollment Management

The purpose of this office is to coordinate a wide range of campus initiatives relative to student access, retention and success. Working closely with both Student and Academic Affairs, the office seeks to develop, implement and assess policies, processes and comprehensive programs that support students and the mission of the University.

Admissions & Recruitment

<u>admissions@csuci.edu</u> http://www.csuci.edu/admissions

The Admissions office accepts and processes admission applications for both undergraduate and post-baccalaureate programs. Eligibility for admission to CI is governed by Title 5 of the California Code of Regulations.

Financial Aid

financial.aid@csuci.edu http://www.csuci.edu/financialaid

The Financial Aid office assists students in obtaining financial aid resources to meet their educational costs. Students interested in financial aid must complete a Free Application for Federal Student Aid (FAFSA) through the online application at www.fafsa.ed.gov. A variety of financial aid resources are available to students, including grants, loans, federal work study, and scholarships. Students must complete and submit the FAFSA to be considered for federal and state grants and loans. For a complete listing of financial aid resources, please refer to the Financial Aid section of this catalog.

Records & Registration

http://www.csuci.edu/records-registration/index.htm

The Records & Registration office maintains timely and accurate records on enrollment, and the academic progress and accomplishments of its students, while maintaining the privacy and security of those records.

Registration

Registration activities for new and continuing students include eligibility for registration and assignment of registration appointments. Students enroll via the Internet at myCl (https://myci.csuci.edu). Assistance in registering for classes is available on the Records and Registration Web page located at http://www.csuci.edu/records-registration/index.htm.

Graduation

Verification of degree requirements is a function of Records & Registration. Students must file for graduation for the term in which they will have completed all requirements. Application for graduation must be made by the published deadline. Forms for graduation and re-application to change graduation terms are found at http://www.csuci.edu/records-registration/rec_reg_library.htm.

Veteran Affairs

CI supports the California Veterans Education Opportunities Partnership (VEOP). Students who are eligible for benefits as a veteran, dependent or reservist should contact the V.A. specialist in Records and Registration for assistance in applying for educational benefits and education certification. Required paperwork must be completed each semester.

Housing & Residential Education

Santa Cruz Village, Building E, Room 153 (805) 437-2733 student.housing@csuci.edu http://www.csuci.edu/housing

On-campus living at CI is unique in concept and design. Each residential Village offers a distinct living style and community amenities which are made available to all residents regardless of the Village they live in. In addition to some of the newest and best facilities available, we offer a complete program with trained staff to support student success and full engagement in the CI educational experience. Additionally, all residents participate in the residential dining plan, which allows for students to enjoy meals at Islands Café or use their "flex cash" to dine at any of the other eateries on campus.

Santa Cruz Village

Santa Cruz Village (SCV) opened in fall 2007 and is home to more than 450 freshman and sophomore students. SCV is comprised of two-bedroom, one-bathroom, furnished semi-suites shared by four to five students. SCV has excellent activity and co-curricular space for students such as a television lounge, two game rooms, an exercise room, ballet and art studios, sound resistant practice rooms, and study and computer lounges. Each student room has cable TV and wireless Internet access.

Anacapa Village

Anacapa Village (AV) is comprised of 87 four-bedroom, two-bathroom apartments. These apartments are shared by four to six students. Each apartment is fully furnished and includes living and dining room furniture. AV also offers a variety of common areas, including study rooms and a swimming pool and hot tub, where students may relax or study.

The programs and services of Housing & Residential Education are governed by the California Code of Regulations, Title V: Education, Division 5: Board of Trustees of the California State University, Chapter 1: California State University, Sub Chapter 5: Administration, Articles 5 & 6: Housing and Meals.

Off-campus Housing

Off-campus housing information is available online at http://csuci.och101.com/. Listings of apartments and rooms for rent are on this site.

Student Life

Bell Tower East, Room 1802 (805) 437-8510

Fax: (805) 437-3211

http://www.csuci.edu/studentlife/index.htm

Purpose

Student Life serves as a first point of contact for students seeking involvement opportunities on campus and provides proactive learning experiences aimed at preparing students to serve as effective leaders and members of diverse cultures and communities

Student Life supports the educational mission of the University through the following co-curricular programs: Student Leadership Programs, Career Development Services, Personal Counseling & Student Health Services, Campus Recreation, Disability Resource Programs, Multicultural Programs, New Student, Orientation & Transition Programs, Talent Search Program, Educational Opportunity Program, University Outreach, Student Support Services Program, Veteran Affairs, and Judicial Affairs.

Associate Vice President - Dean of Students

Bell Tower East, Room 1802 (805) 437-8512 Fax: (805) 437-3211

The purpose of this office is to serve as a central role in student learning and development at CI, while advancing the University's mission by fostering academic and social networks through which students develop as intentional learners and global citizens. This office creates opportunities to involve students, faculty and staff in diverse learning communities and provides a critical support structure for enriching the overall student experience.

Judicial Affairs

Bell Tower East, Room 1802 Dean of Students (805) 437-3332

Fax: (805) 437-3211

http://www.csuci.edu/studentlife/judicial.htm

The Judicial Affairs office develops, disseminates, interprets, and enforces campus regulations; protects the relevant legal rights of students; addresses student behavioral problems in an effective and educational manner; facilitates and encourages respect for campus governance; and provides learning experiences for students who participate in the operations of the judicial system.

The purpose of Judicial Affairs involves: providing a fair process for accountability of student conduct; promoting the development of individual integrity; protecting the rights of members of the campus community; upholding the rules, regulations and integrity of the University; providing learning opportunities for students who participate in the student judicial process; and providing personal accountability.

More information regarding Judicial Affairs and additional information for students, including the Student Code of Conduct and the judicial process, may be found in the Student Guidebook, which is available online at http://www.csuci.edu/students/publication/guidebook/index.htm.

Campus Recreation

Arroyo Hall* (805) 437-8902 Fax: (805) 437-3211

http://www.csuci.edu/recreation

*For ADA access, please push the buzzer on the north side of Arroyo Hall.

Campus Recreation seeks to promote wellness and healthy lifestyles throughout the campus community. Campus Recreation assists students with balancing the demands of academic pursuits with the benefits of "wellness" through physical fitness,

education, competition and recreation. Programming and activities in the following eight categories are provided by Campus Recreation: Intramural Sports, Informal Recreation, Sports Clubs, Instructional Programs, Health & Fitness, Waterfront, Outdoor Adventures and Special Events. Campus Recreation seeks to achieve the following aims:

- Educate students and empower them with knowledge of the benefits of leading an active and healthy lifestyle.
- Promote personal well-being through programs and services that strengthen the physical and mental health of students, faculty and staff.
- Offer skill development workshops and clinics in collaboration with various sport clubs and local, official sports associations to assist students in developing a thorough understanding of a particular activity.

Career Development Services

Career Development Center

Bell Tower, Room 1548 (805) 437-3270 Fax: (805) 437-8899

http://www.csuci.edu/careerdevelopment

Career Development Services Resources

Career Counseling

The purpose of career counseling is to guide students through the career planning process of self-assessment, occupational exploration, career decision making, identifying goals and developing a plan of action.

Career Development Center

The Career Development Center contains reference materials for students and employers. Students have access to computer workstations where online job searching is available.

Career and Internship Fair

Career fairs are a great opportunity for students to obtain leads and contacts for full and part-time jobs, internships, summer employment, and informational interviewing. Career and internship fairs are scheduled during the spring semester. All students are encouraged to attend these fairs to gain information about regional employers and job and internship opportunities.

Graduate School Information Fair

The Graduate School Information Fair is a great opportunity for students to meet graduate school representatives and to explore options for a post-baccalaureate education as well as gain valuable information and insight from school representatives. School information fairs are held during the fall semester.

Internship Opportunities

Local employers frequently contact Career Development Services (CDS) to recruit student interns. By integrating classroom theory into the work world, students acquire firsthand experience in a work environment related to their career interests. Internships are offered during the fall, spring and summer.

Student Employment

On and off-campus employment opportunities are available for viewing through the Dolphin CareerLink Web page. On-campus employment is a convenient way to meet financial needs while attending college. Students may obtain an application for on-campus employment online or in the Career Development Center. Jobs, internships and career opportunities

are posted online. Students interested in viewing these openings need to contact CDS in order to access jobs online.

Co-curricular Portfolio and Transcript Program

The co-curricular portfolio serves as an official compilation of documentation of a student's involvement and achievement in co-curricular activities and learning experiences. Students can demonstrate their co-curricular learning and proficiency by providing evidence of each co-curricular activity and placing it in the portfolio.

Graduate Leadership Opportunities

CDS staff will assist students in researching graduate fellowships and research and internship opportunities. Students interested in graduate school will benefit from learning about resources within the CSU system that offer support for continued education.

Disability Resource Programs

Educational Access Center

Bell Tower, Room 1541 (805) 437-3331 Fax: (805) 437-8529 (V/TTY): (805) 437-3331 accommodations@csuci.edu/http://www.csuci.edu/drp

CI values student diversity and is committed to providing equal access and opportunity to all educational programs and events. Disability Resource Programs serves as a liaison to students, CSU academic departments and the campus community to ensure that our University is accessible to all qualified students with various disabilities including, but not limited to, physical, learning and psychological.

Reasonable accommodations and services are provided to students who choose to self-identify and are determined by disability verification and consultation with the student. Services and accommodations are also governed under section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, state requirements, and CSU and CI policies. Please contact Disability Resource Programs or visit the website at http://www.csuci.edu/drp regarding required documentation and polices.

To be eligible to receive services, students must meet with the disabilities counselor for intake and disability verification. It is the responsibility of the student to contact Disability Resource Programs each semester for which they are requesting accommodations, even if the same service/accommodation was provided the previous semester. The following services and accommodations are provided in a respectful and confidential manner that promotes independence, self-advocacy and accountability:

- Disability management counseling
- Computer lab with assistive software
- Test proctoring and extended test time
- Scribes for examinations
- Alternate format services
- Note-takers or taped lectures
- Readers/books on tape
- Sign language interpreters
- Realtime captioning
- Priority registration

Campus and community resources

For more information, please contact Disability Resource Programs by calling (805) 437-3331 or visiting our website at http://www.csuci.edu/drp.

Computers for Visually Impaired Users

Several computers throughout the campus are equipped with screen reading software and are available to visually impaired students or members of the public for use in the following locations: Admissions and Recruitment, the Educational Access Center, Human Resources Programs, Information Technology lab rooms 1958 and 1972, the Broome Library, and the Learning Resource Center.

Note: If you are an employee of the University or a campus visitor with a disability requesting accessibility information, please contact Human Resources Programs at (805) 437-8490.

Educational Opportunity Program

Educational Opportunity Program Center

Bell Tower, Room 1538 (805) 437-8539 Fax: (805) 437-3211 http://www.csuci.edu/eop

The Educational Opportunity Program (EOP) is designed to improve access and retention of low-income and educationally disadvantaged students by providing active and targeted support aimed at increasing academic accomplishment and individual empowerment. The ultimate goal is to provide incoming students from disadvantaged backgrounds with the tools that will help them succeed in college and ultimately graduate from CI.

Talent Search Program

Bell Tower East, Room 1852 (805) 437-3172 Fax: (805) 437-3211 http://www.csuci.edu/ets

The Talent Search Program (TSP) at CI has been helping low-income and potential first-generation students successfully graduate from secondary school and enroll in post-secondary education since 2006. Serving 600 students in Ventura County in nine local middle and high schools, ETS seeks to provide students with academic/career/social workshops, college tours, cultural events as well as scholarships and financial aid assistance.

The Talent Search Program (TSP) is a free, federally funded TRIO grant program housed at Cl. Grant funds are received through the U.S. Department of Education.

Multicultural Programs

Multicultural and Women's & Gender Student Center

Bell Tower, Room 1805 (805) 437-8407 Fax: (805) 437-3211 mwg.center@csuci.edu

http://www.csuci.edu/multicultural

The purpose of Multicultural Programs is to educate students on issues of diversity and equality, advocate for under-represented groups on campus, affirm and celebrate the unique heritage of our students, promote awareness, understanding, and appreciation for all peoples and cultures, be a uniting force on campus, and foster an environment that is emotionally, mentally, physically, and spiritually safe and beneficial to all areas of student life and development.

The aim of Multicultural Programs is to be more proactive than reactive by encouraging collaboration and dialogue between students, faculty, staff, and administrators of diverse backgrounds, and by being a forum through which people can communicate, voice their concerns, and learn from one another.

New Student, Orientation & Transition Programs

(805) 437-3160 Fax: (805) 437-3211 orientation@csuci.edu http://www.csuci.edu/nsotp

New Student, Orientation & Transition Programs (NSO&TP) supports University recruitment and retention initiatives by coordinating events, activities and services that integrate new students holistically (socially and academically) into the CI community. NSO&TP consists of two programmatic elements: Island View Orientation and Transition Programs.

Island View Orientation

Island View Orientation prepares students for a successful transition to the University and is offered to incoming freshmen and transfer students prior to the start of the fall and spring semesters. This program informs students about academic requirements, campus expectations, student life, student support services, and co-curricular involvement opportunities. Freshman orientation assists students with the initial advising and registration process. Transfer students are strongly encouraged to attend Island View Orientation. Attendance for freshmen is required.

Transition Programs

Transition Programs consists of a series of large and small scale events designed to assist with a student's transition into the University. These events include block parties, the Ask Me Campaign, Be a Part from the Start, the Welcome Celebration, and Family Weekend.

Personal Counseling Services

Student Health & Counseling Center

San Luis Avenue, Yuba Hall (behind Sage Hall) (805) 437-2088

Fax: (805) 437-8829

http://www.csuci.edu/studentlife/personalcounsel.htm

Personal Counseling Services (PCS) supports the academic, personal and interpersonal development of CI students by providing short-term individual and group counseling; crisis intervention; referrals; consultation for faculty, staff, and parents; and educational programs for the campus community. PCS carefully adheres to legal and professional standards of ethics and confidentiality.

Individual Counseling

Students meet one-on-one with a counselor to explore life experiences; feelings of unhappiness, stress, depression and/or anxiety; and to identify personal areas of academic progress.

Group Counseling

Throughout the academic year, two or more students meet with a counselor in a supportive group setting. Group counseling can provide students with opportunities to learn more about themselves and to improve their relationships with others.

Confidentiality

PCS adheres to legal and professional standards of ethics and confidentiality. A student's use of the service and all information shared by students with the counseling staff are held in confidence except in those incidences where clinicians are required by law or a court order to reveal particular information. Records of counseling sessions never become part of a student's transcript or academic record.

If you have an urgent situation, call PCS at (805) 437-2088 or come to the Student Health and Counseling Center. If you are on campus and need assistance after PCS office hours or on weekends, please call University Police at (805) 437-8444. When not on campus, call 911 or have a family member or friend take you to a local emergency room or urgent care clinic.

Student Health Services

Student Health & Counseling Center

San Luis Avenue, Yuba Hall (behind Sage Hall) (805) 437-8828

Fax: (805) 437-8829

http://www.csuci.edu/studenthealth

The purpose of Student Health Services is to promote good physical and emotional health. Emphasis is placed on the prevention of illness through education. All regularly enrolled students are offered basic health services paid through their student fees. There is no charge to see a physician or other medical provider. Additional fees may be charged for immunizations, outside lab services, and x-rays, if needed. Health services available at the Student Health & Counseling Center (SH&CC) are similar to those provided by your family physician including care for colds, cuts, sprains, infections and flu. Services are comprised of the following:

- Diagnosis and treatment of acute illness and injuries
- Physical examinations

- Family planning, including the state-sponsored Family PACT program
- Pap smears
- Immunizations
- TB testing
- HIV testing
- STD screening and treatment
- Pregnancy testing
- Smoking cessation
- Mental health (in conjunction with Personal Counseling Services)
- Health education programs

Appointments are strongly encouraged whenever possible. Walk-ins are accepted if the schedule allows, however priority is given to previously scheduled appointments. Every attempt is made to provide same-day service to students with acute illnesses or urgent concerns.

Community Medical Clinics

When the SH&CC is closed or a student is unable to get to campus, basic health care services are available at no cost at any of the nine Ventura County Medical Clinics listed online at http://www.csuci.edu/studenthealth/health-services.htm. Students must present their student identification card to be seen.

Student Health Insurance

Students are strongly encouraged to have health insurance that covers services beyond the scope of what Student Health Services provides. Information on low cost insurance policies designed especially for students may be obtained from Student Life, the Student Health & Counseling Center, or the website www.csuhealthlink.com.

Immunization Requirements

Entering CSU students are required to present proof of the following immunizations to the CSU campus that they will be attending before the beginning of their first term of enrollment (these are not admission requirements, but shall be required of students as conditions of enrollment in the CSU):

Measles and Rubella

All new and readmitted students born after January 1, 1957 must provide proof of immunization against measles and rubella prior to enrollment. Submit medical documentation to Student Health Services to verify both vaccinations were received since age one or obtain the vaccination at an additional charge through the SH&CC.

Hepatitis B

All new students who will be 18 years of age or younger at the start of their first term at a CSU campus must provide proof of full immunization against Hepatitis B before enrolling. Full immunization against Hepatitis B consists of three timed doses of vaccine over a minimum of four to six months. If you need further details or have special circumstances, please consult Student Health Services at (805) 437-8828.

Meningococcus

Meningococcal vaccine is not required; however, each incoming student who will reside in on-campus housing will be required to return a form to the Housing & Residential Education (H&RE) office verifying that he or she has received information about meningococcal disease and the availability of a vaccine to prevent one from contracting it. Each student

must also indicate on the form whether he or she has chosen to receive the vaccination or not. This form is available at the HRE office, SH&CC or online through the CI website. Student Health Services provides the meningococcal vaccine for an additional fee.

**Students enrolled in a California public middle school or high school after July 1, 1999 will have satisfied this requirement.

Student Leadership Programs

Student Engagement and Applied Leadership Center

Student Union, Room 2037 (805) 437-3356

Fax: (805) 437-3529

http://www.csuci.edu/studentleadership

Based on the premise that leadership is a process whereby individuals can learn and develop leadership skills, Student Leadership Programs (SLP) provides programs and services to develop students to serve as ethical, responsive and skilled leaders in our multicultural society. SLP includes three programmatic elements: the SEAL Center, Clubs and Organizations, and the Leadership Certificate Program (currently under development).

Student Engagement and Applied Leadership (SEAL) Center

The SEAL Center is staffed by experienced student leaders and is a location for aspiring and current student leaders to gain information about leadership opportunities and trainings on campus. Various resources for clubs and organizations are also available in the SEAL Center.

Leadership Certification Program

SLP is currently in the process of developing a multi-phase leadership program that will provide opportunities for students to develop to their fullest leadership potential. Although the second and third levels are still under development, the first level of the leadership certificate program is the Back to Basics Leadership Retreat and is designed to teach aspiring and current student leaders the significance of "going back to the basics" to understand self, leadership, team, professionalism, self-discipline, and etiquette.

Clubs and Organizations

Clubs and organizations must design and implement programs, events and activities which support and enrich the goals of Cl's educational mission. Involvement in clubs/organizations presents students with the opportunity to broaden their learning, obtain leadership and interpersonal skills, and develop a commitment to service. Student participation in clubs/organizations attracts new students to our campus and integrates them into our Cl culture and traditions. Student clubs/organizations strengthen campus-community relations, improve inter-institutional communications, and facilitate students' acquisition of skills.

Student Support Services

Bell Tower East, Room 1885

Student Support Services program (SSS) is designed to assist participants with enhancing their academic skills, increase participants' retention and graduation rates, and promote graduate and professional school programs. SSS provides services in the following areas to eligible students:

- Academic Assistance
- Career and Major Development
- Graduate School Information
- Cultural Enrichment Opportunities
- Student Leadership Opportunities
- Financial Guidance
- Summer Component

Student Support Services program (SSS) is a free, federally funded TRIO grant program at Cl. Grant funds are received through the U.S. Department of Education.

University Outreach

University Outreach Center

Bell Tower East, Room 1769 (805) 437-3155

Fax: (805) 437-3211

http://www.csuci.edu/universityoutreach

The University Outreach program motivates and informs K-8 students of postsecondary educational options and serves to create a college-going culture in Ventura County. There are five initiatives within University Outreach including:

- Pathway to College
- Leaders in Education Awareness Program (LEAP)
- COMM-Unity 101
- Parent Institute for Quality Education
- Cl Rep Visit Program

Pathway to College

The Pathway to College campus visit program is hosted by CI student volunteers and serves K-8th grade students at CI every Friday during the academic year from 9:30 a.m. to 1:30 p.m. The four-hour program consists of a "How to Get to College" presentation, CI student panel and campus tour, and includes fun exercises to help students retain what they learn throughout the day.

Leaders in Education Awareness Program (LEAP)

Ten CI student volunteers are selected each semester to facilitate the Pathway to College campus visit program. The following points describe the mission of LEAP:

- To effectively communicate the public and private benefits of higher education to the constituents of Ventura County
- To educate students about social justice in education
- To train students on how to deliver an effective presentation geared toward K-8th grade students
- To become a student leader on the CI campus and a role model for the community

COMM-Unity 101

COMM-Unity 101 provides 6th-8th grade students with the opportunity to engage in a 30-minute classroom presentation about "How to Get to College" followed by a student panel. The unique aspect of this program is that each presentation is delivered by a team of CI students as their final project for their Communication 101 course. The topics covered include:

- The A-G College Entrance Requirements
- The Four Systems of Higher Education in California
- SAT/ACT College Entrance Exams
- FAFSA and Financial Aid

Parent Institute for Quality Education (PIQE)

The CSU and the Parent Institute for Quality Education (PIQE) have collaborated to provide local area parents the opportunity to learn how to support their child through his/her educational journey. PIQE provides a nine-week training program facilitated by trainers in five Ventura County schools each semester.

CI Rep Visit Program

CI Rep visits are conducted bi-weekly to elementary and middle schools in Ventura County in an effort to provide additional opportunities for outreach. During the CI Rep Visit Program, students are exposed to a "How to Get to College" presentation followed by a question and answer session.

Veteran Affairs

Veteran Resource Center

Sage Hall, Room 1061 (805) 437-3524 Fax: (805) 437-2084

Email: veterans.help@csuci.edu

The Veteran Resource Center serves as the hub for all student veteran services at CI and provides excellent support in assisting prospective and enrolled student veterans and dependents in transitioning to the campus community. The center's collaborative approach connects veteran students to all campus support programs to ensure them successful progress towards completion of their degree, from their initial point of contact with the University through graduation and on to their career goals. The Veteran Resource Center offers eligible veterans, dependents or reservists assistance with applying for education benefits. The following educational benefits are available to veterans and dependents at CI:

- Chapter 33 (Post-9/11 Gl Bill)
- Chapter 33 (Post-9/11 GI Bill Transfer of Entitlement)
- Chapter 30 (Montgomery GI Bill Active Duty)
- Chapter 31 (Vocational Rehabilitation)
- Chapter 1606 (Montgomery GI Bill Reservists)
- Chapter 1607 (Reserve Educational Assistance Program)
- Chapter 35 (Dependents Educational Assistance)
- California Veterans Fee Waiver Program (Dependents of Veterans with a Service-Connected Disability)

SECTION 7

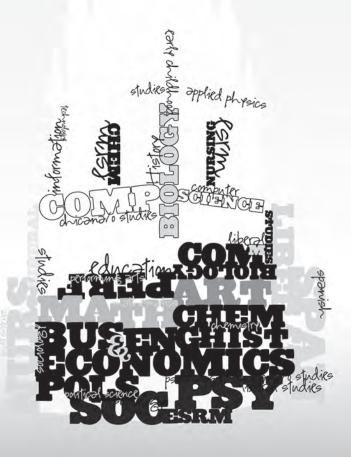
Policies and Regulations

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POLICIES AND REGULATIONS

For further information about the policies listed here, please refer to the Administrative Policy Manual Website at http://policy.csuci.edu/ or the Academic Senate Policy Website at http://senate.csuci.edu/policies.htm. Administrative and Academic Policies are subject to change at any time as policies are issued or updated. Additional policies that apply to students and others connected to CSU Channel Islands (CI) may be found in Title 5 of the California Code of Regulations, the CSU Memoranda of Understanding, CSU system wide policies, and within other University publications. As an agency of the State of California, CI is subject to state and federal laws and regulations.

Academic & Information Technology

Information Security

CSU Channel Islands is committed to protecting the confidentiality, integrity and availability of campus information assets. Unauthorized modification, deletion, or disclosure of information assets can compromise the mission of the CSU, violate individual privacy rights, and possibly constitute a criminal act. The Board of Trustees of the CSU has overall responsibility for the protection of information assets, and has established an Information Security Policy (ICSUAM 8000.0). It is the policy and practice of Channel Islands to abide by the letter and spirit of the CSU policy.

For a full description, view the CSU Information Security webpage: http://www.calstate.edu/icsuam/sections/8000/.

Responsible Use of Information Technology Resources

Accountability

The campus Chief Information Officer (CIO) is responsible for ensuring that a Responsible Use Policy is in place and enforced.

Applicability

This policy applies to all users (e.g., executives, managers, faculty, staff, students, guests, business partners, and others) of CSU data, computer networks, equipment, or computing resources. It is the collective responsibility of all users to ensure the confidentiality, integrity, and availability of information assets owned, leased, or entrusted to the CSU and to use CSU assets in an effective, efficient, ethical, and legal manner.

Text

General Principles

- Use of CSÚ resources shall be consistent with the education, research, and public service mission of the University, federal and state laws, applicable regulations, and CSU and campus policies.
- The Responsible Use Policy shall apply to all users of resources owned, leased, or entrusted to the CSU.
- It is the policy of the CSU to make academic and information technology resources and services accessible to all CSU students, faculty, staff, and the general public regardless of disability. Information regarding the Accessible Technology Initiative may be found at: http://www.calstate.edu/accessibility.

- The University shall respect individuals' rights to use CSU resources free from intimidation and harassment.
- The University respects freedom of expression in electronic communications on its computing and networking systems. Although this electronic speech has broad protections, all University community members are expected to use the information technology facilities considerately with the understanding that the electronic dissemination of information, particularly on the computing and networking systems, must be available to a broad and diverse audience.
- Other than publicly designated official University sites, the CSU does not generally monitor or restrict content residing on campus systems or transported across its networks.
- If there is reasonable cause to believe that a user has violated CSU or campus policy, federal/state laws, applicable regulations, or contractual obligations, the University reserves the right to take any of the following actions:
 - o To have appropriate staff (e.g. A& IT staff) access the computing systems and networks including individuals login sessions.
 - o Limit an individual's access to its networks.
 - o Remove or limit access to University computers and/or materials posted on University computers.
- "Reasonable cause" exists when facts and/or circumstances sufficiently convince a reasonable person to conclude:
 - A violation of CSU or campus policy, state/federal law, applicable regulation, or contractual obligations has occurred.
 - o A member or group within the campus community has been detrimentally affected by some action.
- All investigations of CSÚ or campus policy violations, non-compliance with federal/state laws and applicable regulations or contractual agreements will be conducted in a fair and equitable manner following established CSU and campus procedures.
- In the normal course of system maintenance, both preventive and troubleshooting, system administrators and service providers may be required to view file and monitor content on the CSU and campus networks, equipment, or computing resources. These individuals shall maintain the confidentiality and privacy of information unless otherwise required by law or CSU/campus policy.
- All users (e.g., faculty, staff, students, business partners, etc.)
 are required to help maintain a safe computing environment
 by notifying appropriate campus officials of vulnerabilities,
 risks, and breaches involving campus technology.

User Responsibilities

- Unless otherwise authorized, the owner of an account on a campus information system or network resource is responsible for all activity initiated by the user and performed under his/her account. A user cannot be held responsible for activities that may occur without his/her knowledge (e.g., hacking). When such an event occurs, the user will be required to assist in the investigation of the incident.
- Account owners must appropriately protect their account and authentication credentials.
- Users who have been authorized to use a passwordprotected account must follow established procedures for setting, maintaining, and changing passwords and may not disclose the password or otherwise make the account available to others without explicit authorization per established procedures.

With the exception of publicly accessible campus academic and information technology resources, users must not transfer or extend access to University academic and information technology resources to outside individuals or groups without prior approval of authorized University personnel. Such access must be limited in nature and fall within the scope of the educational mission of the University.

Responsible Use

- Users must not use campus information systems, data, or network resources for purposes that are inconsistent, incompatible, violate, or are in conflict with the University's mission, federal/state law, applicable regulations, contractual agreements, or University regulations and
- Users must not use a University owned/leased computer system without permission or authorization.
- Users must not add, delete, alter, or destroy data or software without authorization.
- Users may not make software available for copying on a computer without authorization or unauthorized copies of computer data or documentation.
- Harassment of others via University information systems or network resources is prohibited under California State Penal Code Section 653m, other applicable laws, and University policies. It is a violation of this policy to use electronic means to harass, threaten, defame, or otherwise cause harm to a specific individual or threaten groups of individuals, whether by direct or indirect reference, or by creating a hostile environment. Campus information systems or network resources must not be used to print, send, or store fraudulent or harassing messages and/or materials. No e-mail, messages (voice or electronic), or web pages may be created or sent that may constitute intimidating, hostile, or offensive materials based on gender, race, color, religion, national origin, sexual orientation, or disability.
- University information systems or network resources must not be used to store, distribute, or transmit obscene or offensive material. These restrictions may not prohibit such access or retention if such materials are being used for a specific academic purpose. Access, storage, and transmission of child pornography using CSU or campus resources ARE strictly prohibited at all times.
- Certain University facilities that provide information technology (e.g., computer labs, laboratories, offices, and libraries) do not provide a private environment for accessing electronic communications or other data. Therefore, users are advised to be aware of their responsibilities for appropriate behavior in public places. Some materials, which may be appropriate for scholarly inquiry in various disciplines, may have a strong possibility of creating an uncomfortable environment for other users. When an uncomfortable environment has been created, parties are encouraged to contact appropriate campus officials to seek assistance in resolving the conflict.
- Users must promptly report the loss or theft of any device which grants physical access to a University facility (e.g., keys, access cards or tokens).
- Users of campus information systems, data, or network resources must not purposefully misrepresent their identity, either directly or by implication, while communicating electronically. This provision is not intended to limit anonymity, where appropriate, but rather to address purposeful and deliberate use of false identities.

- Campus information systems, data, or network resources must not be used to imply University endorsement, including the support or opposition of the University with regards to any religious or political activity or issue. While using University information systems or network resources, users must not imply University endorsement of products or services of a non-University entity, without appropriate approval. Users must not give the impression that they are representing, giving opinions, or otherwise making statements on behalf of the University unless authorized to do so.
- Effective information security is a team effort involving the participation and support of every user. A user who has knowledge (or reasonable suspicion) of a violation of this policy must follow the applicable procedures for reporting the violation to the appropriate personnel at his or her campus. A user must not prevent or obstruct another user from reporting a security incident or policy violation.

Network and Systems Integrity

- Individuals must not use University-owned/leased or privately-owned/leased technology resources in a manner that purposefully causes damage to or impairs campus information systems, data, or network resources. Such behaviors (e.g., disrupting services, or causing a denial of service to a computer system or network without authorization) are prohibited on both University-owned/ leased and privately-owned/leased equipment operated on or through campus resources.
- In accordance with California State Penal Code Section 502 and other policies and laws, activities and behaviors that threaten the confidentiality, availability, and integrity of campus data, networks or information systems are prohibited on both University-owned/leased and privately-owned/ leased equipment operated on or through University resources. These activities and behaviors include but are not limited to:
 - o Failure to comply with authorized requests from University personnel to discontinue activities that threaten the operation or integrity of information systems, data, or network resources.
 - o Providing unauthorized services or accounts on University information systems. University-authorized business and other activities directly related to the academic mission of the University are allowed; however, any information systems running services that may negatively impact management, reliability, or integrity of the University network or other University resources may be disconnected from the network.
- Users must appropriately protect their devices and credentials that provide access to University protected data against loss, theft, or unauthorized access. Users must take reasonable precautions to ensure that their devices (e.g., computers, PDAs, smart phones, etc.,) are secure before connecting remotely to the CSU information systems, data, or network resources. Users must close connections (including re-mote connections) to University information systems, data, and network resources once they have completed Universityrelated activities.

Incidental Use

University information systems and network resources are owned and operated by the University and are to be used for Universityrelated activities and may be used for occasional incidental use. Such resources are provided to facilitate a person's essential work as an employee, student, or other role within the University. Individuals may use campus information resources for occasional

incidental personal purposes of a private nature provided such use does not:

- Violate international, federal, or state laws.
- Interfere with the University's operation of its information systems and network resources.
- Burden the University with significant costs.
- Interfere with a person's employment or other obligations to the University.
- Constitute or result in financial gain for someone or something other than the University.
- Create a security risk to the confidentiality, integrity or availability of University resources, data or services.

When significant costs for personal use are incurred, users may be held responsible for reimbursing some or all of the costs to the University.

Note: The California State University is in the process of developing a university-wide policy for the responsible use of academic and information technology resources. Pending the adoption of the final policy, CI has adopted, on an interim basis, the initial draft of the CSU policy. The above is only a portion of the University's Interim Policy on Responsible Use of Academic and Information Technology Resources. The complete policy can be found on the CI website at http://policy.csuci.edu/IT/03/IT.03.001.

Admissions

Admission Exceptions

Accountability

The Director of Admissions & Recruitment

Applicability

Any applicant who will not meet the published admission eligibility standards, or who has applied and has received an official denial from the University, may submit a letter of appeal to the Admissions Exception Committee.

Definition(s)

Admissions Exception Committee — Composed of two faculty members (appointed by the Chair of the Academic Senate), one representative from Academic Advising (appointed by the director of Academic Advising), one representative from Admissions and Recruitment (appointed by the director of Admissions and Recruitment), one representative from the Educational Opportunity Program (appointed by the director of Access, Orientation, and Transition Programs), one representative from Disability Resource Programs (appointed by the director of Access, Orientation, and Transition Programs), and one student (appointed by the president of student government). Each member of the committee serves a term of two admissions cycles (spring and fall).

Exception — A request to be admitted despite not having met all CSU admissions requirements (not a request to waive or substitute requirements). A limited number of admissions exceptions are allocated to this campus each academic year.

Denial — A formal letter from the University denying admission.

Extenuating Circumstances — Any condition that the applicant believes explains the reason for failure to meet admission criteria and that warrants the review of the application.

Petition-May be by form or letter and must include a statement of extenuating factors, including the potential hardship

to be incurred if admission is denied as well as the reason the applicant's past record is not indicative of present capabilities.

Text

Any applicant who has been denied admission, or will be denied admission, to the University may request admission by submitting a letter of appeal requesting that the application be reviewed. Under the purview of the director of Admissions and Recruitment, the Admissions Exception Committee regularly reviews these letters along with the original application and supporting documents. The committee will review the request and recommend whether or not the applicant's petition warrants a granting of admission. Key to the committee's decision is the applicant's ability to succeed in the University environment given the explanation and documentation provided. The committee considers a number of factors, normally favoring applicants who are close to qualifying and whose appeals both adequately explain the failure to meet admission criteria and demonstrate the motivation to succeed. (SP07-14) (SA.02.011)

Application Roll-Over

The complete policy text can be found on the CI website at http://policy.csuci.edu/SA/02/SA.02.014.htm. [SA.02.014]

Intent to Enroll

The complete policy text can be found on the CI website at http://policy.csuci.edu/SA/02/SA.02.015.htm. (SA.02.015)

Submission of Official Transcripts

Accountability

The Director of Admissions and Recruitment and the University Registrar

Applicability

All applicants for admission to degree-, credential-, or certificate-granting programs at Cl.

Definition(s)

Official Transcripts — Include all prior coursework attempted, withdrawn, completed, and in-progress at all institutions, colleges, universities, or high schools.

Text

- A transcript is considered official if it is sent directly from the institution of origin to the Enrollment Center at Cl and bears the official seal of the institution of origin and the signature of the custodian of records. A transcript hand-carried by the applicant from the institution of origin in an envelope sealed by the issuing institution is also considered official. A transcript bearing a college seal is not official unless it meets the above guidelines.
- 2. Official transcripts are required from all institutions attended, including extension and correspondence courses, even if withdrawal occurred prior to the completion of the course(s). The University reserves the right to determine whether a transcript will be accepted as official. An applicant disregarding these requirements is subject to disciplinary action and may have the application for admission cancelled.
- 3. As schools and colleges will send transcripts only upon the request of the student, the responsibility for insuring that official transcripts reach the Admissions and Recruitment office rests with the applicant.

- 4. All transcripts submitted to CI become the property of the University. Students are required to have their own personal set of transcripts from all institutions attended for advisement. The Admissions and Recruitment and Registrar's office will not provide copies from other institutions.
- Students admitted on a provisional basis must submit required final official transcripts by the established deadlines. Failure to comply will result in cancellation of provisional admission or a hold on further enrollment until final official transcript is received.

(SA.02.013)

Course Credit

Advanced Placement (AP) Exam Credit

CI grants credit toward its undergraduate degrees for successful completion of examinations of the Advanced Placement Program of the College Board. Students who present scores of three or better will be granted up to <u>6</u> semester units (<u>9</u> quarter units) of college credit. CI credit for past (and current) exams is available on the Academic Advising website under Transfer Credit Information at www.csuci.edu/academics/advising/. Grade reports are sent automatically to CI if requested by the student at exam time. The student may also order the report through the AP website at http://www.collegeboard.com/student/testing/ap/exgrd_rep.html or by calling (609) 771-7300 or (888) 225-5427, Mon-Fri 8 am to 4:45 pm, Eastern Time. Reports should be sent to Records and Registration. (SP01-37)

Credit by Examination

CI may grant unit credit to those students who pass examinations that have been approved for credit system-wide. These are: the CSU English Equivalence Examination EEE and the College Level Entrance Program CLEP Examinations. Specific information on credit earned may be found by visiting the Academic Advising website located at http://www.csuci.edu/academics/advising/articulation.htm.

Students may challenge courses by taking examinations developed at CI. Credit shall be awarded to those who pass them successfully. Credits earned in this manner will be recorded as "CR" credit on the student's transcript and will be counted toward the total number of units required for the degree although they will not be included in calculation of the grade-point average. Credit by examination may not be used to fulfill the minimum residence requirement.

Credit for Military Service

Credit will be allowed toward graduation to any student submitting evidence DD 214 or DD 295 of satisfactory completion of Basic Training. Students with service in the Air Force, Army and Coast Guard will receive 4 units of credit. Students with service in the Marine Corps will earn 8 units of credit. Credit is allowed in accordance with the recommendation by the American Council on Education ACE. Other military courses completed may earn baccalaureate credit as outlined in the Guide to the Evaluation of Education Experience in the Armed Forces. CI has final discretion on where these units will be applied. Specific information on credit earned may be found by visiting the Academic Advising website located at http://www.csuci.edu/academics/advising/articulation.htm.

Credit for Non-collegiate Instruction

Cal State Channel Islands grants undergraduate degree credit for successful completion of non-collegiate instruction, either military or civilian, appropriate to the baccalaureate degree, which has been recommended by the Commission on Educational Credit and Credentials of the American Council on Education. The number of units allowed are those recommended in the Guide to the Evaluation of Educational Experience in the Armed Services and the National Guide to Educational Credit for Training Programs. Specific information on credit earned may be found by visiting the Academic Advising website located at https://www.csuci.edu/academics/advising/articulation.htm.

Credit Toward Graduation for Courses Taken Outside CI

A student may earn credit toward graduation for courses taken outside of CI as follows:

Transfer of Undergraduate and Graduate Credit from Another Accredited Institution

Students who were in good standing at another accredited institution may, within maximums, transfer credit for baccalaureate or graduate degree course work. Course equivalency for major requirements is subject to the determination and discretion of the University; students are cautioned that while the University will accept transferred courses for unit credit towards admission, it is under no obligation to accept those same courses for subject credit to fulfill requirements. Policy regarding transfer of courses from California community colleges differs in some respects. Individual program regulations for specific transfer limitations should be consulted.

Transfer of Undergraduate Credit From Accredited Community Colleges

A maximum of $\underline{70}$ semester units earned in a community college may be applied toward the baccalaureate degree, with the following limitations and stipulations:

- No upper-division credit may be allowed for courses taken in a community college;
- No credit may be allowed for professional courses in education taken in a community college, other than introduction to education courses;
- 3. Students who transfer general education certification are still required to complete at least <u>9</u> units of upper-division general education courses at CI.

Note: Articulation agreements with the California Community Colleges may be found at www.ASSIST.org. ASSIST also provides CSU General Education and IGETC certification lists. (SP01-36)

International Baccalaureate (IB) Exam Credit

Čl grants credit toward its undergraduate degrees for successful completion of IB examinations. IB exams at the Higher Level (HL) passed with a score of 4 or higher will earn up to 8 units of semester credit. Exams passed earn a grade of credit (CR) and are not calculated into the GPA. Cl credit for past (and current) exams is available on the Academic Advising website under Transfer Credit Information at www.csuci.edu/academics/advising/. IB transcripts are sent automatically to Cl upon completion of the exam if requested by the student. For more information about transcript requests, please call the IB North American office in New York City at (212) 696-4464, Mon-Fri 9:30 am to 4:30 pm, Eastern Time or send an e-mail to

<u>transcripts.ibna@ibo.org</u>. Transcripts should be sent to Records and Registration.

International Program Credit

Course credits earned in universities abroad may be accepted for degree credit at CI subject to evaluation by the Admissions and Recruitment office. Specific course equivalencies may require consultation with individual program coordinators. CI students who desire, subsequently, to take courses at a foreign university for degree credit must have each such course approved in advance in writing by the program coordinator. (SPO1-36)

Extended University

Extension Courses

Students may take extension courses without matriculating at CI provided that they meet course prerequisites. Extension courses may be applied to degree and credential requirements with approval of the degree program coordinator. Extension courses do not satisfy the University's residence requirement for graduation. Up to $\underline{24}$ units earned through Open University (see Open University) and Extension may be applied to a bachelor's degree at CI, and up to $\underline{9}$ units may be applied to a master's degree. (SPO1-36)

Open University

Open University permits non-matriculated students to register concurrently with matriculated students in regular classes. Up to $\underline{24}$ units earned through Open University and Extension (see Extension Programs) may be applied to a bachelor's degree at CI, and up to $\underline{9}$ units may be applied to a master's degree. (SP01-36)

Financial Aid

EOP Grant Awarding

The complete policy text can be found on the CI website at http://policy.csuci.edu/SA/10/SA.10.009. (SA.10.009)

Federal Work Study

Accountability

Financial Aid office, Payroll and Human Resources.

Applicability

All students applying for and receiving assistance through this program.

Definition(s)

The Federal Work Study Program — A financial aid program funded by the Federal Government and is intended to provide partitime employment opportunities for eligible students who need additional financial resources to pursue a college education.

ISIR — Institutional Student Information Report. An electronic record received by CI from the Federal Government when the student files a FAFSA form (Free Application for Federal Student Aid).

 $\it EFC-Expected Family Contribution.$ The eligibility value delivered on the ISIR.

Financial Need — equals the cost of attendance minus the federal Expected Family Contribution.

Unmet Need — The amount remaining after a student total financial aid resources and awards have been awarded to meet financial need.

Text

Eligibility

Students who have applied for financial aid through the FAFSA application process and have been awarded Federal Work Study funds may participate. To be eligible, a student must demonstrate need that meets or exceeds the award to meet the award amount authorized by the Financial Aid office. Students may reduce their student loan eligibility to be eligible for FWS. Students must be currently enrolled at least half time (<u>6</u> units) to be eligible to participate.

FWS employment must be suspended or terminated in all cases where a student no longer meets federal requirements for financial aid or campus requirements for employment. A student's FWS employment must be terminated by the last day of the pay period in which their award expires. If a student becomes ineligible to participate in the Federal Work Study Program, the employer immediately becomes responsible to pay the full earnings of the student. The Employer is also responsible for paying student earnings once the full federal work study award has been earned.

Awarding

Funds are limited and not all eligible students will be able to participate in the program. Employment and funding are awarded on a first-come, first-served basis. Priority is given to students who demonstrate the highest need and applied for financial aid on or before the priority deadline of March 2nd. Federal Work Study award amounts will be determined by the Financial Aid office to maximize program effectiveness. Awards will continue to be awarded until all funds have been exhausted. FWS awards may be withdrawn or reduced according to fund availability.

Job Placement

Students are responsible for finding employment on campus through Career Development Services or in Federal Work Study approved off-campus positions through the office of Service Learning and Civic Engagement. Job placement is not guaranteed.

Employment Guidelines

Work Study students are limited to working up to a maximum of 20 hours per week during a regular academic semester in which they are enrolled. During non-enrollment periods such as semester breaks, FWS students may work up to a maximum of 40 hours per week. There are no exceptions to allow a student to work during the time they should be in class. Under no circumstance can a student be authorized to earn over-time pay. Wages earned during a period of non-enrollment (excluding winter and spring breaks) must be used to cover costs associated with educational expenses for the next period of enrollment. (34 CFR 375.25b)

No campus department shall charge a student's employment to the FWS program without the approval of the Financial Aid office. The FWS program will be administered in accordance with all CSU Human Resources policies and procedures. All standards of employment will be met including, but not limited to: job descriptions, pay rates, hours of employment, payroll certification and other HR requirements.

The University will offer employment both on and off campus. In accordance with federal regulations, the University establishes

contracts with non-profit agencies that serve a community need. A contract will be developed with each agency employing FWS students that outlines the responsibilities of the agency including any administrative fees that may be applicable as well as the employer's share of student payroll. (SA.10.005)

Financial Aid Packaging

Accountability

The Financial Aid office

Applicability

All registered students at CI

Definition(s)

Institutional Student Information Report (ISIR) — An electronic record received by CI from the Federal Government when the student files a FAFSA application (Free Application for Federal Student Aid).

Text

Eligibility

Financial aid eligibility is measured using federal, state, CSU and institutional standards. All students must meet program eligibility criteria as established by the funding entity. All students are required to have a valid Institutional Student Information Report (ISIR) on file before aid is awarded. All students must be applicants to CI to be considered for financial aid funding. These packaging standards given are for all students who qualify for financial aid funding.

Pell Grant

As Pell eligibility is assessed by a national standard, no institutional adjustment of the amount of a Pell award can be made, except as required by regulation due to changes in enrollment status.

ACG/Smart Grants

ACG/Smart Grant funds are awarded according to the Department of Education guidelines of the respective programs and award amounts are designated by the Department of Education. Students must be Pell eligible to qualify.

Supplemental Education Opportunity Grant

Supplemental Education Opportunity Grants (SEOG) are awarded to undergraduate students with exceptional financial need. First priority is given to students with the lowest Expected Family Contributions (EFC) who receive a Pell Grant and who apply by March 2.

State University Grant

State University Grant funds are awarded in accordance with CSU policy which was issued on March 8, 2001, to CSU Presidents from Executive Vice Chancellor David Spence. This CSU policy establishes system wide standards as well as sets the maximum award amounts based on the enrollment category.

Cl policy on State University Grant eligibility can be found in the University Catalog.

A State University Grant is awarded up to the full amount of fees minus any fee-based Cal Grant award or waivers. Additional amounts may be awarded up to the maximums established by the Chancellor on a case-by-case basis. Awards may vary based on state funding. The Financial Aid office is authorized to adjust award amounts to maximize program effectiveness.

A State University grant is awarded only to students accepted in degree or credential programs. Post-baccalaureate unclassified

students are not eligible for financial aid.

Priority is given to on-time undergraduate applicants with an expected family contribution of \$800 or less and no award is made to students whose expected family contribution exceeds \$4000.

EOP Grant

EOP grant funds are awarded only to undergraduate students accepted for admission through the CSU EOP. Eligibility must be confirmed by the EOP office.

An EOP grant is awarded up to a maximum of \$1000 per academic year.

Priority is given to on-time undergraduate applicants with an expected family contribution of \$800 or less.

Stafford Loans

Subsidized Stafford loans are awarded to meet a remaining need not met by grant assistance. Federal rules regarding class level and cumulative maximum amounts are followed by the Financial Aid office.

Unsubsidized Stafford Loans are awarded to upper division and post-baccalaureate students. Lower division students may receive unsubsidized loans after a review of their circumstances.

Work Study

Federal Work Study funds are awarded to undergraduates who have expressed an interest in the Federal Work Study Program. Based on award eligibility, these funds can be used to reduce Stafford Loans or provided as another funding resource to finance the student's educational costs. This program has limited funding and is subject to the state budget process.

Coordination

As required by regulation, all aid components and other available resources are reviewed to insure that aid is awarded appropriately and that no duplication of aid resources occurs. Consultation with awarding authorities will take place to determine award priorities. (SA. 10.007)

Financial Aid Satisfactory Academic Progress

Accountability

Financial Aid office

Applicability

All registered students at CI receiving financial aid assistance.

Text

This policy is identical to the institutional policy for a student enrolled in the same educational program who is not receiving Title IV assistance. Satisfactory Academic Progress is reviewed annually by the Financial Aid office at the end of the Spring term. The SAP review process is conducted within the student database system and the decision is recorded under the Financial Aid section of the database system.

This policy has four conditions which must be met to be eligible for financial aid. Students who have been awarded financial aid and do not meet these conditions will have their aid canceled for the subsequent semester.

Part One: Acceptable Passing Rate (Quantitative Standards)
Quantitative standards are assessed by dividing the number of a student's cumulative units (of classes passed) by the total number of attempted CI units plus transferable credits. As

students progress in their academic career, the expected ratio or percentage increases. The required ratios are represented in the

Part Two: Acceptable Grade Point Average (Qualitative Standards)

Degrees	Class Level	Percentage of cumulative units taken which must be passed.
Undergraduate	Freshman	75%
Undergraduate	Sophomore	80%
Undergraduate	Junior	85%
Undergraduate	Senior/2nd BA	90%
Post-baccalaureate/ Credential	N/A	90%
Graduate	N/A	90%

All students must maintain a grade point average of 2.0 (overall "C" average) to maintain financial aid eligibility. If students are placed on academic probation, they will be placed on satisfactory academic progress probation as well. Being on probation will allow a student to receive financial aid assistance for one semester. At the conclusion of the semester, the Financial Aid office will review the student's academic record and determine if they are in good standing and therefore able to receive aid for the subsequent semester(s).

Students disqualified by the University are automatically ineligible for financial aid based on qualitative standards of not achieving a 2.0 (C average) grade point average.

Part Three: Unit and Time Limits

Students working toward their first undergraduate degree are limited to $\underline{180}$ earned units (including accepted transfer units towards the degree program), the equivalent of approximately 6 years of full-time study. Students who have earned their first undergraduate degree and are enrolled in a second baccalaureate program are limited to $\underline{48}$ earned units. Students in a credential program are limited to $\underline{48}$ earned units including prerequisite courses. Students in a master's program are limited to $\underline{48}$ earned units including prerequisite courses.

Part Four: Other Provisions Incompletes

Any student who was granted an incomplete "I" grade and failed to meet the conditions of the incomplete grade contract after one year, will be given a grade of "IC" which is equivalent to an "F" and will be assessed under the qualitative standards of the SAP policy.

Treatment of Withdrawals

If a student has withdrawn from the university three times, this may demonstrate unwillingness or inability to progress. In such cases, the Financial Aid staff may determine that a student is subject to a more extensive review by the either the Director of Financial Aid, or the SAP Appeals Committee. Aid will remain on hold until this review is completed.

Treatment of Repeated Coursework

The Financial Aid office accepts repeated courses consistent with University Policy limiting these units to <u>18</u> semester earned units in which a student earned a prior C- or lower grade. Additional repeated coursework may demonstrate unwillingness or inability to progress. In such cases, the financial aid staff may determine

that a student is not making satisfactory academic progress, according to policy.

Treatment of Credit/Non-credit Coursework

Because the University limits to 12 the number of general education CR/NC units that can be used toward graduation, the Financial Aid Department views CR/NC courses in excess of the limit as not applicable toward the degree. Students who exceed the maximum while receiving aid funds are subject to review of continued eligibility.

FA Funding/Reinstatement Rules following a SAP Appeal
A student cannot be paid for any payment period in which an
academic progress standard was not met. If a student fails 'SAP'
policy at the beginning of an academic year but meets it later by
evidence of sufficient documentation, the following rule applies:

For Federal, State, campus-based, aid types may be paid only for the payment period in which he/she regains progress. It is CI policy that retroactive Stafford loan payments for the entire period of enrollment are not allowed.

SAP Appeal Process

When extraordinary circumstances are adequately documented, a student's satisfactory academic progress may be re-evaluated and adjusted. Students who fail to meet the satisfactory academic progress standards are addressed on a case-by-case basis through an appeal process. Appeals are reviewed by the Director of Financial Aid and the SAP Appeals Committee.

Aid will be canceled upon notice of failing Satisfactory Academic Progress; however, the student has 21 days to appeal. The Director of Financial Aid will render a decision and notify the student within 21 days of receipt of the appeal documentation. If a student's appeal is granted, he/she will be placed on financial aid probation for a semester and granted one semester of financial aid eligibility. At the end of the semester, his/her academic record is re-evaluated to determine if he/she are off of probation and found to be in good standing. The Director of Financial Aid also reserves the right to extend probationary status as necessary.

Students who have completed all undergraduate degree course requirements but have not graduated for any reason are not eligible for funding.

Any financial aid award is tentative until the academic record is reviewed. For entering transfer students, the review is based on the academic record on file at the time of first consideration (or when information becomes available).

Failure to complete units in any term is evidence of failure to make reasonable academic progress. Students in this category will be disqualified from receiving aid the following term and may be subject to repayment of previous term aid received.

Academic progress can be reevaluated at other times identified by the Financial Aid office. (SA. 10.010)

Return of Title IV Funds

Accountability

Financial Aid office

Applicability

All registered students at CI receiving financial aid assistance.

Tex

Treatment of Title IV Aid When a Student Withdraws When a student completely withdraws from the University, the Financial Aid office determines the percentage of Title IV funds to be returned and informs Student Business Services. Institutions are required to determine the percentage of Title IV aid "earned" by the student and to return the unearned portion to the appropriate aid program. This percentage is determined by the percentage of the enrollment period completed by the student, as outlined below.

- Determine the percentage of the enrollment period completed by the student.
 - o Days Attended Days in Enrollment Period = Percentage Completed
 - o If the calculated percentage exceeds 60%, then the student has "earned" all Title IV aid for the enrollment period.
- Apply the percentage completed to the Title IV aid awarded to determine the student's eligibility for aid prior to the withdrawal.
 - o Total Aid Disbursed x Percentage Completed = Earned Aid
- Determine the amount of unearned aid to be returned to the appropriate Title IV aid program.
 - o Total Disbursed Aid Earned Aid = Unearned Aid to be Returned
 - o If the aid already disbursed equals the earned aid, no further action is required. If the aid already disbursed is less than the earned aid, a late disbursement will be made to the student. If the aid already disbursed is greater than the earned aid, the difference must be returned to the appropriate Title IV aid program.
- Distribute the responsibility to return funds between the institution and the student.
 - o The Financial Aid office will follow Federal regulations to determine the proportions of aid disbursed that must be returned by the institution and by the student. Both loan and grant funds must be returned. The amount of aid the student is responsible for returning will be reflected on the University bill. The student's portion of grant funds to be returned is reduced by 50%, per Federal regulations. Any refund or repayment obligation will be clearly outlined for the student in writing and will appear on the University bill.
- Return the Title IV aid, based on the type of aid disbursed, in the following order:
 - 1. Federal Unsubsidized Stafford Loan
 - 2. Federal (Subsidized) Stafford Loan
 - 3. (Federal Perkins Loan) CI does not participate in this program.
 - 4. Federal PLUS Loan (Parent and Graduate PLUS)
 - Federal Pell Grant
 - 6. Federal SEOG

(SA. 10.012)

State University Grant Awarding

Accountability

The Financial Aid office

Applicability

All registered students at CI

Text

State University Grant funds are awarded in accordance with the system-wide policy statement issued on March 8, 2001, to CSU Presidents from the Assistant Vice Chancellor for Student Academic Support.

The March 8, 2001 document on which this policy was originally based set system-wide eligibility requirements, annual limits and award priority groups. A subsequent document was issued on June 12, 2008 stipulating the annual award limits have increased. The following summarizes that policy statement, including the increased award limits

Eligibility for awards

- Be admitted or enrolled at a CSU campus
- Be classified as a California resident for fee purposes
- Pay the State University fee (excludes students in self support
- Demonstrate financial need
- Not be in default on a student loan
- Not owe a repayment on a student grant
- Be making satisfactory academic progress
- Have an expected family contribution not exceeding fifty percent of the campus standard off-campus budget.

System-wide priority groups

- Have an expected family contribution of \$800 or less
- Be enrolled on at least a half-time basis in a degree or credential program
- File a FAFSA by the campus-designated priority date
- Have not received a Cal Grant or a waiver of the State University fee

CI is in compliance with this policy. The Financial Aid office awards the State University grant according to the following guidelines:

- A State University Grant is awarded up to the full amount of fees minus any fee-based Cal Grant awards or waivers. Additional amounts may be awarded up to the maximums established by the Chancellor on a case-by-case basis.
- A State University grant is awarded only to students accepted in degree or credential programs.
- Priority is given to on-time applicants with an expected family contribution of \$800 or less. The Director of Financial Aid reserves the right to establish the EFC limits consistent with the packaging policy and the expectation that all available SUG funds will be awarded on an annual basis.
- This policy is subject to change as the system-wide policy is amended or as allocations limit the ability of the Financial Aid office to completely fund eligible students.

(SA.10.011)

Grades, Honors and Awards

Course Grade Appeals

- 1. Each student has the right to appeal the final course grade, but only the final course grade. For example, a student may not appeal grades on individual assignments and/or examinations.
- 2. Appeals are limited to situations in which the student believes the grade was "prejudicially", "capriciously", or "arbitrarily"
- 3. The appeal must be initiated within the first seven weeks of the first regular semester after assignment of the grade. A student who believes that a course grade has been assigned inappropriately must follow the proper steps in the appeal process, observing the time limits for completion of the steps as follows:

- Step 1: The grade appeal must first be directed to the instructor of the course, in writing by the end of the seventh week of the semester and copied to the Chair. If the grade is not correct, the instructor can change the grade with a change of grade form. The instructor has two weeks to respond to the student's request in writing and copied to the Chair. Students who file a grade appeal after the fifth week may not have their appeals settled by the end of the semester.
- Step 2: If the grade is correct and the student is not satisfied with the instructor's explanation, and intends to appeal the grade, the student must make an appointment to speak with the program chair. If the instructor is not available or does not respond to the student's appeal within the given time frame, the program chair may act on behalf of the instructor. If the program chair is the instructor, the student should speak with the Vice President of Academic Affairs (or designee). The program chair or Vice President of Academic Affairs (or designee) cannot change the grade, but will then discuss the issue with the instructor and provide a response by the end of the ninth week of the semester to the student.
- Step 3: If the student is not satisfied after receiving the response from the appropriate administrator, the student should submit a written appeal by the end of the eleventh week of the semester to the University Appeals Committee through the office of Academic Affairs.
- Step 4: The University Appeals Committee will forward the student's statement to the instructor in writing. The instructor will be required to respond in writing by a specified date within the semester. The student's statement and the instructor's response will be reviewed by the entire committee, after which the committee can:
 - a. Request more information from the student and/ or the instructor
 - b. Decide to change or maintain the grade
- Step 5: When the committee has made its decision, it will notify the student and instructor in writing and the student will be given a copy of the instructor's written response by the end of the semester.
- 4. The University Appeals committee shall consist of faculty and at least one student.
- Individuals may not participate as a member of the University Appeals Committee in review of an appeal if they are a participant in the appeal. The decision of the University Appeals Committee is final.
- 6. If a student is a candidate for graduation, the office of the registrar must be notified in writing of the intent to appeal the grade, within 30 days of the last day of the semester. The final degree evaluation will not be performed and the degree will not be granted until the grade appeal process has been completed.
- 7. No grades can be appealed or changed for any reason after a degree has been granted.
- ** When the basis of a grade appeal is alleged conduct that constitutes discrimination, then: a) the appeal will be referred to the Complaint Procedure for investigation and determination

of whether discrimination occurred; b) when discrimination is determined to have occurred and the remedy includes a potential grade change, then the decision regarding whether and how to change the grade will be made jointly by the University Appeals Committee and the Appropriate Administrator (if the complaint is against a non-student) or the Judicial Officer or Hearing Officer(if the complaint is against a student); and c) the filing of a grade appeal will not postpone or suspend an investigation and discrimination determination under the Complaint Procedure. (SPO5-09)

Grade Forgiveness

The Forgiveness of Previously Earned Grade Policy may be used only by undergraduate students. It may not be used by graduate/post baccalaureate students working on master's degrees, graduate certificates, teaching credentials or by unclassified post baccalaureate students, even when they might take undergraduate courses. This policy applies only to courses taken at Cl and repeated at Cl. In the case of a repeated course, the subsequent grade is substituted for the earlier one in the computation of units attempted and grade point average. Note that the replaced grade could be lower than the original grade. The previous course grade(s) remain(s) on the record, but is/are annotated as being discounted from grade point average calculations.

- Undergraduate students may repeat up to a total of sixteen (16) semester units taken at CI for forgiveness.
- 2. Undergraduate students may repeat an individual course for grade forgiveness no more than twice (3 times total).
- 3. This policy may be used only on grades of "WU", "F", "D-", "D", "D+", "C-", & "IC."
- 4. This policy may not be used on grades of "A+", "A", "A-", "B+", "B", "B-", "C+", "C', "I."
- Grade forgiveness shall not be applicable to courses for which the original grade was the result of a finding of academic dishonesty.
- 6. Beyond the <u>16</u> semester units that can be replaced for grade forgiveness, up to <u>12</u> units of coursework may be repeated. These <u>12</u> units that can be repeated will be averaged into the GPA without replacing the previously received grades.

(SPO9-04)

Grades

- 1. "ABCDF" is the default grading system.
- 2. Although it is not required, individual faculty members may add a "+" or "-" to any grade except "F." By adding a "+" to a grade, the grade points earned increase by 0.3 except an A+ shall still be 4.0 grade points. By adding a "-" to a grade, the grade points earned shall decrease by 0.3. Course syllabi are required to state clearly whether "+/-" grading is used.
- 3. A student may take a course "CR/NC" if the course is designated as allowing "CR/NC" grading in the course approval process.
- 4. Not more than 12 units of general education courses may be taken "CR/NC."
- 5. The decision on how many units of courses may be taken "CR/NC" and which courses can be taken "CR/NC" is left up to each individual program.
- 6. Course syllabi shall include a discussion of the instructor's grading policy. (SPO1-38)

Grading Symbols Assigned, Other

RP (Report in Progress) The "RP" symbol is used in connection with courses that extend beyond one academic term. It indicates that work is in progress, but that the assignment of a final grade must await completion of additional work. Work is to be completed within one year except for graduate degree theses.

W (Withdrawal) The "W" symbol indicates that the student was permitted to withdraw from the course after the third week of the semester with the approval of the instructor and appropriate campus officials. It carries no connotation of quality of student performance and is not used in calculating grade point average. See withdrawal procedures in the Catalog.

WU (Withdrawal Unauthorized) The "WU" symbol indicates that an enrolled student did not formally withdraw from the course according to University policy and also failed to complete course requirements. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible. For purposes of grade point average, this symbol is equivalent to an "F."

Incomplete Grade Policy

An "Incomplete Authorized" (II) signifies that a portion of required course work has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified reasons and that there is still a possibility of earning credit. After the request of the student for the "I" grade, the faculty member makes the decision as to whether or not an "I" grade is issued. If an "I" grade is issued, the faculty member determines what conditions must be met for the "I" to be removed. However, to protect both students and faculty, it is necessary that there be a written record of the conditions. Thus, if there is a later disagreement, or if the instructor is no longer available, the "I" can still be handled by the program. The Request for an Incomplete form which is to be used for writing the conditions mentioned above is available in the program administrative support offices. This form shall include a statement of:

- The work not completed and the percentage that each uncompleted assignment will count toward the final grade; and
- 2. The final grade the instructor will assign if the course requirements are not completed within one calendar year, or a shorter period as specified on the form, immediately following the term in which the "I" was assigned, without respect to continuous enrollment of the student during this period.

A copy of the agreement is to be given to the student and a copy is to be retained in the program office. The completed forms are filed in the program office. The awarding of an "I" requires prior consultation with the student. The student has the responsibility to confer with the faculty member to learn the requirements for removal of the "I". At that time the student is given a copy of the form detailing the conditions to be met. An "I" must be made up within the time period set forth by the instructor with a maximum allowable time span of one calendar year immediately following the end of the term in which it was assigned. This limitation prevails whether or not the student maintains continuous enrollment. Failure to complete the assigned work will result in an "I" being converted to an "IC" symbol, unless the faculty member assigns a specific letter grade at the time the Incomplete is assigned, which would replace the "I" in the student's record at the end of the calendar year deadline.

The "IC" is counted as a failing grade equivalent to an "F" for grade point average and progress point computation. Although the one-year maximum for incomplete grades will be the general university policy, Executive Order 171 specifies that exceptions can be made in special cases, such as military service and serious health problems. An extension of an "I" grade in any one course shall be allowed only one time, for a maximum total extension of one year. An "I" may not be changed to a passing grade as the result of re-enrolling in the course. In cases where repetition of the course is appropriate, the student will be assigned a withdrawal or failing grade rather than an "1" grade. A failing grade is not an acceptable reason to request or grant an incomplete grade. If a student subsequently completes a course that is recorded as incomplete on a transcript from another institution, it is the student's responsibility to submit a corrected official transcript and advise of Admissions and Recruitment office that he/she wishes to receive credit. (SPO3-18)

Mission-Based Awards

All graduating CI students are eligible to apply for one or more of these awards during the year of their graduation. These awards are based on the CI mission statement and honor those students who exemplify the values of CI as stated in the mission statement.

Each of the following awards will be granted to one graduate per year, and no student shall be awarded more than one of these awards. The selection committee may also elect to not give an award for a given year.

Students applying for these awards are expected to state how they have exemplified the educational outcomes and approaches outlined in the mission, either through exceptional curricular activity, and/or through extra-curricular activity while a student at Cl.

Each year a selection committee will be appointed by the Provost. In consultation with the faculty, all mission-based centers, and others in the campus community, the committee will make and distribute applications stating specific criteria for each award, review the applicants' submissions, and select recipients of these awards in accordance with the guidelines.

Outstanding Integrative Approaches Award

Granted to a student who exemplifies an education marked by integrative approaches from more than one discipline.

Outstanding Experiential and Service Learning AwardGranted to a student who exemplifies an education marked by experiential and service learning.

Outstanding Multicultural Perspectives Award

Granted to a student who demonstrates a widening of multicultural perspectives.

Outstanding International Perspectives Award

Granted to a student who demonstrates a widening of international perspectives. (SPO4-22)

Semester Honors

Cl undergraduate students completing <u>12</u> or more units with a letter grade in a single semester or completing <u>12</u> or more units with a letter grade in one academic year assessed at the end of the spring semester, shall be named to the Semester Honors list if they earn a 3.75 or higher grade point average. (SPO3-19)

Internships and Service Learning Internships

Internships

The following policies will pertain to all courses or programs designated as academic internships.

Definition

Internships integrate the students' academic study with practical experience in cooperating organizations. Through the integration of practical and academic experience, students enhance their academic knowledge in their area of study, their personal development, and their professional preparation. The teaching faculty and the on-site supervisors share in the educational process of interns.

Any academic department/program/unit/faculty can develop their appropriate guidelines and procedures and structure regarding internships. However, for the purposes of legally minimizing the risk of liability and ensuring a safe and effective internship program for the University, students, faculty and partner organizations, the following policy should be incorporated into any university-related internship program.

2. All internships should

- a. Include a signed agreement with a senior representative of the partner agency or corporation and the University procurement officer as designated signature authority. In this agreement, it must be stated that the university assumes no risk or liability and that the sponsoring agency/corporation assumes full responsibility for the liability of the intern, affirming that they have requisite insurance to cover any potential harm to the intern, and include basic information such as location, contact person, and organization description.
- b. Include a learning agreement signed by the student, sponsoring faculty, and placement supervisor listing the learning goals of the internship and the duties and responsibilities of each party, notifying the student of the assignment of liability, terms and conditions and the listing of relevant agency policies, and the date the internship begins. This includes mention of whether the intern is paid and conditions for receiving academic credit.

Faculty and/or programs must maintain a file of the aforementioned signed forms. The Dean of Faculty will also retain a sample copy of internship forms that are used.

*This requirement is pursuant to Executive order 849, page 6: "Student placement agreements must be in writing and shall specify minimum insurance requirements applicable to the contracting parties and appropriate hold harmless provisions based upon the needs of the contracting parties. The following hold harmless provisions may be used as a minimum:

Hold Harmless Provision: CI shall be responsible for damages caused by the negligence of its officers, employees and agents. Trustees shall be responsible for the damages caused by the negligence of its officers, employee and agents. The intent of this paragraph is to impose responsibility on each part for the negligence of its officer's employees and agents. (SP03-17)

Service Learning Policy

The complete policy text can be found on the CI website http://senate.csuci.edu/policies.htm. (SP03-16)

Records & Registration

Academic Leave

Students who take a one semester leave of absence from CI are considered continuing students and do not need to take any action prior to registration. Any student in good academic standing may apply to take a leave of absence from the university for up to four consecutive semesters. While a student may apply for multiple leaves, no student will be permitted more than six total semesters of leave from CI. Academic Leave Forms are available at the Records and Registration office. (SPO3-06)

Academic Load

A student's academic load is determined by the number of units enrolled each semester.

Undergraduate Full-Time	12 + units		
Undergraduate Part-Time 6 units			
Graduate Full-Time	9 units		
Graduate Part-Time 4 units			

Academic Probation and Disqualification

This CI policy does not supersede additional policies or procedures mandated by Chancellor's Executive Order 823.

Academic Probation

An undergraduate student is subject to academic probation if at any time the cumulative grade point average (GPA) in all college work attempted or the cumulative GPA at CI falls below 2.0. Probationary students will be advised of their status at the end of the semester. The communication will include conditions for removal from probation and the circumstances that would lead to disqualification. All probationary students are required to receive academic advising no later than the second week of the following semester. Students shall be removed from academic probation once they have received such advising and both the cumulative GPA in all college work attempted and the cumulative GPA average at CI are at least 2.0 or higher. (SPO4-33)

A post-baccalaureate student will be subject to academic probation if, after attempting 12 or more graded units, his or her post-baccalaureate cumulative GPA for units attempted at CI falls below a 2.50 average. The GPA will determine whether a student is subject to probation only when the student has attempted 12 semester units. A student enrolled in a graduate degree program in either conditionally classified or classified standing shall be subject to academic probation if he or she fails to maintain a cumulative GPA of at least 3.0 in all units attempted; no course in which the student receives lower than a C may be counted toward a Master's degree. (SPO2-04)

Academic Disqualification

An undergraduate student on academic probation will be academically disqualified when the student's GPA in all units

attempted or in all units attempted at CI falls below the following: as a freshman, 1.50; as a sophomore, 1.70; as a junior, 1.85; as a senior, 1.95. Students' records will be evaluated for disqualification at the end of each semester. Students cannot be placed on probation for the first time at CI and be disqualified in the same semester. However, students who have previously been on probation at CI and fall below the GPA listed above will be academically disqualified, even if the probation and disqualification semesters are non-consecutive. A student may appeal disqualification no later than three weeks before the start of the semester following the disqualification. Appeals should be made to the office of the Provost or Designee. Appeals will be decided by the Academic Appeals Board. Typical grounds for a successful appeal include significant improvement towards meeting the GPA requirements and/or extraordinary circumstances beyond the student's control, as determined by the Academic Appeals Board. A successful petition of appeal for disqualification will result in the student remaining on academic probation. Students who appeal unsuccessfully will need to apply for reinstatement as specified in the Policy on Reinstatement if they wish to continue at Cl. (SPO4-36)

Administrative-Academic Probation

An undergraduate or graduate student may be placed on administrative-academic probation for any of the following reasons:

- Withdrawal from more than half the units in which a student is enrolled in two successive semesters or in any three semesters (withdrawals directly associated with a medical condition are not included);
- Repeated failure to progress toward the stated degree objective; or
- Failure to comply, after due notice, with an academic requirement or regulation.

Probationary students will be advised of their status by letter at the end of the semester. The letter will include conditions for removal from probation and the circumstances that would lead to disqualification.

Administrative-Academic Disqualification

A student who has been placed on administrative-academic probation may be disqualified if:

- The conditions for removal of academic-administrative probation are not met within the specified period;
- The student becomes subject to academic probation while on administrative-academic probation; and
- The student becomes subject to administrative-academic probation for the same or similar reason to a previous placement on academic-administrative probation, although not currently in such status.

When such action is taken, the student will receive written notification including an explanation of the basis for the action and the process for appeal. (SP02-04)

Reinstatement

In order to be considered for reinstatement to CI, a disqualified student must demonstrate academic ability by completing additional coursework. All classes taken must be applicable for degree credit at CI. After eliminating the grade-point deficiency, the student may petition the Academic Appeals Board for reinstatement. The student must submit the petition for reinstatement no later than three weeks before the beginning of the semester that the student intends to return. The Academic

Appeals Board will only consider the petition for reinstatement of students who have remained outside of the university for at least one regular (Fall or Spring) semester after their dismissal. Students who are disqualified, reinstated, and become disqualified a second time will not be granted a second reinstatement. (SPO4-37)

Add Policy

- Students may add courses during the first three weeks of classes with approval signatures from the instructor.
- During the fourth week of instruction a student may add a class with the approval of the instructor and the approval of the Vice President for Academic Affairs (or designee) as indicated by their signatures on the appropriate forms. (SP03-05)

Cancellation of Registration or Withdrawal from the Institution

Students who find it necessary to cancel their registration or to withdraw from all classes after enrolling for any academic term are required to follow the University's official withdrawal procedures. Failure to follow formal University procedures may result in an obligation to pay fees as well as the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term. Information on canceling registration and withdrawal procedures is available from Records & Registration, (805) 437-8500.

Students who receive financial aid funds must consult with the Financial Aid office prior to withdrawing from the University regarding any required return or repayment of grant or loan assistance received for that academic term or payment period. If a recipient of student financial aid funds withdraws from the institution during an academic term or a payment period, the amount of grant or loan assistance received may be subject to return and/or repayment provisions.

For more information see Withdrawal from Courses policy and section entitled Schedule of Fees for refund information.

Catalog Rights

Undergraduate students remaining in attendance in regular sessions at a California State University campus, a California community college, or any combination of these institutions, may for the purposes of meeting all graduation requirements elect to meet the requirements in effect at CI either: (1) at the time the student began attendance, or (2) at the time of entrance to CI, or (3) at the time of graduation from CI.

If while enrolled the student declares or changes the major, a major option, or a minor, the student shall follow the requirements either in effect at the time of the declaration or change, or in effect at the time of graduation. Other catalog years may be approved by department petition. Students do not lose catalog rights for GE and other graduation requirements by declaring or changing their major, if they maintain continuous attendance. (SP08-07)

Changing Basis for Grading

If either traditional letter grading or credit/no credit grading is allowed for a course, a student may change the basis of his or her grading for the course from traditional letter grading to credit/no credit grading, or vice versa, through the third week of instruction without instructor approval by filing the appropriate form. Grade basis changes are permitted when the program

area for the course and the student's major do not require a specific grading option for the course. (SPO3-34)

Class Attendance

- 1. Students are expected to attend class regularly.
- Instructors must include their class attendance requirements in the course syllabus.
- 3. If students have a valid reason to miss class (excused absence), they are responsible for informing their instructors of the absence at the earliest possible date (preferably before class if possible). Instructors may require students to provide documentation for excused absences. Excused absences include, but are not limited to:
 - a. Illness or injury to the student
 - b. Death, injury, or serious illness of an immediate family member
 - c. Religious reasons (California Education Code section 89320)
 - d. Jury duty or government obligation
 - e. University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.)
- 4. It is the responsibility of the student to give advance notification, contact the instructor to make arrangements to make up any academic work that may be missed, submit assignments on time, and make arrangements regarding activities, tests, quizzes, or exams that may be scheduled during the absences.
- 5. If a student does not notify the instructor one week in advance of the dates of excused absences, the instructor is not required to adjust the class schedule or to allow for make-up activities, tests, or exams. However, students shall not be penalized for excused absences when circumstances make it impossible to provide advance notice (e.g. student is engaged in a University sanctioned event such as a playoff game that cannot be anticipated).
- 6. Students who expect to be absent from the University for any valid reason, and who have found it difficult to inform their instructors, should notify the Division of Academic Affairs. The Division of Academic Affairs shall notify the student's instructors of the nature and duration of the absence. It remains the responsibility of the student to arrange with instructors to make up any academic work.
- 7. In circumstances where an actual assignment, some specific class work, an activity, a quiz, or an exam cannot reasonably be made up, it is the instructor's option to assign alternative work.
- 8. Instructors are not obligated to consider other absences as excused.

(SPO1-56)

Class Standing

0 - 29 units
30 - 59 units
60 - 89 units
90 + units

Course Load for Undergraduate Students

An undergraduate student may enroll in <u>18</u> units without advisor approval. Students enrolling in <u>19</u> or more units are required to have a program advisor's written approval. (SP03-04)

Course Time Conflict

Students may not enroll in classes that conflict in time. If the faculty members involved believe a student may participate fully and attend two classes that conflict in time in the schedule, the student must obtain the signature of both instructors for these classes on the Time Conflict form, and state the reasons why this is possible. (SPO4-30)

Declaration of Majors

To help ensure timely completion of graduation requirements, students who have a total of $\underline{60}$ units completed and in progress must have declared a major before they may register for the next term. Upper division transfer students are required to declare their intended major on their application for admission. (SPO2-06)

Disability Related Priority Registration

Accountability

Disability Resource Programs (DRP) Counselor and the University Registrar

Applicability

Students with a documented disability

Definition(s)

Priority Registration — Assignment to the first available registration appointment time period for continuing student advance registration.

Text

To be eligible to receive priority registration, a disability-related need must exist which meets one or more of the following criteria:

- Requires pre-arranged support services, such as prerecorded audiotape or electronic text, large print, Braille materials, other print materials, interpreting services, real-time captioning, adaptive equipment, lab assistants, lab material conversions or extensive programming readers or interpreters that are necessary for accommodation.
- 2. Imposes geographical constraints due to mobility speed and/or endurance.
- Necessitates preferential seating, selection of professors with certain speech patterns or teaching styles due to communication/learning issues as verified by the DRP Coordinator on a term-by-term basis.
- 4. Requires extensive therapy or other medical treatment/ intervention that impacts scheduling flexibility significantly (such as chemotherapy, renal dialysis, etc).

All priority registration requests are reviewed and approved by the DRP Coordinator. Eligibility for priority registration will be periodically re-evaluated and prior approval does not constitute automatic entitlement to continued eligibility.

Consideration of graduation time limitation, financial need, sponsorship by programs such as Worker's Compensation,

Department of Rehabilitation, Veterans benefits, private insurance, etc, are not justification for priority registration. (SA.08.001)

Double-Counting of Course Requirements

A course may meet the requirements for two or more program areas (majors, minors, and other sub-programs) if the coordinators for those program areas agree; 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 also allowed. Only six of the $\underline{9}$ units of upper-division, interdisciplinary General Education courses may be double counted between a major and General Education. (SPO1-34)

Issuing Official Transcripts

Accountability

University Registrar

Applicability

Any student who has ever enrolled in an academic program at CI may request an official transcript.

Definition(s)

Official Transcript of Record — shall consist of a summary of the courses for which academic credit, including Continuing Education Units (CEU), is attempted by the student at CI.

Request for Official Transcript — is the authorization from the student to the University to release the above defined transcript of the student's record.

Text

An Official Transcript of Record is released upon request of the student. Such requests must be made in writing either by completing the Request for Official Transcript form or by writing a letter. All written requests must be signed by the student.

Transcripts will be issued as soon as possible after receipt of the request and any applicable processing fee. All outstanding debts and obligations to the University must be cleared prior to release of transcript. It is the student's responsibility to notify Records and Registration when such debts and obligations have been satisfied.

Transcripts are normally issued via U.S. Mail to the recipient designated by the student. Prior arrangement must be made in order for transcripts to be picked up by the student. Pick up of transcripts by student's designee must be authorized in writing at the time of request. (SA.02.012)

Multiple Majors

Students may declare more than one major. If all majors completed lead to the same degree, BA or BS, they will all appear on the diploma. If the majors lead to different degrees, the policy on double degrees applies. Double counting of courses shall conform to the policy in Senate Resolution 34-01. (SP02-08)

Second Baccalaureate Degree

Students seeking a second or subsequent baccalaureate degree must satisfy all requirements for the degree. However, as post-baccalaureate students, they are also subject to additional requirements.

To be eligible for admission as a second baccalaureate degree candidate, students must:

- 1. Hold a bachelor's degree from an accredited institution.
- Have a minimum grade point average of 2.50 in their last 60 semester units (or 90 quarter units).

Degree Requirements

- Students must satisfy all requirements for the degree, including any current General Education requirements/ graduation requirements not previously met.
- Students must meet all applicable Title V requirements.
- Students must satisfy the Graduation Writing Assessment Requirement.
- Students must complete requirements in a discipline in which
 no degree has previously been granted. Courses previously
 applied to another degree may be used to satisfy content
 requirements, but cannot be used to satisfy unit requirements
 of the post-baccalaureate degree.
- Students must complete a minimum of <u>30</u> units in residence, including <u>24</u> units in upper division courses, which includes 12 units in the major.
- Students must maintain at least a 2.00 grade point average in all courses taken to remain in good academic standing.
- Students are not eligible for University honors, but may be eligible for major program or other honors.
- Programs must approve all course work used to satisfy major degree requirements

In addition

- Courses taken as part of a second baccalaureate degree cannot be utilized to meet graduate degree requirements.
- Academic Programs may enforce specific time limits on courses taken prior to the second or subsequent degree.
- Excess course credit not used in the primary degree may be utilized in the second or subsequent degree. Specific courses may be waived and other courses substituted.

(SPO6-19)

Substitution of Courses

Students who have taken a required course in their major/minor at a college or university other than CI must petition to receive major/minor credit for this course. The Course Substitution of Major or Minor Requirements for Bachelor's Degree is available in the Records and Registration office and the Advising Center. Petitions are also available for Request for Course Substitution: General Education/Graduation Requirements and Petition for Exception to a University Policy or Deadline. A photocopy of the course syllabus or catalog course description is required for each course being petitioned. Please note: a final grade of "C" or better is required for the language and multicultural graduation requirements. Advisors in the Advising Center can assist students in completing course substitution petitions. Once completed, all petitions must be submitted to the Records and Registration office, which will then route the petition to the appropriate Faculty Major Advisor, Academic Coordinator, or Committee (GE or Curriculum) for review. A copy of the petition with the determination will be emailed to the student and the original form will be kept in the student's file in the Records and registration

Wait List Policy

Prior to the start of classes, students wishing to enroll in a closed course may choose to be added to a wait list. Wait listed students will be automatically enrolled in the course as space becomes available. At the instructor's discretion, students may be added to the course after the start of classes. (SPO3-20)

Waiver of Course Requirement

In addition, students who believe that previous training has sufficiently prepared them in a certain area may request a waiver of a specific course requirement (subject credit only). A waiver of specific course requirements does not reduce the total number of credits required for the major or the degree nor does it reduce the residence requirement. (SPO1-37)

Withdrawal from Courses

- 1. Undergraduate students may withdraw from no more than 18 semester units.
- 2. Students may drop courses during the first three weeks of classes without instructor permission.
- 3. After the third week of classes and before the end of the twelfth week of classes, withdrawal from courses is permissible only for serious and compelling reasons. Approval signatures from the instructor and program chairs must be obtained to withdraw during this period. The withdrawal will be noted as a "W" on the student's permanent record.
- 4. After the twelfth week of instruction, withdrawal is not permitted except in cases beyond the student's control such as accident or serious illness where the assignment of an Incomplete is not practical. Approval signatures from the instructor, program chair and Vice President for Academic Affairs (or designee) must be obtained. Withdrawal in this category will typically involve total withdrawal from the University and will be noted as a "W" on the student's permanent record. Such withdrawals will not count against the maximums provided for in 1 above.
- 5. Instructor Initiated Withdrawal: Instructors may drop students within the first three weeks of classes and as early as the first day of classes for any the following reasons:
- 6. Student failure to attend class without having made prior arrangements with the instructor.
- 7. Student failure to complete the prerequisites for a course before enrolling.
- 8. Student failure to secure properly the permission of the instructor before enrolling when such permission is required. (SP08-08)

Rights and Responsibilities of Individuals

Campus Safety and Environment

Campus Violence

Accountability

Established personnel and public safety procedures will serve as the mechanism for resolving situations of violence or threats of violence. For students and student applicants, this policy is administered through the Dean of Students office. Any University disciplinary action will be imposed pursuant to the applicable

collective bargaining agreement and in accordance with University Policy.

Applicability

This policy applies to all individuals on the campus of Cl including vendors or guests.

Definition(s)

For the purpose of this policy, violence and threats of violence include:

- Any willful use of force against another;
- Any act that is physically assaultive; or
- Any threat, behavior or action which is interpreted by any reasonable person to potentially harm or endanger the safety of others or destroy or damage property.

Text

Cl prohibits violent acts or intimidation through threat of violence. Any individual who commits a violent act or threatens to commit a violent act is subject to disciplinary action and civil or criminal prosecution as appropriate. Each allegation of violence or threat of violence will be taken seriously. Individuals are encouraged to immediately report acts of violence, threats of violence, or any other behavior that by intent, act or outcome harms another person or property, to Police Services, their supervisor, or Human Resources Programs. Students should report this conduct to any Student Affairs administrator.

CI has zero tolerance for violence against any members of the University community. To fulfill this policy, the University will work to prevent violence from occurring and will ensure that federal and state laws, as well as University regulations prohibiting violence, are fully enforced. In determining whether conduct constitutes a credible threat or act of violence, the circumstances surrounding the conduct will be considered. (FA.31.011)

Free Speech and Assembly

Accountability

The Vice President for Student Affairs and the Dean of Students

Applicability

All registered students at Cl

Text

The University maintains its rights to regulate reasonable time, place, and manner restrictions concerning acts of expression and dissent. Any acts that are disruptive to the normal operations of the University including classes and University business or invade the rights of others will not be tolerated. The University has designated an area in the park Northeast of El Dorado Hall as the Free Speech Area. For members of the campus community spontaneous use of this area is permitted for non-amplified activity. A recognized club or organization, faculty, or University division or department must sponsor non-campus community members.

The issuance of invitations to outside speakers by members of the campus community is encouraged and except for constraints that may follow from the lack of availability of suitable facilities is limited only in unusual circumstances when an invitation may be canceled by the President of the University or designee, if in his or her opinion the proposed event or speech constitutes a clear and present danger to the University.

This policy is not intended to prohibit or regulate free speech in the form of a guest lecture or speaker which is tied to, sponsored by or affiliated with a specific academic class or program. In all instances, Free Speech and Assembly will be governed by the following guidelines:

- 1. Disruptive Activity. Obstruction, disruption, or interference with classes, research, administrative functions, or other University activities is not permitted. Likewise, infringement on the rights of others is prohibited.
- 2. Reasonable Access. It is important to provide reasonable access to and exit from any office, classroom, laboratory, or building. Likewise vehicular and pedestrian traffic should not be obstructed.
- 3. Peaceful Assembly. Picketing or demonstrating in an orderly manner or distributing literature outside University buildings is acceptable with the appropriate approval from the Dean of Students. Demonstrations inside campus buildings are prohibited. All applicable University policies on written materials apply as well.
- 4. Symbolic Protest. Displaying a sign, gesturing, wearing symbolic clothing, or otherwise protesting silently is permissible unless it is a disruptive activity or impedes access. Such actions should not interfere with others view or prevent them from being able to pay attention to other events, which may be occurring. In all instances signs may not be carried with the aid of wooden, plastic, or metal sticks, pipes or polls.
- 5. Noise. Making sustained or repeated noise in a manner that substantially interferes with a speaker's ability to communicate his/her message is prohibited. Noise levels should not interfere with classes, meetings, or activities in progress.
- 6. Force or Violence. Any attempt to prevent a University activity or other lawful assembly by the threat or use of force or violence is prohibited.
- 7. Damage to Property. Care should always be taken to ensure that University and personal property is not damaged
- 8. Other University Regulations. All applicable University rules, regulations, policies, and guidelines should always be adhered to.

(SA.07.006)

Motor Vehicle Use

The complete policy text can be found on the CI website at http://policy.csuci.edu/FA/43/FA.43.002.htm. (FA.43.002)

Nondiscrimination for Students

Accountability

This policy is administered through the Judicial Affairs Officer. Questions, concerns, suggestions, or complaints should be directed to the Judicial Affairs Officer.

Applicability

This policy applies to all students including student applicants as it relates to all University programs and services.

Employees should refer to the California State University Systemwide Guidelines for Nondiscrimination and Affirmative Action Programs in Employment.

It is the policy of CI, in accordance with the Board of Trustees' Policy on Nondiscrimination, that CI will consider decisions regarding admission to, access to, or operation of instruction, programs, services, or activities without regard to race, color, religious creed, national origin, ancestry, disability, pregnancy, medical condition, gender, gender identity, sexual orientation, marital status, age or veteran status. We also do not discriminate in recruitment, student employment, and other actions and practices affecting students.

Upon request, the University will consider reasonable accommodation to permit individuals with protected disabilities to (a) complete the admission process, (b) perform essential student employment or work-study functions, (c) participate in instruction, programs, services or activities, and (d) enjoy other benefits and privileges of similarly situated individuals without disabilities. (FA.31.007)

Nondiscrimination Policy

Race, Color, Ethnicity, National Origin, Age and

The California State University complies with the requirements of Title VI and Title VII of the Civil Rights Act of 1964, as well as other applicable federal and state laws prohibiting discrimination. No person shall, on the basis of race, color, ethnicity, national origin, age, or religion be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination in any program of the California State University.

Disability

The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Federal laws, including sections 504 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended, and various state laws prohibit such discrimination. Eddie L. Washington, Director of HR Employment Practices, has been designated to coordinate the efforts of CI to comply with all relevant disability laws. Inquiries concerning compliance may be addressed to this person at (805) 437-8490.

Sex/Gender

The California State University does not discriminate on the basis of sex, gender or sexual orientation in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972 and certain other federal and state laws prohibit discrimination on these bases in education programs and activities operated by CI. Such programs and activities include admission of students and employment.

The California State University is committed to providing equal opportunities to male and female CSU students in all campus programs, including intercollegiate athletics.

Inquiries concerning the application these laws to programs and activities of CI may be referred to Eddie L. Washington, Director of HR Employment Practices, the campus officer assigned the administrative responsibility of reviewing such matters, or to the Regional Director of the Office for Civil Rights, United States Department of Education, 50 Beale Street, Suite 7200, San Francisco, California 94105.

Procedures related to this policy may be obtained through the Human Resources Department at (805) 437-8490.

Parking and Traffic

Accountability

The Chief of Police and the Director of Transportation & Parking Services.

Applicability

This policy applies to all CI employees, students, tenants, volunteers and visitors.

Definition(s)

Students — Students are defined as anyone that is enrolled in classes and is primarily on campus to pursue their educational goals. This excludes full time and permanent part time employees.

Employees — For the purpose of this policy, "employees" includes all faculty, staff, temporary employees, and other support personnel employed by the university, excluding unit 11 employees. (Note: Student part time workers, graduate assistants and teaching associates are excluded from this definition because they are primarily on campus for purposes related to obtaining their educational goal and therefore are not considered employees for the purpose of the policy.)

Tenants — Tenants are defined as any organization, person or employees of an organization or person(s) with an executed lease with CI.

University Property — University property is defined as all property owned, leased, and /or controlled by CI.

Tevi

Operation and parking of vehicles on the campus is regulated and enforced pursuant to the California Vehicle Code. All California Vehicle Code laws pertaining to vehicular operation and parking are in effect and enforced on campus 24 hours a day, 7 days a week. Citations will be issued for violations of any section of the California Vehicle Code. Citation Appeals and Administrative Hearings procedures shall be in accordance with the California Vehicle Code sections 40215 and 40220.

The following policy and regulations apply on campus. Parking

Parking on campus is by permit only with the exception of metered and visitor spaces. Parking is allowed only in lots appropriate to the permit purchased. Unless indicated by signage, street parking is prohibited on campus and outlying areas.

- Employees. All employees utilizing the parking facilities at CI for their privately owned vehicles will be required to pay a parking fee.
- Students and Tenants. Students and Tenants are required to purchase parking and may utilize metered parking or parking lots appropriate to the permit purchased.
- Disabled Students Parking Fee Waiver. To facilitate the
 parking needs of students with disabilities, the CI Parking
 Services may issue a parking permit on a semester basis to
 students with disabilities if they meet the following criteria:
 - Proof of registration at California State University Channel Islands for the period specified in the waiver;
 - A disability placard or license plate issued in their name from the California Department of Motor Vehicles or appropriate authorization from another state
 - Proof of eligibility for Federal Financial Aid from the campus Financial Aid office for the period specified in the waiver.

Visitors. Persons not employed by the campus, who are
visiting the campus for the purpose of transacting State
business with the campus or visitors that are designated by
authorized administrators to assist with the planning and
development of the campus may have their parking fees
waived. All other visitors must either utilize metered zones or
designated visitor spaces, purchase a daily parking permit,
or be sponsored by a campus department or tenant and
utilize a guest parking permit.

Speed Limits

- The maximum speed limit is 20 mph on campus unless otherwise posted.
- The speed limit in the parking lots is 5 miles per hour.

Bicycles and Skateboards

- The use of skateboards, motorized skateboards, roller skates, roller blades, coasters, or similar devices on campus is prohibited.
- It is prohibited to store or park bicycles in any public location other than a bicycle rack or locker.

Vehicle Storage

- No storage of vehicles is permitted on campus streets or parking lots.
- Abandoned vehicles will be towed away at vehicles owner's expense.
- No person shall use any motor vehicle in any area on campus for the purpose of human habitation or camping.

Vehicle Repairs

 No repair of private vehicles shall take place on campus with the exception of jump starting a dead battery or fixing a flat tire.

For further regulatory information, definitions, and procedures refer to Exhibit; Parking and Traffic Regulations Manual. (FA.81.001)

Posting of Signage and Materials on External Spaces within the Campus Community

Accountability

Director of Communication & Marketing and the Associate Vice President for Operations, Planning & Construction.

Applicability

All CI students, non-academic functions, University auxiliary groups, lessees, and external constituencies, including members of the public-at-large such as those holding events or activities on the campus.

Definitions

CI Student – a student currently enrolled at CI during the spring or fall semester, the recess period between semesters, summer period, or one who has completed the immediately preceding term and is eligible for re-enrollment. This also includes non-matriculated (i.e. Open University, OSHER students and prospective, intent to enroll students).

Text

It is the policy of CI to preserve and maintain the beauty of the campus. To ensure materials posted are appropriate in content and not geographically offensive or destructive in nature, all materials to be posted in external locations throughout the campus, as well as the dates and times the materials are authorized for display, will be approved in advance by the

Director of Communications and Marketing or a designee. Publicity to be posted in a language other than English must also contain an English translation.

External locations include any location along the entry roads and all entrances to the University, including the large vertical monument signs at the entryway along University Drive and the kiosk displays. This policy also applies to the posting of posters, banners or signage throughout exterior spaces of University buildings and the campus community. Exceptions to the policy include student housing facilities and the exterior of campus recreational facilities, both of which will be governed by the Vice President for Student Affairs or his/her designee. Appearance and construction of any external University signage must appear professional and adhere to the University's graphic standards.

Postina

The requestor is responsible for production costs for all signage. Posting of signs in the kiosk display area or on the exterior of University buildings shall be requested through official work order requests to the office of Operations, Planning and Construction, with fees for installing signage to be paid by the requesting area/division.

Removal of Signage

University officials may remove and dispose of any materials posted on the University campus which do not comply with the established policy. All signage must be removed within 48 hours following the event at the expense of the posting party. The posting party will also be responsible for the cost of any damages that may occur as a result of improper posting.

Student Campaigns

Campaigns run by students for the purpose of elections for student leadership offices or to lobby for various campus issues, will fall under the supervision of the Vice President for Student Affairs or his/her designee. He/She is responsible for informing all student clubs and students participating in activities such as student elections, of the policy governing postage throughout the campus.

The posting of materials using items such as ground stakes and chalk on sidewalks are approved on a case-by-case basis as deemed appropriate by the Vice President for Student Affairs or his/her designee, in consultation with the Director of Communications and Marketing or her/his designee as needed.

Posting Restricted Areas

There will be no approved postings in the following campus locations:

Doors

Benches

Building or hall lobbies

Windows

Mirrors

Trash or recycling receptacles

Trees

Vehicles (other than authorized leaflets-see handbills and circulars) Fountains/sculptures

Exterior of entrance signage or kiosks

Railings

Traffic Control Signs

Planted garden areas

Newspaper/magazine racks

Posting will also not be permitted in any location that may impair safe visibility for drivers, pedestrians, or persons with disabilities.

Parking Event Signage

Temporary directional signage for events is placed by staff members in the Transportation and Parking office. Every effort should be made to assure the signage, whether provided by the requestor or the Parking office, is large enough to be seen by the driver, while not impairing the site lines or creating congestion for other drivers.

Handbills and Circulars

Distribution of handbills and circulars that do not contain commercial advertising may be permitted with prior approval of content and timelines by either the Vice President for Student Affairs or his/her designee or the Director of Communications and Marketing or her/his designee.

Kiosk

The kiosk located along University Drive near the campus entrance is designated to publicize official campus events and activities targeted to a large external or campus audience.

Further details on posting may be found in Posting Guidelines on the University Website www.csuci.edu. (CM.02.002)

Posting of Signage and Materials in Internal Spaces within the Campus Community

Accountability

The Vice President for Student Affairs and the Dean of Students.

Applicability

All CI faculty, staff and students as well as external campus constituencies.

Text

Students and Student Clubs and Organizations:

- A. Written materials identified by authorship and sponsorship may be sold or distributed on campus within the guidelines of propriety and responsible journalism as established and supervised by the Vice President for Student Affairs or his/her designee. The distribution of such materials by students or student clubs or organizations, as approved by the Vice President for Student Affairs or his/her designee, is permitted provided steps have been taken to preserve the orderliness of the campus.
- B. Non-University or off-campus printed materials shall not be distributed or circulated within buildings of the campus community by students or student clubs and organizations without first being approved by the Vice President for Student Affairs or his/her designee.
- C. Requests for posting flyers, leaflets, brochures or other materials within campus buildings from students or student clubs and organizations must first be approved by the Vice President for Student Affairs or his/her designee.
- D. Students or student clubs or organizations should in no way tack, stick, glue, paste, pin, staple, or otherwise affix any materials on any door, wall, window, lobby, or other surface on campus without prior approval from the Vice President for Student Affairs or his/her designee.
- E. Unapproved postings or postings in unauthorized locations within the campus buildings will be removed. The Bell Tower front lobby, the blue textured wall in the lobby of Aliso Hall and all public doors (exteriors, classrooms, restrooms and office suite doors) have been designated as non-posting areas.

- F. It is the responsibility of the individual or group posting materials to ensure that all postings have been removed within two working days following the event or date on the posting
- G. Students or student clubs and organizations that violate this policy may have posting privileges revoked for a specified period of time. Unauthorized postings of a threatening, discriminatory or offensive manner may result in disciplinary action.

External Constituencies:

- A. Written materials identified by authorship and sponsorship may be sold or distributed on campus within the guidelines of propriety and responsible journalism as established and supervised by the Vice President for Student Affairs or his/her designee. The distribution of such materials by external constituencies, as approved by the Vice President for Student Affairs or his/her designee, is permitted provided steps have been taken to preserve the orderliness of the campus.
- B. Time, place and manner may be determined for distribution and may require the sponsorship of a student club or organization or University department.
- C. Non-University or off-campus printed materials shall not be distributed or circulated within buildings of the campus community by external constituencies without first being approved by the Vice President for Student Affairs or his/her designee.
- D. Requests for posting flyers, leaflets, brochures or other materials within campus buildings from external constituencies must first be approved by the Vice President for Student Affairs or his/her designee.
- E. External constituencies should in no way tack, stick, glue, paste, pin, staple, or otherwise affix any materials on any door, wall, window, lobby, or other surface on campus.
- F. Unapproved postings or postings in unauthorized locations within the campus buildings will be removed. The Bell Tower front lobby, the blue textured wall in the lobby of Aliso Hall and all public doors (exteriors, classrooms, restrooms and office suite doors) have been designated as non-posting areas.
- G. External constituencies that violate this policy may have posting privileges revoked for a specified period of time. Unauthorized postings of a threatening, discriminatory or offensive manner may result in legal action.

University staff and faculty:

- A. Appropriate written materials identified by authorship and sponsorship may be sold or distributed on campus within the guidelines established and supervised by the appropriate University Vice President or his/her designee. The distribution of such materials by staff and faculty within guidelines approved by the appropriate University Vice President or his/her designee, is permitted provided steps have been taken to preserve the orderliness of the campus.
- B. Non-University or off-campus printed materials shall not be distributed or circulated within buildings of the campus community by faculty or staff without first being approved by the appropriate University Vice President or his/her designee.
- C. Staff and faculty should not affix materials in a way that will cause damage to the location where they are posted. Acceptable methods of posting materials include the use of poster putty or painters masking tape.

- D. It is the responsibility of the individual or group posting materials to remove them within two working days following the event or date on the posting.
- E. Unapproved postings or postings in unauthorized locations within the campus buildings will be removed. The Bell Tower front lobby, the blue textured wall in the lobby of Aliso Hall and all public doors (exteriors, classrooms, restrooms and office suite doors) have been designated as non-posting areas.

(SA.07.009)

Sexual Harassment for Students, Prohibition of

Accountability

This policy is administered through the Judicial Affairs Officer. Questions, concerns, suggestions, or complaints should be directed to Judicial Affairs. The Judicial Affairs Officer is responsible for assisting students regarding alleged sexual harassment and resolving situations in which sexual harassment occurs or is perceived as occurring; educating CI students regarding the issue of sexual harassment and developing strategies for its elimination; and conducting investigations and responding to allegations of sexual harassment made against students of CI. These responses may include an appropriate action to remedy the complainant's loss, if any.

Applicability

This policy applies to all students including student applicants as it relates to all University programs and services. Employees should refer to the California State University System-wide Policy.

Text

CI will not tolerate sexually harassing conduct within its community and will take all reasonable steps to prevent and eliminate sexual harassment. Sexual harassment is conduct subject to disciplinary action, including expulsion. Sexual harassment may also result in legal action against the individual and university. Sexual harassment includes but is not limited to:

- Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature;
- Conduct of a sexual nature that is unwelcome and contributes to a learning environment that is hostile, intimidating, offensive, or adverse to persons;
- Conditioning an academic act, decision, evaluation, or recommendation on the submission to or tolerance of any act of a sexual nature.

In determining whether conduct constitutes sexual harassment, all of the circumstances surrounding the conduct are considered.

The prohibition against sexual harassment applies to all University related activities, whether on or off campus.

CI will not tolerate any retaliatory action or other reprisals against those persons who: (a) oppose practices prohibited by this policy; (b) file complaints of sexual harassment; or (c) assist with or participate in a sexual harassment investigation, proceeding, or hearing conducted by CI or any local, state, or federal agency. Individuals are encouraged to report any conduct that might constitute sexual harassment to any Student Affairs Administrator or to Human Resources Programs.

* The parameters of 'sexual harassment' are defined by State and Federal statutes and Court decisions. While the policy set forth above describes actions which fall generally within the scope of 'sexual harassment,' all CSU students are required to conduct themselves in a manner that promotes congeniality within our community and avoids harassment as defined by State and Federal law.

(FA.31.008)

Smoking on Campus

Accountability:

The Associate Vice President for Human Resources Programs, administers this policy at California State University Channel Islands for faculty and staff. The Dean of Students and the Director of Housing & Residential Education administer this policy for students. Questions, concerns, suggestions, or complaints should be directed to Human Resources Programs at (805) 437-8490.

Applicability

This policy applies to all individuals on the campus of California State University Channel Islands and excludes University Glen.

Text

The goal of this policy is to provide smoke-free areas on campus to limit exposure to second-hand smoke. Smoking is prohibited in all California State University Channel Islands work locations and buildings. Smoking is only allowed in locations which are at least 50 feet away from any structure on the campus including bus stops and outdoor dining areas. At designated outdoor recreational areas, smoking is prohibited within 50 feet of the playing surface. Additionally, smoking is prohibited in all Stateowned vehicles.

(FA.31.013)

Solicitation, Public Meetings, Performances, Rallies and Similar Events

Accountability

The chair and members of the Events and Facilities Committee and the Director of Public Safety.

Applicability

This policy applies to all CI faculty, staff, students, tenants, contractors, volunteers, and visitors on university property.

Definition(s)

Solicitation — Solicitation means to request, or endeavor to persuade or obtain by asking, but does not include commercial solicitation.

Tenants — Tenants are defined as any organization, person or employees of an organization or person(s) with an executed lease with Cl.

University Property — University property is defined as all property owned leased and/or controlled by CI.

Text

The use of university buildings and grounds for public meetings, performances, rallies, solicitations or other similar functions or events may be permitted in accordance with reasonable directives issued by the campus President as to the time, place and manner and in accordance with the University's Administrative Policy FA.83.001 Policy on Use of Facilities and SA.07.003 Policy on Distribution of Written Materials. All individuals and organizations must arrange for the use of university facilities or grounds through the Events and Facilities Committee. Any such event occurring on campus in violation of established university directives regarding time, place and manner is prohibited.

Solicitation

External Individuals or Organizations

Any circulars, flyers or other form of written material for distribution or solicitation purposes must be submitted with the Events and Facilities Use Request Form to the Events and Facilities Committee for approval.

Time:

8:00AM - 5:00PM Monday through Friday

Place

Restricted to the immediate geographical location approved by the Events and Facilities Committee. Soliciting is prohibited inside classrooms, offices, and other common areas inside buildings or within twenty feet of a building entrance.

Manner:

Soliciting must be conducted in a manner that does not:

- Interfere with classes in session, or other normal university business or functions.
- Obstruct the free flow of pedestrian and vehicular traffic.
- Utilize voice amplification or other unduly loud noise.
- Intimidate, harass or provoke any individual in the vicinity.

CI Students

Before submitting a request to the Events and Facilities Committee, all students, student clubs or organizations must secure the approval of the Vice President for Student Affairs or designee.

Time:

As determined and approved by the Events and Facilities Committee.

Place:

Restricted to the immediate geographical location approved by the Events and Facilities Committee. Soliciting is prohibited inside classrooms, offices, and other common areas inside buildings or within twenty feet of a building entrance.

Manner:

Soliciting must be conducted in a manner that does not:

- Interfere with classes in session, or other normal university business or functions.
- Obstruct the free flow of pedestrian and vehicular traffic.
- Utilize voice amplification or other unduly loud noise.
- Intimidate, harass or provoke any individual in the vicinity.

CI Faculty and Staff

Before submitting a request to the Events and Facilities Committee, faculty shall notify and secure the signature of the Vice President for Academic Affairs and staff shall notify and secure the signature of the Vice President for Finance and Administration.

Time:

As determined and approved by the Events and Facilities Committee.

Place:

Restricted to the immediate geographical location approved by the Events and Facilities Committee. Soliciting is prohibited inside classrooms, offices, and other common areas inside buildings or within twenty feet of a building entrance.

Manner

Soliciting must be conducted in a manner that does not:

- Interfere with classes in session, or other normal university business or functions.
- Obstruct the free flow of pedestrian and vehicular traffic.
- Utilize voice amplification or other unduly loud noise.

Intimidate, harass or provoke any individual in the vicinity.

Public Meetings, Performances, Rallies, and Similar Events

Time:

8:00AM-5:00PM Monday through Friday

Place:

Restricted to the immediate geographical location approved by the Events and Facilities Committee. Soliciting is prohibited inside classrooms, offices, and other common areas inside buildings or within twenty feet of a building entrance.

Manner:

Soliciting must be conducted in a manner that does not:

- Interfere with classes in session, or other normal university business or functions.
- Obstruct the free flow of pedestrian and vehicular traffic.
- Utilize voice amplification or other unduly loud noise.
- Intimidate, harass or provoke any individual in the vicinity.

External Individuals and Organizations

Time

As determined and approved by the Events and Facilities Committee.

Place:

Restricted to the immediate geographical location approved by the Events and Facilities Committee.

Manner:

These meetings or events must be conducted in a manner that does not:

- Interfere with classes in session, or other normal university business or functions.
- Obstruct the free flow of pedestrian and vehicular traffic.
- Utilize any unauthorized amplification or other unduly loud notice.
- Intimidate, harass, provoke or threaten the health and safety of any individual in the vicinity.
- Fail to comply with a lawful order of a public safety officer or university official in the performance of their duties.

CI Students

Before submitting a request to the Events and Facilities Committee, all students, student clubs or organizations shall notify and secure the approval of the Vice President for Student Affairs prior to any rally, demonstration or march.

Time:

As determined and approved by the Events and Facilities Committee.

Place:

Restricted to the immediate geographical location approved by the Events and Facilities Committee.

Manner.

These meetings or events must be conducted in a manner that does not:

- Interfere with classes in session, or other normal university business or functions.
- Obstruct the free flow of pedestrian and vehicular traffic.
- Utilize any unauthorized amplification or other unduly loud noise
- Intimidate, harass, provoke or threaten the health and safety of any individual in the vicinity.
- Fail to comply with a lawful order of a public safety officer or university official in the performance of their duties.

CI Faculty and Staff

Before submitting a request to the Events and Facilities Committee, faculty shall notify and secure the signature of the Vice President for Academic Affairs and staff shall notify and secure the signature of the Vice President for Finance and Administration.

Time:

As determined and approved by the Events and Facilities Committee.

Place:

Restricted to the immediate geographical location approved by the Events and Facilities Committee.

Manner:

These meetings or events must be conducted in a manner that does not:

- Interfere with classes in session, or other normal university business or functions.
- Obstruct the free flow of pedestrian and vehicular traffic.
- Utilize any unauthorized amplification or other unduly loud noise.
- Intimidate, harass, provoke or threaten the health and safety of any individual in the vicinity.
- Fail to comply with a lawful order of a public safety officer or university official in the performance of their duties.
 (FA.83.002)

Tobacco Sales and Sponsorships on Campus

The complete policy text can be found on the CI website at http://policy.csuci.edu/CM/02/CM.02.003.htm. (CM.02.003)

General

Academic Freedom

Be it resolved that the Academic Senate of CI affirms its commitment to upholding and preserving the principles of academic freedom: the right of faculty to teach, conduct research or other scholarship, and publish free of external constraints other than those normally denoted by the scholarly standards of a discipline, and

Be it further resolved that the Academic Senate of CI fully endorses the 1940 Statement of Principles on Academic Freedom and Tenure of the AAUP www.aaup.org, and

Be it further resolved that this campus is dedicated to fostering the free speech rights guaranteed by the First Amendment of the U.S. Constitution and to ensure that guests on campus have full opportunity to the exercise of these rights; and

Be it further resolved that the Academic Senate of CI calls on the university community to maintain our campus as an open forum for free expression of ideas and diverse views in the framework of scholarly inquiry and professional ethics; and

Be it further resolved that the Academic Senate of Cl affirms its intent to help ensure that all relevant policies developed on this campus protect freedom of inquiry, research, expression, and teaching both inside the classroom and beyond, and

Be it finally resolved that the Academic Senate of CI opposes any system or campus policy that would restrict academic freedom in the name of "security" or a "balanced approach" to controversial issues.

(SRO3-05)

Career Placement

The office of Institutional Research may furnish, upon request, information about the employment of students who graduate from programs or courses of study preparing students for a particular career field. Any such data provided must be in a form that does not allow for the identification of any individual student. This information includes data concerning the average starting salary and the percentage of previously enrolled students who obtained employment. The information may include data collected from either graduates of the campus or graduates of all campuses in the California State University system.

Communication with Students

Accountability

Provost & Vice President for Academic Affairs and the Vice President for Student Affairs.

Applicability

All applicants, matriculated students, faculty and staff at CI.

Definition(s)

Mail — shall be defined as letters and parcels conveyed by the United States Postal Service.

**Other reputable carriers such as Federal Express and UPS may be utilized if deemed necessary.

Email — shall be defined as the system whereby letters, messages and other data are transmitted from one computing or electronic communication device to another through an electronic communication network.

Global Student Emails — shall be defined as communication sent to all students through dolphin email.

Text

1. Electronic Communication

- a. All applicants are required to include an email address on their CSU online application for admission. The Admissions and Recruitment office shall utilize stated email address to disseminate communication related to enrollment. It is the responsibility of the student to ensure that communication is received and read.
- Communication regarding admission status will be sent to applicants through stated email address as well as their respective Dolphin VIP page.
- c. All students shall receive an email account from the University. Official student email addresses end in @ myci.csuci.edu.
- d. Administration shall utilize the "Dolphin Email" system as the official means of communication to CI students. It is the student's responsibility to ensure that communication is received and read.
- e. Students may redirect their University email address to another account. However, the University will not be responsible for the handling of email by outside vendors or departmental servers. Instructions for redirecting shall be available on the CI "Dolphin Email" web site.
- f. Faculty shall determine how electronic forms of communication (e.g. email) will be used in their respective classes and will specify requirements to their students.
- g. All electronic communication shall meet federal and state accessibility requirements.
- h. All email sent to students shall include the name, title, email address and telephone number of the person or

- office sending the email so that the student may verify the integrity of the email.
- It is a violation of University policy to use University mail or a University email address to impersonate a University office, administrator, faculty, staff member, or student.
- j. Students who are suspended or expelled may have their "Dolphin Email" account closed. The account shall only be re-opened with approval from the Dean of Students or designee.
- k. Complaints involving harassing email shall be investigated by the Dean of Students or designee.
- Students who voluntarily withdraw from the University and have not completed their program degree or have not enrolled for more than one academic year, will have their email account closed at that time.
- m. Only designated University offices are eligible to send global student emails.
- Student email addresses shall not be provided for commercial purposes, personal gain or spamming.
- Applicants to the University should inform the Admissions and Recruitment office if there is a change in email address by submitting a letter with their name, date of birth, contact number requesting the University to utilize an alternate email address for communication.

2. Mail

- a. Students shall provide the University with a current mailing address.
- b. Students shall maintain their mailing address by updating it in MyCl.

(SA.07.008)

Death of a Student

The complete policy text can be found on the CI website at http://policy.csuci.edu/SA/01/SA.01.001.htm. (SA.01.001)

Disposition of Fees: Campus Emergency; Interim Suspension

Title 5, California Code of Regulations, § 41302

During periods of campus emergency, as determined by the President of the individual campus, the President may, after consultation with the Chancellor, place into immediate effect any emergency regulations, procedures, and other measures deemed necessary or appropriate to meet the emergency, safeguard persons and property, and maintain educational activities.

The President of the campus may place on probation, suspend, or expel a student for one or more of the causes enumerated in Section 41301. No fees or tuition paid by or for such student for the semester, quarter, or summer session in which he or she is suspended or expelled shall be refunded. If the student is readmitted before the close of the semester, quarter, or summer session in which he or she is suspended, no additional tuition or fees shall be required of the student on account of the suspension.

The President may immediately impose an interim suspension in all cases in which there is reasonable cause to believe that such an immediate suspension is required in order to protect lives or property and to insure the maintenance of order. A student so placed on interim suspension shall be given prompt notice of charges and the opportunity for a hearing within 10 days of the imposition of interim suspension. During the period of interim suspension, the student shall not, without prior written permission

of the President or designated representative, enter any campus of the California State University other than to attend the hearing. Violation of any condition of interim suspension shall be grounds for expulsion.

Immigration Requirements for Licensure

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (P.L. 104-193), also known as the Welfare Reform Act, includes provisions to eliminate eligibility for federal and state public benefits for certain categories of lawful immigrants as well as benefits for all illegal immigrants.

Students who will require a professional or commercial license provided by a local, state, or federal government agency in order to engage in an occupation for which the CSU may be training them must meet the immigration requirements of the Personal Responsibility and Work Opportunity Reconciliation Act to achieve licensure. Information concerning the regulation these requirements are available from Human Resources, (805) 437-8490.

Intellectual Property

The complete policy text can be found on the CI website at http://policy.csuci.edu/AA/01/AA.01.002.htm. (SP08-04)(AA.01.002)

Student Clubs and Organizations, Eligibility Requirements for Membership

Accountability

Dean of Students and the Vice President for Student Affairs.

Applicability

All enrolled students at CI

Definition(s)

Registered/Recognized — is defined as an approved status for student clubs and organizations.

 ${\it Club}$ — is defined as a registered or recognized group of students organized with a similar interest for a social, literary, athletic, political, or other common purpose.

Organization — is defined as a registered or recognized group of students organized for and acting towards a particular cause.

GPA — is defined as grade point average

Minor Student Representative Offices — is defined as student presidents and treasurers as well as any elected position in a registered or recognized club or organization.

Major Student Representative Offices — is defined as any elected position in one of the four ASI entities (Student Government, Student Programming Board, The Nautical yearbook and CI View student newspaper as well as the ASI Board

Club/Organization Member — is defined as a student in a general membership role without a specific title or job function.

Text

Eligibility Requirements will be reviewed each semester.

Minimum eligibility requirements to be a member of a club or organization at CI:

- Must be enrolled in no less than three units at CI
- Have an overall CI GPA of at least 2.0

- Be in good academic and behavioral standing (not on academic or disciplinary probation)
- Be free of any holds on University records

Minimum eligibility requirements for major and minor representatives of a club or organization at CI:

- Must be enrolled in no less than <u>6</u> units at CI (Undergraduates)
- Must be enrolled in no less than <u>3</u> units at CI (Postbaccalaureate)
- Have an overall CI GPA of at least 2.5 (Undergraduates)
- Have an overall CI GPA of at least 3.0 (Postbaccalaureate)
- Have an overall Transfer GPA of at least 2.5 (Transfers)
- Be in good academic and behavioral standing (not on academic or disciplinary probation)
- Be free of any holds on University records

Failure to meet the above requirements will result in the student member's removal from the Club/Organization's roster prior to the start of the next semester.

First time in college students without a Cl GPA cannot serve as officers, but may participate as general members their first semester. However, upon completion of their first semester they must follow the eligibility requirements outlined for general membership. Clubs/Organizations may impose more restrictive requirements in their constitution(s) or bylaws. (SA.21.002)

Student Conduct & Health

Academic Dishonesty

- Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.
- 2. Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.
- 3. Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned. The instructors will file incident reports with the Vice Presidents for Academic Affairs and for Student Affairs or their designees. These reports shall include a description of the alleged incident of academic dishonesty, any relevant documentation, and any recommendations for action that he/she deems appropriate.

- 4. The Vice President for Student Affairs shall maintain an Academic Dishonesty File of all cases of academic dishonesty with the appropriate documentation.
- Students may appeal any actions taken on charges of academic dishonesty to the "Academic Appeals Board."
- The Academic Appeals Board shall consist of faculty and at least one student.
- 7. Individuals may not participate as members of the Academic Appeals Board if they are participants in an appeal.
- 8. The decision of the Academic Appeals Board will be forwarded to the President of CI, whose decision is final. (SPO2-01)

Alcohol at CI

Accountability

For students: the Dean of Students; for staff: the Associate Vice President for Human Resources Programs; for faculty: the Associate Vice President for Faculty Affairs; for campus events and visitors: the University Police Department.

Applicability

All CI students, faculty, staff, tenants, and visitors, on-campus organizations, and off-campus sponsored organizations and events. This policy does not apply to University Glen residential areas. This policy does not supersede any provision within any CSU collective bargaining agreement.

Definition(s)

Alcoholic Beverage — Includes alcohol, spirits, liquor, wine, beer, and every liquid or solid containing alcohol, spirits, wine, or beer, and which contains one-half of one percent or more of alcohol by volume and which is fit for beverage purposes either alone or when diluted, mixed, or combined with other substances.

Sale — The exchanging of any consideration, either directly or indirectly, for an alcoholic beverage. The term "sale" also includes the imposition of any admission charge to, or any other charge for the event at which alcoholic beverages will be served exclusively to those who pay such charge. The term "consideration", as used above, includes money or tickets,

University Property — Any real property, land, facility, or annex property thereof, which is owned, leased, licensed, rented, used, or otherwise controlled by the University.

University-Sponsored Event — Any event, meeting, conference, party, or gathering that is conducted on University property or that is conducted or sponsored off campus by the University, or by a component thereof, or by an official, employee, or agent thereof, acting in his/her capacity as such, or by any club, team, or organization that is permitted to use the name of the University or that is officially affiliated with the University. Off-campus University-sponsored events typically include events funded by the University or the Foundation, or activities offered for academic credit to students.

Appropriate University Official — President, Provost, Vice Presidents, Deans, Directors and Police Officers.

Residence — Any leased apartment or dwelling space on University property (including but not limited to balconies, adjacent sidewalks, parking lots and yards).

Resident — Any person who rents, leases, or resides in a residence.

Student Housing Consumption Zone — Any apartment where all occupants have completed the required Alcohol Education Program, met with the Assistant Director of Housing and Residential Education or designee and has been granted full alcohol privileges.

Text

The intent of this policy is neither to encourage nor to endorse the use of alcoholic beverages, but to describe the permitted and prohibited use of alcoholic beverages on campus. The University is committed to maintaining an environment that is predominantly free of the use of alcoholic beverages and in full compliance with federal and state laws and CSU System-wide mandates and directives. Students, employees, or visitors who violate laws or University policies concerning alcoholic beverages shall be subject to criminal prosecution and/or institutional sanctions. Such sanctions may include behavioral probation, suspension, or termination/expulsion. For discipline, in case of conflict between this policy and any CBA, the language of the CBA is controlling.

Authorization for the Possession, Sale or Distribution of Alcoholic Beverages

An individual or group may not possess, consume, sell or distribute alcoholic beverages on CI property without the written approval from the President or designee.

On-campus Events

- Any sale, furnishing, use, or consumption of an alcoholic beverage in violation of state or federal law and/or CSU System-wide mandates and directives is prohibited.
- No minors shall be permitted to consume alcoholic beverages at any time. No person under twenty-one (21) years of age shall be in attendance where alcoholic beverages are being sold, furnished, used or consumed unless specific control procedures to prevent service to and consumption by minors is actively employed.
- Attendance at an approved event where alcohol is allowed shall be limited to members of the sponsoring organization and their invited guests. The event shall not be advertised or publicized as an event where alcoholic beverages are to be served.
- The University Chief of Police must be notified in advance of any event where 100 or more people are expected and alcohol is served.
- The sponsoring organization in charge of the approved event where alcohol is used or consumed is responsible for ensuring mechanisms are in place to comply with all applicable laws, regulations, University policies and procedures.
- No resident of Housing and Residential Education, 21 years of age or older, may possess or consume alcoholic beverages within his/her own residence, until the resident obtains alcohol privileges and the room has been designated as a Designated Consumption Zone (DCZ). Residents who have alcohol privileges may only exercise them in their own apartments/suites, or in apartments/ suites which have received authorization from Housing and Residential Education. Guests to Housing and Residential Education must have a resident host at all times. The resident is responsible for ensuring that their guest abides by all laws and policies, including the alcohol policy contained herein. Residents or guests under the age of 21 are not allowed to be present in a DCZ when alcohol consumption is taking place. This restriction does not apply to non-student employees of CI residing in Housing and Residential Education.

- Consumption of alcoholic beverages in a public area is prohibited, except where alcohol at an event is approved in advance by the President or the President's designee.
- Intoxication in any area of the University is prohibited.

Off-campus Events

- Any sale, furnishing, use or consumption of an alcoholic beverage, at any off-campus event sponsored by a registered/recognized student club or organization without prior approval by the President or designee is prohibited.
- Intoxication by any member of a University registered/ recognized student club or organization at any Universitysponsored off-campus event is prohibited.

Enforcement of the Policy on Alcohol

- On campus, the CI Police Department exercises police powers in enforcing state laws regarding alcoholic beverages. Violators may be referred to the District Attorney for prosecution. In addition to requesting prosecution under appropriate laws, the University may impose its own sanctions on the students and University employees consistent with the terms of the applicable collective bargaining agreement or Title 5 of the California Code of Regulations. Violation of the University Alcohol Policy by students for onand off-campus University events will be referred to the Dean of Students.
- Violation of the Housing and Residential Education alcohol
 policy as outlined in the Resident ABC Manual will be
 referred to the Assistant Director for Residential Education
 or his/her designee. Some alcohol violations in Housing
 and Residential Education may also be referred to the Dean
 of Students for adjudication through the University judicial
 process.
- Violations of University Alcohol Policy will be strictly enforced.

Marketing and Sales of Alcoholic Beverages

CSU Chancellor's Office Executive Order No. 966 prohibits
the sale of alcoholic beverages at any athletic event held
in University owned or operated facilities and limits alcohol
advertising to beer and wine on California State University
campuses in compliance with policy guidelines consistent
with the "Guidelines for Beverage Alcohol Marketing"
distributed by the National Inter-Association Task Force on
Alcohol Issues, a higher education coalition dedicated to the
responsible use and advertising of alcoholic beverages.
 (SA.03.003)

Drug-Free Campus and Workplace

Accountability

For Staff: AVP for Human Resources Programs

(805) 437-8425

Human Resources Manager

(805) 437-8826

For Faculty: AVP for Faculty Affairs

(805) 437-8485

For Students: Dean of Students

(805) 437-8512

Applicability

All students, faculty, staff, volunteers, members of the public, student assistants and vendors contracting with Cl including temporary employees and others who perform work for the benefit of Cl.

Definition(s)

Controlled Substances — Controlled substances are those substances defined in schedules I through V of the Controlled Substances Act, 21 U.S.C. §812, and by regulation at 21 C.F.R. §1308.

Illegal Substances — Illegal substances are controlled substances listed in the Controlled Substance Act which are obtained illegally.

Legal Substances — Legal substances are (1) controlled substances that are prescribed or administered by a licensed physician or health-care professional; (2) over-the-counter drugs; and (3) alcoholic beverages.

Text

CI is committed to providing a safe, healthy and productive work and academic environment for all its employees and students. Consistent with its concern for the well-being of its faculty, staff and students, it is the policy of the University to maintain a work and academic environment free from drug and alcohol abuse. The unlawful manufacture, distribution, dispensation, possession, sale, offer to sell, purchase, offer to purchase and/or unlawful use of controlled substances* or alcohol on the CI campus or its off-site locations, or as any part of its activities, is prohibited. Controlled substances include, but are not limited to, marijuana, heroin, cocaine, LSD, and amphetamines. In addition, employees are required to remain free from the influence of controlled substances or alcohol while on duty.

As a condition of employment, all employees of the CI (this includes faculty, staff and students) are required to comply with this policy. CI employees who violate this policy will be subject to disciplinary action up to and including discharge for cause. For those employees covered by a Collective Bargaining Agreement (CBA), the terms of the CBA shall be controlling.

An employee who is convicted of a criminal drug statute violation occurring in the workplace must, within five (5) calendar days after the conviction, notify CI of such conviction by informing Human Resources Programs at (805) 437-8425 or (805) 437-8490.

Persons who are not employees of CI, but who volunteer or perform work at the CI for its benefit (such as contractors and their employees, temporary employees provided by agencies, visitors engaged in joint projects at CI, etc.) are required to comply with this policy. Violation of this policy is likely to result in being barred from the workplace even for a first offense.

Counseling

Employee and Student Assistance Program

The primary focus of the Cl's substance abuse prevention program is education and counseling. As part of this program, Cl will continue to provide educational workshops for faculty, staff, and students, which will address the medical, health, psychological, social and legal ramifications of illicit drug and alcohol use. Cl's Employee Assistance Program (offered through PacifiCare at Confidential Phone Number at: 1-800-234-5465) and Personal Counseling Services will continue to provide information, evaluation, counseling and referral services to students of Cl seeking help with personal, emotional, substance abuse, or chemical dependency problems. To take advantage of these resources, contact the appropriate office listed below:

CI recognizes drug and alcohol dependency as treatable conditions and offers employee and student support programs for individuals with substance dependency problems. Employees are encouraged, but not required, to seek assistance for drug

and alcohol related problems through the confidential counseling provided through PacifiCare. Students may seek assistance from the Student Health and Counseling Center. The staff of Personal Counseling Services and the Student Health Services will assist students with identifying appropriate treatment resources and will refer them to counseling, treatment or rehabilitation programs, as appropriate. Information obtained regarding a student or employee during participation in any related program will be treated as confidential.

Students can reach the Student Health and Counseling Center at (805) 437-2088

Drug and Alcohol Awareness Program

CI has established and will maintain a drug and alcohol awareness program to educate employees and students about:

- 1. Cl's substance abuse policy;
- The dangers of drugs and alcohol in a work and academic environment;
- 3. Employee and Student Assistance Programs; and
- 4. Disciplinary action that may be imposed on employees for violations of this policy. (In the case of represented employees, the terms of the CBA prevail in matters of discipline).

On an annual basis, CI will distribute to all faculty, staff and students a copy of this policy.

You are encouraged to read carefully the following Substance Abuse Policy. This policy applies to all members of the CI community consistent with the requirements of the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendment of 1989. As a member of the CI community, you are expected to comply with all aspects of this policy.

If you have any questions regarding the policy or resources available, please feel free to contact the following individuals:

For Staff: AVP for Human Resources Programs

(805) 437-8425

Human Resources Manager

(805) 437-8826

For Faculty: AVP for Faculty Affairs

(805) 437-8485

For Students: Dean of Students

(805) 437-8512

CI Sanctions

CI will impose sanctions on individuals and/or organizations that violate this policy. These sanctions will be consistently enforced and penalties will depend on the severity of the offense. Penalties can include termination from CI and referral for prosecution for the most serious violations of the law and this policy. Disciplinary action may be invoked entirely apart from any civil or criminal penalties that the employee might incur. (FA.31.010)

Honor Code

Academic integrity is the responsibility of all members of the Cl community. We, as members of the university community, share equally in the responsibility to ensure that the Honor Code instills self-respect; fosters scholarship and achievement; builds habits of honesty; promotes ethical behavior; inspires mutual fellowship and respect; and confers prestige on Cl and members of the university community. All university community members should be familiar with the Honor Code. Students share with faculty and staff the responsibility of sustaining a climate of integrity. These values are to be maintained at all times.

A. Introduction

In a university community, there can be no doubt that honor and the pursuit of knowledge are inexorably intertwined.

An honor system must be believed in, supported, and administered by those who belong to it. Upon enrollment at CI, each student is automatically subject to the provisions of the Honor system. Each student has a duty to become familiar with the Honor Code and the provisions of the Honor system. Ignorance of what constitutes an Honor Code violation cannot be used as a defense in an honor hearing.

The Honor system at CI does not discriminate based upon race, color, religion, national origin, political affiliation, gender, sexual orientation, age, or disability.

A faculty or staff member may require examination, paper, and other written or electronically submitted assignment containing the following pledge or similar pledge approved by the faculty or staff member of the students submitting the work: "This work complies with the CI Honor Code." The pledge shall be signed by the students unless it is submitted electronically, in which case the faculty or staff member may require a different method of proof of a student's pledge.

B. The Honor Code

Students shall observe complete honesty in all academic matters. All students are strongly urged to ask their faculty or staff members to clarify what types of conduct are authorized or unauthorized in each course. Violations of the Honor Code include, but are not limited to, taking or attempting to take any of the following actions:

- Using unauthorized materials or receiving unauthorized assistance during an examination or in connection with any work done for academic credit. Unauthorized materials may include, but are not limited to, notes, textbooks, previous examinations, exhibits, experiments, papers, or other supplementary items.
- 2. Giving false or misleading information regarding an academic matter.
- Copying information from another student during an examination.
- Rendering unauthorized assistance to another student by knowingly permitting him or her to see or copy all or a portion of an examination or any work to be submitted for academic credit.
- Obtaining prior knowledge of examination materials including using copies of previously given examinations obtained from files maintained by various groups and organizations in an unauthorized manner.
- Providing or obtaining unauthorized copies of any portion of an examination or other course work.
- Using a commercially prepared paper or research project, or submitting for academic credit any work completed by someone else.
- 8. Falsifying or attempting to falsify class attendance records for oneself, or for someone else, or having another falsify attendance records on your behalf.
- 9. Falsifying material relating to course registration or grades, either for oneself or for someone else.
- Falsifying reasons why a student did not attend a required class or take a scheduled examination.
- 11. Taking an examination in the place of another student.
- Making unauthorized changes in any reported grade or on an official academic report form.

- 13. Falsifying data submitted for academic credit.
- 14. Collaborating in an unauthorized manner with one or more other students on an examination or any work submitted for academic credit.
- 15. Committing the act of plagiarism the deliberate copying, writing, or presenting as one's own the information, ideas, or phrasing of another person without proper acknowledgment of the true source.
- Using University resources in an academically dishonest manner.
- 17. Falsifying evidence, intimidating, or influencing someone in connection with an honor violation investigation, hearing, or appeal.

(SPO4-38)

Judicial Affairs

Accountability:

The Vice President for Student Affairs, Dean of Students and Judicial Officer(s)

Applicability:

An applicant, enrolled students, students between academic terms, graduates awaiting degrees, and students who withdraw from school while a disciplinary matter is pending.

Definition(s)

Campus and University - used interchangeably and both mean the California State University.

Member of the University Community — means California State University trustees, employees, students, and university guests who are on university property or at a university related activity.

Sexual Misconduct — means any non-consensual sexual intercourse, sexual assault, sexual exploitation, indecent exposure or attempt to commit any of these acts.

Student Conduct Code — means Section 41301 et seq. of Title 5 of the California Code of Regulations.

University Official — means any person employed by a campus, performing administrative or professional duties.

University Property — means:

- real or personal property in the possession, or under the control, of the Board of Trustees of the California State University, and
- all campus facilities whether utilized by the university or a campus auxiliary organization.

University Related Activity — means any event sponsored by, coordinated with, or directly affecting the university's regular functions.

Working Day — means any day of the academic year, summer session or special session, other than a Saturday, Sunday, or academic holiday as that term is defined in Section 42800 of Title 5 of the California Code of Regulations.

Preponderance — means evidence presented which establishes a majority (51%) in favor of one side or the other.

Text:

General Provisions

Student Conduct Administrator

Each campus president assigns a campus official or officials to be the Student Conduct Administrator, whose

responsibilities are to determine whether to initiate disciplinary action under the Student Conduct Code and to perform duties as prescribed in these procedures. Student conduct administrators serve at the pleasure of the president.

Hearing Officers

Each campus president appoints one or more persons to serve as Hearing Officers. They may be campus officials, attorneys licensed to practice in California, or administrative law judges from the Office of Administrative Hearings. Subordinates of the Student Conduct Administrator, persons with a conflict of interest in the matter, and percipient witnesses to the events giving rise to the case are ineligible to serve as Hearing Officers. The Hearing Officer conducts the hearing, determines whether a student has violated the Student Conduct Code and if so, recommends sanction(s).

Attorneys

Student Conduct proceedings are not meant to be formal court-like trials. Although university related sanctions may be imposed, the process is intended to provide an opportunity for learning. Each campus president determines as a matter of standing campus directive whether attorneys are permitted to be present in all or some campus proceedings. The president's determination regarding the presence of attorneys applies to both the student charged and the campus. Both the student and the campus can consult attorneys outside of the actual proceedings irrespective of the president's determination. Any person licensed to practice law is considered an attorney for this purpose. At CSU Channel Islands, attorneys are not permitted to be present at campus proceedings as advisors/representatives for the student or the campus.

Interpretation of the Code or Process

All issues regarding the hearing described under the section titled Proceedings below, except those specifically noted, are within the purview of the Hearing Officer for final determination. Questions of interpretation or application of the Student Conduct Code or this executive order are outside the purview of the Hearing Officer and are determined by the campus Vice President for Student Affairs or his or her designee.

Delegation of Duties

The duties of the president in these proceedings may be delegated to another campus official. **Designation has been granted to the Vice President for Student Affairs (VPSA) for all matters related to Judicial Affairs at CSU Channel Islands.

• Parallel Judicial Proceedings

Student Conduct Code proceedings are independent from other court proceedings. Student discipline may be instituted against a student also charged in civil or criminal courts based on the same facts that constitute the alleged violation of the Student Conduct Code. The university may proceed before, simultaneously with, or after any other judicial proceedings.

Time Lines

All times set in this executive order may be extended by the university when necessary. Extensions shall be determined by the Vice President for Student Affairs.

Proceedings

1. Investigation

 a. Whenever it appears that the Student Conduct Code has been violated, a complaint should be directed to the Student Conduct Administrator as soon as possible

- after the event takes place. The complaint can be oral or in writing.
- The Student Conduct Administrator investigates each complaint submitted and determines whether it is appropriate to charge a student with violation of the Student Conduct Code.

2. Conference

- a. The Student Conduct Administrator holds a conference with the student charged, and obtains his or her response to the alleged misconduct, except in instances where the student charged declines to cooperate, in which case the conference requirement is waived. The student may bring a person with him/her to advise him/her during the conference with the Student Conduct Administrator. The student's advisor is there to provide support and not to speak on behalf of the student. If agreement can be reached as to an appropriate disposition of the matter, it will be closed and the terms of the disposition shall be put in writing and signed by the student charged and the Student Conduct Administrator.
- b. If the student admits violating the Student Conduct Code but no agreement can be reached on an appropriate sanction, the student charged may request a hearing on the sanction only.

3. Notice of Hearing

- a. If the alleged violation of the Student Conduct Code
 is not resolved at the conference with the Student
 Conduct Administrator and the Student Conduct
 Administrator has determined that formal disciplinary
 action is appropriate, or if the student charged requests
 a hearing on the sanction only, the Student Conduct
 Administrator issues a Notice of Hearing.
 - The Notice is sent electronically to the charged student at the university assigned e-mail address linked to the account provided by the California State University (i.e., "xxx.edu.").
 - ii. Until June 30, 2010 the Notice is also served on the student charged in person, or by traceable mail (e.g., certified mail) to the last address that student has on record with the university. As of July 1, 2010, CSU Channel Islands utilizes dolphin email for all judicial related correspondence.
- b. The Notice of Hearing must include:
 - i. The section(s) of the Student Conduct Code that the student is charged with violating.
 - ii. A factual description of the student's conduct that forms the basis for the charge(s).
 - iii. The proposed sanction.
 - iv. Notification that neither the Hearing Officer nor the VPSA (as the president's designee) is bound by the proposed sanction, and either, or both, may set a more severe sanction.
 - v. The date, time and place of the hearing.
 - vi. The location on the campus where the student can view his or her discipline file, including the location (or copies) of the campus policies that were violated.
 - vii. Notification that the student may be accompanied at the hearing by an advisor as well as the campus directive regarding attorneys.
 - viii. Notification that the student can waive his/her right to a hearing by accepting the proposed sanction.

- ix. Notification of any immediate suspension and/or withdrawal of consent to remain on campus. (See section Interim Suspension below.)
- x. A copy of Executive Order 1043 or notice of where the student may obtain a copy. If consent to remain on campus has already been withdrawn by the time the Notice of Hearing is sent, a copy of the executive order must be enclosed along with any other campus policy referenced in the Notice of Hearing.
- c. The Notice of Hearing is sent to the student at least 10 working days before the hearing.
- d. The charges stated in the Notice of Hearing may be amended at any time. If an amendment would require the student to prepare a different response, the student may request a postponement of the hearing for a reasonable period of time. If the charges are amended after a hearing is underway, the Hearing Officer may postpone the hearing for a reasonable period of time.

4. Hearing

- a. The hearing is closed to all persons except the Hearing Officer, the student charged, the Student Conduct Administrator, one advisor for the student charged, one advisor for the Student Conduct Administrator, appropriate witnesses during the time that they are testifying (including a support person for alleged victims of sexual or physical assault, see section g below), and one person to assist the Hearing Officer in recording the hearing. A police or security officer may also be present if deemed appropriate by the Vice President for Student Affairs. The university will cooperate in providing employee witnesses wherever possible, provided that they are identified at least two working days before the hearing.
- b. The student may be accompanied by one advisor of his or her choice to provide support but not to speak on behalf of the student. Hearing dates will not be changed because of the schedule of the advisor for the student charaed.
- c. The Student Conduct Administrator may also be accompanied by one advisor. Hearings are intended to be educational rather than adversarial. The Hearing Officer runs the hearing. The student charged and the Student Conduct Administrator each put on the evidence in their case in whatever manner the Hearing Officer deems appropriate and may each ask questions of the witnesses. The Hearing Officer may also ask questions of any witness, the student charged or the Student Conduct Administrator.
- d. Formal rules of evidence applied in courtroom proceedings do not apply in the hearing (e.g., California Evidence Code). All information that responsible persons are accustomed to rely upon in the conduct of serious affairs including hearsay is considered. Unduly repetitive information may be excluded. The Hearing Officer bases his/her decision only on the information received at the hearing.
- e. The Hearing Officer makes an official audio recording of the hearing. S/he can have someone present to operate any equipment necessary to make the recording. The recording is the property of the university. No other recording of the hearing is permitted.

- f. If the student charged fails to appear at the hearing, the hearing proceeds without him/her. The decision, like every other hearing decision, must be based on the information presented. The student charged may not be found to have violated the Student Conduct Code solely because he/she failed to appear at the hearing.
- g. In cases involving a charge of sexual or physical misconduct, the alleged victim may be accompanied at the hearing by another person. This person is for support only, and is not permitted to participate in the hearing. Questions of the alleged victim are limited to the incident upon which the charge is based and the events surrounding that charge, and may not delve into past sexual behaviors of the alleged victim.
- h. The Hearing Officer is responsible for maintaining order during the hearing and makes whatever rulings are necessary to ensure a fair hearing. Abusive behavior is not tolerated. The Hearing Officer may eject or exclude anyone who refuses to be orderly, including the student charged.
- The Hearing Officer's decisions regarding procedural issues are final.
- j. Where there is more than one student charged arising out of a single occurrence, or related multiple occurrences, the Student Conduct Administrator and the students charged may agree to a single hearing for all of the students. A charged student may request consolidation of his/her case with others. The Student Conduct Administrator makes consolidation decisions, which are subject to review by the Hearing Officer and thereafter are final. The separation of one or more cases from a case previously set for a consolidated hearing shall not be considered to affect the other cases.
- k. At any time during the hearing, the student charged may waive the right to a hearing and accept the proposed sanction. Such a waiver must be in writing.

Standard of Proof and Recommendation of the Hearing Officer

- a. The Hearing Officer makes decisions only on information presented at the hearing. After the hearing the Hearing Officer makes findings of fact and conclusions about whether the information presented constitutes a violation of the Student Conduct Code. The standard for the Hearing Officer's decision is whether the university's charge is sustained by a preponderance of the evidence. It is the university's burden to show that it is "more likely than not" that the student violated the Student Conduct Code.
- b. The Hearing Officer submits a written report of his/ her findings and conclusions to the VPSA (as the president's designee), along with any appropriate recommended sanction. This report is submitted within ten working days after the hearing.

6. The Final Decision

a. The VPSA (as the president's designee) reviews the Hearing Officer's report and issues a final decision. The VPSA (as the president's designee) may impose the sanction recommended, adopt a different sanction, reject sanctions altogether, or refer the matter back for further findings on specified issues. If the VPSA (as the president's designee) adopts a more severe sanction

- than what is recommended by the Hearing Officer, the VPSA (as the president's designee) must set forth the reasons in the final decision letter. The VPSAs (as the president's designee) final decision letter is issued within five working days after receipt of the Hearing Officer's report.
- b. The VPSA (as the president's designee) sends notice of his/her decision electronically to the charged student at the university assigned e-mail address linked to the account provided by the California State University (i.e., "xxx.edu.").
- c. Until June 30, 2010 the notice of decision is also sent by personal delivery or through traceable mail (e.g., certified mail) to the last address that student had on record with the university. After the decision has been sent the Hearing Officer's report is available for review by the student charged within a reasonable time upon request.
- 7. Notice to Victims of Crimes of Violence and Sex Offenses In cases involving a "crime of violence" [A "crime of violence" includes: arson, assault offenses, burglary, criminal homicide (manslaughter by negligence), criminal homicide (murder and non-negligent manslaughter), destruction/ damage/vandalism of property, kidnapping/abduction, robbery, and forcible and non-forcible sex offenses. 99 C.F.R. § 99.39.], the university may notify the alleged victim(s) of the final results of a hearing as it relates to those charges regardless of whether or not the charges are sustained. (34 C.F.R. § 99.31 et seq.) 1 If the alleged victim of a "crime of violence" makes a written request for the results of the proceeding the university must provide the outcome of the proceeding related to that charge. Similarly, where the charge relates to a sexual assault the university must notify the alleged victim of the outcome of the proceeding (20 U.S.C. § 1092). This information is only given to the victim(s) and includes the name of the accused student, any violation alleged committed, and any sanction(s) imposed on that student (20 U.S.C. § 1232g).

Sanctions

The following sanctions may be imposed for violation of the Student Conduct Code:

- a. Restitution Compensation for loss, damages or injury.
 This may include appropriate service and/or monetary material replacement.
- b. Loss of Financial Aid Consistent with California Education Code Sections 69810 et seq., scholarships, loans, grants, fellowships and any other types of state financial aid given or guaranteed for the purposes of academic assistance can be conditioned, limited, cancelled or denied.
- c. Educational and Remedial Sanctions Assignments, such as work, research, essays, service to the university or the community, training, counseling, or other assignments intended to discourage a repeat of the misconduct or as deemed appropriate based upon the nature of the violation.
- d. Denial of Access to Campus A designated period of time during which the student is not permitted on university property or specified areas of campus. (See California Penal Code § 626.2.)
- e. Disciplinary Probation A designated period of time

during which privileges of continuing in student status are conditioned upon future behavior. Conditions may include, for example, the potential loss of specified privileges to which a current student would otherwise be entitled, or the probability of more severe disciplinary sanctions if the student is found to violate any university rule during the probationary period.

- f. Suspension Separation of the student from CSU student status for a certain period of time, after which the student is eligible to reapply to the university. Conditions for readmission may be specified.
- g. Expulsion Permanent separation of the student from CSU student status from the California State University system.
- h. Admission or Readmission Admission or readmission to the California State University may be qualified, revoked or denied to any person found to have violated the Student Conduct Code.

In addition to the sanctions referenced under Article V of Executive Order 1043 and in this policy under the section titled Sanctions, CSU Channel Islands may impose the following University-recognized sanctions:

- a. Oral Disciplinary Warning An oral disciplinary warning is an official warning that the student's behavior is in violation of the CI Student Code of Conduct. The oral warning is the least severe of all the sanctions and will be documented in the student's disciplinary file. If the student is found to be in violation of a second charge, subsequent action may be more severe.
- b. Written Disciplinary Warning A written disciplinary warning is an official reprimand for violations of specified University policies or campus regulations. The written warning is placed in the students' file for a specified period of time. The warning is then removed if the student does not commit any further violations during the specified time. If the student is found to be in violation of a second charge, subsequent action may be more severe.
- c. *Multiple Sanctions* More than one sanction may be imposed for a single violation.
- d. Good Standing A student is not considered to be in good standing for purposes of admission to the California State University while under a sanction of suspension, or expulsion, or while his or her admission or readmission has been qualified (Section 40601 (g) of Title 5 of the California Code of Regulations).
- e. Administrative Hold and Withholding a

 Degree The university may place an administrative hold on registration transactions and release of records and transcripts of a student who has been sent a Notice of Hearing and may withhold awarding a degree otherwise earned until the completion of the process set forth in the Student Conduct Code, including the completion of all sanctions imposed.
- f. Record of Discipline Disciplinary probation is entered on a student's transcript, with beginning and end date, for the period of time that the probation is in effect. Suspension is entered on the student's transcript, with beginning and end date, for the period of time that the suspension is in effect, but remains on the transcript permanently if the suspension is for longer

than one academic year. Expulsion is entered on the student's transcript permanently along with the date it takes effect.

Interim Suspension

1. Grounds

The VPSA (as the president's designee) may impose an interim suspension where there is reasonable cause to believe that separation of a student is necessary to protect the personal safety of persons within the university community, property of the university or to ensure the maintenance of order (Section 41302 of Title 5 of the California Code of Regulations).

2. Notice and Opportunity for Hearing

A student placed on interim suspension is given prompt notice of the charges pending against him or her as enumerated in Section 41301 of Title 5 of the California Code of Regulations and a factual description of the conduct alleged to form their basis. The opportunity for a hearing within ten working days of the imposition of the suspension is also required. (Section 41302 of Title 5 of the California Code of Regulations). Where a timely request is made, a hearing will be held to determine whether continued suspension is required to protect personal safety or property or to ensure the maintenance of order. This hearing may also serve as the disciplinary hearing in accordance with the procedures outlined in Article IV, provided that proper notice has been given. The hearing is conducted pursuant to the provisions of Article IV, Section 4 of these procedures. If the university proves that there is reasonable cause for the interim suspension to continue it shall remain in effect until the university closes the disciplinary matter, whether by settlement, final decision or dropped charges, but in no case longer than the VPSA (as the president's designee) has determined is required to protect the personal safety of persons within the university community, property of the university or to ensure the maintenance of order.

3. Denial of Presence on Campus

During the period of an interim suspension, the student charged may not, without prior written permission from his/her campus VPSA (as the president's designee), enter any campus of the California State University other than to attend the hearing regarding the merits of his/her suspension. Violation of any condition of interim suspension shall be grounds for expulsion (Section 41302 of Title 5 of the California Code of Regulations).

Conduct by Applicants for Admission

Admission or readmission may be qualified, revoked or denied to any person who commits acts that would be the basis for disciplinary proceedings pursuant to these procedures. Qualified admission or denial of admission in such case shall be determined by a hearing held pursuant to Article IV of these procedures. (SA.11.003)

Student Conduct

Student Conduct

Title 5, California Code of Regulations, §41301. Standards for Student Conduct.

A. Campus Community Values

1. The University is committed to maintaining a safe and healthy living and learning environment for students,

faculty, and staff. Each member of the campus community should choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life.

B. Grounds for Student Discipline

Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences. The following are the grounds upon which student discipline can be based:

1. Dishonesty, including:

- a. Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.
- b. Furnishing false information to a University official, faculty member, or campus office.
- c. Forgery, alteration, or misuse of a University document, key, or identification instrument.
- d. Misrepresenting ones' self to be an authorized agent of the University or one of its auxiliaries.
- 2. Unauthorized entry into, presence in, use of, or misuse of University property.
- 3. Willful, material and substantial disruption or obstruction of a University-related activity, or any on-campus activity.
- Participating in an activity that substantially and materially disrupts the normal operations of the University, or infringes on the rights of members of the University community.
- Willful, material and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus University related activity.
- 6. Disorderly, lewd, indecent, or obscene behavior at a University related activity, or directed toward a member of the University community.
- 7. Conduct that threatens or endangers the health or safety of any person within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.
- 8. Hazing, or conspiracy to haze. Hazing is defined as any method of initiation or pre-initiation into a student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student of any school, community college, college, university or other educational institution in this state (Penal Code 245.6), and in addition, any act likely to cause physical harm, personal degradation or disgrace resulting in physical or mental harm, to any former, current, or prospective student of any school, community college, college, university or other educational institution. The term "hazing" does not include customary athletic events or school sanctioned events. Neither the express or implied consent of a victim of hazing, nor the lack of active participation in a particular hazing incident is a defense. Apathy or acquiescence in the presence of hazing is not a neutral

- act, and is also a violation of this section.
- Use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia, (except as expressly permitted by law and University regulations) or the misuse of legal pharmaceutical drugs.
- 10. Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and University regulations), or public intoxication while on campus or at a University related activity.
- Theft of property or services from the University community, or misappropriation of University resources.
- Unauthorized destruction, or damage to University property or other property in the University community.
- 13. Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals (without the prior authorization of the campus president) on campus or at a University related activity.
- 14. Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.
- 15. Misuse of computer facilities or resources, including:
 - a. Unauthorized entry into a file, for any purpose.
 - b. Unauthorized transfer of a file.
 - c. Use of another's identification or password.
 - d. Use of computing facilities, campus network, or other resources to interfere with the work of another member of the University community.
 - e. Use of computing facilities and resources to send obscene or intimidating and abusive messages.
 - f. Use of computing facilities and resources to interfere with normal University operations.
 - g. Use of computing facilities and resources in violation of copyright laws.
 - h. Violation of a campus computer use policy.
- 16. Violation of any published University policy, rule, regulation or presidential order.
- 17. Failure to comply with directions or interference with any University official or any public safety officer while acting in the performance of his/her duties.
- 18. Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well being of members of the University community, to property within the University community or poses a significant threat of disruption or interference with University operations.
- 19. Violation of the Student Conduct Procedures, including:
 - Falsification, distortion, or misrepresentation of information related to a student discipline matter.
 - b. Disruption or interference with the orderly progress of a student discipline proceeding.
 - c. Initiation of a student discipline proceeding in bad
 - d. Attempting to discourage another from participating in the student discipline matter.
 - e. Attempting to influence the impartiality of any participant in a student discipline matter.
 - f. Verbal or physical harassment or intimidation of any participant in a student discipline matter.
 - g. Failure to comply with the sanction(s) imposed under a student discipline proceeding.

20. Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

C. Procedures for Enforcing This Code

The Chancellor shall adopt procedures to ensure students are afforded appropriate notice and an opportunity to be heard before the University imposes any sanction for a violation of the Student Conduct Code.

D. Application of This Code

Sanctions for the conduct listed above can be imposed on applicants, enrolled students, students between academic terms, graduates awaiting degrees, and students who withdraw from school while a disciplinary matter is pending. Conduct that threatens the safety or security of the campus community, or substantially disrupts the functions or operation of the University is within the jurisdiction of this Article regardless of whether it occurs on or off campus. Nothing in this Code may conflict with Education Code Section 66301 that prohibits disciplinary action against students based on behavior protected by the First Amendment.

E. Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

As referenced earlier in Section XXI, Student Conduct (15) (G) the penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

Student Privacy

Family Educational Rights and Privacy Act (FERPA)

Accountability

This policy designates the Vice President for Student Affairs, or designee, as the Compliance Officer for the University. This policy also clarifies secondary roles and responsibilities in University procedures for ensuring compliance. The Custodian of Education Records will vary, based on the type of record, as listed in the following page.

Applicability

All students who are attending or have attended CI.

Education Records

Types	Locations	Custodians		
Academic (e.g., transcript, transfer work, class schedule, degree requirements, probation, petitions, etc.)	Records & Registration Sage Hall	University Registrar		
Disciplinary/ Student Life	Judicial Affairs Bell Tower	Dean of Students		
Financial Aid	Financial Aid Sage Hall	Director of Financial Aid		
Student Housing, Tenant and Disciplinary	Housing & Residential Education Santa Cruz Village	Director of Housing and Residential Education		
Student Accounts	Student Financial Services Lindero Hall	Vice President for Finance & Administration		
Placement	Placement Career Development Services Bell Tower			
Student Payroll	Human Resources Solano Hall	Associate VP for HRP		
Public Safety	Transportation & Parking Services Placer Hall	Chief of Police		
Occasional (e.g., Correspondence in office not listed above)	University staff who will direct the student to the location that maintains records	University Registrar		

Definition(s)

For the purposes of this policy:

Student - Any person who enrolls or has been enrolled CI.

Third Parties — Non-university persons or entities.

University — Hereafter in this document a reference to Cl.

University Official — University employees who have a legitimate educational interest in the records.

Education Records — Any record (in handwriting, print, tapes, film or other medium) maintained by Cl, or an agent of the University, which is directly related to a student except:

- A personal record kept by a staff member, if it is kept in the personal possession of the individual who made the record, and information contained in the record has never been revealed or made available to any other person except the maker's temporary substitute.
- An employment record of an individual whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individual's employment.
- Records maintained by the University's Student Health Services, Personal Counseling Services, or Disability Resource Programs offices if the records are used only for treatment of a student and made available only to those persons providing treatment.

4. Alumni records which contain information about a student after he or she is no longer in attendance at the University and the records do not relate to the person as a student.

Legitimate Educational Interest — a school official has a legitimate educational interest in the protected education records, a legal "right to know" if the official is:

- 1. Performing a task that is specified in his or her position description or contract agreement: related to a student's education; or related to the discipline of a student.
- Providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement or financial aid.
- 3. Maintaining the safety and security of the campus.

The custodian of record as designated in the "Accountability" section, above, will determine whether a legitimate educational interest exists, whether the school official has a legal right to know, on a case-by-case basis. When the custodian has any question regarding the request, the custodian should withhold disclosure unless the custodian obtains written consent from the student or the concurrence of a supervisor or other appropriate official that the record may be released.

Text

CI is committed to meeting the provisions established in the Family Educational Rights and Privacy Act (FERPA), which protects the rights of students who are enrolled or who were previously enrolled at the University.

Annual Notification

The University will notify currently enrolled students of their rights under FERPA by publishing a notice in the university catalog, and on the CI website.

Disclosure of Education Records to Student

A. Procedure of Students to Inspect Their Education Records

To inspect or review an education record, a student must submit a written request to the University Registrar. If students wish to inspect their student conduct records, the written request must be submitted to the Dean of Students. The student must sign the request; describe the specific records to be reviewed; and must set forth the name under which the student attended the University, the student's ID number, and the student's last date of attendance. Proper picture identification must be presented before the documents may be reviewed. The custodian of record, or the custodian's designee, may waive the requirement for a written request. For example, the custodian of record for the student account may waive the requirement for a written request when the student requests a copy of the current bill.

The custodian of record or an appropriate designee will make the needed arrangements for access as promptly as possible and advise the student when and where the records will be available for inspection. Access will be given within 45 days or less after receipt of the written request.

Some student records may be destroyed (per the records retention policy) and therefore, the file may not exist for the student to inspect.

B. Right of University to Refuse Access

The University reserves the right to refuse permission to the inspection and review of:

- a. Financial statements of the student's parents;
- b. Confidential letters and confidential statements of recommendation placed in the education record before January 1, 1975, if the student has waived his or her right to inspect and review those letters and statements, and the letters and statements relate to the student's admission to an educational institution, application for employment, or receipt of an honor or honorary recognition; or
- c. Confidential letters and confidential statements placed in the education record after January 1, 1975 for which the student has waived the right of access in writing for admission, employment, or receipt of an honor or honorary recognition, except when these documents have been used for any purpose other than that for which they were originally intended; and
- Documents excluded from the FERPA definition of education records (such as those listed in the "Definitions" section above.)

C. Refusal to Provide Copies

The University reserves the right not to provide copies of transcripts it has received from other education institutions. It also reserves the right to deny copies of the University transcripts if the student has an unpaid financial obligation to the University.

D. Request for Copies

If health reasons or extreme distance from the University prevents the student from inspecting the education record, then copies of the specific education record requested will be mailed to the student. The student must pay all copying expenses in advance of the release of the record. The requirement of a written request will not be waived in these circumstances.

Disclosure of Education Records to Other Than the Student to Whom the Record Pertains

A. Disclosure of Education Records to University Officials
The University will disclose information from a student's
education records to University officials who have a
legitimate educational interest in the records.

A University official has a legitimate educational interest if the official is:

- a. Performing a task or service specified in the official's position description or contract;
- Performing an instructional task directly related to the student's education;
- c. Performing a task related to the discipline of a student;
- Performing as a faculty advisor, program director or dean; (this pertains exclusively to access to the student's academic records);
- e. Providing a service or benefit relating to the student, including, but not limited to, health care, counseling, job placement, financial aid, or health and safety emergency.

B. Disclosure to Others

CI may disclose information from a student's education records to other than University officials only with written consent of the student, except:

- To officials of another school where the student seeks or intends to enroll:
- b. To certain authorized government representatives;
- In connection with the student's financial aid request or award and the information is necessary for certain purposes set forth in the regulations;
- d. To organizations conducting studies for or on behalf of the University;
- To accrediting organizations to carry out their accrediting function;
- To comply with a judicial order or lawfully issued subpoena and the University has made reasonable effort to notify the student of the order or subpoena in advance of compliance;
- g. To appropriate parties in a health or safety emergency;
- h. To victims of crimes of violence or of a non-forcible sex offense who requests the final results of a disciplinary review process held by the institution against the perpetrator on account of the crime or offense.
- In connection with the University's obligation to respond to a request from military recruiters made under the Solomon Amendment.

C. Records of Requests for Disclosure to Individuals Other Than the Student or University Officials

A record will be maintained of all requests for access to and disclosures of information from the education records of each student except as stated below. The record will indicate the name of the party making the request, any additional party to whom it may be disclosed and the party's legitimate interest in requesting or obtaining the information. The record may be reviewed by the student. A record of disclosures does not need be kept if those disclosures were made to the student, a University official with legitimate educational interests, a party with written consent from the student, or a party seeking directory information.

D. Directory Information

The University designates the following items as directory information:

- a. Student's name
- b. University assigned e-mail address
- c. Major field of study
- d. Dates of attendance
- e. Full-time or part-time status
- f. Degrees, awards, and honors received
- g. Dates degrees conferred
- h. Participation in officially recognized activities and sports
- i. Weight and height of members of athletic teams

For Student Employees:

- j. Department where employed
- Employee Status (i.e. Graduate Assistant, Instructional Student Assistant, Teaching Associate)

Directory information may be released without prior written approval unless notified in writing by the student that all information is to be held in confidence by the University. Requests to withhold directory information should be sent in writing to the University Registrar. The student's records will be kept confidential until the student requests in writing that the confidentiality hold be removed.

E. Challenge and Correction of Education Records

Students have the right to ask to have education records corrected that they believe are inaccurate, misleading, or in violation of the privacy or other rights of the student. The following are the procedures for correcting the records.

- The student must request an informal discussion of the questionable item with the custodian of record, who will determine whether to comply.
- b. If the student is not satisfied with the result and still wishes to have the record corrected, the student must submit a written request for a change in the education record. This written request must state why the education record is inaccurate, misleading or violates the privacy or other rights of the student. This request must be given to the Vice President for Student Affairs (VPSA). The VPSA will then forward the request to the appropriate division vice president for review.
- c. Upon receipt of the request, the appropriate division vice president shall obtain a written statement from the records custodian that explains why the request for the change in the education record was denied at the informal stage.
- d. After a review, the appropriate division vice president will notify the student whether or not the University will comply with the requested change. If not, the appropriate division vice president will notify the student of the right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's rights. A copy of this communication will be sent to the Vice President for Student Affairs.
- e. Upon receiving a written request for a hearing the Vice President for Student Affairs shall arrange for a hearing within thirty (30) working days after receipt of the request. The student shall be notified at least fifteen (15) working days in advance of the date, time and place of the hearing. The right to a hearing does not include any right to challenge the appropriateness of a grade determined by an instructor. The Vice President for Student Affairs or the Dean of Students can apprise students of the appropriate process for challenging a grade.
- f. The President shall appoint a Hearing Officer to conduct a hearing. The Hearing Officer shall be a disinterested party; however, the Hearing Officer may be an official of the University. The student will be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. In accordance with University policy, attorneys will not be permitted to attend the hearing.
- g. The Hearing Officer will submit a written decision to the Vice President for Student Affairs (VPSA) based on the evidence presented at the hearing. The VPSA

- will communicate the decision in writing to the student within fifteen (15) days after the hearing.
- h. If the University's decision is that the challenged information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, the record will be amended accordingly and the student will be notified in writing by the Vice President for Student Affairs of the amendment.
- i. If the University's decision is that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, the Vice President for Student Affairs will inform the student of the right to place a statement in the record commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision. This statement will be maintained as part of the education record as long as that record is maintained, and the statement will be disclosed whenever the University discloses the portion of the record to which the statement relates. The Hearing Officer's decision is final.

F. Compliance with FERPA

A student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address for the office that administers FERPA is:

Family Policy Compliance Office U.S. Department of Education 400 Maryland Ave. SW Washington, DC 20202-4605

G. Periodic Review of Campus Information Management Practices

Per California State University Executive Order No. 796, a periodic review of campus information management practices concerning student records will be conducted at least every two years or more often as the need arises.

- a. The campus Compliance Officer will have the responsibility for ensuring that the periodic review is conducted and that appropriate reports resulting from these reviews be submitted to the President to be forwarded to the Chancellor's Office.
- Any recommended changes to the policy and/or its procedures will be the responsibility of the Compliance Officer to complete in consultation with designated records custodians.

(SA.16.003)

Privacy Rights of Students in Education Records

The federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g) and regulations adopted there under (34 C.F.R. 99) set out requirements designed to protect students' privacy in their records maintained by the campus. The statute and regulations govern access to certain student records maintained by the campus and the release of such records. The law provides that the campus must give students access to most records directly related to the student, and must also provide opportunity for a hearing to challenge the records if the student claims they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under this law does not include any right to challenge the appropriateness of a grade

determined by the instructor. The law generally requires the institution to receive a student's written consent before releasing personally identifiable data about the student. The institution has adopted a set of policies and procedures governing implementation of the statute and the regulations. Copies of these policies and procedures may be obtained at Enrollment Services. Among the types of information included in the campus statement of policies and procedures are: (1) the types of student records maintained and the information they contain; (2) the official responsible for maintaining each type of record; (3) the location of access lists indicating persons requesting or receiving information from the record; (4) policies for reviewing and expunging records; (5) student access rights to their records; (6) the procedures for challenging the content of student records; (7) the cost to be charged for reproducing copies of records; and (8) the right of the student to file a complaint with the Department of Education. The Department of Education has established an office and review board to investigate complaints and adjudicate violations. The designated office is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920.

The campus is authorized under the Act to release "directory information" concerning students. "Directory information" may include the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, grade level, enrollment status, degrees, honors, and awards received, and the most recent previous educational agency or institution attended by the student. The above-designated information is subject to release by the campus at any time unless the campus has received prior written objection from the student specifying what information the student requests not be released. Written objections should be sent to the University Registrar.

The campus is authorized to provide access to student records to campus officials and employees who have legitimate educational interests in such access. These persons have responsibilities in the campus's academic, administrative or service functions and have reason for accessing student records associated with their campus or other related academic responsibilities. Student records may also be disclosed to other persons or organizations under certain conditions (e.g., as part of the accreditation or program evaluation; in response to a court order or subpoena; in connection with financial aid; or to other institutions to which the student is transferring).

Social Security Number, Uses of

Applicants are required to include their correct social security numbers in designated places on applications for admission pursuant to the authority contained in Section 41201, Title 5, California Code of Regulations, and Section 6109 of the Internal Revenue Code (26 U.S.C. 6109). The University uses the social security number to identify students and their records including identification for purposes of financial aid eligibility and disbursement and the repayment of financial aid and other debts payable to the institution. Also, the Internal Revenue Service requires the University to file information returns that include the student's social security number and other information such as the amount paid for qualified tuition, related expenses, and interest on educational loans. This information is used by the IRS to help determine whether a student, or a person claiming a student as a dependent, may take a credit or deduction to reduce federal income taxes.

SECTION 8 Academic Affairs



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DIVISION OF ACADEMIC AFFAIRS

Provost & Vice President for Academic Affairs

Bell Tower West, Room 2188 (805) 437-8441

The Provost & Vice President for Academic Affairs is charged with the overall administration of all academic units in the context of the University as a whole. The Provost provides direction regarding accreditation, faculty selection, evaluation, and performance; is responsible for analysis of the division's academic programs, policies, and procedures; and directs studies on major operational concerns. The Provost consults with the Academic Senate and University committees in order to maintain institutional focus on the campus mission and to enhance student learning. Among the academic offices reporting to the Provost are the Dean of the Faculty, the Dean of the University Library, the Dean of Extended University, Faculty Affairs, Research & Sponsored Programs, Institutional Assessment, Academic Resources, Academic Programs and Planning, and Institutional Research.

Program Areas and Schools

Applied Physics

Bell Tower West, Room 2199 (805) 437-8815

Art

Napa Hall, Room 1154 (805) 437-8570

Biology

Aliso Hall, Room 103 (805) 437-2779

Chemistry

Aliso Hall, Room 103 (805) 437-2779

Chicana/o Studies

Sage Hall, Room 2047 (805) 437-3139

Communication

Bell Tower West, Room 1165 (805) 437-3253

Computer Science

Bell Tower West, Room 2199 (805) 437-8815

English: Literature and Writing

Bell Tower West, Room 1199 (805) 437-3272

Environmental Science and Resource Management

Bell Tower West, Room 1165 (805)437-3253

History

Sage Hall, Room 2047 (805) 437-3139

Mathematics

Bell Tower West, Room 2199 (805) 437-8815

Nursing

Solano Hall, Room 1162 (805) 437-3307

Performing Arts

Napa Hall, Room 1154 (805) 437-8570

Political Science

Sage Hall, Room 2047 (805) 437-3139

Psychology

Sage Hall, Room 2139 (805) 437-8835

Sociology

Sage Hall, Room 2047 (805) 437-3139

Spanish

Bell Tower West, Room 1165 (805) 437-3253

Martin V. Smith School of Business & Economics

Sage Hall, Room 2029 (805) 437-8545

School of Education
Liberal Studies
Early Childhood Studies
Teaching Credentials

Bell Tower East, Room 2816 (805) 437-8594

Academic Programs & Planning

Sage Hall, Room 2053 805 437-8540

Academic Programs & Planning has responsibility for developing and updating the campus academic master plan and facilitating proposals for new degrees and programs. The office coordinates academic planning with enrollment management, assessment, and physical space planning, and coordinates relations with the Chancellor's Office on academic plans and program reviews.

With respect to academic programs, the office assists Academic Senate committees in their work on course and program development and modification. It directs the CSU Pre-doctoral Program and the Chancellor's Doctoral Incentive program on campus.

The office supports the Program Assessment and Review committee in its work on program assessment, self-studies, and external review of the University's majors.

Advising Center

Bell Tower, Room 1595 (805) 437-8571 www.csuci.edu/academics/advising

At CI, the role of advising is shared with faculty advisors and professional advisors. Academic advising is a continuous process that supports students throughout their academic journey at the University. Students are ultimately responsible for their education planning and meeting all graduation requirements.

Students need to be familiar with the University catalog policies and major and degree policies. To ensure academic success and to remain on course, students are encouraged to maintain regular contact with academic advisors.

Academic advisors in the Advising Center provide guidance with general education and graduation requirements, monitoring of the student's degree progress, undeclared major advising, clarification of academic probation policies, and other institutional policies and procedures. In addition to taking advantage of the center's professional academic advisors, students can develop a mentoring relationship with a faculty advisor upon declaration of a major. Faculty advisors assist students with clarification of major requirements and assist students with internship and career opportunities.

Students may call or stop by the Advising Center check-in counter to schedule an appointment with one of our professional academic advisors. Major faculty advisors are available on a walk-in basis or by appointment. For faculty advisor availability and office locations, please check the Advising Center lobby display case. Advisors are busiest during registration periods and the first few weeks of the semester. Students are encouraged to schedule advising sessions during non-peak times. The Advising Center hours are: Monday – Thursday, 8:30 a.m. – 6 p.m.; Friday, 8 a.m. – 5 p.m.

Centers and Institutes

Center for Community Engagement

Lindero Hall, Room 3214 (805) 437-8851

http://www.csuci.edu/servicelearning/

The Center for Community Engagement is charged with fostering a learning community that facilitates civic engagement in our local and global communities, and that addresses societal challenges through long-term sustainable partnerships.

The office serves as a resource and support for faculty, community partners and students engaged in service learning. The office supports the University's mission by promoting civic engagement and service-learning initiatives in the local and global communities for mutual, positive benefit.

The four strategic directions include:

- Institutionalizing the Center mission throughout the educational experience;
- Facilitating University/Community dialogue about societal challenges;
- Creating an optimal Center organizational structure for all stakeholders; and
- Designing and implementing Center communication campaigns.

Center for Integrative Studies

http://www.csuci.edu/cis

The mission of the Center for Integrative Studies is to serve as an organized source of information and support for integrative and interdisciplinary approaches to the creation, discovery, transmission and application of knowledge.

The goals of the Center for Integrative Studies are to:

 Create the infrastructure for integrative and interdisciplinary teaching and learning;

- Design and implement programs and curricula that promote integrative and interdisciplinary understanding for students in all fields of study;
- Assist faculty in developing the integrative and interdisciplinary dimensions of their teaching, scholarship, and service activities;
- Facilitate and develop academic and scholarly exchanges and partnerships for students and faculty; and
- Coordinate activities that enhance campus awareness of interdisciplinary and integrative studies and their importance to the life of the campus and local community.

Center for International Affairs

Sage Hall, Room 2119 (805) 437-3107

http://www.csuci.edu/cia

The mission of the Center for International Affairs is to internationalize the CI educational experience.

The Center for International Affairs supports efforts to internationalize the curriculum, affords students the opportunity to study abroad, supports international faculty collaboration, and fosters links with higher education institutions around the world.

The objectives of the Center are to:

- Design and implement policies and programs that promote cross-cultural and global understanding in all fields of study;
- Assist faculty in developing the international dimension of their teaching, scholarship, and service activities;
- Facilitate and develop academic and scholarly international exchanges and partnerships for students and faculty;
- Diversify the student body to include outstanding students who represent a broad range of geographic, linguistic, and cultural backgrounds; and
- Coordinate all activities that enhance campus global awareness and augment the international life of the campus and local community.

Center for Multicultural Engagement

http://www.csuci.edu/cme

The mission of the Center for Multicultural Engagement (CME) is to create and sustain a campus climate in and out of the classroom that values and promotes all forms of diversity. It challenges students, staff, and faculty to commit to diversity as a source of renewal and vitality that empowers them to change the culture and the world through civic action.

The Center for Multicultural Engagement promotes working to end all forms of oppression and toward a just society so that all people can exist with equality and respect.

The objectives of the Center for Multicultural Engagement are to:

- Promote and support efforts to incorporate multicultural perspectives across the curriculum;
- Act as a resource for multicultural scholarship and pedagogy for faculty, students and staff/administrators;
- Articulate the nature of multiculturalism;
- Document its importance for CI;
- Maintain a communication network for the exchange of scholarly and pedagogical information on multicultural study among faculty and administrators in undergraduate and graduate education;

- Enhance research and teaching in multicultural studies by promoting the development of multicultural theory, methodology, and curricular design;
- Provide facilities and support for multicultural courses;
- Encourage students and faculty to engage in multicultural study including those that focus on how diverse communities build sustaining cultures that model alternatives to prejudice and how individuals create and maintain authority and integrity in atmospheres of discrimination;
- Become a broad-based professional home for reflective multiculturalists; and
- Support, promote, and maintain the Multicultural, Women's and Gender Student Center (MWGSC) and thereby support students' efforts to promote justice on our campus, in society at large, and in their personal lives.

California Institute for Social Business

The California Institute for Social Business (CISB) was developed in collaboration with Professor Muhammad Yunus, Nobel Peace Prize Laureate, and interdisciplinary faculty members at CI. The CISB is the first program of its kind in the U.S. and will be part of a global initiative to bring academia into social transformation efforts in innovative ways. The CISB addresses the need for students to participate in global experiences and learn new methods of alleviating serious social ills that impact our region and the world. Building on the four pillars of the University, CISB exposes students to opportunities for learning about and addressing local and far-reaching social problems through the application, study and development of Professor Yunus' notions of Social Business. Under the auspices of the CISB, courses in a new minor and new certificate in Social Business (pending final approval) will be offered starting in Fall 2011. The CISB aims to work with partners in the local, national, and global community and is working to build those partnerships.

Institute for Global Economic Research (IGER)

IGER is the first of its kind within this region and will be uniquely positioned to complement existing economic forecast programs by focusing on the global and national economies, with a particular emphasis on Pacific-Rim countries. The goal of the Institute will be to more closely link the local region to the global economy and to develop future workforce leadership through providing international perspectives to students and the community using experiential education methods.

IGER will link industry to the classroom through experiential learning and practical education. Undergraduate and graduate courses will be offered that cover current events and economic forecasting and they will be patterned after existing economic research departments at major corporations. Economic reports will be produced including U.S. economic and financial forecasts and country reports for some of the Pacific-Rim nations.

Student Learning Outcomes (SLO) - Students will be able to:

- Explain how business economists practice within corporate environments
- Describe how economic forecasts are developed
- Explain the interaction of sectors of the global economy
- Describe the organization of economic information and its use within industry

Henry L. "Hank" Lacayo Institute for Workforce and Community Studies

The Hank Lacayo Institute serves as a resource to the campus community, particularly for those students interested in the study of community and workforce issues. Through interdisciplinary learning and research, the institute seeks solutions to community and workforce problems, focusing primarily on the Central Coast region of California and its relationship with the global economy. With the service learning opportunities, the institute serves as a resource to government and public agencies as well as community based organizations, allowing for collaboration with businesses and non-profit organizations.

The Institute integrates service learning opportunities with students' interdisciplinary and applied research, skills to serve the community, and non-profit sector. The Institute:

- Serves as clearinghouse for information;
- Offers consultation and training;
- Conducts public policy, collaborative and applied research studies; and
- Convenes the public on issues of interest to communities.

Credential Office

Bell Tower East, Room 2805 (805) 437-8953

http://education.csuci.edu/credentials/index.htm

The Credential office is responsible for facilitating admission to all credential programs. Our staff serves as a campus resource to provide advice, assistance, and current information to students, members of the faculty, and other interested parties on matters regarding the State and the campus credential requirements. Credential staff members serve as a liaison between the campus and the California Commission on Teacher Credentialing, by recommending the issuance of teaching credentials. Advising services are available with the goal of supporting individuals interested or engaged in the teaching profession. Information meetings are conducted to provide admissions assistance and an overview of the teaching field. Resource materials, including admissions and credential materials, test bulletins, and test preparation referrals are provided.

Extended University

Sage Hall, Room 2109 (805) 437-2748 http://www.csuci.edu/exed

Extended University responds to important needs in the community for continuing access to higher education, and provides overall support of the University's commitment to lifelong learning. It offers special session degree programs, credit and non-credit courses, and certificate programs. Extended University serves professionals throughout their career life cycles with job skills training, career upgrades, professional certifications, and accelerated courses of study. Additionally, the office custom designs courses for various groups and businesses in Ventura County and utilizes a mix of evening and weekend schedules, distance-learning technologies, and classroom locations throughout Ventura County. Finally, it assists individuals of all ages seeking to enhance their lives through personal and cultural enrichment. For those who have not been admitted to the University, students can enroll in regularly scheduled degreecredit courses through Open University.

OSHER

(Osher Lifelong Learning Institute)

The Osher Lifelong Learning Institute (OLLI) was created in 2004 to offer University-quality courses to mature adults over 50 years of age seeking intellectual stimulation and enhancement. Courses do not carry college credit, and thus do not entail tests or grading. Twelve to fourteen courses are offered during each of the six-week fall, winter, and spring semesters. Courses meet on weekday mornings and afternoons on the CI campus, and on occasion in Ventura, Simi Valley, Ojai, Thousand Oaks, Oxnard, Carpinteria and Santa Barbara on weekdays, evenings, and Saturdays. For a nominal fee, seniors may become a member of the Institute for a single semester, or for the entire year. Membership entitles seniors to unlimited course enrollment, attendance at the speaker series, participation in travel programs, and on campus library privileges. Members participate in suggesting courses.

Courses are taught by CI faculty, retired college and university faculty, and persons with special expertise. Each semester a balanced and varied program of courses is offered in the arts, music, social and natural sciences, English and literature, and history.

The fall session begins the third week of August. The winter session begins in early January, and the spring session begins in mid March. Registration opens in June, October and December for the fall, winter and spring sessions, respectively. To enroll, call (805) 437-2748, email osher.institute@csuci.edu/exed/osher.htm.

Open University

Open University provides an opportunity for those people who are not currently admitted to CI to enroll in courses offered by the regular University.

- Begin Working Towards a Degree: Have you missed the deadline for admission? Do you want to improve your grade point average to better qualify for admittance?
- Sample a Field or Possible Career: Are you thinking of a career change? Do you want to examine a new field before enrolling in a degree program?
- Professional and Personal Enrichment: Do you want
 to update your professional training in specific fields?
 Interested in learning more about a particular subject for
 your own personal growth? CSU Channel Islands' Open
 University program allows enrollment in regular University
 credit classes on a "space available" basis, subject to the
 approval of the instructor and Academic Affairs. Check
 the CI Schedule of Classes for class meeting times and
 location. The registration process is easy. Admission to
 the University is not required, and the same fees apply to
 everyone.

Students may apply up to $\underline{24}$ units taken through Open University toward a baccalaureate degree. Grades received through this program will be factored into your grade point average at Cl. Units earned through Open University may not be applied toward the $\underline{30}$ unit residency requirement.

Limitations

We cannot guarantee a space nor assure that you will be permitted to enroll in any class. Instructors are not required to accept Open University students even if space is available.

Open University is NOT Available to:

- Matriculated students (those admitted for the current semester)
- Non-matriculated international students with a score of less than 450 on the TOEFL examination or its equivalent; and
- International students on F-1 or J-1 visas without proper authorization.

Four Easy Registration Steps (for Open University Only)

- Check the CI Schedule of Classes for the days and times of the courses you need.
- 2. You must use an Open University registration form to enroll in courses through this program (available by calling (805) 437-2748).
- 3. Attend the first class meeting and get instructor and any other required signatures. Registration is done on a "space available basis." Note: some departments may have additional requirements for certain classes. Attend the first class to obtain the instructor's signature. Instructors are not permitted to sign forms before the first day of class when they can determine space availability. Forms will not be accepted by Extended University before the first day of class.
- Return the completed form to Extended University by the end of the second week of classes

Open University Registration Deadlines

Regular Registration: 1st two weeks of session
Late Registration Dates (late fee applies): 3rd week
Drop (with 65% refund, instructor signature required):
End of 2nd week

Late Withdrawal (no refund) - Instructor Signature Required: end of 3rd week

To confirm the schedule and to receive an enrollment form, call (805) 437-2748 or e-mail exed@csuci.edu.

Faculty Affairs

Bell Tower West, Room 2176 West Wing, 2nd Floor (805) 437-8485

Faculty Affairs provides for the human resources needs of the University's academic personnel. This includes implementation of policies and programs mandated by the Collective Bargaining Agreements for Unit 3 Faculty and Unit 11, Academic Student Employees. Faculty Affairs provides support for faculty recruitment, appointment, reappointment, evaluation, retention, tenure and promotion, and other related faculty personnel functions and faculty orientation. Faculty Affairs acts as custodian for official faculty personnel files.

Academic Resources

Bell Tower West, Room 2169 (805) 437-8418

Academic Resources manages the budget and expenditure processes in Academic Affairs, guides financial operations and reporting for the division and assists faculty principal investigators with post-award grant administration.

Institutional Research

Sage Hall, Room 2159 (805) 437-8979

http://www.csuci.edu/about/ir

Institutional Research (IR) is responsible for official University reporting to the CSU Chancellor's Office and other external entities. IR supports university decision-making by compiling, analyzing, and reporting findings from institutional data. IR supports the WASC accreditation process, as well as the University's efforts in assessment, accountability, and institutional effectiveness. IR also supports academic planning and enrollment management. Studies, reports, and findings are posted to the IR website.

Research & Sponsored Programs

Lindero Hall, Room 1788 (805) 437-8495

Research & Sponsored Programs (RSP) serves and supports CI faculty and staff engaged in sponsored projects that promote research, scholarly and creative activities. RSP is responsible for guiding the campus community with the proposal development, ensuring that proposals are in compliance with the sponsor, campus, CSU, state and federal government regulations, including the Institutional Review Board requirements for the Protection of Human Subjects in Research. On behalf of the institution, the RSP submits final proposals to funding agencies, and negotiates and facilitates the final execution of the contracts with the funding agencies.

John Spoor Broome Library

(805) 437-8561

http://www.library.csuci.edu/

The John Spoor Broome Library is housed in an architecturally stunning building designed by the world famous British architect Lord Norman Foster. The Library merges the campus mission architecture with a modern glass structure, combining both styles into a student-centered digital teaching library. The Library's mission is to enhance CI's mission through active collaboration with students, faculty, and staff in developing collections, services, information and computer literacy skills.

The library gives students access to a robust collection of 235,000 bound and digital books, over 20,000 electronic journals and newspapers, numerous databases, a comprehensive digital image collection, DVD's/VHS's, CD's, best sellers, and children's books and K-8 curriculum materials. In addition, the Library houses a number of interesting archival and special collections that can be used for original research.

The Robert J. Lagomarsino Collection contains papers, photographs, furniture, and memorabilia relating to Lagomarsino's years of political service as a California Senate member from 1961-1974 and as a United States Congressman from 1974-1992. Other archival and special collections include the University Archives, Jack O'Connell, Camarillo State Hospital, Elmer "Gene" Lore, Sr. Collection, Irene and Jorge Garcia Chicano Studies Collection, Jean M. Harris Papers, and Bottle Village.

The Library provides students with opportunities to engage and create. The building is home to the University Writing Center, the Learning Resource Center, and the Information Technology

Help Desk. The building provides attractive and enticing spaces for inquiry and study for both individuals and small groups. There are 130 hardwired computers with additional laptop computers available for check out. The Library also circulates digital cameras, digital video cameras, flip video cameras, digital tape recorders, and projection units. Each year the Library sponsors a number of events including the Children's Reading Celebrations and Young Authors Fair, Artwalk, and the library's traditional 24 hour final exam schedule where snacks and beverages are served at midnight.

The Library offers classes and services that help students develop life-long information and computer skills. Librarians collaborate with faculty in all disciplines to provide information literacy sessions, resource specific instruction, reference service, and instruction on digital equipment. The entire Library staff works to insure that the John Spoor Broome Library is a helpful, comfortable, and welcoming place.

University Writing Center

John Spoor Broome Library (805) 437-8409

At the University Writing Center, trained tutors are available to assist students with composing a first draft, organizing their ideas, and polishing their completed work. Students who would like to review the fundamentals of grammar, syntax, and word usage are invited to work with tutors on an individual basis or in small group sessions with the center's director. The center is also available to assist students with organizing their studies, taking notes, and using research materials.

The University Writing Center is open to talk with any student about writing - whether it's a term paper, lab report, or employment letter. Our Writing tutors are available to help with editing, organizing a paper, and improving writing skills. Tutors assist students with any step in the writing process, from brainstorming to creating a final draft. The Writing Center provides individual and group tutoring, writing workshops, and other services to meet the writing needs of undergraduate and graduate students. Appointments are at least 30 minutes, and can be as long as an hour. For more information, visit the Writing Center web site at http://www.csuci.edu/ writingcenter/.

Learning Resource Center

John Spoor Broome Library (805) 437-8409

http://www.csuci.edu/academics/advising/tutoring.htm

The Learning Resource Center offers individual and group tutoring for many general education and undergraduate courses. Trained tutors guide and assist students to develop content area knowledge and skills. Tutoring is offered for subjects such as ASL, Biology, Chemistry, Physics and Spanish. Students should contact the Learning Resource administrative assistant to obtain information regarding discipline tutoring available each semester. Students can receive extensive assistance in courses dealing with basic mathematics, geometry, statistics, calculus, as well as higher mathematics. Drop-in assistance is available throughout the semester.

SECTION 9 General Education Requirements



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General Education Courses 101

GENERAL EDUCATION REQUIREMENTS

Objectives

The General Education Program provides a vital element in fulfilling the mission of the University. Interdisciplinary courses facilitate learning within and across disciplines, enabling students to use information and approaches from a wide variety of disciplines. Language and multicultural courses provide the opportunity for students to experience cultures other than their own in meaningful and respectful ways. General Education requirements are designed to assure that all graduates of the University, whatever their major, have acquired essential skills, experiences, and a broad range of knowledge appropriate to educated people within society.

General Education courses are intended:

- To foster an ability to think clearly and logically;
- To prepare students to find and critically examine information;
- To communicate at an appropriate level in both oral and written forms;
- To acquaint students with the physical universe and its life forms and to impart an understanding of scientific methodology and of mathematical concepts and quantitative reasoning;
- To cultivate through the study of philosophy, literature, languages, and the arts-intellect, imagination, sensibility, and sensitivity;
- To deal with human social, political, and economic institutions and their historical backgrounds, with human behavior and the principles of social interaction; and
- To integrate their knowledge by forming an interdisciplinary and insightful approach to learning.

Requirements

As a graduation requirement, all CSU Channel Islands (CI) students must complete <u>48</u> units of General Education distributed across categories A-E. <u>Nine</u> of the <u>48</u> units of General Education are required to be resident upper division, interdisciplinary courses numbered in the 330-349 or 430-449 ranges.

Transfer students who enter CI as GE certified will need to complete $\underline{9}$ units of upper division, interdisciplinary general education coursework to meet the $\underline{48}$ unit requirement.

In planning to fulfill the General Education requirements, students are encouraged to consult an academic advisor and the General Education Informational Brochure.

Category A:	Communication in the English Language and Critical Thinking 9 units
Category B:	Mathematics, Sciences, and
	Technology
Category C:	Art, Literature, Languages and
	Cultures
Category D:	Social Perspectives
Category E:	Human Psychological and Physiological
Ο ,	Perspectives $\underline{3}$ units

Upper Division Interdisciplinary General Education Courses

<u>Nine</u> of the <u>48</u> units of General Education have been designated as upper division, interdisciplinary courses. These courses integrate significant content, ideas, and ways of knowing from more than one discipline. Each of these courses will involve the student in collaborative work, critical thinking, and integration of ideas. By taking nine units of these courses in categories A-E, students will extend their experience across the curriculum and gain more breadth of educational experience. In addition, they will begin to make connections between their majors and a variety of other fields and ways of knowing, increasing both their knowledge and their ability to communicate with people across the disciplinary spectrum.

- The <u>9</u> units of resident upper division General Education required of all students must be selected from the listing of upper division interdisciplinary courses. Courses may be cross-listed in two or more disciplines. A minimum of three semester units must come from a discipline outside the student's major and not cross-listed with the student's major discipline.
- All upper division, interdisciplinary courses will include substantive written work consisting of in-class writing as well as outside-class writing of revised prose.
- Courses numbered 330-349 do not have prerequisites.
- Courses numbered 430-449 may have prerequisites.
- Students must have junior standing or permission from the instructor to enroll in these courses.

Major Specific Courses

Some majors require specific GE courses. Students should consult the catalog for their majors' requirements or contact their advisors.

Cross Listed Courses

Many upper division General Education courses are cross-listed. Students may only receive credit once for each cross-listed course. For example: ENGL 431 is cross-listed with ART 431. The student may choose to receive course units for either of the two courses but not both.

Double Counting

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 $\underline{\boldsymbol{\sigma}}$ of the $\underline{\boldsymbol{\rho}}$ units of upper division, interdisciplinary General Education courses may be double counted between a major and General Education.

Courses in More Than One 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.

General Education Categories and Courses

Category A: Communication in the English Language and Critical Thinking 9 units

Courses in Category A approach communication as symbolic interaction, examining the formulation and complexities of those interactions. Students learn how to discover, evaluate, and report information, how to reason inductively and deductively, how to distinguish fact from judgment or opinion. Courses in Categories A1 and A2 emphasize the content and form of both oral and written English. They explore the psychological basis and the social significance of communication, as well as the ways language works in diverse situations. Through active participation in written and oral communication, students develop the skills necessary for effective speaking, comprehension, writing, and reasoning. Modes of argument, rhetorical perspectives, and the relationship of language to logic are stressed in all Category A courses.

Students must take a minimum of <u>one</u> course in each of the three sub-categories.

A-1 Oral Communication

101

COMM

COIVVV	101	Tublic opeaking
COMM	200	Introduction to Communication Studies3
COMM	210	Interpersonal Communication
COMM	220	Group Communication
COMM	336	Multicultural Literature and
		Communication (ENGL)
COMM	345	Media Literacy and Youth
		Culture (EDUC)
COMM	346	School Communication (EDUC)
COMM	442	Organizational Communication
ENGL	106	Composition and Rhetoric II -
		Service Learning
ENGL	107	Advanced Composition and Rhetoric 3
PA	101	Introduction to the Performing Arts
PA	202	Integrating Dance, Music and Theatre3
A-2 Engli	sh Writ	rina
COMM	230	Introduction to Journalism (ENGL)
ENGL	103	Stretch Composition II
ENGL	105	Composition and Rhetoric I
ENGL	106	Composition and Rhetoric II -
		Service Learning
ENGL	330	Interdisciplinary Writing
A-3 Critic	al Thin	
COMM	211	Discerning Information in an
00/////	211	Interconnected World (LIB)
ENGL	107	Advanced Composition and Rhetoric
MATH	230	Logic and Mathematical Reasoning 3
MATH	430	Research Design and Data Analysis 3
MATH	438	Philosophy of Mathematics
UNIV	110	Critical Thinking and the University Mission3
UNIV	150	First Year Seminar
0-4	D	. Mathamatica Calamaca

Category B: Mathematics, Sciences, and Technology - 12 units

Courses in this area explore the scope and major concepts of mathematics and/or scientific disciplines. In the sciences, the intent is to present the principles and concepts which form

the foundations of living or non-living systems. The focus of all courses in Category B is on the presentation and evaluation of evidence and argument, the appreciation of use/misuse of data, and the organization of information in quantitative, technological, or other formal systems. Students are introduced to the principles and practices that underscore mathematical and scientific inquiry (logic, precision, hypothesis generation and evaluation, experimentation, and objectivity) and gain an understanding of the process by which new knowledge is created, organized, accessed, and synthesized. Students improve their reasoning skills (critical thinking, problem-solving, decision making, analysis, and synthesis), and apply information and technology to the understanding of complex and diverse problems in mathematics and the sciences. They become aware of the influence and significance of mathematics and the sciences in world civilization.

Students must take a minimum of <u>one</u> course in each of the subcategories. At least <u>one</u> course must include a laboratory component.

B-1 Physical Sciences-Chemistry, Physics, Geology, and Earth Sciences

Earth Sci	ences	
ART	208	The Physics of Art and Visual
		Perception (PHYS)
ASTR	105	Introduction to the Solar System (PHYS)3
BIOL	434	Introduction to Biomedical Imaging
		(HLTH/PHYS)
BUS	341	Drug Discovery and Development
		(CHEM/ECON)
CHEM	101	Chemistry and the Environment
CHEM	105	Introduction to Chemistry
CHEM	110*	Chemistry of Life
CHEM	121*	General Chemistry I
CHEM	122*	General Chemistry II
CHEM	330	The History of Science:
		NonWestern Origins and the
		Western Revolution (HIST)
CHEM	335	The Chemistry of the Kitchen
CHEM	343*	Forensic Science
CHEM	344	Energy and Society (PHYS)
COMP	345	Digital Image Processing (MATH/PHYS) .3
COMP	445	Image Analysis and Pattern Recognition
		(MATH/PHYS)
ENGL	338	Science and Conscience (PHYS)
GEOL	121*	Physical Geology
GEOL	122	Historical Geology
GEOL	321*	Environmental Geology
PA	436	Physics of the Performing Arts (PHYS) 3
PAMU	335	The Physics of Music (PHYS)
PHSC	170*	Foundations in Physical Science 4
PHYS	100*	Introduction to Physics I
PHYS	101*	Introduction to Physics II
PHYS	103	How Things Work
PHYS	106	Applied Physics and Modern Society 3
PHYS	107	The Stars and Beyond
PHYS	200*	General Physics I
PHYS	201*	General Physics II
PHYS	448	Team Based Research
* Include		
B-2 Life S		
ANTH	104	
ANTH	345	Human Evolution and Diversity

2	BIOL	100*	Exploring the Living World	.4	COMP	447	Societal Issues in Computing
\simeq	BIOL	170*	Foundations of Life Science	.4	ESRM	328	Introduction to Geographic
<u> </u>	BIOL	200*	Principles of Organismal and				Information Systems
	DIOL	200		1	MATH	448	Scientific Computing
2012	DIOI	0014	Population Biology		/VAIII	440	scientific Computing
\simeq	BIOL	201*	Principles of Cell and Molecular Biology	.4	Catego	rv C	: Art, Literature, Languages,
N	BIOL	212	Neurobiology and Cognitive				
			Science (PSY)	.3			s - 12 units
	BIOL	213	Sex, Germs and Diseases		The course	s in this	category enable students to develop a
							of the human imagination and understand
	BIOL	215*	Animal Diversity				al creativity in a complex, global society.
	BIOL	217*	Medical Microbiology	.4			
	BIOL	331	Biotechnology in the Twenty-First				rse range of work in art, literature, languages,
			Century (BUS)	.3			tes the student's ability to express intellectual
	BIOL	332	Cancer and Society		and emotic	onal resp	oonses and make subjective and objective
	BIOL	333	Emerging Public Health Issues	2	evaluations	s. Aware	eness of diverse cultural contributions, in both
							emporary work, stresses the interrelationship
	BIOL	334*	Natural History of Ventura County				aesthetics and collective human sensibility.
	BIOL	335	The Biosphere				
	BIOL	431	Bioinformatics	.4			g methodologies involve active participation
	BIOL	432	Principles of Epidemiology and				erience, leading to personal inquiries into the
			Environmental Health	3	cultural dive	ersity pre	evalent in the visual, literary, audible, kinetic,
	BIOL	433*	Ecology and the Environment		and oral tro	aditions .	of human expression.
							·
	ESRM	100	Introduction to Environmental Science and		Students n	nust take	e <u>one</u> course in each subcategory.
			Resource Management	.3	C-1 Art		
	* Includes	Lab			ART	100	Understanding Fine Arts Processes 3
	D 2 Martha		- Mathematics and Applications				
				0	ART	101	What is Art?
	BIOL	203	Quantitative Methods for Biology		ART	102	Multicultural Children's Art
	MATH	105	Pre-Calculus	.4	ART	110	Prehistoric Art to the Middle Ages 3
	MATH	108	Mathematical Thinking	.3	ART	111	Renaissance to Modern Art
	MATH	137	Strategies and Game Design		ART	112	Art of the Eastern World
1	MATH	140	Calculus for Business Applications		ART	208	The Physics of Art and Visual
1	MATH	150			AKI	200	
			Calculus I				Perception (PHYS)
ı	MATH	201	Elementary Statistics		ART	220	The Art and Design of Rock and Roll
	MATH	202	Biostatistics (PSY)	.3	ART	231	The Beatles: Music, Fashion, and
	MATH	208	Modern Mathematics for				Culture (PAMU)
			Elementary Teaching 1 - Numbers and		ART	330	Critical Thinking in a Visual World 3
			Problem Solving	3	ART	331	
	A A A T. I	220					Art, Society, and Mass Media (COMM) 3
	MATH	230	Logic and Mathematical Reasoning		ART	332	Multicultural Art Movements
	MATH	329	Statistics for Business and Economics .		ART	334	The Business of Art (BUS)
	MATH	330	Mathematics and Fine Arts		ART	336	Art and Music: Dissonance, Diversity
	MATH	331	History of Mathematics	.3			and Continuity (PAMU)
	MATH	430	Research Design and Data Analysis		ART	337	Art on Film and Film as Art
1	MATH	437	Math for Games, Simulations,	. •	ART	338	
	/ V V (407		2			Psychology of Art and Artists (PSY)
	A A A T. I	400	and Robotics		ART	351	The Baroque Eye: Art, Culture, Money,
	MATH	438	Philosophy of Mathematics				and Power
	MATH	448	Scientific Computing	.3	ART	352	Visual Canons of the Ancient World 3
	POLS	303	Statistical Applications in the Social		ART	353	Medieval World: Spirituality and
			Sciences (PSY/SOC)	.4			Representation
		_			ART	431	European Renaissance Literature and
			nd Information Technology		AKI	431	
	BIOL	203	Quantitative Methods for Biology	.3		400	Art (ENGL)
	BIOL	431	Bioinformatics	.4	ART	432	Arts of the Harlem Renaissance
	CHEM	305	Computer Applications in Chemistry				(ENGL/PAMU)
	COMP	101	Computer Literacy		ART	433	Women in the Arts
					ART	434	The Museum: Culture, Business and
	COMP	102	Web Development		7 (1) 1	404	
	COMP	105	Computer Programming Introduction		A D.T.	40.5	Education (BUS/EDUC)
	COMP	110	Computer Literacy for Educators (LS)	.3	ART	435	Postmodern Visual Culture
	COMP	150	Object-Oriented Programming		ART	436	Modern Art
	COMP	337	Survey of Computer Gaming		ART	451	Diversity in the Visual Arts
	COMP	345	Digital Image Processing (MATH/PHYS)		BUS	335	Business and the Performing Arts (PA)
				.0	EDUC	343	Teaching Drama to Children (PATH)
	COMP	437	Foundations of Computer	0			
			Game Development	.3	HIST	332	Dance in History (PADA)
	COMP	445	Image Analysis and Pattern Recognition		HIST	337	Music in History (PAMU)
			(MATH/PHYS)	.3	HIST	338	Theatre in History (PATH)
					PA	101	Introduction to the Performing Arts
1							\sim

PA	202	Integrating Dance, Music and Theatre3	SPAN	202	Intermediate Spanish II
PA	350	Audience and Performance Studies 3	SPAN	211	Spanish for Heritage Speakers I
			SPAN		
PA	360	Musical Theatre		212	Spanish for Heritage Speakers II
PADA	254	Modern Dance I	SPAN	301	Advanced Spanish: Part One
PAMU	100	Music Appreciation	SPAN	302	Advanced Spanish: Part Two
PAMU	200	History of Rock	C-3b Mu	lticultur	al
PAMU	307	University Chorus	ANTH	102	Cultural Anthropology
PAMU	308	University Orchestra	ANTH	323	Native Americans of California
PAMU	330	Jazz in America	AINIII	323	
PAMU	332	World Music	A DT	101	to the 1850s
PAMU	333	The Varieties of Musical Experience 3	ART	101	What is Art ?
			ART	102	Multicultural Children's Art
PAMU	335	The Physics of Music (PHYS)	ART	112	Art of the Eastern World
PATH	280	Acting I	ART	332	Multicultural Art Movements
C-2 Litero	ature C	ourses	ART	333	History of Southern California
ART	335	American Ethnic Images in Novels,			Chicana/o Art (CHS/HIST)
7 411	000	Film, and Art (ENGL/HIST)	ART	335	American Ethnic Images in Novels,
ART	431	European Renaissance Literature and	7 (1)	000	Film, and Art (ENGL/HIST)
AKI	431		A DT	10 E	
4 D.T.	400	Art (ENGL)	ART	435	Postmodern Visual Culture
ART	432	Arts of the Harlem Renaissance	ART	451	Diversity in the Visual Arts
		(ENGL/PAMU)	CHS	100	Chicana/os in Contemporary Society 3
BUS	340	Business and Economics in	CHS	200	Diversity in Latina/o Communities 3
		Literature (ECON/ENGL)	CHS	331	Transborder Perspectives in
COMM	336	Multicultural Literature and			Chicana/o Studies
00/////	000	Communication (ENGL)	CHS	343	Health Issues in the Latina/o
ECON	331		CHO	040	Community (NRS)
ECON	331	Narratives of the Working Class	CLIC	4 4 5	
E. 101		(ENGL/HIST/POLS/SOC)	CHS	445	Chicano Child and Adolescent
ENGL	110	Themes in Multicultural Literature for			(EDUC/HIST)
		Non-Majors	COMM	321	Cultural Conversations
ENGL	120	American Literature I	EDUC	512	Equity, Diversity and Foundations of
ENGL	150	British and European Literature 1			Schooling
ENGL	210	Themes in World Literature	ENGL	110	Themes in Multicultural Literature for
ENGL	220	American Literature II	2. 102		Non-Majors
ENGL	250	British and European Literature II	ENGL	333	Multicultural Drama and Theatre (PATH) .3
ENGL					
	332	Teaching Dramatic Literature (PATH)	ENGL	349	Perspectives on Multicultural Literature 3
ENGL	333	Multicultural Drama and Theatre (PATH) .3	ENGL	354	Studies in Cultural Literatures
ENGL	334	Narratives of Southern California (HIST) .3	ENGL	430	Tradition and Transformation: Literature, .
ENGL	337	Literature of the Environment			History, and Cultural Change (HIST)
ENGL	338	Science and Conscience (PHYS)	GLST	435	Global Cities
ENGL	339	Psychology and Literature (PSY)	HIST	337	Music in History (PAMU)
ENGL	341	Modern American Drama	HIST	338	Theatre in History (PATH)
		and Theatre (PATH)	HIST	351	History of African Americans
ENGL	342	Modern British and European	NRS	342	Complementary and Alternative
LINGL	342		INNO	342	
EN IOI	0.4.4	Drama and Theatre (PATH)		000	Health (PSY)
ENGL	344	World Drama and Theatre (PATH)	PAMU	330	Jazz in America
ENGL	349	Perspectives on Multicultural Literature 3	PAMU	332	World Music
ENGL	354	Studies in Cultural Literatures	PATH	334	Spanish Language Drama and
ENGL	433	Gay/Lesbian/Bisexual/Transgender			Theatre (SPAN)
		Studies (GEND)	POLS	306	The Politics of Race and Ethnicity 3
ENGL	444	Original Practice in Renaissance	POLS	330	Political Sociology (SOC)
LI 10L		Drama (PATH)	PSY	344	Psychology and Traditional
PATH	334	Spanish Language Drama and	101	044	Asian Thought
IAIII	334		CDANI	201	Intermediate Spanish I
			SPAN	201	Intermediate Spanish I 4
C-3a Lan		Theatre (SPAN)		000	
	guage	medire (SIAIN)	SPAN	202	Intermediate Spanish II
ARAB	guage		SPAN SPAN	211	Intermediate Spanish II
ARAB	101	Elementary Arabic I	SPAN		Intermediate Spanish II
ARAB ARAB	101 102	Elementary Arabic I	SPAN SPAN	211	Intermediate Spanish II
ARAB ARAB ASL	101 102 101	Elementary Arabic I	SPAN SPAN SPAN	211 212	Intermediate Spanish II
ARAB ARAB ASL ASL	101 102 101 102	Elementary Arabic I	SPAN SPAN SPAN UNIV	211 212 150	Intermediate Spanish II
ARAB ARAB ASL ASL CHIN	101 102 101 102 101	Elementary Arabic I	SPAN SPAN SPAN UNIV	211 212 150	Intermediate Spanish II
ARAB ARAB ASL ASL CHIN CHIN	101 102 101 102 101 102	Elementary Arabic I	SPAN SPAN SPAN UNIV	211 212 150	Intermediate Spanish II
ARAB ARAB ASL ASL CHIN CHIN SPAN	101 102 101 102 101 102 101	Elementary Arabic I	SPAN SPAN SPAN UNIV	211 212 150	Intermediate Spanish II
ARAB ARAB ASL ASL CHIN CHIN	101 102 101 102 101 102	Elementary Arabic I	SPAN SPAN SPAN UNIV	211 212 150	Intermediate Spanish II

201	Catego 12 unit		Social Perspectives	BUS	349	History of Business and Economics in North America (ECON/HIST)
-	The course:	s in this	category enhance student knowledge of the	BUS	435	The Music Museum (ECON/EDUC/
201			nd institutional world in which people live. nes relationships between various cultures	BUS	448	PAMU)
0			shape our social, economic, psychological,	CLIC	100	Development (ECON/SOC)
			es. Using the lenses of the social sciences,	CHS	100	Chicana/os in Contemporary Society 3
			nt and understanding of the social, political,	CHS	200	Diversity in Latina/o Communities 3
	historical, e	economi	c, educational or behavioral aspects of world	CHS	292	Chicana/o Studies Service
	cultures and	d system	s, including the ways in which these interact	01.10	001	Learning and Civic Engagement 3
	and influen	ice each	other.	CHS	331	Transborder Perspectives in
			ect a minimum of three courses <u>12</u> units, different social science discipline.	CHS	402	Chicana/o Studies
	ANTH	102	Cultural Anthropology	CHS	445	Chicano Child and Adolescent
	ANTH	105	Introduction to Archeology			(EDUC/HIST)
	ANTH	106	Culture and Communication: Introduction	COMM	211	Discerning Information in an
			to Linguistic Anthropology			Interconnected World (LIB)
	ANTH	310	Civilization of an Ancient Landscape:	COMM	335	Politics and Film (POLS)
			World Archaeology	COMM	340	Conflict Management and Mediation 3
	ANTH	323	Native Americans of California to	COMM	345	Media Literacy and Youth
			the 1850s			Culture (EDUĆ)
	ANTH	327	Oral History and Community	COMM	430	Political Communication (POLS)
	ANTH	332	Human Ecology (ESRM)	COMM	441	Health Communication (NRS)
	ANTH	442	The African Diaspora (HIST)	COMM	443	Environmental Communication (ESRM) 3
	ANTH	443	Medical Anthropology: Cross-Cultural	COMP	447	Societal Issues in Computing
			Perspectives on Health and Healing 3	ECON	110	Principles of Microeconomics
	ANTH	444	Values and Valuables (ECON)	ECON	111	Principles of Macroeconomics
	ART	331	Art, Society, and Mass Media (COMM) 3	ECON	203	Introduction to Social Business (SOC) 3
	ART	333	History of Southern California	ECON	331	Narratives of the Working Class
			Chicana/o Art (CHS/HIST)			(ENGL/HIST/POLS/SOC)
	ART	334	The Business of Art (BUS)	ECON	343	Capital Theory (FIN)
	ART	336	Art and Music: Dissonance,	ECS	101	Introduction to Early Childhood
			Diversity and Continuity (PAMU)			Education
	ART	337	Art on Film and Film as Art	EDUC	101	Introduction to Elementary Schooling
	ART	433	Women in the Arts	EDUC	320	Education in Modern Society
	ART	434	The Museum: Culture, Business	EDUC	330	Introduction to Secondary Schooling
			and Education (BUS/EDUC)	EDUC	431	Education Policy and Politics (POLS) 3
	BIOL	326	Scientific and Professional Ethics (MGT) .3	ENGL	334	Narratives of Southern California (HIST) .3
	BIOL	331	Biotechnology in the Twenty-First	ENGL	337	Literature of the Environment
			Century (BUS)	ENGL	339	Psychology and Literature (PSY)
	BIOL	332	Cancer and Society	ENGL	430	Tradition and Transformation: Literature,
	BIOL	342	The Zoo: Conservation, Education and	EN IOI	400	History, and Cultural Change (HIST)
	5101	0.45	Recreation (BUS/ECON/EDUC)	ENGL	433	Gay/Lesbian/Bisexual/Transgender
	BIOL	345	Science and Public Policy (POLS)	ECD/ /	100	Studies (GEND)
	BIOL	432	Principles of Epidemiology and	ESRM	100	Introduction to Environmental Science
	DLIC	000	Environmental Health	ECD//	10 <i>E</i>	and Resource Management
	BUS	203	Introduction to Social Business	ESRM	105	Environmental Issues in
	DLIC	000	(ECON/SOC)	ECD//	2.40	Geography (GEOG)
	BUS	333	Nonprofit Organizations	ESRM	340	Politics and the Environment (POLS)
	DLIC	007	(COMM/ECON/POLS)	ESRM	341	The National Park (POLS)
	BUS	336	Social Entrepreneurship (SOC)	ESRM	342	Environmental History (HIST)
	BUS	339	Business in China: Heritage and	ESRM	440	Population Studies (SOC)
	DLIC	0.40	Culture (HIST)	GEOG	201	Culture and Historical Geography
	BUS	340	Business and Economics in	CICT	200	of the World
	DLIC	0.43	Literature (ECON/ENGL)	GLST	200	Introduction to Global Studies
	BUS	341	Drug Discovery and Development	GLST	435	Global Cities
	DLIC	0.4.4	(CHEM/ECON)	HIST	211	World Civilizations: Origins to 1500 3
	BUS	344	The Library: Collections, Services	HIST	212	World Civilizations: Since 1500 3
	DLIC	0.47	and Instruction (ECON/EDUC/LIB)	HIST	280	The Historian's Craft
	BUS	347	The University (ECON/EDUC)	HIST	340	History and Psychology of Nazi
						Germany (PSY)

LUCT	0.40		DLIED	100	
HIST	360	History of Colonial Latin America 3	PHED	102	Seminar in Traditional Martial Arts: Tai Ji . 1
HIST	361	History of Modern Latin America	PHED	105	Zen of Surfing
HIST	365	Themes in World History	PHED	110	Wellness
HIST	412	Law and Society	PHED	208	Introduction to Kinesiology
HIST	413	World Religions and Classical	PHED	302	Motor Learning, Fitness and
		Philosophies	25	002	Development in Children
HIST	436	Psychology and History of East Asian	PSY	100	Introduction to Psychology
1 1131	430				
	4.5.1	Warrior Cultures (PSY)	PSY	210	Learning, Cognition and Development3
HIST	451	History of Africa Since 1800	PSY	213	Developmental Psychology
HIST	452	History of Southern Africa Since 1600 .3	PSY	220	Human Sexual Behavior
MATH	331	History of Mathematics	PSY	344	Psychology and Traditional
NRS	348	Healthy Aging (PSY/SOC)			Asian Thought
POLS	102	Comparative Government	PSY	345	Individuals with Disabilities in
POLS	103	Introduction to International Politics	101	0-10	Society (SPED)
POLS	328		PSY	346	
		United States Foreign Policy			Human Motivation
POLS	330	Political Sociology (SOC)	PSY	432	Seminar in Leadership
POLS	334	Peace Studies	PSY	445	Adolescent Development
PSY	100	Introduction to Psychology	Unnor	Divie	ion Interdisciplinary
PSY	213	Developmental Psychology			sion Interdisciplinary
PSY	333	Measurement and Testing of Groups			ucation Courses
		and Individuals	Courses i	in the follo	owing list meet the upper division general
PSY	337	Psychological Ethics and	education	n requiren	nent and may also be counted toward
131	557				eneral Education category. If a course is
DC) /	0.45	Moral Philosophy			e than one GE category the student must
PSY	345	Individuals with Disabilities in			category the course is fulfilling.
		Society (SPED)	CHOOSE W	VIIICII GL	calegory line course is fulfilling.
PSY	432	Seminar in Leadership	ANTH	332	Human Ecology (ESRM)
PSY	445	Adolescent Development	ANTH	345	Human Evolution and Diversity
SOC	100	Introduction to Sociology	ANTH	442	The African Diaspora (HIST)
SOC	201	Social Problems	ANTH	443	Medical Anthropology: Cross-Cultural
300	201		AINIII	440	
Categ	ory E	: Human Psychological and	A N ITTI I	4.4.4	Perspectives on Health and Healing 3
		al Perspectives - 3 units	ANTH	444	Values and Valuables (ECON)
			ART	330	Critical Thinking in a Visual World
		category enhance students' awareness	ART	331	Art, Society, and Mass
		of themselves as both psychological and			Media (CÓMM)
		gs. These courses promote this awareness	ART	332	Multicultural Art Movements
by focusir	ng on issu	ues such as human development, human	ART	333	History of Southern California
sexuality,	human b	ehavior and psychology, health, nutrition,	7 (1)	000	Chicana/o Art (CHS/HIST)
		nd death and dying. The perspective is that	A DT	224	
		logical and psychological beings, must relate	ART	334	The Business of Art (BUS)
		ical and social environment.	ART	335	
io oineis i	ii u piiys	icai ana sociai enviionineni.			Film, and Art (ENGL/HIST)
Students	must coi	mplete at least <u>one</u> course to satisfy	ART	336	Art and Music: Dissonance,
		rses that are primarily physical activity			Diversity and Continuity (PAMU)
		ify no more than <u>1</u> unit of the <u>3</u> unit	ART	337	Art on Film and Film as Art
requirem		ny no more man <u>r</u> erm er me <u>e</u> erm	ART	338	Psychology of Art and Artists (PSY)
	CIII.		ART	431	
ART	338	Psychology of Art and Artists (PSY)	AKI	431	European Renaissance Literature and
BIOL	212	Neurobiology and Cognitive	A D.T.	400	Art (ENGL)
		Science (PSY)	ART	432	Arts of the Harlem Renaissance
BIOL	213	Sex, Germs and Diseases			(ENGL/PAMU)
BIOL	333		ART	433	Women in the Arts
		Emerging Public Health Issues	ART	434	The Museum: Culture, Business
BIOL	434	Introduction to Biomedical Imaging			and Education (BUS/EDUC)
		(HLTH/PHYS)	ART	435	Postmodern Visual Culture
HIST	340	History and Psychology of Nazi			
		Germany (PSY)	ART	436	Modern Art
HIST	436	Psychology and History of East Asian	BIOL	331	Biotechnology in the Twenty-First
	.00	Warrior Cultures (PSY)			Century (BUS)
HLTH	322	Health Issues in Education	BIOL	332	Cancer and Society
			BIOL	333	Emerging Public Health Issues
NRS	342	Complementary and Alternative	BIOL	334	Natural History of Ventura County 3
		Health (PSY)	BIOL	335	The Biosphere
NRS	348	Healthy Aging (PSY/SOC)	BIOL		
PADA	151	Conditioning for Dancers	DIOL	342	The Zoo: Conservation, Education and
PADA	253	Jazz Dance I	DIC:	0.45	Recreation (BUS/ECON/EDUC)
PADA	254	Modern Dance I	BIOL	345	Science and Public Policy (POLS)

2011	BIOL BIOL	431 432	Bioinformatics	ENGL ENGL ENGL	332 333 334	Teaching Dramatic Literature (PATH)
- 20	BIOL BIOL	433 434	Ecology and the Environment	ENGL	337	California (HIST)
12	DIOL	404	(HLTH/PHYS)	ENGL	338	Science and Conscience (PHYS)
	BUS	333	Nonprofit Organizations	ENGL	339	Psychology and Literature (PSY)
	D03	555	(COMM/ECON/POLS)	ENGL	341	Modern American Drama and
	BUS	335	Business and the Performing Arts (PA)	LINOL	341	Theatre (PATH)
	BUS			EN IOI	2.40	
		336	Social Entrepreneurship (SOC)	ENGL	342	Modern British and European Drama
	BUS	339	Business in China: Heritage and	EN IOI	0.4.4	and Literature (PATH)
	DLIC	0.40	Culture (HIST)	ENGL	344	World Drama and Theatre (PATH)
	BUS	340	Business and Economics in	ENGL	349	Perspectives on Multicultural Literature3
	DLIC	0.41	Literature (ECON/ENGL)	ENGL	430	Tradition and Transformation: Literature,
	BUS	341	Drug Discovery and Development	EN IOI	400	History, and Cultural Change (HIST)
	D. 10	0.4.4	(CHEM/ECON)	ENGL	433	Gay/Lesbian/Bisexual/Transgender
	BUS	344	The Library: Collections, Services and			Studies (GEND)
			Instruction (ECON/EDUC/LIB)	ENGL	444	Original Practice in Renaissance
	BUS	347	The University (ECON/EDUC)			Drama (PATH)
	BUS	349	History of Business and Economics in	ESRM	340	Politics and the Environment (POLS)
			North America (ECON/HIST)	ESRM	341	The National Park (POLS)
	BUS	435	The Music Museum (ECON/EDUC/	ESRM	342	Environmental History (HIST)
			PAMU)	ESRM	440	Population Studies (SOC)
	BUS	448	Globalization and	GLST	435	Global Cities
			Development (ECON/SOC)	HIST	332	Dance in History (PADA)
	CHEM	330	The History of Science: NonWestern	HIST	337	Music in History (PAMU)
			Origins and the Western Revolution	HIST	338	Theatre in History (PATH)
			(HIST)	HIST	340	History and Psychology of Nazi
	CHEM	335	The Chemistry of the Kitchen			Germany (PSY)
	CHEM	343	Forensic Science	HIST	436	Psychology and History of East Asian
	CHEM	344	Energy and Society (PHYS)			Warrior Cultures (PSY)
	CHS	331	- 1	MATH	330	Mathematics and Fine Arts
			Iransborder Perspectives in Chicana/o Studies	MATH	331	History of Mathematics
	CHS	343	Health Issues in the Latina/o	MATH	430	Research Design and Data Analysis 3
			Community (NRS)	MATH	437	Math for Games, Simulations,
	CHS	445	Chicano Child and Adolescent			and Robotics
			(EDUC/HIST)	MATH	438	Philosophy of Mathematics
	COMM	335	Politics and Film (POLS)	MATH	448	Scientific Computing
	COMM	336	Multicultural Literature and	NRS	342	Complementary and Alternative
			Communication (ENGL)			Health (PSY)
	COMM	340	Conflict Management and Mediation3	NRS	348	Healthy Aging (PSY/SOC)
	COMM	345	Media Literacy and Youth	PA	436	Physics of Performing Arts (PHYS)
			Culture (EDUC)	PAMU	330	Jazz in America
	COMM	346	School Communication (EDUC)	PAMU	332	World Music
	COMM	430	Political Communication (POLS)	PAMU	333	The Varieties of Musical Experience 3
	COMM	441	Health Communication (NRS)	PAMU	335	The Physics of Music (PHYS)
	COMM	442	Organizational Communication	PATH	334	Spanish Language Drama and
	COMM	443	Environmental Communication (ESRM)3			Theatre (SPAN)
	COMP	337	Survey of Computer Gaming	PHYS	448	Team Based Research
	COMP	345	Digital Image Processing (MATH/PHYS) .3	POLS	330	Political Sociology (SOC)
	COMP	437	Foundation of Computer Game	POLS	334	Peace Studies
	007,	,	Development	PSY	333	Measurement and Testing of Groups
	COMP	445	Image Analysis and Pattern Recognition			and Individuals
	00110	4.47	(MATH/PHYS)	PSY	337	Psychological Ethics and Moral
	COMP	447	Societal Issues in Computing	50) /	0.4.4	Philosophy
	ECON	331	Narratives of the Working Class	PSY	344	Psychology and Traditional
	FCC\\ '	0.40	(ENGL/HIST/POLS/SOC)	DC) /	0.45	Asian Thought
	ECON	343	Capital Theory (FIN)	PSY	345	Individuals with Disabilities in
	EDUC	330	Introduction to Secondary Schooling	DC) /	0.47	Society (SPED)
	EDUC	343	Teaching Drama to Children (PATH)	PSY	346	Human Motivation
	EDUC	431	Education Policy and Politics (POLS)	PSY	432	Seminar in Leadership
	ENGL	330	Interdisciplinary Writing	PSY	445	Adolescent Development

SECTION 10Graduation Requirements

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Graduation Requirements

Baccalaureate Degree Requirements

All baccalaureate degrees require completion of the requirements listed below. Degree requirements fall into three categories: general education requirements; major/minor requirements and other University requirements.

Total Units

A minimum of $\underline{120}$ - $\underline{133}$ units are required, depending on the major selected. No more than $\underline{70}$ units taken at a community college or another two-year college may be applied to this total, excluding military credit and credit by examination. Except for International Baccalaureate and Advanced Placement Tests, no more than $\underline{30}$ semester units of credit shall be applied to the baccalaureate degree on the basis of passing externally developed tests. Credit for Military Basic Training is excluded from this total. A quarter unit is equivalent to two-thirds of a semester unit.



Upper Division Units

At least $\underline{40}$ of the total required units for graduation must be in courses numbered 300-499.

Major

Completion of a specific number and pattern of courses in one or more academic departments is defined as a major and is required for graduation.

General Education

All students must complete General Education requirements. General Education requirements can be found in the General Education section of the catalog. A minimum of nine upper division, interdisciplinary units must be completed in residence at CSU Channel Islands (CI).

Residence

At least $\underline{30}$ of the total units must be taken at CI excluding Open University and Extension units. At least 24 of these $\underline{30}$ units must be upper division coursework, and 12 of the $\underline{30}$ units must be in the major. At least $\underline{9}$ units of upper division interdisciplinary General Education courses (numbered in the 330-349 or 430-449 ranges) of the required $\underline{48}$ General Education units must be completed in residence at CI.

Grade Point Average (GPA)

An overall GPA of 2.0 is required in:

- 1. Total courses attempted
- 2. Cl courses attempted; and
- 3. Courses in the major

Title V, Section 40404: Graduation Requirements in United States History, Constitution and American Ideals (American Institutions Requirement)

Students are required to demonstrate competencies in U.S. History, U.S. Constitution and California State and local government for graduation. Competencies can be met by enrollment in six units as follows:

1. Choose from one of the following:

POLS	150	American Political Institutions			.3
POLS	316	State and Local Politics and Policy			.3
Student	s who h	ave AP credit for American Governme	ent	or	
have to	ken Ame	erican Government without coverage	of		
Californ	nia gove	rnment may take the following:			
POLS	140	California Government			.]

2. Choose from <u>one</u> of the following:

HIS1	2/0	The United States to $18// \dots 3$
HIST	271	The United States since 1877
HIST	272	Constitutional History of the U.S
HIST	275	The United States to 1900
HIST	350	Chicana/o History and Culture 3

Language and Multicultural Requirement

- 1. The language requirement can be met by satisfying General Education category C3a with a grade of "C" or better. Students who are G.E. certified in Section C must still meet the language requirement for graduation and may do so either by passing a C3a course with a grade of "C" or better or by demonstrating proficiency through examination. Students will also receive credit for having advanced proficiency in a language other than English. This proficiency can be demonstrated by taking and earning a grade of "C" or better in an upper-division language (e.g., Spanish) class or via an examination that assesses the student's language skills (speaking, listening, reading and writing) on a variety of informal and formal topics. By taking and earning a grade of "C" or better in an upper-division language course or by passing an examination, students fulfill the graduation exit requirement for language. For purposes of the General Education requirement, however, students passing by examination receive content credit but not unit credit.
- The multicultural requirement can be met by satisfying General Education category C3b with a grade of "C" or better.

(SP 03-27)

Graduation Writing Assessment Requirement (GWAR)

The Graduation Writing Assessment Requirement will be satisfied through the completion of $\underline{9}$ units of Upper-Division Interdisciplinary General Education courses, which are writing intensive.

(SP 02-22)

Graduation

Graduation Information and Application Process for the Bachelor's Degree

To qualify for graduation students must complete all requirements for the bachelor's degree by the official graduation date listed in the schedule of classes. Graduation is not automatic upon the completion of requirements. Students who intend to graduate must take the initiative and should follow the steps listed below. While students are ultimately responsible for completing all degree requirements, assistance is available through faculty advisement, the Advising Center and Graduation Evaluations in the Records & Registration office. It is important that students meet regularly with an advisor to avoid graduation problems and delays.

Application for Graduation

The Application for Degree and Diploma and filing fee are required for students expecting to graduate, and provide them with an official graduation evaluation of degree requirements for the baccalaureate degree. Students qualifying for graduation in the terms designated by the Policy on Commencement Participation and who have applied to graduate by the published deadlines may participate in the annual commencement ceremony. Commencement participation does not constitute proof of the successful completion of degree requirements. The application for degree is available on the Records & Registration webpage and at the Enrollment Center in Sage Hall. Application deadlines are published in the Schedule of Classes and on the CI Web site. Failure to meet the deadline for the term in which you wish to graduate will delay your graduation.



Graduation Application Process

- Submit the completed Application for Degree and Diploma, any approved course substitutions and final transcripts from all transfer institutions to Student Business Services (Sage Hall) and pay the appropriate fees for graduation application by the published deadline for the term in which you wish to graduate. The graduation fee covers the cost of the graduation check, the diploma, and participation in the annual commencement ceremony. (The fee does not include cap and gown purchase, which is handled separately by The Cove Bookstore). Student Business Services sends the Application for Degree and Diploma, and certification of payment to Graduation Evaluations in the Records a& Registration office.
- If the Application for Degree and Diploma is filed by the published deadline (see current semester schedule for filing dates and deadlines), a completed degree evaluation will be emailed before the end of the add/drop period in a student's last semester. The graduation evaluation confirms remaining requirements for graduation. The actual date of graduation will be the end of the semester in which all requirements have been met.
- The Degree Progress Report will display your Graduation Status:
 - Applied for Graduation indicates that your Application for Degree and Diploma has been received
 - Needs to Finish Pending Work indicates that a Degree Check has been completed
- Participate in the commencement ceremony held at the end of the spring semester if eligible (see policy on Commencement Participation).
- Students not completing the requirements by expected date of graduation must submit a change of graduation term form to the Student Business Service and pay the fee.
- After Graduation Evaluators verify completion of all degree requirements, a diploma is normally available within four months of final clearance. Proof of graduation is available by requesting official transcripts from Records & Registration.
- Students may visit the Records & Registration website for more information regarding graduation at: http://www/records-registration/GradFAQ.htm.

Degree Progress Report

The Degree Progress Report (DPR) contains customized degree progress information, which can assist you in planning your course of study. The DPR outlines general education, graduation, major and minor (if applicable) requirements. It is student specific and will display requirements you have met and requirements you have yet to meet using internal credit (CI courses) and external credit (transfer and test credit). When you have not met a requirement, the report will list course options that will meet the requirement. To ensure timely graduation, always work with your academic advisor. Review your transfer credit report for accuracy. Several tutorials and the How to View Your Degree Progress Reports document are available. These documents will guide you through the steps to access your report, as well as allow you to request updates to your DPR. For more information about the Degree Progress Report visit http:// www.csuci.edu/studentaffairs/progress_of_degree.htm.

Commencement and Honors Convocation

Commencement and Honors Convocation are held each year in the spring, bringing together local community members to celebrate the accomplishment of our students.

University Honors

To receive honors at graduation at Cl, a student must:

- 1. Complete a minimum <u>30</u> units of courses taken at CI for a letter grade.
- 2. Earn a grade point average of 3.50 or above in all work taken at Cl.
- 3. Earn the following cumulative grade point average in all undergraduate courses, including transfer work:

Summa Cum Laude - this honor is awarded to all students who earn a grade point average of 3.90 - 4.0.

Magna Cum Laude - this honor is awarded to all students who earn a grade point average of 3.75 - 3.89

Cum Laude - this honor is awarded to all students who earn a grade point average of 3.50 - 3.74. (SP 03-24)

Commencement Ceremonies, Participating in

Students who have completed degree or credential requirements the previous summer or fall terms are eligible to participate in the ceremony along with those who plan to complete their work in the spring or subsequent summer and have filed an Application for Degree and Diploma. Names of graduates and degree candidates who have applied for graduation by the published deadline will be published in the Commencement Program unless a student has requested otherwise by filing a Withhold Directory Information (FERPA) form with Records and Registration.

(SA. 16.002) (SP07-05)

Graduate Student Degree Requirements:

Refer to Graduate Studies Section of the catalog for details.

SECTION II Graduate Studies

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General Information

CSU Channel Islands (CI) offers seven masters degrees. Except for the two MA in Education degrees, all graduate degrees are offered through Extended University. For these degrees, Extended University employs a Special Sessions schedule and charges per-unit tuition separate from the normal CSU system-wide tuition for graduate studies.

This section presents CSU and CI policies and common practices related to graduate students and graduate programs. Further details for each degree program are contained in the general program information for each academic area.

Location

Sage Hall, office 2011 (805)437-8860 Fax: (805) 437-8951

Graduate Programs

- Master of Science in Biotechnology and Bioinformatics
- Master of Science in Biotechnology and Master of Business Administration (Dual Degree)
- Master of Business Administration
- Master of Science in Computer Science
- Master of Arts in Education: Educational Leadership Specialization
- Master of Arts in Education: Special Education Specialization
- Master of Science in Mathematics

Program Descriptions

Master of Science Degree in Biotechnology and Bioinformatics

The Master of Science in Biotechnology and Bioinformatics is a professional degree program designed to meet the needs of biotechnology industry and related public and private agencies and organizations. The program combines rigorous scientific training in interdisciplinary areas in biotechnology and bioinformatics with course work and experience in business management and regulatory affairs. The program includes a set of core courses with three emphases to choose from: biotechnology, biomedical engineering and stem cell technology and laboratory management, and several elective courses.

Biotechnology is centered in the laboratory and employs sophisticated molecular biology techniques for applications in human and animal health, agriculture, environment, and specialty biochemical manufacturing. In this century, the major driving force for biotechnology will be the strategic use of the data derived from large-scale genome sequencing projects. Bioinformatics turns raw data from genome sequencing and new experimental methodologies such as microarrays and proteomics into useful and accessible information about gene function, protein structure, molecular evolution, drug targets and disease mechanisms using computational analyses, statistics, and pattern recognition. Our approach also includes team projects drawn from biotechnology industries to focus on real-world problems and applications of biological and

computational sciences and to inculcate interpersonal as well as problem-solving skills using multiple perspectives.

Graduates from this program will develop analytical, managerial and interpersonal skills along with sophisticated expertise in biotechnology and bioinformatics. They will be ready to make immediate contributions to scientific research and development, management in biotechnological, biomedical and pharmaceutical industries, biotechnology law and regulations, governmental or environmental agencies, research institutes, consulting firms, research and clinical laboratories, private and public health organizations, or education. http://biology.csuci.edu/bio_mos.htm

Master of Science Degree in Biotechnology and Master of Business Administration

The Master of Science in Biotechnology and Master of Business Administration is a dual professional degree program designed to meet the needs of biotechnology industry and related public and private agencies and organizations. The program combines rigorous scientific training in biotechnology with graduate course work and experience in business management and regulatory affairs. The program includes the foundation courses for the dual degree program, a set of graduate level core courses in both biotechnology and business, and several elective courses.

Our approach includes team projects drawn from biotechnology industries to focus on real-world problems and applications of biological sciences and business. We approach interpersonal skills and problem-solving skills from multiple perspectives. http://biology.csuci.edu/bio_mos.htm

Master of Business Administration

Our program in Business Administration is designed for working professionals in Southern California. The Martin V. Smith School of Business & Economics MBA program is the result of benchmarking against the best business programs in the country and meets new assurances of learning standards required for AACSB accreditation. Our program features integrated modules that cross functional disciplines, a common cohort experience, team teaching and learning. Consistent with the University's mission, there is an emphasis on graduating business leaders with a global and multicultural perspective. Our MBA is an example of our focus on making a difference not only in the lives and careers of our students, but also in the vitality of the Ventura County region.

http://business.csuci.edu/mba/index.htm

Master of Science in Computer Science

The MS in Computer Science prepares students for advanced careers in high-tech, computer-driven industries, including applications to business, aerospace, education, military, and government where interdisciplinary, dynamic and innovative professionals trained in latest technologies are increasingly sought. Students develop a strong background in computer theory, software and hardware, as well as skills to conduct applied research. The program stresses interdisciplinary applications while preparing students for a wide range of industry, academic, and research positions. http://www.cs.csuci.edu/MSCS/

Master of Arts in Education

The Master of Arts in Education provides advance preparation for educational professionals. Two specializations are offered at CI: Educational Leadership and Special Education.

Educational Leadership Specialization

The Educational Leadership Specialization prepares candidates to complete the California Commission on Teacher Credentialing (CCTC) Preliminary Administrative Services Credential. Completion of this Level I administrative program prepares students to serve in positions of educational leadership in the California Public Schools. Through integration of course work and field experiences students are provided multiple opportunities to learn and practice the California Professional Standards for School Leaders. The program offers students understanding and application of leadership skills related to relationship building, communication, and the ability to apply, model, and analyze curriculum, instructional strategies, assessment, standards-based accountability systems, and data-based school improvement. The program also develops each student's understanding of basic school administrative responsibilities including resource management, personnel supervision, and daily operational issues related to safety, law, and public policy.

Prior to recommendation for certification, University faculty determine eligibility, based on fully documented evidence, that each student has demonstrated satisfactory performance on the full range of standards set forth by the CCTC. A master's degree is required for CI to recommend a candidate to the Preliminary Administrative Services Credential. Candidates already possessing a master's degree who successfully complete the required <u>30</u> units will be recommended for the Level I credential without completing a research project.

http://education.csuci.edu/credentials/mastersdegrees/index.

Special Education Specialization

The Special Education Specialization prepares teachers and professionals for leadership roles in the field of special education and disabilities. Completion of this degree prepares graduates to further expand their knowledge of individuals with disabilities of diverse linguistic and cultural backgrounds. It equips practitioners with the knowledge of best practice and policies for working with students with disabilities and their families.

http://education.csuci.edu/credentials/mastersdegrees/index. htm

Master of Science in Mathematics

Our MS in Mathematics is interdisciplinary and innovative in nature, and offers a flexible schedule with highly qualified faculty. It is designed to address the global need for people with advanced mathematical, computational, and computer skills throughout the industry, high-tech, and educational systems. Students will be given a strong background in mathematics, and computer software, as well as the skills to conduct independent applied research or develop independent projects. The program will stress interdisciplinary applications, for example in Actuarial Sciences, Cryptography, Security, Image Recognition, Artificial Intelligence, and Mathematics Education. Students' specializations depend on the final project/thesis and the electives chosen under the supervision of Mathematics

advisor. An individual study plan can be designed to meet entry requirements for Ph.D. programs in Mathematical Sciences. http://math.csuci.edu/masters/

Fees and Tuition

Fees

Tuition

Course Tuition Per One Graduate Credit Unit:

\$795 for Biology Courses (BIOL, BINF)*

\$550 for Business Courses (MGT, BUS)*

\$475 for Computer Science Courses*

\$475 for Mathematics Courses*

*Tuition subject to change on an annual basis

Financial Aid

The Financial Aid office assists students as they pursue their educational goals. Programs of grants, loans and scholarships are available to help make college an affordable experience. If you are interested in applying please contact the Financial Aid office (805) 437-8530.

Graduate and Post-Baccalaureate Application Procedures

All graduate and post-baccalaureate applicants (masters degree applicants, those seeking educational credentials, and holders of baccalaureate degrees interested in taking courses for personal or professional growth) must file a complete graduate application as described in the graduate and post-baccalaureate admission materials at www. csumentor.edu. Applicants who completed undergraduate degree requirements and graduated the preceding term are also required to complete and submit an application and the \$55 nonrefundable application fee. Since applicants for post-baccalaureate programs may be limited to the choice of a single campus on each application, re-routing to alternate campuses or later changes of campus choice are not guaranteed. To be assured of initial consideration by more than one campus, it is necessary to submit separate applications (including fees) to each. Applications submitted by way of www.csumentor.edu are expected unless submission of an electronic application is impossible. An electronic version of the CSU graduate application is available on the World Wide Web at http://www.csumentor.edu. Application forms may also be obtained from the Graduate Studies office or the Admissions office of any California State University campus.

Graduate and Post-Baccalaureate Admission Requirements

Admission Requirements

Graduate and post-baccalaureate applicants may apply for a degree objective, a credential or certificate objective, or where approved, may have no program objective. Depending on the objective, the CSU will consider an application for admission as follows:

 General Requirements — The minimum requirements for admission to graduate and post-baccalaureate studies at a California State University campus are in accordance with university regulations as well as Title 5, Chapter 1, Subchapter 3 of the California Code of Regulations.

- Specifically, a student shall at the time of enrollment: (1) have completed a four-year college course of study and hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association, or shall have completed equivalent academic preparation as determined by appropriate campus authorities; (2) be in good academic standing at the last college or university attended; (3) have earned a grade point average of at least 2.5 on the last degree completed by the candidate or have attained a grade point average of at least 2.5 (A=4.0) in the last $\underline{60}$ semester ($\underline{90}$ quarter) units attempted; and (4) satisfactorily meet the professional, personal, scholastic, and other standards for graduate study, including qualifying examinations, as appropriate campus authorities may prescribe. In unusual circumstances, a campus may make exceptions to these criteria.
- Students who meet the minimum requirements for graduate and post-baccalaureate studies may be considered for admission in one of the four following categories:
- Graduate Classified To pursue a graduate degree, applicants are required to fulfill all of the professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the campus; or
- Graduate Conditionally Classified Applicants may be admitted to a graduate degree program in this category if, in the opinion of appropriate campus authority, deficiencies may be remedied by additional preparation; or
- Post-Baccalaureate Classified, e.g. admission to an
 education credential program Persons wishing to enroll
 in a credential or certificate program, will be required
 to satisfy additional professional, personal, scholastic,
 and other standards, including qualifying examinations,
 prescribed by the campus; or
- Post-Baccalaureate Unclassified To enroll in undergraduate courses as preparation for advanced degree programs or to enroll in graduate courses for professional or personal growth, applicants must be admitted as post-baccalaureate unclassified students. By meeting the general requirements, applicants are eligible for admission as post-baccalaureate unclassified students. Admission in this status does not constitute admission to, or assurance of consideration for admission to, any graduate degree or credential program (Most CSU campuses do not offer admission to unclassified post-baccalaureate students).

Admission Information by Discipline

Biology

Master of Science Degree in Biotechnology & Bioinformatics

- Applicants must have a BS/BA degree in Biology, Computer Science, Chemistry, Biochemistry, or Mathematics. Alternatively, applicants with a BA/BS degree in any field and equivalent work experiences in one of the above fields may be granted conditional admission, and they must fulfill all conditional requirements before they can be fully classified.
- 2. Applicants seeking admission to the professional MS in Biotechnology and Bioinformatics program must be officially

- accepted into the Cl academic program.
- Applicants must declare themselves as graduate students in the professional MS degree program in Biotechnology and Bioinformatics.
- 4. Applicants for the Stem Cell Technology and Laboratory Management Emphasis must commit to the stem cell technology internship requirement.
- 5. Applicants will be evaluated by the Program Admissions Committee which will consider the applicants in the context of the total applicant pool using our general admission standards, including all academic work, GPA, test scores, relevant work experience and other factors that may have a bearing on the individual's potential for success. The following materials are required for our evaluation and admission process:
 - Applicants must submit their transcript(s) from their undergraduate institution(s), Graduate Record Examinations (GRE) General Test scores or the Medical College Admission Test (MCAT) scores.
 - Applicants who have received their undergraduate degrees from a university where English is not the language of instruction, or have studied fewer than two years at a university where instruction is in English, must submit their Test of English as a Foreign Language (TOEFL) scores for evaluation.
 - Applicants must submit a one page "Statement of Purpose" and two letters of recommendations from people able to judge the applicant's academic capacity.

Master of Science Degree in Biotechnology and Business Administration (Dual Degree)

- *Assumes that at least one set of the Foundation Courses listed below has been completed in a business or science undergraduate degree program.
- Applicants must have a BS/BA degree in Biology, Chemistry, Biochemistry, or Business/Economics related discipline. Alternatively, applicants with a BA/BS degree in any field and equivalent work experiences in one of the above fields may be admitted and must fulfill the foundation course requirements before taking the core courses and electives in the degree program.
- 2. Applicants seeking admission to the dual degree program must be officially accepted into CI as graduate students.
- 3. Applicants must declare themselves as graduate students in the dual degree program.
- 4. Applicants will be evaluated by the program admissions committee which will consider the applicants in the context of the total applicant pool using our general admission standards, including all academic work, GPA, test scores, relevant work experience and other factors that may have a bearing on the individual's potential for success. The following materials are required for our evaluation and admission process:
 - Applicants must submit their transcript(s) from their undergraduate institution(s) and Graduate Record Examinations (GRE) General Test scores.
 - Applicants who have received their undergraduate degrees from a university where English is not the language of instruction, or have studied fewer than two

- years at a university where instruction is in English, must submit their Test of English as a Foreign Language (TOEFL) scores.
- Applicants must submit a one page "Statement of Purpose" and two letters of recommendations from people able to judge the applicant's capacity for both academic and professional success.

Martin V. Smith School of Business & Economics

Master of Business Administration

To be considered for admission to CI MBA program, applicants must:

- 1. Have a baccalaureate degree from an accredited institution
- 2. Submit completed University and program applications, including two letters of recommendation
- Have a grade point average (GPA) of at least 2.5 (4=A) in their latest <u>60</u> semester units attempted and must be in good standing at the last college attended
- 4. Have a minimum of two years professional work experience (in any field)
- 5. Submit GMAT scores

Computer Science

Master of Science in Computer Science

Students seeking admission are expected to have:

- An undergraduate degree in Computer Science, Mathematics, Engineering, or Science.
- The applicant is expected to have a 2.7 or higher cumulative undergraduate grade point average (GPA)
- 3. A GRE report is required for applicant whose GPA is less than 3.0.

School of Education

Master of Arts in Education

Master of Arts in Education and Preliminary Administrative Services Credential

- Application. Apply to both the University Admissions office and the Education Credential office. (See below)
- 2. One set of Official Transcripts. One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CI Admissions office. Cumulative grade point average of 3.0 is required to be accepted into the Preliminary Administrative Services Credential Program.
- 3. CBEST Examination. Copy of card indicating passage of the California Basic Education Skills Test (CBEST) or verification that you have taken the test prior to admission to the program. Passage of CBEST is required for certification.
- 4. California Teaching Credential. Copy of a valid California teaching credential requiring a baccalaureate degree and a program of professional preparation, including student teaching; or a valid California Designated Subjects teaching credential provided the applicant also possesses

- a baccalaureate degree; or a valid California services credential in Pupil Personnel Services, Health Services, Library Media Teacher Services, or Clinical or Rehabilitative Services requiring a baccalaureate degree and a profession preparation program including field practice or the equivalent submitted to the Education Credential Office.
- Experience. Documentation of at least three years of full-time successful teaching experience (substitute or part-time service does not apply).
- 6. Two Letters of Recommendation. Two letters of recommendation from professionals who are knowledgeable of the candidate's professional work at least one of whom is the candidate's current school administrator.
- 7. Interview. Interview with Education Program Admissions Committee.
- 8. Writing Sample. A written statement of purpose (500-600 word essay) describing why the candidate desires to be a school administrator serving the children and families of the diverse communities of California. This essay will include reflection on personal professional goals and ways in which the knowledge and skills will be developed to achieve these goals.

Special Education Specialization

- 1. Application to the university Admissions Office.
- 2. One Set of Official Transcripts: One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CSU Channel Islands Admissions Office. Cumulative grade point average of 3.0 is required to be accepted into the Masters of Arts in Education Special Education Program.
- 3. Application to the Education Credential office.
- 4. Two letters of recommendation from professionals who are knowledgeable of the candidate's professional work.
- 5. Interview with Education Program Admissions Committee.
- 6. A written statement of purpose (500-600 word essay) describing why the candidate desires to obtain a Master of Education in Special Education. This essay will include reflection on personal professional goals and ways in which the knowledge and skills will be developed to achieve these goals.

Mathematics

Master of Science in Mathematics

- Application. Apply to both the University and the Mathematics Program. Forms are available at the Extended University office and on-line at http://math.csuci.edu/.
- 2. *Recommendation*. At least two letters of recommendations from academic or professional supervisors.
- Subject Matter Preparation. Applicants are expected to hold the BS degree in Mathematics. However students with other degrees (or equivalent coursework) maybe considered and admitted conditionally (subject to completing relevant undergraduate mathematics courses).
- 4. GPA of 3.0 in Mathematical Sciences. If applicant does not have the required GPA, conditional admission maybe available on a limited basis.
- 5. GRE (general and mathematics) scores are recommended, but not required.

Graduate Policies

Auditing a Class

A student who wishes to audit a course must obtain approval of the instructor. The approval may not be obtained prior to the first day of instruction. A student registered as an auditor may be required to participate in any or all classroom activities at the discretion of the instructor. A student who is enrolled for credit may not change to auditor after the third week of instruction. Credit for courses audited will not subsequently be granted on the basis of the audit.

Auditors must pay the same tuition as would be charged if the courses were taken for credit. A student not admitted to, nor reenrolled in the university, must have residence determination so that the appropriate tuition may be charged.

Catalog Rights

Graduate students who have maintained continuous attendance at a CSU or California Community College may elect to qualify for graduation from CI under general education, United States history, Constitution and American ideals, and other non-major based upon catalog requirements in effect either (1) at the time they began attending any California Community College or CSU campus, or (2) at the time they entered the CSU campus from which they will graduate, or (3) at the time they graduate from the CSU. (Title 5, Section 40401)

Absence related to an approved educational leave or for attendance at another accredited institution of higher learning is not considered an interruption, providing such absence does not exceed two years. The absence must be consistent with the CSU definition of educational leave and with CSU policy.

Students who have been academically disqualified lose previously established catalog rights.

Classification Status

Conditionally Classified

To qualify for admission in conditionally classified graduate standing, a student must:

- Hold an acceptable baccalaureate degree from an accredited institution.
- Have attained a grade-point average (GPA) of at least 2.5 (4.0=A) in the last <u>60</u> semester units attempted
- 3. Have been in good standing at the last institution attended
- Be accepted into a graduate degree curriculum on a conditional basis, subject to the requirement that any deficiencies must be remedied by additional preparation.
- For students entering the Master of Arts in Education:
 Educational Leadership Program, if the student is missing
 one or more of the following requirements, CBEST,
 advanced technology or special education course.

Classified

A student who meets the minimum requirements for admission as a graduate student, as specified in the preceding paragraph, may be admitted as a fully classified graduate student pursuing an authorized degree curriculum if the appropriate program authorities determine the he or she satisfactorily meets the professional, personal, scholastic, or other standards for admission to the graduate degree curriculum, including qualifying examinations that the appropriate program authorities may prescribe. Only those applicants who show promise of

success will be admitted to the graduate curricula, and only those who continue to demonstrate a satisfactory level of scholastic competence shall be eligible to proceed in such curricula.

Advancement to Candidacy

Advancement to candidacy recognizes that the student has demonstrated the ability to operate at and sustain a level of scholarly competence that is satisfactory for successful completion of the degree requirements. In programs that require a thesis, it permits the student to enroll in courses that provide thesis supervision. The student must be enrolled during the semester in which they apply for advancement to candidacy. Advancement to candidacy must occur at least one semester prior to the anticipated completion of the program. Approval is granted by the program director or designee(s). (SP 09-08) For the Master of Arts in Education, the candidate may register for culminating experience in their final semester and when candidate has met all of the requirements for eligibility for the master's degree, including a 3.0 GPA and with no incomplete grades in required coursework.

Continuous Enrollment and Education Leave for Master's Degree Students

A graduate student must maintain continuous enrollment during their course of study at CI. Any graduate student in good academic standing who cannot maintain continuous enrollment may apply to take a leave of absence from the University for at most four consecutive semesters. No more than six cumulative semesters of leave may be taken. (SP 09-09)

Course Repeat

A graduate/post baccalaureate student may take a course a total of 3 times with no grade forgiveness. All grades will be calculated into the GPA. Unit credit for the courses will be granted only once unless courses are repeatable as specified in the catalogue.

Course Substitutions

Substitutions will be reviewed and granted by the individual program on a case-by-case basis.

Culminating Experience

The culminating experience for the granting of a graduate degree is the successful completion of one of the following: a designated (final or "capstone") course, thesis, project, or comprehensive examination. The quality of work accomplished, including the quality of the writing, is the major consideration in judging the acceptability of the thesis, project, or comprehensive examination. The student must successfully complete the culminating experience required by the specific program to be granted a graduate degree.

Grading Policy

- 1. "ABCDF" is the default grading system.
- 2. Although it is not required, individual faculty members may add a "+" or "-" to any grade except "F." By adding a "+" to a grade, the grade points earned increase by 0.3 (except an A+ shall still be 4.0 grade points). By adding a "-" to a grade, the grade points earned shall decrease by 0.3. Course syllabi are required to state clearly whether "+/-" grading is used.
- A student may take a course "CR/NC" if the course is designated as allowing "CR/NC" grading in the course approval process.

- 4. The decision on how many units of courses may be taken "CR/NC" and which courses can be taken "CR/NC" is left up to each individual program.
- 5. Course syllabi shall include a discussion of the instructor's grading policy.

Grading Symbols Assigned

RP (Report in Progress) The "RP" symbol is used in connection with courses that extend beyond one academic term. It indicates that work is in progress, but that the assignment of a final grade must await completion of additional work. Work is to be completed within one year except for graduate degree theses.

W (Withdrawal) The "VV" symbol indicates that the student was permitted to withdraw from the course after the third week of the semester with the approval of the instructor and appropriate campus officials. It carries no connotation of quality of student performance and is not used in calculating grade point average. See withdrawal procedures in the catalog.

WU (Withdrawal Unauthorized) The "WU" symbol indicates that an enrolled student did not formally withdraw from the course according to University policy and also failed to complete course requirements. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible. For purposes of grade point average, this symbol is equivalent to an "F."

Incomplete Grade Policy

An "Incomplete Authorized" (I) signifies that a portion of required course work has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified reasons and that there is still a possibility of earning credit. After the request of the student for the "I" grade, the faculty member makes the decision as to whether or not an "I" grade is issued. If an "I" grade is issued, the faculty member determines what conditions must be met for the "I" to be removed. However, to protect both students and faculty, it is necessary that there be a written record of the conditions. Thus, if there is a later disagreement, or if the instructor is no longer available, the "I" can still be handled by the program. The request for an incomplete form which is to be used for writing the conditions mentioned above is available in the program administrative support offices. This form shall include a statement of:

- The work not completed and the percentage that each uncompleted assignment will count toward the final grade;
- 2. The final grade the instructor will assign if the course requirements are not completed within one calendar year, or a shorter period as specified on the form, immediately following the term in which the "I" was assigned, without respect to continuous enrollment of the student during this period.

A copy of the agreement is to be given to the student and a copy is to be retained in the program office. The completed forms are filed in the program office. The awarding of an "I" requires prior consultation with the student. The student has the responsibility to confer with the faculty member to learn the requirements for removal of the "I". At that time the student is given a copy of the form detailing the conditions to be met. An "I" must be made up within the time period set forth by the instructor with a maximum allowable time span of one

calendar year immediately following the end of the term in which it was assigned. This limitation prevails whether or not the student maintains continuous enrollment. Failure to complete the assigned work will result in an "I" being converted to an "IC" symbol, unless the faculty member assigns a specific letter grade at the time the Incomplete is assigned, which would replace the "I" in the student's record at the end of the calendar year deadline. The "IC" is counted as a failing grade (equivalent to an "F") for grade point average and progress point computation. Although the one-year maximum for incomplete grades will be the general university policy, Executive Order 171 specifies that exceptions can be made in special cases, such as military service and serious health problems. An extension of an "1" grade in any one course shall be allowed only one time, for a maximum total extension of one year. An "I" may not be changed to a passing grade as the result of re-enrolling in the course. In cases where repetition of the course is appropriate, the student will be assigned a withdrawal or failing grade rather than an "I" grade. A failing grade is not an acceptable reason to request or grant an incomplete grade. If a student subsequently completes a course that is recorded as incomplete on a transcript from another institution, it is the student's responsibility to submit a corrected official transcript and advise Records & Registration that he/she wishes to receive

International (Foreign) Student Admission Requirements

The CSU must assess the academic preparation of foreign students. For this purpose, "foreign students" include those who hold U.S. temporary visas as students, exchange visitors, or in other nonimmigrant classifications.

The CSU uses separate requirements and application filing dates in the admission of "foreign students." Verification of English proficiency (see the section on English Language Requirement for undergraduate applicants), financial resources, and academic performance are each important considerations for admission. Academic records from foreign institutions must be on file at least six months in advance of enrollment for the first term and, if not in English, must be accompanied by certified English translations. Further information can be found at https://www.csuci.edu/exed/international.htm.

Graduate-Post-Baccalaureate English Language Requirement

All graduate and post-baccalaureate applicants, regardless of citizenship, whose native language is not English and whose preparatory education was principally in a language other than English must demonstrate competence in English. Those who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction must receive a minimum score of 550 on the Test of English as a Foreign Language (TOEFL). Some programs require a higher score. Applicants taking the Computer-Based Test of English as a Foreign Language must present a score of 213 or above. Some programs may require a higher score. Several CSU campuses may use alternative methods for assessing fluency in English including Pearson Test of English Academic (PTE Academic), the International English Language Testing System (IELTS), and the International Test of English Proficiency (ITEP).

CSU Minimum TOEFL/IELTS Standards are:

Internet Computer Paper Graduate 80 213 550

IELTS Requirements:

Graduate 6.0

Minimum Graduate GPA

A minimum grade point average of 3.0 (B) is required across all letter-graded courses taken to satisfy requirements for the graduate degree. Programs may implement stricter grade requirements. (SPO5-22)

Number of Units Granted for a Thesis or Project

No more than $\underline{\sigma}$ units of course credit may be offered for a thesis or project to fulfill the requirements of a graduate degree. (SPO5-25)

Prerequisite Courses to Meet Graduate Degree Requirements, Use of

No undergraduate courses taken to satisfy prerequisite requirements for admission to a graduate program may be included in the minimum number of units required for that program.

(SP05-20)

Probation, Disqualification, Reinstatement

Academic Probation

A graduate student in either conditionally classified or classified standing will be subject to academic probation if, after attempting <u>12</u> or more graded units, the cumulative graduate GPA at CI falls below 3.0 Probationary students will be advised of their status via letter or e-mail. The communication will include conditions for removal from probation and the circumstances

that would lead to disqualification. All probationary students are required to seek academic advising no later than the second week of the following semester. Students shall be removed from academic probation once they have received such advising and cumulative graduate GPA at CI is at least 3.0 or higher.

Academic Disqualification

A graduate student on academic probation will be academically disqualified when the student's GPA in all units attempted or in all units attempted at CI falls below 2.50. Students cannot be placed on probation for the first time at Cl and be disqualified in the same semester. However, students who have previously been on probation at CI and fall below the 2.5 GPA listed above will be academically disqualified, even if the probation and disqualification semesters are nonconsecutive. A student may appeal disqualification no later than three weeks before the start of the semester following the disqualification. Appeals should be made to the office of the Provost or designee. Appeals will be decided by the Academic Appeals Board. Typical grounds for a successful appeal include significant improvement towards meeting the GPA requirements and/or extraordinary circumstances beyond the student's control, as determined by the Academic Appeals Board. A successful petition of appeal for disqualification will result in the student remaining on academic probation. Students who appeal unsuccessfully will need to apply for reinstatement as specified in the Policy on Reinstatement if they wish to continue at CI.

Reinstatement

In order to be considered for reinstatement to CI, a disqualified student must demonstrate academic ability by completing additional coursework. All classes taken must be applicable for degree credit at CI. After eliminating the grade-point deficiency, the student may petition the Academic Appeals Board for reinstatement. The student must submit the petition for reinstatement no later than three weeks before the beginning of the semester that the student intends to return. The Academic Appeals Board will only consider the petition for reinstatement



of students who have remained outside of the university for at least one regular (Fall or Spring) semester after their dismissal. Students who are disqualified, reinstated, and become disqualified a second time will not be granted a second reinstatement.

Residence Required for the Master's Degree

A minimum of $\underline{21}$ semester units must be taken in residence after admission to the graduate program offering the degree. The program may authorize the substitution of credit earned by alternate means for a part of this residence requirement.

Withdrawal from Courses

- 1. Students may drop courses during the first three weeks of classes without instructor permission.
- After the third week of classes and before the end of the tenth week of classes, withdrawal from courses is permissible only for serious and compelling reasons. Approval signatures from the instructor and program chairs must be obtained to withdraw during this period. The withdrawal will be noted as a "W" on the student's permanent record.
- 3. After the tenth week of instruction, withdrawal is not permitted except in cases beyond the student's control such as accident or serious illness where the assignment of an Incomplete is not practical. Approval signatures from the instructor, program chair and Vice President for Academic Affairs (or designee) must be obtained. Withdrawal in this category will typically involve total withdrawal from the University and will be noted as a "W" on the student's permanent record.
- 4. Instructor Initiated Withdrawal: Instructors may drop students within the first three weeks of classes and as early as the first day of classes for any of the following reasons:
 - a. Student failure to attend class without having made prior arrangements with the instructor.
 - b. Student failure to complete the prerequisites for a course before enrolling.
 - Student failure to secure properly the permission of the instructor before enrolling when such permission is required.

Graduate Writing Assessment Requirement (GWAR)

Master of Science Degree in Biotechnology & Bioinformatics

Writing proficiency prior to the awarding of the degree is demonstrated by successful completion of BIOL 504, Molecular Cell Biology with a grade of B or higher.

Master of Science Degree in Biotechnology and Master of Business Administration

Writing proficiency prior to the awarding of the degree is demonstrated by successful completion of BIOL 504, Molecular Cell Biology or BUS 520, Strategy and Leadership with a grade of B or higher.

Master of Business Administration

Writing proficiency prior to the awarding of the degree is demonstrated by successful completion of BUS 520 Strategy and Leadership with a grade of B or higher.

Master of Science in Computer Science

Writing proficiency prior to the awarding of the degree is demonstrated by successful completion of COMP 597 Master's Thesis with a grade of B or higher.

Master of Arts in Education: Educational Leadership Specialization

Writing proficiency to the awarding of the degree is demonstrated by successful completion of EDUC 605, Education in a Diverse Society, with a grade of B or higher.

Master of Arts in Education: Special Education Specialization Writing proficiency to the awarding of the degree is demonstrated by successful completion of EDUC 605, Education in a Diverse Society, with a grade of B or higher.

Master of Science in Mathematics

Writing proficiency prior to the awarding of the degree is demonstrated by successful completion of at least two credits of MATH 597 (Master's Thesis) or MATH 598 (Master's Project) with a grade of B or higher.

Graduation Requirements

Graduation Information and Application Process for the Master's Degree

To qualify for graduation students must complete all requirements for the master's degree by the official graduation date listed in the schedule of classes. Graduation is not automatic upon the completion of requirements. Students who intend to graduate must take the initiative and should follow the key steps listed below. While students are ultimately responsible for completing all degree requirements, assistance is available through faculty advisement, the Advising Center and Graduation Evaluations. It is important that students meet regularly with an advisor to avoid graduation problems and delays.

Eligibility for a Master's Degree in Education

To be eligible for the Master's Degree, the candidate shall have completed the following minimum requirements:

1. Requirements for the Degree

- a. The completion of a specified course of study approved by the Curriculum Committee at Cl and/or CCTC
- b. A minimum of thirty semester units of approved graduate work. (SPO5-28)
- c. Completion of graduate work in no more than 7 years. (SP05-23)
- d. At least <u>21</u> semester units must be completed in residence as indicated in the University Catalog.
- e. Seventy percent of the degree must be at 500 and 600 level. When undergraduate 400-level courses are taken, extra work must be completed. (SP05-24)
- No more than six semester units shall be allowed for a thesis, project, or comprehensive exam preparation. (SP05-25)
- 2. Advancement to candidacy. A candidate who has been granted classified standing will be advanced to candidacy after a request is filed for graduation by the student and an affirmative recommendation is made by the graduate advisor. An overall minimum grade point average is 3.0 (B) and a minimum grade point average of 3.0 for all study plan course work is required. A course in which no letter grade is assigned, shall not be used in computing

- the grade point average. Other scholastic requirements, professional standards, passing of examinations, and other qualifications may be required.
- Satisfactory completion of a thesis, project, or comprehensive examination.

Application for Graduation

The Application for Degree and Diploma and filing fee entitles students to an official graduation evaluation of progress toward meeting graduate degree requirements. Students qualifying for graduation by the designated graduation date may participate in the annual commencement ceremony. Commencement participation does not constitute proof of the successful completion of degree requirements. The application for degree is available on the Records & Registration webpage, and at the Enrollment Center in Sage Hall. Application deadlines are published in the Schedule of Classes and on the CI Web site. Failure to meet the deadline for the term in which you wish to graduate will delay your graduation.

Key Steps to Graduation

- 1. Submit the completed Application for Degree and Diploma, and any approved course substitutions, and program work up sheet to the Enrollment Center Cashier (Sage Hall) and pay the appropriate fees for graduation application by the published deadline for the term in which you wish to graduate. The graduation fee covers the cost of the graduation check, the diploma, and participation in the annual commencement ceremony. (The fee does not include cap and gown purchase, which is handled separately by The Cove Bookstore). The Cashier's Office sends the Application for Degree and Diploma and certification of payment to Graduation Evaluations in the Records and Registration office.
- 2. If the Application for Degree and Diploma and program work up sheet is filed by the published deadline (see current semester schedule for filing dates and deadlines), a completed degree evaluation will be emailed before the end of the add/drop period in a student's last semester. The graduation evaluation confirms remaining requirements for graduation. The actual date of graduation will be the end of the semester in which all requirements have been met.
- 3. Participate in the commencement ceremony held at the end of the spring semester if eligible (see policy on Commencement Participation.) Participation is optional.
- 4. Students not completing the requirements by expected date of graduation must submit a *change of graduation term* form to the Enrollment Center, Sage Hall, and will be charged a \$15 graduation refile fee.
- 5. After all degree requirements have been completed and Graduation Evaluators can verify their completion, a diploma is normally available within four months of final clearance. Proof of graduation is available by requesting official transcripts from Records & Registration.
- Students may visit the Records & Registration website for more information regarding graduation at: http://www.csuci.edu/records-registration/GradFAQ.htm
- 7. For some programs, the program academic advisor will coordinate the graduation evaluation process.

Key Steps and Timeline for Completion for Master of Arts in Education

Candidates must check approval dates outlined by the Graduate office and Records & Registration to ensure a reasonable timeline for completion of the culminating experience, and submission of the completion of a degree.

- Fill out and file the Application for Degree and Diploma form with Records and Registration the semester before completing the culminating experience. Deadlines are published in the Schedule of Classes and online at http://www.csuci.edu/records-registration/index.htm under the heading "Graduation."
- 2. During final semester, make an appointment for graduation check with the credential analyst.
- For the semester when completing the culminating experience, register for the Thesis/Project preparation EDUC 616 or Comprehensive Exam preparation FDU 618
- 4. Students who do not complete their degree programs at the end of Spring semester, may participate in Commencement if they have no more than <u>10</u> units pending toward their degree. (SPO2-O5). This means that their degrees will be conferred at the next available graduation term, which is summer. Summer has a degree date of August 31.

Participating in Commencement Ceremonies

Students who have completed degree or credential requirements the previous summer or fall terms are eligible to participate in the ceremony along with those who plan to complete their work in the spring or subsequent summer term (that ends by August 30th) and have filed an *Application for Degree and Diploma*. Names of graduates and degree candidates who have applied for graduation by the published deadline will be published in the Commencement Program unless a student has requested otherwise by filing a *Withhold Directory Information (FERPA)* form with Records & Registration.

SECTION 12 Programs and Degrees

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California State University Channel Islands

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Applied Physics 11	9
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BA, Minor, Certificate	
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Minor	
Biology	8
BA, BS, MS, Minor, Certificate	
Business & Economics 13	7
Business: BS, MBA, Minor, Certificate	
Economics: BA, Minor	
Chemistry14	3
BA, BS, Minor, Certificate	_
Chicana/o Studies 15	0
BA, Minor	
Communication	3
BA, Minor	
Computer Game	_
Design & Development 15	5
Minor	,
Computer Science	0
Information Technology: BS	
Early Childhood Studies 15	0
BA	7
Economics	7
BA, Minor	

Credentials, MA, Authorization

English: Literature and Writing 171

BA, Minor, Certificate

studies applied physics
studies applied physics
- Computa
liberal
Education Reported
pa in it is studies
williag source light
S SESRIVI

Environmental Science &	
Resource Management	175
BS, Minor	
Global Studies	1 <i>7</i> 8
Minor	
History	179
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Mathematics	189
BS, MS, Minors	

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BS	
Performing Arts	197
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Political Science	200
BA, Minor	
Psychology	202
BA, Minor	
Sociology	204
BA, Minor	
Spanish	206
BA, Minor, Certificate	

Programs Offered

Minor in Anthropology

Anthropologists stress the holistic relationship between humans and their environment using culture as the organizing theme. As such anthropologists study human biological origins and adaptations, as well as cultural adaptations. Although anthropology had its roots in studying hunting and gathering societies and agrarian ones, today anthropologists study modern industrial societies. Because of the ecological, holistic approaches anthropology provides a solid basis to understand the difficult choices facing modern humans, like overpopulation, dwindling resources, and environmental degradation and pollution. By using the knowledge and perspectives gained from many cultures, anthropology is in a position to offer great insight into solutions for the future. Anthropology is a key discipline contributing to multiculturalism, environmental studies, and globalization.

Careers

The anthropology program prepares students for graduate school in anthropology, careers in government service, consulting, international relations, the professions (law, medicine), and teaching social sciences.

Faculty

Elizabeth Hartung, Ph.D.
Professor and Chair, Sociology and Anthropology
(805) 437-3274
elizabeth.hartung@csuci.edu

William Hampton Adams, Ph.D., Associate Professor of Anthropology (805) 437-8866 bill.adams@csuci.edu

Rainer F. Buschmann, Ph.D., Professor of History (805) 437-8894 rainer.buschmann@csuci.edu

Colleen Delaney-Rivera
Associate Professor of Anthropology
(805) 437-3312
colleen.delaney@csuci.edu

Paul Rivera
Associate Professor of Economics
(805) 437-8988
paul.rivera@csuci.edu

Contact Information

http://anthro.csuci.edu/

Minor in Anthropology - (24 units)

Lower Division Requirements - 9 units

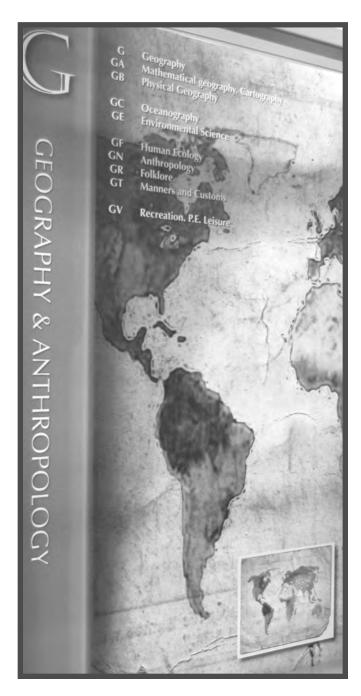
AINIH	102	Cultural Anthropology	
ANTH	104	Introduction to Bioanthropology	
ANTH	105	Introduction to Archaeology	

Upper Division Requirements - 9 units

ANTH	332	Human Ecology (ESRM)	.3
ANTH	345	Human Evolution and Diversity	.3
ANTH	377	Archaeological Method and Theory	.3

Electives - 6 units

Select two upper division courses approved by faculty advisor.



APPLIED PHYSICS

Programs Offered

- Bachelor of Science in Applied Physics Emphasis in Technology Emphasis in Physical Sciences
- Minor in Applied Physics

Applied physics is the interface between science and technology, between the laboratory and industrial practice. It applies the concepts and models of physics to practical technological applications. Applied physics is essentially an interdisciplinary undertaking, interacting with mathematics, computer science, engineering, the life sciences, medicine and other disciplines. Applied physicists use their understanding and skills at the new scientific and technological frontiers that are developing rapidly at the interface between more traditional disciplines, e.g. biophysics, biomedical engineering, bioinformatics, materials science, and medical imaging. They have the flexibility to adapt to changing technological requirements and the ability to make meaningful contributions to modern, interdisciplinary investigations.

Careers

Graduates from the Bachelor of Science in Applied Physics will receive an excellent preparation for securing professional employment in industry or in the public sector.

The Bachelor of Science in Applied Physics with an Emphasis in Technology is designed to produce graduates with strong problem-solving, technical, industrial and management skills. This will enable them to obtain professional employment on graduation in research and development in industry or in the public sector in, for example, electronics, semiconductors, medical technology and telecommunications. Through appropriate selection of electives, students can concentrate on selected areas within applied physics and pursue further study in graduate or professional schools, for example in Experimental Physics, Computer Engineering, Materials Science, Biomedical Engineering, or Medical Physics.

The Bachelor of Science in Applied Physics with an Emphasis in Physical Sciences is designed to provide students with a broad foundation in applied physics as part of a liberal education in the sciences. The program is particularly appropriate for students interested in such careers as teaching, public service, business, scientific equipment sales or science journalism. It can serve as the depth and breadth of study necessary for securing a single Subject credential in Science for teaching at the high school and middle school level.

The Applied Physics Minor provides non-majors with the background in science and technology that is needed to pursue a career or graduate study in an interdisciplinary field. Students majoring in Mathematics or Computer Science, in particular, should consider obtaining an Applied Physics minor because of the considerable overlap with these fields.

Program Learning Outcomes

Students graduating from the Applied Physics program will be able to:

- Explain the fundamental concepts of physics;
- Analyze and solve problems by applying information in a novel context;

- Formulate hypotheses and devise and perform experiments to test hypotheses as individuals and in a team;
- Apply current technology and scientific methodologies to analyze and solve problems in various scientific, professional and community settings;
- Use and critically evaluate current technical/scientific research literature, online information, and information related to scientific issues in the mass media;
- Communicate in written and oral forms key concepts in physics and general scientific issues with interested citizens and professionals;
- Work co-operatively as part of a research team; and
- Learn independently and maintain life-long learning in the sciences and technology.

Faculty

Geoff Dougherty, Ph.D.
Professor of Physics
Academic Advisor for the Applied Physics Program
Bell Tower West, Room 2125
(805) 437-8990; Fax: (805) 437-2765
geoff.dougherty@csuci.edu

Gregory Wood, Ph.D.
Assistant Professor of Physics
Bell Tower West, Room 2295
(805) 437-3293; Fax: (805) 437-2765
gregory.wood@csuci.edu

Simone Aloisio, Ph.D.
Associate Professor of Chemistry
Academic Advisor for the Chemistry Program
Aliso Hall, Room 207
(805) 437-8999
simone.aloisio@csuci.edu

Andrzej A. J. Bieszczad, Ph.D.
Associate Professor of Computer Science
Director of the Masters Program
Bell Tower West, Room 2285
(805) 437-2773
aj.bieszczad@csuci.edu

Jorge Garcia, Ph.D.
Associate Professor of Mathematics
Bell Tower West, Room 2219
(805) 437-2769
jorge.garcia@csuci.edu

Ivona Grzegorczyk, Ph.D.
Professor of Mathematics
Chair, Mathematics and Applied Physics Programs
Bell Tower West, Room 2275
(805) 437-8868
ivona.grze@csuci.edu

Contact Information

http://appliedphysics.csuci.edu



Bachelor of Science Degree in Applied Physics with an Emphasis in Technology (120 units)

Lower 31-32		ion Requirements
MATH MATH MATH MATH MATH PHYS PHYS PHYS and	150* 151 230* 240 250 106* 200* 201*	Calculus I
Select eith	ner: 105*	Computer Programming Introduction
or COMP	150*	Object-Oriented Programming
Unner	Divis	ion Requirements - 37 units
MATH	350	Differential Equations and Dynamical Systems
PHYS	301	Classical Physics
PHYS	304	Electromagnetism
PHYS	305	Thermal and Statistical Physics
PHYS	306	Modern Physics
PHYS	310	Electronics
PHYS	338*	Electronics
PHYS	345*	Digital Image Processing
		(COMP/ MATH)
PHYS	434*	Introduction to Biomedical Imaging
		(BIOL/HLTH)
PHYS	448	Team-Based Research
PHYS_	499	Senior Colloquium
and		
Select 3 i	inits from	n the following (any combination):
PHYS	492	Internship 3
PHYS	494	Internship
PHYS	497	Directed Studies
Floctives	in the	e Major - 9-10 units
		from the following:
MATH	352	Probability and Statistics
MATH	448	Scientific Computing
MATH	450	Partial Differential Equations and
		Mathematical Physics
MATH	451	Complex Analysis
PHYS	335*	Physics of Music (PAMU)
PHYS	406	Solid State Physics
PHYS	445*	Image Analysis and Pattern Recognition
		(COMP/MATH)
PHYS	464	Medical Instrumentation (BIOL)
PHYS	490	Topics in Physics
PHYS	492	Internship
טו וער	40.41	(if not taken as a required course)
PHYS	494†	Independent Research
PHYS PHYS	497† 401‡	
† Cannot	exceed	a total of $\underline{3}$ units, when added to units

Required Supporting and Other GE Courses 42 units
American Institutions Requirement
Proposed Course of Study for the

Proposed Course of Study for the Technology Emphasis:

recimology i	
Freshman Year	- 29-30 units
	Object-Oriented Programming
American Institution Other GE	Calculus I
Sophomore Yea	r - 29 units
MATH 230* MATH 240 MATH 250 PHYS 200* PHYS 201* Other GE	Logic and Mathematical Reasoning.3Linear Algebra.3Calculus III.3Gen Physics I.4Gen Physics II.4
Junior Year - 32	l units
PHYS 304 PHYS 306 PHYS 310 PHYS 301 PHYS 338* PHYS 345*	Electromagnetism .4 Modern Physics .3 Electronics .4 Classical Physics .3 Science and Conscience (ENGL) .3 Digital Image Processing
III e e El e	(COMP/MATH)
UDIGE Other GE	e
Senior Year - 29	
PHYS 305	Differential Equations
PHYS 499 Applied Physics I	(BIOL/HITH) .4 Team-Based Research .3 94 or 497 .3 Senior Colloquium .1 Elective .9-10 es .3

Bachelor of Science Degree in Applied Physics with an Emphasis in Physical Sciences - (120 units)

Lower Division Requirements 35-36 units

CHEM	105*	Introduction to Chemistry
MATH	150*	Calculus I
MATH	151	Calculus II
MATH	250	Calculus III
PHYS	106*	Applied Physics and Modern Society 3
PHYS	200*	General Physics I
		to students interested in taking the

‡ Courses offered to students interested in taking the GRE exam for graduate school (Courses with * are double counted toward GE credits)

taken within the upper division requirements

^{*} May be double-counted toward GE Requirements www.csuci.edu • California State University Channel Islands • 2011 - 2012 Catalog

PHYS and	201*	General Physics II	PHYS 494† Independent Research
Select eitl	her		Required Supporting and Other GE Courses
PHYS	208*		42 units American Institutions Requirement
		(ART)	Other courses in GE categories A-E
or PHSC	170*	Foundations in Physical Science	Electives in Any Discipline
11150	170	(Required for teachers)	Proposed Course of Study for the
and		,,	Physical Sciences Emphasis:
Select eiti	her		-
BIOL	100*	Exploring the Living World	Freshman Year - 30 units BIOL 100* Exploring the Living World
or			or
BIOL	170*	Foundations of Life Science	BIOL 170* Foundations of Life Science
and		(Required for teachers)	CHEM 105* Introduction To Chemistry
			MATH 150* Calculus I
Select eiti		\\\	PHYS 106* Applied Physics and Modern Society
Or Or	102*	Web Development	American Institutions Requirements
	105*	Computer Programming Introduction	Other GE (Including ENGL 105*)
Hanor	Divis	ion Boguiyomonto 37 unito	Sophomore Year - 29-30 units
MGT	325	ion Requirements - 27 units Entrepreneurial Management	COMP 105* Computer Programming Intro
PHYS	304	Electromagnetism	or COMP 102* Web Development
PHYS	306	Modern Physics	PHYS 200* General Physics I
PHYS	338*	Science and Conscience (ENGL)	PHYS 201* General Physics II
PHYS PHYS	344* 434*	Energy and Society (CHEM)	PHYS 208* Physics of Art and Visual Perception (ART)
ГПІЗ	434	Introduction to Biomedical Imaging (BIOL/HLTH)	or
PHYS	448	Team-Based Research	PHSC 170* Foundations in Physical Sciences4
PHYS	499	Senior Colloquium	Other GE
and			Junior Year - 31-32 units
Select 3 i	ınits take	en from the following (any combination)	MGT 325 Entrepreneurial Management
PHYS	492	Internship	PHYS 304 Electromagnetism
51.0.40	40.4	(Required for teachers)	PHYS 335* Physics of Music (PAMU)
PHYS PHYS	494 497	Independent Research	PHYS 338* Science and Conscience (ENGL)
		e Major - 15-16 units	PHYS 344* Energy and Society (CHEM)
		sor's approval	University Electives
EDUC	330#	Teaching in Secondary Schools	UDIGE '
MATH	240	Linear Algebra	Senior Year - 29 units
MATH	350	Differential Equations and Dynamical Systems	PHYS 306 Modern Physics
MATH	352	Probability and Statistics	PHYS 434* Intro to Biomedical Imaging (BIOL/HLTH)
MATH	448	Scientific Computing	PHYS 448 Team-Based Research
MATH	450	Partial Differential Equations and	PHYS 492, 494 or 497
MATH	451	Mathematical Physics	PHYS 499 Senior Colloquium
PHYS	310	Electronics	Applied Physics Electives
PHYS	335*	Physics of Music (PAMU)	University Electives
PHYS	345*	Digital Image Processing	Office OE
PHYS	436*	(COMP/MATH)	Note: Courses with an asterisk (*) will double count with
PHYS	445	Image Analysis and Pattern Recognition	general education (GE) requirements. Only two upper division
		(COMP/MATH)	interdisciplinary GE major courses (numbered 330-249 and 440-449 may be used towards the upper division major GE
PHYS	464	Medical Instrumentation (BIOL)	requirement. The third course must come from outside the major.
PHYS PHYS	490 492	Topics in Physics	
11110	7/4	(if not taken as a required course)	
		a total of $\underline{3}$ units, when added to units	
taken with		pper division requirements	
	1 i	for Teachers (Courses with * are double-	

counted toward GE credits)

Minor in Applied Physics - (25 units)

Applied physics focuses on the hi-tech applications of physics, and on developing technological skills. It applies a thorough analytic understanding of the principles to the complexities of real applications at the frontiers of science and technology, e.g. in imaging and computer vision, electronic instrumentation, and biomedical engineering. The Applied Physics Minor will equip you with the solid cross-disciplinary background that is highly valued by industry and academia.

Careers

The program gives you the opportunity to explore selected area(s) in greater depth, thus providing you with the depth and flexibility to explore a wide variety of career opportunities, including graduate study, medical school, teaching, imaging science, instrumentation, investments and technical management.

Faculty

Geoff Dougherty, Ph.D. Professor of Physics Academic Advisor for the Applied Physics Program Bell Tower West, Room 2125 Phone: (805) 437-8990; Fax: (805) 437-2765 geoff.dougherty@csuci.edu

Gregory Wood, Ph.D. Assistant Professor of Physics Bell Tower West, Room 2295

Phone: (805) 437-3293; Fax: (805) 437-2765

gregory.wood@csuci.edu

Contact Information

http://appliedphysics.csuci.edu

Lower Division Requirements - 12 units

MATH	150*	Calculus I						.4
		General Physics I						
PHYS	201	General Physics II						.4

upper	DIVIS	ion Requirements - 13 units
1. Applie	d Physic	s - <u>10-11</u> units
	345*	Digital Image Processing (MATH/COMP)
PHYS	434*	
Select eith	ner:	
PHYS	445	Image Analysis and Pattern Recognition (MATH/COMP)
or PHYS	464	Medical Instrumentation (BIOL)
2. Applied	d Physic	s Electives - <u>2-3</u> units
Choose PHYS PHYS PHYS PHYS PHYS	490 492 494	Topics in Physics

Programs Offered

- Bachelor of Arts Degree in Art Option in Studio Art Option in Art History
- Minor in Art
- Minor in Computer Game Design
- Certificate in Digital Media Art

The Art Major focuses on interdisciplinary studies in fine art, digital art technology, graphic design and art history, emphasizing an innovative approach to artistic process, technique and problem solving through the integration of traditional media and digital technologies. Courses in studio art, art history and interdisciplinary studies focus on developing a solid artistic foundation, leading to advanced work in art media and theory. The studio art option provides in-depth study in the areas of two-dimensional art, three-dimensional art, digital media art, and communication design technology. The art history option provides in-depth study in the history of art and interdisciplinary topics.

The Art program is designed for students who wish to pursue:

- A Bachelor of Arts Degree in Art,
- A Minor in Art,
- A Certificate in Digital Media Art,
- A Liberal Studies Concentration in Art,
- Preparation for graduate study, and
- Preparation for professional and academic fields in the Arts.

Careers

Students prepare for a wide range of opportunities in today's professional and academic fields. Careers include visual arts positions in fine art, graphic design, Web design, multimedia, computer graphics, computer animation, digital photography, video art, digital filmmaking, visual effects, galleries, museums, teaching and numerous other professions in the arts.

Program Learning Outcomes

Students graduating from the Art program will be able to:

- Demonstrate methods of critical analysis through the analysis, interpretation, and evaluation of works of art;
- Demonstrate informed understanding and appreciation of the role of art in contemporary society as well as throughout history;
- Create and express personal ideas and opinions through artwork in response to diverse range of global events;
- Explore the integration of traditional art techniques and materials with emerging art technologies;
- Develop communication skills needed to articulate their conscious artistic intentions, and express coherent aesthetics;
- Demonstrate familiarity with high-tech tools while working with emerging digital art technologies;
- Demonstrate their preparation for professional artistic practice through the refinement of artistic concept, narrative and technique;
- Complete in-depth work in specific media and demonstrate advanced competency in artistic production; and
- Analyze a diverse range of career opportunities in their selected artistic discipline.

Faculty

Jack Reilly, MFA Professor of Art Chair, Art Program Lindero Hall, Room 1758 (805) 437-8863 jack.reilly@csuci.edu

Irina D. Costache, Ph.D. Professor of Art History Bell Tower West, Room 1285 (805) 437-8993 irina.costache@csuci.edu

Matthew Furmanski, MFA Associate Professor of Art Topanga Hall, Room 1942 (805) 437-8584 matthew.furmanski@csuci.edu

Liz King, MFA Associate Professor of Art Bell Tower West, Room 1215 (805) 437-8556 liz.king@csuci.edu

Luke Matjas, MFA Assistant Professor of Art Bell Tower West, Room 1215 (805) 437-2705 luke.matjas@csuci.edu

Catie Mihalopoulos, Ph. D. Assistant Professor of Art History Bell Tower, Room 1131 (805) 437-3318 catie.mihalopoulos@csuci.edu

Contact Information

http://art.csuci.edu art@csuci.edu

Bachelor of Arts in Art - (120 units)

Art Courses	48
American Institutions Requirement Courses	6
University Elective Courses	9
ΤΟΤΔΙ	

Bachelor of Arts Degree in Art

Art majors are required to select an option of study in Art Studio or Art History.

Art Studio Option

Lower Division Art Studio Requirements - 24 units

Complete a minimum of $\underline{24}$ units of lower division Art courses in preparation for upper division studies.

Art Stu	dio Fu	ndamentals - 12 units		
ART	105	Drawing and Composition		
ART	106	Color and Design		
ART	107	Life Drawing		
ART	108	Visual Technologies		
Art History - 6 units Soloct two courses from the following:				

elect <u>two</u>		from the following:		
ART	110	Prehistoric Art to the Middle Ages		.3
ART	111	Renaissance to Modern Art		.3
ART	112	Art of the Eastern World		.3

Lower Division Art Studio Electives - 6 units

In selecting lower division studio elective courses (100 and 200 level), students are encouraged to enroll in courses that satisfy prerequisites for upper division study in specific areas. Transfer students may substitute CSU transferable lower division studio art, graphic design and multimedia courses subject to the approval of the Cl art program.

Select tw	o course	es from the following:
ART	201	Painting
ART	202	Sculpture
ART	203	Illustration
ART	204	Graphic Design
ART	205	Multimedia
ART	206	Animation
ART	207	Ceramics
ART	208	Physics of Art and
		Visual Perception (PHYS)
ART	209	Photography

Upper Division Art Studio Requirements - 33 units

Upper Division Art Studio Courses - 21 units

Students are encouraged to pursue an integrated approach in the exploration of media and artistic processes.

Select a minimum of two <u>6</u> units of the following courses: ART 310, 311, 312, 313, 314, 315, 316, or 317

Select a	minimum	of two courses from the following:
ART	310	Two-Dimensional Art: Painting Media
		and Techniques
ART	311	Three-Dimensional Art: Sculpture
		Media and Techniques
ART	312	Digital Media Art: Time-Based Imaging .
		and Compositing
ART	313	Communication Design Technology:
		Graphic Design for Print Media
ART	314	Digital Media Art: Digital Photography .3
ART	315	Animation Media and Techniques
ART	316	Digital Illustration and Painting
ART	317	Video Game Production

Upon completion of prerequisites, select additional studio art courses from at least two areas of study. Assignments focus on the development of artistic concepts and theories, visual continuity and increased competency in media and applied

techniques that result in the creation of individual art projects (3 unit courses require six hours activity per week, repeatable one time for additional credit). ART 382, 383 and 384 are not repeatable for credit.

opodiabi	0 101 010	an.	
ART	320	=	_
		Theory and Process	3
ART	321	Three-Dimensional Art: Sculpture	
		Theory and Process	3
ART	322	Digital Media Art: Time-Based	
		Graphics and Visual Effects	3

ART 323 Communication Design Technology: Packaging and Pre-Press ART 324 Communication Design Technology: Web Design Digital Media Art: Digital Filmmaking . . . 3 **ART** 325

ART 326 Digital Media Art: **ART** 327 Communication Design Technology: **ART** 328 Digital Media Art: Photographic

ART 329 Three-Dimensional Art: Ceramic ART 380 Two-Dimensional Art: Figure Painting 3 **ART** 381 Three-Dimensional Art:

ART 383* ART 384* Audio Design and Recording (PAMU) . .3 **ART** 385

*Not repeatable

ART

382*

Advanced artistic problems courses provide students with the opportunity to continue in-depth investigations working in selected media, leading to the development of sound artistic concepts and proficiency in advanced artistic processes. Continued exploration into the integration of media and technologies lead students to the development of a congruent body of work. Creation and presentation of a professional portfolio is a required component of the course work $(\underline{3})$ unit courses require six hours studio/lab activity per week, repeatable one time for additional credit).

ART	420	Advanced Artistic Problems:
		Two-Dimensional Art
ART	421	Advanced Artistic Problems:
		Three Dimensional Art
ART	422	Advanced Artistic Problems:
		Digital Media Art
ART	423	Advanced Artistic Problems:
		Communication Design Technology 3

Upper Division Art History-**Interdisciplinary Art Courses - 6 units**

Upper division Art History courses focus on the History of Art and Art Theory. Interdisciplinary Art courses integrate academic study of Art with related content from other disciplines. Art majors In the Studio Art option are required to complete a minimum of 6 units of Art History-Interdisciplinary Art Courses.

Select <u>one</u> courses from the following:

ART	435	Postmodern Visual Culture	.3
ART	436	Modern Art	.3

Select a	minimum	of <u>one</u> course from the following:
ART	330	Critical Thinking in a Visual World
ART	331	Art, Society and Mass Media (COMM) .3
ART	332	Multicultural Art Movements
ART	333	History of Southern California
		Chicana/o Art (CHS/HIST)
ART	334	The Business of Art (BUS)
ART	337	Art on Film and Film as Art
ART	338	Psychology of Art and Artists (PSY)3
ART	351	The Baroque Eye: Art, Culture,
		Money, Power
ART	352	Visual Canons of the Ancient World 3
ART	353	Medieval World: Spirituality
		and Representation
ART	431	European Renaissance Literature &
		Art (ENGL)
ART	433	Women in the Arts
ART	434	The Museum: Culture, Business,
		Education (BUS/EDUC)
ART	435	Postmodern Visual Culture (if not taken
	40.4	above)
ART	436	Modern Art (if not taken above)
ART	451	Diversity in the Visual Arts
ART	480	Advanced Issues in Art History, Theory,
		and Criticism
Profess	ional Pr	reparation Courses - 6 units

Upper division Professional Preparation courses provide students with an understanding of current issues in the arts, application of specialized studio work, field activities and service learning.

ART	489	Arts Seminar					.3
ART	499	Arts Capstone Project					.3

Upper Division Art Electives

Upper Division Art elective courses may fulfill up to $\underline{6}$ units of upper division Art Studio or Art History requirements. Portfolio review and consent of instructor required.

ART	490	Special Topics in Art
ART	492	Internship in the Arts
		(Portfolio review required)
ART	494	Directed Independent Study 1-3
		(Portfolio review required)

Art History Option: Lower Division Requirements - 24 units

Complete a minimum of $\underline{24}$ units of lower division required Art courses in preparation for upper division studies.

Lower Division Art History Courses - 12 units 110 Prehistoric Art to the Middle

		Ages
ART	111	Renaissance to Modern Art
ART	112	Art of the Eastern World
ART	200	Art History: Tools and Methods
.o wer	Division	Art Studio Courses - 12 units

Select two courses from the following:

ART	105	Drawing and Composition
ART	106	Color and Design
ART	107	Life Drawing

Students are encouraged to enroll in courses that satisfy prerequisites for upper division study in specific areas. Transfer students may substitute CSU transferable lower division studio art and art history courses subject to the approval of the CI Art program.

Select	one	course	from	the	following:

AR	201	Painting
AR	202	Sculpture
AR	204	Graphic Design
AR	205	Multimedia
AR	207	Ceramics
AR	209	Photography

Art History Option: Upper Division Requirements - 33 units

ART Majors in the Art History option are required to complete a minimum of $\underline{33}$ units of upper division ART courses.

Art History-Interdisciplinary Art Courses - 21 units

Students are encouraged to enroll in a variety of art history and interdisciplinary courses that would expose them to multiple time periods, artistic developments, and theoretical issues. Art Majors in the Art History option may also focus on a particular area of interest

Select one course from each group:

Group 1			
ART ART	330 333	Critical Thinking in a Visual World History of Southern California Chicana/o Art (CHS/HIST)	.3
Group 2			
Group 2 ART ART	331 334	Art, Society and Mass Media (COMM) . The Business of Art (BUS)	.3
Group 3			
ART	352	Visual Canons of the Ancient	^
ART	353	World	3
ANI	333	and Representation	.3
ART	436	Modern Art	
Group 4			
ART	351	The Baroque Eye: Art, Culture, Money, Power	.3
ART	434	The Museum: Culture, Business, Education (BUS/EDUC)	.3
Group 5			
ART	431	European Renaissance Literature & Art (ENGL)	3
ART	433	Women in the Arts	3
ART	435	Postmodern Visual Culture	
Group 6			
ART	337	Art on Film and Film as Art	.3
ART	338	Psychology of Art and Artists (PSY)	.3
Group 7			
ART	332		3
ART	451		.3
ART	480	Advanced Issues in Art History, Theory, and Criticism	.3

Upper Division Art Studio Courses 6 units

Select tw	<u>o</u> course	es from the following:
ART	310	Two-Dimensional Art: Painting Media
		and Techniques
ART	311	Three-Dimensional Art: Sculpture
		Media and Techniques
ART	312	Digital Media Art: Time-Based Imaging
		and Compositing
ART	313	Communication Design Technology:
		Graphic Design for Print Media
ART	314	Digital Media Art: Digital
		Photography
ART	315	Animation Media and Techniques
ART	316	Digital Illustration and Painting
ART	317	Video Game Production
Profess	ional Pi	reparation Courses - 6 units
		fessional Preparation courses provide an
understan	ding of c	urrent issues in the arts, field activities and
service le	arning.	
ART	489	Arts Seminar
ART	499	Arts Capstone Project

Upper Division ART Electives

Upper Division Art elective courses may fulfill up to $\underline{\delta}$ units of upper division Studio Art or Art History requirements. Portfolio review and consent of instructor required.

Special Topics in Art
Internship in the Arts
(Portfolio review required)
Directed Independent Study 1-3
(Portfolio review required)

Minor in Art - (24 units)

The Art minor provides non-majors with the opportunity to explore artistic media, techniques and basic art concepts. Coursework includes aspects of art appreciation, aesthetics, art history and studio experience. Students seeking a minor in Art are required to complete a minimum of 24 units of Art courses.

Lower Division Required Courses 12 units

105	Drawing and Composition	,
106	Color and Design	,
108	Visual Technologies	,
<u>ne</u> additio	onal course from the following:	
100	Understanding Fine Arts Processes 3	,
101	What is Art?)
102	Multicultural Children's Art	,
107	Life Drawing	,
110	Prehistoric Art to the Middle Ages	,
111		
112		
Art Cou	ırses - 6 units	
minimum	of <u>two</u> courses from the following:	
201	Painting)
202	Sculpture	
	ne addition 100 101 102 107 110 111 112 Art Couminimum 201	106 Color and Design

203

204

205

206

ART

ART

ART

ART

	ART	207	Ceramics	.3
	ART	209	Photography	.3
	ART	310	Two-Dimensional Art: Painting Media	
			and Techniques	.3
	ART	311	Three-Dimensional Art: Sculpture Media	
			and Techniques	. :
	ART	312	Digital Media Art: Time-Based Imaging	
				Э.
	ART	313	Communication Design Technology:	
			Graphic Design for Print Media Digital Media Art: Digital Photography Animation Media and Techniques	. 3
	ART	314	Digital Media Art: Digital Photography	. 3
	ART	315	Animation Media and Techniques	.3
	ART	316	Digital Illustration and Painting	
	ART	317	Video Game Production	. 3
_	4		d Intoudisciplinary Aut Courses	

5 unit		d interdisciplinary Art Courses
		of two courses from the following:
ART	330	Critical Thinking in a Visual World
ART	331	Art, Society and Mass Media (COMM) . 3
ART	332	Multicultural Art Movements
ART	333	History of Southern California
		Chicana/o Art (CHS/HIST)
ART	334	The Business of Art (BUS)
ART	337	Art as Film and Film as Art
ART	338	Psychology of Art and Artists (PSY)
ART	351	The Baroque Eye: Art,
	0.50	Culture, Money, Power
ART	352	Visual Canons of the Ancient World 3
ART	353	Medieval World: Spirituality
4.DT	40.1	and Representation
ART	431	European Renaissance Literature
A DT	400	and Art (ENGL)
ART	433	Women in the Arts
ART	434	The Museum: Culture, Business,
A DT	40.5	Education (BUS/EDUC)
ART	435	Postmodern Visual Culture
ART	436	Modern Art
ART	451	Diversity in the Visual Arts

Certificate in Digital Media Art - (18 units)

The certificate program in Digital Media Art is designed to prepare individuals for an entry-level career working in the expanding field of Digital Media Art. Courses specifically focusing on multimedia, digital design for print media, Web design, digital photography, motion graphics, and visual effects for film/video and computer animation lead to an in-depth understanding and technical proficiency working in computerbased media.

Required Courses

riequii e		
ART	108	Visual Technologies
ART	204	Graphic Design
ART	205	Multimedia
ART	312	Digital Media Art: Time-Based Imaging and Compositing
ART	313	Communication Design Technology: Graphic Design for Print Media
ART	324	Communication Design Technology: Web Design
Select on	e additi	onal course from the following:
ART		
	314	Digital Media Art: Digital Photography
ART	314 315	Digital Media Art: Digital Photography
ART ART		
	315	
ART	315 316	Digital Illustration and Painting
ART ART	315 316 317	Digital Illustration and Painting



Program Offered

• Minor in Asian-Pacific Studies

The minor in Asian-Pacific Studies gives students exposure to the cultures, histories, literatures, philosophies, politics and psychologies related to the study of the Asian-Pacific region. The minor in Asian-Pacific Studies is appropriate for students interested in understanding the diverse perspectives and influences, traditional and modern, emanating from this part of the world

Faculty Coordinator

Kevin Volkan, Ed.D., Ph.D., MPH, Professor of Psychology Sage Hall, Room 2151 (805) 437-8667 kevin.volkan@csuci.edu

Minor in Asian-Pacific Studies (18 units)

<u>Eighteen</u> units from the following list, of which at least $\underline{9}$ units must be upper division:

•	1113 111031	DC UPP	ci division.
	ART	112	Art of the Eastern World
	CHIN	101	Elementary Chinese I
	CHIN	102	Elementary Chinese II
	ENGL	354	Studies in Cultural Literatures (when
			Focus is Asian-Pacific)
	HIST	380	History of the Pacific Islands
	HIST	391	Traditional China
	HIST	392	Modern China
	HIST	393	Contemporary China
	HIST	395	Modern Japan
	HIST	396	East Asia: Then and Now
	PHED	102	Seminar in Traditional Martial Arts:
			Tai Ji (repeatable)
	PSY	344	Psychology and Traditional
			Asian Thought
	PSY	436	Psychology and History of East Asian
			Warrior Cultures (HIST)

(Other courses may be used to satisfy the requirements on approval of the Faculty Coordinator.)



BIOLOGY

Programs Offered

- Bachelor of Science in Biology
 Emphasis in Cell and Molecular Biology
 Emphasis in Clinical Laboratory Science
 Emphasis in Ecology, Evolution and Organismal Biology
 Emphasis in Medical Imaging
- Bachelor of Arts in Biology
 Emphasis in Ecology, Evolution and Organismal Biology
 Emphasis in General Biology
 Emphasis in Pre-Professional Studies
 Emphasis in Subject Matter Preparation in Teaching
 Biology (Pending CCTC approval)
- Master of Science in Biotechnology and Bioinformatics Emphasis in Biotechnology Emphasis in Biomedical Engineering Emphasis in Stem Cell Technology and Laboratory Management
- Master of Science in Biotechnology and Master of Business Administration (Dual Degree)
- Minor in Biology
- Clinical Training Certificate Program in Clinical Laboratory Science

Program Description

Biology is the study of life, its origins, diversity and intricacies. It emphasizes the relationship between structure and function in living systems and the processes, by which organisms grow, reproduce and interact with each other and their environment. The Biology Program provides its undergraduate and graduate students with a strong theoretical foundation in biology, combined with extensive hands on laboratory experiences using state-of-the-art technology. Students take a series of core courses augmented by electives selected from areas of special interest.

Careers

The Bachelor of Science in Biology is designed for students who wish to enter medical, dental or other health professional or graduate schools, or to seek careers in business, industry or government.

The Bachelor of Science in Biology with an Emphasis in Cell and Molecular Biology offers students an opportunity to study the exciting developments in genetics, molecular biology, cloning, biotechnology and bioinformatics. This program leads to careers in medical sciences, biotechnology, pharmaceuticals, research and development, intellectual property and patent law.

Bachelor of Science in Biology with an Emphasis in Clinical Laboratory Science prepares students for further clinical training and California License Exam in Clinical Laboratory Science or for training and certification in Public Health Microbiology.

The Bachelor of Science in Biology with an Emphasis in Ecology, Evolution and Organismal Biology allows students to explore biodiversity at multiple levels of organization, from molecules to the biosphere. Students will gain an understanding of the complex interactions among organisms and between organisms and their physical environments. The emphasis prepares students for environmental studies conservation, research, or education. It also provides preparation for graduate study in biology.

The Bachelor of Science in Biology with an Emphasis in Medical Imaging prepares students for graduate or professional study in the medical sciences (medical imaging, medical physics, health physics, dosimetry, nuclear medicine, radiotherapy, oncology, biomedical engineering), or for entry into professional positions in the clinical environment and in medical imaging research and development.

The Bachelor of Arts degree is designed to obtain a general background in both the concepts and the technical skills of modern biology. Students completing the Bachelor of Arts major will find that their strong general background will allow them flexibility in both completing minor fields of study and career choices. The degree prepares graduates for careers in medical and other health professions Emphasis in Pre-Professional Studies, science education Emphasis in Subject Matter Preparation in Teaching Biology, industry or government (Emphasis in General Biology).

Biology as a discipline has been rapidly advancing in the last decade. With the information derived from the sequencing of the genomes of many organisms, it will have far-reaching impacts on the environment, public health, and on local, regional, and global economies. The Biology Minor allows students in majors other than biology to gain an understanding of these exciting developments. It will provide a solid background in biology and the opportunity to explore selected area(s) at a greater depth. Equipped with a minor in biology, students with a major in other disciplines will have a greater understanding and knowledge of the latest advances in many areas of biology and will therefore be more versatile in their career paths. The requirement for a Minor in Biology is 21 units.

The Clinical Training Certificate Program in Clinical Laboratory Science will be offered at several local hospitals partnering with CI which will lead to careers in clinical laboratory science.

Program Learning Outcomes

Students graduating from the Biology program will be able to:

- Explain the basic structures and fundamental processes of life at molecular, cellular and organismal levels;
- Identify the evolutionary processes that lead to adaptation and biological diversity;
- Describe the relationship between life forms and their environment and ecosystems;
- Collect, organize, analyze, interpret and present quantitative and qualitative data and incorporate them into the broader context of biological knowledge;
- Effectively apply current technology and scientific methodologies for problem solving;
- Find, select and evaluate various types of scientific information including primary research articles, mass media sources and world-wide web information; and
- Communicate effectively in written and oral forms.

Faculty

Amy Denton, PhD, Chair and Associate Professor of Biology 805 437-8458 amy.denton@csuci.edu

Ruben Alarcon, PhD, Assistant Professor of Biology (805) 437-2634 ruben.alarcon@csuci.edu	Required Supporting and Other GE Courses 73 units 1. Chemistry - 16 units
Geoff Dougherty, PhD, Professor of Physics (805) 437-8990 geoff.dougherty@csuci.edu	CHEM 121* General Chemistry I, GE B1
Nancy Mozingo, PhD, Associate Professor of Biology (805) 437-8989 nancy.mozingo@csuci.edu	CHEM 314 Organic Chemistry II
Nitika Parmar, PhD, Assistant Professor of Biology (805) 437-8873 nitika.parmar@cusci.edu	taken at a community college may be accepted for the Biology major in lieu of CHEM 311, 312, 314, 315
Ching-Hua Wang, MD, PhD, Professor of Biology Director of MS in Biotechnology and Bioinformatics Special Assistant to the Provost (805) 437-8870	2. Physics - 8 units Select one of the following combinations: PHYS 100* Introduction to Physics I, GE B1
ching-hua.wang@csuci.edu	PHYS 200* General Physics I, GE B1
Contact Information http://biology.csuci.edu biology@csuci.edu	3. Statistics and Mathematics - Z units BIOL 203* Quantitative Methods for Biology, GE B3, B4
For graduation roadmaps for the B.S. B.A. and M.S. programs	MATH 150* Calculus I, GE B3
in Biology, please visit: http://biology.csuci.edu.	4. Other Required GE Courses in Categories A-E - <u>36</u> units
Bachelor of Science Degree in Biology - (120 units)	Category A
Common Lower Division Requirements for All Emphases of the Bachelor of Science Degree in Biology - <u>8</u> units	5. American Institutions Requirement - <u>6</u> units
6 6, –	
BIOL 200* Principles of Organismal and	Emphasis in Cell and Molecular Biology
BIOL 200* Principles of Organismal and Population Biology, GE B2	Upper Division Requirements in the Major - 40 units
Population Biology, GE B2	Upper Division Requirements in the Major - 40 units 1. Required Biology Courses - 31 units
Population Biology, GE B2 4 BIOL 201* Principles of Cell & Molecular Biology, GE B2	Upper Division Requirements in the Major - 40 units 1. Required Biology Courses - 31 units BIOL 300 Cell Biology
Population Biology, GE B2 4 BIOL 201* Principles of Cell & Molecular Biology, GE B2	Upper Division Requirements in the Major - 40 units 1. Required Biology Courses - 31 units BIOL 300 Cell Biology
Population Biology, GE B2 4 BIOL 201* Principles of Cell & Molecular Biology, GE B2	Upper Division Requirements in the Major - 40 units 1. Required Biology Courses - 31 units BIOL 300 Cell Biology
Population Biology, GE B2	Upper Division Requirements in the Major - 40 units 1. Required Biology Courses - 31 units BIOL 300 Cell Biology
Population Biology, GE B2 4 BIOL 201* Principles of Cell & Molecular Biology, GE B2	Upper Division Requirements in the Major - 40 units 1. Required Biology Courses - 31 units BIOL 300 Cell Biology
Population Biology, GE B2	Upper Division Requirements in the Major - 40 units 1. Required Biology Courses - 31 units BIOL 300 Cell Biology
Population Biology, GE B2	Upper Division Requirements in the Major - 40 units 1. Required Biology Courses - 31 units BIOL 300 Cell Biology
Population Biology, GE B2	Upper Division Requirements in the Major - 40 units 1. Required Biology Courses - 31 units BIOL 300 Cell Biology
Population Biology, GE B2	Upper Division Requirements in the Major - 40 units 1. Required Biology Courses - 31 units BIOL 300 Cell Biology
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Population Biology, GE B2	Upper Division Requirements in the Major - 40 units 1. Required Biology Courses - 31 units BIOL 300 Cell Biology

2011 - 201	BIOL BIOL	428 432* 433*	Biology of Cancer	BIOL BIOL	426 432*	Hematology
)1)			GE B2, UDIGE	If one cho needs to courses. (ooses to complete Otherwis	d Courses in Biology - <u>4-6</u> units complete CHEM 318 and BIOL 203, one e a minimum of <u>6</u> units from the following e, one needs to complete minimum of sollowing courses:
	Required 72 units	1 Supp	orting and Other GE Courses	BIOL BIOL BIOL	400 424 425	Molecular Biology
	CHEM	121*	mum - <u>15</u> units General Chemistry I, GE B1 4	Require 69-71 u		orting and Other GE Courses
	CHEM CHEM	311	General Chemistry II, GE B1	1. Chemi CHEM		- 20 units General Chemistry I, GE B1
	Select eith CHEM or	318	Biological Chemistry	CHEM CHEM	250 251 311	Quantitative Analysis
	CHEM and	314	Organic Chemistry II	CHEM and	312	Organic Chemistry Laboratory 1
	CHEM		Organic Chemistry II Laboratory 1	CHEM or	318	Biological Chemistry
	taken at a	сотти	ic chemistry sequence with laboratory nity college may be accepted for the ieu of CHEM 311, 312, 314, 315	CHEM	460 IEM 314	Biochemistry I
	2. Physics	- <u>8</u> unit	s			nistry course with laboratory taken at a e may be accepted for the Biology major in
	Select <u>one</u> PHYS	of the 1	following combinations: Introduction to Physics I, GE B14			1 and 312.
	PHYS or PHYS	101*	Introduction to Physics II, GE B1	2. Physics PHYS PHYS	100*	s Introduction to Physics I, GE B1
	PHYS 3 Statistic	201*	General Physics II, GE B1			Mathematics - <u>3-4</u> units following combinations:
	BIOL	203*	Quantitative Methods for Biology, GE B3, B4	BIOL	203*	Quantitative Methods for Biology, GE B3, B4
			GE Courses in Categories A-E - <u>36</u> units			GE Courses in Categories A-E - <u>33</u> units
	Categor (For A	y Å 3, recor		Catego (For A	ory Å A3, recor	mmend MATH 230 Logic
	Categor	ý D		Catego	ory C	
		•	utions Requirement - <u>6</u> units			
			Clinical	5. Ameri o	can Instit	tutions Requirement - <u>6</u> units
			Science			Ecology, Evolution
	Addition	al Rec	quirements in the Major		_	mal Biology
	41-43 ur 1. <i>Require</i>		gy Courses - <u>37</u> units	Upper Major		ion Requirements in the
	BIOL BIOL BIOL BIOL BIOL BIOL BIOL BIOL	217 300 302 303 317 318 420 421	Medical Microbiology	•		Courses - 26 units Microbiology
				-		1 339

		following courses:	Empha	sis in	Medical Imaging
BIOL BIOL	310 316	Vertebrate Biology	Addition in the M	nal Lov lajor -	ver Division Requirements 8 units
2. Ecolog	y/Evolut	tion - <u>6-7</u> units	BIOL	210	Human Anatomy and Physiology I 4
		s from the following list:	BIOL	211	Human Anatomy and Physiology II4
BIOL ESR/M	313 352	Conservation Biology (ESRM)			ion Requirements in the
DIOI	40.7	Restoration	Major		
BIOL	406	Evolutionary Biogeography			ogy and Physics Courses - <u>30</u> units
BIOL	407	Behavioral Ecology	BIOL	300	Cell Biology
3. Organi	ismal Bi	ology - <u>4</u> units	BIOL BIOL	301 302	Microbiology
		from the following list:	BIOL	400	Genetics
BIOL	310	Vertebrate Biology	BIOL	416	Radiobiology and Radionuclides (PHYS) .3
DIOI	010	(if not taken as part of core)	BIOL	434*	Introduction to Biomedical Imaging,
BIOL BIOL	312 316	Marine Biology			(HLTH/PHYS) GE B1, E, UDIĞE4
DIOL	310	Invertebrate Zoology	BIOL	464	Medical Instrumentation (PHYS) 4
BIOL	317	Parasitology	BIOL	499	Senior Capstone in Biology
BIOL	450	Ichthyology: The Biology of Fishes	2. Elective	es in Bic	ology and Physics - <u>8</u> units
BIOL	451	Ornithology	Select from	m the fo	ollowing list of courses:
1 Dl: - I	· /D		BIOL	315	Introduction to Biophysics (PHYS)
		velopmental/Molecular Biology - <u>3-4</u> units from the following list:	BIOL	401	Biotechnology and Recombinant
BIOL	300	Cell Biology	5161	400	DNA Techniques
BIOL	304	Comparative Animal Physiology	BIOL	420	Cellular & Molecular Immunology 4
BIOL	400	Molecular Biology	BIOL BIOL	421	Virology
BIOL	422	Molecular Plant Physiology 4	BIOL	423 424	Cellular and Molecular Neurobiology
BIOL	427	Developmental Biology	BIOL	425	Human Genetics
5 Cross-F	Disciplin	ary - <u>3-4</u> units	BIOL	427	Developmental Biology
		e from the following list:	BIOL	428	Biology of Cancer
CHEM		Environmental Chemistry-Atmosphere	BIOL	431*	Bioinformatics, GE B2, B4, UDIGE4
		and Climate	BIOL	432*	Principles of Epidemiology and
GEOL		Environmental Geology, GE B1 4	DIOI	4001	Environmental Health, GE B2, D, UDIGE 3
ESRM	328	Introduction to Geographic	BIOL	433*	Ecology and the Environment,
		Information Systems	PHYS	445*	GE B2, UDIGE
		orting and Other GE Courses	11113	440	COMP/MATH GE B1, B4, UDIGE
63 units		21 - 1	N /	.1 0	
T. Kequire CHEM	ea supp 121*	orting Courses - <u>21</u> units General Chemistry I, GE B1	No more	than $\frac{2}{1}$	units taken from the following can be
CHEM	122*	General Chemistry II, GE B1	countea to PHYS	waras 1 492	the $\underline{8}$ units of electives:
CHEM		Organic Chemistry I	11113	492	Physics Internship
GEOL	122*	Historical Geology, GE B1			career in medical imaging).
BIOL	203*	Quantitative Methods for Biology,	BIOL	494	Independent Research
	3.50.	GE B3, B4	or		•
MATH	150*	Calculus I, GE B3	PHYS	494	Independent Research 1-3
		nistry I taken at a community college may he Biology major in lieu of CHEM 311	BIOL	497	Directed Study
,			or		
		d GE Courses in Categories A-E - <u>36</u> units	PHYS	497	Directed Study 1-3
					orting and Other GE Courses
(For A3, recommend MATH 230 Logic and Mathematical Reasoning)			66 units		·
			1. Chemis	stry - <u>15</u>	
			CHEM	121*	General Chemistry I, GE B1
			CHEM		Organic Chemistry I
Ŭ	,		CHEM		Organic Chemistry I Laboratory
		tutions Requirement - <u>6</u> units	CHEM		Biological Chemistry
		y Discipline - 4-7 units	An Organ	ic Char	mistry l-equivalent course with laboratory
		enough elective units to reach the required			inity college may be accepted for the
<u>120</u> units	tor the c	degree.			lieu of CHEM 311 and 312.
			-: J.	-12. 11. 1	

2. Mathematics - <u>4</u> units MATH 150* Calculus I, GE B3	BIOL 450 Ichthyology: The Biology of Fishes
3. Physics - <u>8</u> units	4. Physiology/Developmental/Molecular Biology - <u>3-4</u> units
Select <u>one</u> of the following combinations:	Select one course from the following list:
PHYS 100* Introduction to Physics I, GE B1 4	BIOL 300 Cell Biology
PHYS 101* Introduction to Physics II, GE B1 4	BIOL 304 Comparative Animal Physiology 3
PHYS 200* General Physics I, GE B1	BIOL 400 Molecular Biology
4. Other Required GE Courses in Categories A-D - <u>33</u> units	Required Supporting and Other GE Courses
Category A	56 units
(For A3, recommend MATH 230 Logic	1. Required Supporting Courses - <u>14</u> units CHEM 121* General Chemistry I, GE B1 4
and Mathematical Reasoning)	CHEM 121* General Chemistry II, GE B1
Category C	GEOL 122* Historical Geology, GE B1 3
Category D	BIOL 203* Quantitative Methods for Biology.
Category E covered by a required GE course for the degree program	GE B3, B4
5. American Institutions Requirement - <u>6</u> units	2. Other Required GE Courses in Categories A-E - <u>36</u> units Category A
Dechalon of Anta Barnes in	(For A3, recommend MATH 230 Logic and Mathematical Reasoning)
Bachelor of Arts Degree in	Category C
Biology - (120 units)	Category D
	Category E
Common Lower Division Requirements for All Emphases of the Bachelor of Arts Degree in Biology - <u>8</u> units	3. American Institutions Requirement - <u>6</u> units
BIOL 200* Principles of Organismal and Population	Electives in Any Discipline - 18-20 units
Biology, GE B2	One must choose enough elective units to reach the required
BIOL 201* Principles of Cell & Molecular Biology, GE B2	120 units for the degree.
	Emphasis in General Biology
Emphasis in Ecology, Evolution	-
and Organismal Biology	Upper Division Requirements in the
Upper Division Dequirements in the	Major - 37 units
Upper Division Requirements in the	1. Required Biology Courses - <u>25</u> units
Major - 36-38 units	BIOL 300 Cell Biology
1. Required Biology Core Courses - <u>26</u> units BIOL 301 Microbiology	BIOL 302 Genetics
BIOL 301 Microbiology	BIOL 304 Comparative Animal Physiology
BIOL 303 Evolutionary Biology	BIOL 400 Molecular Biology
BIOL 311 Plant Biology and Ecology	BIOL 433* Ecology and the Environment, GE B2,
BIOL 433* Ecology and the Environment, GE B2,	UDIGE
UDIGE	BIOL 499 Senior Capstone in Biology
BIOL 499 Senior Capstone in Biology	2. Electives in Biology - <u>12</u> units
Select <u>one</u> of the following courses:	Select a minimum of <u>12</u> units of biology courses from 300
BIOL 310 Vertebrate Biology	and 400 levels, one of which must be a lab course. (Biology
01	courses numbered from 326 to 345 are counted toward GÉ
2. Ecology/Evolution - <u>3-4</u> units	credits only and they are not counted towards the <u>12</u> units of
Select one course from the following list:	electives).
BIOL 313 Conservation Biology (ESRM)	No more than $\underline{2}$ units taken from the following can be
BIOL 400 Evolutionary Biogeography	counted towards the <u>12</u> units of electives:
\circ	BIOL 492 Internship
3. Organismal Biology - <u>4</u> units	BIOL 494 Independent Research
Select <u>one</u> course from the following list: BIOL 310 Vertebrate Biology	BIOL 497 Directed Study
(if not taken as part of core)	Required Supporting and Other GE Courses 53-54 units
BIOL 312 Marine Biology	1. Chemistry - <u>8</u> units
BIOL 316 Invertebrate Zoology	CHEM 121* General Chemistry I, GE B1
(if not taken as part of core)	CHEM 122* General Chemistry II, GE B1
BIOL 317 Parasitology	, '

Mathematics and Statistics - <u>3-4</u> units Select <u>one</u> of the following: BIOL 203* Quantitative Methods for Biology,	BIOL 203* Quantitative Methods for Biology, GE B3, B4
GE B3, B4	Check with professional schools or pre-professional advisor for specific requirements in this category.
3. Other Required GE Courses in Categories A-E - <u>36</u> units Category A	3. Physics - <u>8</u> units PHYS 100* Introduction to Physics I, GE B1 4 PHYS 101* Introduction to Physics II, GE B1
and Mathematical Reasoning) Category C	4. Other Required GE Courses in Categories A-E - 36 units Category A
4. American Institutions Requirements - <u>6</u> units	Category C. . <td< th=""></td<>
Electives in Any Discipline - 21-22 units	Category E
One must choose enough elective units to reach the required	5. American Institutions Requirements - <u>6</u> units
120 units for the degree.	Electives in Any Discipline - 10-11 units
Emphasis in Pre-Professional Studies	One must choose enough elective units to reach the required <u>120</u> units for the degree.
Upper Division Requirements in the Major - 32 units	Emphasis in Subject Matter Preparation in Teaching Biology
1. Required Biology Courses - 21-22 units BIOL 300 Cell Biology	(Pending CCTC Approval) Upper Division Requirements in the Major - 36 units 1. Required Biology Courses - 24 units
Select one of the following: BIOL 303 Evolutionary Biology	BIOL 300 Cell Biology
2. Electives in Biology - 10-11 units Select a minimum of 10-11 units of Biology courses from 300 and 400 levels, one of which must be a lab course. Biology	GE BŽ, UDIGE 4 ¹ BIOL 499 Senior Capstone in Biology
courses numbered from 326 to 345 are counted toward GE credits only and they are not counted towards the <u>10-11</u> units of electives	2. Electives in Biology - 12 units Select a minimum of 12 units of biology courses from 300 and 400 levels, one of which must be a lab course. (Biology
No more than <u>2</u> units taken from the following can be counted towards the <u>10-11</u> units of electives: BIOL 492 Internship	courses numbered from 326 to 345, with the exception of BIOL 335 for this emphasis are counted toward GE credits only and they are not counted towards the <u>12</u> units of electives).
BIOL 497 Directed Study	No more than <u>2</u> units taken from the following can be counted towards the <u>12</u> units of electives:
Required Supporting and Other GE Courses 69-70 units 1. Chemistry - 16 units	BIOL 492 Internship
CHEM 121* General Chemistry I, GE B1	BIOL 497 Directed Study
CHEM 311 Organic Chemistry I	76 units 1. Required Education Course - 3 units EDUC 330*1 Introduction to Secondary Schooling, GE-D, UDIGE
A year-long organic chemistry sequence with laboratory taken at a community college may be accepted for the Biology major in lieu of CHEM 311, 312, 314, 315	1 BIOL 335, BIOL 433, and EDUC 330 meet only 6 of the $\underline{9}$ units of UDIGE; students must complete the remaining $\underline{3}$ units outside of courses with BIOL prefix, and excluding courses crosslisted with BIOL.

listed with BIOL.

	2. Mathematics and Statistics - Z units				
56	elect eith BIOL	<i>er:</i> 203*	Quantitative Methods for Biology, GE B3, B4		
	and MATH or	105*	Pre-Calculus, GE B3		
		150*	Calculus I, GE B3		
3.	Physica	l Scienc	es - <u>24</u> units		
	ASTR	105*	Introduction to the Solar System, (PHYS) GE B1		
	CHEM CHEM GEOL PHYS PHYS	122* 121* 100*	General Chemistry I, GE B1		
4.	Categor (For A	у Ä . . 3, recon	H GE Courses in Categories A-E - 36 units		
	Categor Categor	у С у D			

The Master of Science Degree in **Biotechnology & Bioinformatics** (34-35 units)

5. American Institutions Requirements - 6 units

Program Description

The Master of Science in Biotechnology and Bioinformatics is a professional degree program designed to meet the needs of biotechnology industry and related public and private agencies and organizations. The program combines rigorous scientific training in interdisciplinary areas in biotechnology, bioinformatics, biomedical engineering and stem cell technology with course work and experience in business management and regulatory affairs. The program includes a set of core courses with three emphases to choose from: biotechnology, biomedical engineering and stem cell technology and laboratory management, and several elective courses.

Biotechnology is centered in the laboratory and employs sophisticated molecular biology techniques for applications in human and animal health, agriculture, environment, and specialty biochemical manufacturing. In this century, the major driving force for biotechnology will be the strategic use of the data derived from large-scale genome sequencing projects. Biomedical engineering is an interdisciplinary field, fusing molecular and cellular life sciences with contents in engineering analysis, design, and synthesis approaches, business management, bioethics, law and regulation, and globalization of biotechnology. It introduces the principles and applications of bioinformatics, biomechanics, biorobotics, biomaterials, nanotechnology, genetics, cellular, tissue and organ engineering, biomedical instrumentation and devices, biosensors, and medical imaging in biological systems. Stem cell technology and laboratory management introduces the current knowledge and highly specialized technical skills in the stem cell field and trains technical and managerial personnel in stem cell research and development. Our approach also

includes team projects drawn from biotechnology industries to focus on real-world problems and applications of biological sciences, internships and to inculcate interpersonal as well as problem-solving skills using multiple perspectives.

Graduates from this program will develop analytical, managerial and interpersonal skills along with sophisticated expertise in biotechnology, bioinformatics, biomedical engineering or stem cell technology. They will be ready to make immediate contributions to scientific research and development, management in biotechnological, biomedical, biomedical engineering, and pharmaceutical industries, biotechnology law and regulations, governmental or environmental agencies, research institutes, consulting firms, research and clinical laboratories, private and public health organizations, or

Admission Requirements

- 1. Applicants must have a BS/BA degree in Biology, Computer Science, Chemistry, Biochemistry, or Mathematics. Alternatively, applicants with a BA/BS degree in any field and equivalent work experiences in one of the above fields may be granted conditional admission, and they must fulfill all conditional requirements before they can be fully classified.
- 2. Applicants seeking admission to the professional MS in Biotechnology and Bioinformatics program must be officially accepted into the CI academic program.
- 3. Applicants must declare themselves as graduate students in the professional MS degree program in Biotechnology and
- 4. Applicants for the Stem Cell Technology and Laboratory Management Emphasis must commit to the stem cell technology internship requirement.
- 5. Applicants will be evaluated by the Program Admissions Committee which will consider the applicants in the context of the total applicant pool using our general admission standards, including all academic work, GPA, test scores, relevant work experience and other factors that may have a bearing on the individual's potential for success. The following materials are required for our evaluation and admission process:
 - Applicants must submit their transcript(s) from their undergraduate institution(s), Graduate Record Examinations (GRE) General Test scores or the Medical College Admission Test (MCAT) scores.
 - Applicants who have received their undergraduate degrees from a university where English is not the language of instruction, or have studied fewer than two years at a university where instruction is in English, must submit their Test of English as a Foreign Language (TOEFL) scores for evaluation.
 - Applicants must submit a one page "Statement of Purpose" and two letters of recommendations from people able to judge the applicant's academic capacity.

Degree Requirements

Common	Core	Courses - 12 units
BINF	500	DNA & Protein Sequence Analysis
		Biotechnology Law and Regulation
BIOL	504	Molecular Cell Biology
MGT	471	Project Management

Biotec	hnol	ogy Emphasis - 22 units
1. Requir	ed Cour	rses - <u>15</u> units
BINF	514	oranonoar / nome ac m. comporanonar
BIOL BIOL BIOL	502 505 600 601	Biology
2. Electiv	es - 7 U	nits
		o courses chosen from the following
elective c	courses o	and/or from the required courses for the
	phases (of the program:
BINF	511	Computational Genomics
BIOL BIOL	490	Special Topics
BIOL	500	Introduction to Biopharmaceutical Production Operations
BIOL	506	Molecular Evolution
BIOL	507	Pharmacogenomics and
		Pharmacoproteomics
BIOL	508	Advanced Immunology
BIOL	509	Plant Biotechnology
BIOL	516	Clinical Trials and Quality Assurance 3
BIOL	605	Biotechnology Across National
MGT	421	Boundaries Field Trip
Biome	edical	Engineering Emphasis

Biomedical Engineering Emphasis 23 units

<u> </u>	-	
1. Require	ed Cour	ses - <u>15</u> units
BME	500	Biological Systems and Biomechanics:
BME	501	Principles and Applications
BIOL	601	Seminar in Biotechnology and Bioinformatics
BIOL	604	Biotechnology across National Boundaries
Select eith BME	502	502 or PHYS 464 - <u>3-4</u> units Biomedical Instrumentation and Devices: Technology and Applications
or PHYS	464	Medical Instrumentation
Select eith	er BIOL	600 or 603 - <u>3-4</u> units
BIOL or		Team Project
BIOL	603	Biotechnology Internship
2. Elective		

The number of elective units will be dependent on required courses taken to total 23 units in the emphasis.

Stem Cell Technology and Laboratory Management Emphasis - 22-23 units

1. <i>F</i>	Required	d Course	es - <u>19</u> units
E	BIÖL	502	Techniques in Genomics and Proteomics .3
E	BIOL	510	Tissue Culture Techniques and
			Stem Cell Technology
E	BIOL	511	Advanced Stem Cell Technology
E	BIOL	512	Advanced Topics in
			Regenerative Medicine
Е	BIOL	513	Cell Culture Facility Management

*BIOL 602 course is offered quarterly at <u>1.5</u> units, which is repeatable for a total of <u>6</u> units for a year long project.

2. Electives 3-4 units

A minimum of <u>one</u> course chosen from the elective courses for the Biotechnology Emphasis and/or from the required courses for the other emphases of the program.

Graduate Writing Assessment Requirement

Writing proficiency prior to the awarding of the degree is demonstrated by successful completion of BIOL 504 with a grade of B or higher.

The Master of Science Degree in Biotechnology & Masters of Business Administration (72 units)* (Dual Degree)

*Assumes that at least one set of the Foundation Courses listed below has been completed in a business or science undergraduate degree program.

Program Description

The Master of Science in Biotechnology and Master of Business Administration is a dual professional degree program designed to meet the needs of biotechnology industry and related public and private agencies and organizations. The program combines rigorous scientific training in biotechnology with graduate course work and experience in business management and regulatory affairs. The program includes the foundation courses for the dual degree program, a set of graduate level core courses in both biotechnology and business, and several elective courses.

Our approach includes team projects drawn from biotechnology industries to focus on real-world problems and applications of biological sciences and business. We approach interpersonal skills and problem-solving skills from multiple perspectives.

Admission Requirements

- Applicants must have a BA/BS. Degree in Biology, Chemistry, Biochemistry, or Business/ Economics related discipline. Alternatively, applicants with a BA/BS degree in any field and equivalent work experiences in one of the above fields may be admitted and must fulfill the foundation course requirements before taking the core courses and electives in the degree program.
- 2. Applicants seeking admission to the dual degree program must be officially accepted into CI as graduate students.
- 3. Applicants must declare themselves as graduate students in the dual degree program.
- 4. Applicants will be evaluated by the Program Admissions Committee which will consider the applicants in the context of the total applicant pool using our general admission standards, including all academic work, GPA, test scores, relevant work experience and other factors that may have a bearing on the individual's potential for success. The following materials are required for our evaluation and admission process:

- Applicants must submit their transcript(s) from their undergraduate institution(s) and Graduate Record Examinations (GRE) General Test scores.
- Applicants who have received their undergraduate degrees from a university where English is not the language of instruction, or have studied fewer than two years at a university where instruction is in English, must submit their Test of English as a Foreign Language (TOEFL) scores.
- Applicants must submit a one page "Statement of Purpose" and two letters of recommendations from people able to judge the applicant's capacity for both academic and professional success.

Degree Requirements

Required Foundation Courses - 16 units

1. Require	ed Found	dation Courses in Biology and Chemistry							
for Students without a B.S. in Biology or Chemistry 16 units									
CHEM	110	Chemistry of Life							
BIOL	201	Principles of Cell and Biology 4							
BIOL	300	Cell Biology							

Molecular Biology

2. Required Foundation Courses in Business/Economics for Students without a B.A./B.S. in Business or Economics or a Related Discipline - 16 units

		· —
BUS	500	Economics for Managers
BUS		Quantitative Methods for
		Decision-Making
BUS	504	Introduction to Accounting and Finance .4
BUS		Principles of Management
		and Marketing
BUS	508	Business Ethics and Law

Core Courses

Common Required Courses in the Dual Degree Program - 9 units

MGT	471	Project Management	.3
BIOL	610	Capstone Project for MS/MBA Dual	
		Degree (BUS)	.6

Required Courses in the Master of Science in Biotechnology - 23 units

Kequire	d Core	Courses - <u>16</u> units
BINF	500	DNA & Protein Sequence Analysis
BIOL	502	Techniques in Genomics/Proteomics
BIOL	503	Biotechnology Law and Regulation 3
BIOL	504	Molecular Cell Biology
BIOL	510	Tissue Culture Techniques and Stem
		Cell Technology
BIOL	601	Seminar in Biotechnology and
		Bioinformatics

2. Elective Courses - Z units

A minimum of <u>Z</u> units from the elective courses in MS Biotechnology and Bioinformatics program.

Required Courses in the Master of Business Administration - 24 units

Kequire	a Core	Courses - <u>18</u> units	
BUŚ	510	High Performance Management	.3
BUS	520	Strategy and Leadership	.3
BUS	530	Managing Business Operations	.3
BUS	540	Financial Reporting and Analysis	.3
BUS	550	The Contemporary Firm	.3

	BUS	560	The Entrepreneurial Manager		.3
			s - <u>6</u> units		
Do	ouble-co	unted co	ourses:		
	BINF	500	DNA & Protein Sequence Analysis		.3
	BIOL	503	Biotechnology Law and Regulation.		.3

Graduate Writing Assessment Requirement

Writing proficiency prior to awarding of the degree is demonstrated by successful completion of BIOL 504 or BUS 520 with a grade of B or higher.

Minor in Biology - (21 units)

Lower Division Requirements - 8 units

BIOL	200*	Principles of Organismal and
BIOL	201	Population Biology, GE B2
		Biology, GE B2

Upper Division Requirements - 13 units

1.	Biology	- <u>8</u> uni	ts							
	BIOL	300	Cell Biology.							.4
	BIOL	302	Genetics							.4

2. Biology Electives - 5 units

A minimum of $\underline{5}$ units of 300-400 level biology courses, with no more than one course selected from BIOL 331-345.

Clinical Training Certificate Program in Clinical Laboratory Science (16 units)

Program Description:

The Clinical Training Certificate Program in Clinical Laboratory Science consists of twelve-months learning of the specialties of each individual department in a clinical laboratory at a partner hospital, including blood bank, chemistry, urinalysis, flow cytometry, immunohistochemistry, hematology, microbiology and parasitology. Emphasis will be placed on the importance of safety, quality control and quality assurance. Prerequisites: BS in Biology with an Emphasis in Clinical Laboratory Science or equivalent educational credential.

Certificate Requirements - 16 units:

CLS 500 Clinical Training Certificate Program Part I (8 units)

Orientation (1 week)

General Laboratory Techniques (3 weeks)

Blood Bank (5-week rotation)

Chemistry (15-week rotation)

Flow Cytometry and Immunohistochemistry (2 weeks)

CLS 501 Clinical Training Certificate Program Part II (8 units)

Urinalysis (3 weeks)

Hematology/Coagulation (8-week rotation)

Microbiology (9-week rotation)

Parasitology (3 weeks)

Enhancement Sites (1 week)

Central Processing and Phlebotomy (ongoing)

Review (2-week rotation)



Programs Offered

- Bachelor of Arts in Economics
- Bachelor of Science in Business
 - Option in Entrepreneurship
 - Option in Finance
 - Option in Global Business
 - Option in Management
 - Option in Marketing
- Minor in Business Management
- Minor in Economics
- Certificate in Business Administration
- Master of Business Administration (MBA)
- Master of Science in Biotechnology and Master of Business Administration (MBA)

The Bachelor of Arts in Economics focuses on the integration of core economic analysis with relevant interdisciplinary applications. The degree develops analytical tools and communication skills in the context of economic theory and its linkages to a broad array of human decisions. Economics, as a social science, seeks to explain and predict the behavior of consumers, producers, managers, government officials and citizens by examining the interactions of incentives and constraints in an environment of ever-present scarcity of time, skills and resources. Microeconomics focuses on the choices of individuals and firms, as well as their role in the marketplace, while macroeconomics aggregates economic activity to the national level to analyze trends and fluctuations in overall economic activity. The Bachelor of Arts in Economics offers flexibility and opportunity through its emphases: general, international and managerial. Economics majors are also encouraged to pursue minors to deepen their connections to other disciplines.

The Bachelor of Science in Business has a liberal arts and interdisciplinary focus. It is built on the critical thinking, collaboration (working with others), and communication (oral and written English) conduct, and competencies. Students learn the fundamental principles of accounting, economics, finance, information systems, management, and marketing as applied in a variety of organizational settings. A distinguishing aspect of the Business and Economics Program is the requirement to take courses developed in conjunction with disciplines outside the traditional business curriculum. Examples include courses with Biology, Chemistry, Education, English, Fine Arts, History and Performing Arts.

In addition, a Capstone Course provides students with the opportunity to integrate their knowledge through a Global Strategy Simulation exercise. To foster an integrative and cross disciplinary experience in a relevant business area, students

are encouraged to select one of five options: Entrepreneurship, Finance, Global Business, Management, and Marketing. All options draw on upper-division courses from accounting, economics, management and marketing to offer an in-depth perspective into five critical areas of business. We anticipate enhancing the curriculum with additional options choices as the program grows.

Careers

The Martin V. Smith School of Business & Economics programs prepare students to work in a variety of organizations—both public and private—as well as advanced studies in several types of graduate and professional programs: MBA, MPA, law school, MA In Economics.

Program Learning Goals for Bachelor of Science in Business

- Prepare students for employment in a variety of public and private organizations.
- Prepare students for further study in graduate or professional schools.
- Demonstrate critical thinking skills by identifying, evaluating, synthesizing, and presenting issues related to accounting, economics, finance, information systems, management and
- Demonstrate communication skills by writing excellent reports and papers and making effective oral presentations in English.
- Demonstrate collaboration skills by working effectively with others in group settings - both inside and outside the classroom
- Demonstrate personal conduct that reflects an ethical understanding of complex business, economic and social
- Demonstrate basic competencies in the academic disciplines related to regional, national and global business and economics.

Program learning Goals for Bachelor of Arts in Economics

- Prepare students for employment in a variety of public and private organizations.
- Prepare students for further study in graduate or professional schools.
- Apply economic analysis to evaluate everyday decisions and policy proposals.
- Propose viable solutions to practical problems in economics.
- Use empirical evidence to support an economic argument.
- Conduct statistical analyses of data, and interpret statistical
- Communicate effectively in written, spoken and graphical form about economic issues.

Program Learning Goals for Masters in Business Administration

Graduates of Smith School's MBA will be able to:

Demonstrate high proficiency in critical thinking, oral and written communication, personal ethical conduct and collaboration skills;

- Demonstrate orally and in writing analytical and integrative skills in making business decisions;
- Demonstrate an understanding of the global operating environment of business;
- Produce written innovative and integrative business plans, including plans that adapt to uncertain and unpredictable environments;
- Demonstrate an understanding of relevant disciplines; and
- Demonstrate leadership skills in a variety of situations and settings.

Faculty

William P. Cordeiro, Ph.D.
Professor of Management
Director, MVS School of Business & Economics
Director, MBA Program
Sage Hall, Room 2011
(805) 437-8860
william.cordeiro@csuci.edu

Minder Chen, Ph.D.

Associate Professor of Management Information Systems Sage Hall, Room 2027 (805) 437-2683 minder.chen@csuci.edu

Priscilla Z. Liang, Ph.D.
Assistant Professor of Finance
Sage Hall, Room 2143
(805) 437-8926
priscilla.liang@csuci.edu

J. Andrew Morris, Ph.D.
Associate Professor of Management
Sage Hall, Room 2149
(805) 437-2771
john-andrew.morris@csuci.edu

Dennis Muraoka, Ph.D.
Professor of Economics
Bell Tower West, Room 2115
(805) 437-8861
dennis.muraoka@csuci.edu

Claudio A. C. Paiva, Ph.D.
Associate Professor of Economics
Sage Hall, Room 2039
(805) 437-2684
claudio.paiva@csuci.edu

Paul A. Rivera, Ph.D.
Associate Professor of Economics
Academic Advisor for Undergraduate Programs
Sage Hall, Room 2135
(805) 437-8988
paul.rivera@csuci.edu

Sung Won Sohn, Ph.D.
MVS Endowed Professor of Economics
Sage Hall Room 2033
(805) 437-2789
sung.sohn@csuci.edu

Contact Information

http://business.csuci.edu http://econ.csuci.edu

Bachelor of Arts in Economics - (120 units)

Lower Division Required											. 9-10
Upper Division Required											19
Required Emphasis											
General Education											48
American Institutions											6
Free Electives											20-26
TOTAL	•	•	•	 		•	•	•	•	12	0 units

Lower Division Requirements 9-10 units

E.CON 110

ECON		Principles of Macroeconomics
Select eith MATH or MATH		Calculus for Business Applications
Upper ECON ECON ECON ECON ECON	310 311 488 496	ion Requirements - 19 unitsIntermediate Microeconomics.3Intermediate Macroeconomics.3Econometrics.4Seminar in Economic Analysis.3Capstone.3
Select eith MATH or		Statistics for Business and Economics

Required Emphasis - 12-17 units

Economics majors are required to complete one of the following three emphases:

For all emphases, ECON 492 may not be taken to fulfill the requirements of the economics major. ECON 497 must be taken for $\underline{3}$ units in order to be applied to the major.

I. General Economics Emphasis12 units

Upper Division - 12 units

A minimum of <u>four</u> upper division courses in economics (or approved courses outside of economics) as follows:

- A minimum of <u>two</u> courses must be taken from crossdisciplinary courses offered by economics (ECON 330-349 and 430-449).
- A minimum of two economics courses at the 400 level.

2. International Economics Emphasis 17 units

Lower Division - 8 units

A minimum of two courses in the same foreign language or equivalent. ASL courses will not be accepted.

Note: This requirement represents one additional course beyond the CI foreign language requirement.	Select either: MATH 140 Calculus for Business Applications 3
Upper Division - 9 units	or MATH 150 Calculus I
A minimum of <u>three</u> upper division courses in economics (or approved courses outside of economics) as follows:	Upper Division Required Major Courses 36 units
ECON 471 International Trade	ACCT 300 Applied Managerial Accounting
Choose one of the following:ECON 370The World Economy	Select either: ECON 310 Intermediate Microeconomics
3. Managerial Economics Emphasis 12 units	(choose this course if pursuing the Marketing Option) Select either:
	ECON 311 Intermediate Macroeconomics 3
Upper Division - 12 units A minimum of four upper division courses in economics (or approved courses outside of economics) as follows: FIN 300 Business Finance	FCON 320 Money and Banking
ECON 329 Managerial Economics	Upper Division Interdisciplinary Major
Select either: ECON 471 International Trade	Courses - 6 units Any BUS 330-349 or 430-449 Option - 15 units Students may select one of the following options: To complete the elective requirements indicated below, choose any upper division course from ACCT, BUS, ECON, FIN, MGT, MKT or MIS not already used in the major. (Not applicable to the Management Option)
Note: Students selecting this emphasis must take either ECON 320 or 329, but may not take both courses for credit in the major. Required Supporting and Other GE Courses 75-81 units General Education	1. Entrepreneurship Option BUS 341 Drug Discovery and Development (CHEM/ECON) (may double count with Upper Division Interdisciplinary Major Course)
Bachelor of Science Degree in Business - (120 units)	ECON 411 Economics of Entrepreneurship 3 MGT 424 Organizational Behavior (PSY)
	Electives

2011 - 2012	Select three ACCT ECON ECON ECON FIN MGT Electives	410 370 471 472 412 471	the following: International Accounting	MGT MGT MGT MGT MKT MKT	325 326 410 421 310 311	Entrepreneurial Management
	4. Manag	nement	Option	Min	or in	Economics - (21-22 units)
	MGT MGT MGT	410 421 424	Management of International Business3 Human Resource Management3 Organizational Behavior (PSY)3	economics	analysi	nor familiarizes students with the tools of is, and applies these tools to economic y individuals in their personal and professional
	Select two MGT MGT MGT MGT MGT MGT	2 from th 325 429 471 490 492 497	he following: Entrepreneurial Management	lives, and economy. Career The economy	to the w	vorkings of national economies and the world nor is suitable for students desiring careers ness, education, journalism, law and
	5. Market MKT	ing Op	tion Consumer Behavior	Lower 9-10 u		ion Requirements
	MKT MKT MKT	409 410 411	Marketing Research	ECON and ECON		Principles of Microeconomics
	Electives	S	Management			Principles of Macroeconomics
	Required 56-57 ui		oorting and Other GE Courses	Select eitl MATH	her: 140	Calculus for Business Applications 3
	Upper [Division	Interdisciplinary course outside	or MATH	150	Calculus I
	Americo	an Institu	tions	Upper	Divis	sion Requirements - 6 units
			ses in Categories A-E	Select eitl ECON or	her:	Intermediate Microeconomics
			Minor in Business	ECON	329	Managerial Economics
			nagement - (21 units)	Select eitl ECON		Intermediate Macroeconomics
,	in principle critical thin in a variety	es related king and of orgo	ess Management offers students a foundation d to managing people. The minor stresses d the application of management concepts anizational environments. The minor provides rs with a basic understanding of management	Elective: Additional (Minimum For Busi	upper of total of iness N	nits division courses in economics. 5 21 units) 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4
	Lower ACCT BUS	Divis 210 110	ion Requirements - 9 units Financial Accounting		requirem	olfill Upper Division Interdisciplinary and nents may not be used (double counted) for tives.
	ECON		following: Principles of Microeconomics			
	or ECON	111	Principles of Macroeconomics			
			sion Requirements - 12 units			
	Choose <u>fo</u> BUS MATH MGT	<u>our</u> from 320 329 307	the following: Business Operations			

Postbaccalaureate Certificate in Business Administration

The Certificate in Business Administration provides basic business skills to post baccalaureate and graduate students. The certificate program is suitable for: (i) Business professionals who wish to update their knowledge, skills, and abilities; (ii) Managers in science, technology, or engineering who seek a business orientation; (iii) Individuals making a transition into a managerial position; (iv) Individuals returning to the workforce, or considering a career change; (v) Those without an undergraduate degree in business who are considering an MBA. The program provides the essentials of business administration to students with limited or no formal business education. The coursework completed under this Certificate fulfills the prerequisite course requirements for the MBA Program. Courses offered under the Certificate may be delivered partially via distance education and consist of four $\underline{3}$ unit courses and one 4 unit course for a total of 16 units.

Prerequisite

A Bachelor's degree in any field or consent of advisor.

Requirements for Certificate - 16 units

BUS 500 BUS 502	Economics for Managers	.3
	Decision-Making	.3
BUS 504 BUS 506	Introduction to Accounting and Finance Principles of Management and	.4
BUS 508	Marketing	

Master of Business Administration (MBA)

Offered through California State University Channel Islands Extended University

The MBA Program is designed to develop business leaders capable of working in an increasingly multicultural and global environment. Key elements include:

- Learning Community/Cohort Experience
- Evening Classes
- Online Foundations of Business courses
- Focus on International Business and Entrepreneurial Innovation
- International Study Tour Option
- Real-World Orientation

The MBA Curriculum

The curriculum is comprised of three parts: Foundations of Business $\underline{0-16}$ semester units, Required Core $\underline{24}$ semester units, and Special Topics $\underline{9}$ semester units for a total of $\underline{33-49}$ semester units.

Foundations of Business

The Foundations of Business courses provide the theoretical concepts and quantitative tools that form the basis for making business decisions. These courses are designed to provide students with a general understanding of accounting, economics, finance, ethics and law, statistics, management,

and marketing. Some or all of these courses may be waived depending upon the applicant's undergraduate degree and coursework. Students with a bachelor's degree in business from CI or from other accredited institutions within the last 10 years will have met the Foundations of Business requirements. Individual business courses taken as an undergraduate student at CI or another institution may also meet specific Foundations requirements. Upon acceptance to the program, a student's transcripts will be reviewed for completion of the necessary coursework for mastery of the Foundations of Business. A grade of "C" or better is required to meet the criteria.

Required Core

The core MBA courses are presented in a cross-functional, integrative manner that provides a comprehensive view of the structure of business operations. Students learn to analyze business from a variety of perspectives. The seven core courses provide the skills and competencies students will need to be effective business leaders in the 21st century. A distinguishing aspect of the MBA Program is its focus on entrepreneurship and global business awareness. The Capstone Course (BUS 570) provides students with the opportunity to integrate their knowledge through an International Business Simulation

Special Topic Courses

Students will take three graduate courses $\underline{9}$ units in which professors provide in-depth coverage of selected business and economics subjects. Topics vary based on the discipline expertise of the assigned professor.

Faculty

William P. Cordeiro, Ph.D.
Professor of Management
Director, MVS School of Business & Economics
Director, MBA Program
Sage Hall, Room 2011
(805) 437-8860
http://business.csuci.edu/mba
william.cordeiro@csuci.edu

Minder Chen, Ph.D.
Associate Professor of Management Information Systems
Sage Hall, Room 2027
(805) 437-2683

minder.chen@csuci.edu

Priscilla Z. Liang, Ph.D. Assistant Professor of Finance Sage Hall, Room 2143 (805) 437-8926 priscilla.liang@csuci.edu

J. Andrew Morris, Ph.D.
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Paul A. Rivera, Ph.D.
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Academic Advisor for Undergraduate Programs
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(805) 437-8988
paul.rivera@csuci.edu

Sung Won Sohn, Ph.D.

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Sage Hall Room 2033
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sung.sohn@csuci.edu

Requirements for Master of Business Administration - 33-49 units

Foundations of Business - 0-16 units

BUS	500	Economics for Managers	.3
BUS	502	Quantitative Methods for	
		Decision-Making	.3
BUS	504	Introduction to Accounting and Finance	.4
BUS	506	Principles of Management and	
		Marketing	.3
BUS	508	Business Ethics and Law	.3
Require	d Core	e - 24 units	
BŪS	510	High Performance Management	.3
BUS	520	Strategy and Leadership	.3
BUS	530	Managing Business Operations	
BUS	540	Financial Reporting and Analysis	.3
BUS	550	The Contemporary Firm	.3
BUS	560	The Entrepreneurial Manager	.3
	500	The Emilipreneshar Wanager	. 0

Special Topics - 9 units

Nine units of upper-graduate-level courses.

Graduate Writing Assessment Requirement

Writing proficiency prior to the awarding of the degree is demonstrated by successful completion of BUS 520 Strategy and Leadership with a grade of B or higher.

Master of Science Degree in Biotechnology and Master of Business Administration - (71 units*)

*Assumes that at least one set of the Foundation Courses listed below has been completed in a business or science undergraduate degree program.

Program Description

The Master of Science in Biotechnology and Master of Business Administration is a dual professional degree program designed to meet the needs of biotechnology industry and related public and private agencies and organizations. The program combines rigorous scientific training in biotechnology with graduate course work and experience in business management

and regulatory affairs. The program includes the foundation courses for the dual degree program, a set of graduate level core courses in both biotechnology and business, and several elective courses.

Our approach includes team projects drawn from biotechnology industries to focus on real-world problems and applications of biological sciences and business. We approach interpersonal skills and problem-solving skills from multiple perspectives.

Admission Requirements

- Applicants must have a BA/BS degree in Biology, Chemistry, Biochemistry, or Business/ Economics related discipline. Alternatively, applicants with a BA/BS degree in any field and equivalent work experiences in one of the above fields may be admitted and must fulfill the foundation course requirements before taking the core courses and electives in the degree program.
- 2. Applicants seeking admission to the dual degree program must be officially accepted into CI as graduate students.
- 3. Applicants must declare themselves as graduate students in the dual degree program.
- 4. Applicants will be evaluated by the program admissions committee which will consider the applicants in the context of the total applicant pool using our general admission standards. The following materials are required for our evaluation and admission process:
 - Applicants must submit their transcript(s) from their undergraduate institution(s) and Graduate Record Examinations (GRE) General Test scores.
 - Applicants who have received their undergraduate degrees from a university where English is not the language of instruction, or have studied fewer than two years at a university where instruction is in English, must submit their Test of English as a Foreign Language (TOEFL) scores.
 - Applicants must submit a one page "Statement of Purpose" and two letters of recommendations from people able to judge the applicant's capacity for both academic and professional success.

Degree Requirements

Required Foundation Courses - 16 units

 Required Foundation Courses in Biology and Chemistry for students without a BS in Biology or Chemistry 16 units

CHEM	110	Chemistry of Life	.4
BIOL	201	Principles of Cell and Molecular Biology	.4
BIOL	300	Cell Biology	.4
BIOL	400	Molecular Biology	.4

Required Foundation Courses in Business Economics for students without a BS/BA in Business or Economics or a related discipline 16 units

BLIS 500 Feonomics for Managers

2

BO2	300	Economics for Ivianagers
BUS	502	Quantitative Methods for
		Decision-Making
BUS	504	Introduction to Accounting and Finance .4
BUS	506	Principles of Management and
		Marketing
BUS	508	Business Ethics and Law

Core Courses

Common Required Courses in the Dual Degree Program - 9 units

MGT	471	Project Management	3
BIOL	610	Capstone Project for MS/MBA Dual	
		Degree (BUS))

Required Courses in the Master of Science in Biotechnology - 22 units

1.	Require	d Core	Courses - <u>15</u> units
	BINF	500	DNA & Protein Sequence Analysis 3
	BIOL	502	Techniques in Genomics/Proteomics
	BIOL	503	Biotechnology Law and Regulation 3
	BIOL	504	Molecular Cell Biology
	BIOL	510	Tissue Culture Techniques and Stem Cell
	BIOI	601	Technology
	DIOL	601	Seminar in Biotechnology and Bioinformatics
\circ	rı	_	7 '1

2. Elective Courses - Z units

Α	minimum	of .	<u>seven</u>	units	from	the	following	courses:
	DIOI	$\Gamma \cap \Gamma$	- , ,		· ·		_	

BIOL	505	Molecular Structure
BIOL	507	Pharmacogenomics and
		Pharmacoproteomics
BIOL	508	Advanced Immunology
BIOL	509	Plant Biotechnology

Required Courses in the Master of Business Administration - 24 units

 Require 	ed Core	Courses -	<u>18</u> units
BUŠ	510	High Perf	ormance /

BUS	510	High Pertormance Management
BUS	520	Strategy and Leadership
BUS	530	Managing Business Operations
BUS	540	Financial Reporting and Analysis
BUS	550	The Contemporary Firm
BUS	560	The Entrepreneurial Manager

2. Elective Courses - <u>6</u> units

Double-counted courses:

BINF	500	DNA and Protein Sequence Analysis	.3
BIOL	503	Biotechnology Law and Regulation .	.3

Graduate Writing Assessment Requirement

Writing proficiency prior to the awarding of the degree is demonstrated by successful completion of BIOL 502 Techniques in Genomics and Proteomics for MS/MBA Dual Degree with a grade of B or higher.

Programs Offered

- Bachelor of Arts in Chemistry
- Bachelor of Arts in Chemistry, Option in Subject Matter Preparation in Teaching Chemistry
- Bachelor of Science in Chemistry
- Bachelor of Science in Chemistry, Option in Biochemistry
- Minor in Chemistry
- Certificate in Chemistry

The Chemistry Program at Cl is based on a "Big Ideas" approach to the discipline. Students will learn how to apply the "Big Ideas" skills to their analysis of concepts and problems. In addition to implementing the "Big Ideas" across the curriculum, students learn how to improve their analytical thinking, oral and written communication, and problem solving skills as individuals and in teams. The culmination of the degree involves a Chemistry Capstone in conjunction with a service learning project, internship, or independent research experience. Writing skills are developed in all upper-division Chemistry courses.

Careers

Graduates from the Bachelor of Arts or Bachelor of Science in Chemistry will receive an excellent preparation for securing entrance to a professional program (i.e., medical, veterinary, dentistry, or pharmacy), to graduate school in Chemistry or Biochemistry, and for employment in the academic, private, or public sector as chemists, biochemists, forensic scientists, and materials scientists.

The Bachelor of Arts in Chemistry is designed to provide a broad preparation in the chemical sciences. Required courses prepare students in four of the five traditional subdisciplines of Chemistry: analytical, inorganic, organic, and physical chemistry. The Bachelor of Arts in Chemistry can also serve as the depth of study necessary for securing a Single Subject Credential in Science for teaching at the high school and middle school level. Additional courses in geology, astronomy, and biology are recommended to meet the breadth requirements for this credential.

The Bachelor of Science in Chemistry provides an excellent breadth and depth of preparation in Chemistry suitable for obtaining a position at a chemical or pharmaceutical industry, or for admission to graduate school in Chemistry or Biochemistry. Students may select either the general Bachelor of Science in Chemistry or the Biochemistry Option within the Bachelor of Science in Chemistry. The Biochemistry Option overlaps substantially with the requirements for the minor in Biology and students are encouraged to obtain the Biology minor in addition to the Bachelor of Science in Chemistry, Biochemistry Option.

The Minor in Chemistry provides non-majors with the Chemistry background that is needed to pursue graduate study or a career in an interdisciplinary field. Students in professional programs (medical, dental, veterinary, pharmacy), or majoring in Biology or Environmental Science and Resource Management, in particular, should consider obtaining a Chemistry minor, since a significant portion of the coursework needed for the Chemistry minor is included in these programs.

The Certificate in Chemistry is designed to provide individuals who have already obtained a Bachelor of Arts or Bachelor of

Science degree in another discipline with the opportunity to obtain a certificate for advanced Chemistry coursework.

Program Learning Outcomes

Students graduating from the Chemistry program will be able to:

- Explain the fundamental concepts of Chemistry;
- Evaluate a problem and appropriately apply the fundamental concepts of Chemistry to the problem;
- Formulate hypotheses and devise and perform experiments to test a hypothesis as individuals and in a team;
- Explain key concepts in chemistry effectively through oral and written communication; and
- Interpret and evaluate the chemical literature.

Contact Information

http://chemistry.csuci.edu

Faculty

Simone Aloisio, Ph.D.
Associate Professor of Chemistry
Chair and Academic Advisor for the Chemistry Program
Aliso Hall Room 207
(805) 437-8999
simone.aloisio@csuci.edu

Blake Gillespie, Ph.D.
Assistant Professor of Chemistry
Academic Advisor for the Chemistry Program
Aliso Hall Room 208
(805) 437-2796
blake.gillespie@csuci.edu

Philip D. Hampton, Ph.D.
Professor of Chemistry
Academic Advisor for the Chemistry Program
Aliso Hall Room 104
(805) 437-8869
philip.hampton@csuci.edu

Bachelor of Arts Degree in Chemistry - (120 units)

Lower Division Requirements - 28 units

Students must obtain a grade of C or better in these courses to apply them to the chemistry major.

1. Chemistry

CHEM CHEM CHEM	122 250	General Chemistry I
2. Math MATH MATH	150 151	Calculus I
PHYS	100	e following: Introduction to Physics I

Choose o	ne of th	ne following:
PHYS	101	Introduction to Physics II
PHYS	201	General Physics IÍ
		sion Requirements - 15 units
Students must obtain a grade of C or better in these courses to		

		9
apply then	n to the c	chemistry major.
CHEM	305	Computer Applications in Chemistry 1
CHEM	311	Organic Chemistry I
CHEM		Organic Chemistry I Laboratory 1
CHEM	314	Organic Chemistry II
CHEM	315	Organic Chemistry II Laboratory 1
CHEM	371	Physical Chemistry I
CHEM	372	Physical Chemistry Laboratory
CHEM	499	Chemistry Capstone

(<u>Ten</u> units of the above courses will be counted toward lower-division GE categories B1, B3, and B4)

Upper Division Chemistry Electives 12 units

A total of <u>12</u> units of electives from those listed below are needed, including a minimum of two lab courses denoted-1.

Students must obtain a grade of C or better in these courses to apply them to the chemistry major.

		, .
CHEM	301	Environmental Chemistry - Atmosphere
CHEM	302	and Climate
CI ILIVI	302	and Water 4 L
CHEM	313	Organic Chemistry I Learning
		Community
CHEM	316	Organic Chemistry II Learning
CLIEAA	220	
CHEM	330	The History of Science: Non-Western Origins and the Western
		Revolution (HIST)
CHEM	335	The Chemistry of the Kitchen 3
CHEM	341	Drug Discovery and Development
		(BUS/ECON) 3 ¹
CHEM	343	Forensic Science
CHEM	344	Energy and Society (PHYS) 3 ¹
CHEM	373	Physical Chemistry II
CHEM	410	Advanced Organic Synthesis 4 ^L
CHEM		Molecular Structure Determination 4 $^{\text{L}}$
CHEM	420	Advanced Inorganic Chemistry
CHEM	450	Instrumental Analysis and Laboratory . 4 L
CHEM	460	Biochemistry I 4 ^L
CHEM	461	Biochemistry II 4 ^L
CHEM	465	Bioinorganic Chemistry 4 ^L
CHEM	490	Special Topics in Chemistry 1-3
CHEM	491	Special Laboratory Topics
01.151.1	400	in Chemistry
CHEM		Internship/Service Learning 1-3 L, R
CHEM		Independent Research 1-3 L, R
CHEM	497	Directed Studies 1-3 ^R

 $^{\rm I}$ A maximum of $\underline{3}$ units of upper-division interdisciplinary GE credit (CHEM 330-349 or CHEM 430-449) may be applied as chemistry electives towards the degree.

 $^{^{\}rm R}$ No more than a combined total of $\underline{\bf 6}$ units of CHEM 492, 494, and 497 may be applied as electives. No more than one CHEM 492 or CHEM 494 may be (by petition) considered a laboratory elective.

Required Supporting and Other GE Courses 45 units American Institutions Requirement	Bachelor of Arts Degree in Chemistry, Option in Subject Matter Preparation in Teaching Chemistry - (120 units)
Proposed Course of Study, Bachelor of Arts in Chemistry	Lower Division Requirements 43-44 units
First Year Fall CHEM 121 General Chemistry I, GE B1	Students must obtain a grade of C or better in these courses to apply them to the chemistry major. 1. Chemistry CHEM 121 General Chemistry I
Spring CHEM 122 General Chemistry II .4 MATH 151 Calculus II .4 General Education .6-7	CHEM 250 Quantitative Analysis
Second Year Fall	BIOL 200 Principles of Organismal and Population Biology
CHEM 311 Organic Chemistry I	3. Math MATH 150 Calculus I
General Education	4. Physics Choose one of the following: PHYS 100 Introduction to Physics I
CHEM 251 Quantitative Analysis Laboratory	Choose one of the following: PHYS 101 Introduction to Physics II .4 PHYS 201 General Physics II .4
General Education	5. Astronomy Choose one of the following: ASTR 105 Introduction to the Solar System (PHYS)4 PHYS 107 The Stars and Beyond
CHEM 305 Computer Applications in Chemistry GE B4	6. Earth Science GEOL 121 Physical Geology
Chemistry Elective	24-25 units Students must obtain a grade of C or better in these courses to apply them to the chemistry major.
Chemistry Elective	1. Chemistry CHEM 305 Computer Applications in Chemistry
Fall Chemistry Elective or Independent Research	CHEM 314 Organic Chemistry II
Spring CHEM 499 Chemistry Capstone	CHEM 371 Physical Chemistry I
	2. Earth Science Choose one of the following: BIOL 335 The Biosphere
	3. Education EDUC 330 Introduction to Secondary Schooling3

Upper Division Chemistry Electives 8 units	EDSS 515 Adolescent Development for Secondary Educators
A total of <u>8</u> units of electives from those listed below are	ENGL 475 Language in Social Context
needed, lab courses are denoted ^L . Students must obtain	Proposed Course of Study, Bachelor of
a grade of C or better in these courses to apply them to the chemistry major.	Arts in Chemistry Option in Subject
CHEM 301 Environmental Chemistry - Atmosphere and Climate	Matter Preparation in Teaching Chemistry
CHEM 302 Environmental Chemistry - Soil and Water	•
CHEM 313 Organic Chemistry Learning Community	First Year Fall
Community	CHEM 121 General Chemistry I, GE B1
CHEM 373 Physical Chemistry II	Population Biology, GE B2
CHEM 410 Advanced Organic Synthesis 4 L	General Education
CHEM 415 Molecular Structure Determination 4 L CHEM 420 Advanced Inorganic Chemistry 3	Code
CHEM 450 Instrumental Analysis and Laboratory 4 L	Spring CHEM 122 General Chemistry II
CHEM 460 Biochemistry I 4 ^L	BIOL 201 Principles of Cell & Molecular Biology . 4
CHEM 461 Biochemistry II	MATH 151 Calculus II
CHEM 465 Bioinorganic Chemistry 4 L CHEM 490 Special Topics in Chemistry 1-3	General Education
	Second Year
CHEM 491 Special Laboratory Topics in Chemistry	Fall
CHEM 492 Internship/Service Learning 1-3 ^{L, R}	CHEM 311 Organic Chemistry I
CHEM 494 Independent Research 1-3 ^{L, R}	CHEM 312 Organic Chemistry I Laboratory 1
CHEM 497 Directed Studies 1-3 ^R	Physics Requirement
^R No more than a combined total of <u>6</u> units of CHEM 492, 494, and 497 may be applied as electives. No more than one CHEM 492 or CHEM 494 may be (by petition) considered a	(PHYS 100 or 200) General Education
laboratory elective.	CHEM 250 Quantitative Analysis
Required Supporting and Other GE Courses	CHEM 251 Quantitative Analysis Laboratory 1
39 units	CHEM 314 Organic Chemistry II
American Institutions Requirement	CHEM 315 Organic Chemistry II Laboratory
Electives in Any Discipline	(PHYS 101 or 201)
Recommended Electives	General Education
Choose from the following:	Third Year
Second Language	Third Year Fall
(One semester is required)	CHEM 305 Computer Applications in Chemistry,
One Additional Semester of a Second Language	GE B4
Interdisciplinary General Education Courses	CHEM 371 Physical Chemistry I
(CHEM 330 and EDUC 330 are required)	CHEM 372 Physical Chemistry Laboratory 1 EDUC 330 Introduction to Secondary Schooling,
SPED 345 Individuals with Disabilities	GE D, UDIGE
in Society (PSY)	GEOL 121 Physical Geology
According to the GE requirements, students must take <i>9</i> units from those interdisciplinary courses numbered 330-349 and	General Education and Electives
430-449. Six of the $\underline{9}$ units can be double counted and three	6 :
of the $\underline{9}$ units must be outside the major and not cross listed with	Spring CHEM 330 The History of Science: Non-Western
the CHEM prefix.	Origins and the Western
Prerequisite Courses in Education	Revolution (HIST), UDIGE
(For CI Credential Program)	SPED 345 Individuals with Disabilities
EDUC 512 Equity, Diversity and Foundations	in Society (PSY), GE D or E, UDIGE
of Schooling	General Education and Electives
Multicultural/Multilingual and Inclusive	Choose one of the following:
Classrooms	BIOL 335 The Biosphere
EDUC 521 Field Experiences	GEOL 300 Foundations of Earth Science

ChiEM 309 Chemistry Capatone 2	Fourth Year Fall Chemistry Elective or Independent Research	A total of 12 units of electives from those listed below are needed, including a minimum of three lab courses denoted 1. CHEM 301 Environmental Chemistry - Atmosphere and Climate
Lower Division Requirements - 28 Units Students must obtain a grade of C or better in these courses to apply them to the chemistry major. 1. Chemistry CHEM 121 General Chemistry I 4 CHEM 122 General Chemistry I 4 CHEM 225 General Chemistry I 4 CHEM 251 Quantitative Analysis Laboratory. 1. Maith 150 Calculus I 4 MATH 151 Calculus II 4 MATH 151 Calculus II 4 MPYS 200 General Physics II 4 PHYS 100 Introduction to Physics I 4 PHYS 101 Introduction to Physics II 4 PHYS 201 General Physics II 4 PHYS 201 General Chemistry II 6 PHYS 101 Introduction to Physics II 4 PHYS 201 General Physics II 4 PHYS 201 General Chemistry II 6 PHYS 101 Introduction to Physics II 4 PHYS 201 General Chemistry II 6 PHYS 101 Introduction to Physics II 4 PHYS 201 General Chemistry II 6 PHYS 101 Introduction to Physics II 4 PHYS 201 General Physics II 4 PHYS 201 General Chemistry II 6 PHYS 101 Introduction to Physics II 4 PHYS 201 General Physics II 4 PHYS 201 General Chemistry II 6 PHYS 101 Introduction to Physics II 4 PHYS 201 General Ph	CHEM 499 Chemistry Capstone	CHEM 302 Environmental Chemistry - Soil and Water
Lower Division Requirements - 28 Units Students must obtain a grade of C or better in these courses to apply them to the chemistry major. 1. Chemistry CHEM 121 General Chemistry 4 CHEM 222 General Chemistry 4 CHEM 230 Quantitative Analysis Laboratory. 1 CHEM 251 Quantitative Analysis Laboratory. 1 CHEM 251 Quantitative Analysis Laboratory. 1 CHEM 341 Drug process of the following: AMATH 150 Calculus I. 4 MATH 150 Calculus II. 4 MATH 151 Calculus II. 4 M		CHEM 330 The History of Science: Non-Western Origins and the Western Revolution
Students must obtain a grade of C or better in these courses to apply them to the chemistry major. CHEM 122 General Chemistry II	Students must obtain a grade of C or better in these courses to apply them to the chemistry major. 1. Chemistry CHEM 121 General Chemistry I	CHEM 341 Drug Discovery and Development (BUS/ECON)
	Students must obtain a grade of C or better in these courses to	CHEM 122 General Chemistry II .4 MATH 151 Calculus II .4 General Education .6-7 Second Year Fall CHEM 311 Organic Chemistry I .3

Physics requirement	4. Physics Choose one of the following: PHYS 100 Introduction to Physics I
Spring CHEM 250 Quantitative Analysis	Choose one of the following: PHYS 101 Introduction to Physics II
CHEM 314 Organic Chemistry II	PHYS 201 General Physics II
Physics requirement	Upper Division Requirements - 31 units Students must obtain a grade of C or better in these courses to
General Education	apply them to the chemistry major.
Third Year Fall	1. Chemistry CHEM 305 Computer Applications in Chemistry
CHEM 305 Computer Applications in Chemistry	CHEM 311 Organic Chemistry I
GE B4	CHEM 314 Organic Chemistry II
Chemistry Elective	CHEM 372 Physical Chemistry Laboratory
Spring CHEM 373 Physical Chemistry II	CHEM 499 Chemistry Capstone
Chemistry Elective	2. <i>Biology</i> BIOL 300 Cell Biology
Fourth Year Fall	
CHEM 460 Biochemistry I	(<u>Twelve</u> units of the above requirements will be counted toward lower-division GE Categories B1, B2, B3, & B4) Upper Division Chemistry Electives
Spring	3 units
CHEM 499 Chemistry Capstone	Students must obtain a grade of C or better in these courses to apply them to the chemistry major.
Chemistry Elective or Independent Research	A total of $\underline{3}$ units of electives from those listed below are needed. Lab courses are denoted L .
Bachelor of Science Degree	CHEM 301 Environmental Chemistry -
in Chemistry, Biochemistry Option	Atmosphere and Climate
(120 units)	Soil and Water 4 CHEM 313 Organic Chemistry I Learning
Lower Division Requirements - 36 units	Community
	CHEM 316 Organic Chemistry II Learning
Students must obtain a grade of C or better in these courses to apply them to the chemistry major.	CHEM 316 Organic Chemistry II Learning Community
apply them to the chemistry major. 1. Chemistry CHEM 121 General Chemistry I	Community
apply them to the chemistry major. 1. Chemistry CHEM 121 General Chemistry I	Community
apply them to the chemistry major. 1. Chemistry CHEM 121 General Chemistry I	Community
apply them to the chemistry major. 1. Chemistry CHEM 121 General Chemistry I	Community
apply them to the chemistry major. 1. Chemistry CHEM 121 General Chemistry I	Community
apply them to the chemistry major. 1. Chemistry CHEM 121 General Chemistry I	Community
apply them to the chemistry major. 1. Chemistry CHEM 121 General Chemistry I	Community
apply them to the chemistry major. 1. Chemistry CHEM 121 General Chemistry I	Community

CHEM 492 Internship/ Service Learning 1-3 L, R CHEM 494 Independent Research 1-3 L, R CHEM 497 Directed Studies 1-3 R	General Education or Electives
Upper-division interdisciplinary GE credit (CHEM 330-349 or CHEM 430-449) may be applied as chemistry electives towards the degree.	Fall CHEM 460 Biochemistry I Chemistry Elective or Independent Research .3-4 General Education or Electives .6-7
$^{\rm R}$ No more than a combined total of $\underline{\pmb{\delta}}$ units of CHEM 492, 494, and 497 may be applied as electives. No more than one CHEM 492 or CHEM 494 may be (by petition) considered a laboratory elective.	SpringCHEM 461Biochemistry II.4CHEM 499Chemistry Capstone.2General Education or Electives.9
Required Supporting and Other GE Courses 42 units	
American Institutions Requirement	Minor in Chemistry - (23 units)
Proposed Course of Study	Lower Division Requirements - 8 units CHEM 121 General Chemistry I and Laboratory 4
Bachelor of Science in Chemistry,	CHEM 122 General Chemistry II and Laboratory4
Biochemistry Option First Year	Upper Division Requirements - 8 units
Fall CHEM 121 General Chemistry I, GE B1	CHEM 311 Organic Chemistry I
Population Biology, GE B2	Electives - 7 units A total of Z units of electives (CHEM 250, CHEM 251, or courses numbered 300 or higher) in addition to those
SpringBIOL201Principles of Cell and Molecular Biology.4CHEM122General Chemistry II.4MATH151Calculus II.4General Education.3	required, are needed. A maximum of $\underline{3}$ units of upper-division interdisciplinary GE credit (CHEM 330-349 or CHEM 430-449) may be applied as chemistry electives towards the degree. \underline{One} unit of Chemistry learning community courses (i.e., CHEM 313 and 316) may be used as electives toward the degree. No more than a combined total of $\underline{6}$ units of CHEM 492, 494, and 497 may be applied as electives.
Second Year Fall	, , , , , , , , , , , , , , , , , , , ,
CHEM 311 Organic Chemistry I	Certificate in Chemistry - (23 units)
Physics Requirement	CHEM 121 General Chemistry I and Laboratory 4 CHEM 122 General Chemistry II and Laboratory 4
SpringCHEM 250Quantitative Analysis3CHEM 251Quantitative Analysis Laboratory.1CHEM 314Organic Chemistry II3CHEM 315Organic Chemistry II Laboratory.1Physics Requirement (PHYS 101 or 201).4General Education3	Upper Division Requirements - 8 units CHEM 311 Organic Chemistry
Third Year	A total of <u>Z</u> units of electives (CHEM 250, CHEM 251, or courses numbered 300 or higher) in addition to those
Fall CHEM 305 Computer Applications in Chemistry 1	required, are needed. A maximum of <u>3</u> units of upper-division interdisciplinary GE credit (CHEM 330-349 or CHEM 430-
GE B4 CHEM 371 Physical Chemistry I	449) may be applied as chemistry electives towards the degree. <u>One</u> unit of Chemistry learning community courses (i.e., CHEM 313 and 316) may be used as electives toward the degree. No more than a combined total of <u>6</u> units of CHEM 492, 494, and 497 may be applied as electives.
Spring - 14 units Chemistry Elective <t< td=""><td></td></t<>	

CHICANA/O STUDIES: TRANSBORDER COMMUNITIES

Programs Offered

- Bachelor of Arts in Chicana/o Studies: Transborder Communities
- Minor in Chicana/o Studies: Transborder Communities

The Bachelor of Arts degree in Chicana/o Studies offers a curriculum that examines current and past experiences of Chicanas/os and other hemispheric Latina/o Americans whose origins exist south of the United States/Mexican and United States/Caribbean border. This degree places students at the center in the investigation of local issues in context with transborder questions through interdisciplinary and comparative perspectives. The core courses at the lower and upper division level will provide majors with a solid training in Chicana/o Studies while providing them the opportunity to minor or double major in a related disciplinary program.

The Minor in Chicana/o Studies affords students the opportunity to investigate the multi-dimensional culture of the Chicana/o Community in the United States. It is, by definition, interdisciplinary and seeks to provide students with a nuanced appreciation of the population. The minor offers non-majors the opportunity to investigate the historical complexities of societies and social movements and their legacies in the present.

Careers

The Chicana/o Studies major prepares students for careers in the private sector, education, government agencies, or non-profit organizations that serve communities with a significant population of people with origins from Mexico and other nations of Latin America.

Program Learning Outcomes

- Demonstrate knowledge of the history and culture of people of Mexican and Latin American origins in the United States, specifically within the region of Southern California.
- 2. Analyze the literary, performative, and visual expressions of Chicanas/os and Latinas/os.
- Distinguish variations within Chicana/o communities in respect to class, culture, ethnicity, gender, race, and sexuality.
- 4. Identify and discuss the major theoretical and conceptual questions informing Chicana/o Studies over time.
- Summarize, explain, and apply social science methods for analyzing social, political, and economic phenomena relevant to the multicultural populations such as demographic trends, public policy, judicial systems, segregation, business practices, public health concerns, etc.
- 6. Effectively demonstrate competence in oral, written, and/or visual media to present research findings.

Contact Information

chicanostudies@csuci.edu

Faculty

José M. Alamillo, Ph.D.
Associate Professor of Chicana/o Studies
Program Coordinator and Academic
Advisor for Chicana/o Studies
Sage Hall 2125
(805) 437-2685
jose.alamillo@csuci.edu

Julia Balén, Ph.D.
Associate Professor of English
Bell Tower West, Room 1112
(805) 437-8435
julia.balen@csuci.edu

Frank Barajas, Ph.D.
Associate Professor of History
Sage Hall, Room 2037
(805) 437-8862
frank.barajas@csuci.edu

Renny Christopher, Ph.D.
Professor of English
Bell Tower, Room 2165
(805) 437-8994
renny.christopher@csuci.edu

Stephen Clark, Ph.D.
Associate Professor of Spanish (805) 437-3317
stephen.clark@csuci.edu

Dennis Downey, Ph.D.
Associate Professor of Sociology
Sage Hall, Room 2127
(805) 437-3315
dennis.downey@csuci.edu

Elizabeth Hartung, Ph.D.
Professor of Sociology
Sage Hall, Room 2043
(805) 437-3274
elizabeth.hartung@csuci.edu

Bradley Monsma, Ph.D.
Professor of English
Bell Tower West, Room 1185
(805) 437-8948
brad.monsma@csuci.edu

Christy Teranishi-Martinez, Ph.D.
Assistant Professor of Psychology
Sage Hall, Room 2035
(805) 437-3311
christy.teranishi@csuci.edu

Lillian Vega-Casteneda, Ed.D.
Professor of Education
Bell Tower West, Room 2848
(805) 437-8872
lillian.castaneda@csuci.edu

Marie Francois, Ph.D.
Director, University Experience
Title V Project ISLAS Activity Director
Associate Professor of History
Sage Hall, Room 2141
(805) 437-3123
marie.francois@csuci.edu

		achelor of Arts in	SPAN	411	Civilizations and Cultures of Latin America
C	hican	a/o Studies - (120 units)			following:
		ents in the Major	CHS CHS	350† 402*	Chicana/o History and Culture (HIST)
		ion Courses	Art and	Cultu	re - 3 units
TOTAL			Select : CHS		he following: History of Southern California Chicana/o Art (ART/HIST)
in a related Sociology,	d discipl , or Spar		ENGL	354*	
		ion Core Requirements	Transb	ord e	r Issues - 9-10 units
9-10 u	Inits		Require	d Cour	se:
Select two	of the	ory Courses - 6 units following: Chicanas/os in Contemporary Society3	CHS		Transborder Perspectives in Chicana/o Studies
CHS CHS	200* 292*	Diversity in Latina/o Communities 3	Select two	of the 343*	following: Health Issues in the Latina/o Community (NRS)
Languag	e Regi	sirement - 3-4 units	CHS	364	Chicano English
SPAN	202*	Intermediate Spanish II	CHS CHS	383 401	Chicana/o-Latina/o Identity and Empowerment (PSY)
or			CHS	425	Contemporary Immigration Issues (SOC) .3
SPAN	212*	Spanish for Heritage Speakers II	CHS	445*	Chicano Child and Adolescent (EDUC/HIST)
or		Consent of the instructor)	UNIV	392	International Experience
Substitu	ite an Up	per Division Spanish course			Approved by advisory
/ A	'	/ · · · · · · · · · · · · · · · · · · ·		- · ·	
(Appro	ved by a	advisor)			ion Electives - 9 units
(Appro-	ved by a Divis	ion Core Requirements	Select thre	<u>ee</u> of the	e following:
(Appro	ved by a Divis	advisor)		<u>ee</u> of the	e following: Bilingual Literacy Studies/Estudios
Upper 36-37	Divis units	advisor)	Select thre	<u>ee</u> of the	e following: Bilingual Literacy Studies/Estudios Literarios Bilingues (SPAN)
Upper 36-37 Theory Select one	Divisunits and Moe of the	ion Core Requirements ethods - 6 units following: (consult advisor)	Select <u>thr</u>e ENGL	<u>ee</u> of the 311	e following: Bilingual Literacy Studies/Estudios Literarios Bilingues (SPAN)
Upper 36-37 Theory: Select one ANTH	Divis Units and Mo e of the 375	ion Core Requirements ethods - 6 units following: (consult advisor) Qualitative Research Methods in Anthropology	Select three ENGL	311 331*	e following: Bilingual Literacy Studies/Estudios Literarios Bilingues (SPAN)
Upper 36-37 Theory: Select one ANTH	Divis Units and Mo e of the 375	ion Core Requirements ethods - 6 units following: (consult advisor) Qualitative Research Methods in Anthropology	Select three ENGL ENGL ENGL	311 331* 378	e following: Bilingual Literacy Studies/Estudios Literarios Bilingues (SPAN)
Upper 36-37 Theory: Select one ANTH HIST POLS	Divis units and Mo e of the 375	ion Core Requirements ethods - 6 units following: (consult advisor) Qualitative Research Methods in Anthropology	Select three ENGL	311 331*	e following: Bilingual Literacy Studies/Estudios Literarios Bilingues (SPAN)
Upper 36-37 Theory: Select one ANTH	Divis units and Mo e of the 375	ion Core Requirements ethods - 6 units following: (consult advisor) Qualitative Research Methods in Anthropology	Select three ENGL ENGL ENGL HIST HIST	331* 378 334* 349* 369	e following: Bilingual Literacy Studies/Estudios Literarios Bilingues (SPAN)
Upper 36-37 Theory: Select one ANTH HIST POLS	Divis units and Mo e of the 375	ion Core Requirements ethods - 6 units following: (consult advisor) Qualitative Research Methods in Anthropology	Select three ENGL ENGL ENGL HIST HIST HIST HIST HIST	331* 378 334* 349* 369 401 420	e following: Bilingual Literacy Studies/Estudios Literarios Bilingues (SPAN)
(Approx Upper 36-37 Theory: Select one ANTH HIST POLS PSY	Divis units and Me of the 375 280* 300	ion Core Requirements ethods - 6 units following: (consult advisor) Qualitative Research Methods in Anthropology	ENGL ENGL ENGL HIST HIST HIST HIST HIST POLS	331* 378 334* 349* 369 401 420 421 306*	Bilingual Literacy Studies/Estudios Literarios Bilingues (SPAN)
Upper 36-37 Theory: Select one ANTH HIST POLS PSY SOC SOC	Divisuants and More of the 375 280* 300 202 310	ion Core Requirements ethods - 6 units following: (consult advisor) Qualitative Research Methods in Anthropology	Select three ENGL ENGL ENGL HIST HIST HIST HIST HIST POLS SOC	331* 331* 378 334* 349* 369 401 420 421 306* 352	Bilingual Literacy Studies/Estudios Literarios Bilingues (SPAN)
(Approx Upper 36-37 Theory: Select one ANTH HIST POLS PSY SOC SOC Other meth Require	Divisuants and Mag of the 375 280* 300 202 310 hods could	ion Core Requirements ethods - 6 units following: (consult advisor) Qualitative Research Methods in Anthropology	ENGL ENGL ENGL HIST HIST HIST HIST HIST POLS	331* 378 334* 349* 369 401 420 421 306*	e following: Bilingual Literacy Studies/Estudios Literarios Bilingues (SPAN)
(Approx Upper 36-37 Theory: Select one ANTH HIST POLS PSY SOC SOC Other meth	Divis units and Mage of the 375 280* 300 202 310 hods cou	ion Core Requirements ethods - 6 units following: (consult advisor) Qualitative Research Methods in Anthropology	Select three ENGL ENGL ENGL HIST HIST HIST HIST HIST POLS SOC	331* 331* 378 334* 349* 369 401 420 421 306* 352	Bilingual Literacy Studies/Estudios Literarios Bilingues (SPAN)
(Approx Upper 36-37 Theory: Select one ANTH HIST POLS PSY SOC SOC Other meth Require	Divisuants and Mag of the 375 280* 300 202 310 hods could	ion Core Requirements ethods - 6 units following: (consult advisor) Qualitative Research Methods in Anthropology	Select three ENGL ENGL ENGL ENGL HIST HIST HIST HIST HIST POLS SOC SPAN SPAN The follow depending	331* 378 334* 349* 369 401 420 421 306* 352 461 462 ving coug on the	e following: Bilingual Literacy Studies/Estudios Literarios Bilingues (SPAN)
(Approx Upper 36-37 Theory: Select one ANTH HIST POLS PSY SOC SOC Other meth Require CHS	Divis units and Mo e of the 375 280* 300 202 310 hods coud 491	ion Core Requirements ethods - 6 units following: (consult advisor) Qualitative Research Methods in Anthropology	Select three ENGL ENGL ENGL ENGL ENGL HIST HIST HIST HIST HIST POLS SOC SPAN SPAN The follow depending CHS	331* 331* 378 334* 349* 369 401 420 421 306* 352 461 462 ving coug on the 490	Bilingual Literacy Studies/Estudios Literarios Bilingues (SPAN)
(Approx Upper 36-37 Theory: Select one ANTH HIST POLS PSY SOC SOC Other meth Require CHS	Divisuants and Mage of the 375 280* 300 202 310 hods coud Court 491 and Scale of the	ion Core Requirements Ethods - 6 units following: (consult advisor) Qualitative Research Methods in Anthropology	Select three ENGL ENGL ENGL ENGL ENGL HIST HIST HIST HIST HIST POLS SOC SPAN SPAN The follow depending	331* 378 334* 349* 369 401 420 421 306* 352 461 462 ving coug on the	e following: Bilingual Literacy Studies/Estudios Literarios Bilingues (SPAN)

<u>ي</u>			ng Capstone - 3 units	CHS	383	Chicana/o-Latina/o Identity and
	CHS	492	Internship/Service Learning 1-3 (Preregs. CHS 491, or Consent	CHS	401	Empowerment (PSY)
)))	CLIC	100	of instructor)	CHS	402*	Southern California Chicana/o History
2	CHS	499	Service Learning Capstone in Chicana/o Studies	CHS	425	and Culture (HIST)
				CHS	445*	Chicano Child and Adolescent
		Mino	r in Chicana/o Studies:	CHS	491	(EDUC/HIST)
		Tran	sborder Communities			Chicana/o Studies
			(18-20 units)			(Preregs. CHS 331, Senior standing or Consent of instructor)
	Lavian	Distin	ion Dogwinsman4s	BUS	349*	History of Business and Economics in
	6-7 un		ion Requirements	ENGL	354*	North America (ECON/HIST)
			e following:	LINGL	334	focus Is Chicana/o Latina/o Literature,
	CHS	100*	Chicanas/os in Contemporary Society3	LUCT	0/0+	approved by advisor)
	CHS CHS	200* 292	Diversity in Latina/o Communities	HIST HIST	360* 361*	History of Colonial Latin America
	CHO	272	Civic Engagement	HIST	369	California History and Culture
	Choose o	ne of th	e following:	HIST	401	United States Immigration History, 1840-1945
	SPAN	201*	Intermediate Spanish I	HIST	420	History of Mexico
	SPAN	211*	(Preregs. SPAN 102 or Equivalent) Spanish for Heritage Speakers 14	HIST POLS	421 306*	Revolutionary Mexico, 1876-1930
			(Preregs. Consent of the instructor)	SOC	352	Social Movements
		n Course	the minor faculty advisor)	SPAN	411	Civilizations and Cultures of Latin America
		,	,	SPAN	461	Masterpieces of Latin American
	12-13		ion Requirements	SPAN	462	Literature
			es from the following:			
	CHS		Transborder Perspectives in	advisor.	per aivis	sion courses approved by the minor faculty
	CHS	333*	Chicana/o Studies	D 11 C	۱۰ (
			Art (ART/HIST)			or Chicana/o Studies Majors BE requirements, students must take <u>9</u> units
	CHS	343*	Health Issues in the Latina/o Community (NRS)	from those	interdisc	ciplinary courses numbered 330-349 and
	CHS		Chicana/o History and Culture (HIST)3			The $\underline{9}$ units can be double counted and three be outside the major and not cross-listed with
	CHC	361	Chicano English		11110 111001	be obtate the major and not cross tisted with

the CHS prefix.

CHS

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COMMUNICATION

Programs Offered

- Bachelor of Arts in Communication Emphasis in Environmental Communication Emphasis in Health Communication Emphasis in Business and Nonprofit Communication
- Minor in Communication

The BA in Communication is based on a thorough examination of how we use language in a variety of specific social contexts. By critically considering how meaning is negotiated in health, environmental and business/nonprofit settings, students will appreciate the complexity of coordinating our actions.

By working in diverse small and large groups, making presentations, and using a variety of channels - from face-toface to telephone, email to internet, students who complete the program will be prepared to take responsibility for their interactions within their communities and the workplace of their choosing.

Careers

Major career opportunities include environmental advocacy, nonprofit and business management, and health services. Additional employment avenues include: mediation, counseling, public affairs, government, entrepreneurship, sales, community relations, employee relations, teaching, consulting, event planning, media entertainment, law, international relations, social and human services, advertising, journalism, marketing, public relations. Students may also pursue graduate studies.

Program Learning Outcomes

After having completed the requirements for the degree, students will be able to:

- Demonstrate effective collaboration skills with others in oneon-one and small/large group settings, and with audiences of diverse memberships;
- Identify an optimal means to communicate depending upon the audience, situation and by understanding the relevance, limitations and effectiveness of different communication technologies and medium;
- Analyze messages critically for content, purpose, organization, argument, style and meaning;
- Demonstrate the ability to analyze and create solutions to interpersonal, organizational, and community conflict;
- Demonstrate proficiency in written and oral communication;
- Differentiate ethical dimensions of health, environmental or organizational messages and estimate their impact upon a given community;
- Engage in various analytical methodologies to think critically, evaluate and explain human communication
- Apply communication competencies in a community engagement/service learning environment.

Faculty

Tracylee Clarke, Ph.D. Assistant Professor of Communication Bell Tower East, Room 2834 (805) 437-3305 tracylee.clarke@csuci.edu

Bachelor of Arts Degree in Communication - (120 units)

General Educati According to t units from those 349 and 430 counted and t major and not Title V: Americar Electives	
Lower Divisi	on Requirements - 12 units
COMM 101 COMM 200	Public Speaking
Choose any two	
COMM 210	Interpersonal Communication
COMM 211	Discerning Information in an Interconnected World (LIB)
COMM 220	Group Communication
Upper Divis	ion Requirements - 33 units
Required Courses COMM 310 COMM 320 COMM 321 COMM 340 COMM 499	15 unitsCommunication Research Methods.3Persuasion and Argumentation.3Cultural Conversations.3Conflict Management and Mediation.3Capstone Project.3
Major Electives	
COMM 301	any <u>two</u> upper division COMM courses: Advanced Public Speaking
COMM 322	Sociology of Popular Culture
COMM 331 COMM 335 COMM 336	(SOC/ENGL)
COMM 345	Communication (ENGL)
COMM 346 COMM 430 COMM 490 COMM 492	Media Literacy and Youth Culture (EDUC)
COMM 494	Independent Study

0	-		equirements - 12 units hasis below)	PSY	342	Complementary and Alternative Health (NRS), C3b, E, UDIGE
_			•	PSY	348	Healthy Aging (SOC/NRS),
2	Enviro					D, E, ÚDIĞE
2			tion Emphasis	Busine	ess &	Nonprofit
	COMW	1443	Environmental Communication (ESRM) 3 (Preregs. ESRM 100 and COMM 101			tion Emphasis
			or 320) D, UDIGE	COM	Λ 442	Organizational Communication
	Plus <u>three</u>	alactiva				(Preregs. COMM 101 and COMM
		332	Human Ecology (ESRM)			210 or 220 A1, UDIGE)
			D, UDIGE	Plus <u>three</u>		
	BIOL	313	Conservation Biology (ESRM)	BIOL		
	BIOL	433	(Prereq. BIOL 200) Ecology and the Environment	COM	VI 333	Nonprofit Organizations (BUS/ECON/POLS)
	DIGE	100	(Prereq. BIOL 200) B2, UGIGE			D, UDIGE
	CHEM	301	Environmental Chemistry	ECON	370	The World Economy
	COMW	150	(Prereq. CHEM 122) Environmental Conflict Resolution	ECON	111	(Prereq. ECON 110 or 300) Values and Valuables (ANTH)
	COIVVV	1430	(ESRM/POLS)	LCOIN	444	(Prereg ECON 110 or ANTH 102)
	ENGL	337	Literature of the Environment,	ENGL	483	Technical Visual Communication
	ECD//	220	C2, D, UDIGE	MGT MGT	307 325	Management of Organizations
	ESRM	329	Environmental Law and Policy	MGT	323 410	Entrepreneurial Management
	ESRM	340	Politics and the Environment (POLS) D	MGT	421	Human Resource Management
	ESRM	341	The National Park (POLS) D	AAIZT	010	(Prereq. MGT 307)
	ESRM ESRM	342 462	Environmental History (HIST) D	MKT MKT	310 410	Principles of Marketing
	LONV	402	Management	7 4 11 2 1	710	(Prereq. MKT 310)
			(Prereqs. BIOL 433, ESRM 200, 329)	POLS	320	Public Administration
	ESRM	463	Water Resources Management	PSY	432	Seminar in Leadership, D, E, UDIGE 3
	ESRM	464	(Preregs. BIOL 433, ESRM 200, 329) Land Use Planning & Open Space	Special C	Grade F	Requirements eceive a "C" or better in Communication
			Management			r to have them count towards their major.
	ECDA A	400	(Prereqs. BIOL 433, ESRM 200, 329)			'
	ESRM	482	Issues in Environmental Planning & Resource Management	Mino	r in (Communication - (18 units)
			(Preregs. BIOL 433, ECON 362,			
	0501		ESRM 329)			munication affords non-majors the opportunity
	GEOL	321	Environmental Geology, B1			mental skills necessary to interact with diverse ariety of contexts. Students will survey the field
	Health	Com	munication Emphasis			studies and learn the basic skills to interact
	COMM	441	Health Communication (NRS)			small and large groups.
			(Prereq. COMM 320) D, UDIGE)	Lower	Divis	ion Requirements - 9 units
	Plus <u>three</u>				л 101	Public Speaking
	ANTH	443	Medical Anthropology: Cross Cultural Perspectives on Health & Healing	COM		Introduction to Communication Studies3
			D, UDIGE	Select on	e of the	following:
	BIOL	331	Biotechnology in Twenty-First		<u>я</u> 210	Interpersonal Communication
	BIOL	332	Century (BUS), B2, D, UDIGE		A 220	
	BIOL	333	Cancer and Society, B2, D, UDIGE3 Emerging Public Health Issues,	COM	V\	Discerning Information in an Interconnected World (LIB)
			B2, E, UDIGE		-	·
	BIOL	432	Principles of Epidemiology and			sion Requirements - 9 units
			Environmental Health, B2, D, UDIGE	Select <u>thr</u>		ses from any Upper Division
	BUS	341	Drug Discovery and Development	CO/VIVI (Louise	
	C1.10	0.40	(CHEM/ECON), B1, D, UDIGE			
	CHS	343	Health Issues in the Latino/a Community (NURS), C3b			
	MGT	426	Management of Healthcare			
			Organizations			
			(Prereq. MGT 307)			

COMPUTER GAME DESIGN & DEVELOPMENT

Programs Offered

Minor in Computer Game Design & Development

The design and development of computer games is a rapidly growing academic area. It is highly interdisciplinary and is having a major impact on all levels of education. The gaming industry requires specialists with a variety of backgrounds. Game companies need artists, mathematicians and computer scientists, but also writers for story building, psychologists for creating a fun factor in games, and business-savvy professionals, who ensure financial soundness of the endeavors. In addition, the use of games by a growing part of the population has serious societal and legal implications that need to be studied. This computer gaming minor is a blend of several disciplines, including a wide range of academic areas, such as Art, Business, Mathematics, Psychology and Computer Science. This minor is meant to meet the need of an interdisciplinary curriculum that prepares students with a working knowledge necessary to pursue a career in the gaming industry. As such it is consistent with the interdisciplinary mission of Cl.

Careers

This interdisciplinary minor will provide students with the skills needed for a variety of careers in the field of Computer Game Design and Development. Students in this minor will receive a foundation in artistic, mathematical, psychological and computer programming tools and techniques relevant to the design and development of computer games as well as in business methodologies applicable to Computer Gaming. Legal and societal implications of computer games will also be studied.

Faculty

William J. Wolfe, Ph.D. Professor of Computer Science Bell Tower West, Room 2225 (805) 437-8985 william.wolfe@csuci.edu

Peter Smith, Ph.D. Professor of Computer Science Interim Chair, Computer Science Program Academic Advisor Bell Tower West, Room 2265 (805) 437-8882 peter.smith@csuci.edu

Andrzej A. J. Bieszczad, Ph.D. Associate Professor of Computer Science Director of the Masters Program Bell Tower West, Room 2285 (805) 437-2773 aj.bieszczad@csuci.edu

Ivona Grzegorczyk, Ph.D. Professor of Mathematics Chair, Mathematics Program Academic Advisor for Mathematics and Single Subject Credential in Mathematics Bell Tower West, Room 2275 (805) 437-8868 ivona.grze@csuci.edu

Liz King, MFA Associate Professor of Art Bell Tower West, Room 1215 (805) 437-8556 liz.king@csuci.edu

Contact Information

http://compsci.csuci.edu

Minor in Computer Game Design & Development - (24-39 units)

Lower-Division Requirements - 12 units

Including	pre-/cc	-requisites)
ART	205	Multimedia
		Animation
COMP	105	Computer Programming Introduction
MATH	137	Strategies and Game Design

Upper-Division Requirements - 3 units

(Including pre-/co-requisites) Foundations of Computer COMP 437

Upper-Division Electives 9 units

(Not including pre-requisite courses)

Select three courses from the following list: Note: Prerequisites are indicated in parentheses.

Note: If students choose among the following four courses the computer gaming minor may be completed with 24 units. ART 315

ART 327 Communication Design Technology: (ART 206 or ART 312 or Consent of instructor) COMP 337 MGT 307

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)(ourses on	this list l	nave prerequisites that may increase the
U	mber of i	units nee	ded for the minor.
	ART	317	Video Game Production
			(ART 205, ART 326)
	ART	326	Digital Media Art:
			3D Computer Animation
			(ART 206, ART 312 or Consent
			of instructor)
	ART	492	Internship in the Arts 1-3
			(Senior Standing, Art Program Portfolio,
			and Consent of instructor)
	ART	494	Directed Independent Study 1-3
			(Senior Standing, Art Program Portfolio,
			and Consent of instructor)
	COMP	350	Introduction to Software Engineering 3
			(COMP 150, COMP 151, COMP 162,
			COMP 232, COMP 262)
	COMP	425	Computer Game Programming

(COMP 150, COMP 151)

COMPUTER SCIENCE

COMP	449	Human-Computer Interaction (PSY)
COMP	464	Consent of instructor) Computer Graphic Systems and Design I.3 (COMP 150, COMP 151, COMP 162, COMP 232, COMP 262, COMP 350,
COMP	469	MATH 240) Artificial Intelligence/Neural Nets
COMP	492	Internship
COMP	494	approval of written proposal) Independent Research
MATH	354	approval of written proposal) Analysis of Algorithms
MATH	437	programming experience) Mathematics for Game Development3 MATH 137 or MATH 300)
MATH	492	Internship
MATH	494	approval of written proposal) Independent Study
MGT	471	approval of written proposal) Project Management (MGT 307)



Programs Offered

- Bachelor of Science in Computer Science
- Minor in Computer Science
- Minor in Computer Game Design & Development
- Master of Science in Computer Science
- Bachelor of Science in Information Technology (see Information Technology)

The Computer Science degree offers the latest cutting edge education for various industrial and applied fields. Students are given a strong background in computer hardware and software, as well as a substantial amount of "hands-on" experience. The program stresses interdisciplinary applications in other sciences and business and prepares students for graduate studies.

Careers

The program prepares students for careers in high-tech, computer and Internet-driven industries, where interdisciplinary, dynamic and innovative professionals trained in the latest technologies are increasingly sought.

Program Learning Outcomes

Students graduating from the Computer Science program will be able to:

- Demonstrate critical thinking and problem solving skills by identifying, evaluating, analyzing and presenting fundamental software solutions and their applications;
- Demonstrate the knowledge of current computing practices and broad technology use in industry and society, including a working knowledge of software development techniques;
- Be cognizant of emerging new technologies and industrial practices connected to the computer industry;
- Demonstrate communication, research and cooperation skills by working effectively with others in interdisciplinary group settings - both inside and outside the classroom; and
- Demonstrate a sense of exploration that enables them to pursue rewarding careers in high-tech and bio-tech industries with life-learning.

Faculty

William J. Wolfe, Ph.D.
Professor of Computer Science
Bell Tower West, Room 2225
(805) 437-8985
william.wolfe@csuci.edu

Peter Smith, Ph.D.
Professor of Computer Science
Interim Chair, Computer Science Program
Academic Advisor
Bell Tower West, Room 2265
(805) 437-8882
peter.smith@csuci.edu

Andrzej A. J. Bieszczad, Ph.D.
Associate Professor of Computer Science
Director of the Masters Program
Bell Tower West, Room 2285
(805) 437-2773
aj.bieszczad@csuci.edu

Contact Information

http://compsci.csuci.edu

Bachelor of Science in Computer Science - (123 units)	COMP 425 Computer Game Programming 3 COMP 429 Computer Networks
	COMP 451 Advanced Object Oriented Programming 3
Special Grade Requirement	COMP 452 Computational Bioinformatics (MATH)4
A grade of C- or better is required in all pre-requisite courses in	COMP 462 Embedded Systems
the major	COMP 464 Computer Graphic Systems and Design 1.3
Lower Division Required Major Courses	COMP 469 Artificial Intelligence/Neural Nets 3
Upper Division Required Major Courses	COMP 490 Topics in Computer Science
Upper Division Elective Major Courses	COMP 492 Internship
Elective Courses	COMP 494 Independent Research 1-3
General Education	COMP 497 Directed Studies
American Institutions Requirement	ENGL 482 Technical Writing
TOTAL	MATH 429 Operations Research
Note: General Education Included in Major Requirements . 14	MATH 448 Scientific Computing, GE B3, B4, INTD .3
	Proposed Course of Study
Lower Division Requirements - 42 units COMP 150 Object-Oriented Programming, GE B4 4	Freshman Year - 31 units
COMP 151 Data Structures and Program Design	COMP 150 Object-Oriented Programming, GE B44
COMP 162 Computer Architecture and	COMP 151 Data Structures and Program Design4
Assembly Language	COMP 162 Computer Architecture and
COMP 232 Programming Languages	Assembly Language
COMP 262 Computer Organization and Architecture .3	ENGL 105* Composition and Rhetoric, GE A2 3
MATH 150 Calculus I, GE B3	MATH 150 Calculus I, GE B3
MATH 151 Calculus II	MATH 151 Calculus II
MATH 230 Logic and Mathematical Reasoning,	MATH 230 Logic and Mathematical Reasoning,
GE A3, B3	GE A3, B3
MATH 240 Linear Algebra	GE Section A or C
Science	* or ENGL 102 and 103
Choose either:	Sophomore Year - 23-24 units
a. Physics 200 General Physics I (<u>4</u>), Physics 201 General	COMP 232 Programming Languages
Physics II (<u>4</u>) and a course from GE section B2 (<u>3</u>).	COMP 262 Computer Organization & Architecture 3
or	MATH 240 Linear Algebra
b. Physics 200 General Physics I (<u>4</u>), Biology 200 Principles	MATH 300 Discrete Mathematics
of Organismal and Population Biology ($\underline{4}$), Biology 212	Science
Neurobiology and Cognitive Science (<u>3</u>) GE B1 and B2	Choose either:
Ilman Birdsian Baselmanas 41	a. Physics 200 General Physics I (<u>4</u>), Physics 201 General
Upper Division Requirements - 41 units	Physics II (<u>4</u>) and a course from GE section B2.
Major Requirements - 29 units	b. Physics 200 General Physics I (<u>4</u>), Biology 200
COMP 350 Introduction to Software Engineering 3 COMP 362 Operating Systems	Principles of Organismal and Population Biology (4),
	Biology 212 Neurobiology and Cognitive Science (<u>3</u>)
COMP 447 Societal Issues in Computing,	GE B1 and B2
GE B4, D, INTD	
COMP 454 Automata, Languages and Computation .3	Junior Year - 19 units + GE
COMP 491 Capstone Preparation	COMP 350 Introduction to Software Engineering 3
COMP 499 Capstone Project	COMP 362 Operating Systems
MATH 300 Discrete Mathematics	COMP 421 Unix for Programmers
MATH 352 Probability and Statistics	COMP 454 Automata, Languages, & Computation 3
MATH 354 Analysis of Algorithms	MATH 352 Probability and Statistics
Choose three units from the following:	MATH 354 Analysis of Algorithms
COMP 420 Database Theory and Design	Senior Year - 19 units + GE
COMP 464 Computer Graphic Systems	COMP 420 Database Theory and Design
and Design I	COMP 424 Computer System Security
Electives - 12 units	COMP 429 Computer Networks
Choose 12 Elective units from:	COMP 447 Societal Issues in Computing,
COMP 345 Digital Image Processing 3	GE B4, D, INTD

COMP 469

COMP 491

COMP 499

COMP 345

COMP 351

COMP 420

COMP 421 COMP 424 (MATH/PHYS) GE B1, B4, INTD

General Education Courses Included in Major Requirements - 14 units

COMP	150	Object-Oriented Programming,	
		GE B4	.4
COMP	447	Societal Issues in Computing Sciences,	
		GE B4, D	.3
MATH	150	Calculus I, GE B3	.4
MATH	230	Logic and Mathematical Reasoning,	
		GE A3, B3	.3

Minor in Computer Science (20-23 units)

The Computer Science minor teaches the fundamentals of computer systems and programming. This minor includes the fundamentals of computer programming, including design, implementation, and testing of object-oriented programs. It also teaches the basic architecture of the computer hardware, including the fundamental components of a computer system and the logical reasoning that it is based upon. Since these computer skills are extremely useful in most other disciplines, enhancing the students knowledge of technology no matter which major they have chosen.

Careers

Computer Programmer; Computer Systems Analyst; Any career that requires a basic knowledge of computer systems and programming

Requirements 20-23 units Lower Division Requirements II-I4 units

05 Compu	ter Programming Introduction	.3
is waived for	students with equivalent	
experience		
50 Object	Oriented Programming	.4
51 Data St	ructures and Program Design	.4
	is waived for experience 50 Object 51 Data St	Object Oriented Programming Data Structures and Program Design

Upper Division Requirements - 9 units

<u>Three</u> upper-division courses from the CS program approved by the advisor.

Master of Science in Computer Science

(Offered through CI Extended University Program)

The MS in Computer Science prepares students for advanced careers in high-tech, computer-driven industries, including applications to business, aerospace, education, military, and government where interdisciplinary, dynamic and innovative professionals trained in latest technologies are increasingly sought. Students develop a strong background in computer theory, software and hardware, as well as skills to conduct applied research. The program stresses interdisciplinary applications while preparing students for a wide range of industry, academic, and research positions. http://www.cs.csuci.edu/MSCS/

Admission

Students seeking admission are expected to have an undergraduate degree in Computer Science. Graduates of other majors will be considered on a case-by-case basis and may be provisionally accepted with potential additional remedial requirements (e.g., a selection of Computer Science and Math undergraduate courses). Applicants will be evaluated according to the program guidelines which will consider the applicants in the context of the total applicant pool using our general admission standards, including all academic work, GPA, standardized test scores (such as GRE), personal statement of purpose, reference letters, relevant work experience, and other factors that may have a bearing on the individual's potential for success. The current guidelines and admission procedures are described on the program Web pages at http://compsci.csuci.edu.

Graduation

To obtain the degree, the student must complete each course with a minimum grade of B, and successfully defend a thesis before an examination committee.

COMP 597	Ses - 32 units Graduate Seminar .2 Thesis .6 Jm of 18 units must be COMP) .24				
Electives - 24 u	ınits				
	A minimum of 18 units must be COMP				
COMP 510	Algorithms				
COMP 520	Advanced Database Systems				
COMP 524	Security				

EARLY CHILDHOOD STUDIES

COMP	529	Network Computing	.3
COMP	549	Human-Computer Interaction	.3
COMP	550		.3
COMP	566		.3
COMP	569		.3
COMP	571	Biologically Inspired Computing	.3
COMP	572		.3
COMP	575		.3
COMP	578		.3
COMP	581	Mathematical Methods in	
		Artificial Intelligence	.3
COMP	590	Special Topics in Computer Science	.3
MATH	510	Probabilistic Methods &	
		Measure Theory	.3
MATH	511		.3
MATH	555		.3
MATH	565	Research In Mathematics Education	.3
MATH	582	Number Theory And Cryptography	.3
MATH	584	Algebraic Geometry & Coding Theory.	.3
MATH	587	Markov Chains & Markov Processes	.3
MATH	588	Stochastic Analysis	.3
PHYS	510	Advanced Image Analysis Techniques .	.3
PHYS	546	Pattern Recognition	.3

Graduate Writing Assessment Requirement

Writing proficiency prior to the awarding of the degree is demonstrated by successful completion of COMP 597 Masters Thesis with a grade of B or higher.

Continuous Registration Requirement

A student, who is not on an Academic Leave of Absence, must register every semester until graduating. If all other course requirements have been satisfied, a student should register in one unit of COMP 597 to satisfy the requirement.

Program Offered

• Bachelor of Arts in Early Childhood Studies

The Bachelor of Arts Degree in Early Childhood Studies will prepare graduates with the requisite knowledge and skills to effectively work with young children and their families from birth through eight years of age. Students will acquire knowledge and skills in order to serve typically developing young children and those with disabilities within the natural settings of home, community, and schools.

The academic program will offer core curricula and practica in early childhood development and pedagogy while highlighting the contextual influences of family, culture, language, and society. Embedded in the program are the competencies for the Childhood Development Permit Teacher or Director (California Commission on Teacher Credentialing). There is a specific programmatic focus on the preparation of graduates who possess knowledge and skills in second language acquisition and literacy for young English learners. A program option includes the background knowledge for subject matter preparation for the multiple subjects and special education teaching credentials.

The Early Childhood Studies Program is distinctive in that the major emphasizes the first eight years of life as extremely significant in children's development. The philosophy implicit in the Early Childhood Studies Program is reflective of the Position Statements and Early Childhood Professional Preparation Standards of the National Association for the Education of Young Children that include:

- Promoting child development and learning
- Building family and community relationships-whatever their structure, language, ethnicity, and child's ability or disability
- Delivering developmentally effective assessment and teaching practices
- Preparing early childhood professionals beyond a foundational level in order to support the acquisition and application of advanced knowledge and skills.

Careers

The program will prepare graduates for multiple career paths in the fields of teacher education, health and human services. These careers include infant/toddler and preschool teachers, early interventionists, administrators of centers for young children and families. The program will provide the subject matter preparation for continuing study in the areas of multiple subjects and special education teaching credentials, as well as related professional programs in health and human services such as child life specialists and counselors. Graduates will also be prepared to pursue graduate studies in related fields such as, education, social work, human development, and counseling.

Program Learning Outcomes

- Students are qualified to teach in, and administer programs serving young children (with and without disabilities) from birth through eight and their families;
- Students actively engage children in their learning;
- Students are able to teach all subjects in their area of

- specialty and link content to pedagogy;
- Students acknowledge and support diversity of languages and cultures in and among children and families;
- Students meet the diverse needs of all children including those with special needs; and
- Students are reflective and deliberative practitioners, integrating research, theory, and effective practices into their teaching.

Contact Information

http://education.csuci.edu education@csuci.edu

Faculty

Elizabeth Quintero, Ed.D.
Professor of Education
Coordinator of Early Childhood Studies
Bell Tower East 2811
(805) 437-3306
elizabeth.guintero@csuci.edu

Manuel Correia, Ph.D.
Assistant Professor of Education
Bell Tower East 2809
(805) 437-3292
manuel.correia@csuci.edu

Joan Karp, Ph.D.
Professor of Special Education
Bell Tower East 2814
(805) 437-8871
joan.karp@csuci.edu

Jill Leafstedt, Ph.D.
Assistant Professor of Special Education
Bell Tower East 2846
(805) 437-2792
jill.leafstedt@csuci.edu

Lillian Vega-Castaneda, Ed.D. Professor of Education Bell Tower East 2848 (805) 437-8872 lillian.castaneda@csuci.edu

Bachelor of Arts Degree in Early Childhood Studies - (120 units)

Upper [Division	Requirements
Americo Universi	an Institu tv Electi	tions Requirement
TOTAL	• • •	ves
		ion Requirements
18-19 (ART	units 102	Multicultural Children's Art,
ECS	101	GE C1, C3b
ECS	150	Foundations of Child and Adolescent
ECS	221	Development (PSY)
ENGL	212	in the 21st Century
		Level - 3-4 units following:
SPAN SPAN SPAN SPAN SPAN	101 102 201 202 211	Elementary Spanish I, GE C3a 4 Elementary Spanish II, GE C3a
SPAN	212	GE C3a
SPAN SPAN	301 302	GE C3a
	Divis	sion Requirements - 48 units
ECS	320	Early Childhood Service Delivery Models and Programs for Young Children 3
ECS ECS	322 325	Early Childhood Program Administration .3 Typical and Atypical Development:
ECS ECS	456 460	Birth-Age 8
ECS	461	Intervention
ECS	462	and Seminar
ECS	468	Bilingual Education
ECS	470	for Children Ages 3-8
ECS	471	Teaching Strategies
EDUC	512	and Seminar

SCHOOL OF EDUCATION

ENGL HLTH PHED	475 322 302	Language in Social Context
		in Children, GE E
SPED	345	Individuals with Disabilities in Society
		(PSY), GE D, E, INTD
SPED	546	Consultation and Communication with
		Families and Professionals
		Senior standing

Students considering a Multiple Subject or Special Education credential are strongly urged to complete the following courses. These courses in conjunction with other program requirements provide the subject matter background knowledge tested on the CSET-Multiple Subjects examination.

Select either:

	BIOL	100	Exploring the Living World, GE B2	.4
	or BIOL	170	Foundations of Life Science, GE B2	.4
4	dditional	courses	s:	
	COMP	101	Computer Literacy, GE B4	.3
	HIST	211	World Civilizations: Origins to 1500, GED	.3
	HIST	369	California History & Culture	
	MATH	208	Modern Mathematics for Elementary Teaching 1: Numbers & Problem Solving, GE B3	3
	MATH	308	Modern Mathematics for Elementary	٠.
			School Teaching Il-Geometry, Probability	0
	PHSC	170	and Statistics	.3
			GE B1	.4

Programs Offered

- Early Childhood Studies (See Early Childhood Studies Major)
- Liberal Studies (See Liberal Studies Major)
- Multiple Subject Teaching Credential
- Single Subject Teaching Credential
- Education Specialist Teaching Credential Level I
- Master of Arts in Education: Specializations in Educational Leadership and Special Education
- Administrative Services Credential
- Bilingual Authorization to accompany Multiple Subject,
 Single Subject or Education Specialist Teaching Credential
- Bilingual Authorization for Experienced Teachers

The School of Education is devoted to the advancement of teaching and learning. Our image for teacher education begins with a vision for pre-kindergarten to grade 12 schools programs in the 21st century. The transformation from an industrial economy to an information society in the U.S., combined with an increasing emphasis on global issues and technology, demands more highly skilled adults to function effectively in the workforce. Young people who complete their schooling are the most educationally, socially and economically advantaged. They become adults who are lifelong learners and have the basic skills necessary for leading a full and rewarding life in an interdependent society and an information and service driven economy. The power of educators to make the fundamental difference in students' lives makes education the most important social service.

The Education Program builds from the foundation of the undergraduate Liberal Studies option in Teaching and Learning. Early Childhood Studies major and academic majors in biology, chemistry, English, mathematics and history/social science (subject matter programs) and extends to Masters of Arts in Education. Our Education Programs contribute to the teaching profession by producing teachers and school administrators who believe that all students have the ability to achieve high standards, who adapt their teaching to reach all students, and who respect the diversity of all students. Our graduates are reflective about their teaching, their attitudes, and their ability to work in collaborative analytical teams. The Master of Arts in Education program focuses on Educational Leadership or Special Education. The Educational Leadership specialization leads to the Preliminary Administrative Services Credential.

All credential programs have been approved by the California Commission on Teacher Credentialing. Students who are hired by local public schools prior to receiving a credential may be eligible for an internship program. Contact the credential advisor for an internship application.

Program Learning Outcomes

- Students can teach all subjects in their area of specialty;
- Students are able to teach children with English as first or second language;
- Students understand and relate to the diversity of languages and cultures in and among children and families;

- Students can meet the diverse needs of all students including those with special needs;
- Students are reflective and deliberative practitioners;
- Students link content and pedagogy;
- Students actively engage children in their learning; and
- Students integrate research, theory, and effective educational practice into their teaching.

Credential Office

Patricia Stoddard Bell Tower East, Room 2807 (805) 437-8953 patricia.stoddard@csuci.edu

Faculty

Robert E. Bleicher, Ph.D.
Professor of Science Education
Bell Tower East, Room 2784
(805) 437-8508
bob.bleicher@csuci.edu

Merilyn Buchanan, Ph.D.
Associate Professor of Education
Bell Tower East, Room 2756
(805) 437-8579
merilyn.buchanan@csuci.edu

Lillian Vega-Castaneda, Ed.D.
Professor of Education
Bell Tower East, Room 2848
(805) 437-8872
lillian.castaneda@csuci.edu

Manuel Correia, Ph.D.
Associate Professor of Education
Bell Tower East, Room 2809
(805) 437-3292
manuel.correia@csuci.edu

Jeanne Grier, Ph.D.
Professor of Secondary Education
Bell Tower East, Room 2752
(805) 437-8987
jeanne.grier@csuci.edu

Tiina Itkonen, Ph.D.
Associate Professor of Special Education
Bell Tower East, Room 2844
(805) 437-3294
tiina.itkonen@csuci.edu

Joan Karp, Ph.D.
Professor of Special Education
Bell Tower East, Room 2814
(805) 437-8871
joan.karp@csuci.edu

Jill Leafstedt, Ph.D.
Associate Professor of Special Education
Bell Tower East, Room 2846
(805) 437-2792
jill.leafstedt@csuci.edu

Elizabeth Quintero, Ed.D.
Professor of Education
Bell Tower East, Room 2811
(805) 437-3306
elizabeth.quintero@csuci.edu

Kaia Tollefson, Ph.D.
Associate Professor of Education
Bell Tower East, Room 2842
(805) 437-3125
kaia.tollefson@csuci.edu

Contact Information

http://education.csuci.edu education@csuci.edu

Multiple Subject Teaching Credential Program

This program specifically prepares teachers for the diversity of languages and cultures often encountered in California's public school classrooms. It prepares candidates to address the needs of students who speak English as a native language and/or as a second language in the elementary school setting. An underlying principle of the program is the belief that all children (regardless of race, ethnicity, gender, ability or economic status) are capable of learning and educators can make a difference in their lives. Emphasis is placed on the K-8 student as actively engaged in his/her learning.

Careers

The Multiple Subject Credential Program prepares teachers to work with students in grades K-8 with responsibility for all subject areas in a self-contained classroom. Multiple Subject Credential Teachers most often teach in elementary or middle school.

Admission to the Multiple Subject Teaching Credential Program

- Application. Apply to both the University and the School of Education are available online at http://education.csuci.edu/credentials/appprocess.htm.
- 2. Basic Skills Examination. Students must pass either the California Basic Educational Skills Test (CBEST) or the revised California Subject Examination for Teachers (CSET) Multiple Subjects Examination plus Writing Skills, prior to admission to the Multiple Subject Teaching Credential Program. Students are urged to take either of these examinations at the earliest possible time after deciding to pursue a teaching credential.
- 3. Subject Matter Preparation. The CI Liberal Studies in Teaching and Learning option best prepares students for the subject matter knowledge and skills required for the Multiple Subject Teaching Credential Program. All students must pass the California Subject Examination for Teachers (CSET) Multiple Subjects Examination prior to admission to the Multiple Subject Credential Program. The CSET examination results are valid for five years from the date of passing and must be valid upon final completion of the program.
- 4. Prerequisite Courses in Education (16 units, 25-26 units with the Bilingual Authorization). If taken at CI, the courses

must be completed within seven (7) years prior to beginning the program with a grade of "C" or better. If an equivalent course at another college or university has been taken, it must have been completed within five (5) years prior to beginning the program.

ENGL	1, 0	Language in Social Context	.3
EDUC	510	Learning Theory and Development	0
		Applied in Multicultural Contexts	.3
EDUC	- · -	Equity, Diversity and	
	Founda	tions of Schooling	.3
EDUC		Observing and Guiding Behavior in	
		Multilingual/Multicultural and Inclusive	
		Classrooms	.3
EDUC	521		
PSY		Individuals with Disabilities in	
		(SPED)	.3
For Bili	ngual Au	thorization Add:	
HIST	361	Modern Latin American History	.3
EDML	617	The Socio-cultural Context of Schooling:	
		Teaching and Learning in a Bilingual-	
		Multicultural Context	.3
And eith	er:		

Chicana/o History and Culture (HIST) . . . 3

Chicano Child and Adolescent 4

 U.S. Constitution. Knowledge of the U.S. Constitution demonstrated by completion of two units (semester) of a college level course or college level examination.

CHS

350

EDUC 445

- 6. Grade Point Average. A student must have a cumulative grade point average (GPA) of 2.67 or 2.75 in the last <u>60</u> semester units completed to be accepted. If a student does not have the required GPA, conditional admission may be available on a limited basis.
- 7. Health Clearance. Evidence of a negative tuberculin test is required. The tuberculin test is valid for four 4 years and must be valid through student teaching. The tuberculin test may be completed at a private physician's office, the County Health Department, or the CSU Channel Islands Student Health Center.
- 8. Certificate of Clearance. Students must possess or apply for a valid Certificate of Clearance as part of admission. A copy of an emergency permit satisfies the clearance requirement. The Certificate of Clearance is a background check and clearance conducted by the Department of Justice and Federal Bureau of Investigation.
- Official Transcripts. One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CI Office of Admissions and Records.
- 10. Two Recommendations. Two recommendation forms must be submitted with the program application. Recommendation forms must be completed by faculty members, employers, and/or others knowledgeable about the applicant's personal qualities and potential to work with children.
- Experience. At least 45 hours of documented field experience in a K-8 classroom or an equivalent documented field experience must be completed.

- 12. Bachelor's Degree. A Bachelor's degree or all undergraduate academic subjects must be satisfied toward a bachelor's degree before entering a teacher education program. A bachelor's degree is a requirement for teacher certification.
- 13. Writing Sample. Writing samples are required as part of the application process. The writing sample includes a 500-600 word essay describing the applicant's interest in teaching children with the diversity of languages and cultures represented in California schools.
- 14. Interview. A panel of School of Education faculty and staff will interview candidates once all other portions of the admissions requirements are complete.

Note: The California Commission on Teacher Credentialing (CCTC) requires passing the Reading Instruction Competence Assessment (RICA) for the initial issuance of a Multiple Subject Credential. (It is recommended that RICA be taken after completion of the Literacy 1 course in the credential program.) Certification in adult, infant and child Cardiopulmonary Resuscitation (CPR) competency is required by the CCTC for an initial issuance of a teaching credential. For the initial issuance of a Multiple Subject Credential, CCTC also requires passing the Performance Assessment for California Teachers (PACT).

Bilingual Authorization: Spanish Emphasis Language Assessment. Students who wish to complete the Bilingual Authorization Emphasis in Spanish should sign up for the language assessment prior to admission. This must be passed prior to the beginning of bilingual student teaching. Please visit the website of the California Subject Examination for Teachers for information regarding CSET: LOTE Subtest III Test Exam, the Language of Emphasis, for testing dates: http://www.cset.nesinc.com/CS16_testselection.asp#lote

Program Maintenance Requirements: As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C+.

Requirements for the Multiple Subject Teaching Credential

Multiple Subject Credential Program - 39 units Multiple Subject Credential with Bilingual Authorization - 45 units

	alioli -	43 011113	
EDMS	522	Literacy 1: Multicultural/Multilingual .	
EDMS	523	Literacy 2: Multicultural/Multilingual .	.4
EDMS	526	Modern Methods in	
		Mathematics Teaching	.4
EDMS	527	History, Social Studies and	
		Integrated Arts	
EDMS	529	Science, Health & Physical Education	
EDMS	562	Field Experience: Multiple Subject	.2
EDMS	565	Initial Student Teaching	
		Multiple Subject	.6
EDMS	566	Initial Student Teaching Seminar	_
		Multiple Subject	.2
EDMS	575	Advanced Student Teaching	,
ED. 10		Multiple Subject	.6
EDMS	576	Advanced Student Teaching Seminar	_
		Multiple Subject	
EDUC	555	Special Topics in Education Seminar .	.3

For Bilingual Authorization Add:

EDML	563	Primary Language Schooling in the US,	
		Grades K-12	.3
EDML	564	Primary Language Schooling in the US,	
		Grades K-12	.3

Methods courses are taught in 8 weeks followed by 8 weeks of student teaching in a school arranged by the Director of Field Placements. Seminars and Bilingual Authorization courses are taught over 16 weeks.

Students planning to complete the program in two semesters should enroll in the full-time program <u>39</u> units (<u>45</u> units with Bilingual Authorization). Students planning to take three to six semesters to complete the program (<u>40+</u> units, or <u>46+</u> units with Bilingual Authorization)) must consult with the Multiple Subject Program Advisor to plan their course of study.

Coursework requires field experience and/or observation time at a school site each semester (EDMS 562, 565, or 575). Placements are arranged by the Director of Field Placements.

Program Maintenance Requirements: As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C+

Single Subject Teaching Credential Program

This program specifically prepares teachers for the diversity of languages and cultures often encountered in California Public Schools. The program prepares candidates to address the needs of students who speak English as a native language and/or as a second language in the secondary school setting. An underlying principle of the program is that all students (regardless of race, ethnicity, gender, ability or economic status) are capable learners and educators can make a difference in their lives. Currently, Single Subject Credentials are offered in mathematics, English, and the sciences, and history/social studies.

Careers

The Single Subject Teaching Credential Program prepares teachers to work with students in subject specific content areas in departmentalized schools. Single Subject Credential Teachers most often teach in departmentalized middle, junior and high schools.

Admission to the Single Subject Teaching Credential Program

- Application. Apply to both the University and the Education Program. Applications to the School of Education are available online at: http://education.csuci.edu/credentials/appprocess.htm.
- 2. CBEST Examination. Students must pass the California Basic Educational Skills Test (CBEST) prior to admission to the Single Subject Teaching Credential Program. Students are urged to take this examination at the earliest possible time after deciding to pursue a teaching credential. CBEST must be passed before certification or intern teaching.

- 3. Subject Matter Preparation. Prior to admission to the Single Subject Teaching Credential Program, students may complete a state approved subject matter program in the specific content area from other colleges or universities. Students who have not completed a state-approved subject matter program must pass the California Subject Examination for Teachers (CSET) in the subject matter area of the single subject credential prior to admission to the Credential Program. The CSET examination results are valid for five years from the date of passing and must be valid upon final completion of the program.
- Prerequisite Courses in Education (16 units, 25-26 units with the Bilingual Authorization).
 If taken at Cl, the courses must be completed within seven

(7) years prior to beginning the program with a grade of "C" or better. If an equivalent course at another college or university has been taken, it must have been completed within five (5) years prior to beginning the program.

EDSS	515	Adolescent Development for	
		Secondary Educators	3
EDUC	512	Equity, Diversity and Foundations	
		of Schooling	3
EDUC	520	Observing and Guiding Behavior in	
		Multilingual/Multicultural and Inclusive	
		Classrooms	
EDUC		Field Experience	
ENGL		Language in Social Context	
SPED	345	Individuals with Disabilities in Society	3

For Bilingual Authorization Add:

HIST	361	Modern Latin American History	.3
EDML	617	The Socio-cultural Context of Schooling:	
		Teaching and Learning in a Bilingual-	
		Multicultural Context	.3
1			

And either:

CHS/HIST 350	O Chicano/a History and Culture .		.3
or			
EDUC 445	Chicano Child and Adolescent		.4

- U.S. Constitution. Knowledge of the U.S. Constitution demonstrated by completion of two units (from a semester program) of a college level course or college level
- 6. Grade Point Average. A student must have a cumulative grade point average (GPA) of 2.67 or 2.75 in the last <u>60</u> semester units completed to be admitted into the Single Subject Credential Program offered at Cl. If a student does not have the required GPA, conditional admission may be available on a limited basis.
- 7. Health Clearance. Evidence of a negative tuberculin test is required. The tuberculin clearance is valid for four 4 years and must be valid through student teaching. The tuberculin test may be completed at a private physician's office, the County Health Department, or the CI Student Health Center.
- 8. Certificate of Clearance. Students must possess or apply for a valid Certificate of Clearance as part of admission to the Teaching Credential Program. A copy of an emergency permit satisfies the clearance requirement. The Certificate of Clearance is a background check and clearance conducted by the Department of Justice and Federal Bureau of Investigation.

- Official Transcripts. One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CI Admissions and Records.
- 10. Two Letters of Recommendation. Two letters of recommendation from faculty, employers, and/or others who are knowledgeable about the student's personal qualities and potential to work with children must be submitted with the program application.
- Experience. At least 45 hours of documented field experience in a 7-12 classroom or an equivalent documented field experience must be completed.
- 12. Bachelor's Degree. A bachelor's degree or, for the student still in his/her last term, all undergraduate academic subjects for a bachelor's degree must be completed or in progress before entering the Single Subject Teaching Credential Program. A bachelor's degree is a requirement for teacher certification.
- 13. Writing Sample. Writing samples are required as part of the application process. The writing sample includes a 500-600 word essay describing the applicant's interest in teaching children with the diversity of languages and cultures represented in California schools.
- 14. Interview. An interview is conducted by the School of Education Admissions Committee once all other portions of the admissions requirements are complete. Students are not eligible for financial aid as a credential student until all admissions requirements are met including the interview.

Note: Certification in adult, infant and child Cardiopulmonary Resuscitation (CPR) competency is required by the California Commission on Teacher Credentialing (CCTC) for an initial issuance of a teaching credential. For the initial issuance of a Single Subject Credential, CCTC also requires passing the Performance Assessment for California Teachers (PACT).

Bilingual Authorization: Spanish Emphasis Language
Assessment: Students who wish to complete the Bilingual
Authorization Emphasis in Spanish should sign up for the
language assessment prior to admission. This must be passed
prior to the beginning of bilingual student teaching. Please visit
the website of the California Subject Examinations for Teachers
for information regarding CSET: LOTE Subtest III Test Exam,
The Language of Emphasis, for testing dates:
http://www.cset.nesinc.com/CS16_testselection.asp#lote

Program Maintenance Requirements: As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C+.

Requirements for the Single Subject Teaching Credential

Single Subject Credential Program - 30 units Single Subject Credential with Bilingual Authorization - 36 units

EDSS	530	General Secondary School Methods
EDSS	550	Access to Learning: English
		Language Learners
EDSS	560	Access to Learning:
		Special Needs Learners
EDSS	570	Field Experience Middle School
		(Part-time program only)

EDSS	571	Student Teaching Seminar-Middle
EDSS EDSS	575 580	School
EDSS EDSS	581 585	(Part-time program only)
For Biling	gual Aı	uthorization Add:
EDML	563	
EDML	564	Grades K-12
		courses from one of the following subject ematics, science, English, or history/social
the following	ng cours	single subject credential in mathematics take es:
EDSS	531	Teaching Mathematics in Middle Schools
EDSS	541	
Students se following o		single subject credential in science take the
EDSS EDSS	532	Teaching Science in Middle Schools
Student see		Single Subject Credential in English take the
EDSS EDSS	533	Teaching English in Middle Schools
		Single Subject Credential in History/Social lowing courses:
EDSS	534	Teaching Social Studies in
EDCC	T 40	Middle Schools

Students completing the program in two semesters should enroll in the full-time program <u>30</u> units (<u>36</u> units with Bilingual Authorization). Students planning to take three to six semesters to complete the program should enroll in the part-time program <u>31-34</u> units (<u>37-40</u> units with Bilingual Authorization). Students who are teaching interns must enroll in the part-time program. All students must consult with the Single Subject Program Advisor to plan their course of study.

Teaching Social Studies in

Placements for the first semester will be in local middle schools. Second semester placements will be in local high schools.

Coursework requires field experience and/or observation time at a school site each semester (EDSS 570, 575, 580 or 585). Placements are arranged by the Director of Field Placements.

Program Maintenance Requirements: As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C+.

EDSS

543

Education Specialist Teaching Credential: Mild/Moderate Disabilities

The program prepares candidates to teach students with mild/moderate disabilities in self-contained special education and general education classrooms. The program specifically prepares candidates for the diversity of languages and cultures often encountered in California's public school classrooms. The program prepares candidates to address the needs of students who speak English as a native language and/or as a second language in the elementary or secondary school setting. An underlying principle of the program is the belief that all children (regardless of race, ethnicity, gender, ability or economic status) are capable of learning and educators can make a difference in their lives. Emphasis is placed on the K-22 student actively engaged in his/her learning.

This is a post baccalaureate program that has two levels. The initial certification program prepares candidates for a preliminary certificate. After successful completion of the initial certification, districts and counties provide the second level, which is the professional clear induction program for in-service teachers.

Careers

The Education Specialist Program prepares candidates to complete the California Commission on Teacher Credentialing (CCTC) standards for the preparation of teachers of children with mild and moderate disabilities from kindergarten to grade 12.

Admission to the Education Specialist **Teaching Credential Program**

- 1. Application. Apply to both the University and the Education Program. Applications to the School of Education are available online at: http://education.csuci.edu/ credentials/appprocess.htm.
- 2. CBEST Examination. Students must pass the California Basic Educational Skills Test (CBEST) prior to admission. Students are urged to take this examination at the earliest possible time after deciding to pursue a teaching credential.
- 3. Subject Matter Preparation. The CI Liberal Studies Option - Teaching and Learning best prepares students for the subject matter knowledge and skills required for the Education Specialist Teaching Credential Program. Students may also complete a state-approved subject matter program from other California colleges or universities. Students who have not completed a state-approved subject matter program must pass a California Subject Examination for Teachers (CSET) in any content area prior to admission to the Education Specialist Credential Program. The CSET examination results are valid for five years from the date of passing and must be valid upon final completion of the program Subject matter requirements are currently being revised by the CCTC. Please consult with the Credential Advisor for the latest regulations.
- 4. Prerequisite Courses in Education (16 units, 25-26 units with the Bilingual Authorization). If taken at CI, the course must be completed within seven 7 years prior to beginning the program with a grade of "C" or better. If an equivalent course at another college or university has been taken, it

must have been completed within five (5) years prior to beginning the program.

ENGL EDUC		Language in Social Context Equity, Diversity and Foundations	.3
LDOC	512	of Schooling	.3
EDUC	520	Observing and Guiding Behavior in Multilingual/Multicultural and	
		Inclusive Classrooms	.3
EDUC	521	Field Experience	.1
SPED	345	Individuals with Disabilities in Society	.3
SPED	530	Typical and Atypical Development	.3

For Bilingual Authorization Add:

HIST	361	Modern Latin American History
EDML	617	The Socio-cultural Context of Schooling:
		Teaching and Learning in a Bilingual-
		Multicultural Context

Anc

<mark>d either:</mark> CHS/HIST 35	0 Chicano/a History and Culture .		.3
or	Chicano Child and Adolescent		

- 5. U.S. Constitution. Knowledge of the U.S. Constitution demonstrated by completion of $\underline{2}$ units (semester) of a college level course or college level examination.
- 6. Grade Point Average. A student must have a cumulative grade point average (GPA) of 2.67 or 2.75 in the last 60 semester units completed. If a student does not have the required GPA, conditional admission may be available on a limited basis.
- 7. Health Clearance. Evidence of a negative tuberculin test is required. The tuberculin test is valid for four 4 years and must be valid through student teaching. The tuberculin test may be completed at a private physician's office, the County Health Department, or the CI Student Health
- 8. Certificate of Clearance. Students must possess or apply for a valid Certificate of Clearance as part of admission to the Teaching Credential Program. A copy of an emergency permit satisfies the clearance requirement. The Certificate of Clearance is a background check and clearance conducted by the Department of Justice and Federal Bureau of Investigation.
- 9. Official Transcripts. One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CI Admissions and Records.
- 10. Two Letters of Recommendation. Two letters of recommendation from faculty, employers, and/or others who are knowledgeable about the student's personal qualities and potential to work with children must be submitted with the program application.
- 11. Experience. At least 45 hours of documented field experience in a K-12 or special education classroom or an equivalent documented field experience must be completed.
- 12. Bachelor's Degree. A bachelor's degree or all undergraduate academic subjects must be satisfied toward a bachelor's degree before entering a teacher education program. A bachelor's degree is a requirement for teacher certification.
- 13. Writing Sample. Writing samples are required as part of the application process. The writing sample includes a 500-600 word essay describing the applicant's interest in

teaching children with disabilities and with the diversity of languages and cultures represented in California schools.

14. *Interview*. An interview is conducted by the School of Education Admissions Committee once all other portions of the admissions requirements are complete.

Note: The CCTC requires passing the Reading Instruction Competence Assessment (RICA) for the initial issuance of an Education Specialist Credential. It is recommended that the Assessment be taken after completion of K-12 Literacy.

Bilingual Authorization: Spanish Emphasis Language Assessment. Students who wish to complete the Bilingual Authorization Emphasis in Spanish should sign up for the language assessment prior to admission. This must be passed prior to the beginning of bilingual student teaching. Please visit the website of the California Subject Examinations for Teachers for information regarding CSET: LOTE Subtest III Test Exam The Language of Emphasis, for testing dates: http://www.cset.nesinc.com/CS16_testselection.asp#lote

Program Maintenance Requirements: As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C+.

Requirements for the Education Specialist Teaching Credential

Education Specialist Credential Program - 38 units Education Specialist Credential with Bilingual Authorization - 44 units

EDUC	538	K-12 Literacy: Multicultural and
		Multilingual
SPED	541	Foundations of Special Education
SPED	542+	Managing Learning Environments
SPED	543+	Curriculum and Instruction for Special
		Education I
SPED	544+	Curriculum and Instruction for Special
		Education II
SPED	545+	Assessment of Students with Disabilities 3
SPED	560	Access to Learning: A Focus on
		Individual Differences
SPED	570	Student Teaching in Special Education 1 .6
SPED	571	Student Teaching Seminar
SPED	580	Student Teaching in Special Education II .6
SPED	581	Student Teaching Seminar

For Bilingual Authorization Add:

91 DIIIII	Seeds A	willolization Addi	
EDML	563	Primary Language Schooling in the US,	
		Grades K-12	.3
EDML	564	Primary Language Schooling in the US,	
		Grades K-12	.3

+Coursework requires field experience (SPED 562, 570, 580, 585, or EDMS 562) and/or observation time at a school site.

Note: Students must demonstrate competency teaching students in both elementary and secondary school settings. This may occur through field experience, student teaching and prior teaching experiences.

The full time Education Specialist Level 1 credential is designed as a two semester program. Part time students may complete the program in 3-6 semesters. Part time students must enroll in Sped

562 Field Experience (2) during each semester of the program.

Students interested in a part-time or an internship program must consult with the Education Specialist Advisor to plan their course of study. Students must enroll in either a field placement or student teaching each semester.

Program Maintenance Requirements: As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C+.

Requirements for the Intern Specialist Education Specialist Teaching Credential

Intern Program Education Specialist Credential Program - 32-35 units Intern Program Education Specialist Credential with

Bilingual Authorization - 38-41 units

SPED SPED	541 542	Foundations of Special Education Managing Learning Environments	
SPED	543	Curriculum and Instruction for	,
SPED	544	Special Education I	
		Special Education II	
SPED	545	Assessment of Students with Disabilities.	.3
EDUC	538	K-12 Literacy: Multicultural and	
		Multilingual	.4
SPED	560	Access to Learning: A Focus on	
		Individual Differences	.2
SPED	585*	Intern Field Support and Seminar	.3
		(Repeated each semester for up to	
		12 units)	
			

For Bilingual Authorization Add:

EDML	563	Primary Language Schooling in the US,	2
EDML	564	Grades K-12	د.
		Grades K-12	.3

The intern program is a four semester program for students without a Multiple Subject Credential. It may be completed in three semesters for interns with a Multiple Subject Credential.

Note: Students must demonstrate competency teaching students in both elementary and secondary school settings. This may occur through field experience, student teaching and prior teaching experiences.

Students interested in a part-time or an internship program must consult with the Education Specialist Advisor to plan their course of study.

Bilingual Authorization: Spanish Emphasis Language
Assessment. Students who wish to complete the Bilingual
Authorization Emphasis in Spanish should sign up for the
language assessment prior to admission. This must be passed
prior to entering the bilingual internship teaching. Please visit the
website of the California Subject Examinations for Teachers for
information regarding CSET: LOTE Subtest III Test Exam,
The Language of Emphasis, for testing dates:
http://www.cset.nesinc.com/CS16 testselection.asp#lote

^{*} Interns must enroll in SPED 585 each semester.

Program Maintenance Requirements: As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C+.

The State of California has changed the standards for special education. There is no longer a Level II credential program at CI. School districts and County Offices of Education will house the professional clear induction program.

Master of Arts in Education

The Master of Arts in Education provides advance preparation for educational professionals. Two specializations are offered:

- Educational Leadership
- Special Education

Master of Arts in Education: Educational Leadership

Educational Leadership Specialization 34-36 units

The Educational Leadership Specialization prepares candidates to complete the California Commission on Teacher Credentialing (CCTC) Preliminary Administrative Services Credential. Completion of this Level I administrative program prepares students to serve in positions of educational leadership in the California Public Schools. Through integration of course work and field experiences students are provided multiple opportunities to learn and practice the California Professional Standards for School Leaders. The program offers students understanding and application of leadership skills related to relationship building, communication, and the ability to apply, model, and analyze curriculum, instructional strategies, assessment, standards-based accountability systems, and data-based school improvement. The program also develops each student's understanding of basic school administrative responsibilities including resource management, personnel supervision, and daily operational issues related to safety, law, and public policy.

Prior to recommendation for certification, University faculty determine eligibility, based on fully documented evidence, that each student has demonstrated satisfactory performance on the full range of standards set forth by the CCTC. A Masters degree is required for CI to recommend a candidate Preliminary Administrative Services Credential. Candidates already possessing a Masters degree who successfully complete the required <u>30</u> units will be recommended for the Level I credential without completing a research project.

Careers

The Master of Arts in Education. Educational Leadership Specialization prepares candidates for leadership positions as school principals and for a variety of school leadership positions for which the Preliminary Administrate Services Credential is required. It prepares educational leaders who can develop, coordinate, and assess instructional programs; evaluate and supervise certificated and classified personnel, facilitate and manage safe and secure school learning environments, manage

school site, district, or county level fiscal services; and develop, coordinate and supervise student support services.

Admission to the Master of Arts in Education: Educational Leadership

- Application. Apply to both the University Admissions
 Office and the Education Credential Office. (see below)
- One set of Official Transcripts. One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CI Admissions Office. Cumulative grade point average of 3.0 is required to be accepted into the Preliminary Administrative Services Credential Program.
- 3. CBEST Examination. Copy of card indicating passage of the California Basic Education Skills Test (CBEST) or verification that you have taken the test prior to admission to the program. Passage of CBEST is required for certification.
- 4. California Teaching Credential. Copy of a valid California teaching credential requiring a baccalaureate degree and a program of professional preparation, including student teaching; or a valid California Designated Subjects teaching credential provided the applicant also possesses a baccalaureate degree; or a valid California services credential in Pupil Personnel Services, Health Services, Library Media Teacher Services, or Clinical or Rehabilitative Services requiring a baccalaureate degree and a profession preparation program including field practice or the equivalent submitted to the Education Credential Office.
- Experience. Documentation of at least three years of full-time successful teaching experience (substitute or part-time service does not apply).
- 6. Two Letters of Recommendation. Two letters of recommendation from professionals who are knowledgeable of the candidate's professional work at least one of whom is the candidate's current school administrator.
- 7. *Interview*. Interview with School of Education Admissions Committee.
- 8. Writing Sample. A written statement of purpose (500-600 word essay) describing why the candidate desires to be a school administrator serving the children and families of the diverse communities of California. This essay will include reflection on personal professional goals and ways in which the knowledge and skills will be developed to achieve these goals.

Prerequisites

•	Advanced coursework or a component of an induction
	program focusing on the integration of technology into
	Education:

 Advanced coursework or a component of an induction program focusing in Special Education

Masters Core Courses - 7-9 units

EDUC	605	Education in a Diverse Society		.3
		Principles of Educational Research .		

Select either:

EDUC 616 Masters Research Thesis/Project. . . . 1-3 (Continuing registration required)

Oi					
EDUC	618	Comprehensive Examination			. 1-3

Required Courses for Specialization in **Educational Leadership - 27 units**

EDPL	610	Foundations of Curriculum, Instruction
		and Assessment
EDPL	620	Instructional Leadership of the Collaborative
		Inclusive School
EDPL	621	Law and School Management
EDPL	622	School Finance and Principles of
		Applied Leadership
EDPL	623	Understanding and Influencing
		Organizations in Diverse Communities3
EDPL	624	Human Resource Management in
		Education Settings
EDPL	625	Building Collaborative, Inclusive
		Learning Communities
EDPL	631	Professional Development/Fieldwork I 2
EDPL	632	Professional Development/Fieldwork II4
		1 7

Program Maintenance Requirements: As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better with no course grades lower than a C+. The progress of students in meeting this requirement and in progressing toward completion in a timely manner will be monitored at the conclusion of each term as part of the Professional Development and Field Experience Courses (EDPL 631-632.)

Graduate Writing Assessment Requirement

Writing proficiency for the awarding of the degree is demonstrated by successful completion of EDUC 605, Education in a Diverse Society, with a grade of B or higher.

Master of Arts in Education: Special Education

Special Education Specialization 30 units

The Special Education Specialization prepares teachers and professionals for leadership roles in the field of special education and disabilities. Completion of this degree prepares graduates to further expand their knowledge of individuals with disabilities of diverse linguistic and cultural backgrounds. It equips practitioners with the knowledge of best practice and policies for working with students with disabilities and their families.

Careers

The Master of Arts in Education with the Special Education Specialization prepares graduates for leadership positions in the field of special education and disabilities. These leaders can develop, implement, and evaluate programs and policies for individuals with disabilities; mentor special education teachers and allied professionals; conduct professional development and research; serve on policy committees; and advocate for the rights of individuals with disabilities.

Admission Requirements

- 1. Application. Apply to both the University Admissions Office and the School of Education Credential Office.
- 2. One Set of Official Transcripts. One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CI Admissions Office. Cumulative grade point average of 3.0 is required to be accepted into the Master of Arts in Education Special Education Program.
- 3. Two Letters of Recommendation. Two letters of recommendation from professionals who are knowledgeable of the candidate's professional work.
- 4. *Interview*. Interview with the School of Education Admissions Committee.
- 5. Writing Sample. A written statement of purpose (500-600 word essay) describing why the candidate desires to obtain a Master of Education in Special Education. This essay will include reflection on personal and professional goals and the ways in which the knowledge and skills will be developed to achieve these goals.

Prerequisite

An approved teaching credential and teaching experience.

		Principles of Educational Research
Select eithe EDUC		Masters Research Thesis/Project 1-3 (Continuing registration required)
or EDUC	618*	Comprehensive Examination 1-3

^{* (}MA students in the Special Education Specialization must take 3 units of EDUC 616 or 3 units of EDUC 618.)

Required Courses for Master of Arts: Special Education - 18 units

SPED	541	Foundations of Special Education
SPED	542	Managing Learning Environments
SPED	641	Advanced Perspectives in
		Special Education
SPED	643	Advanced Assessment and Instructional
		Practices for Diverse Learners
SPED	690	Advanced Topics: Special Education 3
EDUC	617	Action Research
loctivos	2	:40

Electives	s - 3 u	nits
n addition	choose	one course from the following list:
EDCI	602	Issues in Secondary Education
EDCI	610	Research on Teaching
SPED	655	Historical and Contemporary Portraits of
		Disabilities and Special Education
EDUC	431	Education Policy and Politics (POLS) 3
EDUC	661	Advanced Teaching with Technology 3
EDPL	610	Foundations of Curriculum, Instruction
		and Assessment
EDPL	620	Instructional Leadership of the
		Collaborative Inclusive School
EDPL	621	Law and School Management
EDPL	622	School Finance and Principles of
		Applied Leadership
EDPL	623	Understanding and Influencing
		Organizations in Diverse Communities 3

EDPL	624	Human Resource Management in
		Education Settings
EDPL	625	Building Collaborative, Inclusive
		Learning Communities
SOC	418	Sociology of Education
MATH	511	
MATH	513	Advanced Algébra
MATH	565	Research in Math Education
MATH	590	Graduate Topics in Math

Program Maintenance Requirements: Students must maintain a grade point average of 3.0 (B) or better with no course grades lower than a C+. The progress of students in meeting this requirement and in progressing toward completion in a timely manner will be monitored at the conclusion of each term.

Graduate Writing Assessment Requirement

Writing proficiency for the awarding of the degree is demonstrated by successful completion of EDUC 605, Education in a Diverse Society, with a grade of B or higher.

Bilingual Authorization for Experienced Teachers (add-on) 15-16 units

Educators who hold MS, SS, ED Specialist or equivalent certification with CLAD, 2042 or equivalent English Learner authorization may complete the following requirements:

The Language of Emphasis

Bilingual Authorization: Spanish Emphasis Language Assessment. Students who wish to complete the Bilingual Authorization Emphasis in Spanish should sign up for the language assessment prior to admission. This must be passed prior to entering the bilingual internship teaching. Please visit the website of the California Subject Examinations for Teachers for information regarding CSET: LOTE Subtest III Test Exam, The Language of Emphasis, for testing dates: http://www.cset.nesinc.com/CS16_testselection.asp#lote

The Following Course Work or Equivalent Must Be Completed:

The Culture Of Emphasis - 6-7 units

HIST	361	Modern Latin American History	.3
nd either:			
CHS/HI	ST 350	Chicano/A History And Culture	.3
or	4.5		
EDUC	45	Chicano Child and Adolescent	.4
or			

Alternative to the above Culture of Emphasis courses is:

Successful passage of the CSET - LOTE Test V: Geographic and Historical Contexts; Sociopolitical and Sociocultural Contexts.

For more information on the CSET - LOTE Test V, please go to: http://www.cset.nesinc.com/CS16-testselection.asp#lote

Bilingual Education And Bilingualism, Intercultural Communication, Instruction And Assessment – 9 units

EDM	563	Primary Language Schooling in the US,
EDML	564	Grades K-12 1
EDML	617	The Socio-cultural Context of Schooling: Teaching and Learning in a Bilingual-
		Multicultural Context

Program Maintenance Requirements: As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C+.



ENGLISH: LITERATURE AND WRITING

Programs Offered

- Bachelor of Arts in English
 Emphasis in Creative Writing
 Emphasis in Multicultural Literature
 Emphasis in English Education Preparation
- Certificate in Technical Writing
- Minor in English

The CI English Program explores the pleasures and significance of literature and writing in interdisciplinary, multicultural, international and civically engaged contexts. Our students and faculty members adopt various theoretical perspectives and methodologies, believing the possibilities for interpretive thinking, analysis, and effective expression thrive in an integrative atmosphere. The ability to read insightfully and write compellingly prepares graduates for further study or professional paths and readies them to take their places as well informed local and world citizens.

Foundation courses provide the tools for intellectual engagement. Interdisciplinary courses emphasize relationships with different ideas, approaches and ways of knowing. The required sequence provides in-depth investigation in a specialized field of Multicultural Literature, Writing or Education. In addition, the student may choose to pursue an optional emphasis in Creative Writing, Multicultural Literature, English Education Preparation, or a certificate in Technical Writing. English Majors keep a portfolio of their papers as part of their application for the culminating capstone course (See English Program website for further information).

Careers

The B.A. in English prepares students for graduate programs in English, Linguistics, Comparative Literature, Creative Writing, Journalism, and Secondary Education. English majors, trained in logical thinking, interpretative reading, and effective writing also do very well on the LSAT exams for law schools. The major is excellent preparation for a variety of creative professions such as: editor for a publishing company, book agent, magazine editor, newspaper reporter, teacher of English abroad, freelance magazine writer, script reader, speech writer, advertising copy writer, and director of communications for businesses.

Program Learning Outcomes

English program graduates will be able to:

- Express themselves effectively in writing and speech, including appropriate use of English grammar and usage conventions;
- Examine texts, issues or problems in the discipline from multiple perspectives (multicultural, interdisciplinary, international, experiential, theoretical and/or educational);
- Effectively use current scholarship in the field (literary analysis, linguistics studies, applied research, etc.);
- Analyze a range of texts, representative of genres, periods, ethnicities and genders;
- Articulate an understanding of relationships between the field of English and other disciplines; and
- Reflect substantively on their growth over time with an accurate perception of their performance in the program.

Faculty

Jacquelyn Kilpatrick, Ph.D.
Professor of English and
Chair, English Program
Bell Tower West, Room 1235
(805) 437-8865
j.kilpatrick@csuci.edu

Mary Adler, Ph.D.
Associate Professor of English
Academic Advisor for English Education
Bell Tower West, Room 1295
(805) 437-8486
mary.adler@csuci.edu

Julia Balén, Ph.D.
Associate Professor of English
Bell Tower West, Room 1112
(805) 437-8435
julia.balen@csuci.edu

Bob Mayberry, Ph.D.
Associate Professor of English
Bell Tower West, Room 1141
(805) 437-2786
bob.mayberry@csuci.edu

Bradley Monsma, Ph.D.
Professor of English
Academic Advisor of English Program
Bell Tower West, Room 1185
(805) 437-8948
brad.monsma@csuci.edu

Joan Peters, Ph.D.
Associate Professor of English
Bell Tower West, Room 1225
(805) 437-8448
joan.peters@csuci.edu

Contact Information

http://english.csuci.edu/

Bachelor of Arts Degree in English - (120 units)

Lower Division Requirements - 12 units

Students seeking the Bachelor of Arts in English must have fulfilled the lower division writing requirement (at CI, ENGL 103 or ENGL 105). In addition, the following <u>12</u> units of literature survey courses (or the equivalent) are required in preparation for upper division studies:

ENGL	120	American Literature I	.3
ENGL	150	British and European Literature I	.3
ENGL	220	American Literature II	.3
ENGL	250	British and European Literature II	.3

Upper	Divis	ion Requirements - 24 units	Plus <u>one</u> o	f the fol	llowing courses:	
		English core is designed to provide students	ENGL		Adolescent Literature	
		ground in literature, solid foundations in	ENGL	478	Writing as Reflective Practice	.3
		n, and experience in writing to learn.	or			
ENGL	315	Introduction to Language Structure	Sequence	D		
ENGL	330	and Linguistics	ENGL		Technical Writing	.3
ENGL	349	Perspectives on Multicultural Literature			Ü	
ENGL	360	Literary Theory	Plus <u>one</u> o		llowing courses:	
ENGL	499	Capstone Project/ Senior Seminar	ENGL		Technical Visual Communication	
				484	Technical Writing for the Sciences	.3
	of the f	following three courses:	Electives			,
ENGL	325	Major Non-Western Authors			meet the major requirements above canno	t be
ENGL ENGL	326 327	Major British & European Authors	selected as ENGL		Themes In World Literature	3
LINOL	527	Major American Admois	ENGL	260	Perspectives in Creative Writing	
Select one	of the t	following two courses:	ENGL	311	Bilingual Literary Studies/Estudios	. 0
ENGL	332	Teaching Dramatic Literature (PATH)			Literarios Bilingües (SPAN)	
ENGL		Shakespeare's Plays (PATH)	ENGL	325	Major Non-Western Authors	.3
Require	d Sequ	ence - 6 units	ENGL	326	Major British and European Authors	.3
The seque	nce requ	uirement allows students to explore an area	ENGL	327	Major American Authors	
		depth. Students choose one of the following	ENGL ENGL	328 331	Mythology	.3
sequences			LINOL	551	(ECON/HIST/SOC/POLS)	3
Sequence			ENGL	332	Teaching Dramatic Literature (PATH)	
ENGL	354	Studies in Cultural Literatures	ENGL	333	Multicultural Drama in	
		(Repeatable by Topic)			Performance/Production (PATH)	
Plus one c	of the fol	lowing courses:	ENGL	334	Narratives of Southern California (HIST)	
ENGL	311	Bilingual Literary Studies/Estudios	ENGL	335	American Ethnic Images in Novels, Film and Art (ART/HIST)	2
		Literarios Bilingues (SPAN)	ENGL	336	Multicultural Literature and	
ENGL	333	Multicultural Drama In Performance/	LIVOL	000	Communication (COMM)	.3
EN IOI	224	Production (PATH)	ENGL	337	Literature of the Environment	
ENGL ENGL	334 335	Narratives of Southern California (HIST) .3 American Ethnic Images in Novels,	ENGL	338	Science and Conscience (PHYS)	.3
LINOL	000	Film and Art (ART/HIST)	ENGL	339	Psychology and Literature (PSY)	.3
ENGL	336	Multicultural Literature and	ENGL	340	Business and Economics in American	2
		Communication (COMM)	ENGL	344	Literature (BUS/ECON)	
ENGL	430	Tradition and Transformation: Literature,	ENGL	354	Studies in Cultural Literatures	
EN IOI	400	History and Cultural Change (HIST)			(Repeatable by topic)	
ENGL	432	Arts of the Harlem Renaissance (ART/PAMU)	ENGL	378	Contemporary Native American	
ENGL	433	Gay/Lesbian/Bisexual/Transgender	E) 101	400	Authors: Telecourse	
LITOL	400	Studies (GEND)	ENGL	400	Contemporary Literature	
or		,	ENGL	410	Shakespeare's Plays (PATH)	
Sequence	a R		ENGL ENGL	412 430	Drama of Ancient Greece (PATH) Tradition and Transformation: Literature,	
ENGL	260	Perspectives in Creative Writing	LINOL	400	History & Cultural Change (HIST)	
			ENGL	431	European Renaissance Literature	
Plus <u>one</u> c	of the fol	lowing courses:			& Art (ART)	.3
ENGL	461	Fiction Writing	ENGL	432	Arts of the Harlem Renaissance	_
EN IOI	470	(Repeatable up to <u>6</u> units)	EN IOI	400	(ART/PAMU)	.3
ENGL	462	Poetry Writing	ENGL	433	Gay/Lesbian/Bisexual/Transgender Studies (GEND)	3
ENGL	463	Writing for the Stage3	ENGL	444	Original Practice in Renaissance	
LINOL	400	(Repeatable up to $\underline{\boldsymbol{\delta}}$ units)	LIVOL		Drama (PATH)	.3
ENGL	464	Creative Nonfiction	ENGL	456	Women's Fiction	.3
		(Repeatable up to <u>6</u> units)	ENGL	461	Fiction Writing	.3
ENGL	466	Screenwriting (PA)	ENGL	462	Poetry Writing	
		(Repeatable up to <u>6</u> units)	ENGL	463	Writing for the Stage	.3
or			ENGL ENGL	464 466	Creative Nonfiction	.3
Sequence			ENGL	400 474	Screenwriting (PA)	.ડ ર
ENGL	475	Language in Social Context3	ENGL	475	Language in Social Context	.3
			ENGL	477	Adolescent Literature	

		4/8	viviling as ketlective Practice	
	ENGL	482	Technical Writing	.3
	ENGL	483	Technical Visual Communication	.3
	ENGL	484	Technical Writing for the Sciences	.3
			oorting and Other GE Courses	
7	2 units			
	Electives	S		18
	Americo	an Institu	tions Requirement	.6
			ion	
	6 units	of UDIG	E can be double counted in the major	
			outside the major and outside any	
	optiona			
	<u> </u>			

\A/riting as Doffactive Practice

Optional Emphases

Emphasis in Creative Writing - 12 units

The Creative Writing Emphasis gives the English major an opportunity to pursue different forms of creative writing. Generally, the student, in consultation with his or her Capstone professor, will focus on and deepen work in a chosen genre for the final Capstone course. In addition, the Creative Writing Project offers the student experience in editing and producing the CI literary journal. Students taking the Creative Writing Emphasis must choose Sequence B, which includes one upper division Creative Writing genre courses, plus $\underline{9}$ units from at least two other genre courses, giving them a total of $\underline{12}$ upper division Creative Writing course credits:

ENGL	461	Fiction Writing
ENGL	462	(Repeatable up to <u>6</u> units) Poetry Writing
ENGL	463	(Repeatable up to <u>6</u> units) Writing for the Stage and Screen 3
ENGL	464	(Repeatable up to <u>6</u> units) Creative Non-Fiction
ENGL	466	(Repeatable up to <u>6</u> units) Screenwriting (PA)
plus		(Repeatable up to <u>o</u> utilis)
ENGL	465	Creative Writing Project

Emphasis in Multicultural Literature - 12 units

The Multicultural Literature Emphasis gives the English major an opportunity to pursue his or her interests in studying the literature of various cultures and ethnic groups. The culmination of the emphasis is the Multicultural Literature project, which the student chooses in consultation with his or her advisor. The product of that course will be a completed work which addresses the literature (broadly defined as fiction, nonfiction, poetry, drama and film) in one of the following course areas. Students selecting this emphasis must choose Sequence A above plus $\underline{\mathcal{Q}}$ units from the following:

ENGL	311	Bilingual Literary Studies/Estudios	
		Literarios Bilingues (SPAN)	.3
ENGL	333	Multicultural Drama In Performance/	
		Production (PATH)	.3
ENGL	334	Narratives of Southern California (HIST)	.3
ENGL	335	American Ethnic Images In Novels,	
		Film and Art ((ART/HIST)	.3
ENGL	336	Multicultural Literature and	
		Communication (COMM)	.3

ENGL	354	Studies In Cultural Literatures
ENGL	430	(Repeatable by topic) Tradition and Transformation: Literature,
FNGI	432	History, and Cultural Change (HIST)
EINGL	432	(ART/PAMU)
ENGL	433	Gay/Lesbian/Bisexual/Transgender Studies (GEND)
plus		Sludies (GLIND)
ENGL	454	Multicultural Literature Project/Seminar3

Emphasis in English Education - 15 units

The English Education Emphasis gives the English major an opportunity to gain the coursework and experience necessary to pursue a teaching credential in English at the secondary level. This program is designed to substitute for the state subject examination and includes a portfolio requirement in lieu of the examination. The <u>6</u> units of electives that are required for the English BA are incorporated into this emphasis and there is no need for an additional <u>6</u> units. Annual consultation with the English Education faculty advisor In English Is required for students in this emphasis.

Students selecting this emphasis must choose Sequence C above plus <u>15</u> units from the following:

ENGL	210	Themes in World Literature
ENGL	474	Approaches to English Grammar 3
ENGL	477	Adolescent Literature
ENGL	478	Writing as Reflective Practice
EDUC	330	Introduction to Secondary Schooling 3
COMM	345	Media Literacy And Youth
		Culture (EDUĆ)

Certificate in Technical Writing - (15 units)

(Open to All Students)

The Certificate in Technical Writing provides an opportunity for students from various disciplines to pursue interests in Technical Writing, and the certificate will prove valuable in a variety of career choices. The culmination of the certificate is the Project/Seminar course, which may be an internship or a project the student chooses in consultation with his or her advisor. Courses may not fulfill the "required sequence" in the Literature and Writing major as well as count toward the certificate. The certificate requires each of the following:

engl	330	Interdisciplinary Writing
ENGL	482	Technical Writing
ENGL	483	Technical Visual Communication
ENGL	484	Technical Writing for the Sciences
ENGL	485	Technical Writing Project/Seminar
		• .

Minor in English - (21 units)

The English minor provides non-majors with the opportunity to explore literature and become more involved with the writing process. The English: Literature, Writing and Culture minor is an excellent addition to the baccalaureate degree for all majors. A minor in English requires a grade of C or better in each course.

Lower Division Requirements - 12 units

ENGL	120	American Literature I
ENGL	150	British and European Literature 1
ENGL	220	American Literature II
		British and European Literature II
I	Distin	vian Basuiramanta Ounita

Upper Division Requirements - 9 units

Select one	of the	following courses:		
ENGL	332	Teaching Dramatic Literature (PATH)		.3
ENGL	410	Shakespeare's Plays (PATH)		.3

Electives - 3 units

Select one of the following courses:

(ENGL 332 or 410 may not be selected if completed as an Upper Division Requirement above)

ENGL ENGL ENGL	210 260 311	Themes in World Literature
ENGL	315	Literarios Bilingües (SPAN)
ENGL	325	and Linguistics
ENGL ENGL	326 327	Major British and European Authors
ENGL ENGL	328 331	Mythology
ENGL	332	(ECON/HIST/POLS/SÕC)

ENGL	333	Multicultural Drama in Performance
ENGL	334	and Production (PATH)
ENGL	334	Narratives of Southern California (HIST) .3 American Ethnic Images in Novels,
LINGL	333	Film and Art (ART/HIST)
ENGL	336	Multicultural Literature and
LINOL	000	Communication (COMM)
ENGL	337	Literature of the Environment
ENGL	338	Science and Conscience (PHYS)
ENGL	339	Psychology and Literature (PSY)
ENGL	340	Business and Economics in American
		Literature (BUS/ECON)
ENGL	344	World Drama and Theatre (PATH)
ENGL	349	Perspectives on Multicultural Literature 3
ENGL	354	Studies In Cultural Literatures
		(Repeatable by topic)
ENGL	360	Literary Theory
ENGL	378	Contemporary Native American Authors:
EN 101	400	Telecourse
ENGL	400	Contemporary Literature
ENGL	410 412	Shakespeare's Plays (PATH)
ENGL ENGL	412	Drama of Ancient Greece (PATH)
EINGL	430	History & Cultural Change (HIST)
ENGL	431	European Renaissance Literature &
LINOL	401	Art (ART)
ENGL	432	Arts of the Harlem Renaissance
LI 10L	102	(ART/PAMU)
ENGL	433	Gav/Lesbian/Bisexual/Transaender
		Studies (GEND)
ENGL	444	Original Practice in Renaissance
		Drama (PATH)
ENGL	456	Women's Fiction
ENGL	461	Fiction Writing
ENGL	462	Poetry Writing
ENGL	463	Writing for the Stage
ENGL	464	Creative Nonfiction
ENGL	474	Approaches to English Grammar
ENGL	477	Adolescent Literature
ENGL	478	Writing as Reflective Practice
ENGL	482	Technical Writing

482 ENGL 483

ENVIRONMENTAL SCIENCE & RESOURCE MANAGEMENT

Programs Offered

- Bachelor of Science in Environmental Science & Resource Management
 Emphasis in Environmental Science
 Emphasis in Resource Management
- Minor in Environmental Science & Resource Management

Today's environmental problems call for individuals who are educated in more than one discipline, highly trained in technical skills, and aware of the political, economic, and social dimensions of environmental decisions. The Bachelor of Science in Environmental Science & Resource Management (ESRM) provides solid training in basic physical, biological, and social sciences, and application of management science to reduce adverse impacts of human activity on the environment and to maximize the benefits that accrue from environmental resources.

In the narrowest sense, environmental science is the study of the impact of human systems on physical and biological systems, and the dependence on natural resources by human systems. In a broader sense, environmental science is the study of the interaction and co-evolution of human, physical, and biological systems. Natural science is the study of physical and biological systems. Social science is the study of human systems - economic systems, political systems, human perceptions, and human interactions. Environmental science requires integral knowledge of both natural and social science. Resource management is concerned with the most effective means of avoiding damage to environmental assets and extracting beneficial uses of environmental resources, within the context of social institutions. Effective resource management considers benefits and costs, uncertainties and risks, limits of knowledge, institutional constraints, and social and political forces.

The B.S. program has two emphases: environmental science and resource management. This program prepares graduates specializing in environmental science who understand basic principles of resource management, and graduates specializing in resource management who understand basic principles of environmental science. Most required courses are those offered in related disciplines. The curriculum fosters cross-disciplinary communication in the several required courses common to both degree programs and particularly in the Environmental Science & Resource Management courses.

Careers

This curriculum prepares students for professional careers in Environmental Science & Resource Management and for subsequent graduate study. For graduates completing the program of study required for the BS degree in Environmental Science & Resource Management, there are ample career opportunities working on environmental problems in industry, government, and non-profit organizations. The degree will also prepare students for graduate programs in either Environmental Science or Resource Management. For example, students might pursue a Ph.D. in Environmental Science at UCLA or in Environmental Science and Policy at UC Santa Barbara.

Program Learning Outcomes

Students graduating from the ESRM program will be able to:

- Identify the scientific, social scientific and humanistic aspects of environmental issues;
- Identify, locate, evaluate, synthesize and present current research and information on environmental issues;
- Define environmental problems from the perspectives of both environmental science and resource management;
- Identify possible causes and propose solutions to environmental problems from the perspectives of both environmental science and resource management;
- Evaluate proposed solutions to environmental problems from the perspectives of both environmental science and resource management;
- Use the methodologies of the natural and social sciences to formulate testable hypotheses concerning environmental problems and issues;
- Collect, organize, analyze, interpret and present quantitative and qualitative data; and
- Make use of current, technological tools in the collection, organization, analysis and interpretation of data.

Faculty

Donald Rodriguez, Ph.D.
Associate Professor and Program Chair
Environmental Science & Resource Management
Academic Advisor
Bell Tower West, Room 1176
(805) 437-8494
donald.rodriguez@csuci.edu

Sean Anderson, Ph.D.
Assistant Professor
Environmental Science & Resource Management
Academic Advisor
Bell Tower West, Room 1265
(805) 437-8984
sean.anderson@csuci.edu

Chris Cogan, Ph.D.
Assistant Professor
Environmental Science & Resource Management
Academic Advisor
Bell Tower West, Room 1178
(805) 437-3319
chris.cogan@csuci.edu

Cooperating Faculty

William Hampton Ádams, Ph.D.
Associate Professor or Anthropology
Sage Hall, Room 2155
(805) 437-8866
bill.adams@csuci.edu

Simone Aloisio, Ph.D.
Associate Professor of Chemistry
Aliso Hall, Room 207
(805) 437-8999
simone.aloisio@csuci.edu

Rainer Buschmann, Ph.D. Associate Professor of History Sage Hall, Room 2145	Contact Information http://esrm.csuci.edu/
(805) 437-8995 rainer.buschmann@csuci.edu	Bachelor of Science Degree in
vlee Clarke, Ph.D. ssistant Professor of Communication ell Tower East Room, 2834	Environmental Science & Resource Management - (120 units)
(805) 437-3305 tracylee.clarke@csuci.edu	Lower Division Requirements
	37-39 units
Amy Denton, Ph.D. Associate Professor of Biology Aliso Hall, Room 201 (805) 437-8458 amy.denton@csuci.edu	BIOL 200 Principles of Organismal and Population Biology
tt Frisch, Ph.D. trofessor of Political Science tage Hall, Room 2133 805) 437-2770	ECON 110 Principles of Microeconomics ECON 111 Principles of Macroeconomics ESRM 100 Introduction to Environmental Science a Resource Management ESRM 200 Principles of Resource Management,
scott.frisch@csuci.edu	Conservation, and Stewardship
Sean Kelly, Ph.D. Associate Professor of Political Science	Select <u>one</u> of the following: MATH 140 Calculus for Business Applications
Sage Hall, Room 2041 (805) 437-3309	MATH 150 Calculus I
sean.kelly@csuci.edu	Select <u>one</u> of the following:
ilip Hampton, Ph.D. Professor of Chemistry	GEOL 121 Physical Geology
Aliso Hall, Room 104 (805) 437-8869	Select <u>one</u> of the following:
hilip.hampton@csuci.edu	BIOL 203 Quantitative Methods for Biology
ad Monsma, Ph.D. Professor of English	MATH 329 Statistics for Business and Economics.
Bell Tower West, Room 1185	Upper Division Requirements - 27 us BIOL 433 Ecology and the Environment
(805) 437-8948 brad.monsma@csuci.edu	ECON 362 Environmental Economics
Dennis Muraoka, Ph.D.	ENGL 337 Literature of the Environment ESRM 313 Conservation Biology (BIOL)
Professor of Economics	ESRM 328 Introduction to Geographical Information Systems
Bell Tower West, Room 2115 (805) 437-8861	ESRM 329 Environmental Law and Policy ESRM 341 The National Park (POLS)
dennis.muraoka@csuci.edu	or
Nuhfer, Ph.D. Director of Faculty Development	ESRM 342 Environmental History (HIST) ESRM 491 Capstone Preparation
Bell Tower West, Room 1'116 805) 437-8826	ESRM 499 Capstone
d.nuhfer@csuci.edu	All students must select an emphasis in Environmental Scien Resource Management and the associated coursework.
ul Rivera, Ph.D. Associate Professor of Economics	Emphasis in Environmental
iage Hall, Room 2135	Science - 16 units ESRM 352 Theory and Practice of
805) 437-8988 paul.rivera@csuci.edu	Ecological Restoration
	CHEM 250 Quantitative Analysis
sociate Dean	Select a total of 9 units from the following courses:
Tower West, Room 1181 5) 437-8542	BIOL 301 Microbiology
an.wakelee@csuci.edu	BIOL 310 Vertebrate Biology

BIOL		Marine Biology	Require 38-40 u		porting and Other GE Courses
BIOL		Invertebrate Zoology			ives 14-16
BIOL		Emerging Public Health Issues			
BIOL		Natural History of Ventura County 3	America	an insiiil	utions Requirement
BIOL		Toxicology	Omer C	JE COU	rses
BIOL	432	Principles of Epidemiology and			
		Environmental Health	Mir	10r ir	n Environmental Science &
BIOL		Ichthyology: The Biology of Fishes 4	Pos	ALLKE	Managament - (21 units)
BIOL		Ornithology	vez	ourc	e Management - (21 units)
	M 311	Organic Chemistry I	TI	. 1	C : 0 D AA .
	M 312	Organic Chemistry Laboratory 1			Science & Resource Management
	M 314	Organic Chemistry II	minor prov	ides no	n-majors with the opportunity to explore
CHE	M 315	Organic Chemistry II Laboratory 1			es and examine human impacts on natural
CHE	M 318	Biological Chemistry			es students with an understanding of how
CHE	M 344	Energy and Society (PHYS)			ices affect the environment around them. In
ENC	SL 482	Technical Writing			students for further study in environmental
ENC	EL 483	Technical Visual Communication	science, lo	aw, poli	cy, or management.
ESRA		Ecological Restoration Design			· · · · · · · · · · · · · · · · · · ·
		and Construction			sion Requirements - 6 units
ESRA	M 351	Field Methods: Monitoring	ESRM	100	Introduction to Environmental Science &
LOIV	VI 001	and Assessment			Resource Management
ESRA	v 428	Intermediate Geographic	ESRM	200	Principles of Resource Management,
LON	VI 420	Information Systems			Conservation, and Stewardship
ESRA	v 443	Environmental Communication			
LSKI	VI 443		Upper	Divis	sion Requirements - 15 units
ECD4	4 400	(COMM)	ESRM		Conservation Biology (BIOL)
ESRA		Service Learning/Internship			3 7
ESRA		Independent Research			following courses:
MAT		Research Design and Data Analysis 3	ESRM	462	Coastal and Marine Resource
PHY:	S 201	General Physics II			Management
Empl	hacic in	Docourco	ESRM	463	Water Resources Management 4
		Resource	ESRM	464	Land Use Planning and Open Space
Mana	agemer	nt - 16 units			Management
Select	three cour	ses from the following:	Sala at 2	:4. f	a and of the fellowing accuracy
	√ 428	Intermediate Geographic			m any of the following courses:
		Information Systems 4	BIOL	334	Natural History of Ventura County
ESRA	N 462	Coastal and Marine Resource	BIOL	345	Science and Public Policy (POLS)
		Management	CHEM		Quantitative Analysis
ESRA	v 463	Water Resources Management	CHEM		Quantitative Analysis Lab
ESRA		Land Use Planning and Open	CHEM		Organic Chemistry I
LOT	** 10 1	Space Management	CHEM		Organic Chemistry I Laboratory 1
		opace management	ECON	362	Introduction to Environmental
Soloct	r total of A	units from the following courses:			Economics
BIOL		Plant Biology and Ecology	ECON		Applied Managerial Econometrics 4
BIOL			ENGL	337	Literature of the Environment
BIOL		Ichthyology: The Biology of Fishes	ESRM	340	Politics and the Environment (POLS)
		Ornithology	ESRM	342	Environmental History (HIST)
)N 464	Natural Resource Economics	ESRM	440	Population Studies (SOC)
ECC)N 480	Topics in Environmental and Natural	ESRM	443	Environmental Communication
F.C.C	N 1 400	Resource Economics			(COMM)
ECC		Applied Managerial Econometrics 4	Any oth	er 300	-400 level ESRM course
ENC		Technical Writing	,		
ENC		Technical Visual Communication			
ESRA		Human Ecology (ANTH)			
ESRA	M 352	Theory and Practice of Ecological			
		Restoration			
ESRA		Environmental Impact Assessment			
ESRA	N 428	Intermediate Geographic			
		Information Systems 4			
ESRA	N 482	Issues in Environmental Planning and			
		Resource Management			
ESRA	N 492	Service Learning/Internship			
ESRA		Independent Research 1-3			
MAT		Research Design and Data Analysis 3			
MG		Management of Organizations			
MG		Contract Management			
	-	J			

GLOBAL STUDIES

Programs Offered

• Minor in Global Studies

This interdisciplinary minor will provide students in any major the opportunity to develop their knowledge of the world and the major contemporary issues confronting humanity. Students in this minor will receive a foundation in global studies and an introduction into the various implications of globalization. By choosing electives across discipline areas, students will gain an interdisciplinary perspective into various global issues.

Faculty Coordinator

Terry Ballman, Ph.D.
Professor of Spanish
Bell Tower West, Room 1245
(805) 437-8996
terry.ballman@csuci.edu

Marie Francois, Ph.D.
Associate Professor of History
Sage Hall, Room 2141
(805) 437-3123
marie.francois@csuci.edu

Andrea Grove, Ph.D.
Associate Professor of Political Science
Sage Hall, Room 2147
(805) 437-3124
andrea.grove@csuci.edu

Elizabeth Hartung, Ph.D.
Professor of Sociology
Sage Hall, Room 2043
(805) 437-3274
elizabeth.hartung@csuci.edu

Antonio Jiménez- Jiménez, Ph.D. Associate Professor of Spanish Bell Tower West, Room 1275 (805) 437-8501 antonio.jimenez@csuci.edu

Stephen Stratton, MLS
Professor of Library Services
Bell Tower, Room 1371
(805) 437-8913
stephen.stratton@csuci.edu

Paul Rivera, Ph.D.
Associate Professor of Economics
Sage Hall, Room 2135
(805) 437-8988
paul.rivera@csuci.edu

Minor in Global Studies - (19-37 units)

Lower Division Requirements - 6 units

Core Courses:

GLST	200	Introduction to Global Studies
Select eith		Cultural and Historical Geography
0200	201	of the World
or POLS	103	Introduction to International Politics

Upper Division Requirements - 12 units

<u>Twelve</u> units required from a minimum of two (2) discipline areas. Only one $\underline{3}$ unit course from a student's major may count toward the minor. The student must choose into which discipline area a cross-listed course would count (e.g., BUS/ECON/SOC 448 Sociology of Globalization and Development as either a Business and Economics discipline area course, or a Social Sciences discipline area course).

Discipline Areas

Art and Communication

ART	330*	Critical Thinking in a Visual World.		.3
ART	332*	Multicultural Art Movements		.3
COMM	Л 321*	Cultural Conversations		.3

Business and Economics

Dusiliess	allu LC	Ollollics
BUS	331*	Biotechnology in the Twenty-First
		Century (BIOL)
BUS	448*	Globalization and Development
		(ECON/SOC)
ECON		The World Economy
ECON	471	International Trade
ECON	473	Development Economics
MGT	410	Management of International Business 3
MKT	410	International Marketing Management3
Global St	udies	
GLST	435	Global Cities

Languages and Literatures

		Major Non-Western Authors
ENGL	354	Studies in Cultural Literatures
		Advanced Spanish: Part One
SPAN	302*	Advanced Spanish: Part Two
SPAN	411	Civilizations and Cultures of
		Latin America
SPAN	461	Masterpieces of Latin American Literature .3

Sciences

Sciences				
BIOL 331* Biotechnology in the Twenty-	Firs	t		
Century (BUS)				.3
BIOL 333* Emerging Public Health Issue	es .			.3
BIOL 335* The Biosphere				.3
BIOL 433* Ecology and the Environmen				

^{*} General Education Courses

CHE ESRA		Environmental Chemistry	.3
	Sciences		
ANT	H 332*	Human Ecology (ESRM)	.3
ANT	H 442*	The African Diaspora (HIST)	.3
HIST		History of the Mediterranean	
HIST		European History, 1945-Present	
HIST		History of Modern Latin America	.3
HIST		Themes in World History	
HIST		Oceans of World History	
HIST		East Asia: Then and Now	.3
HIST	413*	World Religions and Classical	
		Philosophy	.3
HIST		Society and Radicalism	.3
POLS		International Relations of Selected Areas	.3
POLS		United States Foreign Policy	.3
POLS		International Law and Organizations	.3
POLS		Comparative Foreign Policy	
POLS		Politics of Developing Countries	.3
PSY	344*	Psychology and Traditional	
		Asian Thought	.3
SOC	448*	Globalization and Development	
		(BUS/ECON)	.3

Co-Requisites - I-19

CLIEAA OO 1

- 1. Language Requirement. Students need to successfully complete a second/foreign language requirement (e.g., the equivalent of the first four semesters or two years [intermediate level] in a language other than English), or demonstrate equivalent proficiency as approved by the CI languages faculty.
- 2. Study Abroad Requirement. Students must successfully complete a minimum of one international study abroad experience (e.g., UNIV 392 [1-3 units], a CSU International Program, or a study abroad program approved by a CI faculty advisor).

Programs Offered

- Bachelor of Arts in History
- Minor in History

As a discipline that documents and interprets continuity and change through time, California State University Channel Islands' History Program prepares students to search into the human experience, as well as to communicate and analyze historical interpretations and ideas, verbally and in the written form. An emphasis of the program is to examine events from local and global perspectives. In this regard, a defining aspect of the History Program consists of a cutting-edge series of courses that emphasize the United States' relationship with the Pacific Rim, encompassing the Americas, the Pacific Islands, and Asia.

In support of the University's commitment to an interdisciplinary education, the History Program affords students the opportunity to integrate into their plan of study cross-listed history courses as well as subjects outside the discipline to be utilized as part of their electives. Furthermore, the History Program promotes community based applied research by placing student interns within public, private, and non-profit institutions as part of its degree requirement. Promoting the multicultural and international emphases of the University's mission, the History Program encourages students to participate in Study Abroad and to pursue second language ability at least at the intermediate level.

Careers

The History program trains students in the art of inquiry and effective communication. Students with a History degree will be prepared to continue their graduate and post-baccalaureate education. Many history students also find careers in law, education, journalism, or foreign service.

Program Learning Outcomes

Students graduating from the History program will be able to:

- Show good understanding and knowledge of the history of North America;
- Show good understanding and knowledge of global history in other regions of the world;
- Demonstrate good knowledge and problem-solving skills in analyzing contemporary and historical events;
- Demonstrate good communication skills in oral and written
- Command good skills in historical research, analysis, and presentations.

^{*} General Education Courses



Faculty

Frank Barajas, Ph.D.
Associate Professor of History
Academic Advisor for History
Sage Hall, Room 2037
(805) 437-8862
frank.barajas@csuci.edu

Rainer Buschmann, Ph.D.
Professor of History
Academic Advisor for History
Sage Hall, Room 2145
(805) 437-8995
rainer.buschmann@csuci.edu

Marie Francois, Ph.D.
Director, University Experience Program
Title V Project ISLAS Activity Director
Associate Professor of History
Sage Hall, Room 2141
(805) 437-3123
marie.francois@csuci.edu

Nian-Sheng Huang, Ph.D. Interim Chair Professor of History Academic Advisor for History Sage Hall, Room 2137 (805) 437-8879 nian-sheng.huang@csuci.edu

James Meriwether, Ph.D.
Professor of History
Academic Advisor for History
Sage Hall, Room 2021
(805) 437-3313
iames.meriwether@csuci.edu

Contact Information

http://history.csuci.edu/ history@csuci.edu

Bachelor of Arts Degree in History - (120 units)

Required for the Major	8
Free Electives in any Discipline	
General Education & American Institutions]
TOTAL	ts

Lower Division Required Courses 15 units

HIST	211*	ions - 6 units World Civilizations: Origins to 1500
HIST	270†	The United States to 1877
	dology - 280*	3 units The Historian's Craft*

Upper Division Required Courses 31-33 units

Students should select at least <u>three</u> courses from each of the following areas: History of North American and World History. One of these areas must have <u>four</u> courses

History of North America - 9-12 units

Students should select at least <u>three</u> courses from the following list:

HIST	333*	History of Southern California
		Chicana/o Art (ART/CHS)
HIST	334*	Narratives of Southern California
		(ENGL)
HIST	335*	American Ethnic Images in Novels
.	0.40:1:	and Film (ART/ENGL)
HIST	349*	History of Business and Economics in
LICT	250+	North America (BUS/ECON)3
HIST HIST	350† 351	Chicano History and Culture (CHS)
HIST	369	History of African Americans
HIST	370	United States Colonial History
HIST	371	The Founding of the United States 3
HIST	372	United States Industrialization
		and Progressivism
HIST	373	American Labor History
HIST	374	United States Since 1945
HIST	401	United States Immigration History,
LUCT	100+	1840-1945
HIST	402*	Southern California Chicana/o
HIST	403	History and Culture (CHS)
HIST	420	History of Mexico
HIST	421	Revolutionary Mexico, 1876-1930 3
HIST	470	People and Everyday
	0	Life in Early America

World History - 9-12 units

Students should select at least three courses from the following list:

HIST 310 History of the Mediterranean . . .

ionowing		
HIST	310	History of the Mediterranean
HIST	319	European History, 1871-1945
HIST	320	European History, 1945 to the Present 3
HIST	330*	History of Science: Non-western Origins
		and the Western Revolution (CHEM) 3
HIST	339*	Business in China: Heritage
		and Change (BUS)
HIST	340*	History and Psychology of Nazi
	0.0	Germany (PSY)
HIST	342*	Environmental History (ESRM)
HIST	360*	History of Colonial Latin America 3
HIST	361*	History of Modern Latin America
HIST	365*	Themes in World History
HIST	366	Oceans of World History
HIST	380	History of the Pacific Islands
HIST	391	Traditional China
HIST	392	Modern China
HIST	393	Contemporary China
HIST	394	Traditional Japan
HIST	395	Modern Japan
HIST	396	East Asia: Then and Now
HIST	436*	Psychology and History of East Asian
1 1131	450	
HIST	442*	Warrior Cultures (PSY)
HIST	451*	The African Diaspora (ANTH)
HIST	452*	History of Africa Since 1800
ПОІ	432	History of Southern Africa Since 16003

		ory - 6 units
Students . HIST	should se 330*	elect <u>two</u> courses from the following list: History of Science: Non-western Origins
HIST HIST HIST HIST HIST	338* 342 365* 366 412* 413*	and the Western Revolution (CHEM)
HIST HIST HIST	414 415 430*	Philosophies
Historic	ography	v - 3 units
	.,.	Historiography
I-3 unit	ie or in	ternship or service Learning
HIST HIST HIST HIST		Internship/Service Learning
Special '		16:11
HIST	usea to ti 490	ulfill major requirement-see Major advisor) Special Topics
Elective	_	
(Do not fu in any dis		r requirement; count toward "free electives
HIST HIST	272†	Constitutional History of the US
HIST	331*	Narratives of the Working Class (ECON/ENGL/SOC/POLS)
HIST HIST HIST	332* 337* 445*	Dance in History (PADA)
Double-	Counti	ng for History Majors unted from the requirements by both the
11.		

Courses double counted from the requirements by both the History Program and GE/ American Institutions would increase the standard units (21-23) for electives.

According to the GE requirements, students must take $\underline{9}$ units from those interdisciplinary courses numbered 330-349 and 430-449. \underline{Six} of the $\underline{9}$ units can be double counted and \underline{three} of the $\underline{9}$ units must be outside the major and not cross-listed with the HIST prefix.

History majors are encouraged, but not required, to select from the following interdisciplinary courses offered by the History Program in satisfying the GE Interdisciplinary requirements:

HIST	333	History of Southern California
		Chicana/o Art (ART/CHS)
HIST	334	Narratives of Southern California (ENGL).3
HIST	335	American Ethnic Images in Novels and
		Film (ART/ENGL)
HIST	339*	Business in China: Heritage and
		Change (BUS)
HIST	340	History and Psychology of
		Nazi Germany (PSY)3
HIST	349	History of Business and Economics in North
		America (BUS/ECON)3

HIST	430	Tradition and Transformation: Literature,
		History and Cultural Change (ENGL)3
HIST	436	Psychology and History of East Asian
		Warrior Cultures (PSY)
HIST	442	The African Diaspora (ANTH)
		1 ' '

Minor in History - (18 units)

The minor in History affords non-majors the opportunity to investigate the historical complexities of societies and movements and their legacies in the present. Therefore the minor serves as a primer to the scholarly appreciation of the past.

Lower Division Requirements - 9 units

Students must select <u>three</u> lower division History courses. They must select at least one course from each area listed below:

World H	istory	- 3 units	
HIST	211*	World Civilizations: Origins to 1500	.3
HIST	212*	World Civilizations: Since 1500	.3

Transfer courses of African, Asian, Latin American or Western Civilization based on history advisor's approval may be substituted.

American History - 3 units							
HIST	270†	The United States to 1877	.3				
HIST	271†	The United States since 1877	.3				
HIST	272†	Constitutional History of the U.S	.3				

Students must select any <u>three</u> courses from the program's upper-division offerings.

^{*}Courses Fulfilling GE Requirement. • †Courses Fulfilling American Institution Requirement.

INFORMATION TECHNOLOGY

Bachelor of Science in Information Technology

Programs Offered

Bachelor of Science in Information Technology

This BSIT program prepares students for careers in Information Technology such as Computer Systems Integrator, Computer Systems Manager, Information Technology Designer, Information Technology Support, Database Systems Manager, Database Systems Designer, Data Communications Analyst, Network Manager, Network Designer, Web Technology Manager and Web Technology Support.

In addition to serving CSU Channel Islands (CI) freshmen, the program provides an avenue of advancement for students with associate's degrees in a technology discipline such as networking gained at a two-year institution (e.g.: Moorpark College's Associate in Science Degree in Computer Network Systems Engineering).

The coursework will provide a foundation in mathematics, programming, networking, databases, web systems, computer architecture and information systems. The BSIT covers the interdisciplinary ground between a BS in Computer Science and a BS in Management Information Systems, emphasizing the fastest growing segments of both: web systems, databases, and networks. This interdisciplinary program draws from both Computer Science and Management Information Systems: mathematics, science, and computer programming from Computer Science, and business organization and project management from Management Information Systems. From there it adds depth in Web Programming and Technology, Database Theory and Design, and Data Communications and Networking, while allowing for further depth in these or related areas such as e-Commerce, Computer Security, and Multimedia.

Faculty

William J. Wolfe, Ph.D.
Professor of Computer Science
Bell Tower West, Room 2225
(805) 437-8985
william.wolfe@csuci.edu

Peter Smith, Ph.D.
Professor of Computer Science
Interim Chair, Computer Science Program
Academic Advisor
Bell Tower West, Room 2265
(805) 437-8882
peter.smith@csuci.edu

Andrzej A. J. Bieszczad, Ph.D.
Associate Professor of Computer Science
Director of the Masters Program
Bell Tower West, Room 2285
(805) 437-2773
aj.bieszczad@csuci.edu

Contact Information

http://compsci.csuci.edu

Program Learning Outcomes and Contact Information

http://www.cs.csuci.edu/

Bachelor of Science in Information Technology - (121 units)

Special Grade Requirements

A grade of C- or better is required in all prerequisites courses in the major

Lower Division Requirements
Core Courses
Upper Division Electives
Technology Electives
Capstone
General Education and Title V
University Electives
Total

Lower Division Requirements - (18 units)

MATH MATH	<u>ne</u> of th 201 329	te following: Elementary Statistics
		of a Laboratory science: try, or Biology <u>8</u> units
BIOL and	200	Principles of Organismal and Population Biology
BIOL	201	Principles of Molecular and Cellular Biology
or CHEM and	121	General Chemistry I
CHEM or	122	General Chemistry II
PHYS and	100	Introduction to Physics
PHYS	101	Introduction to Physics II
		ava programming language <u>4</u> units Object-Oriented Programming 4
Languag	ge <u>3</u> un	Computer Architecture and Assembly its Computer Architecture and

3

4

these require		es - 29 units	Propos Freshma		ourse of Study
MATH		Discrete Mathematics	Fall - <u>15</u> ENGL	units 105*	Composition and Rhetoric
MATH COMP	151	Discrete Mathematics for IT	MATH MATH	230	Elementary Statistics
COMP	362	Computer Organization and Architecture	Genero * or ENC	al Educat GL 102 d	tion
COMP IT IT	280 429	Database Theory and Design	Title V	150	Object-oriented programming
MIS MGT	310 307	Management Information Systems			ion
Upper	Divis	ion Electives - 15 units	Sophom <i>Fall - <u>16</u></i> (r
Choose 13	5 units f	from the following: e <u>15</u> units must be taken in IT or COMP	COMP Title V	162	Computer Architecture and Assembly
ART	324	Communication Design Technology: Web Design			tion
ART COMP	326 232	Digital Media Art: 3D Computer Animation	Spring - <u>1</u> Lab Sci		(Bio 200 or Chem 121
COMP	337 345	Survey of Computer Gaming			or Phys 100)
COMP COMP COMP COMP IT IT	425 447 449	Introduction to Software Engineering	Junior Yo Fall - 17 (Lab Sci ENGL COMP COMP MATH	units ience II 330 2 151 2 262	(Second semester Bio, Chem, or Phys)4 Interdisciplinary Writing3 Data Structures4 Computer Organization and Architecture .3 Discrete Mathematics for IT3
IT IT IT IT MATH MATH	424 464 469 490 137 330	Computer System Security for IT	Spring - COMP COMP IT MGT	447 362	Societal Issues in Computing
MATH (Additional	437 elective	Mathematics for Game Programming3 s to be added based on faculty availability).	Senior Y <i>Fall - <u>15</u></i>		
For a listing	of suito	Electives - 9–10 units able CI courses, see the BSIT program advisor	IT IT IT	400 402 429	eCommerce
Capstone MGT	e - 4 ur 471 499	Project Management	MGT MIS	471 310	Project Management
General General	I Edu tions Educat	cation and American - 42 units ion	Spring - 1 COMP IT IT IT		Human Computer Interaction (PSY)

Note: Appropriate community college courses may meet

University Electives - 3-4 units

LIBERAL STUDIES

Programs Offered

 Bachelor of Arts in Liberal Studies with Options in: Teaching and Learning, Accelerated Multiple Subject Program (Pending approval of the California Commission on Teacher Credentialing), and Concentrated Studies

There are two options for prospective Multiple Subject Teachers (Teaching and Learning and an Accelerated Multiple Subject Program). The Accelerated Program will not be offered until it is approved by the California Commission on Teacher Credentialing (CCTC) and budgetary resources are available for it to begin. The first six semesters, <u>92</u> units of course work, is identical for both options.

Teaching and Learning Option

The Teaching and Learning Option provides the required multiple-subject content preparation for students seeking the Multiple Subject Teaching Credential for teaching kindergarten through 8th grade or a Special Education credential. This option includes the subject-matter content specified by the California Commission on Teacher Credentialing (CCTC). Upon successful completion of the Liberal Studies Degree, prospective multiple subject teachers who have met all of the prerequisites may apply for admission to a Multiple Subject post baccalaureate credential program. Such programs are two semester programs. This Teaching and Learning option plus the credential can be completed in 5 years or 10 semesters.

Accelerated Multiple

Subject Program (Pending CCTC approval and budgetary resources)

This option permits students to complete a baccalaureate degree in Liberal Studies and the Multiple Subject Credential Program, concurrently. The option also includes the subject matter content preparation specified for Multiple Subject teachers by the California Commission on Teacher Credentialing (CCTC) and the professional preparation necessary to be recommended for a teaching credential. This option can be completed in nine semesters.

Note: Prospective multiple subject teachers who wish to enter the accelerated program and have met all of the requirements for admission, may apply for admission at any time prior to the end of their Junior year. Students who are unable or choose not to be admitted into the accelerated program may complete the baccalaureate degree in Liberal Studies with the option in Teaching and Learning.

Concentrated Studies Option

Students work with a faculty advisor to develop a Program of Study that focuses on a discipline or interdisciplinary area. In addition to students interested in non-traditional or interdisciplinary degree programs, this option will be of interest to students who have taken substantial course work from a four-year institution in a discipline not currently reflected in the majors at CI.

Careers

The Teaching and Learning option and the Accelerated Multiple Subject Program provide the content knowledge preparation for the CSET, which is necessary for teaching grades K-8 and

for admission into the Multiple-Subject and Special Education Teaching Credential Programs. Students who are interested in teaching grades 6-12 should consider obtaining a bachelor's degree in a traditional major (e.g. History, English, Math, or one of the sciences) and then apply to be admitted into a Single Subject Teaching Credential Program or a Special Education Credential Program. The Concentrated Studies Option provides a broadly-based background for entry into professional and/or graduate programs. This option is for students who need flexibility in order to complete their education, or need to prepare for specific careers not represented by California State University Channel Islands' current majors.

Program Learning Outcomes

Students graduating from the Liberal Studies Program will be able to:

- Effectively evaluate oral or written communication for accuracy of content, logic of argument, and clarity of reasoning;
- Demonstrate proficiency in computer literacy, information literacy, and technological literacy;
- Analyze socio-cultural issues including race, class, ethnicity, gender, and language and discuss societal issues that may arise:
- Demonstrate content area knowledge related to their program of study and intended career goals; and
- Demonstrate content area knowledge related to the CCTC content standards for the Multiple Subject Teaching Credential for graduates from the Teaching and Learning Option.

Faculty Advisors

Students seeking to complete a Concentrated Studies Option in Liberal Studies should work with the Liberal Studies Director to identify a faculty advisor.

Alexander McNeill, Ph.D. Liberal Studies Director Bell Tower East, Room 2813 805-437-2746

Contact Information

http://liberalstudies.csuci.edu

Advising Center
Bell Tower Building, Room 1552
(805) 437-8571
Fax: (805) 437-8857
advisement@csuci.edu

Credential Information

The Liberal Studies Teaching and Learning Option is a Multiple Subject Matter Preparation Program, however, students must complete the Liberal Studies Teaching and Learning Option and must pass either the California Basic Educational Skills Test (CBEST) and the California Subject Examination for Teachers (CSET-MS), or the CSET-MS with writing skills-test prior to admission to Multiple Subject Credential Program. For more information about credential programs see the Education section and contact the Credential office.

Bachelor of Arts Degree in Liberal Studies - (120 units)

Requirements for the Teaching and Learning Option - 85-88 units

These units include General Education, Liberal Studies Core, Emphasis, and Capstone courses. Requirements for the Emphases are available from the Advising Center. Three of the six units of the American Institutions Requirement and <u>36-39</u> units of General Education are included in the Core for the Teaching and Learning Option.

	1. Reading, Language, and Literature - <u>15-18</u> units					
	Select e					
	ENGL or	105	Composition and Rhetoric I			
	ENGL	102 & 103	Stretch Composition I & II			
	COMM ENGL ENGL	212	Public Speaking			
	ENGL	475	and Linguistics			
2.	History EDUC EDUC ESRM	and Soc 101 320 105	cial Science - <u>18</u> units Introduction to Elementary Schooling			
	HIST HIST	211 275	World Civilizations: Origins to 1500			
	HIST	369	California History and Culture			
3.	Mathem MATH		<u>5</u> units Modern Math for Elementary Teaching 1: Numbers and Problem Solving			
	MATH	308	Modern Math for Elementary Teaching II: Geometry, Probability & Statistics			
4.	Science BIOL COMP GEOL PHSC	170	Foundations of Life Science			
5.	Visual a ART PATH	ind Perf 102 343	orming Arts - <u>6</u> units Multicultural Children's Art			
6.	Physical HLTH PHED	Educat 322 302	tion and Health - <u>4</u> units Health Issues in Education			
7.	Human PSY PSY	Develo p 213 345	Developmental Psychology			
Th		499 ne projed	nits Capstone Project			

Required Emphasis - 9 units

<u>Nine</u> additional units must be taken from <u>one</u> of the following Emphases:

- Reading, Language and Literature
- History and Social Science
- Mathematics
- Science
- Visual and Performing Arts
- Physical Education and Health
- Human Development and Psychology
- Bilingual Studies: Spanish/English
- BCLAD
- Special Education
- Chicana/o Studies

Required Supporting, General Education Course - 3 units

Additional Graduation Requirements and Electives - 32-35 units

Foreign Language - 3 units

(May double count for Reading, Language and Literature Emphasis; Spanish language may double count for Bilingual Studies)

American Institutions Government Requirement - 3 units

Electives - 25-29 units

(Must satisfy General Education categories A3 and C2 if not covered in emphasis)

Students are strongly encouraged to take. EDUC 510, EDUC 512, EDUC 520, and EDAP 365 as electives since these courses are prerequisites for admission to the CI Multiple-Subject Teaching Credential Program.

Note: Math 101 is a prerequisite to Math 208.

Special Note: Students who plan to enter a teaching credential program in California will be required to have a cumulative GPA of 2.67 OR a 2.75 GPA in the last <u>60</u> units of their baccalaureate degree to be eligible for admission to the post-baccalaureate credential program.

Recommended Program of Study (Major and Supporting Courses)

Freshman

Fall - <u>15</u> u	ınits	
EDUC	101	Introduction to Elementary Schooling,
		GE D
HIST	211	World Civilizations: Origins to 1500,
		GE D
POLS	150	American Political Institutions (American
		Institutions-Gov't)
UNIV	110	0 /
		Mission, GE A3

2	Select eith		Spring -	14 (units				
011	ENGL or	105	Composition and Rhetoric I	LS 499 Capstone Project					
- 2(ENGL	102	Stretch Composition I	Uppe	r Div	ision C) E		
2012	Spring - 10			Emph Electiv		Course	÷		
	ART	102	Multicultural Children's Art, GE C1, C3b	LICCITY	v C				
	COMP		Public Speaking, GE A1	Ac			ted Program - (135 units)		
	ENGL HIST	103 275	Stretch Composition II, GE A2			-	ding CCTC approval pudgetary resources)		
	PHSC	170	Foundations in Physical Science, GE B1	Poguir	od (Cour	ses - 84-86 units		
	Sophomo	ore	OLDI				age and Literature - <u>24-27</u> units		
	Fall - <u>14</u> υ			CON	W 1	01	Public Speaking, GE A1		
	BIOL	170	Foundations of Life Sciences, GE B2 (Includes lab)	CON			School Communication (EDUC), GE A1,INTD		
	ESRM	105	Environmental Issues in Geography, GE D	ENGI or	L 1	05	Composition and Rhetoric I		
	ENGL	212	Introduction to Children's Literature	ENGI			103 Stretch Composition & II		
	SPAN Spring 16	101 units	Elementary Spanish I, GE C3a 4	ENGI ENGI		112 115	Introduction to Children's Literature 3 Introduction to Language, Structure and		
	MATH	208	Modern Mathematics for Elementary	ENGI	L 4	75	Linguistics		
			School Teaching 1 - Numbers and Problem Solving, GE B3	Integrate	ed C	onten	t and Methods		
	GEOL HIST	300 369	Foundations of Earth Science	EDAP EDAP		-22 -23	Literacy 1: Multicultural/Multilingual3 Literacy 2: Multicultural/Multilingual3		
	PSY	213	Developmental Psychology, GE D, E				cial Science - <u>18</u> units		
			Literature Course, GE C2	ERSM	\ I	05	Environmental Issues in Geography (GEOG), GED		
	Junior	: 4		HIST	2	211	World Civilizations: Origins to 1500,		
	Fall - <u>13</u> υ ΜΑΤΗ	308	Modern Math for Elementary School Teaching II - Geometry, Probability and	HIST	2	75	GE D		
	ED 10	0 / 1	Statistics	HIST		69	California History and Culture		
	EDAP ENGL	364 315	Initial Classroom Apprenticeship 1 Introduction to Language,	POLS	I	50	American Political Institutions		
	PATH	343	Structure and Linguistics	Integrate EDAP		Content 27	t and Methods Social Studies in Integrative Art		
	PSY	345	Individuals with Disabilities in	3. Math					
	Spring - <u>17</u>	Z units	Society (SPED), GE D, E, INTD	MATH	1 2	.08	Modern Mathematics for Elementary Teaching 1 - Numbers		
	EDAP	365	Advanced Classroom Apprenticeship2				and Problem Solving, GE B3		
	EDUC EDUC	510 512	Learning Theory and Development Applied in Multicultural Contexts	Integrate EDAP		onten 26	t and Methods Teaching Geometry and Measurement in		
	LDUC		Equity, Diversity, Foundations of Schooling, GE C3b	EDAP	4	-28	Elementary Schools		
	EDUC	520	Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive				Mathematical Reasoning in Elementary Schools		
	ENGL	475	Classrooms	4. Scien	1	70	Foundations of Life Science, GE B24		
	Senior			CON GEOI		10	Computer Literacy for Educators (LS)		
	Fall - <u>14</u> u		AA 1: 1:: 127 d 0 l: 1551101	PHSC		70	Foundations in Physical Science,		
	COMM	1345	Media Literacy and Youth Culture (EDUC), GE A1, D, INTD				GE B1		
	PHED	302	Motor Learning, Fitness and Development						
	Elective Emphasi	is Course	in Children, GE E						
		Т							

Integrated EDAP	nt and Methods Teaching Science in Elementary Schools .3	Courses	- 13 u		
	and Per 102	forming Arts - <u>6</u> units Multicultural Children's Art,	COM SPAN	101	Media Literacy and Youth Culture (EDUC), GE A1, D, INTD
PATH	343	GE C1, C3b	UNIV	110	Literature Course, GE C2
		ntion and Health - <u>3</u> units nt and Methods	Recom	men	GE A3
		Health and Physical Education in Elementary Schools	Study	for P	rogram Option
7. Human	Develo	opment, Learning and Cognition - <u>6</u> units	Freshma Fall - <u>15</u> u		
PSY PSY	213 345	Developmental Psychology, GE D, E 3 Individuals with Disabilities (SPED), GE D, INTD	EDŪC HIST	101 211	Introduction to Elementary Schooling, GE D
8. Capsto	no	OL D, IINID	POLS	150	American Political Institutions (American
The studen	nt teachir	ng experience is considered as the capstone Accelerated Multiple Subject Program Option.	UNIV	110	Institutions-Gov't)
		essional Preparation Courses	Select eitl	her:	01/10
29 units EDUC	101	Introduction to Elementary Schooling,	ENGL or	105	Composition and Rhetoric I, GE A2 3
ED A D		GE D	ENGL	102	Stretch Composition I
EDAP EDAP	364 365	Intermediate Classroom Apprenticeship 1 Advanced Classroom Apprenticeship 2	Spring <u>16</u>	5-19 uni	ts
EDAP	467	Student Teaching I	ART		Multicultural Children's Art, GE C1 3
EDAP EDAP	468 469	Student Teaching Seminar I	COM/ COMP		Public Speaking, GE A1, C3b
EDAP	470	Student Teaching Seminar II 1			GE B4
EDAP EDAP	471 472	Student Teaching III	ENGL HIST	103 275	Stretch Composition II, GE A2
EDUC	510	Learning Theory and Development Applied in Multicultural Contexts	PHSC	170	Foundations of Physical Science, GE B1
EDUC	512	Equity, Diversity, Foundations of Schooling, GE C3b	Sophom		
EDUC	520	Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive	Fall - <u>14</u> u BIOL	170	Foundations of Life Sciences, GE B24 (Includes Lab)
		Classrooms	ESRM	105	Environmental Issues in Geography,
		hasis - 9 units units must be taken from <u>one</u> of the	ENGL	212	GE D
following			SPAN	101	Elementary Spanish I, C3a 4
		guage and Literature	Spring 16		
	y and So ematics	ocial Science	GEOL HIST	300 369	Foundations of Earth Science
Science			MATH	208	Modern Mathematics for Elementary
		forming Arts			School Teaching - Numbers and Problem Solving, GE B3
		ation and Health opment and Psychology	PSY	213	Developmental Psychology, GE D, E 3
 Bilingu 	ual Studi	es: Spanish/English			Literature Course, GE C2
BCLAE Specific	D al Educc	rtion	Junior Fall - <u>13</u> υ	ınits	
	na/o St		COM		Media Literacy and Youth Culture (EDUC),
		gly encouraged to select an emphasis in	EDAP	364	GE A1, D, INTD
		nce, special education or BCLAD since these est teacher shortage.	ENGL	315	Introduction to Language, Structure
are areas	or great	est todator unortage.	EDUC	343	and Linguistics
			PSY	345	GE C1, INTD
			101	J4J	Society (SPED), GE D, E, INTD

	Spring - 14	<u>1</u> units	
_	EDAP	365	Advanced Classroom
)	EDUC	510	Apprenticeship
)	EDUC	512	Applied in Multicultural Contexts
	EDUC	520	Schooling, GÉ C3b
	ENGL	475	Classrooms
	Senior		
	Fall - <u>16</u> u		
	COMM	346	School Communication (EDUC), GE A1, INTD
	EDAP	422	Literacy I: Multicultural/Multilingual
	EDAP	426	Teaching Geometry and Measurements in Elementary Schools
	EDAP	467	Student Teaching I
	EDAP	468	Student Teaching Seminar I
	Spring - 10	5 units	
	EDAP	423	Literacy 2: Multicultural/Multilingual 3
	EDAP	428	Teaching Data Analysis, Probability and Mathematical Reasoning in
	ED V D	400	Elementary Schools
	EDAP	429	Teaching Science in Elementary Schools
	EDAP	469	Student Teaching II
	EDAP	470	Student Teaching Seminar II
	Fall II - <u>15</u>	units	
	EDAP	427	Social Studies In Integrated Art
	EDAP	425	PE and Health Cont Methods
	EDAP EDAP	471 472	Student Teaching III
	LUAI	4/ ∠	Emphasis Course

Requirements for Admission to the Accelerated Program

Students must be accepted into the accelerated program prior to enrolling in EDAP 467. Students may apply for admission at any time after completing <u>60</u> units in the Liberal Studies Program. Admission will be granted based upon completing the following requirements for admission. Applications and advising are available in the CI Credential Office.

 Examinations. Students must pass either the California Basic Educational Skills Test (CBEST) and the California Subject Examination for Teachers (CSET-MS), or the CSET-MS with writing skills test prior to admission to the accelerated program.

- Grade Point Average. Students must pass all prerequisite classes with no grade lower than a "C." A cumulative grade point average of 2.67 overall or 2.75 in the last <u>60</u> units or better is required for admission to the integrated program.
- 3. Health Clearance. Evidence of a negative tuberculin test is required. The tuberculin test is valid for four 4 years and must be valid through student teaching. The tuberculin test may be completed at a private physician's office, the county health department, or the CI Student Health Center.
- 4. Certificate of Clearance. Students must possess or apply for a valid Certificate of Clearance as part of admission. A copy of an emergency permit satisfies the clearance requirement. The Certificate of Clearance is a background check and clearance conducted by the Department of Justice and Federal Bureau of Investigation.
- One set of official transcripts. One set of official transcripts with a list of courses in progress must be submitted to the Credential Office with the program application.
- 6. Two Letters of Recommendation. Two letters of recommendation from faculty, employers, and/or others who are knowledgeable about the student's personal qualities and potential to work with children must be submitted with the program application.
- Experience. At least 45 hours of documented field experience in a K-8 classroom or an equivalent documented field experience must be completed.
- 8. Writing Sample. Writing samples are required as part of the application process. The writing sample includes a 500-600 word essay describing the applicant's interest in teaching children with the diversity of languages and cultures represented in California schools.
- Interview. The Accelerated Program admissions committee will interview candidates once all other portions of the admissions requirements are complete.

Program Maintenance Requirements: In order to remain in the accelerated program, students must maintain a grade point average of 3.0 ("B") or better, with no course grades lower than a "C+."

Requirements For the Concentrated Studies Option - 57 units

This option consists of a $\underline{9}$ unit Core, a $\underline{45}$ unit Program of Study, and a $\underline{3}$ unit Capstone. In order for a student to have their Program of Study approved, it must be developed with a tenure-track faculty advisor. General Education may not be double-counted with the requirements for this Option.

Required Core Courses - 9 units

Choose <u>one</u> course from each of the following three core areas.

1. Advanced Writing Course - <u>3</u> units							
Select either:							
ENGL	330	Interdisciplinary Writing					
or							
ENGL	478	Writing as Reflective Practice					
2. Multicultural Studies - <u>3</u> units							
Any three unit course approved for General Education, Area							

C3b. (See General Education requirements in the university catalog)

Program of Study - 45 units

The Program of Study must be arranged with a faculty advisor. Students are strongly encouraged to pursue a minor as part of the Program of Study. A minimum of <u>24</u> units must be upper-division. Community college courses may be used in the Program of Study provided they are approved by the faculty advisor and are not used to meet General Education or the American Institutions Requirements. Students must select a faculty advisor within the first 60 days after they begin taking coursework at CI and submit their initial Program of Study to the Advising Center.

Capstone - 3 units

All students must enroll in LS 499 during the final year prior to graduation.

(The Capstone Project (LS 499) must be passed with a grade of "B" or better.)

Required Supporting and Other General Education Requirements - 63 units

Other courses may be needed to meet the following:							
Foreign Language Graduation Requirements .						.3	
American Institutions Requirements						.6	
General Education Requirements and Electives							

Programs Offered

- Bachelor of Science in Mathematics
- Minor in Foundational Mathematics
- Minor in Mathematics
- Master of Science in Mathematics
- Approved CCTC Mathematics Subject Matter Waiver Program

Mathematics can be pursued as a scholarly discipline of an especially elegant and creative art form or it can be treated as a valuable tool in an applied discipline. Our program addresses both needs. Students will be given a strong background in mathematics and statistics as well as a substantial amount of interdisciplinary applications in Physics, Biostatistics, Business, Computer and Information Sciences, Computer Imagining or Artificial Intelligence.

Careers

The mathematics major will prepare students for teaching careers, studies in graduate programs (in pure mathematics, applied mathematics, mathematics education, or the mathematical sciences) or for employment in high-tech and bio-tech industries, where mathematics-trained professionals with interdisciplinary expertise (sciences and business) are increasingly sought after.

Program Learning Outcomes

Students graduating from the Mathematics program will be able to:

- Demonstrate critical thinking, problem solving skills and ability to use advanced mathematical methods by identifying, evaluating, classifying, analyzing, and synthesizing data and abstract ideas in various contexts and situations;
- Demonstrate the knowledge of current mathematical applications, computing practices and use of broad technology in industry, science and education;
- Demonstrate ability to use modern software, abstract thinking, and mathematical practices connected to scientific and industrial problems, and demonstrate these skills that are currently used by technologies in society and education;
- Perform skills that enable them to evaluate, propose and convey novel solutions to scientific and business problems, etc.;
- Demonstrate cooperation skills by working effectively with others in interdisciplinary group-settings - both inside and outside the classroom; and
- Demonstrate a sense of exploration that enables students to pursue lifelong learning and currency in their careers in mathematics, statistics, education, high-tech and bio-tech industries.

2011 – 2012 PROGRAMS AND DEGREES	Faculty Ivona Grzegorczyk, Ph.D. Professor of Mathematics Chair, Mathematics and Applied Physics Programs Academic Advisor for Mathematics and Single Subject Credential in Mathematics Bell Tower West, Room 2275 (805) 437-8868 ivona.grze@csuci.edu
RAMS AND	Geoffrey Buhl, Ph.D. Assistant Professor of Mathematics Bell Tower West, Room 2235 (805) 437-3122 geoffrey.buhl @csuci.edu
DEGREES	Geoffrey Dougherty, Ph.D. Professor of Physics Applied Physics Coordinator Aliso Hall, Room 101 (805) 437-8990 geoff.dougherty@csuci.edu
	Jesse Elliott, Ph.D. Associate Professor of Mathematics Bell Tower West, Room 2215 (805) 437-2768 jesse.elliott @csuci.edu
	Jorge Garcia, Ph.D. Associate Professor of Mathematics Developmental Mathematics Coordinator Bell Tower West, Room 2219 (805) 437-2769 jorge.garcia@csuci.edu
	Kathryn Leonard, Ph.D. Assistant Professor of Mathematics Bell Tower West, Room 2245 (805) 437-3127 kathryn.leonard @csuci.edu
	Gregory Wood, Ph.D. Assistant Professor of Physics Bell Tower West, Room 2295 (805) 437-3279 gregory.wood @csuci.edu
	Cindy Wyels, Ph.D. Associate Professor of Mathematics MS in Mathematics Graduate Program Director Bell Tower West, Room 1191

rector (805) 437-3260 cynthia.wyels@csuci.edu

Contact Information

http://math.csuci.edu

Bachelor of Science in Mathematics - (120 units)

Upper D Upper D Electives GE Inclu GE and TOTAL	Division R Division E uded in A America Divisi	equired Major Courses
MATH MATH MATH MATH PHYS	151 230 240 250 200	Calculus II4Logic and Mathematical Reasoning.3Linear Algebra.3Calculus III.3General Physics I.4
Select <u>one</u> PHYS or		
One two	o-semeste	er science sequence
		Computer Programming Introduction
Select an COM	addition 150 o i	al Computer Science course: above or COMP 102
Upper	Divisi	on Requirements - 20 units
MATH MATH MATH	300 331 350	Discrete Mathematics
MATH MATH MATH MATH	351 352 451 499	Dynamical Systems.3Real Analysis.3Probability and Statistics.3Complex Analysis.3Senior Colloquium.1(Twice)
MATH MATH MATH	352 451 499	Real Analysis.3Probability and Statistics.3Complex Analysis.3Senior Colloquium.1
MATH MATH MATH Electives Note:	352 451 499 in Maj	Real Analysis
MATH MATH MATH Electives Note: 1. Courses as electi 2. Students MATH 4	352 451 499 in Maj used for ve. planning 192 for fiended for	Real Analysis.3Probability and Statistics.3Complex Analysis.3Senior Colloquium.1(Twice)

MATH	450	Partial Differential Equations and	Upper [Division	Cognitive Psychology Course
	450	Mathematical Physics	Educatio	on - 9	units
MATH	452	Computational Bioinformatics (COMP)4	MATH	318	Mathematics for Secondary School
MATH	480	Differential & Riemannian Geometry 3			Teachers
MATH	482T	Number Theory and Cryptography 3	MATH		Abstract Algebra I
MATH	484	Algebraic Geometry and Coding Theory	EDUC	512	Equity, Diversity and Foundations of
A A A T. I	100	Coding Theory			Schooling
MATH		Topics in Modern Mathematics	Applied	Math	ematics - 9 units
MATH	492T	Internship	MATH		Operations Research
۸ ۸ ۸ ۳۱ ۱	101	(Required)	MATH		
MATH	494	Independent Research	MATH		Partial Differential Equations and
MATH MATH	497 499				Mathematical Physics
		Senior Colloquium	Digital F	Asian	- 9 units
Require	d Supp	porting and Other GE Courses units	MATH		
		can Institutions Requirement	ART	108	Visual Technologies
Elective	Course	s			
Select one	e interd	isciplinary GE Course <u>3</u> units			following:
Recomme		<u> </u>	ART	312	Digital Media Art: Time-Based
COMP		Societal Issues in Computing		0.7.4	Imaging and Compositing
COMP		Human-Computer Interactions (PSY) 3	ART		
PHYS		Introduction to Biomedical			mphases or individualized emphasis is
		Imaging (BIOL/HLTH) 4	possible u	pon app	proval of the mathematics advisor.
Emphasi	is - 6-1	~ ~	Propos	od C	ourse of Study
		year, in order to plan their electives, students	riopos	ed C	ourse or study
should dec	ride on 1	one of the following emphases and take all	Freshma		r - 30-32 units
courses list			MATH	150	Calculus I, GE B3
			MATH	151	
		cs - 10 units	MATH	230	Logic and Mathematical
		this emphasis should take BIOL 201			Reasoning, GE A3
		Biostatistics (PSY)	MATH	399	Modern Tech in Math
MATH	450	Computational Bioinformatics (COMP)4	51.11.40		(Twice)
			PHYS	200	General Physics I, GE B2
		ence - 9 units			nce Course
		this emphasis should take COMP 150 and	GE Sec	ction A,	C, D, or E
COMP 13	ol for th	e computer science requirements	Select one	e of the	following:
/V/ATH	448 254	Scientific Computing			Computer Programming
		Analysis of Algorithms			Introduction, GE B4
		Introduction to Software Engineering 3	COMP	150	Object Oriented Programming, GE B44
Physics -			Salact aitl	har IEN	NGL 102+103) or ENGL 105
		this emphasis should take PHYS 200 and	ENGL	102	Stretch Composition 1
		ence sequence.	ENGL	103	Stretch Composition II
MATH	450	Partial Differential Equations and	or	100	
1.1		Mathematical Physics	ENGL	105	Composition and Rhetoric, GE A2
Upper of	division	Physics course			
		cs - 6 units			ear - 22-23 units
		this emphasis should take PHYS 200 and	MATH MATH	240 250	Linear Algebra
		nce sequence			
MATH	345	Digital Image Processing	MATH	300 350	Discrete Mathematics
		(COMP/PHYS)	MATH	330	Differential Equations and
MATH	445	Image Analysis and Pattern	ا الله ۸	200	Dynamical Systems
		Recognition (COMP/PHYS)	MATH	399	
Actuaria	al Scie	nces/Economics - 9 units			5-18 units + GE
MATH		Operations Research	MATH	331	History of Mathematics,
ECON		Fundamentals of Economics			GE B3, D, INTD
ECON		Introduction to Econometrics	MATH	351	Real Analysis
			MATH		Probability and Statistics
MATH	329	gement - 9 units Statistics for Business and Economics 3			ne groups from the Emphasis Courses
MATH		Operations Research	listed abo	ve:	
		Operations Research			
		nce - 9 units			
MATH	430	Research Design and Data Analysis 3			
PSY	210	Learning, Cognition and Development3			

Senior Year 14-15 units + GE MATH 451 Complex Analysis
Minor in Mathematics - (20 units)
MATH 150 Calculus I
Minor in Foundational Mathematics - (34-36 units)
This minor meets the needs of non-mathematics majors intending to enter a middle school mathematics teaching credential program. Especially, many Liberal Studies students would like to teach upper level elementary mathematics.
Lower Division Requirements
I 5-I 6 units (Including pre-/co-requisites)
Choose one of the following: MATH 101 College Algebra .3 MATH 105 Pre-Calculus .4 MATH 150 Calculus I .4
Choose one of the following:MATH201Elementary Statistics.3MATH202Biostatistics (PSY).3
Additional required courses:MATH208Modern Mathematics for Elementary Teaching I - Numbers and Problem Solving.MATH230Logic & Mathematical Reasoning.MATH240Linear Algebra.
Upper Division Requirements - 16 units

S

Upper	Divis	ion Requirements - 16 units
(Including	pre-/co	-requisites)
MATH	308	Modern Mathematics for Elementary School Teaching Il-Geometry, Probability and Statistics
MATH	318T	Mathematics for Secondary School Teachers
MATH	330	Mathematics and Fine Arts
MATH MATH	331 499	History of Mathematics
Select one	of the	following:
MATH		Internship
LS	499	Capstone Project 1-3
Electives		
Choose <u>or</u>	ne cour	se from the list below <u>3-4</u> units
MATH	150	Calculus I
MATH	151	Calculus II
MATH	300	Discrete Mathematics

Abstract Algebra 1 . .

MATH 482 Number Theory & Cryptography 3

Other upper division math course 3-4 units

Master of Science in Mathematics - (32 units)

(Offered through CI' Extended University Program)

Our MS in Mathematics program is interdisciplinary and innovative in nature, and offers a flexible schedule with highly qualified faculty. It is designed to address the global need for people with advanced mathematical, computational, and computer skills throughout the industry, high-tech, and educational systems. Students will acquire a strong background in mathematics, and computer software, as well as the skills to conduct independent applied research or develop independent projects. The program will stress interdisciplinary applications, for example in Actuarial Sciences, Cryptography, Security, Image Recognition, Artificial Intelligence, and Mathematics Education, and will give students a valuable opportunity to gain teaching experience on the university level. Students' specializations depend on the final project/thesis and the electives chosen under the supervision a Mathematics advisor. An individual study plan can be designed to meet entry requirements for Ph.D. programs in Mathematical Sciences.

Admission Requirements

- 1. Application. Apply to both the University and the Mathematics Program. Forms are available at the Extended Education Office and on-line at http://math.csuci.edu/.
- 2. Recommendation. At least two letters of recommendations from academia or professional supervisors.
- Subject Matter Preparation. Applicants are expected to hold BS degree in mathematics. However students with other degrees (or equivalent coursework) maybe considered and admitted conditionally (subject to completing relevant undergraduate mathematics courses).
- 4. GPA of 3.0 in Mathematical Sciences. If applicant does not have the required GPA, conditional admission maybe available on a limited bases.
- 5. GRE (general and mathematics) scores are recommended, but not required.

Faculty

Cindy Wyels, Ph.D.

Associate Professor of Mathematics

MS in Mathematics Graduate Program Director

Bell Tower West, Room 1191

(805) 437-3260

cynthia.wyels@csuci.edu

Ivona Grzegorczyk, Ph.D. Professor of Mathematics and Chair, Mathematics Program

Bell Tower West, Room 2275

(805) 437-8868

ivona.grze@csuci.edu

MATH

393

Requirements for the Master of Science in Mathematics - 32 units

Core Courses - II units

Choose three courses from the following list (at least two courses must be in Mathematics):

		i mamemanesj.	
MATH	510	Probabilistic Methods and	
		Measure Theory	3
MATH	511	Functional Analysis	
MATH	513	Advanced Algebra	3
COMP	510	Algorithms	
COMP	569	Artificial Intelligence	
PHYS	510	Advanced Image Analysis Techniques	3
nd requi			
MATH	599	Graduate Seminar	1

Electives - 15 units*

Choose <u>five</u> electives from the following list (at least <u>three</u> courses in Mathematics):

MATH	511	Functional Analysis
MATH	513	Advanced Algébra
MATH	555	Actuarial Sciences
MATH	565	Research in Mathematics Education 3
MATH	570	Combinatorics
MATH	581	Mathematical Methods in Artificial
		Intelligence (COMP)
MATH	582	Number Theory and Cryptography 3
MATH	584	Algebraic Geometry and Coding Theory.3
MATH	587	Markov Chains and Markov Processes 3
MATH	588	Stochastic Analysis
PHYS	546	Pattern Recognition
COMP	520	Advanced Database Systems
COMP	524	Security
COMP	529	Network Computing
COMP	549	Human-Computer Interaction
COMP	550	Advanced Software Engineering 3
COMP	569	Artificial Intelligence
COMP	571	Biologically Inspired Computing
COMP	572	Neural Networks
COMP	575	Multi-Agent Systems
COMP	578	Data Mining

^{*}other graduate or junior/senior courses from related disciplines may be included with advisors approval.

Projects or Masters Thesis Emphasis - 6 units

/V/AITI	39/	iviasier inesis .						٠.১
or								
MATH	598	Master Project.						.3

Graduate Writing Assessment Requirement

Writing proficiency prior to the awarding of the degree is demonstrated by successful completion of at least <u>two</u> credits of MATH 597 (Masters Thesis) or MATH 598 (Masters Project) with a grade of B or higher.

Programs Offered

 Bachelor of Science in Nursing Track I, Generic (Basic) Track II, RN to BSN

> (The Bachelor of Science in Nursing program is accredited by the California Board of Registered Nursing and Commission on Collegiate Nursing Education, One Dupont Circle NW Suite 539, Washington, DC 20036).

Nursing is the art and science of care for individuals, families and communities in a variety of settings. The discipline of nursing integrates the life, social and behavioral sciences with general education, nursing theory and clinical courses to produce a graduate capable of functioning autonomously as a member of a multidisciplinary team, managing and coordinating personnel, services, resources and data in addition to providing patient care.

The CI graduate nurse seeks solutions to societal health needs and problems, understanding demographics and disparities in healthcare, ethical concerns and global perspectives in the practice of professional nursing at the generalist level.

Careers

The BSN prepares graduates for acute care, specialty units, public health, home health, extended core, assisted living, ambulatory, emergency, managed care, case management, occupational health and nursing management, staff development, and nursing education.

Program Learning Outcomes

Students completing the requirements for a B.S. degree in Nursing will be able to:

- Function within the professional nursing roles as a provider and a coordinator of care, a health educator, an advocate and as a member of the nursing profession in a variety of institutional settings;
- Collaborate as a member or as a leader of a health care team in the planning, implementation and improvement of health care services consistent with the health needs of a diverse and multicultural society;
- Follow the nursing process by assisting clients, families and communities to promote an optimum level of wellness, sustain life, recover from disease or injury in acute, long term care, institutional and community settings;
- Function as a successful professional by a commitment to self-growth, development and lifelong learning;
- For generic students meet the eligibility requirements to successfully pass the nursing licensure examination (NCLEX); and
 - For generic and RN to BSN students meet the eligibility requirements for the California Public Health Nurse Certificate.

Faculty

Karen Jensen, RN, Ph.D. Associate Professor Director, Nursing Program Academic Advisor Solano Hall, Room 1164 (805) 437-3150 karen.jensen@csuci.edu

Barbara Thorpe, RN, Ed.D. Director RN to BSN Solano Hal, Room 1171 (805) 437-8421 barbara.thorpe@csuci.edu

Contact Information

http://nursing.csuci.edu nursing@csuci.edu

Bachelor of Science In Nursing (133 units) Track I, Generic (Basic)

Prerequisites		28
Lower Division Major		36
Upper Division Major		33
Required Supporting and Other GE		
Requirements		30
American Institutions		6
ΤΟΤΔΙ	131	3 units

The generic Track I of the nursing program uses the cohort model of class scheduling and requires full time enrollment. Students move as a group through the designated nursing courses in sequence. Courses are designed so that 200 level courses are prerequisite to 300 level nursing courses and so on. The time to complete the baccalaureate degree in nursing is designed for four years of full time study (one year pre nursing + three years nursing, after admission to the program).

Requirements for Admission

Application. Application for the program is a two step process. For incoming freshman apply to the University as a pre-nursing major during the application period (November) the year before intended enrollment. Upon completion of the prerequisite courses (or while the courses are still in progress for the spring semester) apply to the nursing program in February. For transfer students apply to the University during the application period (November) and the nursing program the following February the semester before you wish to be considered for admissions (all prerequisite courses must be either completed or in progress with a C or

Prerequisite Courses. Specific Courses are listed in the major

Grade Point Average. An overall GPA of 2.0 or greater in the prerequisite nursing courses with no grade lower than a C.

Eligibility. Pre-nursing majors must be accepted to the nursing major to be eligible for the lower division nursing courses.

Insurance/Health Clearance. Students in the nursing program are required to have health insurance, demonstrate a sufficient immunization record consistent with that required of clinical placement in local health care agencies and pass a physical examination.

Students must complete a criminal background check and drug screening prior to clinical placement.

Impaction Status. This status was granted by the CSU Chancellor's Office and supplemental criteria for admission will be required.

Supplemental Criteria Include. GPA in pre-nursing core course requirements, overall cumulative GPA, English language proficiency, basic math proficiency, proficiency in a second language, previous education or work experience residency in preferred geographic areas and current CI student. High school participation in regional health science or bioscience academy or nursing pipeline program. Supplemental criteria is subject to

Prerequisite Courses - 28 units

Completion of all nursing major prerequisite courses or their eauivalents

BIOL BIOL BIOL CHEM COMM	210 211 217 110 101	Human Anatomy and Physiology I Human Anatomy and Physiology II Medical Microbiology, GE B2 Chemistry of Life, GE B1 Public Speaking, GE A1	 .4 .4 .4
	105	Composition and Rhetoric, GE A2	.3
or ENGL	106	Composition and Rhetoric Il-Service Learning, GE A2	.3
Any Ger		ucation Category B3	.3
		Critical Thinking Requirement, GE A3 .	.3

Lower Division Major Requirements 36 units

NRS	200	Introduction to Professional
		Nursing Practice
NRS	201	Introduction to Professional Nursing
		Practice Laboratory2
NRS	203	Therapeutic Nursing Communication
		Laboratory 0.5
NRS	204	Pharmacology of Nursing Practice . 3.5
NRS	220	Nursing Care of Adults with Acute and
		Chronic Illness I
NRS	221	Nursing Care of Adults with Acute and
		Chronic Illness Laboratory I
NRS	222	Nursing Care of Adults with Acute and
		Chronic Illness II
NRS	223	Nursing Care of Adults with Acute and
1 410	220	Chronic Illness Laboratory II
NRS	230	Nursing Care of Mothers, Infants, and
LAIVO	230	
N IDC	001	7 701110111 1 1 1 1 1 1 1 1 1 1 1 1 1 1
NRS	231	Nursing Care of Mothers, Infants, and
N IDC	000	Women Laboratory
NRS	232	Nursing Care of Children and Families2
NRS	233	Nursing Care of Children and
		Families Lab
NRS	240	Psychiatric and Mental Health Nursing 3
NRS	241	Psychiatric and Mental Health Nursing
		Laboratory
NRS	260	Nutrition for Therapeutics and Health2

Upper	Divis	sion Major Requirements
33 uni	ts	
NRS	306	Pathophysiology
NRS	352	Health Promotion and Patient
		Education Strategies
NRS	350	Nursing Research
NRS	391	Transition to Professional Practice Lab2
NRS	401	Advanced Clinical Assessment
		Laboratory
NRS	420	Nursing Care of the Complex Client
		Across the Continuum
NRS	421	Nursing Care of the Complex Client
		Across the Continuum Laboratory 3
NRS	452	Community Health Nursing
NRS	453	Community Health Nursing Laboratory 3
NRS	460	Nursing Leadership and
		Professional Issues
NRS	461	Nursing Leadership Laboratory

Transition to Professional

Nursing Practice. 2

.3

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Required Supporting and Other GE Requirements 36 units 1. Biology - 3 units

NRS

488

	BIOL	432	Principles of Epidemiology and Environmental Health, GE B2, D, UDIGE
2.	Social F ANTH	,	ives - <u>6</u> units Medical Anthropology: Cross Cultural Perspectives on Health and Healing, GED UDIGE
	ANTH		102 or SOC 100 Cultural Anthropology, GE C3B, D Introduction to Sociology, GE D
3.	Psychol PSY PSY		units Introduction to Psychology, GE D, E Developmental Psychology, GE D, E
4.	3 units 3 units Recom ANTH Recom	each in upper d mend N 102 is mend N	ses - <u>15</u> units B4, C1,C2, and C3A livision GE Elective: IRS/PSY 348 (GE D, E, UDIGE) if completed IRS/PSY 342 (GE C3b, E, UDIGE) if ompleted

5. American Institutions - 6 units

Bachelor of Science Degree in Nursing - (120-138 units) Track II, RN to BSN

(Offered through Extended Education)

Prerequisites	28
Blanket Transfer from Community College	36-38
Upper Division Major	34
Preparatory	. 6-11
Required Supporting and Upper Division GE	9
Other GE or GE certification	. 1-12
American Institutions	6
TOTAL	8 units

Requirements for Admission

Application. Apply to both the University and the Nursing Program.

Prerequisite Courses. Specific courses listed in the major below

License: Have or be eligible to acquire a valid California RN license.

Degree. Be a graduate of a BRN approved pre-licensure degree program from an accredited educational institution.

Insurance/Health Clearance. Students in the nursing program are required to have health insurance, demonstrate a sufficient immunization record consistent with that required of clinical placement in local health care agencies and pass a physical examination. Criminal background check and drug screening must be completed before clinical placement.

Grade Point Average. The minimum grade in every pre-nursing prerequisite course is a C.

Prerequisite Courses - 28 units BIOL 210 Human Anatomy and Physiology I.

BIOL BIOL	210 211 217	Human Anatomy and Physiology I
CHEM or	110	Chemistry of Life, GE B1
CHEM	121	General Chemistry I, GE B1
COMM	101	Public Speaking, GE A1
ENGL or	105	Composition and Rhetoric I, GE A2 $\ensuremath{\mathrm{.3}}$
ENGL	106	Composition and Rhetoric II- Service Learning, GE A2
Any Ger (BIOL 20	neral Ed 03 Prefe	ucation Category B3
Complet	ion of C	Critical Thinking Requirement, GE A3

Upper Division Major Requirements 34 units

NRS	306	Pathophysiology
NRS	310	Professional Role Transition for the
		Transfer Student
NRS	311	Professional Role Transition Seminar for the
		Registered Nurse
NRS	350	Nursing Research
NRS	352	Health Promotion and Patient
		Education Strategies
NRS	401	Advanced Clinical Assessment Laboratory 2
NRS	420	Nursing Care of the Complex Client
		Across the Continuum
NRS	421	Nursing Care of the Complex Client Across
		the Continuum Laboratory
NRS	452	Community Health Nursing
NRS	453	Community Health Nursing Laboratory 3
NRS	460	Nursing Leadership and
		Professional Issues
NRS	461	Nursing Leadership Laboratory

Preparatory Coursework - 6-II units

rieparacory	Coursework - 0-11 units
1. Nutrition - <u>0-2</u> u	nits*
NRS 260*	Nutrition for Therapeutics and Health
*Not required if	content was integrated in RN classes
2. Social Perspectiv	
Choose ANTH 1	02 or SOC 100:
ANTH 102	Cultural Anthropology, GE C3b, D 3
SOC 100	Introduction to Sociology, GED
3. Psychology - 6	units
PSÝ 100	Introduction to Psychology, GE D, E 3
PSY 213*	Developmental Psychology, GE D, E
or	
	Course if PSY 213 already completed3
*Not required if	content was integrated in RN classes

Required Supporting and Other GE Requirements 15-27 units

1. Upper	Division	Supporting Courses - <u>6</u> units
ANTH	443	Medical Anthropology: Cross Cultural
BIOL	432	Perspectives on Health and Healing, GE D, UDIGE
		Environmental Health, GE B2, D, UDIGE

2. Upper Division GE Elective - <u>3</u> units

Recommend NRS/PSY 348 (GE D, E, UDIGE) if

ANTH 102 is completed

Recommend NRS/PSY 342 (GE C3B, UDIGE) if

SOC 100 is completed

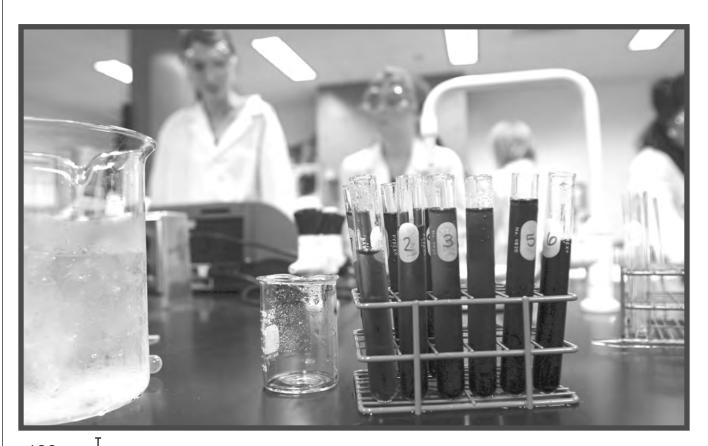
3. Other GE Courses - 1-12 units

<u>3</u> units Language requirement (GE C3A) (if not already completed)
<u>3</u> units each in GE B4, C1 and C2 (if student is not GE certified)
<u>1</u> unit of NRS 497, Directed Study (if needed to meet 120 units)

4. American Institutions - 6 units

Criteria for Program Continuance for Both Tracks

- Nursing majors must attain grades of "C" or better in all required nursing and non-nursing courses. Required nursing courses for which the student earns less than a grade of C may be repeated once with instructor consent buy only on a space available basis.
- Students in the nursing major must maintain good academic standing. Students on academic probation are not permitted to enroll in a nursing course until the probation has been removed.



Programs Offered

- Bachelor of Arts in Performing Arts Emphasis in Dance Emphasis in Music Emphasis in Theatre
- Minor in Performing Arts

The Performing Arts Program at California State University Channel Islands offers a broad, integrated undergraduate experience in music, theatre, and dance, with attention to the relatively new fields of audience and performance studies. The core courses provide the base necessary for building an educational and professional career in the performing arts.

Core courses offer experience in each of the three major areas of the performing arts—Dance, Music and Theatre—with special attention to current and future trends. Students also choose an emphasis to follow through one of the following areas:

- The Dance emphasis (PADA) provides study in collaborative dance performance
- The Music emphasis (PAMU) provides study in commercial music and collaborative performance.
- The Theatre emphasis (PATH) provides study in acting, directing and collaborative performance.

The Performing Arts degree program stresses interdisciplinarity and the multicultural, global perspectives that are the hallmarks of CI. In addition to gaining expertise and experience in their chosen fields of Dance, Music, or Theater, students will gain interdisciplinary experience in the performing arts, with education and experience in the intersections between the fields.

Careers

The Performing Arts major will prepare students for further study and for entry into the performing arts professions.

Program Learning Outcomes

Students graduating from the Performing Arts program will be able to:

- Perform in one or more of the Performing Arts emphases of dance, music, and theatre;
- Demonstrate critical thinking through analysis, interpretation, and evaluation of written, visual, and audio texts in an interdisciplinary context;
- Understand and appreciate the roles of the performing arts in contemporary as well as historical cultures and societies.
- Work collaboratively with people from a diverse range of artistic and cultural backgrounds;
- Express themselves effectively in written, physical, and spoken forms in response to a variety of personal, local, global, and historical events; and
- Apply multiple theoretical perspectives to their own performances and the performances of others.

Faculty

Jack Reilly, M.F.A.. Professor of Art Chair, Art & Performing Arts Napa Hall, Room 1153 (805) 437-8863 jack.reilly@csuci.edu

Catherine Scott Burriss, Ph.D. Assistant Professor of Performing Arts Bell Tower East, Room 2760 (805) 437-3126 catherine.burriss@csuci.edu

Ted Lucas, Ph.D. Professor of Music Saae Hall, Room 1133 (805) 437-8483 theodore.lucas@csuci.edu

Luda Popenhagen, Ph.D. Associate Professor of Performing Arts Bell Tower East, Room 2786 (805) 437-3187 luda.popenhagen@csuci.edu

Contact Information

http://performingarts.csuci.edu performing.arts@csuci.edu

Bachelor of Arts in Performing Arts - (120 units)

TOTAL	• •	 •	•	•	•	•	12	20	units
Electives in any Discipline									. 27
Title V Courses									6
Upper Division Interdisciplinary GE									9
General Education									. 39
Performing Arts Electives									9
Performing Arts Emphasis									. 18
Performing Arts Core Requirements									. 12

Performing Arts Core Courses

Lower Division Requirements - 3 units

Select one of the following:

PA	101	Introduction to the Performing Arts	3
PA	202	Integrating Dance, Music and Theatre	3

Upper Division Requirements - 9 units

Select one of the following:

PA PA PA	335 350 360	Business and the Performing Arts (BUS)	3
and			
PA	391	Production (ART)	3

available as PA electives)

N	and			PA	383	Scenic Design (ART)
0		400		PA	384	Costume Design (ART)
_	PA	499	Performing Arts Capstone	PA	391	Production
	Emphasi	s Requ	uirements	17.	071	(Repeatable for up to <u>12</u> units) (<u>3</u> units
$\frac{9}{2}$			either Dance, Music, or Theater as an			required for PA majors, and 9 units
2	emphasis.					available as PA electives)
	Dance En	nnhaci	s - 18 units	PA	436	Physics of Performing Arts (PHYS)
	PADA	255	Dance Composition and Improvisation 3	PA	490	Special Topics
	PADA	332	Dance in History (HIST)			(Repeatable for up to <u>6</u> units)
	PADA	353	Jazz Dance II	PA	492	Internship in Performing Arts 1-3
	PADA	354	Modern Dance II			(Repeatable for up to <u>6</u> units)
	PADA	455	Advanced Technique of Contemporary	PA	494	Independent Study 1-3
			Dance Forms			(Repeatable for up to <u>6</u> units)
	PADA	458	Dance Ensemble	PADA	151	Conditioning for Dancers
				PADA	253	Jazz Dance I
			s - 18 units	PADA	254	Modern Dance 1
	PAMU	161	Music Fundamentals	PADA	255	Dance Composition and Improvisation 3
	PAMU	261	Music Theory	PADA	332	Dance in History (HIST)
	Calaat hu		as from the following	PADA	353	Jazz Dance II
	PAMU		es from the following: The Beatles: Music, Fashion and	PADA PADA	354 455	Modern Dance II
	17410	231	Culture (ART)	FADA	455	Advanced Technique of Contemporary Dance Forms
	PAMU	330	Jazz in America	PADA	458	Dance Ensemble
	PAMU	332	World Music	PAMU	100	Music Appreciation
	PAMU	337	Music in History (HIST)	PAMU	109	Private Lessons
	PAMU	435	The Music Museum	PAMU	161	Music Fundamentals
			(BUS/ECON/EDUC)	PAMU	200	History of Rock
				PAMU	202	Group Guitar Lessons
			the following repeatable courses, in	PAMU	203	Group Voice Lessons
			the PAMU advisor:	PAMU	231	The Beatles: Music, Fashion and
	PAMU	109	Private Lessons	5	0.40	Culture (ART)
	PAMU	202	Group Guitar Lessons	PAMU	243	Teaching Music to Children
	PAMU	203	Group Voice Lessons	PAMU	261	Music Theory
	PAMU PAMU	307 308	University Chorus	PAMU PAMU	30 <i>7</i> 308	University Chorus
	PAMU	309	University Orchestra	PAMU	309	University Orchestra
	PAMU	385	Audio Design and Recording (ART)	PAMU	330	Jazz in America
	17 0 0 10	000	Thouse besign and necestaling (Till)	PAMU	332	World Music
	Theatre	Empha	sis - 18 units	PAMU	333	The Varieties of Musical Experience 3
	PATH	280	Acting I	PAMU	335	The Physics of Music (PHYS)
	PATH	281	Play Ānalysis	PAMU	336	Art and Music: Dissonance, Diversity
	PATH	338	Theatre in History (HIST)			and Continuity (ART)
	PATH	382	Directing	PAMU	337	Music in History (HIST)
	ы.			PAMU	432	Arts of the Harlem Renaissance
	Plus two			DAAALI	40.5	(ART/ENGL)
	PATH	333	Multicultural Drama and	PAMU	435	The Music Museum
	PATH	341	Theatre (ENGL)	PATH	280	(BUS/ECON/EDUC)
	IAIII	341	and Theatre (ENGL)	PATH	281	Acting I
	PATH	342	Modern British and European	PATH	332	Teaching Dramatic Literature (ENGL)
	17 (11 1	0 12	Drama and Theatre (ENGL)3	PATH	333	Multicultural Drama and
	PATH	344	World Drama and Theatre (ENGL) 3	.,	000	Theatre (ENGL)
			ts Electives	PATH	334	Spanish Language Drama and
			ctives from the following list:			Theatre (SPAN)
	TAILE OILIS	or elec	crives from the following fist.	PATH	338	Theatre in History (HIST)
	Note: Som	ne cours	es listed as electives are required in one of	PATH	341	Modern American Drama and
			remain electives for the other two emphases.)			Theatre (ENGL)
				PATH	342	Modern British and European
	PA	101	Introduction to the Performing Arts	D.A.T.	0.40	Drama and Theatre (ENGL)
	PA	202	Integrating Dance, Music and Theatre 3	PATH	343	Teaching Drama to Children (EDUC)
	PA	335	Business and the Performing	PATH	344	World Drama and Theatre (ENGL) 3
			Arts (BUS)	PATH PATH	380 382	Acting
	PA	350	Audience and Performance Studies 3	PATH	302 410	Directing
	PA	360	Musical Theatre	IAIII	410	onarespecies nays (chach,
		_				

PATH PATH	412 444	Drama of Ancient Greece (ENGL)	PADA PADA PADA	332 353 354	Dance in History (HIST)
PATH	463	Writing for the Stage and Screen (ENGL)	PADA	455	Advanced Technique of Contemporary . Dance Forms
Mino	r in P	Performing Arts - (21 units)	PADA PAMU	458 307	Dance Ensemble
			PAMU	308	(Repeatable up to <u>8</u> units) University Orchestra
		ts minor provides non-majors the opportunity grated experience in dance, music, and	DA A 41 1	000	(Repeatable up to <u>8</u> units)
		ory and in practice. Students can choose from	PAMU	309	Private Lessons
		of the <u>three</u> emphases of dance, music, and	PAMU	330	Jazz in America
theatre, ar	nd partic	cipate in a Performing Arts production.	PAMU	332	World Music
Lower	Divis	sion Requirements - 9 units	PAMU	333	The Varieties of Musical Experience 3
Select one			PAMU	335	The Physics of Music (PHYS)
PA	101	Introduction to the Performing Arts	PAMU	336	Art and Music: Dissonance, Diversity and Continuity (ART)
PA	202	Integrating Dance, Music and Theatre3	PAMU	337	Music in History (HIST)
and			PAMU	432	Arts of the Harlem Renaissance
Select a r	minimun	n of <u>two</u> courses for a total of <u>six</u> units,			(ART/ENGL)
from the f			PAMU	435	The Music Museum
PA	101	Introduction to the Performing Arts	DATI	0.00	(BUS/ECON/EDUC)
PA	202	Integrating Dance, Music and Theatre3	PATH	332	Teaching Dramatic Literature (ENGL)
PADA	151	Conditioning for Dancers	PATH	333	Multicultural Drama and Theatre (ENGL)
PADA PADA	253 254	Jazz Dance I	PATH	334	Spanish Language Drama and
PADA	255	Modern Dance 1	17 (11 1	004	Theatre (SPAN)
PAMU	100	Music Appreciation	PATH	338	Theatre in History (HIST)
PAMU	109	Private Lessons	PATH	341	Modern American Drama and Theatre (ENGL)
		(Repeatable for a total of $\underline{4}$ units)			Theatre (ENGL)
PAMU	161	Music Fundamentals	PATH	342	Modern British and European Drama
		(Repeatable for a total of <u>6</u> units)	PATH	343	and Theatre (ENGL)
PAMU	200	History of Rock	PATH	344	World Drama and Theatre (ENGL)
PAMU	202	Group Guitar Lessons	PATH	380	Acting II
PAMU	203	(Repeatable for a total of <u>6</u> units) Group Voice Lessons	PATH	382	Directing
17 0010	200	(Repeatable for a total of $\underline{6}$ units)	PATH	410	Shakespeare's Plays (ENGL)
PAMU	231	The Beatles: Music, Fashion and	PATH	412	Drama of Ancient Greece (ENGL)
		Culture (ART)	PATH	444	Original Practice in Renaissance
PAMU	243	Teaching Music to Children	PATH	463	Drama (ENGL)
PAMU	261	Music Theory	IAIII	400	Screen (ENGL)
PATH	280	Acting 1			GC10611 (E1 102)
PATH	281	Play Analysis			
Upper	Divis	sion Requirements - 12 units			
Select one		-			
PA	335	Business and the Performing Arts (BUS) 3			
PA	350	Audience and Performance Studies 3			
PA -	360	Musical Theatre			
and					
		ses from the following:			
PA PA	335 350	Business and the Performing Arts (BUS) 3			
PA PA	360	Audience and Performance Studies			
PA	383	Scenic Design (ART)			
PA	384	Costume Design (ART)			
PA	391	Production (ART)			
PA	436	Physics and the Performing Arts (PHYS) 3			
PA	490	Special Topics			
PA	492	Internship in Performing Arts 1-3			
PA	494	Independent Study 1-3			

POLITICAL SCIENCE

Programs Offered

- Bachelor of Arts in Political Science
- Minor in Political Science

Political Science is the study of government, public policies and political behavior. Political Science uses both humanistic and scientific perspectives and skills to examine all countries and regions of the world. The Political Science Program is based on the educational objectives emphasized in the California State University Channel Island's mission. All students graduating with a degree in Political Science will have taken course work and developed competencies in all four key areas of the university mission: interdisciplinary and integrative learning; multicultural perspectives; international perspectives and civic engagement through service learning or experiential learning. Unlike traditional political science majors, all students will be required to complete a course on racial politics in the United States. This is not only consistent with our mission, but it reflects the ethnic and racial reality of California in the 21st century. The curriculum will have a strong international component as well, as all graduates will take international politics, and comparative government, and many of the elective courses emphasize international perspectives. All students graduating from Cl must complete nine units of upper division interdisciplinary course work. Finally, experiential and service learning are woven throughout the curriculum, and the required capstone course is a community based project designed to synthesize learning through analysis of an important policy issue.

Careers

The Political Science Program prepares students for careers in federal, state, and, local governments, law, business, international organizations, nonprofit associations and organizations, campaign management and polling, journalism, education, electoral politics, research and advocacy. In addition, the major in Political Science prepares students for graduate and professional study in the field of Political Science as well as International Relations and Public Administration.

Program Learning Outcomes

Students completing the requirements for a B.A. degree in Political Science will be able to:

- Write clearly and with purpose on issues of international and domestic politics and public policy;
- Participate as a civically engaged member of society;
- Analyze political and policy problems and formulate policy options;
- Use electronic and traditional library resources to research key local, state, national and international policy issues and present results;
- Demonstrate competency with basic tools underlying modern social science research including competency in statistics and qualitative analysis;
- Demonstrate critical thinking, including the ability to form an argument, detect fallacies, and martial evidence, about key issues of public policy and politics;
- Discuss the major theories and concepts of political science and its subfields; and
- Deliver thoughtful and well articulated presentations of research findings.

Faculty

Scott Frisch, PhD.
Professor of Political Science
Sage Hall, Room 2133
(805) 437-2770
scott.frisch@csuci.edu

Andrea Grove, PhD.
Associate Professor of Political Science
Sage Hall, Room 2147
(805) 437-3124
andrea.grove@csuci.edu

Sean Q Kelly, PhD.
Professor of Political Science
Sage Hall, Room 2041
(805) 437-3309
sean.kelly@csuci.edu

Contact Information

http://polsci.csuci.edu

Bachelor of Arts Degree in Political Science - (120 units)

General Ed Free Electiv American (chosen	ducation ves Institution	ion and Electives
	Divisi	
POLS POLS POLS	102 103 150*	Comparative Government
Upper	Divis	ion Requirements - 16 units
POLS POLS POLS	300 301 303	Political Science Research Methods
POLS POLS	306 499	Sciences (SOC/PSY)
Electives		
following		elect a total of <u>15</u> units from the
ESRM	328	Introduction to Geographic
POLS POLS POLS POLS POLS POLS	140 305 312 313 314 315 316	Information Systems

POLS

317

POLS	318	Campaigns and Elections	.3
POLS	319	Political Behavior and Public Opinion	
POLS	320	Public Administration '	.3
POLS	321	Public Budgeting (FIN)	3
POLS	325	American Public Policy	.3
POLS	326	Government and Politics of	.0
I OLO	020	Selected Nations	3
POLS	327	International Relations of Selected Areas	
POLS	328	United States Foreign Policy	
POLS	329	International Law and Organizations	
POLS	330	Political Sociology (SOC)	.3
POLS	331	Narratives of the Working Class	_
		(ENGL/ECON/HIST/SOC)	
POLS	335	Politics and Film (COMM)	.3
POLS	340	Politics and the Environment (ESRM)	
POLS	341	The National Park (ESRM)	.3
POLS	345	Science and Public Policy (BIOL)	.3
POLS	401	Constitutional Law	
POLS	402	Civil Rights and Civil Liberties	.3
POLS	403	Comparative Foreign Policy	
POLS	404	Policy Leadership (EDUC)	3
POLS	426	Politics of Developing Countries	
POLS	430	Political Communication (COMM)	
POLS	431	Education Policy and Politics (EDUC)	
POLS	490	Special Topics in Political Science	
POLS	492	Service Learning in Political Science	
POLS	493		
POLS	493	Internship in Political Science	.J
i Olo	474	Independent Research 1-	-0

Minor in Political Science - (18 units)

Lower-Division Requirements - 9 units

		Comparative Government	
POLS	103	Introduction to International Politics	.3
POLS	150	American Political Institutions	.3

Upper-Division Requirements - 9 units

٠,		 -	alant a tatal of O with from the fallowing
ΟĪ	ECON		elect a total of <u>9</u> units from the following: The World Economy
	ESRM	328	Introduction to Geographic
	LONV	020	Information Systems
	ESRM	329	Environmental Law and Policy
	FIN	421	Public Financial Management
	HIST	412	Law and Society
	POLS	300	Political Science Research Methods 3
	POLS	301	Political Theory
	POLS	303	Statistical Applications in the Social
			Sciences (SOC/PSY)
	POLS	305	Gender and Politics
	POLS	306	The Politics of Race and Ethnicity
	POLS	312	Interest Groups and Collective Action
	POLS	313	The United States Congress
	POLS	314	The American Presidency
	POLS	315 316	Congress and the Presidency
	POLS POLS	317	State and Local Politics and Policy
	POLS	318	Campaigns and Elections
	POLS	319	Political Behavior and Public Opinion
	POLS	320	Public Administration
	POLS	321	Public Budgeting (FIN)
	1 0 10	021	1 00110 000901119 (1 11 1)

POLS	325	American Public Policy	.3
POLS	326	Government and Politics of	
		Selected Nations	.3
POLS	327	International Relations of Selected Areas	.3
POLS	328	United States Foreign Policy	.3
POLS	329	International Law and Organizations	.3
POLS	330	Political Sociology (SOC)	.3
POLS	331	Narratives of the Working Class	
		(ENGL/ECON/HIST/SÕC)	.3
POLS	335	Politics and Film (COMM)	.3
POLS	340	Politics and the Environment (ESRM)	.3
POLS	341	The National Park (ESRM)	.3
POLS	345	Science and Public Policy (BIOL)	.3
POLS	401	Constitutional Law	.3
POLS	402	Civil Rights and Civil Liberties	.3
POLS	403	Comparative Foreign Policy	.3
POLS	404	Policy Leadership (EDUC)	.3
POLS	426	Politics of Developing Countries	.3
POLS	430	Political Communication (COMM)	.3
POLS	431	Education Policy and Politics (EDUC)	.3
POLS	490	Special Topics in Political Science	.3
POLS	492	Service Learning in Political Science	.3
POLS	493	Internship in Political Science	.3
POLS	494	Independent Research	



^{*}The Government portion of the American Institutions Requirement (POLS 150) is listed in the major courses above.

PSYCHOLOGY

Programs Offered

- Bachelor of Arts in Psychology
- Minor in Psychology
- Minor in Developmental Psychology

Psychology is the study of the aspects of mind related to human nature, our relationships to each other, and our relationship to the world at large. While psychology is often scientific in its outlook, it also includes ways of knowing and understanding the world based on philosophy and the arts. In this sense psychology is one of the broadest of disciplines, encompassing a wide range of academic areas and endeavors. Psychology recognizes the diverse cultural, economic, ethnic, historical, and political viewpoints that exist in a multicultural world. The discipline seeks to understand how these viewpoints interact with individual and group behavior in order to encourage a rich pluralism of human interaction.

The psychology program at CI is unique in two aspects. The first is that students will have some exposure to all major areas of psychology through a required sequence of core courses. Included in these courses is a year-long upper division course in quantitative reasoning. This core-course curriculum borrows an ideology from the best undergraduate psychology programs, producing students with knowledge in all branches of psychology as well as methodological skills that can be widely applied within and outside of the discipline.

The second unique aspect of the CI psychology program is its interdisciplinary course offerings. These interdisciplinary courses offer students a chance to experience the intersection of psychology with other disciplines. This closely follows how psychology is understood and practiced in the world at large.

Careers

Graduates of the CI undergraduate psychology program will be prepared to work in a variety of settings. Typically, psychology graduates do well finding jobs. However, we recognize that nationally approximately 23% of undergraduate psychology majors go on to graduate school for masters, doctorates, or other professional degrees. Therefore, the psychology faculty at CI are committed to helping students gain admittance into graduate or professional schools.

Program Learning Outcomes

Graduating from the Psychology program:

- Students should be familiar with the major theoretical approaches, findings and historical trends in psychology;
- Students should understand and be able to use major research methods in psychology, including design, data analysis and interpretation;
- Students should have an understanding of applications of psychology to personal, social and organizational issues;
- Students should demonstrate information competence and the ability to use computers and other technology for multiple purposes;
- Students should use and respect skeptical inquiry, critical thinking, and the scientific approach to understand behavior;

- Students should have an understanding of the complexity of cultural diversity;
- Students should be able to express themselves effectively in written and oral communication; and
- Students should understand themselves and others in a cultural context and develop interpersonal skills for diverse settings over the lifespan.

Faculty

Kevin Volkan, Ed.D., Ph.D., MPH
Professor and Chair, Psychology Program
Sage Hall, Room 2151
(805) 437-8867
kevin.volkan@csuci.edu

Virgil H. Adams, III, Ph.D.
Associate Professor of Psychology
Sage Hall, Room 2031
(805) 437-2767
virgil.adams@csuci.edu

Harley Baker, Ed.D.
Professor and Program Advisor, Psychology
Sage Hall, Room 2061
(805) 437-8997
harley.baker@csuci.edu

Beatrice de Oca, Ph.D.
Associate Professor of Psychology
Sage Hall, Room 2113
(805) 437-8992
beatrice.deoca@csuci.edu

Kimmy Kee-Rose, Ph.D.
Associate Professor of Psychology
Sage Hall, Room 2153
(805) 437-3276
kimmy.kee-rose@csuci.edu

Michelle Moon, Ph.D Assistant Professor of Psychology Sage Hall, Room 2131 (805) 437-2752 michelle.moon@csuci.edu

Christy Teranishi-Martinez, Ph.D.
Assistant Professor of Psychology
Sage Hall, Room 2035
(805) 437-3311
christy.teranishi-martinez@csuci.edu

Bachelor of Arts in Psychology - (120 units)

Lower Division Required Courses 9 units

Psychology majors must take each of these courses:

PSY	100	Introduction to Psychology
PSY	202	
PSY	213	Developmental Psychology
Students v	vill need	to obtain a grade of C or better to apply
these cour	rses to the	e psychology major. Students may substitute
equivalent	courses	taken at other universities in each area by
articulation	n agreem	nent or by permission of the Psychology
program.	Nine uni	its from these required lower division courses
may be co	ounted to	ward GE requirements.

Upper Division Required Core Courses - 28 units

Psychology majors normally take these courses at CI. Students may substitute equivalent courses taken at other universities in each area by articulation agreement or by permission of the Psychology program. All courses must be passed with a grade of C or better to apply toward the Psychology major.

F	PSY	300	Psychological Research and		
			Statistical Methods I		.4
F	PSY	301	Psychological Research and		
			Statistical Methods II		.4
F	PSY	310	History and Systems of Psychology.		.3
F	PSY	312	Social Psychology		.3
F	PSY	313	Clinical and Abnormal Psychology.		.3
F	PSY	314	Behavioral Neuroscience		.4
F	PSY	317	Theories of Personality		.3
F	PSY	318	Learning, Cognition and Perception		

Upper Division Psychology Electives 12-13 units

Psychology majors must take <u>12-13</u> units of Upper Division Psychology Electives. Up to 6 units from interdisciplinary Psychology courses numbered 330-349 or 430-449 may be double-counted toward the upper division GE requirement. Not all courses will be taught in all years. Students must obtain a grade of C or better (or CR) in each of these courses to apply them to the psychology major. The current list of Upper Division Elective courses in Psychology is as follows:

PSY	303	Statistical Applications in the Social
		Sciences (PÖLS/SOC)
PSY	305	Field Research Methods
PSY	315	Child Psychopathology
PSY	327	Parenting
PSY	333	Measurement and Testing of Groups
		and Individuals
PSY	337	Psychological Ethics and
		Moral Philosophy
PSY	338	Psychology of Art and Artists (ART)3
PSY	339	Psychology in Literature (ENGL)
PSY	340	History and Psychology of Nazi
		Germany (HIST)
PSY	342	Complementary and Alternative
		Health (NRS)
PSY	344	Psychology and Traditional
		Asian Thought

	PSY	345	Individuals with Disabilities
	DCV	0.47	in Society (SPED)
	PSY PSY	346 348	Human Motivation
	PSY	357	Psychology of Families
	PSY	370	Fundamentals of Counseling Theory
	PSY	375	Psychology of Health Counseling
	PSY	383	Chicana/o/Latina/o Identity and
	131	303	Empowerment (CHS)
	PSY	400	Case Studies in Psychopathology and
	131	400	Clinical Psychology
	PSY	410	Clinical Psychology
	PSY	420	African American Families
	PSY	424	Organizational Behavior (MGT)
	PSY	429	Intergroup Relations
	PSY	432	Seminar in Leadership
	PSY	436	Psychology and History of East Asian
			Warrior Cultures (HIST)
	PSY	445	Adolescent Development
	PSY	449	Human-Computer Interaction (COMP) 3
	PSY	450	Advances in Neural Science
	PSY	457	Criminal Behavior
	PSY	460	Addiction Studies
	PSY	461	Advanced Topics in Child and
			Adolescent Development
	PSY	470	Seminar in Freud and Object
			Relations Theory
	PSY	471	Seminar in Jungian and
	501		Archetypal Psychology
	PSY	473	Bizarre Behavior and Culture
	DC) /	400	Bound Syndromes
	PSY	482	Intermediate Statistics
	PSY	490	lopics in Psychology
	PSY	492	Internship or Service Learning 1-3
	PSY	494	Independent Research in Psychology 1-3
	PSY PSY	497 499	Directed Study in Psychology 1-3
_		. , ,	Senior Capstone Course
R	equirec I units	1 Supp	orting and Other GE Courses
•		Eduasi	40
	General	Lancail	on

General Education	. 48
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American Ideals	6
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Minor in Psychology (18-20 units)

The minor in psychology gives students concentrated exposure to the philosophy, history, methods and theories related to the study of the mind and behavior. The minor in psychology is appropriate for students interested in understanding how human psychological perspectives can influence their major field of study and the world around them.

Lower-Division Requirements - 6 units

		the following list <u>3</u> units:				
PSY	212	Neurobiology & Cognitive				
		Science (BIOL)				
PSY PSY	213	Developmental Psychology Human Sexual Behavior .				

Upper-Division Requirements 12-14 units

<u>Two</u> course	es from	the following list <u>6-8</u> units:		
PSY	310	History and Systems in Psychology.		.3
PSY	312	Social Psychology		.3
PSY	313	Clinical and Abnormal Psychology.		.3
PSY	314	Behavioral Neuroscience		
PSY	317	Theories of Personality		.3
PSY	318	Learning, Cognition and Perception		

Six units of coursework from any psychology courses at the 300 level or above.

Minor in Developmental Psychology - (18 units)

Child and Adolescent Emphasis - 18 units

The minor in developmental psychology gives students concentrated exposure to the methods and theories related to how children and adolescents develop. Cognitive, emotional, and social perspectives will be covered as well as methods for psychological assessment. The minor in developmental psychology is appropriate for students interested in understanding how human developmental perspectives can influence their major field of study.

Lower-Division Requirements - 6 units

Each of the following courses 6 units:

PSY PSY	100	Introduction to Psychology
		sion Requirements
12 uni		
Each of t	he follov	ving courses:
PSY	445	Adolescent Development
PSY	461	Advanced Topics in Child and
		Adolescent Development
Two cour	ses from	the following list <u>6</u> units:
PSY	315	Child Psychopathology
PSY	317	Theories of Personality
PSY	327	Parenting
PSY	337	Psychological Ethics and
		Moral Philosophy
PSY	348	Healthy Aging (NRS/SOC)3

Programs Offered

- Bachelor of Arts in Sociology Emphasis in Institutions Emphasis in Inequalities Emphasis in Social Processes
- Minor in Sociology

Sociology is the systematic study of the organization, dynamics and consequences of social life. The scope of the discipline is as broad and diverse as social life itself. The subject matter of sociology ranges from the intimate family to the hostile mob, from crime to cults, from the divisions of inequities of race, ethnicity, nationality, gender, and class to the beliefs of a common culture, and from work to leisure and sport. The Sociology major at CI is designed to give students the ability to analyze the world around them, its people and institutions, from local and particular issues that affect people in Ventura County and the region to national and international questions. The program stresses the mission of CI: we value interdisciplinarity and we emphasize the multicultural, global perspective which is the hallmark of Channel Islands programs. Graduates of the Sociology Program will be well-trained in the empirical methodology of the discipline to engage in the systematic study of human social interaction and institutions. The Sociology major will prepare students for further study and for entry into a variety of professional paths.

Careers

A BA degree in sociology can lead to career opportunities in law, management, marketing, public relations, journalism, social work, urban and environmental planning, public services, teaching, corrections, counseling, human resources, state and federal employment, and other professions. Sociology graduates are employed in both the for-profit and non-profit sectors. Many business, political science, pre-law and other students take sociology as a minor or a second major because of the applicability of sociology to their chosen professions. Graduate study can also lead to careers within the academy doing teaching and research, as well as careers in applied research in social service, public planning, education, mental health, business, and various governmental settings.

Program Learning Outcomes

The Sociology Program at CI has stated goals and learning objectives (see http://sociology.csuci.edu/redesign/ learningobjectives.htm).

Students will demonstrate:

- Understanding the role of evidence in the social sciences and how to conduct both quantitative and qualitative sociological research;
- Effective communication, written and oral, about the field of sociology;
- Substantive knowledge of core areas and controversies in sociology and the ability to think critically about them;
- Understanding the history and evolution of the discipline of sociology; and
- Preparedness for professional or graduate study beyond the B.A. degree, or for entry into a career in the social sciences.

Facult Elizabeth Professor	Hartung	Chair, Sociology and Anthropology		SOC SOC	492 494	Field Experience in Sociology 2-3 Independent Study
Sage H		om 2043	2.	Inequa SOC	alities 309	Topics in Gay, Lesbian, Bisexual
		ng@csuci.edu		SOC	331	Transgender Studies
Dennis Do Associo	owney ate Profe	SSOF		SOC	336	Social Entrepreneurship (BUS)
	Hall, Roc 43 <i>7-</i> 331	om 2127		SOC SOC	360 372	Race and Ethnicity
		@csuci.edu		SOC	410	Sociology of Gender and Sexuality
	,			SOC SOC	418 425	Sociology of Education
Sage H	ate Profe Hall, Roc	om 2045		SOC	448	Globalization and Development (BUS/ECON)
	437-33 1 lee@csu			SOC SOC	490 492	Topics in Sociology
				SOC	494	Independent Study 1-3
William V Associa	Vagner I ate Profe		3.	Social	Process	
		om 2021		SOC SOC	330 348	Political Sociology (POLS)
	437-33 i .waaner	@csuci.edu		SOC	352	Social Movements
				SOC	372	Urban Sociology
	Bach	elor of Arts Degree in		SOC SOC	374 425	Sociology of Organizations
		ciology - (120 units)		SOC	429	Social Change in Spain (SPAN)3
		37		SOC SOC	440 448	Population Studies (ESRM)
		ajor is a <u>44</u> unit major. Students are				(BUS/ECON)
		clare a second major or minor in a related ling on their interests.		SOC SOC	490 492	Topics in Sociology
·		sion Requirements - 9 units		SOC	494	Independent Study 1-3
SOC SOC	100 201	Introduction to Sociology	Th	nree upp		nits on <u>11</u> units in sociology outside the student's e above).
SOC	202	Introduction to Research Methods	R	equire	d Supp	porting, General Education Elective
i	4	sion Requirements		Americ	an Institu	itions Requirement
20 uni	303	Statistical Applications In The Social				rses
		Sciences (POLS/PSY)		Elective	es	
SOC SOC	310 350	Research Methods in Sociology		M	linor	in Sociology - (21 units)
SOC	420	Classical Sociological Theory	L	ower	-Divis	sion Requirements - 6 units
SOC SOC	421 499	Contemporary Sociological Theory	(Iı			o-requisites)
		uirements - 12 units		SOC SOC	100 202	Introduction to Sociology
Select a n	ninimum 404 mu	of <u>12</u> units in areas 1, 2 or 3. SOC 490, st be cleared by instructor.	U	lpper	-Divis	sion Requirements - 15 units
1. Institut	ions	of be cleared by manucion.				per division sociology courses in the core or
SOC	322	Sociology of Popular Culture (ENGL/COMM)	a	cross the	area er	mphasis.
SOC	330	Political Sociology (POLS)3				
SOC SOC	370 374	Crime and Society				
SOC	412	Sociology of Organizations				
SOC	415	Sociology of Religion				
SOC SOC	418 336	Sociology of Education				
SOC	490	Topics in Sociology				

Program Offered

- Bachelor of Arts in Spanish
- Minor in Spanish
- Certificate in Spanish Translation

The Spanish program at CI provides students the opportunity to develop their Spanish-language skills while deepening their knowledge and appreciation of the peoples and cultures of the Hispanic world. Spanish is the first language of approximately 400 million people in 21 countries. Hispanic cultures and peoples form an integral part of U.S. history and society, and Spanish is the most prevalent second language in California and in most regions of the country.

Being bilingual is a tremendous asset and can open doors to students entering numerous occupations and careers, such as advertising, agriculture, business, government, health services, interpreting, journalism, law, public relations, social services, teaching, translation, and the travel industry. These fields, and many others, increasingly seek candidates who possess Spanish language ability and cultural sensitivity. The program addresses the needs of students by preparing them for an increasingly pluralistic and globally oriented society, as well as a competitive career world.

The B.A. in Spanish is <u>34</u> units, providing students the opportunity to pursue a minor in another discipline or even a second major. The Spanish minor is <u>20</u> units. Students can choose course work that focuses on language, culture, linguistics, literature, Spanish for careers, translation, and art or history. All courses with a SPAN prefix are taught in Spanish so that students develop proficiency in the language. Spanish majors and minors are encouraged to participate in a study abroad program.

Program Learning Outcomes

Students graduating from the Spanish program will be

- Achieve intermediate-high to advanced language proficiency in speaking, listening, reading and writing (proficiency levels are defined by the American Council on the Teaching of Foreign Languages);
- Demonstrate a reasonable understanding of the ways of thinking (ideas, beliefs, attitudes, values, philosophies), behavioral practices (patterns of social interactions), and the cultural products (for example, art, history, literature) of the Spanish-speaking world; and
- Demonstrate a basic understanding of various linguistic features of the Spanish language (for example, general dialectal differences and the influence of English on U.S. Spanish).

Faculty

Terry Ballman, Ph.D., Professor of Spanish (805) 437-8996 terry.ballman@csuci.edu

Stephen Clark, Ph.D., Associate Professor of Spanish (805) 437-3317 stephen.clark@csuci.edu

Antonio Jiménez Jiménez, Ph.D., Associate Professor of Spanish (805) 437-8501 antonio.jimenez@csuci.edu

Contact Information

http://spanish.csuci.edu/

Major in Spanish - (34 units)

Prerequisites

Spanish majors will have completed the equivalent of first year college level Spanish in high school, at a community college, or by completing SPAN 101 and SPAN 102 at CI, prior to beginning the Spanish major.

Lower Division Requirements - 8 units

Students must take eight units of second-year Spanish

SPAN	201	Intermediate Spanish I
and SPAN	202	Intermediate Spanish II
or SPAN	211	Spanish for Heritage Speakers I
and SPAN	212	Spanish for Heritage Speakers II 4

Upper Division Requirements - 26 units

Students with intermediate-high language proficiency may begin the major by taking upper-division courses. Student proficiency will be determined according to the proficiency guidelines developed by the American Council on the Teaching of Foreign Languages, and will be assessed by the Spanish faculty. For these students, a total of 34 units of upper-division courses are required to complete the Spanish major.

All Spanish majors must complete at least 11 units of 400 - level courses with a SPAN prefix.

Core - 14 units

All students must take <u>one</u> course from each of the following categories.

Language - 3 units

Select either:

or

SPAN	301	Advanced Spanish: Part One	.3
or SPAN	302	Advanced Spanish: Part Two	.3
Literatu SPAN		units Introduction to Prose, Poetry & Drama	.3
Culture Select eith	her:		
SPAN	410	Civilizations and Cultures of Spain	.3

SPAN 411 Civilizations and Cultures of Latin America.

SPAN 315 Introduction to Spanish Linguistics

Linguistics - 3 units 3

.3

Capston									
SPAN	499	Capstone in Spanish		Mino	r in Spanish - (20 units)				
Electives - 12 units									
Choose fr					provides students the opportunity to develop				
SPAN or	301*	Advanced Spanish: Part One			uage skills while deepening their knowledge d cultures of the Hispanic world. Students can				
SPAN	302	Advanced Spanish: Part Two	choose from coursework which focuses on language, linguistics, culture, Spanish for careers, literature, translation, and art or						
SPAN	304	Spanish for Careers and Professions 3	history.						
SPAN	311	Bilingual Literary Studies/Estudios	Lower	Discio	ion Doguiyamanta O unita				
		Literarios Bilingües (ENGL)			ion Requirements - 8 units				
SPAN	320	Introduction to Spanish Translation	SPAN	201	Intermediate Spanish I				
SPAN	334	Spanish Language Drama and Theatre 3	and						
SPAN	350	Advanced Spanish Grammar and Composition	SPAN or	202	Intermediate Spanish II				
SPAN	410*	Civilizations and Cultures of Spain	SPAN	211	Spanish for Heritage Speakers I				
or		·	and						
SPAN	411	Civilizations and Cultures of Latin America	SPAN	212	Spanish for Heritage Speakers II 4				
SPAN	415	Spanish Language Variation and	Upper	Divis	sion Requirements - 12 units				
		Diversity	Select <u>fou</u>		es from the following:				
SPAN	420	Specialized Spanish Translation	ART	333	History of Southern California				
SPAN	429	Social Change in Spain (SOC)			Chicana/o Art (CHS/HIST)				
SPAN	450	Literary Translation	SPAN	301	Advanced Spanish: Part One				
SPAN	460	Masterpieces of Spanish Literature	SPAN	302	Advanced Spanish: Part Two				
SPAN	461	Masterpieces of Latin American	SPAN	304	Spanish for Careers and Professions 3				
		Literature	SPAN	310	Introduction to Prose Poetry and Drama .3				
SPAN	462	Modern Mexican Literature	SPAN	311	Bilingual Literary Studies/Estudios				
SPAN	490	Special Topics in Spanish	CDANI	015	Literarios Bilingües (ENGL)				
*Students may choose as electives courses found in the			SPAN	315	Introduction to Spanish Linguistics 3				
Core, pro	vided th	ne <u>11</u> unit core is completed.	SPAN	320	Introduction to Spanish Translation 3				
One of th	e follow	ring courses may also be chosen as an	SPAN	334	Spanish Language Drama				
		panish major:	CDANI	250	and Theatre (PATH)				
ART			SPAN	350	Advanced Spanish Grammar and				
7 (1)	000	Chicana/o Art (CHS/HIST)	CDANI	410	Composition				
ENGL	334	Narratives of Southern California	SPAN SPAN	410 411	Civilizations and Cultures of Spain				
2. 102	00.	(ENGL)	SPAIN	411	Civilizations and Cultures of Latin America				
HIST	402	Southern California Chicana/o	SPAN	415	Spanish Language Variation and				
		History and Culture (CHS)	317 (1 4	415	Diversity				
HIST	420	History of Mexico	SPAN	420	Specialized Spanish Translation				
HIST	421	Revolutionary Mexico, 1876-19303	SPAN	421	Spanish for Educators I				
Doguir		to for the Cortificate in	SPAN	422	Spanish for Educators II				
		its for the Certificate in	SPAN	429	Social Change in Spain (SOC)				
Spanis	h Trai	nslation - 15 units	SPAN	450	Literary Translation				
The goal o	of this ce	rtificate is to prepare students to work as	SPAN	460	Masterpieces of Spanish Literature 3				
professional translators able to translate general, specialized SPAN 461 Masterpieces of Latin									
and literary texts from English to Spanish and vice-versa. The American Literature									
Certificate Program is open to all students with an intermediate SPA					Modern Mexican Literature				
to high lev	el of pro	officiency in Spanish. Students must successfully	SPAN	490	Special Topics in Spanish				

complete (with a grade of B- or better) five required courses. Topics to be covered by coursework in the Certificate Program include translation theory, translation techniques and strategies, information literacy, and translation of general, specialized and literary texts. Courses can be taken in any order with the exception of SPAN 420 and SPAN 450, for which SPAN 320

Advanced Spanish Grammar and

is a prerequisite.

315

320

350

420

450

SPAN

SPAN

SPAN

SPAN

SPAN

SECTION 13

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Prefix

EDCI

EDMC

EDML

Course Numbering

EDAP244

ACCT......209

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330-349	Interdisciplinary Courses – without
	prerequisites (including cross – listed courses)
397	Directed Studies Courses – variable topic
	credit courses
430-449	Interdisciplinary Courses – may have prerequisites
	or require permission from the instructor
	(including cross – listed courses)
490	Special Topics – variable topics/credit courses
492	Service Learning/Internship
	Courses – variable credits
494	Independent Research Courses – variable credits
496	Seminar Courses – variable credits
497	Directed Studies Courses – variable
	topics/credit courses
498	Senior Thesis Courses – variable
	topics/credit courses
499	Undergraduate Capstone Courses
500-699	Graduate and Teacher Credential Courses



Accounting

ACCT 210 FINANCIAL ACCOUNTING (3)

Three hours lecture per week
Provides an opportunity to explore
concepts related to the accuracy,
timeliness, measurability, comparability,
and relevance of financial and
accounting data.

ACCT 220 MANAGERIAL ACCOUNTING (3)

Three hours lecture per week Prerequisite: ACCT 210

Continues the exploration of accounting principles and topics: investing and financing activities, cost and budgeting systems, cash flow analysis, accounting for debt and equity, and introduces using accounting data for decision making.

ACCT 290 FINANCIAL AND MANAGERIAL ACCOUNTING: INTENSIVE REVIEW (1)

Prerequisites: ACCT 210 and ACCT 220

or Equivalent

Corequisite: ACCT 300

An intensive in-depth review of the effect of accounting transactions on the basic financial statements, the uses and limitations of basic financial statements, cost function, cost behavior, and the impact of cost function and behavior on the basic financial statements and decision making. This accelerated course meets six hours each of the first three Saturdays of a semester.

Graded Credit/No Credit

ACCT 300 APPLIED MANAGERIAL ACCOUNTING (3)

Three hours lecture per week
Prerequisites: ACCT 210 and ACCT 220
or Equivalent Courses

Presents and analyzes the principles, methods, procedures, and applications for managerial accounting. Topics include understanding the business environment, cost concepts and classifications, joborder costing, process costing, cost behavior and relationships to volume and profits, variable costing, Activity Based Costing, profit planning, standard costs, relevant costs, capital budgeting decisions, cash flows, Economic Value Added, and financial statement analysis.

ACCT 410 INTERNATIONAL ACCOUNTING (3)

Three hours lecture per week Prerequisites: ACCT 210 and ACCT 220 Develops a fundamental knowledge of the assumptions, environmental considerations and techniques underlying the collection and reporting of financial information on an international scale.

ACCT 490 SPECIAL TOPICS (3)

Three hours seminar per week
Prerequisite: Consent of instructor
In-depth analysis of current topics in
accounting. Topics vary each semester.
Repeatable by topic.

ACCT 492 SERVICE LEARNING/ INTERNSHIP (3)

Six hours activity per week

Prerequisite: Consent of instructor

Enrollment in this course is with
permission of faculty member in charge.
Individual internship through service
learning.

Graded Credit/No Credit

ACCT 497 DIRECTED STUDY (1-3)

Variable activity hours per week Prerequisite: Consent of instructor Individual contracted study on topics or research selected by the student and faculty mentor. Repeatable for up to 9 units.

Graded Credit/No Credit

Anthropology

ANTH 102 CULTURAL ANTHROPOLOGY (3)

Three hours lecture per week
The study of recent and modern societies
using a cross-cultural perspective to
gain an understanding on the range of
human expression in culture and society.
Issues discussed include ethnicity,
gender, family structure, kinship, sex and
marriage, socio-economic class, religion
and the supernatural, language and
culture, economics, political and social
organization, art, and culture change.

GenEd: C3B, D

ANTH 104 INTRODUCTION TO BIOANTHROPOLOGY (3)

Three hours lecture per week Examines primate evolution, human genetics, and the natural selection forces affecting human evolution. Understanding adaptations to environments and concepts of race examined.

Student Option: Graded or Credit/ No Credit GenEd: B2

ANTH 105 INTRODUCTION TO ARCHAEOLOGY (3)

Three hours lecture per week
Examines the methods and theories
archeologists use to understand the past.
Origin and evolution of humans, physical
and cultural adaptation, and social
complexity.

Student Óption: Graded or Credit/ No Credit GenEd: D

ANTH 106 CULTURE AND COMMUNICATION: INTRODUCTION TO LINGUISTIC ANTHROPOLOGY (3)

Three hours lecture per week
Surveys the study of communication from an anthropological perspective. Provides students with an overview of how humans interact and communicate using verbal and nonverbal language. Students learn how language both reflects and shapes thought, culture, and power/status. Exposes students to anthropological theories of language origin, language use, and cultural issues associated with language in cross-cultural contexts.

GenEd: D



ANTH 310 CIVILIZATIONS OF AN ANCIENT LANDSCAPE: WORLD ARCHAEOLOGY (3)

Three hours lecture per week
Traces the relationship between the
physical geography and the development
of ancient civilizations in Pre-Columbian
America, Africa, Asia, and Europe,
beginning with the post-glacial period
and ending with the rise of feudalism in
Europe and Japan and including change
from hunting and gathering groups to
sedentary agriculturalists and pastoralists
giving rise to later complex social
organizations. Examines art, architecture,
science, religion, trade economic and
social systems.

Student Option: Graded or Credit/ No Credit GenEd: D

ANTH 323 NATIVE AMERICANS OF CALIFORNIA TO THE 1850s (3)

Three hours lecture per week This course examines the development of Native American peoples and cultures in California as they adapted to diverse environments. The environmental history of the last glacial and post-glacial periods will be examined to provide a backdrop for human history. Using archaeological, historical, and ethnographic sources, the culture history of California's Native Americans will be traced from antiquity to the 1850s. The impact of Spanish exploration, colonization, and the mission system will be traced from the perspectives of both the Native Americans and their colonizers. Student Option: Graded or Credit/ No Credit GenEd: C3B, D

ANTH 327 ORAL HISTORY AND THE COMMUNITY (3)

Three hours lecture per week
Prerequisites: ANTH 102 or Consent
of Instructor

Outlines and develops the use of oral history as a research method from the 19th century to the present using examples drawn from anthropology, folklore and history. Explores different styles of interview techniques, including directed and open-ended interviews, questionnaires, and equipment with emphasis on broad, community-based research designs.

Student Option: Graded or Credit/ No Credit GenEd: D

ANTH 332 HUMAN ECOLOGY (3)

Three hours lecture per week This human ecology course places humans into the environment in historical and global contexts. Discusses systems theory as it applies to human adaptation to the environment. Studies the relations amona political power, ideology, and resources, integrating concepts from ecology with those from social sciences. Theories and forecasts of human population growth and migration among regions and cultures. Social and environmental impacts of population and age distribution. Natural resource constraints on growth. Topics from land development, resource planning, environmental quality, politics, economic growth, conflicts and wars. Same as ESRM 332 GenEd: D, Interdisciplinary

ANTH 345 HUMAN EVOLUTION AND DIVERSITY (3)

Three hours lecture per week Human biological evolution from the African savannah of 5 million years ago to the present, focusing upon adaptation to environmental conditions, disease, diet. Includes segments on ecology, evolutionary theory, genetics, natural selection, non-human primates. Discusses the concept of race from an anthropological perspective. Includes issues of speciation and race, adaptation to cold, heat, desert, tropics, and diseases. Compares ethnicity vs. race. Student Option: Graded or Credit/ No Credit GenEd: B2, Interdisciplinary

ANTH 352 APPLIED ANTHROPOLOGY (3)

Three hours lecture per week

Prerequisite: ANTH 102

Examines the applications of theory,
methods and skills of the four subfields of
anthropology to the solve contemporary
social problems. Provides a history of
applied anthropology and a conceptual
framework for understanding different
approaches in the field. Issues and
topics covered include international
development, social inequality and
poverty, business and industry, education,
law/criminal justice, environmental issues,

ANTH 375 QUALITATIVE RESEARCH METHODS IN ANTHROPOLOGY (3)

Three hours lecture per week *Prerequisite: ANTH 102* Introduction to qualitative data collection and analysis in anthropology. Topics include research design, interviewing, participant observation, cross-verification of data, interactive data gathering, participatory learning, rapid rural appraisal, data interpretation, ethical and legal issues. Formerly known as ANTH 475, changed February 2009.

ANTH 377 ARCHAEOLOGICAL METHOD AND THEORY (3)

Three hours lecture per week Prerequisite: ANTH 105 In-depth study of the methodological and theoretical foundations of archaeology. Considers the assumptions, models, and techniques archaeologists use to analyze and interpret material culture, as well as the ethical considerations of contemporary archaeological inquiry. Topics covered include research design, dating techniques, field and laboratory methods, classification and debates in modern theory. Class activities may include field and/or laboratory exercises. Formerly known as ANTH 477, changed February 2009.

ANTH 442 THE AFRICAN DIASPORA (3)

Three hours lecture per week Examines the dispersal of Africans to other continents over the last two thousand years. Special attention will be paid to the African slave trade, identity formation, and nationalism. The course employs interdisciplinary methods borrowed from anthropology, art history, linguistics, and literature.

Same as HIST 442 GenEd: D, Interdisciplinary

ANTH 443 MEDICAL ANTHROPOLOGY: CROSS-CULTURAL PERSPECTIVES ON HEALTH AND HEALING (3)

Three hours lecture per week
This course provides a cross-cultural
perspective on human health issues.
Uses biological, cultural, and behavioral
approaches to understanding the
concepts of diseases and their treatment,
ethnoscience, health, and complementary
and alternative medicine placed in a
global perspective.

Student Option: Graded or Credit/ No Credit

GenEd: D, Interdisciplinary

and other domains.

ANTH 444 VALUES AND VALUABLES (3)

Three hours lecture per week Prerequisites: ANTH 102 or ECON 110 Examination of the intimate linkages between the creation of cultural values and the perception of economic value through the analysis of production and exchange in various cultural contexts. Synthesis of the debates in the field of economic anthropology and application to pre-historic, modern, Western and non-Western societies.

Same as ECON 444 GenEd: D, Interdisciplinary

ANTH 470 THE DEVELOPMENT OF ANTHROPOLOGICAL PERSPECTIVES (3)

Three hours seminar per week Prerequisite: ANTH 102 Introduction to the development of anthropological thought from the discipline's foundation to recent trends. Surveys and critically analyzes major schools of anthropological thought employed in explaining human behavior and phenomena. Theoretical perspectives discussed include evolutionary theory, functionalism, structuralism, cultural materialism, and symbolic/interpretative anthropology.

ANTH 490 SEMINAR IN ANTHROPOLOGY (3)

Three hours seminar per week
Prerequisite: Consent of instructor
This seminar explores a different topic
each term. Repeatable by topic.
Student Option: Graded or Credit/
No Credit

ANTH 492 INTERNSHIP (1-3)

Variable hours per week

Prerequisite: Consent of instructor Individual internship for advanced students of Anthropology.

Student Option: Graded or Credit/ No Credit

ANTH 494 INDEPENDENT STUDY (1-3)

Variable hours per week
Prerequisite: Consent of instructor
Independent contracted study for
advanced students who wish to propose
a course of study not currently offered in
the curriculum. Repeatable, up to <u>6</u> units
may be applied to the major.
Student Option: Graded or Credit/
No Credit

ANTH 499 CAPSTONE PROJECT (3)

Three hours seminar per week Prerequisites: Senior standing or Consent of instructor

Complete an original research project based on a specific area in anthropology. Research projects may incorporate service to an area agency.

Arabic

ARAB 101 ELEMENTARY ARABIC I (4)

Four hours lecture per week
First course in Modern Standard Arabic.
Features some exposure to the Egyptian
dialect. Aims at developing elementary
communicative skills and knowledge
about the Arab-speaking world.
Not intended for students with prior
knowledge of Arabic.
GenEd: C3A

ARAB 102 ELEMENTARY ARABIC II (4)

Four hours lecture per week Prerequisites: ARAB 101 or Consent of Instructor

Arabic 102 is the second course in Modern Standard Arabic, and features some exposure to the Egyptian dialect. It aims at the continued development of students' elementary communicative skills and knowledge about the Arab-speaking world. Not intended for students with prior knowledge of Arabic. GenEd: C3A

Art

ART 100 UNDERSTANDING FINE ARTS PROCESSES (3)

Two hours lecture and two hours activity per week

Entry level art experience for non Art majors. This course integrates elements of drawing, painting, sculpture and mixed media techniques. Students gain an understanding of the function of Art in everyday life through participation in the artistic process.

GenEd: C1

ART 101 WHAT IS ART? (3)

Three hours lecture per week Introductory art appreciation course that examines art and its meanings and values. Students learn to analyze and interpret art from diverse cultures and artistic traditions.

GenEd: C1, C3B

ART 102 MULTICULTURAL CHILDREN'S ART (3)

Two hours lecture and two hours activity per week

Hands-on creation of artistic projects emphasize the importance of art in the child's development and the understanding of multicultural art traditions in subject matter, materials and processes. Historical contexts and indigenous aesthetics are investigated as they relate to the development of primary skills and appreciation for art and the creative process.

GenEd: C1, C3B

ART 105 DRAWING AND COMPOSITION (3)

Six hours activity per week
Basic fundamentals of drawing are
explored through the use of various
techniques and media. Investigations into
line, value, perspective and composition
as related to surface and pictorial space
is also investigated.

ART 106 COLOR AND DESIGN (3)

Six hours activity per week
Explorations in basic color theory
are conducted within two-and threedimensional design contexts. Visual
elements including line, shape, form
and texture are explored incorporating
elements of color interaction, harmony
and dissonance within a variety of visual
motifs.

ART 107 LIFE DRAWING (3)

Six hours activity per week
The study of the human figure and its
representation depicted through gesture,
contour value and volume. Anatomy,
proportion, foreshortening and structure
are explored through observation of props
and live models.

ART 108 VISUAL TECHNOLOGIES (3)

Two hours lecture and two hours activity per week

An introductory survey of visual technologies commonly used by artists and designers. Projects explore software applications as they relate to current methods of digital art production. Emphasis is on the development of fundamental computer skills and an understanding of the relationship between digital media and visual design.

ART 110 PREHISTORIC ART TO THE MIDDLE AGES (3)

Three hours lecture per week Survey of the history of art, artifacts and architecture from the Prehistoric era through the Gothic period. The examination of cultural and conceptual contexts will trace the early development of Western artistic traditions. GenEd: C1

ART 111 RENAISSANCE TO MODERN ART (3)

Three hours lecture per week
Survey of the history of art and
architecture from the European
Renaissance through Modern Art. Cultural
and conceptual contexts will examine the
evolution of the art object as a form of
Western cultural expression.
GenEd: C1

ART 112 ART OF THE EASTERN WORLD (3)

Three hours lecture per week Exploration of painting, architecture and crafts of India, China, Japan and Southeast Asia. An examination of artistic, cultural, and historical events explores the exchange of influences and ideas related to Eastern cultures.

GenEd: C1, C3B

ART 200 ART HISTORY: TOOLS AND METHODS (3)

Three hours lecture per week
An introduction to research,
methodologies, analyses and writings
specific to the discipline of art history.
Utilizes case study analyses selected from
a variety of cultures and art periods, and
addresses multiple resources available for
researching and interpreting art historical
material.

ART 201 PAINTING (3)

Six hours activity per week Prerequisites: ART 105, ART 106 and ART 107

An introduction to basic painting materials and techniques. Experiments in representational and abstract painting will explore oil, acrylic, and water-based media. Particular emphasis will be on the development of fundamental skills and the understanding of color, shape, surface and pictorial structure.

ART 202 SCULPTURE (3)

Six hours activity per week Prerequisites: ART 105, ART 106 and ART 107

An introduction to basic sculpture materials and techniques. Experiments in representational and abstract sculpture will explore a variety of three-dimensional materials through additive and subtractive sculptural processes. Particular emphasis will be on the development of fundamental skills and the understanding of design, form and structural elements.

ART 203 ILLUSTRATION (3)

Six hours activity per week
Prerequisites: ART 105, ART 106, and
ART 107

An introduction to basic materials and rendering techniques utilized in commercial illustration including a variety of media and styles exploring quash, colored pencils, pen and ink, pastels and markers. Emphasis is on the development of fundamental skills and concepts required to execute successful illustrations.

ART 204 GRAPHIC DESIGN (3)

Six hours activity per week Prerequisites: ART 105 or ART 106 or ART 108 or Consent of instructor

An introduction to basic concepts in graphic design for print and electronic media. Projects incorporating traditional and digital media explore typography, layout and visual design. Particular emphasis is on the development of fundamental skills leading to the ability to communicate ideas through the use of text and visual imagery.

ART 205 MULTIMEDIA (3)

Six hours activity per week
Prerequisites: ART 105 or ART 106 or
ART107 or COMP 105 or Consent of
instructor

An introduction to techniques and concepts involved in the production of interactive multimedia. Projects explore basic interactive technologies utilized in the creation of digital graphics, websites and computer game designs.

ART 206 ANIMATION (3)

Six hours activity per week
Prerequisites: ART 105 or ART 106 or
ART 107 or ART 108 or COMP 105 or
Consent of Instructor

An introduction to basic techniques and processes involved in the production of animation. Projects include elements of concept and story development, character design, story boarding, timing, key framing, inbetweening, and cell production leading to the creation of short works in animation.

ART 207 CERAMICS (3)

Six hours activity per week Prerequisites: ART 105 and ART 106 Explorations into a wide variety of ceramic ideas, techniques and materials utilized in the development of handbuilding methods as applied to sculptural and vessel forms. Basic competence with the potter's wheel will also be covered. Lab fee required.

ART 208 THE PHYSICS OF ART AND VISUAL PERCEPTION (3)

Two hours lecture and two hours activity per week

A course on the physics of light, color, art and visual perception. The course will cover the nature of light and optical phenomena, the perception and psychology of color, the reproduction of color in different media, and the analysis of art from a science perspective. The emphasis is on factors which permit the artist and observer to understand and more fully control the design and interpretation of images of all kinds. Demonstrations, experiments, and video/computer simulations are used to analyze signals received by the eyes or instruments.

Same as PHYS 208 GenEd: B1, C1

ART 209 PHOTOGRAPHY (3)

Six hours activity per week Prerequisite: ART 108

Fundamental techniques and theories of photographic media are explored through studio experiments into various genres of photography including documentary, fine art and commercial applications. Through a series of projects that build upon one another, students produce photographic work that leads toward the development of a personal style and vision.

ART 220 THE ART AND DESIGN OF ROCK AND ROLL (3)

Three hours lecture per week Investigates the aesthetics and visual art behind rock music, with a specific focus on the principles, history, and influence of graphic design and typography. Examines the transformation of graphic art from album cover to poster design, film, fashion, and screen.

GenEd: C1

ART 231 THE BEATLES: MUSIC, FASHION AND CULTURE (3)

Three hours lecture per week
An exploration into the music, fashion,
films and cultural influences of the Beatles.
Examines their musical periods and
unique visual presentations, illustrating
how they reflected and affected the
evolution of contemporary popular music
and culture from the 1960 to today.

Same as PAMU 231
GenEd: C1

ART 310 TWO-DIMENSIONAL ART: PAINTING MEDIA AND TECHNIQUES (3)

Six hours activity per week Prerequisites: ART 108 and ART 201 Studio projects explore media and methodologies in painting, drawing and related two-dimensional art forms. Assignments emphasize the integration of traditional art materials and techniques with related digital art technologies in the creation of two-dimensional art projects.

ART 311 THREE-DIMENSIONAL ART: SCULPTURE MEDIA AND TECHNIQUES (3)

Six hours activity per week Prerequisites: ART 108 and ART 202
Studio projects explore media and methodologies in sculpture, ceramics and other three-dimensional art forms.
Assignments emphasize the integration of traditional art materials and techniques with related digital art technologies in the creation of three-dimensional art projects.

ART 312 DIGITAL MEDIA ART: TIME-BASED IMAGING AND COMPOSITING (3)

Six hours activity per week Prerequisites: ART 108 and ART 205 Studio projects explore media and methodologies in digital imaging and non-linear compositing for time-based art, digital video and digitally generated animation. Assignments emphasize the integration of traditional art techniques with emerging digital technologies in the development of time-based digital art projects presented on video, CD ROM and DVD.

ART 313 COMMUNICATION DESIGN TECHNOLOGY: GRAPHIC DESIGN FOR PRINT MEDIA (3)

Six hours activity per week

Prerequisites: ART 108 and ART 204

Studio projects explore media and methodologies in typography and graphic design for print media.

Assignments emphasize the integration of traditional design concepts with digital art technology in projects created for print and Internet applications.

ART 314 DIGITAL MEDIA ART: DIGITAL PHOTOGRAPHY (3)

Six hours activity per week Prerequisite: ART 108

An introduction to digital photography as an art form. Investigations into photographic processes include camera techniques, lighting, color imaging, photographic composition and visual design. Digital photographic software applications, monochrome prints and digital color image manipulation will be explored as related to photographic media and traditions. Photography as a commercial medium will also be investigated.

ART 315 ANIMATION MEDIA AND TECHNIQUES (3)

Six hours activity per week Prerequisite: ART 206

Specialized media and artistic techniques utilized in the creation of animation are incorporated in the production of projects for video, film, multimedia and the Internet. Individual and group assignments explore a range of traditional materials combined with emerging digital processes to produce completed works in animation.

ART 316 DIGITAL ILLUSTRATION AND PAINTING (3)

Six hours activity per week
Prerequisites: ART 108, ART 201 and
ART 203

Explorations into the utilization of computer-based technology in the creation of digital illustration and painting. Techniques and processes include digital drawing and painting projects that incorporate the use of vector and raster software programs. Investigations into the various applications of digital-based artwork will also be investigated. Lab fee required.

ART 317 VIDEO GAME PRODUCTION (3)

Six hours activity per week

Prerequisites: ART 205 and ART 326

An art workshop course focused
on conceptualizing, designing, and
producing a 3D video game. Industrystandard game development tools will be
used to create a game that is a work of
art in terms of gameplay, story, interface,
and visual appeal.

ART 320 TWO-DIMENSIONAL ART: PAINTING THEORY AND PROCESS (3)

Six hours activity per week *Prerequisite: ART 310*Studio topics explore thematic approaches in the development of visual continuity and technical competency working in painting, drawing and related art processes. At this phase of study, projects focus on the integration of artistic concept, technique and proficiency in the use of two-dimensional media in the creation of individual works of art. Lab fee required. Repeatable for up to 6 units.

ART 321 THREE-DIMENSIONAL ART: SCULPTURE THEORY AND PROCESS (3)

Six hours activity per week Prerequisite: ART 311
Studio topics explore theoretical approaches in the development of visual continuity and technical competency working in sculpture, ceramics and related art processes. At this phase of study, projects focus on the integration of artistic concept, technique and proficiency in

projects focus on the integration of artisticoncept, technique and proficiency in the use of three-dimensional media in the creation of individual works of art. Repeatable for up to <u>6</u> units.

ART 322 DIGITAL MEDIA ART: TIME-BASED GRAPHICS AND VISUAL EFFECTS (3)

Six hours activity per week Prerequisite: ART 312

Studio topics explore thematic projects involving visual continuity and technical competency working in digital time-based art, animated graphics and visual effects. Projects focus on the integration of artistic concept and technological proficiency in the creation of time-based digital art presented on video, CD Rom and DVD. Repeatable for up to 6 units.

△ ART 323

COMMUNICATION DESIGN TECHNOLOGY: PACKAGING AND PRE-PRESS (3)

Six hours activity per week Prerequisite: ART 313

Studio topics explore thematic approaches in the development of visual continuity and technical competency working in graphic design, production art and product identity in preparation for mass media distribution. At this phase of study, projects focus on the integration of artistic concept and technological proficiency in the creation of design projects for print, packaging, and publishing. Repeatable for up to 6 units.

ART 324 COMMUNICATION DESIGN TECHNOLOGY: WEB DESIGN (3)

Six hours activity per week Prerequisites: ART 204 and ART 205
Studio projects investigate artistic techniques and digital applications leading to the design and implementation of Websites. The course explores factors that affect Web layout and design, such as browser, screen resolution, navigation, connection speed, typography, graphics, and color. An introduction to basic HTML will also be covered. Repeatable for up to 6 units.

ART 325 DIGITAL MEDIA ART: DIGITAL FILMMAKING (3)

Six hours activity per week Prerequisites: ART 312 and ART 314 Studio projects focus on filmmaking as an art form. Emerging digital technologies simulate traditional motion picture production. Assignments include aspects of producing, storyboarding, directing, cinematography, lighting, and editing in digital formats, resulting in short digital film projects presented on DVD. Repeatable for up to $\underline{\phi}$ units.

ART 326 DIGITAL MEDIA ART: 3D COMPUTER ANIMATION (3)

Six hours activity per week Prerequisites: ART 206 and ART 312 or Consent of instructor

Studio projects explore applications of digital technologies utilized in the production of 3D Computer Animation. Assignments involve character design, wire frame modeling, texture mapping, lighting techniques, motion paths and animation techniques. Class projects result in the creation of CGI and 3D animation presented on video or DVD. Repeatable for up to $\underline{\phi}$ units.

ART 327

COMMUNICATION DESIGN TECHNOLOGY: MULTIMEDIA THEORY AND PROCESS (3)

Six hours activity per week
Prerequisites: ART 206 or ART 312 or
Consent of instructor
In-depth exploration of artistic techniques

In-depth exploration of artistic techniques and visual concepts involved in the production of interactive multimedia. Projects investigate interactive technologies utilized in the design and creation of digital graphics, websites and computer games while emphasizing creative project development and artistic skills. Repeatable for up to 6 units.

ART 328 DIGITAL MEDIA ART: PHOTOGRAPHIC THEORY AND PROCESS (3)

Six hours activity per week Prerequisite: ART 314

Artistic theories and digital imaging processes involved in photography as an art form and commercial medium are explored through in-depth projects including camera techniques, lighting, color imaging, photographic composition and visual design. Digital photographic software applications utilized in the creation of color and monochrome prints as well as custom image manipulation will be investigated. A focus on subject matter, history and trends in photographic media will also be covered. Repeatable for up to $\underline{6}$ units.

ART 329 THREE-DIMENSIONAL ART: CERAMICS THEORY AND PROCESS (3)

Six hours activity per week Prerequisite: ART 207

In-depth exploration into sculptural and throwing skills, including theories and processes involved in glaze materials and specialized ceramic techniques. Functionality of gas and electric kilns in oxidation and reduction atmospheres will also be covered through individual and class projects that explore the application of ceramic technology and media as a vital and expressive art form. Repeatable for up to 6 units.

ART 330 CRITICAL THINKING IN A VISUAL WORLD (3)

Three hours lecture per week
A critical look at subjective responses and
objective reasoning in the assessment
of visual images that permeate every
day aspects of contemporary life.
Comparative studies evaluate the

psychological impact of corporate logos, religious iconography and secular symbolism. The genesis of cultural icons is investigated from a historical perspective in relationship to their role in a global society.

GenEd: C1, Interdisciplinary

ART 331 ART, SOCIETY, AND MASS MEDIA (3)

Three hours lecture per week
The study of synergetic relationships
between visual art and human
communication dating back to the roots
of civilization. Comparative studies in art
and communication link ancient traditions
to the development of contemporary mass
media including print, photography, film,
television and the internet
Same as COMM 331
GenEd: C1, D, Interdisciplinary

ART 332 MULTICULTURAL ART MOVEMENTS (3)

Three hours lecture per week
A exploration into the arts and crafts
originating in African, Asian, Latin
American, Middle Eastern and Native
American cultures. Emphasis is on the
understanding of traditions and historical
contexts as well as the exploration of
indigenous methods and aesthetics.
GenEd: C1, C3B, Interdisciplinary

ART 333 HISTORY OF SOUTHERN CALIFORNIA CHICANA/O ART (3)

Three hours lecture per week
An exploration of the Southern California
Chicano/a culture focusing on the
genesis, vitality and diversity represented
in the painting, sculpture and artistic
traditions of Mexican American artists.
Historical movements, politics, cultural
trends and Mexican folklore underlying
the development of this dynamic style of
art will be investigated within a variety of
contexts

Same as HIST 333, CHS 333 GenEd: C3B, D, Interdisciplinary

ART 334 THE BUSINESS OF ART (3)

Three hours lecture per week Exploration into aspects of the art world business including the financial activities of art consultants, private dealers, commercial galleries, corporate art collections, public museums and international auction houses. Case studies in art marketing, gallery and museum management, contracts and commissions, as well as public image and career development will be investigated. Same as BUS 334 GenEd: C1, D, Interdisciplinary

ART 335 AMERICAN ETHNIC IMAGES IN NOVELS, FILM AND ART (3)

Three hours lecture/discussion per week Examines the portrayal of ethnic groups from an interdisciplinary perspective that includes, but is not limited to, the literary, historical, and anthropological modes of analysis. The course highlights the ways in which artistic works have shaped the intellectual landscape of the United States as they relate to ethnic peoples. Same as ENGL 335, HIST 335 GenEd: C2, C3B, Interdisciplinary

ART 336 ART AND MUSIC: DISSONANCE, DIVERSITY AND CONTINUITY (3)

Three hours lecture per week
An interdisciplinary analysis of the
essential elements defining modern and
contemporary art and music. Discusses
how artistic characteristics and music
issues of the period are connected and
intertwined within specific historic and
cultural environments.

Same as PAMU 336
GenEd: C1, D, Interdisciplinary

ART 337 ART ON FILM AND FILM AS ART (3)

Three hours lecture per week
An interdisciplinary study of the
relationships between film and traditional
visual arts such as painting, sculpture
and architecture. Comparative analyses
expose the visual and conceptual
modalities of expression used by film
and art to create symbolic meanings and
reveal complex links that exist between
still and moving images within specific
artistic, cultural, and historical contexts.

GenEd: C1, D, Interdisciplinary

ART 338 PSYCHOLOGY OF ART AND ARTISTS (3)

Three hours lecture per week
An inquiry into the mind of the artist and the psychological dynamics that underlie the creative process. Emphasis is placed on deciphering personal allegory and universal symbolism hidden within a wide range of visual and conceptual genre in painting, sculpture, film and music. The self-image of the artist will be examined from private and public point of view. Same as PSY 338
GenEd: C1, E, Interdisciplinary

ART 351 THE BAROQUE EYE:

ART, CULTURE, MONEY
AND POWER (3)
hree hours lecture per week

Three hours lecture per week
An exploration of the history of visual
art and culture during the Baroque
through early Romantic periods from
the seventeenth into the early nineteenth
centuries. This course investigates the

complex mixture of visual representation, ideology, global aesthetics and economics in painting, sculpture, prints and the decorative arts in Europe, Asia, and the Middle East.

GenEd: C1

ART 352 VISUAL CANONS OF THE ANCIENT WORLD (3)

Three hours lecture per week
This course will discuss the main visual
concepts developed during the ancient
times. Using examples from Greek and
Roman art as well as the ancient cultures
of Egypt, Mesopotamia, Asia, and the
Americas, this course will explore a
variety of artistic paradigms developed in
the early stages of human civilization.
GenEd: C1

ART 353 MEDIEVAL WORLD: SPIRITUALITY AND REPRESENTATION (3)

Three hours lecture per week
This course will investigate the essential
visual modalities of expression and
reflections developed during the medieval
period. The discussions will include
examples from the western as well as
non-western tradition. This course will
focus its analysis on revealing the diverse
representation and visual meaning
of medieval spirituality in a variety of
historical and geographical contexts.
GenEd: C1

ART 380 TWO-DIMENSIONAL ART: FIGURE PAINTING (3)

Six hours activity per week *Prerequisites: ART 107 and ART 201*A studio/activities course focusing on artistic materials, methods and techniques utilized to develop and express painted images of the human form. Rendering the figure from life as well as imaginative motifs provides students with a forum to explore the creative possibilities of their own artistic vision and sensibilities. Repeatable up to 6 units.

ART 381 THREE-DIMENSIONAL ART: FIGURE SCULPTURE (3)

Six hours activity per week

Prerequisites: ART 107 and ART 202

A studio/activities course focusing on artistic materials, methods and techniques utilized to develop and express sculpted images of the human form. Modeling the figure from life as well as imaginative motifs provides students with a forum to explore the creative possibilities of their own artistic vision and sensibilities.

ART 382 ART FOR SOCIAL MEDIA (3)

Six hours activity per week Prerequisites: ART 204, Art 205
A studio activities class involving the production of artwork for social media and evolving digital formats. Concept development, visual design, and motion graphics will be investigated in the production of artwork expressly for applications involving online networks and mobile communication devices.

ART 383 SCENIC DESIGN (3)

Six hours activity per week A studio/activities course utilizing artistic techniques involved in the development of scenic design for theatrical, musical and dance productions. Script analysis, scenery sketching, drafting ground plans, elements of set construction and scenic painting will be covered in a series of studio projects.

Same as PA 383

ART 384 COSTUME DESIGN (3)

Six hours activity per week
A studio/activities course in which
students develop costume designs
through a process of character and
script analysis. Period research, visual
design, rendering and fabrication skills
are achieved through practical exercises.
Basic costume construction, including
drafting and draping, result in the creation
of costumes for theatrical, musical and
dance productions. Lab fee required.
Same as PA 384

ART 385 AUDIO DESIGN AND RECORDING (3)

Six hours activity per week Prerequisites: ART 312 and PAMU 335
An introduction to the fundamental principles of audio production and recording. Applications of analog and digital audio recording systems and their component parts, including sync-sound and digital audio effects for visual media will be covered. Repeatable up to 6 units. Same as PAMU 385

ART 391 PRODUCTION (3)

Six hours activity per week

Prerequisite: Consent of instructor

Performing, designing, implementing
technical projects, or assisting in a

CSU Channel Islands Performing Arts
production. Topics vary by semester and
section and may focus on dance, music,
or theatre, or integrate multiple performing
and visual arts. Formerly known as
PATH 481, changed February 2009.
Repeatable up to 12 units.

Graded Credit/No Credit
Same as PA 391

ART 420 ADVANCED ARTISTIC PROBLEMS: TWO-DIMENSIONAL ART (3)

Six hours activity per week Prerequisite: ART 320

Investigations into the development of advanced concepts, innovative processes and personal artistic style working in two-dimensional art. Students achieve increased artistic depth and advanced technical proficiency in the development of a congruent body of work in painting, drawing and mixed media. Creation of a professional portfolio presented on slides and CD ROM is a required component of the course work. Repeatable for up to $\underline{6}$ units.

ART 421 ADVANCED ARTISTIC PROBLEMS: THREE-DIMENSIONAL ART (3)

Six hours activity per week Prerequisite: ART 321

Investigations into the development of advanced concepts, innovative processes and personal artistic style working in three-dimensional art. Students achieve increased artistic depth and advanced technical proficiency leading to the development of a congruent body of work in three-dimensional media. Creation of a professional portfolio presented on slides and CD ROM is a required component of the course work. Repeatable for up to $\underline{\phi}$ units.

ART 422 ADVANCED ARTISTIC PROBLEMS: DIGITAL MEDIA ART (3)

Six hours laboratory per week

Prerequisites: ART 322 or ART 325 or

ART 326 or ART 328

Investigations into the development of advanced concepts, innovative processes and personal artistic style working in digital media art. Students achieve increased artistic depth and advanced technical proficiency leading to the development of a congruent body of work. Creation of a professional portfolio presented on Video, CD ROM or DVD is a required component of the course work. Repeatable for up to $\underline{\phi}$ units.

ART 423 ADVANCED ARTISTIC PROBLEMS: COMMUNICATION DESIGN TECHNOLOGY (3)

Six hours activity per week

Prerequisites: ART 323 or ART 324

Investigations into the development of advanced concepts, innovative processes and personal artistic style working in communication arts and design technology. Students achieve increased artistic depth and advanced technical proficiency leading to the development of a congruent body of work. Creation and presentation of a professional portfolio

in print and interactive CD ROM is a required component of the course work. Repeatable for up to $\underline{6}$ units.

ART 431 EUROPEAN RENAISSANCE LITERATURE AND ART (3)

Three hours lecture/discussion per week Prerequisites: ENGL 103 or ENGL 105 or Equivalent

Examination of the literature and art of the Renaissance of the 15th and 16th centuries in Europe and England, focusing on the re-birth of the human spirit and the legacies of the Renaissance artists and writers.

Same as ENGL 431 GenEd: C1, C2, Interdisciplinary

ART 432 ARTS OF THE HARLEM RENAISSANCE (3)

Three hours lecture per week Prerequisite: Upper division standing
Study focusing on the dramatic upsurge
of creativity in art, music and literature
resulting from social and political
undercurrents in the African American
cultural revolution in New York during
the 1920s. Historical geneses and
subsequent artistic legacies will also be
explored.

Same as ENGL 432, PAMU 432 GenEd: C1, C2, Interdisciplinary

ART 433 WOMEN IN THE ARTS (3)

Three hours lecture per week
An investigation into the historical roles
and influences of women artists in
Western and non-Western traditions.
Women as subject matter in painting,
sculpture, photography, film and video
will also be explored as related to artistic,
social, historical and political issues.
GenEd: C1, D, Interdisciplinary

ART 434 THE MUSEUM: CULTURE, BUSINESS AND EDUCATION (3)

Three hours lecture per week
America is a country of many cultures,
and each of these has brought legacies
of its roots to the American stage. In this
course we will read plays written by
Native Americans, Hispanic Americans,
Asian Americans, African Americans
and others. This course is regional in
organization rather than chronological,
and is organized around one or more
themes. Repeatable up to 9 units.
Same as BUS 434, EDUC 434
GenEd: C1, D, Interdisciplinary

ART 435 POSTMODERN VISUAL CULTURE (3)

Three hours lecture per week
An examination of the major visual
components of postmodern culture. This
course will explore a wide range of
issues related to the multicultural identity
of contemporary culture. Developments
in the 20th and early 21st centuries such
as film, digital media, and critical theory
as well as traditional visual forms of
expression such as painting and sculptures
will be discussed.

GenEd: C1, C3B, Interdisciplinary

ART 436 MODERN ART (3)

Three hours lecture per week
From nineteenth century Impressionism,
through twentieth century Cubism,
Surrealism, Abstract Expressionism and
Pop Art, this course explores the gamut of
concepts, periods, trends and -isms of the
modern era (1850-1970).
GenEd: C1, Interdisciplinary

ART 451 DIVERSITY IN THE VISUAL ARTS (3)

Three hours lecture per week
This course will explore the meaning
of diversity in the visual arts. The crosscultural and chronological examples will
address stylistic and conceptual changes
within the specificity of various traditions
as well as in connection with the global
artistic arena.

GenEd: C1, C3B

ART 480 ADVANCED ISSUES IN ART HISTORY, THEORY AND CRITICISM (3)

Three hours lecture per week
A series of investigations of specific topics
in art history. Explores art history as a
discipline, the development of art theories
since antiquity and includes an in-depth
analysis of various topics, issues, and
works of art leading to the development
of sound and comprehensive
understandings of art history, theory,
and criticism

ART 489 ARTS SEMINAR (3)

Three hours lecture per week Prerequisite: Senior standing
Students interact with guest speakers, visiting artists, and industry professionals in a seminar environment. This course also affords students the opportunity to assess their training and summarize artistic achievements through group and individual projects that help prepare them for a variety of careers in the arts.

ART 490 SPECIAL TOPICS IN ART (3)

Three hours lecture per week Prerequisites: Art Major, Upper division standing

Special topics explore a variety of themes investigating the relationships of art and artists to aspects of social commentary, multiculturalism, experimental genres, commerce, first amendment rights and the role of art in a global society. Topics are presented on a rotating basis. Students are given the opportunity to experience in-depth interaction with visiting artists, industry professionals, art scholars and academicians.

ART 491 LECTURE SERIES IN ENTERTAINMENT INDUSTRY (1)

Two hours lecture bi-weekly Bi-weekly series of guest lectures focusing on a variety of issues pertinent to the entertainment industry. Entertainment professionals will address topics that cover but are not limited to aspects of management, marketing, production, performance and entertainment-related technologies. Repeatable by topic up to 3 units.

Same as BUS 491, PA 491

ART 492 INTERNSHIP IN THE ARTS (1-3)

Variable hours per week

Prerequisites: Senior standing, Art Program portfolio review, and Consent of instructor Experiential study in a professional artistic environment appropriate to student's interests and artistic goals. Service learning internship positions are arranged by the university, instructor or student in cooperation with local community organizations or businesses. Internship positions must meet specific criteria set by the Art program and University. Repeatable up to 3 units maximum.

ART 494 DIRECTED INDEPENDENT STUDY (1-3)

Variable hours per week

Prerequisites: Senior standing, Art Program portfolio review, and Consent of instructor Independent art projects are created in conjunction with the supervising faculty. Completed projects are presented for critique and assessment.

ART 495

THE ENTERTAINMENT EVENT: PRODUCTION, MARKETING AND PERFORMANCE (3)

Two hours lecture per week
Two hours activity per week
Corequisite: ART/BUS/PA 491
An interdisciplinary experience:
students work directly with faculty and
entertainment industry professionals
focusing on aspects of talent
management, project development,
marketing and related technologies that
result in the production of an entertainment
event.

Same as BUS 495, PA 495

ART 499 ARTS CAPSTONE PROJECT (3)

One hour seminar and two hours field work per week

Prerequisites: Senior standing, portfolio review and Consent of instructor

A culminating interdisciplinary experience in which students from various Art disciplines work in groups with fellow artists, non-art majors and community members on projects specifically designed to meet a common goal. Activities supervised by sponsoring faculty are executed on campus and/or on-site in conjunction with community organizations or businesses.

American Sign Language

ASL 101 AMERICAN SIGN LANGUAGE I (3)

Three hours of lecture per week An introduction to American Sign Language (ASL) and the visual and expressive skills needed for basic communication in ASL including fingerspelling, vocabulary, and grammar. Appreciation for the culture and diversity of the Deaf community and the contributions of Deaf individuals to literature and the Arts. GenEd: C3A

ASL 102 AMERICAN SIGN LANGUAGE II (3)

Three hours of lecture per week A continuing exploration of American Sign Language (ASL) and the visual and expressive skills needed for basic communication in ASL including fingerspelling, vocabulary, and grammar. Appreciation for the culture and diversity of the Deaf community and the contributions of Deaf individuals to literature and the Arts. GenEd: C3A

Astronomy

ASTR 105 INTRODUCTION TO THE SOLAR SYSTEM (4)

Three hours lecture and two hours activities per week
Descriptive introduction to the astronomical properties of the Solar System. Topics include: the historical development of astronomy, the laws that govern the behavior of the Universe, the properties of the stars and galaxies, including their origin and evolution and the Big Bang theory. Activity sessions will include computer-simulated exercises, and two field trips.

Same as PHYS 105 GenEd: B1

Bioinformatics

BINF 500 DNA AND PROTEIN SEQUENCE ANALYSIS (3)

Three hours lecture per week Prerequisites: BIOL 400 or Consent of instructor

This course will introduce the computational aspects of biological inference from nucleic acid and protein sequences. Pairwise sequence comparison and multiple sequence alignment will be studied in detail. Additional topics include: RNA structure prediction, conserved sequence pattern recognition (sequence profile analysis), phylogenetic analysis algorithms, sequence data as a means to study molecular evolution, models and algorithms for genetic regulation, contig assembly, PAM and BLOSUM matrices, protein three dimensional structure prediction.

BINF 501 BIOLOGICAL INFORMATICS (3)

Three hours lecture per week Prerequisites: BIOL 431 or Consent of instructor

This course describes relational data models and database management systems with an emphasis on answering biologically important questions; teaches the theories and techniques of constructing relational databases to store various biological data, including sequences, structures, genetic linkages and maps, and signal pathways. Topics include: relational database query language SQL and the ORACLE database management system, summary of currently existing biological databases, web based programming tools, data integration and security, future directions for biological database development.

BINF 510 DATABASE SYSTEMS FOR BIOINFORMATICS (3)

Three hours lecture per week Prerequisites: BINF 501 and COMP 420, or Consent of instructor

This course is an applied, hands-on sequel to BINF 501, designed for students with interests in careers as professional programmers, analysts, designers, and managers involved in design or implementation of large bioinformatic systems. Covers concepts and methods for the design, creation, query and management of large enterprise databases, functions and characteristics of the leading database management systems. Topics include: object oriented database systems, distributed database systems, advanced database management topics, web application design and development, data warehouse systems, database mining.

BINF 511 COMPUTATIONAL GENOMICS (3)

Three hours lecture per week
Prerequisites: BINF 500 and BINF 514 or
Consent of instructor

Develops theories and statistical methods introduced in core coursework using real-life genomic data sets, with an emphasis on practical applications, hands-on analysis, integrated approaches and collaboration. Introduces students without computer science backgrounds to the major concepts in programming for problem-solving in bioinformatics.

BINF 512 ALGORITHMS FOR BIOINFORMATICS (3)

Three hours lecture per week

Prerequisites: BINF 500 or Consent of
instructor

This course will cover advanced theory in the area of biological informatics and will build on concepts introduced in BINF 500. Topics include: methods to support construction and application of combinatorial biochemical libraries, applications of algorithmic information theory, string matching, dynamic programming, prediction of three-dimensional protein structure from peptide sequence.

BINF 513 PROGRAMMING FOR BIOINFORMATICS (3)

Three hours lecture per week
Prerequisites: BINF 501 and COMP 462
or equivalent, or Consent of instructor
This course will provide theory and
practical training in the development of
programming tools and data processing
systems for use in genomic/sequence
analysis. There will be a strong emphasis
on the development of fully-functional
web-based applications under the client/
server model. Students will be required to
complete a term project which will involve
the development of a complete client/
server application directed toward a
relevant bioinformatics task.

BINF 514 STATISTICAL METHODS IN COMPUTATIONAL BIOLOGY (3)

Three hours lecture per week Prerequisites: MATH 151, BIOL 203 and consent of instructor

Develops theoretical background and practical skills in statistics and probability required for the interpretation and utilization of genomic data. Topics include biological sequence alignment and analysis, sequence structure and function prediction, database searching, gene expression profiling, statistical genetics and phylogenetic inference.

Biology

BIOL 100 EXPLORING THE LIVING WORLD (4) Three hours lecture and three hours

laboratory per week
An overview of biology from the
molecular to the ecosystem level. Topics
include the origin, diversity and evolution
of life, ecology of populations and
communities, the structure and function
of plant and animal organ systems,
biological molecules, cellular structure/
function, genetics and cell division. No
credit given toward the major in Biology.

A lab fee is required. GenEd: B2

BIOL 170 FOUNDATIONS OF LIFE SCIENCE (4)

Three hours lecture and three hours laboratory per week
This course meets the needs of prospective elementary school teachers. The course will cover a broad spectrum of topics including introduction to scientific inquiry with living organisms, physiology, cell biology, genetics, evolution and ecology. Current issues in biology will also be considered. The laboratories will focus on hands-on activities particularly relevant to elementary school students. No credit given toward the major in Biology. A lab fee is required.

GenEd: B2

BIOL 200 PRINCIPLES OF ORGANISMAL AND POPULATION BIOLOGY (4)

Three hours lecture and three hours laboratory per week

An introduction to organismal biology including the diversity, comparative structure, organ system function, development, phylogeny, taxonomy and systematics of prokaryotes, protists, fungi, plants and animals. Discussion of the principles of evolution including speciation and natural selection, the environmental impact and ecosystem interaction of plants and animals, the behavior of animals, population genetics and population biology. A lab fee is required. *GenEd: B2*

PRINCIPLES OF CELL AND MOLECULAR BIOLOGY (4)

Three hours lecture and three hours laboratory per week

Prerequisites: CHEM 105 or CHEM 121
This course will cover principles of basic chemistry, biological macromolecules, prokaryotic and eukaryotic cell structure and function, homeostasis, metabolism including both respiration and photosynthesis, cell division, signal transduction, Mendelian genetics, molecular genetics including transcription and translation, and a brief introduction to virology and immunology. The philosophy of science, scientific method and experimental design are foundational to the course. A lab fee is required.

GenEd: B2

BIOL 203 QUANTITATIVE METHODS FOR BIOLOGY (3)

Three hours lecture per week

Prerequisites: A passing score on the Entry Level Mathematics Exam (ELM) or MATH 105 or equivalent.

This course introduces students in the biological sciences to the quantitative skills and technological tools necessary to evaluate the literature and carry out original research in the discipline. Topics include the principles of biological sampling design, hypothesis generation for biological experiments, collection of observational and experimental data, statistical analysis and interpretation of biological data, and the presentation of results. Laboratories will emphasize microcomputer technology and software applications likely to be encountered in the biological sciences. GenEd: B3, B4

BIOL 210 HUMAN ANATOMY AND PHYSIOLOGY I (4)

Three hours lecture and three hours laboratory per week.

Study of gross and microscopic anatomy and physiology of the human body. Topics include homeostasis, cell structure/function, histology, the skeletal system, the muscular system, the digestive system and the nervous and sensory systems. A lab fee is required.

BIOL 211 HUMAN ANATOMY AND PHYSIOLOGY II (4)

Three hours lecture and three hours laboratory per week
Prerequisite: BIOL 210

Study of gross and microscopic anatomy and physiology of the human body. Topics include the integumentary system, the endocrine system, the circulatory system, the immune system, the respiratory system, the urinary system and the reproductive system. A lab fee is required.

BIOL 212 NEUROBIOLOGY AND COGNITIVE SCIENCE (3)

Three hours lecture per week
Principles of brain organization and
function underlying behavior. Topics
include neuroanatomy and physiology
of language, vision, sexual behavior,
memory and abnormal behavior.

Same as PSY 212
GenEd: B2, E

BIOL 213 SEX, GERMS AND DISEASES (3)

Three hours lecture/discussion per week This is a course to introduce biology of sexually transmitted diseases and their impact on society. It covers reproductive system, factors in the spread of diseases, biology and pathogenesis of infectious agents and sexually transmitted diseases caused by bacteria, viruses, fungi and protozoa. Topics also include impact of current biotechnology in relation to vaccine development, treatment and improved diagnostics of these diseases as well as challenges of these diseases to economy, public health system, individuals, and society at large. GenEd: B2, E

BIOL 215 ANIMAL DIVERSITY (4)

Three hours lecture and three hours laboratory per week

This course will survey the animal kingdom emphasizing the continuity of animal life from simple to more complex body forms and life histories. The diversity of animal life is projected on a framework of basic ecological and evolutionary concepts. Human interactions with animals are explored through management and conservation issues as well as historical examples from the sciences of zoology, classification and evolution. Field trips to selected sites will allow direct examination of local animal diversity. A lab fee is required. GenEd: B2

BIOL 217 MEDICAL MICROBIOLOGY (4)

Three hours of lecture and three hours of laboratory per week

Study of disease-causing microorganisms such as bacteria, viruses, fungi, protozoa and parasites, emphasizing microbial structure, genetics, physiology and pathogenesis of microorganisms. Topics also include interaction between pathogens and their hosts, diagnosis, treatment, disease prevention as well as impact of infectious diseases on psychology, society, economy and global affairs. Microbial culturing, identification, differentiation and clinical diagnostic assays will be studied in the laboratory. No credit given toward the biology major except for students enrolled in the Clinical Laboratory Science Emphasis. A lab fee is required. GenEd: B2

BIOL 220 STEM CELL TECHNOLOGY, APPLICATIONS AND SOCIAL IMPACT (3)

Three hours lecture per week
Examines the impact of stem cell
technology in our society. Topics include
basic concepts of stem cell biology,
ethical concerns surrounding stem cell
technology both from individual and
social points of view, legal aspects of
the technology, and an overview of the
potential contributions of stem cells to the
emerging field of regenerative medicine.

BIOL 300 CELL BIOLOGY (4)

Three hours lecture and three hours laboratory per week

Prerequisites: BIOL 201 with a grade of C or better and CHEM 122

Detailed study of the organization and functioning of cells and cellular organelles at the cellular and molecular levels, emphasizing experimental approaches and structural and functional relationships and their regulation and control. Topics include macromolecules, membrane phenomena, metabolism, enzyme kinetics, and cellular events associated with excitable cells and tissues. A lab fee is required.

BIOL 301 MICROBIOLOGY (4)

Three hours lecture and three hours laboratory per week Prerequisites: BIOL 201 with a grade of C or better and CHEM 122 Study of microorganisms of the environment, including disease-causing organisms, their structures and functions and their interactions to their host animals and the environment. A lab fee is required.

BIOL 302 GENETICS (4)

Three hours lecture and one hour recitation per week

Prerequisites: BIOL 201 with a grade of C or better and CHEM 122

Principles of classical transmission genetics, population genetics, with an introduction to modern molecular genetics.

BIOL 303 EVOLUTIONARY BIOLOGY (3)

Three hours lecture per week Prerequisites: BIOL 200 and 201 This course will examine principles of biological evolution. Topics include evolutionary genetics, adaptation and natural selection, the fossil record, speciation and macroevolution.

BIOL 304 COMPARATIVE ANIMAL PHYSIOLOGY (3)

Three hours lecture per week Prerequisites: BIOL 200 and BIOL 201 This course will use a comparative approach to examine physiological principles in a variety of vertebrate and invertebrate animals. Topics include homeostasis, respiration, excretion and physiological adaptations to environmental conditions.

BIOL 305 BIOLOGY OF AGING (3)

Three hours lecture per week Prerequisite: BIOL 211

Current understanding of biological basis of human aging and senescence processes, including systemic, cellular and molecular mechanisms underlying the transition from health to senescence, evolutionary and comparative aspects of aging, measurement of aging, and the consequences of normal aging processes on various human systems. No credit given toward the Biology major.

BIOL 310 VERTEBRATE BIOLOGY (4)

Three hours lecture and three hours lab per week

Prerequisite: BIOL 200

Vertebrate animals are the most visible animals in most ecosystems. Surveys the diversity of vertebrate evolution, physiology, anatomy, ecology, life history and conservation. Regional and marine vertebrates will be emphasized. Identification of common vertebrate animals, especially local forms. Field trips will be required. A lab fee is required.

BIOL 311 PLANT BIOLOGY AND ECOLOGY (4)

Three hours lecture and three hours laboratory per week

A general introduction to diverse structures and functions of plants and their relationship to the environment. Identification of local native plants and plant communities, uses of native plants by Native Americans, and human and environmental impacts on native plant communities. Field trips to local sites will be taken. A lab fee is required.

BIOL 312 MARINE BIOLOGY (4)

Three hours lecture and three hours laboratory per week
Prerequisite: BIOL 200

Overview of the complexity of marine life including marine plants and animals

and the processes that underlie their distribution and abundance in open oceans, coastal regions, estuaries and wetlands. Topics included diverse interactions of organisms in the intertidal zone, over the continental shelves and in the open oceans. Field trips to local marine environments will be taken. A lab fee is required.

BIOL 313 CONSERVATION BIOLOGY (4)

Three hours lecture and three hours laboratory per week
Prerequisite: BIOL 200

This course explores issues surrounding the conservation of biodiversity. Topics to be covered include: species-, population-, and ecosystem-level issues, biodiversity, extinction, sustained yield, exotic species, and reserve design. Management implications and the ecology of issues are integrated throughout the course. A lab fee is required.

Same as ESRM 313

BIOL 315 INTRODUCTION TO BIOPHYSICS (4)

Three hours lecture and two hours activity per week

Prerequisite: PHYS 200 Corequisite: BIOL 300

This course applies physical methods to the study of biological systems, including transport processes and membrane phenomena, bioelectric phenomena, photosynthetic systems and visual systems. Biophysical methods will include the techniques of patch clamping and optical tweezers, and the measurement of action potentials and evoked responses. There will be an emphasis on modeling and on problem solving, with appropriate mathematics when necessary. The practical activity session will include computer modeling and simulation, and laboratory demonstrations and exercises. Same as PHYS 315

BIOL 316 INVERTEBRATE ZOOLOGY (4)

Three hours lecture and three hours laboratory per week
Prerequisite: BIOL 200

This course will survey invertebrates from simple, single-celled protists to the most complex of invertebrate animals. Over ninety-five percent of the animals on earth are invertebrates – animals without backbones. Aspects of the ecology, physiology and evolutionary history of this diverse array of animals will be examined. Human interactions with invertebrates and conservation issues will also be highlighted. Field trips will be required. A lab fee is required.

BIOL 317 PARASITOLOGY (4)

Three hours lecture and three hours laboratory per week

Prerequisite: BIOL 200

This course surveys the diversity of parasitic animals and protists. The parasitic life mode is found in a broad range of animal and protistan phyla, as well as some plant groups. Parasite-host relationships are often tightly co-evolved. Parasites have remarkable and complex adaptations to allow survival and successful reproduction and dispersal. Topics examined will include evolution and life histories of representative parasites, along with medical and epidemiological factors of those that affect humans or domestic animals. A lab fee is required.

BIOL 318 MEDICAL MYCOLOGY (4)

Three hours lecture per week
Three hours laboratory per week
Prerequisite: BIOL 200
Surveys the structure, nutritional
requirements, ecology, and economic
importance of fungi. Topics will include
the impact of fungi both on natural
ecosystems and human civilization with
emphasis on the biology of fungi causing
major diseases in humans.

BIOL 326 SCIENTIFIC AND PROFESSIONAL ETHICS (3)

Three hours lecture per week
Discussion of ethical issues and societal
challenges derived from scientific research
and professional activities. Examines the
sources, fundamental principles, and
applications of ethical behavior; the
relationship between personal ethics and
social responsibility of organizations; and
the stakeholder management concept.
Applies ethical principles to different
types of organizations: business, nonprofits, government, health care, science/
technology, and other professional
groups.

Same as MGT 326 GenEd: D

BIOL 331 BIOTECHNOLOGY IN THE TWENTY-FIRST CENTURY (3)

Three hours lecture per week
Presentation of recent advances in
biotechnology and discussion of societal
implications. Topics include the processes
and methods used to manipulate
living organisms, or the substances
and products from them, for use in

medicine, agriculture, food production, gene therapy, forensics and warfare. The social, ethical and political issues raised by modern biotechnology will be discussed. No credit given toward the biology major.

Same as BUS 331

GenEd: B2, D, Interdisciplinary

BIOL 332 CANCER AND SOCIETY (3)

Three hours lecture per week
The underlying molecular causes of
cancer, the impact of environmental and
genetic factors on cancer causation and
prevention, recent advances in diagnosis
and treatment of the disease, and the
impact that this disease, which will affect
one in three adults, has on society. No
credit given toward the biology major.
GenEd: B2, D, Interdisciplinary

BIOL 333 EMERGING PUBLIC HEALTH ISSUES (3)

Three hours lecture per week
Discussion of emerging infectious
diseases and other health related issues
with global concerns such as AIDS,
tuberculosis, sexually transmitted diseases,
cardiovascular diseases, animal and bird
diseases which may be transmitted to
people, food and blood safety issues,
environmental public health hazards,
immigration and public health issues,
potential biological weapons and their
impact on human and animal populations
in the world and the ecosystem.

GenEd: B2, E, Interdisciplinary

BIOL 334 NATURAL HISTORY OF VENTURA COUNTY (3)

Two hours lecture and three hours laboratory per week This course will explore the biota and ecosystems of Ventura County. Local ecosystems include chaparral, marine, stream, desert, mountain and island. Topics covered will be classification and diversity of conspicuous regional flora and fauna in the field and laboratory, basic ecological and evolutionary principles of botanical and zoological classification, ecosystem diversity and function. Indigenous cultural and colonial era use of biotic resources, history of scientific exploration of the region, conservation and preservation issues, restoration of natural habitats, adaptation, life history and physiology of resident organisms will also be covered. Field trips will be required.

GenEd: B2, Interdisciplinary

BIOL 335 THE BIOSPHERE (3)

Three hours of lecture per week
The biosphere, the region of the planet
where life exists, extends up into the
atmosphere as well as down into the
deepest ocean trenches. This course
will examine the origin, workings, and
human influence on earth's biosphere.
Topics include evolution of life on earth,
atmosphere and climate changes, earth's
resources and human impacts.
GenEd: B2, Interdisciplinary

BIOL 342 THE ZOO: CONSERVATION, EDUCATION AND RECREATION (3)

Three hours lecture per week
An interdisciplinary study of zoos and zoological gardens from scientific, managerial, business, recreational and educational perspectives. Analyzes how these perspectives are linked within zoo practices. The course will include an in-depth case study of a local zoo. Field trips to local zoos will be required.

Same as BUS 342, ECON 342, EDUC 342
GenEd: D, Interdisciplinary

BIOL 345 SCIENCE AND PUBLIC POLICY (3)

Three hours lecture per week
Examines the relationship between
science, politics, and public policy and
prepares students to make informed
decisions concerning the societal
implications of many rapidly advancing
avenues of scientific research.
Same as POLS 345
GenEd: D, Interdisciplinary

BIOL 400 MOLECULAR BIOLOGY (4)

Three hours lecture and three hours laboratory per week

Prerequisites: BIOL 300 or BIOL 302 with a grade of C or better

Study of informational macromolecules and how they direct molecular processes in both eukaryotic and prokaryotic cells. Topics include structure, function and regulation of the genetic material at the molecular level, gene organization, structures and functions of DNA, RNA and proteins, gene transcription and expression, RNA processing, genomics and proteomics. A lab fee is required.

BIOL 401 BIOTECHNOLOGY AND RECOMBINANT DNA TECHNIQUES (5)

Three hours lecture and six hours laboratory per week
Prerequisites: BIOL 400 with a grade of

C or better

Theory and application of molecular biotechnology to problems in medicine, agriculture, forensics, and the environment. This is a laboratory-intensive course emphasizing technical skills in DNA and RNA manipulation, troubleshooting, experimental design, and data interpretation. A lab fee is required.

BIOL 402 TOXICOLOGY (3)

Three hours lecture per week Prerequisites: BIOL 201 with a grade of C or better and CHEM 122

An in depth study of toxic chemicals and their interactions within the ecosystems. Topics include the origin, fate, chemical and biological detection, and quantification of pollutants and toxins and their impact on organisms at the molecular, biochemical, cellular, physiological, organismal, and community levels of organization. Basic toxicology, genetic toxicology, environmental mutagenesis and the molecular basis of mutation induction will be covered.

BIOL 403 FOUNDATIONS OF STRUCTURAL BIOLOGY (4)

Three hours lecture and three hours lab per week

Prerequisite: BIOL 300

Study of structure and function of biological macromolecules. Topics include basic structures and properties of macromolecules in biological systems, molecular evolution, conformational changes of macromolecules and their biological implications and techniques used to determine molecular structure of biological macromolecules. Special emphasis will be placed on the role of structural biology in the design and understanding of both biological and chemical pharmaceutics. A lab fee is required.

BIOL 404 PLANT AND ANIMAL TISSUE CULTURE (3)

Two hours lecture and three hours lab per week

Introductory course in the theory and concepts of animal and plant cell and tissue culturing including the fundamentals of tissue culture techniques, subculturing and maintenance of cell lines and stem cell technology. A lab fee is required.

BIOL 405 BIOCHEMICAL ENGINEERING (4)

Three hours lecture and three hours lab per week

Prerequisite: CHEM 318

Emphasizes quantitative engineering aspects of biology including the microbial synthesis of commercial products, environmental biotechnology, and the manufacture of biopharmaceuticals through recombinant microorganisms, transgenic animals, and plants. Consideration will be given to protein isolation and purification, microbial kinetics and energetics, enzyme kinetics, and operation of bioreactors. A lab fee is required.

BIOL 406 EVOLUTIONARY BIOGEOGRAPHY (3)

Three hours lecture per week Prerequisite: BIOL 303 Examines the spatial and temporal distribution of plant and animal groups with emphasis on historical, environmental and biological processes governing current patterns of species and habitat geography. Integrates theory and analytical tools from geology, paleontology, ecology, evolution and genetics to study the effects of global change on biodiversity.

BIOL 407 BEHAVIORAL ECOLOGY (3)

Three hours lecture per week Prerequisite: BIOL 200 Examination of the evolutionary and ecological basis for animal behavior. Topics include: cooperative and competitive interactions, mating systems, reproductive behavior and eusociality.

BIOL 408 NANOBIOTECHNOLOGY (3)

Three hours lecture per week Prerequisite: BIOL 400 This course presents the basis of foundation for understanding how macromolecules combine to form the structural and functional units of the intact cell.

BIOL 416 RADIOBIOLOGY AND RADIONUCLIDES (3)

Three hours lecture per week Prerequisites: BIOL 300, PHYS 201, BIOL/ PHYS/HLTH 434

Topics include: nature and effects of ionizing radiation on biomolecular structures and living cells; applied radiobiology and radionuclides; genetic effects of ionizing radiation and methods of protection and dosimetry. Same as PHYS 416

BIOL 420 CELLULAR AND MOLECULAR IMMUNOLOGY (4)

Three hours lecture and three hours laboratory per week

Prerequisites: BIOL 300 with a grade of C or better and CHEM 122

Study of cellular and molecular aspects of the immune system and its responses against infectious agents and/or environmental insults. Included are development of the organs and cells of the immune system, genetics of the molecules of the immune system and their functions and interactions during an immune response, immunological disorders such as immunodeficiencies, autoimmune diseases, transplantation, and contemporary immunological techniques used in clinical diagnosis and other modern research and development applications. A lab fee is required.

BIOL 421 VIROLOGY (3)

Three hours lecture per week Prerequisites: BIOL 301 with a grade of C or better and CHEM 122 Study of aspects of molecular structure, genetics, and replication of viruses and other sub-viral agents such as prions and viroids, virus-host interactions, pathogenesis of viral infections, diagnostic virology, and antiviral vaccines and drugs; emphasis on human pathogens.

MOLECULAR PLANT BIOL 422 PHYSIOLOGY (4)

Three hours lecture and three hours laboratory per week

Prerequisites: BIOL 300 with a grade of C or better

Study of principles and methods of plant physiology at the molecular level combined with modern plant technology. Topics include plant tissue and cell culture, genetic engineering and transformation, plant defense, genomics and applications of DNA technology. A lab fee is required.

BIOL 423 CELLULAR AND MOLECULAR NEUROBIOLOGY (3)

Three hours lecture per week Prerequisites: BIOL 300 with a grade of C or better and CHEM 122

Study of the nervous system at cellular and molecular levels including cellular structure of neurons and their function and interactions, neurotransmitters and their function and regulation, chemical agents and their effects on neuronal cells and normal responses by the cells and the molecules of the nervous system and their responses under adverse conditions.

BIOL 424 HUMAN PHYSIOLOGY (3)

Three hours lecture per week Prerequisites: BIOL 300 with a grade of C better and CHEM 122

Study of human physiology at both the cellular and organ system levels including neurophysiology, muscle physiology, cardiovascular physiology, respiration, kidney function, hormone function and reproduction.

BIOL 425 HUMAN GENETICS (3)

Three hours lecture per week Prerequisites: BIOL 300 and BIOL 302 with grades of C or better and **CHEM 122**

Basic principles of human inheritance, including the transmission of genetic traits, chromosomal abnormalities and their effects, gene structure and function, pedigree analysis, gene mapping, cytogenetics, mutations and mutagenic agents, cancer genetics, molecular analysis of inherited diseases and genetically controlled phenomena in humans.

BIOL 426 HEMATOLOGY (4)

Three hours lecture Three hours laboratory Prerequisite: BIOL 300

Study of human blood, including histological, physiological, biochemical and clinical examination of blood. Topics include blood cell differentiation, development, iron metabolism, pathology, clinical diagnostic technology. Psychological and societal impact of human blood diseases and their impact on world civilizations and economy will be also studied. A lab fee is required.

BIOL 427 DEVELOPMENTAL BIOLOGY (4)

Three hours lecture and three hours laboratory per week

Prerequisites: BIOL 300 with a grade of C or better and CHEM 122

This course will use descriptive, experimental and comparative approaches in the study of animal development. Developmental stages including gametogenesis, fertilization, cleavage, gastrulation and organogenesis will be discussed in a variety of animal phyla. The molecular and cellular mechanisms underlying morphogenesis and the evolutionary conservation of developmental mechanisms in various animal phyla will be examined. A lab fee is required.

BIOL 428 BIOLOGY OF CANCER (3)

Three hours lecture per week Prerequisites: BIOL 300 with a grade of C or better and CHEM 122

Principles of oncology are examined. Included are mechanisms of oncogenesis at cellular and molecular levels, characteristics of cancer, advantages and disadvantages of various therapies of cancer treatment.

BIOL 431 BIOINFORMATICS (4)

Four hours lecture in the lab per week Prerequisites: BIOL 302 with a grade of C or better

Navigation and manipulation of biological databases. Topics include: multiple sequence alignment, phylogeny estimation, gene expression profiling, protein structure prediction, and functional genomics. Lab fee is required. GenEd: B2, B4, Interdisciplinary

BIOL 432 PRINCIPLES OF EPIDEMIOLOGY AND ENVIRONMENTAL HEALTH (3)

Three hours lecture per week Prerequisites: BIOL 201 with a grade of C or better and CHEM 122. For Nursing majors and Pre-Nursing students, CHEM 110 and BIOL 217 may substitute for CHEM 122 and BIOL 201 Distribution and dynamics of human health problems and principles and procedures used to determine circumstances under which disease occurs or health prevails and to aid in managing and planning health and environmental systems. The broadened scope of epidemiology is examined through case studies and community and environmental health approach. GenEd: B2, D, Interdisciplinary

BIOL 433 ECOLOGY AND THE ENVIRONMENT (4)

Three hours lecture and three hours

laboratory per week Prerequisite: BIOL 200 Ecological characteristics of natural ecosystems and basic effects of human society upon those systems. Plant and animal distribution patterns in relation to past and present physical and biotic factors. Issues of resource management, population, food production, global environmental problems will also be emphasized to explore future directions. Field trips to local ecosystems will be taken. A lab fee is required. GenEd: B2, Interdisciplinary

BIOL 434 INTRODUCTION TO BIOMEDICAL IMAGING (4)

Three hours lecture and two hours activity per week

Prerequisites: BIOL 210 or PHYS 200 The course will present an overview of biomedical images and imaging systems. The fundamental concepts used in several imaging modalities (such as projection radiography, mammography, DEXA, computed tomography, ultrasonography and magnetic resonance imaging) will be examined: the emphasis will be on an intuitive and descriptive presentation of the main components of these systems. Image formation and reconstruction will be addressed. The resulting clinical images will be correlated with the underlying structure and function of the organs, and the diagnostic utility and limitations of the images will be considered. Same as PHYS 434, HLTH 434 GenEd: B1, E, Interdisciplinary

BIOL 450 ICHTHYOLOGY: THE BIOLOGY OF FISHES (4)

Three hours lecture and three hours laboratory per week
Prerequisite: BIOL 200

This course will survey the diversity of living and fossil fishes. Fishes are the largest and most diverse group of vertebrate animals. Aspects of the ecology, physiology and evolutionary history of these animals will be examined. Extensive human interactions with fishes and particularly conservation issues will be highlighted. Emphasis will be placed on the identification and biology of California coastal and inland species. Field trips will be required. A lab fee is required.

BIOL 451 ORNITHOLOGY (4)

Three hours lecture and three hours lab per week

Prerequisites: BIOL 200, BIOL 201 Introduces the evolution, diversification, anatomy, physiology, classification, ecology, behavior, conservation and special adaptations of birds in the world. It requires study and identification in the field and laboratory. A lab fee is required. Repeatable up to <u>8</u> units.

BIOL 464 MEDICAL INSTRUMENTATION (4) Three hours lecture and two hours lab

activity per week Prerequisites: PHYS/BIOL/HLTH 434

The detection, acquisition, processing and display of diagnostic clinical images. The course will concentrate on the fundamentals of the design of the instruments and the use of appropriate reconstruction algorithms in (computed) radiography, (digital) fluoroscopy, computed tomography, ultrasound, magnetic resonance imaging and radionuclide imaging. Activities will include image reconstruction examples, investigation of recent innovations, and two trips to local radiology departments.

BIOL 490 SPECIAL TOPICS (1-3)

Same as PHYS 464

Three hours seminar per week Prerequisite: Consent of instructor In-depth analysis of current topics in biology. Topics vary each semester. Repeatable by topic.

SPECIAL LABORATORY TOPICS (1-3)

Prerequisites: BIOL 300 with a grade of C or better and CHEM 122 Laboratory study of a selected topic, the title of which is to be specified in advance. Repeatable by topic. A lab fee is required.

BIOL 492 INTERNSHIP (2-3)

Prerequisites: Consent of instructor and program approval

Supervised work and study in work situations involving biological research and technical skills. May involve service learning. All students are required to attend the Biology Program Senior Capstone Colloquium to present their projects.

Graded Credit/No Credit

BIOL 493 SERVICE LEARNING AT THE ZOO (1-3)

One to three hours activity per week Prerequisites: BIOL/BUS/ECON/EDUC 342 and Consent of instructor
Working with local zoos individuals or teams of students will engage in service learning projects where they will apply skills and competencies acquired in their academic programs to issues and challenges facing modern zoos.
Student Option: Graded or Credit/No Credit
Same as UNIV 493, BUS 493, ECON 493, EDUC 493

BIOL 494 INDEPENDENT RESEARCH (1-3)

Prerequisites: Consent of instructor and program approval

Laboratory and/or library research that may involve service learning in selected areas of biology conducted under the direction of a faculty member. All students are required to attend the Biology Program Senior Capstone Colloquium to present their projects.

Graded Credit/No Credit

BIOL 497 DIRECTED STUDY (1-3)

Prerequisites: Consent of instructor and program approval

Reading and library research that may involve service learning in selected areas of biology conducted under the direction of a faculty member. All students are required to attend the Biology Program Senior Capstone Colloquium to present their projects.

Graded Credit/No Credit

BIOL 499 SENIOR CAPSTONE IN BIOLOGY (3)

Three hours lecture per week Prerequisite: Consent of instructor Integration of previous coursework, knowledge and skills as they apply to specific topics in Biology and the impact of biological science on society. Emphasis will be placed on analysis of scientific literature, problem solving and oral and written communication skills.

BIOL 500 INTRODUCTION TO BIOPHARMACEUTICAL PRODUCTION OPERATIONS (3)

Three hours lecture per week
An introduction to biopharmaceutical
production systems and processes. Topics
include manufacturing, unit operations
and supporting infrastructures, product
distribution, quality assurance and control,
facility engineering and maintenance,
utility operations, regulatory compliance,
and laboratory support.

FUNDAMENTALS OF CELLULAR AND MOLECULAR BIOLOGY (4)

Four hours lecture per week Prerequisites: BIOL 201 with a grade of C or better

Study of essential topics in cellular and molecular biology. Topics include: structure and function of biological macromolecules, membranes and cellular organelles; cell signaling, synthesis of DNA, RNA and proteins; gene organization, transcription and expression; basic molecular biology laboratory techniques.

BIOL 502 TECHNIQUES IN GENOMICS/ PROTEOMICS (3)

One hour lecture and six hours laboratory per week

Prerequisites: BIOL 400, BIOL 401 or BIOL 501 or Consent of instructor
Provides students with theoretical foundations and practial skills needed for general bioinformatics, genomics, and proteomics analysis. Intensive lab sessions, emphasize applied techniques. Field trips to various local biotechnology facilities will augment the training.

BIOL 503 BIOTECHNOLOGY LAW AND REGULATION (3)

Three hours lecture per week Individual and organizational responsibility in R&D and commercial aspects of biotechnology. Topics include: intellectual property, privacy, government and industrial regulation, liability, ethics, responsible conduct of research, and policy responses to societal concerns in the U.S. and abroad. Case studies involving gene therapy, cloning, and biomaterials in the medical and health sector, and farming and crop modification in the agricultural sector will be explored in detail.

BIOL 504 MOLECULAR CELL BIOLOGY (3)

Three hours lecture per week
Prerequisites: BIOL 300 and BIOL 400 or
BIOL 501 or Consent of instructor
This course will examine molecular and mechanistic aspects of cell biology.
Topics include: cell biochemistry and biosynthesis, cell signaling, regulation of the cell cycle and membrane trafficking.

BIOL 505 MOLECULAR STRUCTURE (4)

Three hours lecture and three hours laboratory per week

Prerequisites: BIOL 504 or Consent of instructor

Examines the structural biology of proteins. Topics include general principles of protein structure, the biochemical function of proteins, the relationship of protein structure to its function and experimental approaches to determining and predicting protein structure and function.

BIOL 506 MOLECULAR EVOLUTION (4)

Three hours lecture and three hours laboratory per week

Prerequisites: BIOL 504 and Consent of instructor

Examines evolutionary change at the molecular level. Topics include: The driving forces behind the evolutionary process, the effects of the various molecular mechanisms on the structure of genes, proteins, and genomes, the methodology for dealing with molecular data from an evolutionary perspective and the logic of molecular hypothesis testing.

PHARMACOGENOMICS AND PHARMACOPROTEOMICS (3)

Three hours lecture per week
Prerequisites: BINF 500, BIOL 504 or
Consent of instructor

Structural and functional genomics with an emphasis on how these fields operate in drug discovery and optimization.

Topics include: genetics of the human response to prophylactic and therapeutic agent, impact of genetic variation on therapeutic efficacy, disease mechanisms, proteomics of genetic and communicable disease, drug action and toxicity, structure encoding, lead discovery and optimization, parallel synthesis, screening virtual libraries.

BIOL 508 ADVANCED IMMUNOLOGY (4)

Three hours lecture and three hours laboratory per week

Prerequisites: BIOL 504 or Consent of instructor

Examines cellular and molecular aspects of the immune system. Topics include: molecular genetics and molecular structure of immunoglobulin, T cell receptor, and the MHC antigens; the functions and dysfunctions of the components of the immune system; applications of immunological technologies in modern scientific research and development.

BIOL 509 PLANT BIOTECHNOLOGY (4)

Three hours lecture and three hours laboratory per week

Prerequisites: BIOL 504 or Consent of instructor

Examines the scientific and technical advances which underlie the production of genetically modified crops. Topics include: plant genome organization and gene expression, plant tissue culture and genetic transformation, genetic manipulation to confer resistance to herbicides, pests and disease and strategies for engineering stress tolerance and the improvement of crop yield and quality.

BIOL 510 TISSUE CULTURE TECHNIQUES AND STEM CELL TECHNOLOGY (3)

One hour lecture per week
Six hours laboratory per week
Prerequisite: BIOL 504
Examines theory and concepts of animal
and plant cell and tissue culturing.
Focuses on stem cell technology
including types of stem cells, ethics of
stem cells, pluripotency, culture methods,
characterization, monitoring tools such as
imaging and differentiation strategies.

BIOL 511 ADVANCED STEM CELL TECHNOLOGY (3)

One hour lecture per week and Six hours laboratory per week *Prerequisites: BIOL 427 and BIOL 510*A laboratory intensive course focused on the technical aspects of human embryonic stem cell technology. Develops specific technical skills to successfully culture, characterize and maintain pluripotent human embryonic stem cell lines.

BIOL 512 ADVANCED TOPICS IN REGENERATIVE MEDICINE (1)

One hour seminar per week Prerequisite: BIOL 511

A seminar series involving presentations and discussions of current knowledge of embryonic and adult stem cells and factors that regulate their growth and development. Emphasizes how advances in cell and molecular biology and tissue engineering can be applied to the use of stem cells in regenerative medicine. Discusses social and ethical impacts of stem cell technology.

BIOL 513 CELL CULTURE FACILITY MANAGEMENT (3)

Three hours lecture per week Prerequisite: BIOL 510

Processes and procedures of managing a cell culture facility. Topics include biosafety standards, record keeping,

database organization, personnel management, inventory administration, storage of laboratory reagents and supplies, cell line banking and maintenance, equipment selection and maintenance, and essential concepts for troubleshooting common cell culture problems.

BIOL 516 CLINICAL TRIALS AND QUALITY ASSURANCE (3)

Three hours lecture per week Prerequisite: BIOL 503

An introduction to the foundational knowledge and skills necessary to successfully conduct clinical trials for new drugs, biologics, and medical devices, including in vitro diagnostics. Topics include a broad overview of the product development process in the pharmaceutical, biopharmaceutical, and medical device industries, the regulatory and operational requirements for clinical study setup and management, monitoring, data management, and closure of clinical trials, the principles of Good Clinical Practice (GCP), and the applications of quality control and quality assurance. The integration of quality assurance throughout the medical product development process will be discussed.

BIOL 600 TEAM PROJECT (4)

Four hours activity per week

Prerequisite: Program approval
In this course, students will work
individually and in teams to analyze,
research, discuss and report on subjects
relevant to the biotechnology industry.

BIOL 601 SEMINAR IN BIOTECHNOLOGY AND BIOINFORMATICS (1)

One hour seminar per week
Discussion of up-to-date research
and development findings with guest
speakers, visiting scientists and industry
professionals.

BIOL 602 STEM CELL TECHNOLOGY INTERNSHIP (1.5)

Eighteen laboratory hours per week Prerequisite: BIOL 511

A required two-semester project where students conduct original research in an active stem cell research laboratory at various off campus institutions. Culminates in a final written report and oral presentation. Repeatable for a total of $\underline{\phi}$ units for the year-long project. Graded Credit/No Credit

BIOL 603 BIOTECHNOLOGY INTERNSHIP (3)

Three hours seminar per week

Prerequisite: Consent of instructor required for Enrollment

A one-semester project where students conduct original research in an active research laboratory at various off campus institutions. Culminates in a final written report and an oral presentation at the Program Colloquium.

Graded Credit/No Credit

BIOL 604 BIOTECHNOLOGY ACROSS NATIONAL BOUNDRIES (2)

Two hours lecture per week

Prerequisite: Consent of instructor required for enrollment

Addresses international efforts in biotechnological innovation, education, global commercialization and impact of biotechnology. Explores collaborations among science, education, industry and government in the age of globalization, ethical standards, international law and regulation in biotechnology and inter- and cross-cultural issues in business operations. An optional element of this course is a field trip to international businesses and education systems.

BIOL 604 BIOTECHNOLOGY ACROSS NATIONAL BOUNDARIES (2)

Two hours lecture per week
Addresses international efforts in
biotechnological innovation, education,
global commercialization and impact of
biotechnology. Explores collaborations
among science, education, industry and
government in the age of globalization,
ethical standards, international law and
regulation in biotechnology and inter- and
cross-cultural issues in business operations.

BIOL 605 BIOTECHNOLOGY ACROSS NATIONAL BOUNDARIES FIELD TRIP (1)

Variable hours for field trip

Prerequisite: Consent of instructor required for enrollment

A field trip examining international efforts in biotechnological innovation, education, global commercialization and the impact of biotechnology through on site visits to appropriate locations.

BIOL 610 CAPSTONE PROJECT FOR MS/ MBA DUAL DEGREE (6)

Six hours seminar per week Prerequisites: Biology or Business and Economics Program approval Culminating experience in the MS/ MBA dual degree program. Students participate in lectures, discussions, case analysis and independent research. Includes a major project involving research, analysis, synthesis and presentation of a topic related to the global biotechnology industry. Same as BUS 610

Biomedical Engineering

BME 500

BIOLOGICAL SYSTEMS. BIOMECHANICS AND BIOROBOTICS (3)

Two hours lecture and three hours laboratory per week

Prerequisites: BIOL 210 and BIOL 211 or BIOL 424; PHYS 200 and PHYS 201 or BIOL/PHYS 315; and BIOL 300 or CHEM 318 or CHEM 460; and BIOL 400 or BIOL 501

Covers structural and physiological foundations in biomedical engineering, including molecular and cellular, cardiovascular, musculoskeletal and neural systems, and principles and applications of biomechanics and biorobotics in biological systems.

BME 501 FUNDAMENTALS OF TISSUE ENGINEERING AND BIOMATERIALS (3)

Two hours lecture and 3 hours laboratory

Prerequisites: BIOL 504; PHYS 200 and PHYS 201 or BIOL/PHYS 315 Covers molecular, cellular, tissue and organ engineering and societal and ethical issues in regenerative medicine. Also considers major types of biomaterials including metallic, ceramic, polymeric, biodegradable, composite, nano - and other replacement materials and techniques and procedures used in biomedical engineering.

BME 502 BIOMEDICAL INSTRUMENTATION AND DEVICES: TECHNOLOGY & **APPLICATION (3)**

Two hours lecture and three hours laboratory per week Prerequisites: MATH 150; PHYS 200 and PHYS 201 or PHYS 315 or BIOL/PHYS

Covers biosignaling processes, instrumentation and devices in measuring, recording, monitoring and diagnosis,

modern medical imaging analysis systems, nano devices, therapeutics, and design and development principles of instruments and devices for diagnostics and therapeutics.

Business

BUS 110 BUSINESS LAW (3)

Three hours lecture per week Introduction to the legal and regulatory environment of business, emphasizing the USA legal system. Topics include contracts, personal property, litigation, antitrust, labor agreements, discrimination, environmental protection and international trade and law.

INTRODUCTION TO BUS 203 SOCIAL BUSINESS 3

Interdisciplinary overview of Social Business models and their application to social, economic, technological, cultural, political and environmental issues both locally and globally. Introduction to the finance and planning of Social Businesses, as well as comparisons to traditional and other alternative business

Same as ECON 203, SOC 203 GenEd: D

BUS 305 INTRODUCTION TO MICROFINANCE (1)

One hour seminar per week Explores the theory and practice of microfinance as a tool for poverty alleviation and economic development. Key elements of microfinance operations and challenges will be discussed. Graded Credit/No Credit Same as ECON 305

BUS 320 BUSINESS OPERATIONS (3)

Three hours lecture per week Prerequisites: MATH 140 or MATH 150 Exploration and application of quantitative techniques, systems analysis and operations analysis of business functions, with an emphasis on the optimization of process and operational efficiencies. A variety of management science methodologies will be applied to theoretical and real-world situations.

BUS 331 BIOTECHNOLOGY IN THE TWENTY-FIRST CENTURY (3)

Three hours lecture per week Presentation of recent advances in biotechnology and discussion of societal implications. Topics include the processes and methods used to manipulate living organisms, or the substances and products from them, for use in

medicine, agriculture, food production, gene therapy, forensics and warfare. The social, ethical and political issues raised by modern biotechnology will be discussed. No credit given toward the biology major. Same as BIOL 331 GenEd: B2, D, Interdisciplinary

BUS 333 NONPROFIT ORGANIZATIONS (3)

Three hours lecture per week Issues unique to nonprofit organizations including financial, legal, and political. Same as POLS 333, COMM 333, **ECON 333**

GenEd: D, Interdisciplinary

BUS 334 THE BUSINESS OF ART (3)

Three hours lecture per week Exploration into aspects of the art world business including the financial activities of art consultants, private dealers, commercial galleries, corporate art collections, public museums and international auction houses. Case studies in art marketing, gallery and museum management, contracts and commissions, as well as public image and career development will be investigated. Same as ART 334

GenEd: C1, D, Interdisciplinary

BUS 335 BUSINESS AND THE PERFORMING ARTS (3)

Three hours lecture per week Exploration of the business elements in the performing arts, including planning, management and financial activities. Uses an interdisciplinary approach to focus on performing arts as a creative activity and as a business activity. Uses case studies to analyze a comprehensive view of performing arts organizations. Same as PA 335 GenEd: C1, Interdisciplinary

BUS 336 SOCIAL ENTREPRENEURSHIP (3)

Three hours lecture per week Social entrepreneurship is about creating and leading organizations that strive to advance social change. Draws from both theory and practice to explore important trends in the private and social sectors, which are creating space for innovation and opportunities for individuals with business skills to drive positive change. Incorporates case studies, exercises, field trips, group presentations, and a semesterlong service project. Same as SOC 336

GenEd: D, Interdisciplinary

BUS 339 BUSINESS IN CHINA: HERITAGE AND CHANGE (3)

Three hours lecture per week
Examines from a broad historical
perspective a variety of institutions and
modernization processes of the Chinese
financial market, economic environment,
and business practices.
Same as HIST 339
GenEd: D, Interdisciplinary

BUS 340 BUSINESS AND ECONOMICS IN LITERATURE (3)

Three hours lecture per week Explores the ways in which business and economics have been represented in American literature. Employs critical methodologies from the fields of Business, Economics, and Literary studies.

Same as ECON 340, ENGL 340

GenEd: C2, D, Interdisciplinary

BUS 341 DRUG DISCOVERY AND DEVELOPMENT (3)

Three hours lecture per week How are drugs discovered? What determines the price for a drug? What is the difference between a generic and non-generic drug? These questions will be examined with an interdisciplinary approach. Topics include the isolation of compounds from natural sources, the screening of compounds for biological activity, structure-activity relationships of drugs, computer-assisted drug design, combinatorial chemistry, bioinformatics, the FDA approval process for new drugs, and the economic and business aspects of pharmaceutical investment and development.

Same as ECON 341, CHEM 341 GenEd: B1, D, Interdisciplinary

BUS 342 THE ZOO: CONSERVATION, EDUCATION AND RECREATION (3)

Three hours lecture per week
An interdisciplinary study of zoos and zoological gardens from scientific, managerial, business, recreational and educational perspectives. Analyzes how these perspectives are linked within zoo practices. The course will include an in-depth case study of a local zoo. Field trips to local zoos will be required.

Same as BIOL 342, ECON 342, EDUC 342
GenEd: D, Interdisciplinary

BUS 344 THE LIBRARY: COLLECTIONS, SERVICES & INSTRUCTION (3)

Three hours lecture per week
A study of university, school (K-12),
public, and special libraries from
business, economic, library science, and
educational perspectives. Analyzes how
these perspectives are linked within library
practices. A study of local libraries and
field trips.

Same as ECON 344, EDUC 344, UB 344

GenEd: D, Interdisciplinary

BUS 347 THE UNIVERSITY (3)

Three hours lecture per week A study of institutions of higher education from multiple perspectives including, but not limited to education, teaching and learning, scholarly and creative activities, community service, management, and public policy. Includes case studies of colleges and universities in the region and may include field trips to these institutions. Same as ECON 347, EDUC 347 GenEd: D, Interdisciplinary

BUS 349 HISTORY OF BUSINESS AND ECONOMICS IN NORTH AMERICA (3)

Three hours of lecture per week Examines the growth and development of the economies of North America since colonial times. Addresses social, ethical, economic and management issues during the development of Canada, the United States, and Mexico. Analyzes the business principles underlying the growth and development of the economies. Same as ECON 349, HIST 349 GenEd: D, Interdisciplinary

BUS 434 THE MUSEUM: CULTURE, BUSINESS AND EDUCATION (3)

Three hours lecture per week America is a country of many cultures, and each of these has brought legacies of its roots to the American stage. In this course we will read plays written by Native Americans, Hispanic Americans, Asian Americans, African Americans and others. This course is regional in organization rather than chronological, and is organized around one or more themes. Repeatable up to 9 units. Same as ART 434, EDUC 434 GenEd: C1, D, Interdisciplinary

BUS 435 THE MUSIC MUSEUM (3)

Three hours lecture per week Prerequisite: Junior standing
An interdisciplinary study of music museums from the perspectives of music history, appreciation and production, business, economics and education.
Analyzes how these disciplines are linked within music museum practices. Includes an in-depth study of a local music museum.

Same as ECON 435, EDUC 435, PAMU 435 GenEd: D, Interdisciplinary

BUS 448 GLOBALIZATION AND DEVELOPMENT (3)

Three hours lecture per week Prerequisite: SOC 100

Examines empirical and theoretical issues of globalization from a sociological perspective, to understanding how the forces of globalization affect economic, political and cultural systems of both developed and developing nations.

Same as SOC 448, ECON 448

GenEd: D, Interdisciplinary

BUS 491 LECTURE SERIES IN ENTERTAINMENT INDUSTRY (1)

Two hours lecture bi-weekly
Bi-weekly series of guest lectures focusing
on a variety of issues pertinent to the
entertainment industry. Entertainment
professionals will address topics that
cover but are not limited to aspects of
management, marketing, production,
performance and entertainment-related
technologies. Repeatable by topic up to
3 units.

Same as ART 491, PA 491

BUS 493 SERVICE LEARNING AT THE ZOO (1-3)

One to three hours activity per week Prerequisites: BIOL/BUS/ECON/EDUC 342 and Consent of instructor
Working with local zoos individuals or teams of students will engage in service learning projects where they will apply skills and competencies acquired in their academic programs to issues and challenges facing modern zoos.
Student Option: Graded or Credit/No Credit
Same as UNIV 493, BIOL 493, ECON 493, EDUC 493

BUS 495

THE ENTERTAINMENT EVENT: PRODUCTION, MARKETING AND PERFORMANCE (3)

Two hours lecture per week
Two hours activity per week
Corequisite: ART/BUS/PA 491
An interdisciplinary experience:
students work directly with faculty and
entertainment industry professionals
focusing on aspects of talent
management, project development,
marketing and related technologies that
result in the production of an entertainment
event.

Same as ART 495, PA 495

BUS 499 CAPSTONE (3)

Three hours lecture per week
Prerequisites: All Lower Division 21 units
and other Upper Division 33 units required
courses in the Business Major.
An integration of all prior business core
subject matter via two major components:
1) Teams of students participate in a PCbased simulation of an ongoing (fictitious)
international business. Requires decisionmaking under uncertainty but within strict
deadlines, competitor analysis, and
formal oral/written reporting of results.
2) Individually and in teams, students
analyze, research, discuss and report on

complex written business cases - which

provides interdisciplinary exposure.

BUS 500 ECONOMICS FOR MANAGERS (3)

Three hours lecture per week
Presents Economics for MBA
students, both microeconomics and
macroeconomics. Topics include
market structure, demand analysis,
consumer behavior, nature of the firm,
measuring economic activity, inflation,
unemployment, money and banking, and
the role of the government. Offered with
an extensive online component.

BUS 502 QUANTITATIVE METHODS FOR DECISION-MAKING (3)

Three hours lecture per week
Overview of core quantitative skills for
effective managerial decision-making.
Topics include statistical principles,
regression analysis, forecasting, multiattribute decision-making, benefit-cost
analysis, and spreadsheet modeling
of businesses cases. Offered with an
extensive online component.

BUS 504 INTRODUCTION TO ACCOUNTING AND FINANCE (4)

Four hours lecture per week
Presents an overview of the role of
accounting and finance in business.
The first part of the course focuses on
accounting as the language of business.
Topics include basic assumptions and
principles of accounting, the content and
purpose of financial statements, and uses
and limitations of the financial statements.
The second part of the course focuses
on the role of finance in supporting the
functional areas of a business. Topics
include time value of money, risk,
and capital structure. Offered with an
extensive online component.

BUS 506 PRINCIPLES OF MANAGEMENT AND MARKETING (3)

Three hours lecture per week
Presents an overview of the disciplines of
management and marketing. Explains the
basic elements of effective management
and marketing practices. Combines
management and marketing disciplines
through cases, role-play simulations, and
computer based simulations to model
managers' planning and decision-making
processes. Offered with an extensive
online component.

BUS 508 BUSINESS ETHICS AND LAW (3)

Three hour seminar per week
An overview of the ethical environment
for business operations, with a special
emphasis on the legal environment.
Explores decision-making frameworks
for managers in addressing ethical and
legal issues that confront modern business
organizations. Offered with an extensive
online component.

BUS 510 HIGH PERFORMANCE MANAGEMENT (3)

Three hours seminar per week Corequisite: BUS 520

Develops the managerial skills that affect individual and group performance in organizations. Topics include managerial communication, team-building, negotiation, conflict resolution, and intercultural management.

BUS 520 STRATEGY AND LEADERSHIP (3)

Three hours seminar per week Corequisite: BUS 510

An integrated overview of strategy, strategic planning and strategic management for business leaders. Special emphasis is on the role of leadership in the strategic management process. Through the use of complex business cases the course analyzes the major elements of strategic management and the interactions among major participants.

BUS 521 SPECIAL TOPICS IN MANAGEMENT (3)

Three hours seminar per week
Prerequisite: Consent of instructor
In-depth analysis of current topics in
management. Topics vary each semester.
Repeatable by topic.

BUS 522 SPECIAL TOPICS IN SOCIAL BUSINESS (3)

Three hours seminar per week In-depth analysis of current topics in social business. Topics vary each semester. Repeatable by topic up to $\underline{\phi}$ units.

BUS 530 MANAGING BUSINESS OPERATIONS (3)

Three hours seminar per week Prerequisite: BUS 520 Coreauisite: BUS 540

Managing a firm's business operations involves the design, operation and improvement of systems that create and deliver product and services to customers. Topics include change management, product design, process selection, quality management, supply chain design, strategy and control.

BUS 531 SPECIAL TOPICS IN BUSINESS (3)

Three hours seminar per week
Prerequisite: Consent of instructor
In-depth analysis of current topics in
business. Topics vary each semester.
Repeatable by topic.

BUS 540 FINANCIAL REPORTING AND ANALYSIS (3)

Three hours seminar per week Prerequisite: BUS 520

Corequisite: BUS 530

Use of financial information in managing an organization. Focuses on analyzing and interpreting financial statements, applying analytical tools and techniques to financial statements in order to make sound investment and operating decisions, and applying standard corporate funding models in corporate financial management.

BUS 541 SPECIAL TOPICS IN FINANCE (3)

Three hours seminar per week Prerequisite: Consent of instructor In-depth analysis of current topics in finance. Topics vary each semester. Repeatable by topic.

BUS 550 THE CONTEMPORARY FIRM (3)

Three hours seminar per week Prerequisite: BUS 540
Provides an intro to the information technology (IT) used in modern organizations and a technical understanding of IT, emphasizing practical experience and management perspectives.

BUS 560 THE ENTREPRENEURIAL MANAGER (3)

Three hours seminar per week *Prerequisite: BUS 540*Focuses on aspects of starting a new business, with an emphasis on recognizing and creating opportunities. Topics include attributes of entrepreneurs and entrepreneurial careers, evaluating opportunities, writing business plans, consumer and market analysis, new product design and development, creativity, innovation, forecasting, resource requirements, financing, and managing new ventures.

BUS 570 COMPETING IN A GLOBAL ENVIRONMENT (6)

Three hours seminar and six hours activity per week

Prerequisites: Completion of all other MBA core courses

Addresses management concerns for maximum organizational effectiveness in international business. Topics include international market identification, trade practices and policy, legal issues in business, international currency markets, joint ventures, international business strategy, and global management. Intercultural management issues, negotiation, and cross-cultural differences will also be addressed. Uses a computer based business simulation exercise.

BUS 572 GRADUATE INTERNATIONAL EXPERIENCE IN BUSINESS (3)

Three hours lecture per week
Analysis of international business
environments, including site visits to
appropriate locations. Repeatable up to
<u>6</u> units.

BUS 610 CAPSTONE PROJECT FOR MS/ MBA DUAL DEGREE (6)

Six hours seminar per week
Prerequisites: Biology or Business and
Economics Program approval
Culminating experience in the MS/
MBA dual degree program. Students
participate in lectures, discussions, case
analysis and independent research.
Includes a major project involving
research, analysis, synthesis and
presentation of a topic related to the
global biotechnology industry.
Same as BIOL 610

Chemistry

CHEM 101 CHEMISTRY AND THE ENVIRONMENT (3)

Three hours lecture per week
Relates the fundamentals of chemistry
to contemporary environmental issues.
Introduction to environmental chemistry
without assuming any prior knowledge
of chemistry and mathematics. Applies
scientific principles to environmental
problems concerning energy, air quality,
the atmosphere, water quality, and waste
management. Essential foundational
science needed to understand these
problems are also discussed.

GenEd: B1

CHEM 105 INTRODUCTION TO CHEMISTRY (3)

Three hours lecture per week
Prerequisites: A passing score on the Entry
Level Mathematics (ELM) Examination
Introduces the basic principles and
concepts in Chemistry. Topics covered
include: measurements, units and
unit conversion, scientific notation,
stoichiometry, atomic structure,
the concept of the mole, types of
compounds, and problem solving.
GenEd: B1

CHEM 110 CHEMISTRY OF LIFE (4)

Three hours lecture per week
Three hours laboratory per week
Prerequisites: Satisfy the Entry Level
Mathematics (ELM) requirement
Fundamentals of chemistry including the
composition of atoms and molecules,
mass balance, energy, properties of
gases and solutions, solubility, diffusion,
ionic strength, acid-base chemistry, and
basic nuclear chemistry. Structure and
reactivity of inorganic, organic, and
biological molecules. Enzyme catalysis,
including the metabolism of sugars, lipids,
and proteins. Hazards of chemicals and
their interactions with the human body.

Integrated lecture and laboratory. No credit given towards the Chemistry major. Lab fee required.

GenEd: B1

CHEM 111 CHEMISTRY OF LIFE -PROBLEM SOLVING (1)

One hour of discussion per week Corequisite: Chem 110, concurrent enrollment required

An instructor/peer-supervised interactive problem-solving session for students in CHEM 110 where students work in small groups on problems related to the content in CHEM 110.

Graded Credit/No Credit

CHEM 121 GENERAL CHEMISTRY I (4)

Three hours lecture and three hours laboratory per week

Prerequisites: Passing score on the Chemistry Placement Examination or CHEM 105

An introductory chemistry course which provides an overview of the chemical and physical behavior of matter with a focus on qualitative and quantitative general inorganic, physical, and analytical chemistry. Lab fee required.

GenEd: B1

CHEM 122 GENERAL CHEMISTRY II (4)

Three hours lecture and three hours laboratory per week

Prerequisites: CHEM 121 with a grade of C or better

An introductory chemistry course which provides an overview of the chemical and physical behavior of matter with a focus on quantitative general inorganic, physical, and analytical chemistry including kinetics and thermodynamics of reactions, gas phase and solution equilibria, and qualitative aspects of radiochemistry, organic chemistry, and polymer chemistry. Lab fee required. GenEd: B1

CHEM 123 GENERAL CHEMISTRY I PROBLEM-SOLVING (1)

One hour discussion per week Corequisite: CHEM 121

An instructor/peer-supervised interactive problem-solving session for students in CHEM 121 where students work in small groups on problems related to the content in CHEM 121.

Graded Credit/No Credit

CHEM 124 GENERAL CHEMISTRY II PROBLEM-SOLVING (1)

One hour discussion per week. Corequisite: CHEM 122

An instructor/peer-supervised interactive problem-solving session for students in CHEM 122 where students work in small groups on problems related to the content in CHEM 122.

Graded Credit/No Credit

CHEM 250 QUANTITATIVE ANALYSIS (3)

Three hours lecture per week

Prerequisites: CHEM 122 with a grade of

C or better

Corequisite: CHEM 251

An examination of analytical chemistry theory and techniques involved in the quantification of inorganic, organic, and biological species from samples. Emphasis on gravimetric, volumetric, and separation techniques, as well as data analysis and statistics. Examine environmental, biological, and medical applications of the analysis techniques.

CHEM 251 QUANTITATIVE ANALYSIS LABORATORY (1)

Three hours of laboratory per week Prerequisites: CHEM 122 with a grade of C or better

Corequisite: CHEM 250

A laboratory course designed to provide students with an exposure to the techniques used in the quantification of inorganic, organic, and biological species from samples using gravimetric and volumetric analyses, potentiometric titrations, atomic absorption spectrometry, UV-visible spectroscopy, GC, and GC/MS. Lab fee required.

CHEM 301 ENVIRONMENTAL CHEMISTRY -ATMOSPHERE AND CLIMATE (3)

Three hours lecture per week
Prerequisites: CHEM 122 with a grade of
C or better

An introductory course to the chemistry of the atmosphere. The focus is the fundamental natural chemical processes of the atmosphere, as well as the anthropogenic effects on this system. These include climate change and other current topics of environmental interest and the science behind these processes.

CHEM 302 ENVIRONMENTAL CHEMISTRY - SOIL AND WATER (4)

Three hours lecture per week and Three hours laboratory per week Prerequisites: CHEM 122 with a grade of C or better

Examines the environmental chemistry of the geosphere and the hydrosphere.

Natural and anthropogenic effects on the environment in these systems, including effects on living organisms, hazardous waste and its disposal, and measures to alleviate and prevent environmental problems will be discussed. Includes a laboratory for experiments analyzing water, soil, and tissue samples for pollutants.

CHEM 305 COMPUTER APPLICATIONS IN CHEMISTRY (1)

Three hours of laboratory per week.

Prerequisites: CHEM 122 with a grade of
C or better

This course will introduce the use of computer applications to solve chemical problems and present scientific information. Topics include: on-line journals and literature searches, reading and understanding the scientific literature, computer modeling of molecules, and website development. Lab fee required. GenEd: B4

CHEM 311 ORGANIC CHEMISTRY I (3)

Three hours lecture per week Prerequisites: CHEM 122 with a grade of C or better

The structure and reactions of simple organic molecules and spectroscopic techniques (NMR, GC-MS, IR, and UV-visible) used to characterize molecules.

CHEM 312 ORGANIC CHEMISTRY I LABORATORY (1)

Three hours laboratory per week Prerequisites: CHEM 311 (or taken concurrently) with a grade of C or better A laboratory course designed to provide students with an exposure to the techniques and instrumentation (NMR, GC, GC-MS, LC, IR, and UV-visible) used to purify and characterize organic molecules resulting from organic reactions. Lab fee required.

CHEM 313 ORGANIC CHEMISTRY I PROBLEM SOLVING (1)

One hour discussion per week Corequisite: CHEM 311 Interactive problem-solving session for students in CHEM 311 where students work in small groups on problems related to the content in CHEM 311.

Graded Credit/No Credit

CHEM 314 ORGANIC CHEMISTRY II (3)

Three hours lecture per week Prerequisites: CHEM 311 with a grade of C or better

An examination of the structure, reactions, and spectroscopy of organic compounds containing one or more functional groups, and the structures and reactions of biologically relevant molecules.

CHEM 315 ORGANIC CHEMISTRY II LABORATORY (1)

Three hours laboratory per week Prerequisites: CHEM 311, CHEM 312, and CHEM 314 (or taken concurrently) with grades of C or better
A laboratory course designed to provide students with experience in single-step and multi-step syntheses and characterization of organic molecules with hands-on access to instrumentation (NMR, GC, GC-MS, LC, IR, and UV-visible). Lab fee required.

CHEM 316 ORGANIC CHEMISTRY II PROBLEM SOLVING (1)

One hour discussion per week Corequisite: CHEM 314 Interactive problem-solving session for students enrolled in CHEM 314 where students work in small groups on problems related to the content in CHEM 314. Graded Credit/No Credit

CHEM 318 BIOLOGICAL CHEMISTRY (3)

Three hours lecture per week Prerequisites: CHEM 311 with a grade of C or better

An integrated Organic Chemistry II and Biochemistry course for non-chemists. The topics covered in this course include: the structure and synthesis of sugars, amino acids, DNA, RNA, proteins; enzyme catalysis and inhibition; and the reactions involved in biosynthetic and metabolic pathways. Chem 318 will not count for credit in the Chemistry major or minor.

CHEM 330 THE HISTORY OF SCIENCE: NONWESTERN ORIGINS AND THE WESTERN REVOLUTION (3)

Three hours lecture per week
A survey of scientific history from 2000
BCE to the present that considers science
as a set of made, lost and found ideas
and technologies. Fields of inquiry are
examined by tracing their historical and
cultural trajectories through the African,
Arab, Babylonian, Chinese, Egyptian,
Greek, Indian, Incan, Japanese, Mayan
and Sumerian worlds.
Same as HIST 330
GenEd: B1, Interdisciplinary

CHEM 335 THE CHEMISTRY OF THE KITCHEN (3)

Two hours lecture per week
Two hours activity per week
An overview of the molecules in
foods and the chemical reactions
that occur during the preparation of
foods. Ingredients and methods from a
diverse set of cultural traditions will be
considered.

GenEd: B1, Interdisciplinary

CHEM 341 DRUG DISCOVERY AND DEVELOPMENT (3)

Three hours lecture per week How are drugs discovered? What determines the price for a drug? What is the difference between a generic and non-generic drug? These questions will be examined with an interdisciplinary approach. Topics include the isolation of compounds from natural sources, the screening of compounds for biological activity, structure-activity relationships of drugs, computer-assisted drug design, combinatorial chemistry, bioinformatics, the FDA approval process for new drugs, and the economic and business aspects of pharmaceutical investment and development.

Same as ECON 341, BUS 341 GenEd: B1, D, Interdisciplinary

CHEM 343 FORENSIC SCIENCE (3)

Two hours lecture and three hours laboratory per week

A survey of the various chemical and biological techniques used in obtaining and evaluating criminal evidence.
Topics include: chromatography; mass spectrometry (IC-MS, GC-MS); atomic absorption spectrometry; IR, UV, fluorescence, and X-ray spectroscopies; fiber comparisons; drug analysis; arson/explosive residue analysis; toxicological studies; blood typing; DNA analysis; population genetics; firearm identification; and fingerprint analysis.

GenEd: B1, Interdisciplinary

CHEM 344 ENERGY AND SOCIETY (3)

Three hours lecture per week Survey of the physical, chemical, and engineering principles involved in the production of energy from current and potential sources and the economical, environmental, and political issues surrounding energy production. The course will also examine factors that influence worldwide energy policy. Examples of topics included: energy conservation, efficient usage and transportation of energy, energy resources, fossil fuels, active and passive solar energy, biomass, fuel cells, nuclear (fission and fusion) processes, and hydroelectric, tidal, geothermal, and wind

Same as PHYS 344 GenEd: B1, Interdisciplinary

CHEM 371 PHYSICAL CHEMISTRY I (3)

Three hours lecture per week
Prerequisites: CHEM 122 with a grade of
C or better, PHYS 101 or PHYS 201, and
MATH 150

This course is designed to introduce thermodynamics and kinetics. Areas covered will include the laws of thermodynamics, changes in state, chemical equilibrium, gas kinetic theory, rates of reactions, and experimental methods used to determine chemical reaction rates.

CHEM 372 PHYSICAL CHEMISTRY LABORATORY (1)

Three hours laboratory per week Prerequisites: CHEM 371 (or concurrent registration)

This course is designed to introduce experimental physical chemistry including measurement of thermodynamic and kinetic properties. Lab fee required.

CHEM 373 PHYSICAL CHEMISTRY II (3)

Three hours lecture per week Prerequisites: CHEM 122 with a grade of C or better, PHYS 101 or PHYS 201, and MATH 150

Introduction to quantum mechanics, atomic and molecular structure, spectroscopy, and statistical mechanics.

CHEM 410 ADVANCED ORGANIC SYNTHESIS (4)

Three hours lecture and three hours laboratory per week

Prerequisites: CHEM 305 (or concurrent enrollment), CHEM 314, and CHEM 315 or Consent of instructor

This course will examine modern synthetic reactions and approaches in the design of complex organic molecules. The laboratory introduces students to advanced synthetic reactions and techniques, including inert-atmosphere techniques. Lab fee required.

CHEM 415 MOLECULAR STRUCTURE DETERMINATION (4)

Three hours lecture and three hours laboratory per week

Prerequisites: CHEM 305 (or concurrent enrollment), CHEM 314, CHEM 315 or Consent of instructor

Examines modern techniques for the determination of the structure of organic and inorganic compounds. Topics include X-ray crystallography, nuclear magnetic resonance spectroscopy, mass spectrometry, infrared spectroscopy, ultraviolet spectroscopy, and molecular modeling. Lab fee required.

CHEM 420 ADVANCED INORGANIC CHEMISTRY (3)

Three hours lecture per week Prerequisites: CHEM 314 and CHEM 371 Structure and bonding of inorganic compounds, survey of the chemistry of metal and non-metal elements, coordination compounds, organometallic compounds, mechanisms and reactions, and their applications in catalysis and solid state materials.

CHEM 450 INSTRUMENTAL ANALYSIS AND LABORATORY (4)

Three hours lecture and three hours laboratory per week Prerequisites: CHEM 250, CHEM 251, CHEM 305 (or Concurrent enrollment or Consent of instructor), and CHEM 315 with a grade of C or better This course is designed to introduce chemical analysis using instrumental methods. Areas covered will include atomic and molecular spectroscopy, chromatography, and mass spectroscopy. Lectures will focus on theory and application of these techniques to organic, inorganic, and biochemical analysis. Experimental design, materials used in scientific apparatus, vacuum science and electronic circuits will also be examined. Lab fee required.

CHEM 460 BIOCHEMISTRY I (4)

Three hours lecture and three hours laboratory per week

Prerequisites: CHEM 314 with a grade of C or better

This course will examine the physical and chemical properties of biological molecules. Topics include: the structure and function of nucleic acids, proteins, lipids, and carbohydrates. Lab Fee Required.

CHEM 461 BIOCHEMISTRY II (4)

Three hours lecture and three hours laboratory per week

Prerequisites: CHEM 305 (or Concurrent enrollment), CHEM 460 with a grade of C or better or Consent of instructor.

This course will focus on the biochemical reactions that occur in cells. Topics include biosynthesis of proteins, lipids and nucleic acids, photosynthesis, cellular metabolism, and gene expression. Lab fee required.

CHEM 465 BIOINORGANIC CHEMISTRY (4)

Three hours lecture and three hours laboratory per week

Prerequisites: CHEM 305 (or concurrent enrollment), CHEM 314 with a grade of C or better or Consent of instructor

This course will examine the inorganic chemistry of biological systems including the role of metals such as zinc, iron, copper, manganese, and molybdenum in protein/enzyme function. The course will discuss principles of coordination chemistry, protein and DNA functional groups and their metal-binding ability, and the role of metal ions in the reaction mechanisms of metalloenzymes.

CHEM 490 SPECIAL TOPICS IN CHEMISTRY (1-3)

Prerequisite: Consent of instructor Specialized topics from the fields of Chemistry and Biochemistry. Repeatable by topic.

CHEM 491 SPECIAL LABORATORY TOPICS IN CHEMISTRY (1-3)

Three to Nine hours laboratory per week Prerequisite: Consent of instructor required for enrollment

Laboratory study of a selected topic, the title of which is to be specified in advance. Repeatable by topic up to $\underline{\phi}$ units.

CHEM 492 INTERNSHIP/ SERVICE LEARNING (1-3)

Two to Six hours activity per week Prerequisite: Consent of instructor
Provides student credit for internship work and/or service learning in the community that culminates in a written and oral report. Repeatable up to <u>6</u> units.

Graded Credit/No Credit

CHEM 494 INDEPENDENT RESEARCH (1-3)

Prerequisite: Consent of instructor Provides student credit for independent laboratory research. Repeatable. Graded Credit/No Credit

CHEM 497 DIRECTED STUDIES (1-3)

One to three hours independent study per week

Prerequisite: Consent of instructor Provides student credit for curricular activities under the direction of a Chemistry faculty member. Repeatable up to 6 units.

Graded Credit/No Credit

CHEM 499 CHEMISTRY CAPSTONE (2)

Two seminar hours per week Prerequisites: CHEM 305, CHEM 371 Students in their final academic year learn to communicate scientific information to other scientists. Students present scientific information from work completed or workin progress of their independent research (CHEM 494), internship (CHEM 492), or extensive literature research.

Chinese

CHIN 101 ELEMENTARY CHINESE I (4)

Four hours lecture per week
First course in Modern Standard Chinese
(Mandarin). Develops elementary
communicative skills and knowledge
of the Chinese language and cultures.
Not intended for students with prior
knowledge of Chinese.
GenEd: C3A

CHIN 102 ELEMENTARY CHINESE II (4)

Four hours lecture per week
Continued development of students'
elementary communicative skills in
listening, speaking, reading and writing
skills, and knowledge of Chinese culture.
GenEd: C3A

Chicana/o Studies

CHS 100 CHICANA/OS IN CONTEMPORARY SOCIETY (3)

Three hours lecture per week
This course offers an introductory study
of Chicana/os in contemporary society
in the United States. It focuses on areas
such as culture, history, fine arts, family,
language, education, politics, economics,
and social issues as they relate to the
Mexican American experience in
relationship to other groups in American
society.

GenEd: C3B, D

CHS 200 DIVERSITY IN LATINA/O COMMUNITIES (3)

Three hours lecture per week
Examination of diverse Latina/o
communities in the United States from their
origins in Latin America to the various
ways they have integrated into U.S.
society.

GenEd: C3B, D

CHS 292 CHICANA/O STUDIES SERVICE LEARNING AND CIVIC ENGAGEMENT (3)

Two hours lecture per week
Two hours activity per week
Prerequisites: CHS 100, Sophomore status
or Consent of instructor
Introduces students to the practices
necessary for effective research and work
on issues of social justice in Chicana/o

necessary for effective research and work on issues of social justice in Chicana/o communities. Students will learn how to identify, research, and reflect upon problems through the examination of case studies and hands-on service learning and civic engagement experiences. The course prepares students for more advanced service learning skills required in CHS 492.

Student Option: Graded or Credit/ No Credit GenEd: D

CHS 331 TRANSBORDER PERSPECTIVES IN CHICANA/O STUDIES (3)

Three hours lecture per week
Focuses on the major theoretical concepts
in transborder studies as they apply to
Chicana/o studies in the areas of culture
and cultural production, economics,
gender issues, health, history, and
migration.

GenEd: C3B, D, Interdisciplinary

CHS 333 HISTORY OF SOUTHERN CALIFORNIA CHICANA/O ART (3)

Three hours lecture per week
An exploration of the Southern California
Chicano/a culture focusing on the
genesis, vitality and diversity represented
in the painting, sculpture and artistic
traditions of Mexican American artists.
Historical movements, politics, cultural
trends and Mexican folklore underlying
the development of this dynamic style of
art will be investigated within a variety of
contexts.

Same as ART 333, HIST 333 GenEd: C3B, D, Interdisciplinary

CHS 343 HEALTH ISSUES IN THE LATINA/O COMMUNITY (3)

Three hours lecture per week Prerequisite: CHS 100 or equivalent Examines the health issues affecting the Latina/o community and considers interventions, public health policies, and health promotion programs, used to improve the health status of the Latina/o community.

Same as NRS 343 GenEd: C3B, Interdisciplinary

CHS 350 CHICANA/O HISTORY AND CULTURE (3)

Three hours lecture per week Examines the historical settlement and culture of Chicanas/os in the United States to the present. Particular attention is given to the relationship of the Chicana/o experience to the economic, political, and social institutions of the United States. These institutions are examined in relation to historical movements and developments that span over several centuries. Same as HIST 350

CHS 364 CHICANO ENGLISH (3)

Three hours lecture per week Examination of the social, cultural and linguistic factors that influence the development of Chicano English. Investigates the language use of Chicano's and the sociolinguistic and sociocultural ways of speaking and communicating. Issues of language variety, influence of Spanish, social history and use and function in the Chicano community. Implications for K-12 schooling are addressed.

CHS 383 CHICANA/O LATINA/O IDENTITY AND EMPOWERMENT (3)

Three hours lecture per week Prerequisites: PSY 100 and/or CHS 100 or equivalent

Examines theories of identity development and empowerment applied to Latina/o adolescents and adults living in a multicultural society. Psychological, social, and cultural issues will be examined from the perspective of Latinas/os from diverse ethnic, cultural and socioeconomic backgrounds.

Same as PSY 383

CHS 401 LATINA/O WORKERS IN A **GLOBAL ECONOMY (3)**

Three hours lecture per week Prerequisites: CHS 100 or equivalent Examines transborder labor issues within the United States in global context, as immigrant Latina/o workers producing goods and services for a global economy is a world-wide phenomenon, and as technology and policy integrate national and regional economies into a global system.

CHS 402 SOUTHERN CALIFORNIA CHICANA/O HISTORY AND CULTURE (3)

Three hours lecture per week Examines the cultural, economic, political, and social experience of Mexicanos of the region from the U.S conquest to the 1990s. Particular attention is given to the interactions of this community with other ethnic and racial groups. The course utilizes literature, film, and art as mediums of learning about the culture and history of Chicanos.

Same as HIST 402 GenEd: D

CHS 425 CONTEMPORARY IMMIGRATION ISSUES (3)

Three hours lecture per week Prerequisites: CHS 100 or equivalent Cross disciplinary examination of contemporary immigration and citizenship in the United States in comparison with other countries. Same as SOC 425

CHS 445 CHICANO CHILD AND ADOLESCENT (4)

Three hours lecture and two hours service learning per week

Examines the socio-cultural experiences and historical political realities pertinent to the daily lives of Chicano, Mexican-origin, and/or Latino children and adolescents. Focus is on historical periods, events, and policies affecting youth populations, its demography, migration and immigration patterns. Consideration of contemporary issues and effective educational and cultural practices will be used as a resource for teacher knowledge and pertinent classroom projects. Field study requirement involves working in a childcentered setting or related service project. Same as EDUC 445, HIST 445 GenEd: C3B, D, Interdisciplinary

CHS 490 SPECIAL TOPICS (3)

Three hours lecturer per week Prerequisite: Consent of instructor Investigates a topic of historical or contemporary interest in Chicana/o, Latina/o, and/or transborder studies. Topics vary by semester. Repeatable by topic.

CHS 491 THEORETICAL FOUNDATIONS OF CHICANA/O STUDIES (3)

Three hours lecture per week

Prerequisites: CHS 331, Senior standing or Consent of instructor Guiding theoretical concepts that have shaped Chicana/o Studies. Includes a critical examination of emerging Chicana/o Studies theoretical perspectives in light of contemporary intellectual frameworks in the social sciences, arts, and humanities, postmodernism, critical theory, and critical race theory. Includes analysis of self-representation and socio-cultural developments in the Chicana/o community.

CHS 492 INTERNSHIP/SERVICE **LEARNING (1-3)**

Two to six hours lecture per week Prerequisites: CHS 210, CHS 491, or Consent of instructor Work/volunteer experience in an appropriate setting. Students are required to write a reflective report of their

CHS 494 INDEPENDENT RESEARCH (1-3)

experience.

One to Three hours activity per week Prerequisites: Junior standing and consent of an instructor within or affiliated with the

Independent reading and/or research project under the supervision of a faculty member. Repeatable up to 3 units.

CHS 497 DIRECTED STUDIES (1-3)

One to three hours per week Prerequisites: Junior standing and consent of instructor within or affiliated with the program

Exploring existing literature in important Chicana/o Studies topics. Repeatable up to 3 units.

CHS 499 SERVICE LEARNING CAPSTONE IN CHICANA/O STUDIES (1-3)

One to three hours seminar per week Prerequisites: Upper division standing as a Chicana/o Studies major or Consent of instructor

Students complete a project approved by the faculty advisor which will integrate prior course work with the general expectations of the program. Completed projects will be disseminated to the campus community.

Clinical Lab Science

CLS 500

CLINICAL TRAINING CERTIFICATE PROGRAM PART ONE (8)

Prerequisites: BS in Biology with an Emphasis in Clinical Laboratory Science or Equivalent educational credential.

The first phase of clinical training in a clinical laboratory at a partner hospital.

Graded Credit/No Credit

CLS 501 CLINICAL TRAINING CERTIFICATE PROGRAM PART II (8)

40 hours field studies per week
Prerequisites: BA in Biology with an
Emphasis in Clinical Laboratory Science or
Equivalent educational credential.
The second phase of clinical training in a
clinical laboratory at a partner hospital.
Graded Credit/No Credit

Communication

COMM 101 PUBLIC SPEAKING (3)

Three hours lecture per week Introduction to communication theory and the study of the human communication process with an emphasis on effective public communication. Includes intensive practice in public speaking, reasoning, and critical listening. GenEd: A1

COMM 200 INTRODUCTION TO COMMUNICATION STUDIES (3)

Three hours lecture per week Prerequisite: COMM 101
Foundational principles and theories of communication provide the student with alternate ways to understand human interaction. Tracing historical and cultural answers to the question, what is communication, guides students to consider alternate paradigms.

GenEd: A1

COMM 210 INTERPERSONAL COMMUNICATION (3)

Three hours lecture per week
Analysis of the role communication plays
in interpersonal relationships with special
emphasis on intercultural communication.
Oral interpersonal communication skills
will be stressed.
GenEd: A1

COMM 211 DISCERNING INFORMATION IN AN INTERCONNECTED WORLD (3)

Three hours lecture per week Provide students with strategies to help them make sense of our informationsaturated world. Students should critically assess information, differentiate the perspectives of information seekers from providers and evaluate our sources of knowledge through issues such as surveillance, surrogates, privacy, information seeking behavior, information control, intellectual property, digital democracy, and emerging information communication technologies. Student Option: Graded or Credit/ No Credit Same as LIB 211 GenEd: A3, D

COMM 220 GROUP COMMUNICATION (3)

Three hours lecture per week
This course examines communication in
the small group context. It will investigate
the important theoretical foundations
and practical applications of group
communication as well as apply those
theories and skills to actual group
interactions.

GenEd: A1

COMM 230 INTRODUCTION TO JOURNALISM (3)

Three hours lecture per week *Prerequisites: ENGL 103 or ENGL 105*Designed for students interested in producing print and photo journalism for local community publications. Topics will include journalistic writing styles and techniques, research strategies, interviewing methods, appropriate layout and design techniques. Projects will culminate in a product suitable for publication.

Same as ENGL 230 GenEd: A2

COMM 301 ADVANCED PUBLIC SPEAKING (3)

Three hours lecture per week Prerequisite: COMM 101 Develops advanced skills of persuasion, narratives, language usage, leadership, and the ability to handle difficult speaking situations.

COMM 310 COMMUNICATION RESEARCH METHODS (3)

Three hours lecture per week

Prerequisite: COMM 200

Investigation of methodology and

analytical techniques of human communication, including participant observation, interview, focus groups, surveys, conversation and content analysis.

COMM 320 PERSUASION AND ARGUMENTATION (3)

Three hours lecture per week Prerequisite: COMM 101
Students will debate one another in contemporary topics in health, business and the environment. Students will also participate in creating a public campaign to persuade a larger audience.

COMM 321 CULTURAL CONVERSATIONS (3)

Three hours lecture per week Focuses on the ways that people from different cultures interact. Students will analyze and participate in conversations with people who claim different group memberships such as regional, religious, ethnic, or national backgrounds, age, gender and sexual orientations. GenEd: C3B

COMM 322 SOCIOLOGY OF POPULAR CULTURE (3)

Three hours lecture per week Prerequisite: SOC 100

Examines popular culture from a sociological and a comparative perspective. Emphasizes the impact of mass media on individual behavior, marketing and consumption of amusements and entertainments in the domestic and global marketplace. Same as SOC 322, ENGL 322

COMM 331 ART, SOCIETY, AND MASS MEDIA (3)

Three hours lecture per week
The study of synergetic relationships
between visual art and human
communication dating back to the roots
of civilization. Comparative studies in art
and communication link ancient traditions
to the development of contemporary mass
media including print, photography, film,
television and the internet
Same as ART 331
GenEd: C1, D, Interdisciplinary

COMM 333 NONPROFIT ORGANIZATIONS (3)

Three hours lecture per week Issues unique to nonprofit organizations including financial, legal, and political. Same as POLS 333, ECON 333, BUS 333
GenEd: D, Interdisciplinary

COMM 335 POLITICS AND FILM (3)

Two hours lecture and two hours activity

Explores the themes, issues and processes of politics through an in depth study of selected films. Area of focus varies by semester.

Same as POLS 335 GenEd: D, Interdisciplinary

MULTICULTURAL LITERATURE COMM 336 AND COMMUNICATION (3)

Three hours lecture per week Examines issues of cross-cultural communication in interpersonal and intergroup settings. Works of literature which take cross-cultural communication as a theme will be examined. Same as ENGL 336 GenEd: A1, C2, Interdisciplinary

COMM 340 CONFLICT MANAGEMENT AND MEDIATION (3)

Three hours lecture per week Focuses on the role of language and dialogue in the construction, escalation and resolution of conflict in interpersonal, organizational, and community contexts. Addresses the social, political, historical and behavioral aspects of conflict and conflict resolution in our society from a variety of disciplinary perspectives. GenEd: D, Interdisciplinary

COMM 345 MEDIA LITERACY AND YOUTH CULTURE (3)

Three hours lecture per week This interdisciplinary course examines the relationship between mass communication, mass media, and youth culture. Topics include the theories and effects of mass communication, in particular the effects of mass media on children and adolescents. To develop media literacy, students will apply these concepts to their own experiences with popular media, including television, print, and film.

Same as EDUC 345 GenEd: A1, D, Interdisciplinary

COMM 346 SCHOOL COMMUNICATION (3)

Three hours lecture per week Examines written, verbal and nonverbal communication in school settings between teachers and stakeholders. Emphasizes the importance of communication and successful personal interactions. Same as EDUC 346 GenEd: A1, Interdisciplinary

COMM 430 POLITICAL COMMUNICATION (3)

Three hours lecture per week An analysis of the relationship between mass media and political decisionmaking. Topics covered include: political communication theories and trends, the relationship between political institutions and the press in the US and in other countries, elections, debates, political campaigning and advertising, new media and politics, political socialization, education, politics and popular culture. Same as POLS 430 GenEd: D, Interdisciplinary

HEALTH COMMUNICATION (3) COMM 441

Three hours lecture per week Prerequisite: COMM 320 Explores the evolution of health as a major topic in communication studies. Focuses on conversations between health practitioners and patients as well as public health campaigns. Same as NRS 441 GenEd: D, Interdisciplinary

COMM 442 **ORGANIZATIONAL COMMUNICATION (3)**

Three hours lecture per week Prerequisites: COMM 101 and COMM 210 or COMM 220

This course examines and compares internal and external communicative practices in for profit and nonprofit organizations. By examining a series of case studies, students will integrate knowledge from business and marketing and apply communication competence to the production and analysis of organizational messages. GenEd: A1, Interdisciplinary

COMM 443 **ENVIRONMENTAL COMMUNICATION (3)**

Three hours lecture per week Prerequisites: ESRM 100 and COMM 101 or COMM 320 Students will analyze and engage in debates about local, national and global environmental disputes. Topics include analysis of risk, community dialogue and strategic environmental messages. Same as ESRM 443 GenEd: D, Interdisciplinary

ENVIRONMENTAL COMM 450 CONFLICT RESOLUTION (3)

Three hours lecture per week Provides practical experience in negotiation and mediation techniques within the context of complex environmental and public policy disputes. Same as ESRM 450, POLS 450

COMM 490 SPECIAL TOPICS (3)

Three hours lecture per week Investigates a prominent topic within the field of communication. Topics vary by semester. Repeatable by topic up to 6

COMM 492 INTERNSHIP (1-3)

Two to six hours activity per week Prerequisite: COMM 300 level Provides student credit for internship work that applies communication theories and skills within an organization. Repeatable up to 6 units. Graded Credit/No Credit

COMM 494 INDEPENDENT STUDY (1-3)

One to three hours independent study per week

Prerequisites: Upper division standing and Program approval; Consent of instructor Supervised project involving theoretical research in the field of communication. Repeatable by topic up to 3 units.

COMM 499 CAPSTONE PROJECT (3)

One hour seminar per week Four hours activity per week Prerequisites: Senior standing or Consent of instructor

Students will work with a community partner to demonstrate how Communication is relevant to an organization that addresses social issues.

Computer Science

COMP 101 COMPUTER LITERACY (3)

Three hours lecture in the lab per week An introduction to computer applications, including web applications, word processing, spreadsheets, databases and programming. Not open to Computer Science majors. GenEd: B4

COMP 102 WEB DEVELOPMENT (3)

Three hours lecture in the lab per week Prerequisites: COMP 101 or Consent of instructor

Introduction to the design and development of web pages including use of HTML and scripting languages; multimedia content; and current web development tools. GenEd: B4

COMP 105 COMPUTER PROGRAMMING INTRODUCTION (3)

Three hours lecture in the lab per week Prerequisites: COMP 101 or Consent of instructor.

Provides a balanced view of computing and provides an introduction to the world of computer science. In depth coverage of the design, development, and expression of algorithms. Covers a variety of concepts relevant to the beginning student, including computer organization and design. Not open to students who have completed COMP 150. GenEd: B4

COMP 110 COMPUTER LITERACY FOR EDUCATORS (3)

Three hours lecture per week An introduction to computer systems, including web applications, word processing, spreadsheets, database emphasizing their use in educational settings.

Same as LS 110 GenEd: B4

COMP 121 INTRODUCTION TO PROGRAMMING IN C (3)

Three hours lecture per week Introduces the student to problem solving using algorithmic methods implemented in the C programming language. The C programming language is presented in a manner appropriate for students with no prior programming experience. The emphasis is on scientific applications within a UNIX environment.

COMP 150 OBJECT-ORIENTED PROGRAMMING (4)

Four hours lecture in the lab per week Prerequisites: MATH 105 or Equivalent Introduction to algorithms, their representation, design, structuring, analysis and optimization. The course introduces the concept of object paradigm, design and implementation of algorithms as structured programs in a high level language. GenEd: B4

COMP 151 DATA STRUCTURES AND PROGRAM DESIGN (4)

Three hours lecture and three hours lab per week

Prerequisite: COMP 150

Introduction to data structures and the algorithms that use them. Review of composite data types such as arrays, records, strings, and sets. Topics include: the role of the abstract data type in program design, definition, implementation and application of data structures such as stacks, queues, linked

lists, trees and graphs; recursion; use of time-complexity expressions in evaluating algorithms.; comparative study of sorting and searching algorithms.

COMP 162 COMPUTER ARCHITECTURE AND ASSEMBLY LANGUAGE (3)

Three hours lecture per week Prerequisite: COMP 150

An introduction to computer architecture, assembly language programming, system software and computer applications. Topics include: number systems and data representation; internal organization of a computer; primitive instructions and operations; Assembly language; language translation principles; overview of operating systems.

COMP 221 INTRODUCTION TO UNIX AND C FOR PROGRAMMERS (3)

Three hours lecture per week Prerequisite: COMP 151
Fundamentals of the UNIX operating system, including the command line interface (CLI), shell commands and related utilities. C will be covered at an accelerated pace, appropriate for students who already know another programming language. Fundamental C libraries, and basic UNIX system calls, will be covered. Principles of the program development cycle as applied to a UNIX environment will also be presented.

COMP 232 PROGRAMMING LANGUAGES (3)

Two hours lecture and three hours lab per week

Prerequisites: COMP 151 and COMP 162

Discussion of issues in the design, implementation, and use of high-level programming languages. Topics include: historical background; how languages reflect different design philosophies and user requirements; technical issues in the design of major imperative (procedural) programming languages; other approaches to programming: functional programming, logic programming, and object-oriented programming.

COMP 262 COMPUTER ORGANIZATION AND ARCHITECTURE (3)

Three hours lecture per week Prerequisites: COMP 151 and COMP 162

Extension of basic addressing concepts to more advanced addressability such as base register and self relative addressing. Topics include: comparative computer architecture focusing on such organizations as multiple register processors and stack machines; basics of

virtual memory, input/output; introduction to the concept of microprogrammable systems; low-level language translation process associated with assemblers; system functions such as relocatable loading and memory management; application of data structure and hashing techniques to the above.

COMP 337 SURVEY OF COMPUTER GAMING (3)

Three hours lecture per week This course provides the student with a broad understanding of the world of computer gaming. This includes the evaluation and analysis of the cultural, historical, literary, psychological, and technological impact of computer gaming on society. The course will survey the different types of computer games such as educational, sports, first person shooter, adventure, and strategy, along with an overview of the design, implementation, and testing issues that confront game developers. The student will construct, submit and evaluate several written reports during the semester. GenEd: B4, Interdisciplinary

COMP 345 DIGITAL IMAGE PROCESSING (3)

Three hours lecture in the lab per week Prerequisite: Consent of instructor An introduction to the basic concepts and techniques for digital image restoration and enhancement, analysis, coding and compression. The emphasis is on processes which analyze primarily twodimensional discrete images represented at the pixel level, including filtering, noise reduction and segmentation. Fourier analysis techniques will be explored. Programming exercises will be used to implement the various processes, and their performance on synthetic and real images will be studied. Same as PHYS 345, MATH 345 GenEd: B1, B4, Interdisciplinary

COMP 350 INTRODUCTION TO SOFTWARE ENGINEERING (3)

Two hours lecture and three hours lab per week

Prerequisites: COMP 232 and COMP 262

Concepts and techniques for systems engineering, requirements analysis, design, implementation and testing of large scale computer systems. Principles of software engineering for production of reliable, maintainable and portable software products. Emphasis on functional analysis and structured design techniques. Topics include unit, integration and systems testing, configuration

management, and software quality assurance practices. Participation in group activities involving analysis, design and implementation of a software intensive system. Introduction to Computer Aided Software Engineering (CASE).

COMP 351 DISTRIBUTED COMPUTING (3)

Three hours lecture per week Prerequisite: COMP 151

Learn effective use of remote objects and component technologies in computer programs. Study of fundamentals of distributed programming technologies. Build expertise in using modern tools and services to transparently integrate local and remote resources to solve problems.

COMP 362 OPERATING SYSTEMS (4)

Three hours lecture and three hours lab per week

Prerequisite: COMP 262

Examination of the principal types of systems including batch, multiprogramming, and time-sharing.

Networked systems are also discussed. The salient problems associated with implementing systems are considered including interrupt or event driven systems, multi-tasking, storage and data base management, and input-output. Emphasis will be placed on some of the simple algorithms used to solve common problems encountered such as deadlocks, queue service, and multiple accesses to data. Projects will be implemented to reinforce the lectures.

COMP 420 DATABASE THEORY AND DESIGN (3)

Three hours lecture in the lab per week Prerequisites: MATH 300 or MATH 301 and COMP 151

Topics include: database structure including: structure definition, data models, semantics of relations, and operation on data models; database schemas: element definition, use and manipulation of the schema; elements of implementation.; algebra of relations on a database; hierarchical data bases. Discussion of information retrieval, reliability, protection and integrity of databases.

COMP 421 UNIX FOR PROGRAMMERS (3)

Three hours lecture per week Prerequisites: COMP 350 and COMP 362

The use of Unix operating environment including command line Unix utilities, vi and emacs editors, regular expressions, text processors and Unix shells, fundamental Perl and its application in

programming CGI. Writing in C utilities that control the operating environment through the use of system calls.

Developing programs using Unix facilities.

COMP 424 COMPUTER SYSTEM SECURITY (3)

Three hours lecture in the lab per week Prerequisites: COMP 350 and COMP 362

Security techniques in operating systems, data bases, and computer networks. Analysis of formal security models. Introduction to cryptography, and public key security schemas.

COMP 425 COMPUTER GAME PROGRAMMING (3)

Three hours lecture per week Prerequisites: COMP 429 and COMP 464

This course focuses on exploring software techniques for development of computer-controlled games. The topics include: principles of game design, integrating graphics, animation and audio in games, game control including methods based on artificial intelligence, networking for multi-player games, game optimization and deployment, and game development cycles.

COMP 429 COMPUTER NETWORKS (3)

Three hours lecture in the lab per week Prerequisites: COMP 232 and COMP 362

Basic software design and analysis considerations in networking computers into coherent, cooperating systems capable of processing computational tasks in a distributed manner. Network topology, routing procedures, message multiplexing and process scheduling techniques will be discussed.

FOUNDATIONS OF COMPUTER GAME DEVELOPMENT (3)

Three hours lecture per week Prerequisites: COMP 105, MATH 137, ART 205, ART 206 or Instructor permission Provides the foundation for a multidisciplinary approach to computer game development. The students study game design principles; implementation methodologies and technologies; gaming industry management issues, perspectives from art, technology and business. GenEd: B4, Interdisciplinary

COMP 445 IMAGE ANALYSIS AND PATTERN RECOGNITION (3)

Three hours lecture in the lab per week Prerequisites: PHYS/COMP/MATH 345 or Consent of instructor

The course addresses the issue of analyzing the pattern content within an image. Pattern recognition consists of image segmentation, feature extraction and classification. The principles and concepts underpinning pattern recognition, and the evolution, utility and limitations of various techniques (including neural networks) will be studied. Programming exercises will be used to implement examples and applications of pattern recognition processes, and their performance on a variety of diverse synthetic and real images will be studied. Same as PHYS 445, MATH 445 GenEd: B1, B4, Interdisciplinary

COMP 447 SOCIETAL ISSUES IN COMPUTING (3)

Three hours lecture in the lab per week *Prerequisite: Senior standing*Surveys the role of the digital computer in modern society. Topics include: dangers of the misuse of computers, privacy, copyright, computer crime, legal and social issues, as well as the ethical and appropriate use of computers. *GenEd: B4, D, Interdisciplinary*

COMP 449 HUMAN-COMPUTER INTERACTION (3)

Three hours lecture in the lab per week The information exchange between humans and computer systems will be examined. Aspects of input/output devices, software engineering, and human factors will be discussed with respect to human-computer interactions. Topics include: text and graphic display; user modeling; program design, debugging, complexity and comprehension; and current research studies and methodologies. Same as PSY 449
GenEd: B4, E, Interdisciplinary

COMP 451 ADVANCED OBJECT-ORIENTED PROGRAMMING (3)

Three hours lecture in the lab per week Prerequisites: COMP 350 and COMP 362

Principles of object-oriented design and programming based on languages such as JAVA, C++ and Smalltalk will be presented. Understanding of the role of objects, methods, message passing, encapsulation, and inheritance for effective programming will be stressed. Language structure versus particular engineering objectives will be analyzed. Design Patterns techniques will be an unifying theme.

COMP 452 COMPUTATIONAL BIOINFORMATICS (4)

Four hours lecture in the lab per week Prerequisites: Programming experience and Statistics, or Consent of instructor
Basic computational models used in molecular biology will be introduced.
Topics include algorithms for string alignments, dynamic programming, structural superposition algorithms, computing with differential information, 3D motifs, Hidden Markov Models, phylogenetic trees, statistical/information techniques for pattern recognition, genetic algorithms.

Same as MATH 452

COMP 454 AUTOMATA, LANGUAGES, AND COMPUTATION (3)

Three hours lecture in the lab per week Prerequisite: MATH 300 Study of the relation of languages (i.e. sets of strings) and machines for processing these languages, with emphasis on classes of languages and corresponding classes of machines. Phrase structure languages and grammar. Types of grammars and classes of languages. Regular languages and finite state automata. Context-free languages and pushdown automata. Unrestricted languages and Turing Machines. Computability models of Turing, Church, Markov, and McCarthy. Applications to programming languages, compiler design, and program design and testing.

COMP 462 EMBEDDED SYSTEMS (3)

Three hours lecture per week Prerequisites: COMP 350 and COMP 362

Covers the design of embedded systems. This includes the analysis of small computer systems designed for robotic mechanisms and common appliances such as cell phones and other hand held devices. Topics include the design,

implementation and testing of software used in such systems with special attention paid to maximizing the use of limited computational resources and the need for event-driven real time system responses.

COMP 464 COMPUTER GRAPHIC SYSTEMS AND DESIGN I (3)

Three hours lecture in the lab per week *Prerequisites: COMP 350 and MATH 240* Topics include: fundamental concepts of computer graphics; graphics devices; graphics languages; interactive systems; applications to art, science, engineering and business; trade-offs between hardware devices and software support.

COMP 469 ARTIFICIAL INTELLIGENCE/ NEURAL NETS (3)

Three hours lecture in the lab per week *Prerequisites: COMP 350 and 362*An exploration of the use of computers to perform computations normally associated with intelligence, pattern formation and recognition using various backpro iterations. Stacks, decision trees and other modern mining tools and computational models for knowledge representation will be covered. Other topics may include natural language and imagining.

COMP 490 TOPICS IN COMPUTER SCIENCE (3)

Three hours lecture per week

Prerequisite: Upper-division standing
Current issues in computer science.
Repeatable by topic.

COMP 491 CAPSTONE PREPARATION (1)

One hour activity per week Prerequisites: COMP 350, COMP 362, Senior standing in the Computer Science Major

Research and develop a proposal for a significant software project under faculty supervision.

COMP 492 INTERNSHIP (1-3)

Variable activity hours per week
Prerequisites: Upper-division standing and
program approval of written proposal
Supervised work experience and study in
an industrial or scientific setting involving
development of computer information
related skills. Repeatable by topic.

COMP 494 INDEPENDENT RESEARCH (1-3)

Variable activity hours per week
Prerequisites: Upper-division standing and
program approval of written proposal
Supervised project involving theoretical
research in the field of computer science
and its applications. Repeatable by topic.

COMP 497 DIRECTED STUDIES (3)

Three hours activity per week Prerequisites: Program approval of written proposal

Supervised project involving library research in the field of computer science or its applications. Repeatable by topic.

COMP 499 CAPSTONE PROJECT (3)

Three hours independent study per week Prerequisite: COMP 491

Design, implement and present a significant software project under faculty supervision. Repeatable by topic.

COMP 510 ALGORITHMS (3)

Three hours lecture per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

Design strategies for algorithms and data structures. Theoretical limits to space and time requirements. Time/space trade-offs. Categories of problems and algorithms. Applications to business, bioinformatics, engineering, telecommunications and other disciplines. Open problems in the field.

COMP 520 ADVANCED DATABASE SYSTEMS (3)

Three hours lecture in the lab per week. Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

This graduate course covers advanced analysis of Relational Database Management Systems including their design and implementation. Topics include relational algebras, Entity Relation Diagrams, first, second, and third Normal Forms, data integrity constraints, triggers, query optimization, indexing, stored procedures, distributed databases, database administration issues, transaction processing and scheduling, object oriented database modeling, and data security.

COMP 524 SECURITY (3)

Three hours lecture in the lab per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

A survey of security issues and techniques for stand-alone and networked computer systems including databases. Techniques such as auditing, risk analysis, cost-benefit analysis. Security standards. Application in various fields.

COMP 529 NETWORK COMPUTING (3)

Three hours of lecture in the lab per week.

Prerequisites: Admission to the Computer Science or Mathematics Graduate Program and Consent of instructor Design and programming in Java of distributed systems that use telecommunication networks as their computing platform.

COMP 532 COMPUTATIONAL BIOINFORMATICS (3)

Three hours of lecture in the lab per week.

Prerequisite: Admission to the Computer Science or Mathematics Graduate Program and Consent of instructor
Contemporary computational models used in molecular biology and structures simulations will be introduced. Topics include dynamic programming, statistical/information techniques for pattern recognition, algorithms for string alignments, structural superposition algorithms, computing with differential information, 3D motifs, Hidden Markov Models, phylogenetic trees, genetic algorithms.

COMP 549 HUMAN-COMPUTER INTERACTION (3)

Three hours lecture in the lab per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

The design, development and analysis of effective interfaces to computer systems. Trends in graphical user interfaces.

COMP 550 ADVANCED SOFTWARE ENGINEERING (3)

Three hours lecture in the lab per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program and Consent of instructor Fundamentals of Object-Oriented Design and Analysis. Designing systems with Unified Modeling Language (UML) and patterns. Applications to other fields.

COMP 566 GEOMETRY AND COMPUTER GRAPHIC (3)

Three hours of lecture in the lab per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

Algorithms for geometric analysis and retrieval of 3D shapes from large 3D databases common in several fields, including computer graphics, computeraided design, molecular biology, paleontology, and medicine. The focus of

study will be recent methods for matching, registering, recognizing, classifying, clustering, segmenting, and understanding 3D data.

COMP 569 ARTIFICIAL INTELLIGENCE (3)

Three hours of lecture in the lab per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

The course covers the many aspects of how human intelligence might be encoded in computer programs and mechanisms such as robots. This includes topics in Natural Language Processing, Computer Vision, Expert Systems, and Automated Problem Solving.

COMP 571 BIOLOGICALLY INSPIRED COMPUTING (3)

Three hours of lecture in the lab per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

Study of computing paradigms that have roots in Biology including Neuromorphic Systems, Evolutionary Systems, Genetic Programming, Swarm Intelligence and Artificial Immune Systems.

COMP 572 NEURAL NETWORKS (3)

Three hours of lecture in the lab per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

Covers the basic ideas of distributed computation with many simple processing units, similar to the neurons of the brain. Topics include: Hopfield style networks applied to optimization problems, and the backpropagation method applied to pattern classification problems. Additional topics include associate memory, binary vs. analog networks, simulated annealing.

COMP 575 MULTI-AGENT SYSTEMS (3)

Three hours lecture in the lab per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

Analysis of design issues that currently confront software engineers as they define the electronic ecosystem that will be housed in the computer networks of the future. The course focuses on state-of-the-art agent technology. In this course the student will build an agent development framework and then implement several intelligent agents.

COMP 578 DATA MINING (3)

Three hours lecture in the lab per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

This graduate course covers the fundamentals of Data Mining. Topics include: the analysis of patterns of data in large databases and data warehouses, the application of statistical pattern recognition, and data modeling and knowledge representation. Applications in large databases and gene hunting.

COMP 581 MATHEMATICAL METHODS IN ARTIFICIAL INTELLIGENCE (3)

Three hours lecture in the lab per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

This course presents several branches of mathematics that provide computational basis for Artificial Intelligence. The course covers Trees and Search, The Concepts of Predicate Logic, The Theory of Resolution, Nonmonotonic Reasoning, Probability Theory, Bayesian Networks, Fuzziness and Belief Theory, Classifier Systems, Math for Neural Networks, Elements of Statistics, Decision Trees and optimization.

Same as MATH 581

COMP 590 ADVANCED TOPICS IN COMPUTER SCIENCE (3)

Three hours lecture per week Selected advanced topics in Computer Science.

COMP 597 MASTER THESIS (1-9)

Supervised research in the field of computer science or its applications. Required to present their research at Graduate Seminar. Repeatable up to 9 units

COMP 598 MASTER PROJECT (1-9)

Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

Supervised industrial or scientific project involving design of new solutions in various applications. Required to present projects at the Graduate Seminar.

COMP 599 GRADUATE SEMINAR (1)

Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

Oral presentations of current advancements in the field, reports on students' research, master thesis, and projects. Repeatable.

Graded Credit/No Credit

Economics

ECON 110

PRINCIPLES OF MICROECONOMICS (3)

Three hours lecture per week
The application of economic reasoning
to the decisions of consumers and
producers. Topics include opportunity
cost, resource allocation, the price system,
the organization of industry, market
failures, distribution of income, public
sector economics.

GenEd: D

PRINCIPLES OF MACROECONOMICS (3)

Three hours lecture per week Study of the workings of the economy. Topics include national income accounting, business cycles, employment and unemployment, inflation, economic growth, financial institutions, fiscal and monetary policy, and international trade. GenEd: D

ECON 203 INTRODUCTION TO SOCIAL BUSINESS (3)

Interdisciplinary overview of Social Business models and their application to social, economic, technological, cultural, political and environmental issues both locally and globally. Introduction to the finance and planning of Social Businesses, as well as comparisons to traditional and other alternative business models.

Same as BUS 203, SOC 203 GenEd: D

ECON 305 INTRODUCTION TO MICROFINANCE (1)

One hour seminar per week Explores the theory and practice of microfinance as a tool for poverty alleviation and economic development. Key elements of microfinance operations and challenges will be discussed. Graded Credit/No Credit Same as BUS 305

ECON 310 INTERMEDIATE MICROECONOMICS (3)

Three hours lecture per week

Prerequisites: ECON 110, ECON 111 and

MATH 140 or MATH 150

Economic analysis of the decisions of
consumers and producers. Emphasis
on the theory of consumer behavior,
the theory of the firm, price and output
determination in various market structures,
factor markets and externalities

ECON 311 INTERMEDIATE MACROECONOMICS (3)

Three hours lecture per week
Prerequisites: ECON 110, ECON 111 and
MATH 140 or MATH 150
Determinants of levels of national income

Determinants of levels of national income, employment, and price levels. Analysis of secular and cyclical changes in economic activity, and the effects of monetary and fiscal policies on these changes.

ECON 320 MONEY AND BANKING (3)

Three hours lecture per week

Prerequisites: ECON 110, ECON 111 and

MATH 140 or MATH 150

Nature and functions of money and its
relation to prices; the monetary system
of the United States; the functions of
banks, bank credit, foreign exchange and
monetary control. The impact of monetary
policy on economic activity.

ECON 329 MANAGERIAL ECONOMICS (3)

Three hours lecture per week Prerequisites: ECON 110, ECON 111 and MATH 140 or MATH 150

Development of the tools of marginal analysis and their application to managerial decisions and planning. Topics include demand analysis, production and cost, pricing and output decisions under different market structures. Product and factor markets will be analyzed.

ECON 331 NARRATIVES OF THE WORKING CLASS (3)

Three hours lecture per week Examines the lives of working people using various thematic approaches and disciplinary methodologies. Materials include literature, film, and case studies. Same as ENGL 331, SOC 331, HIST 331, POLS 331 GenEd: C2, D, Interdisciplinary

ECON 333 NONPROFIT ORGANIZATIONS (3)

Three hours lecture per week lssues unique to nonprofit organizations including financial, legal, and political. Same as POLS 333, COMM 333, BUS 333

GenEd: D, Interdisciplinary

BUSINESS AND ECONOMICS IN LITERATURE (3)

Three hours lecture per week Explores the ways in which business and economics have been represented in American literature. Employs critical methodologies from the fields of Business, Economics, and Literary studies. Same as BUS 340, ENGL 340 GenEd: C2, D, Interdisciplinary

DRUG DISCOVERY AND DEVELOPMENT (3)

Three hours lecture per week How are drugs discovered? What determines the price for a drug? What is the difference between a generic and non-generic drug? These questions will be examined with an interdisciplinary approach. Topics include the isolation of compounds from natural sources, the screening of compounds for biological activity, structure-activity relationships of drugs, computer-assisted drug design, combinatorial chemistry, bioinformatics, the FDA approval process for new drugs, and the economic and business aspects of pharmaceutical investment and development.

Same as CHEM 341, BUS 341 GenEd: B1, D, Interdisciplinary

ECON 342 THE ZOO: CONSERVATION, EDUCATION AND RECREATION (3)

Three hours lecture per week
An interdisciplinary study of zoos and zoological gardens from scientific, managerial, business, recreational and educational perspectives. Analyzes how these perspectives are linked within zoo practices. The course will include an in-depth case study of a local zoo. Field trips to local zoos will be required.

Same as BIOL 342, BUS 342, EDUC 342
GenEd: D, Interdisciplinary

ECON 343 CAPITAL THEORY (3)

Three hours lecture per week Intertemporal choice and decision-making under uncertainty in our financial lives.

Topics include: multi-period consumption, multi-period production, capital budgeting, modern portfolio theory and financial management.

Same as FIN 343

GenEd: D, Interdisciplinary

ECON 344 THE LIBRARY: COLLECTIONS, SERVICES & INSTRUCTION (3)

Three hours lecture per week
A study of university, school (K-12),
public, and special libraries from
business, economic, library science, and
educational perspectives. Analyzes how
these perspectives are linked within library
practices. A study of local libraries and
field trips.

Same as BUS 344, EDUC 344, LIB 344 GenEd: D, Interdisciplinary

ECON 347 THE UNIVERSITY (3)

Three hours lecture per week
A study of institutions of higher education from multiple perspectives including, but not limited to education, teaching and learning, scholarly and creative activities, community service, management, and public policy. Includes case studies of colleges and universities in the region and may include field trips to these institutions.

Same as BUS 347, EDUC 347

GenEd: D, Interdisciplinary

ECON 349 HISTORY OF BUSINESS AND ECONOMICS IN NORTH AMERICA (3)

Three hours of lecture per week Examines the growth and development of the economies of North America since colonial times. Addresses social, ethical, economic and management issues during the development of Canada, the United States, and Mexico. Analyzes the business principles underlying the growth and development of the economies. Same as HIST 349, BUS 349 GenEd: D, Interdisciplinary

ECON 362 ENVIRONMENTAL ECONOMICS (3)

Three hours lecture per week Prerequisites: ECON 110 and ECON 111 Economic analysis of environmental problems and policy. Market failures due to externalities, public goods, and common property resources are examined. Private (market) and public (government) solutions to environmental problems are examined.

ECON 370 THE WORLD ECONOMY (3)

Three hours lecture per week Prerequisite: ECON 111

Theory, practice, and institutions of the international economy. Topics include international trade and investment, balance of payments, foreign exchange rates, international institutions in the global economy, and international economic policy.

ECON 411 ECONOMICS OF ENTREPRENEURSHIP (3)

Three hours lecture per week
Prerequisites: ECON 110 and ECON 111
Application of economic concepts to
entrepreneurial strategies and decisions.
Analysis of entrepreneurial activities as
related to production, markets, innovation,
risk, and the macroeconomy.

ECON 415 INDUSTRIAL ORGANIZATION (3)

Three hours of lecture per week Prerequisites: ECON 310 or ECON 329 A theoretical and empirical examination of the structure, conduct and performance of industries. Topics include market structures, games and strategy, and pricing strategy.

ECON 425 LABOR ECONOMICS (3)

Three hours of lecture per week Prerequisites: ECON 310 or ECON 329 An examination of the employment of labor as a factor of production. Topics include employment, wage rates, unions and collective bargaining, and labor legislation.

ECON 435 THE MUSIC MUSEUM (3)

Three hours lecture per week Prerequisite: Junior standing
An interdisciplinary study of music museums from the perspectives of music history, appreciation and production, business, economics and education.
Analyzes how these disciplines are linked within music museum practices. Includes an in-depth study of a local music museum.

Same as BUS 435, EDUC 435, PAMU 435

GenEd: D, Interdisciplinary

ECON 444 VALUES AND VALUABLES (3)

Three hours lecture per week Prerequisites: ANTH 102 or ECON 110 Examination of the intimate linkages between the creation of cultural values and the perception of economic value through the analysis of production and exchange in various cultural contexts. Synthesis of the debates in the field of economic anthropology and application to pre-historic, modern, Western and non-Western societies.

Same as ANTH 444 GenEd: D, Interdisciplinary

ECON 448 GLOBALIZATION AND DEVELOPMENT (3)

Three hours lecture per week Prerequisite: SOC 100

Examines empirical and theoretical issues of globalization from a sociological perspective, to understanding how the forces of globalization affect economic, political and cultural systems of both developed and developing nations.

Same as SOC 448, BUS 448

GenEd: D, Interdisciplinary

ECON 450 PUBLIC SECTOR ECONOMICS (3)

Three hours of lecture per week Prerequisites: ECON 310 or ECON 329 The economic role of government with an emphasis on the allocation and distribution effects of government expenditures and taxation.

URBAN AND REGIONAL ECONOMICS (3)

Three hours of lecture per week Prerequisites: ECON 310 or ECON 329 Economic analysis of urban and regional problems including the formation of cities, urban finance and services, growth, land use, transportation, income distribution, pollution, congestion, and law enforcement.

ECON 464 NATURAL RESOURCE ECONOMICS (3)

Three hours lecture per week Prerequisites: ECON 310 or ECON 329 Microeconomics and capital theory applied to problems of conserving and managing natural resources. Analysis of public policies affecting renewable and nonrenewable resources including price controls, taxation and leasing. Representative topics include: forestry, fishery, energy, water and mineral economics.

ECON 471 INTERNATIONAL TRADE (3)

Three hours lecture per week *Prerequisites: ECON 310 or ECON 329*The theory of international trade, effects of tariff and non-tariff barriers, and conduct of commercial policy. Topics include theories of comparative advantage, gains from trade, distribution effects of trade, international factor movements and trade restrictions, the political economy of trade and industrial policy.

ECON 472 INTERNATIONAL MACROECONOMICS (3)

Three hours lecture per week *Prerequisites: ECON 311 or ECON 320* Macroeconomic analysis of the open economy, the impact of stabilization policies in a global economy, the role of the balance of payments, and the international monetary system. Topics include balance of payments accounts, spot-forward exchange rates, interest rate arbitrage, purchasing-power parity, exchange rate determination and macroeconomic policy in an open economy.

ECON 473 DEVELOPMENT ECONOMICS (3)

Three hours lecture per week Prerequisites: ECON 310 or ECON 329 Economic underdevelopment and its causes from historical, institutional and structural perspectives. Theories and patterns of growth and development, and the role of government, trade, education. Regional focus may vary by semester.

ECON 480 TOPICS IN ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS (3)

Three hours lecture per week
Prerequisites: ECON 362 or ECON 464
or Consent of instructor

Application of economic analysis to topics in environmental and natural resource economics. Representative topics include: energy problems and policies, the measurement of market and non-market benefits and costs, endangered species management. Repeatable by topic.

ECON 486 INTRODUCTION TO ECONOMETRICS (3)

Three hours lecture per week
Prerequisites: ECON 310 or ECON 329,
ECON 311 and MATH 340

Application of mathematical and statistical methods to economic data. Estimation of economic relationships using regression analysis, hypothesis testing, and forecasting.

ECON 488 ECONOMETRICS (4)

Three hours lecture and two hour lab per week

Prerequisites: MATH/PSY 202 or MATH 329 or 352, ECON 310 or ECON 329 and MATH 150

Emphasis on the collection and manipulation of economic data, and the application of econometric methods to business and resource management issues. Development of testable hypotheses, applications of estimation techniques and interpretation of regression results. Use of econometric software applications to estimate statistical relations.

ECON 490 SPECIAL TOPICS (1-3)

Three hours per week Prerequisite: Consent of instructor In-depth analysis of current topics in economics. Topics vary each semester. Repeatable by topic up to $\underline{\phi}$ units.

ECON 492 SERVICE LEARNING/ INTERNSHIP (3)

Six hours per week

Prerequisite: Consent of instructor Individual internship through service learning. Repeatable by topic. Graded Credit/No Credit

ECON 493 SERVICE LEARNING AT THE ZOO (1-3)

One to three hours activity per week Prerequisites: BIOL/BUS/ECON/EDUC 342 and Consent of instructor
Working with local zoos individuals or teams of students will engage in service learning projects where they will apply skills and competencies acquired in their academic programs to issues and challenges facing modern zoos.
Student Option: Graded or Credit/No Credit
Same as UNIV 493, BIOL 493, BUS 493, EDUC 493

ECON 496 SEMINAR IN ECONOMIC ANALYSIS (3)

Three hours seminar per week Prerequisites: ECON 310 and ECON 311 In-depth analysis of major events and trends in domestic and international economics. Focus on empirical techniques and the practical application of economics in a variety of settings.

ECON 497 DIRECTED STUDY (1-3)

Variable hours activity per week Prerequisite: Consent of instructor Individual contracted study on topics or research selected by the student and faculty mentor. Repeatable for up to 9 units.

Graded Credit/No Credit

ECON 499 CAPSTONE (3)

Three hours of lecture per week Prerequisites: ECON 310, ECON 311 and ECON 488 and Senior standing In-depth analysis of an economic issue utilizing the theoretical and empirical tools developed in the required major courses. Culminates with a senior paper and a formal presentation.

Early Childhood Studies

ECS 101 INTRODUCTION TO EARLY CHILDHOOD EDUCATION (3)

Two hours seminar per week; two hours activity per week

An overview to the field of early childhood education paired with structured observational experiences in early childhood settings. Emphasis is placed on gaining an awareness of connections between disciplinary content knowledge about teaching and learning in early childhood. This course will provide students with the opportunity to explore career options for serving young children and families. Thirty hours of field experience in early childhood settings is required. Fingerprint clearance is required. GenEd: D

FOUNDATIONS OF CHILD AND ADOLESCENT DEVELOPMENT (3)

Three hours lecture per week Surveys theory and research on child and adolescent development. Focus is theories of development, cognitive, social, emotional and physical development as they are informed by socio-cultural factors. Same as PSY 150

ECS 221 CHILD, FAMILY AND COMMUNITY IN CALIFORNIA IN THE 21ST CENTURY (3)

Three hours lecture per week
Examines developing children in
a societal context focusing on the
interrelationship of family, school and
community with an emphasis on historical
and cultural factors which influence the
family and processes of socialization.
Focuses on the importance of respectful,
reciprocal relationships that support and
empower families and the social context
of Southern California in the 21st Century.

ECS 320 EARLY CHILDHOOD SERVICE DELIVERY MODELS & PROGRAMS FOR YOUNG CHILDREN (3)

Two hours lecture per week
Two hours activity per week
Prerequisites: ECS 101, ECS/PSY 150
Survey of early childhood service delivery
models and programs with an emphasis
on policy, recommended practices,
and research implications. Historical
and theoretical foundations from the
primary professional disciplines and
agencies serving young children and their
families. Interdisciplinary and interagency
coordination of early childhood service
delivery systems. Examination of

environmental arrangements and routines that support diverse child development in school, community, and family settings. Thirty hours of field experience in early childhood settings is required. Meets a course requirement for the Child Development Permit requirements for child, family, and community. Fingerprint clearance is required.

ECS 322 EARLY CHILDHOOD PROGRAM ADMINISTRATION (3)

Three hours lecture per week *Prerequisite: ECS 320*Developing knowledge and competencies in administration of programs for young children; supervision of early childhood personnel and fiscal management; teacher selection; training and supervision; family involvement; and program evaluation.

ECS 325 TYPICAL & ATYPICAL DEVELOPMENT: BIRTH - AGE 8 (3)

Two hours lecture per week; two hours activity per week Prerequisite: ECS/PSY 150 Focus on typical and atypical development from infancy through eight years of age with an emphasis on the cognitive, social-emotional, language, and physical domains of development. Theories of typical and atypical child development are discussed with implications for applied contexts, including infant/toddler and preschool/ early elementary settings. The contexts of development, including families, schools, communities, and culture are presented. Thirty hours of field experience in early childhood settings is required. Fingerprint clearance is required.

ECS 456 WORKING WITH PARENTS (3)

Three hours lecture per week Prerequisite: Senior standing
Studies the relationships among families, communities, and educational programs with an emphasis on working with families from various cultures found in Southern California through exploring parent involvement, forms of communication with parents, parent education, and identifying resources for families. Appropriate for all teacher credential students, and other majors in the social service areas that interact with and serve families.

ECS 460 INFANT/TODDLER ASSESSMENT & INTERVENTION (3)

Three hours lecture per week Prerequisites: ECS 320, ECS 325, SPED 345

Corequisite: ECS 461

Focus on the developmental and ecological principles of assessment and teaching strategies for infants, toddlers, and young children, ages birth to three, and their families. This course will prepare students to plan and implement individualized, developmentally and culturally appropriate assessment and curricular/teaching strategies for very young children with and without disabilities in diverse settings with a focus on cognitive, social-emotional, language, and physical development. Infant/toddler transition planning to preschool.

ECS 461 THEORY, METHODS, AND APPLICATION IN BILINGUAL EDUCATION (3)

Three hours lecture per week Prerequisite: Senior standing Focuses on young children's content learning using academic English, teaching methods, assessment, and programming regarding multilingual language acquisition and English language development in the classroom.

ECS 461 INFANT/TODDLER STUDENT TEACHING & SEMINAR (4)

Nine hours activity per week One hour seminar per week Prerequisites: ECS 320, ECS 325, SPED 345

Corequisite: ECS 460

Student teaching in center-based settings for infants and toddlers. Students practice assessment and instructional strategies. Seminar is held in conjunction with the student teaching experience to serve as a forum for integrating research, theory, and recommended practices. One full school day of student teaching per week. Fingerprint clearance is required.

ECS 468 EARLY NUMERACY & LITERACY FOR CHILDREN AGES 3 - 8 (3)

Three hours lecture per week Prerequisites: ECS 320, ENGL 312 Corequisites: ECS 470, ECS 471
Focus on the principles, assessment, and methods of early numeracy and literacy development for children ages three through eight years; with a specific emphasis on English learners, children with special needs, and exceptional learners; issues of multiculturalism and multilingualism are infused throughout the course.

ECS 470 PRESCHOOL/PRIMARY ASSESSMENT & TEACHING STRATEGIES (3)

Three hours lecture per week Prerequisites: ECS 320 Corequisites: ECS 468, ECS 471 Focus on the developmental and ecological principles of assessment and teaching strategies for children, three through eight years of age and their families. Prepares students to plan and implement individualized, developmentally and culturally appropriate assessment and curricular/teaching strategies in preschool and early elementary settings. Assessment and teaching methodologies will focus on the promotion of cognitive and social-emotional development, creative expression and the understanding of social studies and science concepts for diverse children with and without disabilities. Classroom organization and individualized behavioral support strategies will be presented including transition planning from preschool to early elementary settings.

PRESCHOOL/PRIMARY STUDENT TEACHING & SEMINAR (4)

Fourteen (14) hours activity per week; One hour seminar per week Corequisite: ECS 468, ECS 470
Student teaching in preschool and early elementary school settings. Students practice assessment and instructional strategies with children ages 3 through 8 years.. Seminar is held in conjunction with the student teaching experience to serve as a forum for integrating research, theory, and recommended practices. One full school day of student teaching for the first eight weeks and three full days for the last eight weeks. Fingerprint clearance is required.

ECS 494 INDEPENDENT RESEARCH (1-3)

One to three hours per week independent study.

Prerequisite: Consent of instructor
Students design and implement a study
project in conjunction with a faculty
member. Repeatable up to 6 units.

ECS 497 DIRECTED STUDY (1-3)

One to three hours per week directed study.

Prerequisite: Consent of instructor Provides student credit for curricular activities under the direction of an Education faculty member. Repeatable up to 6 units.

ECS 521 FIELD EXPERIENCE (1)

Three hours per week in local public schools.

Prerequisites: Senior standing and admission to the ECS Program; Consent of instructor

Participatory observation in selected schools under the supervision of classroom teacher and university supervisor. Repeatable up to <u>4</u> units.

FIELD EXPERIENCE EARLY CHILDHOOD STUDIES II (2)

One full school day per week in local public schools.

Prerequisites: Senior standing and admission to the ECS Program Corequisite: Any of the following: ECS 460, ECS 468, or ECS 470 Participatory observation in selected schools under the supervision of classroom teacher and university supervisor. Repeatable up to <u>8</u> units.

Education - Accelerated Program

EDAP 364 INITIAL CLASSROOM APPRENTICESHIP (1)

Three hours activity per week, equivalent of one half-day activity in local public schools and one hour of seminar every other week

Prerequisite: Admission to the Accelerated Program or Consent of instructor Service in selected schools under the supervision of classroom teacher.

Graded Credit/No Credit

EDAP 365 ADVANCED CLASSROOM APPRENTICESHIP (2)

Four hours activity per week, equivalent of one full day of activity in local public schools

Prerequisites: Admission to the Accelerated Program or EDAP 364

Corequisite: EDUC 520

Service learning in selected schools under the supervision of classroom teacher. Graded Credit/No Credit

EDAP 422 LITERACY 1: MULTICULTURAL/ MULTILINGUAL (3)

Three hours lecture per week
Prerequisites: Admission to the Accelerated

Corequisites: Enrolled in a Field Placement or Student Teaching course

Topics include developmental theory and practice of the reading and writing process across the grade levels; study skills; foundations of reading and writing theory and practice for students who speak English as a first or second language; teaching reading and writing to native English speakers and English Language Learners in English-only, Multilingual and Bilingual contexts; literacy and language development needs of English Learners and exceptional children; technology for teaching and learning is integrated.

EDAP 423 LITERACY 2: MULTICULTURAL/ MULTILINGUAL (3)

Three hours lecture per week Prerequisites: Admission to the Multiple Subject Accelerated program; EDAP 422 Corequisites: Enrolled in a field placement or Student teaching course

Teaching literacy to all children (grades 3-6) with special attention to needs of English Language Learners and exceptional children, technology for teaching and learning are integrated. Topics include reading and writing skills across the content areas and literature-based instruction for native English speakers and English Language Learners in English-only, Multilingual and Bilingual contexts. Differentiated instruction and scaffolding for English language learners, special education (including gifted) and English only students.

EDAP 425 HEALTH AND PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS (3)

Three hours lecture per week Prerequisite: Admission to the Multiple Subject Accelerated Program

Overview of the California elementary health and physical education curricula. Developmentally appropriate motor activities, maximum participation, fitness, nutrition, games, sports; personal, community and social health and safety. Students learn and practice health and physical education pedagogy (K-8). Including needs of English language learners and special needs students.

EDAP 426 TEACHING GEOMETRY AND MEASUREMENT IN ELEMENTARY SCHOOLS (3)

Three hours lecture per week

Prerequisites: MATH 208 or Consent of the Program Coordinator. Admission to the Multiple Subject Accelerated Program Corequisites: EDAP 467 or EDAP 469 Consent of instructor required for enrollment.

Covers geometry and measurement including geometric interpretation of real numbers, geometric constructions, measurement formulae. Current issues of the modern math curriculum are integrated including problem solving approaches to teaching and learning, problem-based learning tasks, mathematical modeling, authentic assessment and data driven, cognitively guided instructional practices.

EDAP 427 SOCIAL STUDIES IN INTEGRATED ART (3)

Three hours lecture per week Prerequisites: Admission to the Multiple Subject Accelerated Program Focuses on standard based curriculum for the Social Sciences and Arts including needs of English Language Learners, exceptional children, and technology for teaching and learning.

EDAP 428 TEACHING DATA ANALYSIS, PROBABILITY AND MATHEMATICAL REASONING IN ELEMENTARY SCHOOLS (3)

Three hours lecture per week
Prerequisites: MATH 208 or Consent of
Program Coordinator. Admission to the
Multiple Subject Accelerated Program.
Corequisite: EDAP 467 or EDAP 469
Consent of instructor required for
enrollment.

The emphasis in this course is on combining the Probability and Statistics content knowledge with appropriate teaching methods.

EDAP 429 TEACHING SCIENCE IN ELEMENTARY SCHOOLS (3)

Three hour lecture per week Prerequisites: Admission to the Multiple Subject Accelerated Program Studies the application of methods for teaching physical, life and earth science to K-8 students based on research and theory. Integrates needs of English Language Learners, exceptional children, and technology for teaching and learning.

EDAP 467 STUDENT TEACHING I (3)

Twelve weeks of one half-day in schools and four weeks of full-time student teaching

Prerequisites: Admission to the Accelerated program; SPED 345, EDUC 510, EDUC 512, EDUC 520, and ENGL 475
Participatory observation and teaching in a grade K-3 classroom in a selected school under the supervision of a cooperating classroom teacher and university supervisor, with a student teaching seminar.

Graded Credit/No Credit

EDAP 468 STUDENT TEACHING SEMINAR I (1)

Two hour seminar every other week Prerequisites: Admission to the Accelerated Program Corequisite: EDAP 467
Discussion and seminar with Field Placement Coordinator and University Field Placement Supervisors to confer about practical issues relevant to the student teaching experience and the preparation of a portfolio of teaching performance assessment tasks.

EDAP 469 STUDENT TEACHING II (3)

Graded Credit/No Credit

Twelve weeks of one half day in schools and 4 weeks of full-time student teaching Prerequisites: Admission to the Accelerated Program, EDAP 467
Corequisite: EDAP 470

Participatory observation and teaching in a grade 4 - 6 classroom in a selected school under the supervision of a cooperating classroom teacher and university supervisor, with a student teaching seminar.

Graded Credit/No Credit

EDAP 470 STUDENT TEACHING SEMINAR II (1)

Two hour seminar every other week Prerequisites: Admission to the Accelerated Program, EDAP 467 Corequisite: EDAP 469

This course facilitates the preparation, implementation and completion of the California Teacher Performance Assessment task. It is a required course in the Accelerated Program in Liberal Studies. It meets the standards set by the California Commission on Teacher Credentialing.

Graded Credit/No Credit

EDAP 471 STUDENT TEACHING III (5)

Eight weeks of one day a week in schools and 8 weeks of full time student teaching.

Prerequisites: Admission to the Accelerated Program, EDAP 469

Corequisite: EDAP 472

Participatory observation and teaching in K - 8 classrooms in selected schools under the supervision of a cooperating classroom teacher and university supervisor, with a student teaching seminar.

Graded Credit/No Credit

EDAP 472 STUDENT TEACHING SEMINAR III (1)

Two hour seminar every other week Prerequisites: Admission to the Accelerated Program, EDAP 469

This course prepares Accelerated Program candidates for the professional job market and for their continued professional training.

Graded Credit/No Credit

Education -Curriculum and Instruction

EDCI 602 ISSUES IN SECONDARY EDUCATION (3)

Three hours seminar per week
Recent trends and issues in secondary
schools including organization, purposes
and functions, curriculum, and programs.
Emphasizes school organization,
the nature of the student population,
standards, school curricula and programs,
and issues of teacher and school change.

EDCI 610 RESEARCH ON TEACHING (3)

Three hours seminar per week *Prerequisite: EDUC 615*

Concepts, methodologies, and findings of both historical and recent research on teaching. Questions that drive inquiry in the field, evolving research to answer these questions, and the knowledge derived from the study of teaching will be uncovered.

Education - Multicultural

EDMC 550 THEORY AND METHODS OF BILINGUAL EDUCATION (2)

Two hours lecture per week

Prerequisites: Admission to the Education Specialist: Mild/ Moderate Disabilities Credential Program or Holder of Valid Teaching Credential

This course increases the ability of participants to work and communicate cross-culturally and effectively with students and parents from diverse cultural and socio-economic backgrounds to identify and apply basic cross-cultural, language and academic development competencies, to participate in culturally and linguistically effective programs, and to develop and use appropriate and responsive teaching strategies for multilingual/multicultural populations. This course addresses the needs of teachers faced with the growing diversity that exists in today's classrooms.

EDMC 560 APPLICATION OF MAINSTREAM AND ENGLISH LANGUAGE DEVELOPMENT (2)

Credential Program or Holder of Valid

Two hours lecture per week
Prerequisites: Admission to the Education
Specialist: Mild/ Moderate Disabilities

Teaching Credential

Application of content and teaching methods for second language learners. Design of curricular and instructional programs for Language Minority/Limited English Proficient/English Language Development student, methods of language and content assessment, role and utilization of primary language, the use of SDAIE (Specially Designed Academic Instruction in English) in content instruction.

Education - Multilingual

EDML 563 PRIMARY LANGUAGE PEDAGOGY AND LITERACY I (3)

Three hours lecture per week Prerequisites: Admission to the Multiple Subject Credential with BCLAS Emphasis Program

The nature of language and literacy teaching and learning in the language of emphasis. Skills related to instruction in two languages. Effective use of primary language, literacy and related curricular materials.

EDML 564

PRIMARY LANGUAGE SCHOOLING IN THE US, GRADES K-12 II (3)

Three hours lecture per week

Prerequisites: Admission to the Multiple Subjects, Single Subject or Level I Program with Bilingual Authorization or holds authorization in MS, SS or Level I credential and successful completion of FDMS 563

The nature of primary language teaching in the content areas and relationship to literacy. Skills related to instruction in two languages. Effective use of content area curricula and assessment.

EDML 617

THE SOCIO-CULTURAL CONTEXT OF SCHOOLING: TEACHING AND LEARNING IN A BILINGUAL-MULTICULTURAL CONTEXT (3)

Three hours lecture per week
A sociolinguistic approach to the study
of verbal and non-verbal elements of
communicative competence amongst
Latina/o/s, including traditional patterns
of communication and use in the United
States.

Education - Multiple Subject

EDMS 522 LITERACY 1: MULTICULTURAL/ MULTILINGUAL (4)

Three hours of lecture/discussion per week

Prerequisites: Admission to the Multiple Subject Program

Corequisites: A field placement, student teaching or Consent of instructor Topics include developmental theory and practice of the reading and writing process across the grade levels; study skills; foundations of reading and writing theory and practice for students who speak English as a first or second language; teaching reading and writing to native English speakers and English language learners in English-only, multilingual and bilingual contexts; literacy and language development needs of English learners and exceptional children; technology for teaching and learning is integrated.

EDMS 523 LITERACY 2: MULTICULTURAL/ MULTILINGUAL (4)

Four hours lecture per week Prerequisite: EDMS 522

Corequisites: Field placement, student

teaching

Differentiated literacy instruction and scaffolding for English learners, special needs children (including gifted) and English only students. Topics include reading and writing skills and literature-based instruction in multicultural and multilingual contexts; State-adopted reading intervention programs; and integrating appropriate technologies for teaching and learning. Focuses on the English/Language Arts needs of children in grades 3-8.

EDMS 526 MODERN METHODS IN MATHEMATICS TEACHING (4)

Four hours lecture per week Prerequisites: Admission to the Multiple Subject Credential Program Corequisites: EDMS 562, EDMS 565 or EDMS 575 or Consent of instructor Applying techniques and materials to teaching mathematics in self-contained classrooms in K-6 school settings. Special attention is given to mathematical reasoning, problem solving skills, multiple representations and approaches including verbal, symbolic, graphic. Modern methods, including mathematical modeling, use of new technology and modern educational software will be stressed. Designing assessment tools and using assessment data to differentiate activities for English Language Learners and exceptional children are integrated.

EDMS 527 HISTORY, SOCIAL STUDIES AND INTEGRATED ARTS (4)

Four hours of lecture/discussion per week Prerequisite: Admission to the Multiple Subject Credential Program Corequisites: EDMS 562 1-2 units or EDMS 565

Focuses on curriculum for History, Social Sciences and Arts as delineated by the California Content Area Standards and the Curriculum Frameworks. Includes curriculum development, methods, techniques, planning and assessment in history, social studies and integrated arts. Needs of English Language Learners and exceptional children, technology for teaching and learning are integrated.

EDMS 529 SCIENCE, HEALTH AND PHYSICAL EDUCATION (4)

Four hours lecture/discussion per week Prerequisite: Admission to the Multiple Subject Credential Program Corequisites: EDMS 562 1-2 units or EDMS 575

Study of the application of recommended methods for teaching physical, life and earth science, health and physical education to students (K-8) based on research and theory. Students reflect upon their personal development and abilities to integrate theory and practice in science, health and physical education with other subject areas. Needs of English Language Learners and exceptional children, technology for teaching and learning are integrated.

EDMS 562 FIELD EXPERIENCE MULTIPLE SUBJECT (PART-TIME PROGRAM) (1)

Three hours per week Prerequisite: Admission to the Multiple Subject Credential Program

Corequisites: Any of the following two: EDMS 522, EDMS 523, EDMS 526, EDMS 527, or EDMS 529

Participatory observation in selected schools under the supervision of classroom teacher and university supervisor. Repeatable.

Graded Credit/No Credit

EDMS 565 INITIAL STUDENT TEACHING MULTIPLE SUBJECT (6)

Eight hours per week

Prerequisite: Admission to the Multiple Subject Credential Program

Corequisite: EDMS 566

Participatory observation and teaching in selected schools under the supervision of classroom teacher and university supervisor.

Graded Credit/No Credit

EDMS 566 INITIAL STUDENT TEACHING SEMINAR MULTIPLE SUBJECT (2)

Bi-weekly two hour discussion Prerequisite: Admission to the Multiple Subject Credential Program

Corequisite: EDMS 565

Facilitates the preparation for and discussion of issues relevant to the student teaching experience. Meets the standards set by the California Commission on Teacher Credentialing.

Teacher Credentialing.

Graded Credit/No Credit

EDMS 575 ADVANCED STUDENT TEACHING MULTIPLE SUBJECT (6)

Eight hours per week

Prerequisite: Admission to the Multiple Subject Credential Program

Corequisite: EDMS 576

Participatory observation and teaching in selected schools under the supervision of classroom teacher and university supervisor, with a student teaching seminar.

Graded Credit/No Credit

EDMS 576 ADVANCED STUDENT TEACHING SEMINAR MULTIPLE SUBJECT (2)

Two hours seminar per week Prerequisite: Admission to the Multiple Subject Credential Program Corequisite: EDMS 575

This course facilitates the preparation and discussion of practical issues relevant to the student teaching experience. It meets the standards set by the California Commission on Teacher Credentialing. Repeatable up to 4 units.

Graded Credit/No Credit

Education - Principals Leadership

EDPL 610

FOUNDATIONS OF CURRICULUM, INSTRUCTION, AND ASSESSMENT (3)

Three hours lecture/discussion per week Prerequisite: Admission to the Principals Leadership Program

Theories for design of curriculum, instruction and assessment in an inclusive school environment will be addressed. Topics include standards based curriculum, differentiated instruction, using assessment data to design ongoing instruction at the classroom level, dynamics of the curriculum change process. Course results in the development of a deep and internalized understanding of effective teaching, learning and assessment for all students including English Language Learners and students with special needs.

EDPL 620 INSTRUCTIONAL LEADERSHIP OF THE COLLABORATIVE INCLUSIVE SCHOOL (3)

Three hours lecture/discussion per week Prerequisite: Admission to the Principals Leadership Program Leadership skills needed for implementation and evaluation of instructional programs that meet the needs of all learners. Focus on skills needed to involve teachers in reform and renewal of educational practice, shared instructional decision making and systematic improvement processes. Topics include skills needed for effective instructional supervision at the program and individual level, development of instructional staff, mentoring, coaching, direct instructional supervision integrated with the personnel decision making process involving hiring, renewal of contracts and granting of tenure.

EDPL 621 LAW AND SCHOOL MANAGEMENT (3)

Three hours lecture/discussion per week Prerequisite: Admission to the Principals Leadership Program

Application of federal, state and local law to school government and management. Topics include legal principles of statutes and case law related to conduct of students, contracts, liabilities, torts, and individual rights; legal framework for the governance of public education; the role of the legislative process in the governance of schools; legal requirements of due process as it relates to students, parents, and school personnel; and special education law and procedures.

EDPL 622

SCHOOL FINANCE AND PRINCIPLES OF APPLIED LEADERSHIP (3)

Three hours lecture/discussion per week Prerequisite: Admission to the Principals Leadership Program

Application of the principles of leadership and management as found in the research literature to school and finance and management issues. Topics include public school finance, effective management of fiscal resources and business services at the site, budget development and implementation at the site level to support instructional program priorities and needs of instructional staff in meeting the needs of all students. Communication, human relations, power and authority, decision-making, managing conflict, facilitating change in the context of student management, health, safety, security, school community relations, and school support services (food services, custodial services, facilities maintenance.)

EDPL 623 UNDERSTANDING AND INFLUENCING ORGANIZATIONS

Three hours lecture/discussion per week Prerequisite: Admission to the Principals Leadership Program

IN DIVERSE COMMUNITIES (3)

Organizational theory and leadership skills required to understand and implement change. Topics include organizational structures and the cultural context of schooling, moral and ethical leadership skills needed to guide, build consensus, resolve conflict, support risk-taking, and lead an entire school community in pursuit of a shared vision of educational excellence for all students.

EDPL 624 HUMAN RESOURCE MANAGEMENT IN EDUCATION SETTINGS (3)

Three hours lecture/discussion per week Prerequisite: Admission to the Principals Leadership Program

Leadership knowledge and skills needed to manage a Human Resource Program including personnel administration, supervision, assignment monitoring, negotiation and administration of contracts, supervision of risk management programs and all legal aspects of Human Resources administration.

EDPL 625 BUILDING COLLABORATIVE, INCLUSIVE LEARNING COMMUNITIES (3)

Three hours lecture/discussion per week Prerequisite: Admission to the Principals Leadership Program

Understanding and applying the skills needed to build an inclusive learning community. Topics include roles and relationships among students, staff, adults and families, professional development, shared decision making, teacher leadership, supporting special populations within the school, designing and implementing strategic plans focused on improved student achievement for all learners.

PROFESSIONAL DEVELOPMENT/ FIELDWORK I (1-4)

Each 1 Credit comprised of: 3 seminars of 3 hours each, plus 20 hours of field studies

Prerequisite: Admission to the Educational Leadership Program

Students, working collaboratively with the university instructor and supervising mentor, design and implement field work experiences that develop the skills to meet the CCTC standards for the Preliminary Administrative Services Credential. Students collect documentation of experiences to be placed in an assessment portfolio. Repeatable up to 4 units.

Graded Credit/No Credit

PROFESSIONAL DEVELOPMENT/ FIELDWORK II (1-2)

Six Three-hour seminars per semester and 40 hours of field experience Prerequisite: Admission to the Principals Leadership Program

Continuing assessment of candidate competence for meeting CCTC standards integration of fieldwork, and application of knowledge and skills of entry level administrative position in local school or program settings. May be repeated for a maximum of $\underline{4}$ units.

Graded Credit/No Credit

Education - Single Subject

EDSS 515

ADOLESCENT DEVELOPMENT FOR SECONDARY EDUCATORS (3)

Three hours lecture per week
Course Focuses on specific aspects of
adolescent development that influence
teacher-student interactions and
relationships in secondary classrooms.
Emphasizes the particular challenges
and possibilities teachers encounter
when working with adolescent students
across differences in culture, ethnicity,
gender, linguistic heritage, race, sexual
orientation, and socioeconomic status.

EDSS 530 GENERAL SECONDARY SCHOOL METHODS (3)

Three hours lecture/discussion per week Prerequisites: Admission to the Single Subject Credential Program Corequisites: EDSS 570 1-2 units or FDSS 575

Students learn and apply teaching strategies, assessment practices, lesson planning, and universal instructional design as appropriate for secondary classrooms. Includes an emphasis on teaching in multicultural, multilingual and inclusive classrooms. Places special emphasis on middle school teaching and the middle school concept. Students will be placed in middle schools for the field placement/student teaching.

EDSS 531 TEACHING MATHEMATICS IN MIDDLE SCHOOLS (3)

Three hours lecture per week
Prerequisites: Admission to the Single
Subject Credential Program
Corequisites: EDSS 570, EDSS 580,
EDSS 575, or EDSS 585

A study of content, methodology, materials and current research in teaching middle school mathematics. Focuses on the state curricular mathematics frameworks appropriate for middle school classrooms. Emphasizes reflective practice based on California Teacher Performance Expectations and the use and alignment of curricula to the Academic Content Standards for California Public Schools. Includes an emphasis on teaching in multicultural, multilingual and inclusive classrooms.

EDSS 532 TEACHING SCIENCE IN MIDDLE SCHOOLS (3)

Three hours lecture/discussion per week Prerequisites: Admission to the Single Subject Credential Program Corequisites: EDSS 570, EDSS 580, EDSS 575 or EDSS 585

A study of content, methodology, materials and current research in middle school science teaching. Focuses on developing science process skills in middle school students. Emphasizes reflective practice based on California Teacher Performance Expectations and the use and alignment of curricula to the Academic Content Standards for California Public Schools. Includes an emphasis on teaching in multicultural, multilingual and inclusive classrooms.

EDSS 533 TEACHING ENGLISH IN MIDDLE SCHOOLS (3)

Three hours lecture/discussion per week Prerequisite: Admission to the Single Subject Credential Program Corequisites: EDSS 570 , EDSS 580, EDSS 575 or EDSS 585

A study of essential content and methods in teaching expository and creative writing and literature, primarily at the middle school level. Focuses on the strategies for building reading comprehension and for teaching textual interpretations, questioning strategies, and scaffolding techniques. Emphasizes reflective practice based on Teacher Performance Expectations and the use and alignment of curricula to the Academic Content Standards for California Public Schools. Emphasizes teaching in multicultural, multilingual and inclusive classrooms.

EDSS 534 TEACHING SOCIAL STUDIES IN MIDDLE SCHOOLS (3)

Three hours lecture per week
Prerequisite: Admission to the Social
Studies Credential Program
Corequisites: EDSS 570, EDSS 575,
EDSS 580, EDSS 585
Prepares single subject credential
candidates to teach social studies content
in middle school classrooms. Primary
emphases include the state standards,
instructional techniques, and curricular

materials commonly used to promote academic achievement in California's multicultural social studies classrooms. Methods to reach and teach English language learners and students with special needs are also highlighted.

EDSS 540 LITERACY IN SECONDARY SCHOOLS (3)

Three hours lecture/discussion per week Prerequisite: Admission to the Single Subject Credential Program
Corequisites: EDSS 570 1-2 units or EDSS 575

Secondary students will learn methods and techniques for reading, writing, language and literacy across the secondary curriculum including students with varied language backgrounds. Emphasis on how language and literacy issues and processes are crucial to successful student learning and successful teaching across contexts and content areas. This course addresses the special needs of proficient readers and adolescents who struggle as readers. Includes approaches and methods that are consistent with a comprehensive, systematic program, and are aligned with the state adopted academic content standards for students in English language arts and the reading/language arts framework. Includes an emphasis on teaching in multicultural, multilingual and inclusive classrooms.

TEACHING MATHEMATICS IN HIGH SCHOOLS (4)

Three hours lecture per week Prerequisite: Admission to the Single Subject Credential Program Corequisites: EDSS 570, EDSS 575, EDSS 580 or EDSS 585

A study of content, methodology, materials and current research in teaching secondary mathematics courses including a focus on literacy. Focuses on the curricular framework of mathematics as appropriate for high school courses. Emphasizes reflective practice based on California Teacher Performance Expectations and the use and alignment of curricula to the Academic Content Standards for California Public Schools. Emphasizes teaching in multicultural, multilingual and inclusive classrooms.

EDSS 542 TEACHING SCIENCE IN HIGH SCHOOLS (4)

Three hours lecture per week
Prerequisite: Admission to the Single
Subject Credential Program
Corequisites: EDSS 570, EDSS 575,
EDSS 580 or EDSS 585
A study of the content, methodology,

materials and current research in teaching high school science courses. Focuses on methods, curriculum design, literacy and technology use specific to teaching science courses in grades 9-12. Emphasizes reflective practice based on California Performance Expectations and the use and alignment of curricula to the Academic Content Standards for California Public Schools. Emphasizes teaching in multicultural, multilingual and inclusive classrooms.

EDSS 543 TEACHING ENGLISH IN HIGH SCHOOLS (4)

Four hours lecture per week Prerequisite: Admission to the Single Subject Credential Program Corequisites: EDSS 570, EDSS 580, EDSS 575 or EDSS 585

A study of the content and methods of teaching writing that are specific to language development, including a focus on literacy, grammar instruction, student errors, and writing challenges for English language learners; studies the teaching and integration of non-fiction, particularly at the high school level. Emphasizes reflective practice based on teacher performance expectations and the use and alignment of curricula to the academic content standards for California public schools. Emphasizes teaching in multicultural, multilingual and inclusive classrooms.

EDSS 544 TEACHING SOCIAL STUDIES IN HIGH SCHOOL (4)

Four hours lecture per week
Prerequisite: Admission to the Social
Studies Credential Program
Corequisites: EDSS 570, EDSS 575, EDSS
580, or EDSS 585

Prepares single subject credential candidates to teach social studies content in high school classrooms. Primary emphases include the state standards, instructional techniques, and curricular materials commonly used to promote academic achievement in California's multicultural social studies classrooms. Methods to reach and teach English language learners and students with special needs are also highlighted.

EDSS 550 ACCESS TO LEARNING: ENGLISH LANGUAGE LEARNERS (2)

Two hours lecture/discussion per week Prerequisite: Admission to the Single Subject Credential Program
Various curricula and instructional programs designed for English language learners, including placement, grouping, methods of language and content assessment, English language development and specially designed academic instruction in English.
Examination and application of theoretical and methodological issues in designing instruction for ELLs in classroom settings through reflective and critical practice.

EDSS 560 ACCESS TO LEARNING: A FOCUS ON INDIVIDUAL DIFFERENCES (2)

Two hours lecture/discussion per week Prerequisite: Admission to the Single Subject or Special Education Level I Credential Program

Focuses on methods and techniques for identifying and teaching students with special needs, including culturally diverse and gifted and talented students. Addresses collaboration between content area and special education teachers, working with diverse families and the unique issues associated with integrating students with special needs in secondary settings.

Same as SPED 560

EDSS 570 FIELD EXPERIENCE MIDDLE SCHOOL

MIDDLE SCHOOL (PART-TIME PROGRAM) (1)

Four hours per week in a middle school setting

Prerequisite: Admission to the Single Subject Credential Program.
Corequisites: One of the following: EDSS 530, 531, 532, 533, or 540
Participatory observation in selected middle schools under the supervision of a classroom teacher and University supervisor. May be repeated for to a maximum of 4 units.
Graded Credit/No Credit

EDSS 571 STUDENT TEACHING

Two hours seminar per week
Prerequisite: Admission to the Single
Subject Credential Program
Corequisite:s EDSS 575; Concurrent
enrollment in or completed one content
methods course

SEMINAR-MIDDLE SCHOOL (2)

Weekly meetings to discuss observations and teaching practice during the first student teaching experience. Teacher education performance assessments will be introduced.

Graded Credit/No Credit

EDSS 575 STUDENT TEACHING MIDDLE SCHOOL (6)

Equivalent of eight weeks of full-time student teaching

Prerequisite: Admission to the Single Subject Credential Program Corequisite: EDSS 571

Participatory observation and teaching in selected middle level secondary schools under the supervision of a classroom teacher and University supervisor, with a student teaching seminar.

Graded Credit/No Credit

EDSS 580 FIELD EXPERIENCE HIGH SCHOOL (PART-TIME PROGRAM) (1)

Four hours per week in a high school setting

Prerequisite: Admission to the Single Subject Credential Program Corequisites: EDSS 540, EDSS 541, EDSS 542, or EDSS 543 Participatory observation in selected high schools under the supervision of

a classroom teacher and University supervisor. May be repeated to a maximum of $\underline{3}$ units.

Graded Credit/No Credit

Two hours seminar per week

EDSS 581 STUDENT TEACHING SEMINAR-HIGH SCHOOL (2)

Prerequisites: Admission to the Single Subject Credential Program. Successful completion of EDSS 575
Corequisites: EDSS 585 Concurrent enrollment in one or successfully completed two content methods courses. Weekly meetings to discuss observations and teaching practice during the second student teaching experience. Teacher education performance assessments will be completed as an exit requirement of the program.

Discussion and seminar with University supervisor to discuss practical issues relevant to the student teaching experience.

Graded Credit/No Credit

EDSS 585 STUDENT TEACHING HIGH SCHOOL (6)

Equivalent of eight weeks of full-time student teaching

Prerequisite: Admission to the Single Subject Credential Program Corequisite: EDSS 581

Participatory observation and teaching in selected high school level secondary schools under the supervision of classroom teacher and University supervisor, with a student teaching seminar.

Graded Credit/No Credit

Education

EDUC 101

INTRODUCTION TO ELEMENTARY SCHOOLING (3)

Two hours lecture and two hours activity per week

This service learning course provides structured observation and tutoring experiences which reflect a rich array of student diversity in local schools. Emphasis is placed on gaining awareness of connections between discipline knowledge and teaching and learning. This course will help students decide if a career in the elementary teaching profession is the right choice for them. Thirty hours of field experience in elementary schools is required. GenEd: D

EDUC 320 EDUCATION IN MODERN SOCIETY (3)

Three hours lecture per week
Survey of educational institutions and
practices used in different sectors
of society. Includes historical and
philosophical foundations of American
education.

GenEd: D

EDUC 330 INTRODUCTION TO SECONDARY SCHOOLING (3)

Two hours lecture/discussion and two hours field observations per week Corequisite: English majors must be concurrently enrolled in at least one upper division English class; other majors are recommended to be concurrently enrolled in a core course in their major Through this course students are introduced to secondary school concepts and issues. Topics include middle school and high school organization and structures, the roles of school personnel, and teaching in specific content areas. Students will be placed in local middle and high schools classrooms in their content major and have seminars with university educators and content specialists to discuss subject matter coverage and teaching at various grade levels. It is recommended that students be concurrently enrolled in a core content course in their major. Field experience in secondary schools required. GenEd: D, Interdisciplinary

EDUC 342

THE ZOO: CONSERVATION, EDUCATION AND RECREATION (3)

Three hours lecture per week An interdisciplinary study of zoos and zoological gardens from scientific, managerial, business, recreational and educational perspectives. Analyzes how these perspectives are linked within zoo practices. The course will include an in-depth case study of a local zoo. Field trips to local zoos will be required. Same as BIOL 342, BUS 342, ECON 342
GenEd: D, Interdisciplinary

EDUC 343 TEACHING DRAMA TO CHILDREN (3)

Three hours lecture per week
Students will participate in theatre games,
improvisations, and other tasks that will
prepare them to design and implement
dramatic activities as a learning tool.
Theatre in a broader context will also be
examined.

Same as PATH 343 GenEd: C1, Interdisciplinary

THE LIBRARY: COLLECTIONS, SERVICES & INSTRUCTION (3)

Three hours lecture per week
A study of university, school (K-12),
public, and special libraries from
business, economic, library science, and
educational perspectives. Analyzes how
these perspectives are linked within library
practices. A study of local libraries and
field trips.

Same as BUS 344, ECON 344, LIB 344 GenEd: D, Interdisciplinary

EDUC 345 MEDIA LITERACY AND YOUTH CULTURE (3)

Three hours lecture per week
This interdisciplinary course examines
the relationship between mass
communication, mass media, and youth
culture. Topics include the theories
and effects of mass communication, in
particular the effects of mass media on
children and adolescents. To develop
media literacy, students will apply these
concepts to their own experiences with
popular media, including television, print,
and film.

Same as COMM 345 GenEd: A1, D, Interdisciplinary

EDUC 346 SCHOOL COMMUNICATION (3)

Three hours lecture per week
Examines written, verbal and nonverbal
communication in school settings between
teachers and stakeholders. Emphasizes
the importance of communication and
successful personal interactions.
Same as COMM 346
GenEd: A1, Interdisciplinary

EDUC 347 THE UNIVERSITY (3)

Three hours lecture per week A study of institutions of higher education from multiple perspectives including, but not limited to education, teaching and learning, scholarly and creative activities, community service, management, and public policy. Includes case studies of colleges and universities in the region and may include field trips to these institutions. Same as BUS 347, ECON 347 GenEd: D, Interdisciplinary

EDUC 404 POLICY LEADERSHIP (3)

Three hours lecture per week Prerequisite: POLS 150

Explores policy leadership across all levels of society and across educational and political domains. Exposes students to ideas about policy leadership, requiring students to learn about current leaders in the region, the U.S. and abroad as theories and concepts are applied to the real world of politics and policy.

Same as POLS 404

EDUC 431 EDUCATION POLICY AND POLITICS (3)

Three hours lecture per week
Prerequisites: POLS 150 for POLS students
or Consent of instructor

Examines the roles of political institutions in education policy making, the political factors that shape policy formulation and implementation, the values and assumptions of different types of policies, and the links between policy and local-level implementation. Analyzes current and pending policies' effect on schools and classrooms to illustrate how education policy reflects American politics. Same as POLS 431

GenEd: D, Interdisciplinary

EDUC 434 THE MUSEUM: CULTURE, BUSINESS AND EDUCATION (3)

Three hours lecture per week
America is a country of many cultures,
and each of these has brought legacies
of its roots to the American stage. In this
course we will read plays written by
Native Americans, Hispanic Americans,
Asian Americans, African Americans
and others. This course is regional in
organization rather than chronological,
and is organized around one or more
themes. Repeatable up to 9 units.
Same as ART 434, BUS 434
GenEd: C1, D, Interdisciplinary

EDUC 435 THE MUSIC MUSEUM (3)

Three hours lecture per week Prerequisite: Junior standing
An interdisciplinary study of music museums from the perspectives of music history, appreciation and production, business, economics and education.
Analyzes how these disciplines are linked within music museum practices. Includes an in-depth study of a local music museum.

Same as BUS 435, ECON 435, PAMU 435

GenEd: D, Interdisciplinary

EDUC 445 CHICANO CHILD AND ADOLESCENT (4)

Three hours lecture and two hours service learning per week

Examines the socio-cultural experiences and historical political realities pertinent to the daily lives of Chicano, Mexican-origin, and/or Latino children and adolescents. Focus is on historical periods, events, and policies affecting youth populations, its demography, migration and immigration patterns. Consideration of contemporary issues and effective educational and cultural practices will be used as a resource for teacher knowledge and pertinent classroom projects. Field study requirement involves working in a childcentered setting or related service project. Same as HIST 445, CHS 445 GenEd: C3B, D, Interdisciplinary

EDUC 490 SPECIAL TOPICS IN EDUCATION (1-3)

Prerequisite: Consent of instructor In-depth analysis of current topics in Education. Topics vary each semester. Repeatable by topic. Student Option: Graded or Credit/ No Credit

EDUC 493 SERVICE LEARNING AT THE ZOO (1-3)

One to three hours activity per week Prerequisites: BIOL/BUS/ECON/EDUC 342 and Consent of instructor Working with local zoos individuals or teams of students will engage in service learning projects where they will apply skills and competencies acquired in their academic programs to issues and challenges facing modern zoos. Student Option: Graded or Credit/No Credit Same as UNIV 493, BIOL 493, BUS 493, ECON 493

EDUC 494 INDEPENDENT RESEARCH (1-3)

Students design and implement a study project in conjunction with a faculty member. Repeatable.

Student Option: Graded or Credit/ No Credit

EDUC 497 DIRECTED STUDIES (1-3)

Variable hours per week.

Provides studen't credit for curricular activities under the direction of an Education faculty member. Repeatable up to 12 units.

Student Option: Graded or Credit/No Credit

EDUC 510 LEARNING THEORY AND DEVELOPMENT APPLIED IN MULTICULTURAL CONTEXTS (3)

Three hours lecture/discussion per week and participation/observation in the public schools

Introduction to psychology of learning and instruction. Major concepts, principles, theories and research related to child and adolescent development; human learning; the cognitive, linguistic, social, emotional and physical development. Students begin to use this knowledge to create learning opportunities that support student development, motivation and learning in a social, cultural, and historical context. Includes learning theories and their application to educational practice in multicultural and multilingual classroom settings.

EDUC 512 EQUITY, DIVERSITY AND FOUNDATIONS OF SCHOOLING (3)

Three hours lecture/discussion per week Principles of effectively teaching students from diverse language, historical, and cultural backgrounds. Includes skills and abilities and community values. Focus on the major cultural and ethnic groups. Attention to ways of recognizing and minimizing bias in the classroom and ways to create equitable classroom community that emphasize the physical, social, emotional and intellectual safety of all students. Includes study of gender bias, diverse students, families, schools and communities and the student's self-examination of his/her stated and implied beliefs, attitudes and expectations related to these areas of diversity and implications for daily classroom practice. GenEd: C3B

EDUC 520 OBSERVING AND GUIDING BEHAVIOR IN MULTILINGUAL/

MULTICULTURAL AND INCLUSIVE CLASSROOMS (3)

Three hours lecture/discussion per a week Corequisite: EDUC 521

Through this course students observe children's behavior in multilingual/multicultural and inclusive classrooms, learn and apply assessment principles and tools, learn how to guide children's social behavior, and communicate with families. Students learn how to organize and write lesson plans for instruction.

EDUC 521 FIELD EXPERIENCE (1)

Three hours per week in local public schools.

Corequisite: EDUC 520

Participatory observation in selected schools under the supervision of classroom teacher and university supervisor. Fingerprint clearance is required.

Graded Credit/No Credit

EDUC 538 K-12 LITERACY: MULTICULTURAL AND MULTILINGUAL (4)

Four hours lecture per week Prerequisite: Admission to a Credential Program

Corequisites: SPED 562, SPED 570, SPED 580 or SPED 585

Topics include developmental theory and practice of the reading and writing process through the school years K-12; study skills; foundations of reading and writing theory and practice for students who speak English as a first or second language; teaching reading and writing to native English speakers and English language learners in English-only, multilingual and bilingual contexts; literacy and language development needs of English learners and exceptional children, literacy in the content areas; technology for teaching and learning is integrated.

EDUC 555 SPECIAL TOPICS IN EDUCATION SEMINAR (3)

Three hours seminar per week

Prerequisites: Admission to the advanced phase of the Multiple Subject, Single Subject or Education Specialist Teaching Credential Program. Consent of instructor required for enrollment

Addresses current issues in schooling that impact the planning and provision of rich educational opportunities to meet the diverse needs of learners; effective channels of communication within the school community; and the transition from pre- to in-service teacher, and teacher induction and professional development. Graded Credit/No Credit

EDUC 561 TEACHING WITH TECHNOLOGY (3)

Three hours lecture per week Prepares students to use technology in educational settings and to develop skills for a variety of technology applications.

EDUC 605 EDUCATION IN A DIVERSE SOCIETY (3)

Three hours lecture/discussion per week Prerequisite: Completion of Baccalaureate Dearee

This course focuses on effective leadership in working with diverse communities of teachers, students, and families and strategies for effectively involving families of diverse cultures in support of their child's educational achievement. Issues of gender, ethnicity, race, language, culture and disability are addressed in the context of promoting equity and excellence in learning opportunities and social interaction.

EDUC 615 PRINCIPLES OF EDUCATIONAL RESEARCH (3)

Three hours lecture/discussion per week Prerequisite: Completion of Baccalaureate Degree

This course provides foundational knowledge about the principles of educational research in order to prepare students to conduct independent, disciplined inquiry and applied research in education.

EDUC 616 MASTERS RESEARCH THESIS/PROJECT (1-3)

Prerequisites: Admission to Masters of Education Program. Consent of instructor required for enrollment

Independent research of topic of choice with advisor approval. Repeatable up to δ units.

Graded Credit/No Credit

EDUC 617 ACTION RESEARCH (3)

Three hours lecture per week Prerequisite: EDUC 615

Introduces Action Research using various qualitative and quantitative methods that can be employed to answer research questions. Students will design an action research project that includes a literature review, research questions, methodology and pilot study that can be conducted at a school or community site.

EDUC 618 COMPREHENSIVE EXAMINATION (1)

One to three hour seminar per week Corequisite: Admission to Masters of Arts in Education and Advancement to Candidacy

Seminar to prepare students for the comprehensive examination in the

Masters of Arts in Education Program. Culminates with students taking the final examination. Repeatable up to <u>3</u> units. Graded Credit/No Credit

EDUC 619 MASTERS PROJECT (1-3)

Three to nine hours activity per week Prerequisites: Advancement to Candidacy Consent of instructor required for enrollment

Independent action research project with advisor approval. Repeatable up to <u>6</u>

Student Option: Graded or Credit/ No Credit

EDUC 661 ADVANCED TEACHING WITH TECHNOLOGY (3)

Three hours lecture per week Focuses on ways teachers use technology to teach K-12 students.

EDUC 694 ADVANCED INDEPENDENT RESEARCH (1-4)

One to four hours independent study per week

Corequisites: Student must be enrolled in Graduate or Postbaccalaureate Program Consent of instructor required for enrollment

Graduate students design and implement a project or study with supervision from a faculty member.

EDUC 697 ADVANCED DIRECTED STUDIES (1-4)

One to four hours independent study per week

Corequisites: Student must be enrolled in Graduate or Postbaccalaureate Program Consent of instructor required for enrollment

Provides a graduate student with credit for curricular activities conducted under the direction of a School of Education faculty member.

English

ENGL 102 STRETCH COMPOSITION I (3)

Three hours lecture per week
Focuses not on finished products but
rather on helping students develop
strategies for using writing to construct
meaning, which in turn assists in
generating thought-provoking discourse
for the intended reader. Upon completing
this course, students will have learned that
all writing involves a recursive process
of thinking and writing strategies often
referred to as peer review, invention,
prewriting, drafting, revising, and editing.
This is the first in a two-course sequence
of ENGL 102 and ENGL 103.

ENGL 103 STRETCH COMPOSITION II (3)

Three hours lecture per week Prerequisite: ENGL 102 Focuses not on finished products but rather on helping students to develop strategies for using writing to construct meaning, which in turn assists in generating thought-provoking discourse for the intended reader. Students/Writers will become well-versed in a variety of approaches to constructing the types of genres required in their college courses and in the workplace. Completion of ENGL 103 fulfills the general education requirement for undergraduate writing and prepares students for success in their courses across the curriculum.

ENGL 105 COMPOSITION AND RHETORIC I (3)

GenEd: A2

Three hours lecture per week Instruction and practice in writing university-level expository and persuasive prose. The subject matter of the course will be thematic and variable. The focus of the course is the development of proficiency in conceptualizing, analyzing and writing academic papers. Substantial writing is required. This course may be linked with another lower division course, in which case the student will enroll in both courses.

GenEd: A2

ENGL 106 COMPOSITION AND RHETORIC II- SERVICE LEARNING (3)

Two hours lecture and two hour activity per week

Instruction and practice in producing university-level expository and persuasive prose centered on exploring socioeconomic and sociopolitical issues in our local and global communities. Special attention is given to evidence discovery, claim support, argument response, and their applications to academic debate, public decision making, and rhetorical reading. Requires off-campus service with community partners. Experiential learning emphasized.

GenEd: A1, A2

ENGL 107 ADVANCED COMPOSITION AND RHETORIC (3)

Three hours lecture per week
Prerequisites: A grade of C or better in
ENGL 103 or ENGL 105 or ENGL 106
or equivalent

An intensive, one-semester writing course that emphasizes research as a heuristic for learning, writing as an intellectual dialogue with the authorities

represented in the evidence found, and which engages students in judging the merit and appropriateness of discovered evidence. A substantial amount of writing is required.

GenEd: A1, A3

ENGL 110 THEMES IN MULTICULTURAL LITERATURE FOR NON-MAJORS (3)

Three hours lecture per week Exploration of broad themes in literature across multiple genres and cultures, American and international. Repeatable by topic up to <u>6</u> units. GenEd: C2, C3B

ENGL 120 AMERICAN LITERATURE I (3)

Three hours lecture/discussion per week Prerequisites: ENGL 103 or 105 or equivalent

Study of major works of American Literature from colonial times through 1850, with special attention to literary movements. Major writers will be addressed, as well as lesser-known writers from various cultural and regional backgrounds.

GenEd: C2

ENGL 150 BRITISH AND EUROPEAN

Three hours lecture/discussion per week *Prerequisites: 103 or 105 or equivalent* Survey of major authors in British and European literature from Beowulf to approximately 1650, with special emphasis on the intellectual backgrounds of the Medieval and Renaissance periods.

LITERATURE I (3)

GenEd: C2

ENGL 210 THEMES IN WORLD LITERATURE (3)

Three hours lecture per week
A survey of world literature, focusing
largely on texts by non-western authors,
organized around one or more themes.
Texts studied are primarily written by
authors from the following areas: Asia,
India and Pakistan, the Middle East,
Africa, and Latin America.
GenEd: C2

ENGL 212 INTRODUCTION TO CHILDREN'S LITERATURE (3)

Three hours lecture/discussion per week Prerequisites: ENGL 103 or 105 or Equivalent

An inquiry into children's literature. Students analyze works representative of several cultures and genres, including fiction, poetry, picture books, non-fiction, and traditional literature. Focus will be on critical reading of materials appropriate for grades K-6 as well as analysis of

literary elements and structural features. The course will foster appreciation for and understanding of the author's craft through analytical papers, investigatory projects, and creative responses to children's literature. Formerly ENGL 312, changed in Fall 2007.

ENGL 220 AMERICAN LITERATURE II (3)

Three hours lecture/discussion per week Prerequisites: ENGL 120 or equivalent or Consent of instructor

Study of major works of American literature from 1850 to the present, with special attention to literary movements. Major writers will be addressed, as well as lesser known writers from various cultural and regional backgrounds. GenEd: C2

ENGL 230 INTRODUCTION TO JOURNALISM (3)

Three hours lecture per week *Prerequisites: ENGL 103 or ENGL 105* Designed for students interested in producing print and photo journalism for local community publications. Topics will include journalistic writing styles and techniques, research strategies, interviewing methods, appropriate layout and design techniques. Projects will culminate in a product suitable for publication.

Same as COMM 230 GenEd: A2

ENGL 250 BRITISH AND EUROPEAN LITERATURE II (3)

Three hours lecture/discussion per week Prerequisites: ENGL 150 or equivalent or Consent of instructor

Study of major works of British and European literature from approximately 1650 to the present, with special attention to various literary movements. GenEd: C2

ENGL 260 PERSPECTIVES IN CREATIVE WRITING (3)

Three hours lecture/discussion per week An introduction to creative writing. Writing intensive with peer discussion and editing as well as reading and discussing what authors have written about the writing process. Formerly ENGL 460, in May 2006, formerly ENGL 360, changed Dec. 2007.

ENGL 311 BILINGUAL LITERARY STUDIES/ESTUDIOS LITERARIOS BILINGUES (3)

Three hours lecture per week Prerequisites: ENGL 103 or ENGL 105 and SPAN 202 or SPAN 212 or Consent of instructor

This course explores the literatures of

the Americas written in two languages: English and Spanish. Course texts will include works written by bilingual U.S. authors and Latin American authors writing primarily in Spanish; genres may include novels, with a special focus on Magical Realism/el realismo magico, short stories/cuentos, and poetry. Readings will be in the original language; class discussions will be bilingual. Same as SPAN 311

ENGL 315 INTRODUCTION TO LANGUAGE, STRUCTURE AND LINGUISTICS (3)

Three hours lecture/discussion per week Prerequisites: ENGL 103 or 105 or Equivalent

An examination of the basic components of human language, including phonology, morphology, syntax and semantics, and the differences/similarities among languages. Students will identify examples of speech parts and their functions, morphologies, and syntax.

ENGL 322 SOCIOLOGY OF POPULAR CULTURE (3)

Three hours lecture per week Prerequisite: SOC 100

Examines popular culture from a sociological and a comparative perspective. Emphasizes the impact of mass media on individual behavior, marketing and consumption of amusements and entertainments in the domestic and global marketplace.

Same as SOC 322, COMM 322

ENGL 325 MAJOR NON-WESTERN AUTHORS (3)

Three hours lecture per week Prerequisites: ENGL 103 or ENGL 105 and either ENGL 220 or ENGL 250 or Equivalent.

A concentrated study of selected non-Western authors. Authors selected change from term to term; therefore, students may take the course for credit more than once. Repeatable by topic up to $\underline{\diamond}$ units.

ENGL 326 MAJOR BRITISH AND EUROPEAN AUTHORS (3)

Three hours lecture/discussion per week *Prerequisites: ENGL 250 or Equivalent* Concentrated study of selected British and/or European authors. Authors selected change from term to term; therefore, students may take the course for credit more than once. Repeatable by topics.

ENGL 327 MAJOR AMERICAN AUTHORS (3)

Three hours lecture/discussion per week *Prerequisites: ENGL 220 or equivalent*Concentrated study of selected American authors. Authors selected change from term to term; therefore, students may take the course for credit more than once.
Repeatable by topic.

ENGL 328 MYTHOLOGY (3)

Three hours lecture/discussion per week Prerequisites: ENGL 103 or 105 or Equivalent and one literature course Study of mythology and the influence it has had on literature, art, music, and the development of cultures. Course topics may include Classical Mythology, Eastern Mythology, Mythology of the Americas, Egyptian Mythology, and others. Repeatable by topic.

ENGL 329 SEMINAR IN TUTORING WRITING (3)

Three hours seminar per week Prerequisites: Completion of ENGL 105 (or equivalent) and Sophomore standing Introduces the theories that inform university writing centers and their practices.

. Graded Credit/No Credit

ENGL 330 INTERDISCIPLINARY WRITING (3)

Three hours lecture/discussion per week Individual and collaborative writing that integrates research from a variety of disciplines. Students will work on projects that incorporate various forms of research, including electronic, and which result in both oral presentations and academic papers. Each section will be based on a theme appropriate for interdisciplinary research and writing.

GenEd: A2, Interdisciplinary

ENGL 331 NARRATIVES OF THE WORKING CLASS (3)

Three hours lecture per week Examines the lives of working people using various thematic approaches and disciplinary methodologies. Materials include literature, film, and case studies. Same as ECON 331, SOC 331, HIST 331, POLS 331
GenEd: C2, D, Interdisciplinary

ENGL 332 TEACHING DRAMATIC LITERATURE (3)

Three hours lecture per week Prerequisites: ENGL 103 or ENGL 105 or Equivalent plus one upper division literature course

Explores methods and approaches to teaching dramatic literature in secondary schools and colleges. Focuses on

elements of textual exploration and using heuristics from theatre to teach dramatic literature including, but not exclusively, Shakespeare's Plays.

Same as PATH 332 GenEd: C2, Interdisciplinary

ENGL 333 MULTICULTURAL DRAMA AND THEATRE (3)

Three hours lecture per week
America is a country of many cultures,
and each of these has brought legacies
of its roots to the American stage. In this
course we will read plays written by
Native Americans, Hispanic Americans,
Asian Americans, African Americans
and others. This course is regional in
organization rather than chronological,
and is organized around one or more
themes.

Same as PATH 333 GenEd: C2, C3B, Interdisciplinary

ENGL 334 NARRATIVES OF SOUTHERN CALIFORNIA (3)

Three hours lecture/discussion per week Ours is a region made up of many cultures which produce the one we call Southern California. In this class we will take a historical approach to study of the narratives - oral, written and filmed - of Southern California. Course work may also include obtaining oral histories and compiling them.

Same as HIST 334 GenEd: C2, D, Interdisciplinary

ENGL 335 AMERICAN ETHNIC IMAGES IN NOVELS, FILM AND ART (3)

Three hours lecture/discussion per week Examines the portrayal of ethnic groups from an interdisciplinary perspective that includes, but is not limited to, the literary, historical, and anthropological modes of analysis. The course highlights the ways in which artistic works have shaped the intellectual landscape of the United States as they relate to ethnic peoples. Same as ART 335, HIST 335
GenEd: C2, C3B, Interdisciplinary

ENGL 336 MULTICULTURAL LITERATURE AND COMMUNICATION (3)

Three hours lecture per week
Examines issues of cross-cultural
communication in interpersonal and
intergroup settings. Works of literature
which take cross-cultural communication
as a theme will be examined.
Same as COMM 336
GenEd: A1, C2, Interdisciplinary

ENGL 337 LITERATURE OF THE ENVIRONMENT (3)

Three hours lecture/discussion per week Involves the student in many forms of dialogue on issues pertinent to humanity's relationship with Earth. By reading works by writers from diverse fields and by writing in response, the student will gain a better understanding of our planet and its needs. Emphasis will be placed on writing in modes appropriate to the interdisciplinary field of Environmental Science and Resource Management. GenEd: C2, D, Interdisciplinary

ENGL 338 SCIENCE AND CONSCIENCE (3)

Three hours lecture/discussion per week This course is a team-taught, interdisciplinary course that examines various ethical issues within the sciences using case studies. The scientific, historical and social aspects of each case study will be examined from different perspectives. Students will learn scientific concepts which will facilitate an informed understanding of the ethical issues involved.

Same as PHYS 338 GenEd: B1, C2, Interdisciplinary

ENGL 339 PSYCHOLOGY AND LITERATURE (3)

Three hours lecture per week
This course looks at the ways in which
human psychology manifests in literature
and the ways literature instructs us about
human psychology. Through reading,
writing about, and discussing texts with
particularly rich psychological content,
issues related to mental health and the
human condition will be explored. The
course will also cover some theoretical
and technical aspects of psychology
relevant to the readings.

Same as PSY 339 GenEd: C2, D, Interdisciplinary

ENGL 340 BUSINESS AND ECONOMICS IN LITERATURE (3)

Three hours lecture per week Explores the ways in which business and economics have been represented in American literature. Employs critical methodologies from the fields of Business, Economics, and Literary studies.

Same as ECON 340, BUS 340

GenEd: C2, D, Interdisciplinary

ENGL 341 MODERN AMERICAN DRAMA AND THEATRE (3)

Three hours lecture per week Students will read plays and performance texts written by modern American authors from the beginning of the 20th century until today. A study of the range of American dramatic literature in the context of the development of American theatrical performance. Thematically examines avant-garde and alternative forms as well as commercial and mainstream theatre.

Same as PATH 341

GenEd: C2, Interdisciplinary

ENGL 342 MODERN BRITISH AND EUROPEAN DRAMA AND THEATRE (3)

Three hours lecture per week
Major works of British and European
dramatic literature in performance and
production from the middle of the 19th
century to the present. Thematically
organized to examine avant-garde and
alternative forms, as well as commercial
and mainstream theatre.
Same as PATH 342
GenEd: C2, Interdisciplinary

ENGL 344 WORLD DRAMA AND THEATRE (3)

Three hours lecture per week Explores world dramatic literature in performance and production. The focus is largely on plays and performance texts by non-Western authors, and is organized around one or more themes. This course is regional in organization rather than chronological. Texts studied feature the following regions: Asia, Oceania, South Asia & Middle East, Africa, and Latin America.

Same as PATH 344 GenEd: C2, Interdisciplinary

ENGL 349 PERSPECTIVES ON MULTICULTURAL LITERATURE (3)

Three hours lecture/discussion per week An introduction to the diversity of American literatures, their unique literary traditions and forms, and what they hold in common. An emphasis on becoming cross-cultural readers and writers aware of how culture influences literature. Formerly ENGL 449, changed Fall 2006. GenEd: C2, C3B, Interdisciplinary

ENGL 354 STUDIES IN CULTURAL LITERATURES (3)

Three hours lecture per week
In depth study of the literature of
a particular culture chosen by the
professor. Various genres, theoretical
perspectives, and critical questions may
be emphasized, along with comparisons
among the literatures of various cultures.
Repeatable by topic up to $\underline{\mathcal{G}}$ units.

GenEd: C2, C3B

ENGL 360 LITERARY THEORY (3)

Three hours lecture per week Prerequisites: ENGL 103 or ENGL 105 or equivalent and one upper division literature course

Introduces foundational theories currently influencing literary, social studies, and cultural analysis and criticism. Specific schools of theoretical inquiry include structuralist, materialist, psychoanalytic, deconstructive, feminist, gender, queer, postcolonial, critical race, reader response, and cultural studies. This course was formerly known as ENGL 420, changed January 2009.

ENGL 378 CONTEMPORARY NATIVE AMERICAN AUTHORS: TELECOURSE (3)

One hour lecture per week and four hours activity per week.

An introduction to the fiction and poetry produced by contemporary Native Americans. Authors of the works studied join the discussion of their work and concepts important to their work. Modes of discourse and the impact of Native American cultures, concerns and philosophy on the fiction and poetry of these authors are the primary foci of the course. Students will meet with the course instructor three times during the semester; otherwise, students will view the telecourse tapes, read the assigned books, read the essays in the workbook, and do the assigned activities explained in the workbook on their own.

ENGL 400 CONTEMPORARY LITERATURE (3)

Three hours lecture/discussion per week Prerequisites: ENGL 103 or ENGL 105 or equivalent and one upper division literature course

Survey of world trends in literature, possibly including fiction, non-fiction, poetry and/or drama. Specific topics vary from term to term. Repeatable by topic.

ENGL 410 SHAKESPEARE'S PLAYS (3)

Three hours lecture per week Prerequisites: ENGL 103 or ENGL 105 or Equivalent and one upper division literature course

Study of the many aspects of Shakespeare's plays as literature-language, context, form and style-as well as the ways in which these elements work as parts of a whole, which includes spoken speech and other sounds as well as physical form and movement.

Same as PATH 410

ENGL 412 DRAMA OF ANCIENT GREECE (3)

Three hours lecture/discussion per week Prerequisites: ENGL 103 or ENGL 105 or Equivalent and one upper division literature course

A survey of ancient Greek drama and the culture/society that produced it. The course will examine a representative sample of the major plays. Among the topics considered will be: the tragic and comic festivals, tragedy's relationship with Athenian democracy, the nature of Greek theaters and ancient theatrical production techniques, religion and drama, women and tragedy, tragic and comic heroism, myth and tragedy, and the legacy of Greek tragedy in the modern world. Same as PATH 412

ENGL 430 TRADITION AND TRANSFORMATION: LITERATURE, HISTORY, AND CULTURAL CHANGE (3)

Three hours lecture per week Prerequisites: ENGL 103 or ENGL 105 or HIST 280 or Consent of instructor
Bringing literature and history together, this course exposes students to a diverse range of work in art, literature, films, and history. It cultivates the students' intellectual understanding of the topic from both a cross-disciplinary and a cross-cultural perspective. It emphasizes reading, writing, analytical skills, and communication skills. Topics and themes may vary under the same title. Repeatable up to 9 units.

Same as HIST 430 GenEd: C3B, D, Interdisciplinary

ENGL 431 EUROPEAN RENAISSANCE LITERATURE AND ART (3)

Three hours lecture/discussion per week Prerequisites: ENGL 103 or ENGL 105 or Equivalent

Examination of the literature and art of the Renaissance of the 15th and 16th centuries in Europe and England, focusing on the re-birth of the human spirit and the legacies of the Renaissance artists and writers.

Same as ART 431 GenEd: C1, C2, Interdisciplinary

ENGL 432 ARTS OF THE HARLEM RENAISSANCE (3)

Three hours lecture per week Prerequisite: Upper division standing
Study focusing on the dramatic upsurge
of creativity in art, music and literature
resulting from social and political
undercurrents in the African American
cultural revolution in New York during
the 1920s. Historical geneses and
subsequent artistic legacies will also be
explored.

Same as ART 432, PAMU 432 GenEd: C1, C2, Interdisciplinary

ENGL 433 GAY/LESBIAN/BISEXUAL/ TRANSGENDER STUDIES (3)

Three hours lecture per week
Prerequisites: ENGL 103 or ENGL 105 or
Fauivalent

Introduction to the field of gay/lesbian/bisexual/transgender studies through the reading of literature and theory.

Same as GEND 433

GenEd: C2, D, Interdisciplinary

ENGL 444 ORIGINAL PRACTICE IN RENAISSANCE DRAMA (3)

Three hours lecture per week In this class, students will learn about the theaters of the Renaissance, the playwrights whose plays were performed in them, and explore the differences that occur when the plays are performed in a venue resembling those of the original Rose, Blackfriars and Globe theaters. Same as PATH 444 GenEd: C2, Interdisciplinary

ENGL 454 MULTICULTURAL LITERATURE PROJECT/SEMINAR (3)

Three hours seminar per week Prerequisites: Completion of $\underline{9}$ units from the English Emphasis in Multicultural Literature and Consent of instructor As the culmination of the Multicultural Literature Emphasis, the purpose of this independent study course is to produce a significant work in the genre of the student's choice, chosen in consultation with his or her instructor.

ENGL 456 WOMEN'S FICTION (3)

Three hours lecture/discussion per week Prerequisites: ENGL 220 or ENGL 250

This course examines the development of contemporary fiction by women and its relationship to men's fiction by men. It compares style and theme across social class and ethnicities, analyzing the historical context of each novel or short story. The course will raise critical questions about a female literary tradition.

ENGL 461 FICTION WRITING (3)

Three hours lecture/discussion per week Prerequisites: ENGL 260 or Consent of instructor

The writing of fiction is the focus of this class. The seminar format allows students the opportunity to talk about their writing and to receive critiques from their peers as well as the instructor. Repeatable up to 6 units.

ENGL 462 POETRY WRITING (3)

Three hours lecture/discussion per week Prerequisites: ENGL 260 or Consent of instructor

The writing of poetry is the focus of this class. The seminar format allows students the opportunity to talk about their poetry and to receive critiques from their peers as well as the instructor. Repeatable up to 6 units.

ENGL 463 WRITING FOR THE STAGE (3)

Three hours lecture/discussion per week *Prerequisite: Consent of Instructor*The writing of stage plays is the focus of this class. The seminar format allows students the opportunity to talk about their writing and to receive critiques from their peers as well as the instructor. Repeatable by topic up to <u>6</u> units.

Same as PATH 463

ENGL 464 CREATIVE NONFICTION (3)

Three hours lecture/discussion per week Prerequisites: ENGL 260 or Consent of instructor

The writing of creative non-fiction is the focus of this class. The seminar format allows students the opportunity to talk about their writing and to receive critiques from their peers as well as the instructor. Repeatable up to $\underline{\diamond}$ units.

ENGL 465 CREATIVE WRITING PROJECT (3)

Six hours activity per week

Prerequisites: Consent of instructor and completion of ENGL 260 and 2 units from ENGL 461, ENGL 462, ENGL 463, or ENGL 464

Gives students an opportunity apply their expertise by helping to edit and oversee the production of the CSU Channel Islands annual literary journal, thus gaining practical experience of a literary profession.

ENGL 466 SCREENWRITING (3)

Three hours lecture per week
Prerequisite: Consent of instructor
The writing of screenplays is the focus
of this class. The seminar format allows
students the opportunity to talk about their

writing and to receive critiques from their peers as well as the instructor. Repeatable by topic up to $\underline{\phi}$ units.

Same as PA 466

ENGL 474 APPROACHES TO ENGLISH GRAMMAR (3)

Three hours lecture per week Prerequisite: ENGL 315

This course uses various approaches to analyze the form, function, and meaning of English grammar, including alternative ways to understand grammar in the context of real language tasks. Particular attention is paid to cultural and social assumptions about grammar and how they have shaped our attitudes toward language use.

ENGL 475 LANGUAGE IN SOCIAL CONTEXT (3)

Three hours lecture/discussion per week Prerequisites: ENGL 103 or ENGL 105 or equivalent or Consent of instructor Focus is on the nature of literacy, with emphasis on literacy development for English Only (EO) and English Language Learners (ELLs), investigation and knowledge of the development and acquisition of English literacy, and understanding the role of concepts and contexts in word meanings, vocabulary development, and multiple meanings. Also stressed will be differences between English and other languages that impact the acquisition of English literacy by ELLs, the role of primary language literacy in the development of English language among ELLs, and the impact of disabilities on oral and written English language development.

ENGL 477 ADOLESCENT LITERATURE (3)

Three hours lecture/discussion per week Prerequisites: ENGL 103 or 105 and one upper-division literature course

A survey of young adult literature in which students analyze young adult literature taught at the secondary level (grades 6-12). Works studied are selected for their diversity of subject matter, genre, cultural focus, and grade level. Students will engage in literary discussions of the works, analyze them in relation to the genre, and consider implications for adolescents in school and the larger society.

ENGL 478 WRITING AS REFLECTIVE PRACTICE (3)

Three hours lecture per week Prerequisites: ENGL 103 or ENGL 105 and ENGL 330 or Consent of instructor This course will develop awareness of the thinking and learning processes that occur during writing. The focus will be on identifying, planning, and monitoring the thinking processes that develop while writing. This knowledge of process will be used to select and develop strategies that will improve the writing product. Writing will be extensive and will include expository, creative, and reflective genres.

ENGL 482 TECHNICAL WRITING (3)

Three hours lecture/discussion per week Prerequisite: ENGL 330

This course is an overview of the field of technical writing. Research, interviewing, and the various forms of technical writing are addressed. Students will produce work in a variety of forms of technical writing.

ENGL 483 TECHNICAL VISUAL COMMUNICATION (3)

Three hours lecture/discussion per week Prerequisites: For Technical Writing Certificate students only, ENGL 482
The focus of this course is two-fold.
First, the student will research and write a presentation on a topic of his or her choice, suitable for a specific application (conference, meeting, etc.) and receive critiques from his or her peers and the professor. Second, the student will use that paper to form the basis of a visual presentation using up-to-date technology of various forms.

ENGL 484 TECHNICAL WRITING FOR THE SCIENCES (3)

Three hours lecture/discussion per week Prerequisites: For Technical Writing Certificate students only, ENGL 482 Writing for the Sciences requires a specialized understanding of the process of writing as well as the content of the final essay or article. Students will learn to do research in specialized fields and to write for a variety of scientific journals and other publications.

ENGL 485 TECHNICAL WRITING PROJECT/SEMINAR (3)

Three hours activity per week
Prerequisites: ENGL 310, ENGL 330,
ENGL 482, ENGL 483, and ENGL 484,
and a passing evaluation on the portfolio
of work from the prerequisite courses.
ENGL 483 or ENGL 484 may be taken
concurrently with ENGL 485.
As the culmination of the Technical

Writing certificate program, this course may be an internship, independent study, seminar or a project course. Projects will be devised in consultation with the instructor.

ENGL 490 SPECIAL TOPICS (3)

Three hours lecture per week Concentrated study of selected authors or topics. Authors and/or topics change from term to term; therefore, students may take the course for credit more than once. Repeatable by topic up to $\underline{\phi}$ units.

ENGL 494 INDEPENDENT STUDY/ SENIOR RESEARCH (3)

Three hours activity per week Prerequisites: Senior standing and Consent of instructor

Students may do an independent study to further coursework begun in other courses, obtain an internship which utilizes knowledge gained thus far, or do research in preparation for the senior project. Repeatable.

ENGL 499 CAPSTONE PROJECT/ SENIOR SEMINAR (3)

Three hours lecture/discussion per week Prerequisites: Senior standing, a passing evaluation of the cumulative portfolio, and Consent of instructor or advisor A culminating research project in English with a substantial paper that augments the B.A. in Engish.

Environmental Science & Resource Management

ESRM 100

INTRODUCTION TO ENVIRONMENTAL SCIENCE & RESOURCE MANAGEMENT (3)

Three hours lecture per week
This course covers a broad spectrum of
environmental science topics including:
biogeochemical cycles, biological
diversity, world food supply, effects
of agricultural production on the
environment, energy, water and air
environments, and societies' impacts on
the environment. Current environmental
issues such as loss of biological diversity,
global climate change, ozone depletion,
and natural resource management will be
discussed.
GenEd: B2, D

ESRM 105 ENVIRONMENTAL ISSUES

Three hours lecture per week Introduction to basic concepts in geography and related environmental issues. Examines environmental impact on

IN GEOGRAPHY (3)

human affairs and human impact on the environment. Spatial awareness including cartographic knowledge, skills with global positioning systems (GPS) as well as hands-on experience using Geographic Information Systems (GIS) is emphasized. This course is not open to ESRM majors. Same as GEOG 105 GenEd: D

ESRM 200

PRINCIPLES OF RESOURCE MANAGEMENT, CONSERVATION AND STEWARDSHIP (3)

Two hours lecture and two hours activity per week

Prerequisites: ESRM 100 and BIOL 200 Students will work with the National Park Service, U.S. Geological Survey or other agencies on related resource projects.

ESRM 313 CONSERVATION BIOLOGY (4)

Three hours lecture and three hours laboratory per week Prerequisite: BIOL 200

This course explores issues surrounding the conservation of biodiversity. Topics to be covered include: species-, population-, and ecosystem-level issues, biodiversity, extinction, sustained yield, exotic species, and reserve design. Management implications and the ecology of issues are integrated throughout the course. A lab fee is required.

Same as BIOL 313

ESRM 328

INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (3)

Two hours lecture and three hour laboratory per week

Prerequisites: ESRM 100 or Consent of instructor

Introduction to fundamental concepts and techniques of geographic information systems, including the collection, manipulation, analysis, interpretation, display, and communication of spatial information for environmental decision making. Lab fee required.

GenEd: B4

ESRM 329 ENVIRONMENTAL LAW AND POLICY (3)

Three hours lecture per week
Prerequisites: ESRM 100 or Consent of

The purpose of this course is to introduce the fundamental concepts of environmental law and policy and familiarize students with the various types of legal mechanisms used to protect the environment. A practical grounding in the basic legal concepts central to environmental law and how laws have been applied at the local, state, national, and international level will be

gained. Students will also explore the purpose and function of some of the larger environmental institutions and their relationships with the public, business, and the environmental community.

ESRM 332 HUMAN ECOLOGY (3)

Three hours lecture per week
This human ecology course places
humans into the environment in historical
and global contexts.

Discusses systems theory as it applies to human adaptation to the environment. Studies the relations among political power, ideology, and resources, integrating concepts from ecology with those from social sciences. Theories and forecasts of human population growth and migration among regions and cultures. Social and environmental impacts of population and age distribution. Natural resource constraints on growth. Topics from land development, resource planning, environmental quality, politics, economic growth, conflicts and wars. Same as ANTH 332 GenEd: D, Interdisciplinary

ESRM 340 POLITICS AND THE ENVIRONMENT (3)

Three hours lecture per week Exploration of environmental politics in both the international and domestic contexts.

Same as POLS 340 GenEd: D, Interdisciplinary

ESRM 341 THE NATIONAL PARK (3)

Three hours lecture per week *Pterequisite: Upper division standing*An interdisciplinary, in-depth study of one or more units of the National Park Service from a variety of perspectives including Political Science, Public Administration, and Environmental Science and Resource Management. The course analyzes how conservation issues and practices, administrative and policy processes and interpretive (educational) programs work within the context of a national public resources agency. Each term this course will focus on one or more park unit in the region.

Same as POLS 341 GenEd: D, Interdisciplinary

ESRM 342 ENVIRONMENTAL HISTORY (3)

Three hours lecture per week
Examines the historical interaction
between humans and their environment.
Special attention will be paid to the
transformations of environments in the
Americas and Europe.
Same as HIST 342
GenEd: D, Interdisciplinary

ESRM 350 ECOLOGICAL RESTORATION DESIGN AND CONSTRUCTION (4)

Two hours lecture and six hours laboratory per week

Prerequisite: ESRM 352

Introduction to environmental engineering. Students will partake in the planning and construction of ecological restoration projects in Santa Barbara, Ventura, and/or Los Angeles Counties. Particular projects will expose students to construction procedures and techniques central to the restoration of riparian, wetland, and terrestrial communities.

ESRM 351 FIELD METHODS: MONITORING AND ASSESSMENT (4)

Two hours lecture and six hours laboratory

per week

Prerequisite: ESRM 313

Examines a wide range of field assessment methods useful for a variety of environmental characterization efforts such as range of transect, time constraint, trapping, and continuous sampling methodologies. Emphasizes practical skills development with students collecting field data and conducting subsequent analyses and assessment. Lab fee required.

ESRM 352 THEORY AND PRACTICE OF ECOLOGICAL RESTORATION (3)

Three hours lecture per week
Introduces the theory and practice
of modern ecological restoration.
Conceptual similarities in the approach
to wetland, riparian, forest, grassland,
and subtidal restoration efforts will be
explored. Special attention will be given
to failed restoration efforts, articulating
the conditions leading to such failures,
and minimum performance standards for
successful projects.

ESRM 410 ENVIRONMENTAL IMPACT ASSESSMENT (3)

Three hours lecture per week Prerequisites: BIOL 433, ECON 362, ESRM 328 and ESRM 329

This course will introduce students to methods and procedures designed to assess and minimize human impacts on natural systems. Topics to be covered include the components of environmental impact reports and assessments, and the processes involved in preparation and approval. Also addressed will be the issues related to mitigating environmental impacts.

ESRM 428 INTERMEDIATE GEOGRAPHIC INFORMATION SYSTEMS (4)

Three hours lecture per week
Three hours laboratory per week
Prerequisite: ESRM 328
Study of concepts and techniques of
geographic information systems, with
special emphasis on environmental issues
at multiple spatial scales.

ESRM 440 POPULATION STUDIES (3)

Three hours lecture per week Prerequisites: SOC 100 and MATH 202
This course focuses on the basic concepts, skills and issues in demography and population studies. It will apply concepts to contemporary population issues such as family demography, urban transition, environmental degradation, and economic development.

Same as SOC 440
GenEd: D, Interdisciplinary

ESRM 443 ENVIRONMENTAL COMMUNICATION (3)

Three hours lecture per week
Prerequisites: ESRM 100 and COMM
101 or COMM 320

Students will analyze and engage in debates about local, national and global environmental disputes. Topics include analysis of risk, community dialogue and strategic environmental messages.

Same as COMM 443

GenEd: D, Interdisciplinary

ESRM 450 ENVIRONMENTAL CONFLICT RESOLUTION (3)

Three hours lecture per week
Provides practical experience in
negotiation and mediation techniques
within the context of complex
environmental and public policy disputes.
Same as COMM 450, POIS 450

ESRM 462 COASTAL AND MARINE RESOURCE MANAGEMENT (4)

Three hours lecture and two hours activity per week

Prerequisites: BIOL 433, ESRM 200 and ESRM 329

Provides an introduction to marine provinces , physical and biological oceanography, threats to the marine environment across various temporal and spatial scales and various policies and programs to improve resource management.

ESRM 463 WATER RESOURCES MANAGEMENT (4)

Three hours lecture and two hours activity per week

Prerequisites: BIOL 433, ESRM 200, and ESRM 329

Water management principles focusing on surface and ground water hydrology; water conservation, watershed development; water quality measurement and monitoring; water and wildlife/fisheries; and water conflicts.

ESRM 464 LAND USE PLANNING AND OPEN SPACE MANAGEMENT (4)

Three hours lecture and two hours activity per week

Prerequisites: BIOL 433, ESRM 200 and ESRM 329

Examines various approaches to land use planning at the municipal, state, national, and international level focusing on the role of land use planning in managing open space and protected area lands within and adjacent to urban areas.

ESRM 482 ISSUES IN ENVIRONMENTAL PLANNING AND RESOURCE MANAGEMENT (3)

Three hours seminar per week Prerequisites: BIOL 433, ECON 362 and ESRM 329

Selected issues in resource development derived from current resource policy changes, or other emerging topics of interest.

ESRM 491 CAPSTONE PREPARATION (1)

Two hours activity per week
Prerequisites: Senior standing in the
Environmental Science and Resource
Management major

Research and develop a proposal for an ESRM project. Repeatable up to <u>3</u> units.

ESRM 492 SERVICE LEARNING/ INTERNSHIP (3)

Six hours per week
Prerequisite: Consent of instructor
Individual internship through service
learning. Repeatable up to 6 units.
Graded Credit/No Credit

ESRM 494 INDEPENDENT RESEARCH (1-3)

Variable hours per week

Prerequisite: Consent of instructor
Individual research on topic selected
by the student and faculty mentor.

Repeatable.

Graded Credit/No Credit

ESRM 499 CAPSTONE (3)

Three hours of lecture/discussion per week

Prerequisites: Upper division required courses in ESRM major (may be completed concurrently)

This course consists of an interdisciplinary evaluation of the physical, biological, social, economic, and legal dimensions of environmental decision-making. The instructor will select from Southern California ecosystems - and decisions with associated environmental impacts - for evaluation and analysis. Topics include decisions to reduce, control, or treat surface water run-off, establishing or changing the management of marine protected areas, dredging in harbors, and permits for coastal development. Students will provide results to appropriate national, state, or local agencies for consideration and deliberation in administrative decisions.

Finance

FIN 300 BUSINESS FINANCE (3)

Three hours lecture per week Prerequisites: ACCT 220, MATH 140 or MATH 150

Principles of planning, procuring, and controlling short term and long-term financial resources of business organizations. Topics include: cash and capital budgeting, debt and equity markets, security evaluations, cost and structure of capital.

FIN 321 PUBLIC BUDGETING (3)

Three hours lecture per week Examines the major concepts of public budgeting and finance in the United States. Key topics of study include: expenditure estimation, revenue forecasting, capital budgeting, budget reform and financial management. The politics that characterizes the budgetary process will be emphasized throughout. Same as POLS 321

FIN 343 CAPITAL THEORY (3)

Three hours lecture per week Intertemporal choice and decision-making under uncertainty in our financial lives. Topics include: multi-period consumption, multi-period production, capital budgeting, modern portfolio theory and financial management.

Same as ECON 343

GenEd: D, Interdisciplinary

FIN 410 FINANCIAL MARKETS AND INSTITUTIONS (3) Three hours lecture per week

Prerequisite: FIN 300
Broadly covers the operations, mechanics, and structure of the U.S financial system. Provides an in-depth discussion of selected topics critical to financial management.

FIN 411 CORPORATE FINANCE MANAGEMENT (3)

Three hours lecture per week Prerequisite: FIN 300 Provides an in-depth coverage of key concepts and theoretical principles of modern corporate finance, including analytical tools necessary for managerial decision making.

FIN 412 INTERNATIONAL FINANCIAL MANAGEMENT (3)

Three hours lecture per week Prerequisite: FIN 300

Introduction to the multinational financial environment and management. Focuses on foreign exchange markets, foreign exchange risk management, international working capital management, foreign investment analysis, international capital budgeting, international diversification, cost of capital and capital structure of the multinational firm and political risk management.

FIN 413 INVESTMENT ANALYSIS (3)

Three hours lecture per week Prerequisite: FIN 300 Introduction to different investment instruments and strategies along with the securities available to the investor. Explores types of markets, market indicators, investment banking, types of orders and securities markets regulation.

FIN 421 PUBLIC FINANCIAL MANAGEMENT (3)

Three hours lecture per week Prerequisite: FIN 300

Examines principles, methods and concepts of financial management used in non-profit sector. Disciplines of accounting, budgeting, operations control, auditing and management are integrated into comprehensive financial systems. Theoretical design and practical implementation issues are explored.

FIN 490 SPECIAL TOPICS (3)

Three hours seminar per week Prerequisite: Consent of instructor In-depth analysis of current topics in finance. Topics vary each semester, repeatable up to 9 units.

FIN 492 SERVICE LEARNING/ INTERNSHIP (3)

Six hours activity per week
Prerequisite: Consent of instructor
Individual internship through service
learning. Repeatable.
Graded Credit/No Credit

FIN 497 DIRECTED STUDY (1-3)

Variable hours per week

Prerequisite: Consent of instructor
Individual contracted study on topics or
research selected by the student and
faculty mentor. Repeatable up to 9 units.

Graded Credit/No Credit

Gender Studies

GEND 433 GAY/LESBIAN/BISEXUAL/ TRANSGENDER STUDIES (3)

Three hours lecture per week
Prerequisites: ENGL 103 or ENGL 105 or
Equivalent

Introduction to the field of gay/lesbian/bisexual/transgender studies through the reading of literature and theory.

Same as ENGL 433

GenEd: C2, D, Interdisciplinary

Geology

GEOG 105 ENVIRONMENTAL ISSUES IN GEOGRAPHY (3)

Three hours lecture per week Introduction to basic concepts in geography and related environmental issues. Examines environmental impact on human affairs and human impact on the environment. Spatial awareness including cartographic knowledge, skills with global positioning systems (GPS) as well as hands-on experience using Geographic Information Systems (GIS) is emphasized. This course is not open to ESRM majors. Same as ESRM 105 GenEd: D

GEOG 201 CULTURE AND HISTORICAL GEOGRAPHY OF THE WORLD (3)

Three hour lecture per week
A geographic study of the world and the basic relationship between the Physical environment including topography, climate, natural vegetation, soils, and drainage patterns etc. and including the cultural aspects (political, social, economic, urban, and rural life etc.) within the major realms or regions of the world, with a detailed study of some selected regions.

GenEd: D

GEOL 121 PHYSICAL GEOLOGY (4)

Three hours lecture per week and three hours laboratory per week
This course examines the basic composition of the Earth and the dynamic forces which have altered the Earth's surface through time, including sedimentation, erosion, volcanism, earthquakes, plate tectonics, and mountain-building. Students will understand the immense processes affecting their environment.

GenEd: B1

GEOL 122 HISTORICAL GEOLOGY (3)

Three hours lecture per week
This course focuses upon the geological
history of the Earth and the Solar System
from the origin of the cosmos to the
present, tracing the evolution of the
continents and ocean basins, and the
evolution of plants and animals through
time. Surveys events in Earth's past of
relevance to present environmental issues.
GenEd: B1

GEOL 300 FOUNDATIONS OF EARTH SCIENCE (4)

Three hours lecture and three hours laboratory per week Prerequisite: PHSC 170
Principles of geology, hydrology, oceanography, meteorology, and astronomy for the elementary school teacher.

GEOL 310 CALIFORNIA GEOLOGY (3)

Three hours lecture per week Prerequisites: GEOL 121, GEOL 122 Focuses on California's geologic history, provinces, and resources and will feature field trips to a number of the provinces.

GEOL 321 ENVIRONMENTAL GEOLOGY (4)

Three hours lecture and three hours laboratory per week Interrelationships between human and natural geologic hazards: tsunami, earthquakes, landslides, subsidence, volcanoes. Explores environmental impact of resource extraction and usage, the importance of understanding the geologic processes and landscape in land use planning, and the means of using geology to minimize conflicts in resource management and disaster preparation. GenEd: B1

GEOL 322 SEDIMENTOLOGY, STRATIGRAPHY, GROUNDWATER HYDROLOGY (4)

and the sedimentary materials in which it

Three hours lecture per week
Three hours laboratory per week
Prerequisite: GEOL 121
Focuses on the basics of groundwater

exists and moves. It begins with sediments and sedimentary facies, continues with determination of aquifer morphology from well data, then embarks on physical hydrogeology. Laboratory exercises and field trips will provide hands-on experience in sedimentary section characterization and water well methods.

Global Studies

GLST 200 INTRODUCTION TO GLOBAL STUDIES (3)

Three hours lecture per week
An introduction to globalization and its
effect on governance, economic success,
culture, the environment, and other global
issues of human concern.
GenEd: D

GLST 435 GLOBAL CITIES (3)

Three hours lecture per week

Prerequisites: Minimum two semesters of beginning college-level foreign language or equivalent proficiency.

Introduces students to interdisciplinary issues faced by global cities. Offers a range of transnational topics, including but not limited to historic and contemporary issues of migration, racism and xenophobia, environmental degradation, global culture, movement of capital, and national identity. Specific global cities and related content to be designed by the instructor(s). Repeatable up to $\underline{\diamond}$ units.

GenEd: C3B, D, Interdisciplinary

History

WORLD CIVILIZATIONS: ORIGINS TO 1500 (3)

Three hours lecture per week
This survey examines world civilizations
from the Neolithic era to the European
colonization of the Western Hemisphere.
Topics may include, but are not limited to,
the development and growth of religions,
commerce, and other cultural institutions.
GenEd: D

HIST 212 WORLD CIVILIZATIONS: SINCE 1500 (3)

Three hours lecture per week
This survey examines world civilizations
from both regional and global
perspectives. Topics may include, but
are not limited to, the development and
growth of religions, commerce, and other
cultural institutions.
GenEd: D

HIST 270 THE UNITED STATES TO 1877 (3)

Three hours lecture per week Survey of the political, social, economic as well as cultural institutions of the United States from the pre-colonial era to reconstruction. Meets Title V U.S. History and Constitution requirement.

HIST 271 THE UNITED STATES SINCE 1877 (3)

Three hours lecture per week Survey of the political, social, economic as well as cultural institutions of the United States from reconstruction to the present. Meets Title V U.S History and Constitution requirement.

HIST 272 CONSTITUTIONAL HISTORY OF THE U.S. (3)

Three hours lecture per week
Examines the origins of American
constitutional thought and practice, the
framing and adoption of the Constitution
and the Bill of Rights, the establishment
of the U.S. Supreme Court and of its
power of judicial review. Topics include:
major decisions by the Supreme Court
in history and their impacts on society,
and California state constitution and
government. Meets Title V U.S. History
and Constitution Requirement.

HIST 275 THE UNITED STATES TO 1900 (3)

Three hours lecture per week This course is specially designed for students in the Teaching and Learning Option of the Liberal Studies Program. Examines the history of the United States from the colonial origins to the emergence of a modern industrial system. Emphasis is given to the major social, political, and cultural events during the period from the early 1600s to 1900, such as the encounters between Native Americans and European explorers, the growth of English colonies, the American Revolution, the transformation of American society after Independence, slavery, abolition, the Civil War, and the development of mass immigration and industrialization. Meets Title V U.S. History and Constitution Requirement.

HIST 280 THE HISTORIAN'S CRAFT (3)

Three hours lecture per week Prerequisites: Sophomore standing or Consent of instructor

This is a survey course on the writing of history. Utilizes and analyzes library resources, oral interviews, and other material in the writing of history. GenEd: D

HIST 310 HISTORY OF THE MEDITERRANEAN (3)

Three hours lecture per week Examines the history of the Mediterranean over the last 3000 years. Special attention will be paid to the Greco-Roman heritage, the impact of Christianity and Islam, the rise of Italian merchants, and the tangle between Spain and the Ottoman Empire over the control of the sea.

HIST 319 EUROPEAN HISTORY, 1871-1945 (3)

Three hours lecture per week
Examines the development of European
history from the unification of Germany
to the end of the Second World War.
Special attention will be paid to the
development of powerful ideologies (e.g.,
communism, fascism), socio-economic
change, and imperial expansion.

HIST 320 EUROPEAN HISTORY, 1945-PRESENT (3)

Three hours lecture per week Examines the development of European history to the present day. Special attention will be paid to the reconstruction of the continent following the war, the implications of the cold war and the collapse of the Soviet Union, and the emergence of the European Union.

HIST 330 THE HISTORY OF SCIENCE: NONWESTERN ORIGINS AND THE WESTERN REVOLUTION (3)

Three hours lecture per week
A survey of scientific history from 2000
BCE to the present that considers science
as a set of made, lost and found ideas
and technologies. Fields of inquiry are
examined by tracing their historical and
cultural trajectories through the African,
Arab, Babylonian, Chinese, Egyptian,
Greek, Indian, Incan, Japanese, Mayan
and Sumerian worlds.
Same as CHEM 330
GenEd: B1, Interdisciplinary

HIST 331 NARRATIVES OF THE WORKING CLASS (3)

Three hours lecture per week
Examines the lives of working people
using various thematic approaches and
disciplinary methodologies. Materials
include literature, film, and case studies.
Same as ECON 331, ENGL 331, SOC
331, POLS 331
GenEd: C2, D, Interdisciplinary

HIST 332 DANCE IN HISTORY (3)

Three hours lecture per week
The history of dance in relation to
historical, socio, and political influences,
in the global and western traditions, as
well as the history of dance productions.
Includes formal productions and
performances as well as other types of
dance, such as ballroom, ceremonial,
or folk dancing. Dance in history is
contextualized within multicultural
perspectives.

Same as PADA 332 GenEd: C1, Interdisciplinary

HIST 333 HISTORY OF SOUTHERN CALIFORNIA CHICANA/O ART (3)

Three hours lecture per week
An exploration of the Southern California
Chicano/a culture focusing on the
genesis, vitality and diversity represented
in the painting, sculpture and artistic
traditions of Mexican American artists.
Historical movements, politics, cultural
trends and Mexican folklore underlying
the development of this dynamic style of
art will be investigated within a variety of
contexts.

Same as ART 333, CHS 333 GenEd: C3B, D, Interdisciplinary

HIST 334 NARRATIVES OF SOUTHERN CALIFORNIA (3)

Three hours lecture/discussion per week Ours is a region made up of many cultures which produce the one we call Southern California. In this class we will take a historical approach to study of the narratives - oral, written and filmed - of Southern California. Course work may also include obtaining oral histories and compiling them.

Same as ENGL 334 GenEd: C2, D, Interdisciplinary

HIST 335 AMERICAN ETHNIC IMAGES IN NOVELS, FILM AND ART (3)

Three hours lecture/discussion per week Examines the portrayal of ethnic groups from an interdisciplinary perspective that includes, but is not limited to, the literary, historical, and anthropological modes of analysis. The course highlights the ways in which artistic works have shaped the intellectual landscape of the United States as they relate to ethnic peoples. Same as ART 335, ENGL 335
GenEd: C2, C3B, Interdisciplinary

→ HIST 337 MUSIC IN HISTORY (3)

Three hours lecture per week Music in its historical context, with special emphasis on the role of music in culture. Historical periods may include the music of the Medieval church, the evolution of opera, the American musical theatre, and jazz, as well as historical and contemporary world music. Examines the societal forces that helped to shape classical and popular musical styles, and how music can and has influenced culture. Music in history is contextualized within multicultural perspectives. Formerly known as PAMU 363, changed February 2009.

Same as PAMU 337 GenEd: C1, C3B, Interdisciplinary

HIST 338 THEATRE IN HISTORY (3)

Three hours lecture per week
A survey of the history of theatrical productions. Includes formal productions and performances as well as other types of theatre or dramatization, such as political posturing, i.e., a ruler's rise to power in historical reality as well as performed or recorded later in theatre, music, and history. Theatre in history is contextualized within multicultural perspectives.

Same as PATH 338 GenEd: C1, C3B, Interdisciplinary

HIST 339 BUSINESS IN CHINA: HERITAGE AND CHANGE (3)

Three hours lecture per week Examines from a broad historical perspective a variety of institutions and modernization processes of the Chinese financial market, economic environment, and business practices.

Same as BUS 339

Same as BUS 339
GenEd: D, Interdisciplinary

HIST 340 HISTORY AND PSYCHOLOGY OF NAZI GERMANY (3)

Three hours lecture per week Prerequisite: Upper division standing Examines the historical and psychological roots of the Nazi movement in Germany. Areas covered will include the mass psychology of fascism, the psychopathology of Nazi leaders, and the psychological impact of the holocaust. Same as PSY 340 GenEd: D, E, Interdisciplinary

HIST 342 ENVIRONMENTAL HISTORY (3)

Three hours lecture per week Examines the historical interaction between humans and their environment. Special attention will be paid to the transformations of environments in the Americas and Europe. Same as ESRM 342

Same as ESRM 342 GenEd: D, Interdisciplinary

HIST 349 HISTORY OF BUSINESS AND ECONOMICS IN NORTH AMERICA (3)

Three hours of lecture per week Examines the growth and development of the economies of North America since colonial times. Addresses social, ethical, economic and management issues during the development of Canada, the United States, and Mexico. Analyzes the business principles underlying the growth and development of the economies. Same as ECON 349, BUS 349 GenEd: D, Interdisciplinary

HIST 350 CHICANA/O HISTORY AND CULTURE (3)

Three hours lecture per week Examines the historical settlement and culture of Chicanas/os in the United States to the present. Particular attention is given to the relationship of the Chicana/o experience to the economic, political, and social institutions of the United States. These institutions are examined in relation to historical movements and developments that span over several centuries. Same as CHS 350

HIST 351 HISTORY OF AFRICAN AMERICANS (3)

Three hours lecture per week Examines the experience of Africans and African Americans in America from the colonial period through the twentieth century.

GenEd: C3B

HIST 360 HISTORY OF COLONIAL LATIN AMERICA (3)

Three hours lecture per week Examines the social, political, economic and cultural foundations of colonial Latin America from the Conquest in the fifteenth century to independence in the early nineteenth century.

GenEd: D

HIST 361 HISTORY OF MODERN LATIN AMERICA (3)

Three hours lecture per week Examines the social, political, economic and cultural foundations of modern Latin America in countries in the nineteenth and twentieth centuries.

GenEd: D

HIST 365 THEMES IN WORLD HISTORY (3)

Three hours lecture per week Explores the major trends in global approaches to history. These include anthropological, diaspora, environmental, and world systems approaches. Topics will vary by semester. Repeatable up to 6 units.

GenEd: D

HIST 366 OCEANS OF WORLD HISTORY (3)

Three hours lecture per week
Discusses the main approaches to world
history through the lens of the Earth's
three major oceans: Atlantic, Indian, and
Pacific.

HIST 369 CALIFORNIA HISTORY AND CULTURE (3)

Three hours lecture per week Examines the cultural and institutional development of California prior to the 16th century and since.

HIST 370 UNITED STATES COLONIAL HISTORY (3)

Three hours lecture per week Examines the European colonization of the United States from the 1600s to the French and Indian War. The transformation of social, political, and cultural institutions of Europe in North America.

HIST 371 THE FOUNDING OF THE UNITED STATES (3)

Three hours lecture per week Study of the Revolutionary era and its political and social influence on the constitution.

HIST 372 UNITED STATES INDUSTRIALIZATION AND PROGRESSIVISM (3)

Three hours lecture per week Examines the nation's geographic and industrial expansion. Social and political problems up to the end of WWI will also be examined.

HIST 373 AMERICAN LABOR HISTORY (3)

Three hours lecture per week
This is an in-depth study of the individual,
group, and organized experience of the
American working people from colonial
time to the twentieth century.

HIST 374 UNITED STATES SINCE 1945 (3)

Three hours lecture per week
Examines the cultural, social, and political transformation of the nation after World
War II. Among the various topics of the course, specific attention is given to how international affairs influenced domestic life and society.

HIST 380 HISTORY OF THE PACIFIC ISLANDS (3)

Three hours lecture per week Examines the history of the Pacific from human settlement to the present. Special attention will be paid to crosscultural encounters, religious conversion, imperialism, and post-colonial realities in the region. The course employs interdisciplinary methods borrowed from anthropology, archaeology, and linguistics.

HIST 391 TRADITIONAL CHINA (3)

Three hours lecture per week
This course studies the social, political,
economic, and cultural traditions in China
from ancient times to the end of the Ming
Dynasty.

HIST 392 MODERN CHINA (3)

Three hours lecture per week
This course explores the social, political,
economic, and cultural changes in China
from to the rise of the Ch'ing Dynasty to
1949.

HIST 393 CONTEMPORARY CHINA (3)

Three hours lecture per week
This course examines the social, political,
economic, and cultural developments in
China since 1949.

HIST 394 TRADITIONAL JAPAN (3)

Three hours lecture per week his course studies the social, political, economic, and cultural traditions in Japan from ancient times to the fall of the Tokugawa regime.

HIST 395 MODERN JAPAN (3)

Three hours lecture per week
This course studies the social, political,
economic, and cultural changes in Japan
from the Meiji Restoration to the present.

HIST 396 EAST ASIA: THEN AND NOW (3)

Three hours lecture per week
This course examines of the social,
political, economic, and cultural
foundations in China, Korea, and
Japan. Emphasis is given to the
profound political, economic, and other
transformations taking place in these
countries in the twentieth century.

HIST 401 UNITED STATES IMMIGRATION HISTORY, 1840-1945 (3)

Three hours lecture per week Examines the experiences and contributions of immigrant groups in the United States. Constitutional, political, and social considerations of United States immigration history frame the content study of this course.

HIST 402 SOUTHERN CALIFORNIA CHICANA/O HISTORY AND CULTURE (3)

Three hours lecture per week Examines the cultural, economic, political, and social experience of Mexicanos of the region from the U.S conquest to the 1990s. Particular attention is given to the interactions of this community with other ethnic and racial groups. The course utilizes literature, film, and art as mediums of learning about the culture and history of Chicanos.

Same as CHS 402 GenEd: D

HIST 403 THE AMERICAN INTELLECTUAL TRADITION (3)

Three hours lecture per week
This course explores American thought
from Puritanism, transcendentalism, and
pragmatism to contemporary trends
represented in thinkers from Richard
Mather, Jonathan Edwards, Ralph
Emerson, William James, and John Dewey
to Reinhold Hiebuhr. It also addresses
those dissenting voices resonantly
expressed in American life from Ann
Hutchinson, Roger Williams, Henry David
Thoreau, Frederick Douglass, Susan B.
Anthony, and W. E. B. Du Bois to Martin
Luther King, Jr.

HIST 412 LAW AND SOCIETY (3)

Three hours lecture per week
This course investigates a wide range
of issues including, but not limited
to, the origins of the law in classical
civilizations, the interplays between/
among law, religion, government,
and morality, evolutions of diverse
legal systems in different societies and
traditions, legal and ethical challenges
of modern sciences, the rule of law in an
international environment, and the debate
over the extent and limits of the laws in
coping with social and technological
problems of modern life.

GenEd: D

HIST 413 WORLD RELIGIONS AND CLASSICAL PHILOSOPHIES (3)

Three hours lecture per week *Prerequisites: HIST 211 or equivalent* Studies and compares major religions and philosophical schools in the ancient world. Examines how different societies and peoples have formed their basic assumptions concerning the universe, faith, human nature and society, and how those fundamental assumptions have affected their chosen modes of thinking, ways of life, organizations of society, forms of government, and approaches to knowledge.

GenEd: D

HIST 414 WOMEN AND GENDER IN HISTORY (3)

Three hours lecture per week
This course examines the role of women
and gender in human experience. Topics
may vary. They include, but are not
limited to, gender and work, gender and
religion, gender in literature, gender and
race, gender and sexuality, gender and
family, gender and social change, and
constructions of masculinity and feminitity.
Fulfills the thematic category of the History
major.

HIST 415 SOCIETY AND RADICALISM (3)

Three hours lecture per week
This course studies the emergence of
different styles of protests and radicalism
in the modern world. Topics include,
but are not limited to, radical thinkers,
theories, philosophies, organizations,
strategies, movements, as well as the roles
and influences they had in society.

HIST 420 HISTORY OF MEXICO (3)

Three hours lecture per week Examines the social and political history of Mexico from the period of European contact to the present. The modern phase of Mexico's history is examined in relation to the overall development of North America.

HIST 421 REVOLUTIONARY MEXICO, 1876-1930 (3)

Three hours lecture per week
Evaluates the social and political causes
and consequences of the Mexican
Revolution. Particular attention is also
given to the influence and intervention of
the United States of America in Mexico's
economic and domestic affairs.

HIST 430 TRADITION AND TRANSFORMATION: LITERATURE, HISTORY, AND CULTURAL CHANGE (3)

Three hours lecture per week Prerequisites: ENGL 103 or ENGL 105 or HIST 280 or Consent of instructor
Bringing literature and history together, this course exposes students to a diverse range of work in art, literature, films, and history. It cultivates the students' intellectual understanding of the topic from both a cross-disciplinary and a cross-cultural perspective. It emphasizes reading, writing, analytical skills, and communication skills. Topics and themes may vary under the same title. Repeatable up to 9 units.

Same as ENGL 430 GenEd: C3B, D, Interdisciplinary

PSYCHOLOGY AND HISTORY OF EAST ASIAN WARRIOR CULTURES (3)

Three hours lecture per week
Prerequisites: Upper division standing or
Consent of instructor

Examines the psychological and historical roots of warrior cultures in East Asia. Characteristics such as duty, enlightenment, honor, loyalty, and discipline will be examined in the context of the individual and group psychology of warrior cultures throughout history. Psychological and historical conceptions of violence, aggression, and strategy will also be explored. Students will be encouraged to relate values derived from Asian warrior cultures to their own lives, while reflecting on the applicability of these ideas to modern life.

Same as PSY 436 GenEd: D, E, Interdisciplinary

HIST 442 THE AFRICAN DIASPORA (3)

Three hours lecture per week Examines the dispersal of Africans to other continents over the last two thousand years. Special attention will be paid to the African slave trade, identity formation, and nationalism. The course employs interdisciplinary methods borrowed from anthropology, art history, linguistics, and literature.

Same as ANTH 442 GenEd: D, Interdisciplinary

HIST 445 CHICANO CHILD AND ADOLESCENT (4)

Three hours lecture and two hours service learning per week

Examines the socio-cultural experiences and historical political realities pertinent to the daily lives of Chicano, Mexican-origin, and/or Latino children and adolescents. Focus is on historical periods, events, and policies affecting youth populations, its demography, migration and immigration patterns. Consideration of contemporary issues and effective educational and cultural practices will be used as a resource for teacher knowledge and pertinent classroom projects. Field study requirement involves working in a childcentered setting or related service project. Same as EDUC 445, CHS 445 GenEd: C3B, D, Interdisciplinary

HIST 451 HISTORY OF AFRICA SINCE 1800 (3)

Three hours lecture per week Examines the social, political, economic, and cultural history of Africa since 1800, from the era of the slave trade, through the imposition of colonial rule, to the establishment of modern nation states. GenEd: D

HIST 452 HISTORY OF SOUTHERN AFRICA SINCE 1600 (3)

Three hours lecture per week Examines the social, political, economic, and cultural history of southern Africa from the pre-colonial era, through the establishment of a permanent European presence, to the establishment of modern nation states.

GenEd: D

HIST 470 PEOPLE AND EVERYDAY LIFE IN EARLY AMERICA (3)

Three hours lecture per week
The course focuses on those ordinary
men and women whose daily works
and activities made what American
society was. It covers the time span from
the 1600s to the early 1800s. Topics
include, but not limited to, popular
religion, work ethics and labor systems,
family and marriage, festivities, leisure,
and games, law and order, mass-control
policies, crime and punishment, trades,
craftsmanship, farming and industries,
issues of gender, race, and ethnicities,
early popular unrest, collective actions,
and protests.

HIST 490 SPECIAL TOPICS (3)

Three hours lecture per week Investigates a prominent topic of historical interest. Topics vary by semester. Repeatable by topic.

HIST 491 HISTORIOGRAPHY (3)

Three hours lecture per week Prerequisites: HIST 280, Senior standing, or Consent of instructor

This course surveys major historians and their theoretical and methodological approaches to the discipline from the nineteenth century to the present day. The course is designed to update students to the most influential theories in the study of history. Included in this survey are theoretical approaches based on the writings of Braudel, Foucault, Freud, and Marx.

HIST 492 INTERNSHIP/SERVICE LEARNING (1-3)

Provides students with 'hands-on' experience and/or Service Learning opportunities in the historical field.

Student Option: Graded or Credit/
No Credit

HIST 494 INDEPENDENT RESEARCH (1-3)

Prerequisites: Junior standing and Consent of instructor

Independent reading and/or research project under the direction of a faculty member. Repeatable.

Student Option: Graded or Credit/ No Credit

HIST 497 DIRECTED STUDIES (1-3)

Prerequisites: Junior standing and Consent of instructor

Exploring an important historical topic under the direction of a faculty member. Significant written reports expected. Topics vary and repeatable.

Student Option: Graded or Credit/
No Credit

HIST 499 CAPSTONE IN HISTORY (1-3)

One to three hours per week.

Prerequisites: Upper division standing as a History Major or Consent of the program.

Under the supervision of a faculty advisor, students complete a project approved by the faculty advisor which will integrate prior course work with the general expectations of the Program. Completed projects may be disseminated to the campus community.

Student Option: Graded or Credit/ No Credit

Health

HLTH 100 MEDICAL TERMINOLOGY (1)

One hour lecture per week Provides working knowledge of the terminologies used in the medical field.

HLTH 101 OVERVIEW OF HEALTH CARE INDUSTRY AND ITS DELIVERY (3)

Three hours lecture per week
Covers the conceptual basis for the health
care industry, the structure of the US
health service systems and their functions,
operations and service deliveries to
populations and individuals. Discusses the
issues with the US health care system and
other countries' health care systems and
the efforts in health care reform.

HLTH 102 COMMUNITY HEALTH ORGANIZATIONS AND THEIR FUNCTIONS (2)

Two hours lecture per week
Applies a holistic wellness perspective
to community health and focuses on
community strengths and resilience rather
than risks and disease. Topics include
community health organizations, models,
administration, and their services as well
as instruction on the basic principles
and practical design and management
elements that are needed to create
effective community-based health
organizations through effective coalitions
and partnerships for the purposes of
community wellness.

HLTH 200 DIAGNOSTIC AND PROCEDURAL CODING (2)

Two hours lecture per week Prerequisite: HLTH 100

Covers the medical billing and coding system and legal, ethical and regulatory concepts; regulatory concepts including HIPAA compliance requirements, health care industry-specific techniques for filing insurance and performing diagnostic and procedural coding tasks.

HLTH 300 NUTRITION, EXERCISE AND WELLNESS (3)

Three hours lecture per week Prerequisite: CHEM 110

Covers fundamental principles of nutrition, human metabolism and exercise physiology and discusses relationship between the necessity and quality of nutrition, muscle movement, exercise, and overall wellness.

HLTH 301 INTRODUCTION TO PUBLIC **HEALTH ADMINISTRATION (3)**

Three hours lecture per week Prerequisites: HLTH 101 and HLTH 102 Examines public health as an organized system, integrating the different areas of study, fields or work, and governmental agencies that facilitate the delivery of public health services on a daily basis. Discusses the essential public health principles in the context of identifying and controlling community health problems, as well as the evaluation of programs; including planning, management, evaluation, and behavior of public and private health care organizations at the local, state, and national levels.

HLTH 302 INTRODUCTION TO HEALTH **CARE INFORMATICS (3)**

Three hours lecture per week Prerequisites: HLTH 100 and HLTH 101 Introduces basic knowledge of health informatics, including data acquisition and management, vocabularies, standards, tools, major technologies, and applications of informatics such as clinical databases, billing, electronic patient records, lab tests, and electronic prescriptions, as applied in support of health care delivery.

HLTH 303 PHARMACOLOGY AND AGING ADULTS (3)

Three hours lecture per week Prerequisites: BIOL 305, CHEM 110 and HLTH 100

Provides comprehensive information on analysis of major drug groups, the disorders they treat, and the ageassociated changes in cellular processes that affect drug action to assist health care professionals in diagnosing and

managing common geriatric conditions effectively and safely. Topics also include future research problems dealing with the expanding aging population, their drug usage, and the problem of adverse drug reactions.

HLTH 304 AGING POLICY AND POLITICS (3)

Three hours lecture per week Examines the role of political institutions in policy making related to issues of aging, the political factors that shape policy formulation and implementation, the values and assumptions of different types of policies, and the links between policy and implementation. Analyzes current and pending policies' effects on older adults as well as businesses and institutions that serve them to illustrate how aging policy reflects American politics. Same as POLS 304

HLTH 305 THERAPEUTIC RECREATION **FOR OLDER ADULTS (3)**

Three hours lecture per week Prerequisites: BIOL 305, HLTH 100 and HITH 102

Combining theoretical material and practical applications, presents leadership and program planning principles for therapeutic recreation, valuable recreational activity ideas and program designs for providing appropriate therapeutic recreational services to elders.

MENTAL HEALTH AND AGING (3) HLTH 306

Three hours lecture per week Prerequisite: PSY 213

Examines mental health aspects of aging. Emphasis on examining both normative and non-normative mental health concerns and changes resulting from physiological, psychological, relational, environmental and social processes affecting older adults.

HLTH 322 HEALTH ISSUES IN EDUCATION (2)

Two hours lecture per week Survey of school health programs with indepth study of selected health education curricula and topic areas, including alcohol, tobacco, drugs, communicable diseases and nutrition. Development of strategies and methods for teaching controversial areas. GenEd: E

HLTH 400

HEALTH ASSESSMENT AND CASE MANAGEMENT OF OLDER ADULTS (3)

Three hours lecture per week Prerequisites: BIOL 305, HLTH 100, HLTH/ POLS 304, and SOC 303

It provides essential information to conduct a holistic health assessment across the life

span, with an emphasis on older adults. Explores through case studies, the present health care system, how it shapes the health care that older adults receive, and models of collaboration among health disciplines in managing older adults.

HLTH 401 MANAGEMENT OF **LONG-TERM CARE FACILITIES** AND PROGRAMS (3)

Three hours lecture per week Prerequisites: HLTH 101, HLTH 102 and HITH/POLS 304

Explores the complex operations of the long-term care facility and offers critical skills to current and future nursing home and other long-term care facility administrators for delivering quality, costeffective services. Topics include the longterm care industry, long-term care policy, culture change, and supportive case studies that incorporate management and patient care issues.

HLTH 434 INTRODUCTION TO BIOMEDICAL IMAGING (4)

Three hours lecture and two hours activity per week

Prerequisites: BIOL 210 or PHYS 200 The course will present an overview of biomedical images and imaging systems. The fundamental concepts used in several imaging modalities (such as projection radiography, mammography, DEXA, computed tomography, ultrasonography and magnetic resonance imaging) will be examined: the emphasis will be on an intuitive and descriptive presentation of the main components of these systems. Image formation and reconstruction will be addressed. The resulting clinical images will be correlated with the underlying structure and function of the organs, and the diagnostic utility and limitations of the images will be considered. Same as PHYS 434, BIOL 434 GenEd: B1, E, Interdisciplinary

HLTH 492 SERVICE LEARNING IN HEALTH SCIENCES (1-2)

Three to six hours field studies per week Prerequisite: HLTH 301

Individual or team service-learning project or internship at a health care setting, such as community and public health organizations and the health care industry. A written report is required upon completion of the project.

Graded Credit/No Credit

HLTH 494 INDEPENDENT RESEARCH (1-2)

Three hours independent research per

Prerequisites: HLTH 100, HLTH 301, and SOC 303. Consent of instructor required for enrollment

Individual research project in selected areas of health science conducted under the direction of a faculty member. A written report is required upon completion of the project.

HLTH 497 DIRECTED STUDY (1-2)

Three to six hours independent study per

Prerequisites: HLTH 100, HLTH 301, and SOC 303. Consent of instructor required for enrollment

Individual library research project in selected areas of health science conducted under the direction of a faculty member. A written report is required upon completion of the project.

HLTH 499 SENIOR CAPSTONE PROJECT (3)

Three hours seminar per week Prerequisites: HLTH 100, HLTH 301 and SOC 303

Integration of previous coursework, knowledge and skills as applied to specific topics in health science and the impact of health science on society. Emphasis on analysis of professional literature, problem solving, and oral and written communication skills. A written and an oral report are required upon completion of the project.

Information Technology

IT 151 **DATA STRUCTURES FOR IT (3)**

Three hours of lecture in the lab per week Prerequisites: COMP 150 or Equivalent Introduction to data structures and the algorithms that use them. Review of composite data types such as arrays, records, strings and sets. Topics include: abstract data types, stacks, queues, linked lists, trees and graphs, recursion, and time complexity. No credit given towards Computer Science Degree.

PROGRAMMING FOR IT 152 **HEALTH INFORMATICS (4)**

Three hours lecture and three hours lab

Introduction to computer programming for Health Informatics professionals. Design and implementation of data structures and algorithms for solving system, network, and security problems in management and administration of Health Information Systems.

IT 262 **COMPUTER ORGANIZATION AND ARCHITECTURE FOR IT (3)**

Three hours of lecture per week Prerequisite: COMP 162

Overview of main system components: CPU, main memory, secondary memory, input/output. Data representation. Digital logic. PC Architecture. CISC and RISC. RAM and cache memories. Disks and RAID. Instruction set design. Input/Output and bus technology. Other architectures. Benchmarking. Trends in computer architecture.

IT 280 WEB PROGRAMMING (3)

Three hours lecture in the lab per week Prerequisites: COMP 151 and MATH 301 This course provides an overview of the many languages and techniques used in web programming. This includes Java, JavaScript, PHP, Python, Perl, JSP and ASP, as well as database query languages and XML. Sample applications are built for dynamic web pages and web sites. No credit given towards Computer Science degree.

IT 362 **OPERATING SYSTEMS FOR IT (3)**

Three hours of lecture per week Prerequisite: IT 262

Examination of the principal types of operating systems including batch, multi-programming, and time-sharing. Networked systems are also discussed. The salient problems associated with implementing systems are considered including interrupt or event driven systems, multi-tasking, storage and data base management, and input-output. Role and tasks of system administrator. System management tools. Case analysis of systems such as DOS/Windows, Linux/ Unix, VMS. Projects will be implemented to reinforce the lectures.

IT 400 eCOMMERCE (3)

Three hours of lecture in the lab per week Prerequisites: IT 280 and COMP 420 Fundamentals of database driven web sites. Online accounts, cookies, shopping carts, data collection and storage, and data security. Covers user interface design, navigation and site search strategies and database support.

IT 401 WEB INTELLIGENCE (3)

Three hours of lecture in the lab per week Prerequisite: IT 402

Using web programming to extract information, using intelligent search engines, artificial intelligence techniques (expert systems, agents). Topics include: data mining, data warehousing, natural language processing, decision support systems, and intelligent agents

IT 402 **ADVANCED IT PROGRAMMING (3)**

Three hours of lecture in the lab per week Prerequisites: IT 151 or IT 152 Covers a variety of programming languages, including Java, C, C++, Perl, ASP, and PHP. This course focuses on building applications that are useful to IT professionals, such as applications for network security, maintenance and surveillance.

IT 420 DATABASE THEORY AND DESIGN FOR IT (3)

Three hours of lecture in the lab per week Prerequisite: MATH 301

Database structure including: structure definition, data models, semantics of relations, and operation on data models. Database schemas: element definition, use and manipulation of the schema. Elements of implementation. Algebra of relations on a database. Hierarchical data bases. Discussion of information retrieval, reliability, protection and integrity of databases.

IT 424 COMPUTER SYSTEM SECURITY FOR IT (3)

Three hours of lecture per week Prerequisites: IT 151 or IT 152 Security techniques and practices in operating systems, databases and computer networks. Analysis of formal security models. Introduction to the OSI Security Architecture, cryptography, public key security systems and firewalls.

IT 429 **COMPUTER NETWORKS** FOR IT (3)

Three hours of lecture per week Prerequisites: IT 151 or IT 152 Basic software design and analysis considerations in networking computers into coherent, cooperating systems capable of processing computational tasks in a distributed manner. Network topology, routing procedures, message multiplexing and process scheduling techniques.

IT 464 **COMPUTER GRAPHICS FOR IT (3)**

Three hours of lecture in the lab per week Prerequisites: COMP 151 and either MATH 300 or MATH 301 Fundamental concepts of computer graphics. Graphics devices; graphics languages; interactive systems. Applications to art, science, engineering and business. Trade-offs between hardware devices and software support.

IT 469 ARTIFICIAL INTELLIGENCE/ NEURAL NETWORKS FOR IT (3)

Three hours of lecture in the lab per week.

Prerequisites: COMP 151 and either MATH 300 or MATH 301

An exploration of the use of computers to perform computations normally associated with intelligence, pattern formation and recognition using various computer algorithms and data structures. Including distributed processing models found in massively parallel systems such as the brain. Stacks, decision trees and other modern mining tools and computational models for knowledge representation will be covered. Other topics may include natural language and imaging

IT 490 SPECIAL TOPICS FOR IT (3)

Three hours of lecture per week Prerequisite: Senior standing in the BSIT program

The course addresses current issues in Information Technology. Specialized topics will be studied. Repeatable by topic.

IT 499 BSIT CAPSTONE (2)

Prerequisite: MGT 471 and Senior standing in the BSIT program Implement a realistic Information Technology project. Identify project goals in consultation with an industry representative. Produce the project requirements, design and complete documentation. Implement the project design, test and debug the system. Present the project results to the class and the industry representative. Work in teams.

Library

LIB 211

GenEd: A3, D

DISCERNING INFORMATION IN AN INTERCONNECTED WORLD (3)

Three hours lecture per week Provide students with strategies to help them make sense of our informationsaturated world. Students should critically assess information, differentiate the perspectives of information seekers from providers and evaluate our sources of knowledge through issues such as surveillance, surrogates, privacy, information seeking behavior, information control, intellectual property, digital democracy, and emerging information communication technologies. Student Option: Graded or Credit/ No Credit Same as COMM 211

LIB 344 THE LIBRARY: COLLECTIONS, SERVICES & INSTRUCTION (3)

Three hours lecture per week
A study of university, school (K-12),
public, and special libraries from
business, economic, library science, and
educational perspectives. Analyzes how
these perspectives are linked within library
practices. A study of local libraries and
field trips.

Same as BUS 344, ECON 344, EDUC 344

GenEd: D, Interdisciplinary

LIB 490 SPECIAL TOPICS (1-3)

Topics include: finding, evaluating, and applying information within a specific discipline or related group of disciplines; use of online and print sources to find books, articles, web sites, government publications, and non-print sources relevant to a discipline(s); use of appropriate discipline style manual; use of appropriate applications. Repeatable.

Liberal Studies

LS 110

COMPUTER LITERACY FOR EDUCATORS (3)

Three hours lecture per week
An introduction to computer systems, including web applications, word processing, spreadsheets, database emphasizing their use in educational settings.

Same as COMP 110 GenEd: B4

LS 492 INTERNSHIP/ SERVICE LEARNING (1-3)

Two to six activity hours per week Prerequisite: Upper-division standing Students design a community project, individually or in a small group, related to the areas studied in the Liberal Studies major. The project must respond to a community need, involve participants in reciprocal activities, provide opportunities for student's on-going reflection, and evaluate the activity. Repeatable.

LS 494 INDEPENDENT RESEARCH (1-3)

Prerequisite: Upper-division standing
Students design and implement a study
project in conjunction with a faculty
member. Repeatable.

LS 497 DIRECTED STUDIES (1-3)

Prerequisite: Upper-division standing Provides student credit for curricular activities under the direction of a Liberal Studies faculty member. Repeatable.

LS 499 CAPSTONE PROJECT (3)

Prerequisite: Senior standing
In conjunction with a faculty advisor,
students design and complete a project
that integrates prior course work and
disseminate the project to the campus
community.

Mathematics

MATH 94 INTRODUCTION TO ALGEBRA (0)

Four hours lecture and one hour activity per week

A review of fundamental concepts of arithmetic, geometry and elementary algebra. Students who earn Credit in this course and in MATH 095 satisfy the Entry Level Mathematics (ELM) requirement. This course is offered Credit/No Credit only. Credit will not apply toward the baccalaureate degree but will apply as 5 units of University Credit.

Graded Credit/No Credit

MATH 95 INTERMEDIATE ALGEBRA (0)

Four hours lecture and one hour activity per week

Prerequisites: MATH 094 or an appropriate Entry Level Mathematics score A review of concepts of geometry and intermediate algebra with applications. Students who earn Credit in this course satisfy the Entry Level Mathematics (ELM) requirement. This course is offered Credit/No Credit only. Credit will not apply toward the baccalaureate degree but will apply as 5 units of University Credit. Graded Credit/No Credit

MATH 101 COLLEGE ALGEBRA (3)

Three hours lecture per week Prerequisites: A passing score on the Entry Level Mathematics Examination

Topic include: basic set theory, number systems and their algebraic properties; systems of equations and inequalities; basic analytic geometry, matrix algebra and elementary functions; and problem solving.

MATH 105 PRE-CALCULUS (4)

Four hours lecture per week
Prerequisite: A passing score on the Entry
Level Mathematics Examination
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Topics include: number systems and their algebraic properties; systems of equations and inequalities; basic analytic geometry of lines and conic sections; elementary functions including polynomial, rational, exponential, and logarithmic, with emphasis on trigonometric functions, fundamental theorem of algebra and theory of equations; polar equations and curves.

GenEd: B3

MATHEMATICAL THINKING (3)

Three hours lecture per week Prerequisites: A passing score on the Entry Level Mathematics Examination or MATH 095

Presents the diversity of mathematics and the spirit in which it is employed in various situations, including different problemsolving strategies, inductive-deductive reasoning, paradoxes, puzzles and mathematical modeling. The contributions of various cultures and influences of other disciplines to mathematical thinking are studied.

GenEd: B3

STRATEGIES AND MATH 137 GAME DESIGN (3)

Three hours lecture per week Prerequisite: A passing score on the Entry Level Mathematics Examination

This course introduces mathematics to the analysis of games. The principles of game theory including graphs, logic, algebra, geometry and probability are connected to game design, computer graphics and game strategies in various contexts. Applicable algorithms and techniques are demonstrated through appropriate computer gaming examples. GenEd: B3

MATH 140 CALCULUS FOR BUSINESS APPLICATIONS (3)

Three hours lecture per week Prerequisites: A passing score on the Calculus Placement Examination or MATH 101 or MATH 105

An integrated course in analytic geometry and calculus in the context of business and economics applications. Functions, limits, derivatives, integrals and mathematical modeling are used in problem solving in decision making context.

GenEd: B3

MATH 150 CALCULUS I (4)

Four hours lecture per week Prerequisites: Passing scores on the Calculus Placement Examination or MATH 105

A course in analytic geometry and calculus. Topics include: elementary and transcendental functions, their properties, limits, derivatives, integrals and mathematical modeling. GenEd: B3

MATH 151 CALCULUS II (4)

Four hours lecture per week Prerequisite: MATH 150 Topics include: differentiation, integration, sequences, infinite series, and power series.

MATH 201 ELEMENTARY STATISTICS (3)

Three-hour lecture per week

Prerequisites: A passing score on the Entry Level Mathematics Exam (ELM) or Math 105 or Math 101

Critical reasoning using a quantitative and statistical problem-solving approach to solving real-world problems. Topics include: probability and statistics, sample data, probability and empirical data distributions, sampling techniques, estimation and hypothesis testing, ANOVA, and correlation and regression analysis. Students will use standard statistical software to analyze real world and simulated data.

GenEd: B3

MATH 202 BIOSTATISTICS (3)

Three hours lecture per week Prerequisites: A passing score on the Entry Level Mathematics Exam (ELM) or MATH 105 or equivalent

Critical reasoning using a quantitative and statistical problem-solving approach to solve real-world problems. Uses probability and statistics to describe and analyze biological data collected from laboratory or field experiments. Course will cover descriptions of sample data, probability and empirical data distributions, sampling techniques, estimation and hypothesis testing, ANOVA, and correlation and regression analysis. Students will use standard statistical software to analyze real world and simulated data. Same as PSY 202

MATH 208

GenEd: B3

MODERN MATHEMATICS FOR **ELEMENTARY TEACHING I-NUMBERS AND PROBLEM** SOLVING (3)

Three hours lecture per week Prerequisite: MATH 101

Current issues of modern math curriculum including abstract thinking and problem solving approaches to teaching. Content covers systems of numeration, nature of numbers and fundamental operations, relations and functions, properties of integers, rational and real numbers, and mathematical modeling. Problem solving strategies and geometric interpretations are stressed. Designed for students intending to teach in K-8. This course is not open to students who have credit for Calculus.

GenEd: B3

MATH 230 LOGIC AND MATHEMATICAL REASONING (3)

Three hours lecture per week Introduction to modern deductive logic. Critical thinking and abstract approaches to common language. Includes abstract sets and number sets, relations, prepositional logic, common language cases, and theory of quantification. GenEd: A3, B3

MATH 240 LINEAR ALGEBRA (3)

Three hours lecture per week Prerequisite: MATH 151

Topics include: matrices, linear systems of equations, determinants, vectors in 2 and 3 dimensions, eigenvalues, the vector space Rn, linear transformations, introduction to general vector spaces and applications.

MATH 250 CALCULUS III (3)

Three hours lecture per week Prerequisite: MATH 151 with a grade of C or better

Topics include: functions of several variables, solid analytic geometry, partial differentiation, multiple integrals with applications; vector analysis, and line and surface integrals.

DISCRETE MATHEMATICS (3) MATH 300

Three hours lecture per week Prerequisite: MATH 230

Topics include: Sets, algebraic systems, axioms, definitions, propositions and proofs. Combinatorics, graph theory, moduli calculus. Coding, coding errors and Hamming codes. Students are expected to write mathematical proofs, and communicate mathematical ideas clearly in written and oral form.

DISCRETE MATHEMATICS MATH 301 FOR IT (3)

Three hours lecture per week Applications of sets, logic, algebraic systems, combinatorics, graph theory, moduli calculus in information technology. Basic coding, coding errors and Hamming codes and applications.

MATH 308

MODERN MATHEMATICS FOR ELEMENTARY SCHOOL TEACHING II-GEOMETRY, PROBABILITY AND STATISTICS (3)

Three hours lecture per week Prerequisites: MATH 208 or Consent of instructor

Current issues of modern math curriculum including abstract thinking and problem solving approaches to teaching. Content covers systems of geometry and geometric interpretation of real numbers, geometric constructions, mathematical modeling, basic probability and statistics. Problem solving strategies are stressed. Designed for students intending to become elementary school teachers.

MATH 318 MATHEMATICS FOR SECONDARY SCHOOL TEACHERS (3)

Three hours lecture in the computer lab per week

Prerequisite: MATH 150

Current issues of modern secondary school math curriculum including abstract thinking, technology use and problem solving approaches to teaching. Content is geometry based, but selected topics from algebra, precalculus, and calculus will be discussed. Designed for students intending to teach. Service learning project required.

MATH 329 STATISTICS FOR BUSINESS AND ECONOMICS (3)

Three hours lecture in the lab per week Introduction to modern statistical methods used in business and economic analysis. Topics include: sampling, probability, various distributions, correlation and regression, statistical inferences, hypothesis testing, problem solving and the consequences to underlying economical systems.

GenEd: B3

MATH 330 MATHEMATICS AND FINE ARTS (3)

Three hours lecture in the lab per week Prerequisites: A passing score on the Entry Level Mathematics examination, or MATH 095

The course is specially designed for students interested in fine arts, with the emphasis on understanding geometric patterns and concepts by self-explorations. The course creates a vast reservoir of art-related examples and hands-on experiences, and will give an innovative mathematical background for future artistic endeavors of students. GenEd: B3, Interdisciplinary

MATH 331 HISTORY OF MATHEMATICS (3)

Three hours lecture per week
Study of breakthrough mathematical ideas
and their creators, including historical
and scientific context. Important concepts
of current mathematics are studied:
inception, development, difficulties,
significance and various viewpoints will
be presented. Lecture-discussion. At least
one significant writing assignment is
required.

GenEd: B3, D, Interdisciplinary

MATH 345 DIGITAL IMAGE PROCESSING (3)

Three hours lecture in the lab per week Prerequisite: Consent of instructor

An introduction to the basic concepts and techniques for digital image restoration and enhancement, analysis, coding and compression. The emphasis is on processes which analyze primarily two-dimensional discrete images represented at the pixel level, including filtering, noise reduction and segmentation. Fourier analysis techniques will be explored. Programming exercises will be used to implement the various processes, and their performance on synthetic and real images will be studied. Same as PHYS 345, COMP 345 GenEd: B1, B4, Interdisciplinary

MATH 350 DIFFERENTIAL EQUATIONS AND DYNAMICAL SYSTEMS (3)

Three hours lecture per week
Prerequisite: MATH 250 (may be taken
concurrently)

Topics include: ordinary differential equations, existence and uniqueness of solutions. Linear equations. Laplace methods. Flows and diffeomorphisms, limit sets, iterations of maps. Positive entropy systems, chaotic behavior of trajectories.

MATH 351 REAL ANALYSIS (3)

Three hours lecture per week Prerequisites: MATH 240 and MATH 250 Topics include: real number system, metric spaces, norms, function spaces, continuity, differentiability, integrability of functions, sequences and series.

MATH 352 PROBABILITY AND STATISTICS (3)

Three hours lecture per week Prerequisite: MATH 151 Topic include: data gathering, analysis and display. Validity of sampling methods and statistical conclusions. Probability, conditional probability, Bayes' Theorem, discrete and continuous random variables and their distribution (e.g., binomial, Poisson, hypergeometric, negative binomial, normal, exponential, gamma), moments, bivariate distributions, transformations of random variables, central and other limit theorems. Bayesian estimates, tests of hypotheses, nonparametric tests, decision theory. Modern computer software applications

MATH 354 ANALYSIS OF ALGORITHMS (3)

in statistics.

Three hours lecture per week Prerequisites: MATH 300 and some computer programming experience Computer-oriented study of seminumerical and non-numerical algorithms. Topics include: sorting, tree searching, generation of combinatorial structures, algorithm proof techniques, best algorithms, programming complexity, and string matching.

MATH 393 ABSTRACT ALGEBRA I (3)

Three hours lecture per week Prerequisites: MATH 240 or Consent of instructor

Groups, rings, and fields, the basic algebraic structures in contemporary mathematics.

MATH 399 MODERN TOOLS IN MATHEMATICS (1)

Three hours laboratory per week Modern tools and software based problem solving in mathematics. Repeatable up to <u>4</u> units. Graded Credit/No Credit

MATH 429 OPERATIONS RESEARCH (3)

Three hours lecture per week Prerequisites: MATH 329 or MATH 352 or Equivalent

Introduction to applied mathematical methods in management sciences. Topics include: linear programming, managerial optimization methods, duality and equilibrium theorems, the simplex method, development of tools and methods required to make decisions and to solve operational problems in economy, decision and risk analysis, modeling and game theory. Topics of parametric programming, large-scale methods, generalized programming.

MATH 430 RESEARCH DESIGN AND DATA ANALYSIS (3)

Three hours laboratory per week Prerequisites: PSY/MATH 202 with a grade of C or better or MATH 352 Discussion of experimental design, sampling methods, data collection, and methods of data analysis related to scientific fields.

GenEd: A3, B3, Interdisciplinary

MATH 437 MATHEMATICS FOR GAMES, SIMULATIONS, AND ROBOTICS (3)

Three hours lecture per week
Prerequisites: MATH 137 or MATH 300 or
Consent of instructor

Covers the application of basic algebra, Newtonian physics, computational mechanics, linear algebra, probability, and differential equations to game development, simulations and robotics. Project based class wherein concepts are demonstrated by student teams using game engines, 3D graphics tools, and robots.

GenEd: B3, Interdisciplinary

MATH 438 PHILOSOPHY OF MATHEMATICS (3)

Three hours lecture per week
Topics include infinity, paradoxes,
Goedel's incompleteness theorems,
whether mathematics is discovered or
invented, why mathematical knowledge
requires proof, whether mathematics is
objective truth or social convention, and
the identification of types of mathematical
objects.

GenEd: A3, B3, Interdisciplinary

MATH 445 IMAGE ANALYSIS AND P ATTERN RECOGNITION (3)

Three hours lecture in the lab per week Prerequisites: PHYS/COMP/MATH 345 or Consent of instructor

The course addresses the issue of analyzing the pattern content within an image. Pattern recognition consists of image segmentation, feature extraction and classification. The principles and concepts underpinning pattern recognition, and the evolution, utility and limitations of various techniques (including neural networks) will be studied. Programming exercises will be used to implement examples and applications of pattern recognition processes, and their performance on a variety of diverse synthetic and real images will be studied. Same as PHYS 445, COMP 445 GenEd: B1, B4, Interdisciplinary

MATH 448 SCIENTIFIC COMPUTING (3)

Three hours lecture in the lab per week Prerequisites: MATH 151 and MATH 350 or COMP 151

Topics include: techniques of applied mathematics, solution of equations, finite differences, and wavelets.

GenEd: B3, B4, Interdisciplinary

MATH 450 PARTIAL DIFFERENTIAL EQUATIONS AND MATHEMATICAL PHYSICS (3)

Three hours lecture per week Prerequisites: MATH 350 or Consent of instructor

Topics include: vector field theory and Fourier analysis.

MATH 451 COMPLEX ANALYSIS (3)

Three hours lecture per week Prerequisites: MATH 240 and MATH 250 Topics include: complex variable, analytic functions, complex integration, power series and conformal mappings.

MATH 452 COMPUTATIONAL BIOINFORMATICS (4)

Four hours lecture in the lab per week Prerequisite: Programming experience and Statistics, or Consent of instructor Basic computational models used in molecular biology will be introduced. Topics include algorithms for string alignments, dynamic programming, structural superposition algorithms, computing with differential information, 3D motifs, Hidden Markov Models, phylogenetic trees, statistical/information techniques for pattern recognition, genetic algorithms.

Same as COMP 452

MATH 480 DIFFERENTIAL AND RIEMANNIAN GEOMETRY (3)

Three hours lecture per week Prerequisite: MATH 351
Topics include: Implicit Function theorem. Differentials, Riemannian manifolds, curvature, local isometries, Gauss-Bonnet

MATH 482 NUMBER THEORY AND CRYPTOGRAPHY (3)

Theorem.

Three hours lecture per week Prerequisite: MATH 300
Topics include: Divisibility, prime numbers, unique factorization theorem, congruences, solutions of linear congruences, solutions of quadratic congruences, Fermat's Little Theorem, Wilson's Theorem, and Euler's phi function, Cryptography.

MATH 484 ALGEBRAIC GEOMETRY AND CODING THEORY (3)

Three hours lecture per week Prerequisite: MATH 393 Study of algebraic varieties over algebraically closed fields. Modern application to coding theory.

MATH 490 TOPICS IN MODERN MATHEMATICS (3)

Three hours lecture per week
Prerequisite: Upper-division standing
New developments in mathematics.
Repeatable by topic.

MATH 492 INTERNSHIP (1-3)

Prerequisites: Upper division standing and Program approval of written proposal Supervised work and study in educational, industrial or scientific setting involving development of degree related skills. All students are required to present their projects at the Senior Colloquium. Repeatable.

MATH 493 ABSTRACT ALGEBRA II (3)

Three hours lecture per week Prerequisite: MATH 393 Field extensions, Galois theory, rings and modules, and further topics on groups, rings, and fields.

MATH 494 INDEPENDENT RESEARCH (1-3)

Prerequisite: Senior standing and program approval of written proposal Supervised project involving theoretical research in the field of mathematics or its applications. All students are required to present their projects at the Senior Colloquium. Repeatable.

MATH 497 DIRECTED STUDIES (3)

Prerequisite: Program approval of written proposal

Supervised project involving library research in the field of mathematics or its applications. All students are required to present their projects at the Senior Colloquium. Repeatable.

MATH 499 SENIOR COLLOQUIUM (1)

One hour of seminar per week Prerequisite: Senior standing Oral presentations of current advancement in the field, and reports on students' projects. Repeatable.

MATH 510 PROBABILISTIC METHODS AND MEASURE THEORY (3)

Three hours lecture per week Prerequisite: Admission to the Computer Science or Mathematics Graduate Program

Introduction to probabilistic methods.
Topic include: sigma algebras, measures, integrals, Lebesgue measure, main convergence results and the change of variable results for integrals. Probabilistic methods in computational sciences are studied.

MATH 511 FUNCTIONAL ANALYSIS (3)

Three hours lecture per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

Topics include: metric spaces, function spaces, normed vector spaces, linear operators. Banach spaces, Hilbert space, Spectral theory, and fundamental theorems in functional analysis.

Applications in various fields including computer science, bioinformatics, and statistical analysis.

MATH 513 ADVANCED ALGEBRA (3)

Three hours lecture per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

Topics include: Techniques of GroupTheory, Rings Fields, Modules, Galois Theory, Algebraic Number Theory, Algebraic Geometry, Techniques of Linear Algebra, Noncommutative Algebra, and Homological Algebra.

MATH 555 ACTUARIAL SCIENCES (3)

Three hours lecture per week
Prerequisites: Admission to the Computer
Science or Mathematics Graduate
Program

The course provides a sound grounding in the mathematical, statistical and financial concepts needed for actuarial work, including technical and communication skills. Topics include: probability, statistics, data analysis, mathematical modeling, risk analysis, pension plans, financial economics, and time series. Various software packages are used.

MATH 565 RESEARCH IN MATHEMATICS EDUCATION (3)

Three hours lecture per week
Prerequisites: Admission to the Computer
Science or Mathematics Graduate
Program

Mathematical research methods in education. Current issues of college level curriculum including systems of geometry, algebra, precalculus, calculus, probability and statistics, linear algebra, differential equations, and discrete mathematics.

MATH 570 COMBINATORICS (3)

Three hours lecture per week Prerequisites: Graduate standing or Permission of instructor

Study of arrangements, patterns, designs, assignments, schedules, connections, and configurations. Existence problems, counting methods and optimization issues. Applications include graphs, networks, experimental design, coding theory, and combinatorial optimization.

MATH 581 MATHEMATICAL METHODS IN ARTIFICIAL INTELLIGENCE (3)

Three hours lecture in the lab per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

This course presents several branches of mathematics that provide computational basis for Artificial Intelligence. The course covers Trees and Search, The Concepts of Predicate Logic, The Theory of Resolution, Nonmonotonic Reasoning, Probability Theory, Bayesian Networks, Fuzziness and Belief Theory, Classifier Systems, Math for Neural Networks, Elements of Statistics, Decision Trees and Optimization.

Same as COMP 581

MATH 582 NUMBER THEORY AND CRYPTOGRAPHY (3)

Three hours lecture per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program Topics include: Number theory, finite fields, polynomial rings, elliptic curves, public-key cryptography, zero-knowledge protocols, primality testing, factorization algorithms and applications.

MATH 584 ALGEBRAIC GEOMETRY AND CODING THEORY (3)

Three hours lecture per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

Topics include: Algebraic varieties over algebraically closed fields and finite fields, Hamming codes, cyclic codes, BCH codes, alternant codes, Goppa codes, and codes on graphs.

MATH 587 MARKOV CHAINS AND MARKOV PROCESSES (3)

Three hours lecture per week
Prerequisites: Admission to the Computer
Science or Mathematics Graduate
Program

Topics include: Central Limit Theorem, Law of Large Numbers, Convergence Theorems, Markov Chains and Markov Processes. Applications in other fields, such as bioinformatics and computer science.

MATH 588 STOCHASTIC ANALYSIS (3)

Three hours lecture per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

Topics include: Brownian motion, stochastic integrals, conditional expectation, Kolmogorv's Theorem, applications of Lebesgue Dominated Convergence Theorem. Introduction to Stochastic Differential Equations will be given.

MATH 590 GRADUATE TOPICS IN MATHEMATICS (3)

Three hours lecture per week
Prerequisites: Graduate standing/
Undergraduate seniors
New developments in mathematics.
Repeatable by topic up to 9 units.

MATH 597 MASTER THESIS (1-9)

Three hours lecture per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

Supervised research in mathematical sciences or applications. Required to present research at Graduate Seminar. Repeatable up to 9 units.

MATH 598 MASTER PROJECT (1-9)

Three hours lecture per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

Supervised industrial, educational or scientific project involving use of advanced mathematical methods. Required to present projects at the Graduate Seminar. Repeatable up to 9 units.

MATH 599 GRADUATE SEMINAR (1)

Three hours lecture per week Prerequisites: Graduate standing in MS Math or MS Computer Science, or Consent of instructor

Oral presentations of current work in mathematics by local and outside speakers; student thesis and project presentations. Repeatable up to 2 units.

Management

MGT 307 MANAGEMENT OF ORGANIZATIONS (3)

Three hours lecture per week
Principles, methods and procedures
planning, organizing, leading, and
controlling people within organizations.
Topics include the history of management
thought, organizational culture and
design, decision-making, managerial
communication, and strategic
management.

MGT 325 ENTREPRENEURIAL MANAGEMENT (3)

Three hours lecture per week Explores the management of start-up and small businesses. Concentrates on initial strategy, location, financing, staffing, daily activities, controls and taxes. Students develop a business plan for a small business.

MGT 326 SCIENTIFIC AND PROFESSIONAL ETHICS (3)

Three hours lecture per week
Discussion of ethical issues and societal
challenges derived from scientific research
and professional activities. Examines the
sources, fundamental principles, and
applications of ethical behavior; the
relationship between personal ethics and
social responsibility of organizations; and
the stakeholder management concept.
Applies ethical principles to different
types of organizations: business, nonprofits, government, health care, science/
technology, and other professional
groups.

Same as BIOL 326 GenEd: D

MGT 410 MANAGEMENT OF INTERNATIONAL BUSINESS (3)

Three hours lecture per week *Prerequisite: MGT 307*Identification and analysis of management systems in cross-border environments.
Explores the impact of economic, social, cultural, and political variables on the conduct of profit-making business.
Extensive use of case analysis, and performance of a country study project. Formerly known as MGT 310, changed February 2009.

MGT 421 HUMAN RESOURCE MANAGEMENT (3)

Three hours lecture per week Prerequisite: MGT 307

Examines principles, methods and procedures in the management of human resources. Topics include developing planning objectives for HR management, legal compliance, job analysis, recruiting, selection, training, compensation, and employee relations.

MGT 422 STRATEGIC PLANNING (3)

Three hours lecture per week Prerequisite: MGT 307

Examines principles, methods and procedures for strategic planning for all types of organizations. Topics include developing missions, strategies, tactics, goals/objectives, strategic divisions, internal and external environmental analysis, strategic implementation and monitoring/control mechanisms. Strategic planning is explored for both non-profit and for-profit organizations. Special emphasis will be given to the development of realistic strategic plans that can be implemented, measured and controlled in a real world environment.

MGT 424 ORGANIZATIONAL BEHAVIOR (3)

Three hours lecture per week Prerequisites: MGT 307 or Consent of instructor

An application of behavioral science theory and concepts with a focus on individual, interpersonal and group processes in a diverse work force. Topics include personality traits, emotions, values, work attitudes, work motivation, organizational politics, group effectiveness and conflict. Extensive use of individual and group case analysis. Same as PSY 424

MGT 426 MANAGEMENT OF HEALTHCARE ORGANIZATIONS (3)

Three hours lecture per week Prerequisite: MGT 307

Explores the principles of management of organizations and applies them to the unique environment of healthcare organizations. Topics include volatile environment, escalating costs, identification of stakeholders, organizational design, use of technology, quality control, and special issues in healthcare management (bio-ethics, chemical dependency, stress, workforce diversity).

MGT 428 CONTRACT MANAGEMENT (3)

Three hours lecture per week Prerequisite: MGT 307

Explores the study of procurement planning, negotiation, and contract administration, including the determination of need, basic contract law, methods of procurement and fundamentals of management techniques. Topics include procurement organizations, acquisition planning, source selection, pricing, types of contracts, negotiating techniques, structuring incentives, the terms and

MGT 429 PROGRAM MANAGEMENT (3)

conditions of contracts, and managing

Three hours lecture per week Prerequisite: MGT 307

contract progress.

Examines principles, methods, and procedures in the management of programs in public organizations. Topics include government acquisition policies, strategies, plans, and procedures, risk management, program planning, scheduling, managing, and monitoring, cost and performance evaluation, and program policy development and implementation.

MGT 471 PROJECT MANAGEMENT (3)

Three hours lecture per week Prerequisite: MGT 307

Presents the principles of project management, which is a special form of work organization, which focuses on a one-time objective. Discusses all aspects of project management: definition of objectives, selection of team and other resources, establishing of timing and sequences, creation of monitoring and control processes, and development of analysis and reporting mechanisms.

MGT 490 SPECIAL TOPICS (3)

Three hours seminar per week

Prerequisite: Consent of instructor

In-depth analysis of current topics in
management. Topics vary each semester.

Repeatable by topic up to 9 units.

MGT 492 SERVICE LEARNING/ INTERNSHIP (1-3)

Six hours per week

Prerequisite: Consent of instructor Individual internship through service learning. Repeatable up to 9 units. Graded Credit/No Credit

MGT 497 DIRECTED STUDY (1-3)

Variable activity hours per week Prerequisite: Consent of instructor Individual contracted study on topics or research selected by the student and faculty mentor. Repeatable for up to $\underline{\mathcal{S}}$ units.

Graded Credit/No Credit

Management Information System

MIS 310 MANAGEMENT INFORMATION SYSTEMS (3)

Three hours lecture per week Prerequisites: COMP 101 or Equivalent Examines application of computer-based information systems to the management of organizations. Topics include use of information to further the organization's mission and strategy, the role of users, the architecture of information, and development of decision-support processes for managers.

MIS 490 SPECIAL TOPICS (3)

Three hours per week In-depth analysis of current topics in computer information systems. Topics vary each semester. Repeatable by topic up to 9 units.

MIS 492 SERVICE LEARNING/ INTERNSHIP (3)

Six hours activity per week Prerequisite: Consent of instructor Individual internship through service learning assignments related to information systems projects.. Graded Credit/No Credit

MIS 497 DIRECTED STUDY (1-3)

Variable hours per week
Prerequisite: Consent of instructor
Individual study of topics or research
selected by the student and faculty
mentor. Repeatable for up to nine units.
Graded Credit/No Credit

Marketing

MKT 310 PRINCIPLES OF MARKETING (3)

Three hours lecture per week Presents and analyzes the fundamental principles, methods and procedures in modern marketing: planning, pricing, distribution, and promotion. Topics include creating customer value and satisfaction, strategic planning, marketing process and environment, research and information systems, consumer markets and consumer buyer behavior, business markets and business buyer behavior, segmentation, product and services strategy, newproduct development and product life cycle strategies, pricing, communications, direct and on-line marketing, and social responsibility and marketing ethics.

MKT 311 CONSUMER BEHAVIOR (3)

Three hours lecture per week Prerequisite: MKT 310

A comprehensive study of behavioral models and concepts designed to help understand, evaluate, and predict consumer behavior. Stresses analytical thinking about consumer psychology and prediction of how marketing tactics may influence demand for products and services.

MKT 409 MARKETING RESEARCH (3)

Three hours lecture per week Prerequisite: MKT 310

Fundamentals of marketing research including design, implementation, analysis, interpretation, and reporting. Develop skills in defining research problems, designing surveys, experiments and observational studies, managing data collection, performing data analysis, and communicating results. Emphasis is on the use of marketing research as a component of marketing strategy (making extensive use of statistical techniques).

MKT 410 INTERNATIONAL MARKETING MANAGEMENT (3)

Three hours seminar per week Prerequisite: MKT 310

Focuses on developing an environmental/cultural approach to global marketing.
Topics covered include: cultural and social forces, political and regulatory climate, global buyer behavior, and global marketing strategies. Cases, research, and marketing plans are used to apply marketing concepts to global opportunities and environments.

MKT 411 NEW PRODUCT DEVELOPMENT AND MANAGEMENT (3)

Three hours seminar per week Prerequisite: MKT 310

Develops the managerial skills and perspectives that contribute to innovative and entrepreneurial new product development and management. Topics include analysis of consumer needs, market analysis, paradigmatic limits to thinking, new product design and development, creativity, innovation, forecasting, resource requirements, product liability issues, and managing new ventures.

MKT 490 SPECIAL TOPICS (3)

Three hours seminar per week
Prerequisite: Consent of instructor
In-depth analysis of current topics in
marketing. Topics vary each semester.
Repeatable by topic.

MKT 492 SERVICE LEARNING/ INTERNSHIP (3)

Six hours activity per week Prerequisite: Consent of instructor Individual internship through service learning in assignments related to marketing. Repeatable up to 9 units. Graded Credit/No Credit

MKT 497 DIRECTED STUDY (1-3)

Variable hours activity per week Prerequisite: Consent of instructor Individual contracted study on topics or research selected by the student and faculty mentor. Repeatable for up to 9 units.

Graded Credit/No Credit

Nursing

NRS 110 MOOPARK COLLABORATIVE I (8.5)

Four hours lecturer per week 13.5 hours laboratory per week Introduction of the nursing process as the foundation for nursing practice, the nursing skills and principles necessary to implement the process, and the roles of the nurse as care provider, manager and contributor to the profession. Nursing values of caring, integrity, ethical practice, diversity, education, service and quality are emphasized. Based on the concepts of Orem's Self Care Model, the focus is on assessment, identifying the client's universal self-care requisites: air, water, food, elimination, integument, musculoskeletal, respiratory, gastrointestinal, genitourinary, and neurological system including sleep, comfort and pain will be covered.

Nursing actions relate to health promotion and deviations; endocrine, cardiac and respiratory will be addressed.

Graded Credit/No Credit

NRS 120 MOORPARK COLLABORATIVE II (9.5)

Five hours lecture per week 13.5 hours laboratory per week Prerequisite: NRS 110 Introduction of the nursing process as it applies to the selected adult, geriatric and pediatric populations with nursing actions related to health promotion and deviations: pregnancy/ complications, fetal development, labor and delivery, postpartum and newborn periods, pediatrics, women's health, gastrointestinal, fluid and electrolyte, peripheral vascular, musculoskeletal, sensory, skin integrity and hematology. Focus on universal self-care requisites: related to the pediatric population in air, water, food, elimination, integument, musculoskeletal, respiratory, gastrointestinal, genitourinary, and neurological systems including sleep, comfort and pain will be covered. Nursing interventions to the particular populations will be covered. Graded Credit/No Credit

NRS 130 MOORPARK COLLABORATIVE III (10)

Five hours lecture per week 15 hours laboratory per week Prerequisite: NRS 120

Focuses on Orem's Self Care Model and critical thinking in the application of the nursing process in selected adult, geriatric, pediatric, family and group/ care-giver populations with nursing actions related to health promotion and deviations. Psycho-social, mental illness, neurological, genital urinary, hepatic and endocrine disorders are covered. Diagnostic measures, medical therapeutic modalities, pharmacology and medication administration, nutrition, culture and bio-psycho-social-spiritual concepts with preventive, supportive and rehabilitate nursing are incorporated. The legal, ethical considerations, growth and development as related to the client's therapeutic self-care demands are addressed.

Graded Credit/No Credit

NRS 200

INTRODUCTION TO PROFESSIONAL NURSING PRACTICE (3)

Three hours lecture per week Prerequisite: Admission to Cinical Nursing Program

Corequisite: NRS 201. Theory is exercised in corequisite courses.

Provides the entry level nursing student with an overview of the art and science of nursing, including the philosophy, organizing theory, and desired outcomes of the nursing program. Introduces the core concepts, principles, basic assessment and clinical skills common to all areas and levels of nursing practice. Familiarizes the student with the components and use of the nursing process and presents the delivery of nursing care based on the Neuman Systems Model. Describes the dimensions of the professional role as provider of care, teacher, advocate, coordinator of care, and member of the profession.

NRS 201

INTRODUCTION TO PROFESSIONAL NURSING PRACTICE LAB (2)

Six hours lab per week Prerequisite: Admission to Clinical Nursing Program

Corequisite: NRS 200

Provides the opportunity for the student to practice assessment skills and apply basic therapeutic nursing interventions in the clinical setting within the context of the Neuman systems Model. Includes clinical experiences in the ambulatory and/or acute or long-term health care settings, as well as simulated experiences in the oncampus Nursing Skills Laboratory.

NRS 203

THERAPEUTIC NURSING COMMUNICATION LABORATORY (.5)

One and one half hours laboratory per week

Prerequisites: Admission to the Clinical Nursing Program or Consent of instructor Corequisites: NRS 200 and NRS 201 Intensive clinical laboratory in which interpersonal and group therapeutic communication skills are developed. Designed to prepare students to use therapeutic communication skills while functioning in individual nurse-client relationships and in leadership or education roles occurring in group settings involving other professionals, clients, families, and communities.

NRS 204

PHARMACOLOGY OF NURSING PRACTICE (3.5)

Three hours lecture per week and .5 hours laboratory per week Prerequisites: Admission to the Clinical Nursing Program or Consent of instructor Corequisites: NRS 200 and NRS 203 Basic principles of pharmacology with a focus on pharmacokinetics, pharmacodynamics, and related therapeutic implications for major drug categories. Principles and procedures of medication administration covered in laboratory setting.

NRS 220

NURSING CARE OF ADULTS WITH ACUTE AND CHRONIC ILLNESS I (2)

Two hours lecture per week Prerequisites: NRS 200, NRS 201, NRS 203, and NRS 204 Corequisite: NRS 221

Presents principles of nursing care for adult individuals experiencing chronic health care problems from mild to moderate of the integumentary, sensory, endocrine and cardiac systems in addition to are of the peri-operative client. Uses Neuman Systems Model to guide nursing practice and achieve desired therapeutic outcomes.

NRS 221

NURSING CARE OF ADULTS WITH ACUTE AND CHRONIC ILLNESS LAB I (2)

Six hours laboratory per week Prerequisites: NRS 200, NRS 201, NRS 203 and NRS 204 Corequisite: NRS 220

Provides the opportunity to apply nursing theory and concepts to the delivery of health care to adult medical-surgical clients in an acute care clinical setting. Nursing care is provided through the use of the nursing process and the Neuman Systems Model. Emphasizes the professional role of the nurse in managing clients under stress. Lab fee required

NRS 222

NURSING CARE OF ADULTS WITH ACUTE AND CHRONIC ILLNESS II (4)

Two hours lecture per week
Prerequisites: NRS 220 and NRS 221
Corequisite: NRS 223

Continues the study of principles of nursing care delivery for individuals and families experiencing medical-surgical health care problems involving disorders of the respiratory, hematological, renal and genitourinary, gastrointestinal, musculoskeletal and neurological body systems and those with and oncological conditions. Uses the Neuman Systems Model and the nursing process as the foundation for standard therapeutic interventions for individual in stress.

NRS 223

NURSING CARE OF ADULTS WITH ACUTE AND CHRONIC ILLNESS LAB II (4)

Twelve hours lab per week

Prerequisites: NRS 220 and NRS 221 Corequisite: NRS 222 Theory is exercised

in corequisite courses

Provides the opportunity to apply nursing theory and concepts in the delivery of health care to adult medical-surgical patients in an acute care clinical setting. Nursing care is provided through use of the nursing process and the Neuman Systems Model. Emphasizes the increasing complexity of the professional role of the nurse.

NRS 230 NURSING CARE OF MOTHERS, INFANTS, AND WOMEN (2)

Two hours lecture per week Prerequisites: NRS 200, NRS 201, NRS 203 and PSY 213

Corequisite: NRS 231

Presents nursing concepts and theory related to health care of the mother newborn infant the family and women's health care. Focuses on the care of families during childbearing years and includes both normal, high-risk conditions, and acute illness. Emphasizes health promotion, growth and development, and application of the Neuman Systems Model and the nursing process to promote adaptation.

NRS 231 NURSING CARE OF MOTHERS, INFANTS, AND WOMEN LAB (2)

Six hours lab per week

Prerequisites: NRS 200, NRS 201 and

PSY 213

Corequisite: NRS 230

Provides opportunities for application of the Neuman Systems Model and the nursing process in the direct care of the normal healthy and high risk childbearing and childrearing population. Places emphasis on teaching and health promotion for the newborn infant, and the family in varied clinical settings. Lab fee required.

NRS 232 NURSING CARE OF CHILDREN AND FAMILIES (2)

Two hours lecture per week Prerequisites: NRS 200, NRS 201, NRS 203 and PSY 213

Corequisite: NRS 233

Presents nursing concepts and theory related to health care of the infant, toddler, school-aged child, adolescent, and the family. Focuses on the care of families during childrearing years and includes both normal, high-risk conditions, and acute illness. Emphasizes health

promotion, growth and development, and application of the Neuman Systems Model and the nursing process to promote adaptation.

NRS 233 NURSING CARE OF CHILDREN AND FAMILIES (2)

Six hours laboratory per week
Provides opportunities for application
of the Neuman Systems Model and the
nursing process in the direct care of the
normal healthy and ill infants toddlers,
school-aged child, adolescent and the
family in varied clinical settings. Places
emphasis on teaching and health
promotion for the newborn infant, toddler,
school-aged child, adolescent, and the
family in varied clinical settings.

NRS 240 PSYCHIATRIC AND MENTAL HEALTH NURSING (3)

Three hours lecture per week
Prerequisites: NRS 200, NRS 201, NRS 203, NRS 204

Corequisite: NRS 241

Presents theories and concepts related to the care of individuals who require nursing interventions to achieve and maintain mental health. Focuses on use of self-therapeutic communication, and nursing process.

NRS 241 PSYCHIATRIC AND MENTAL HEALTH LABORATORY (2)

Six hours laboratory per week
Prerequisites: NRS 200, NRS 201,
NRS 203, NRS 204 and admission to
Clinical Nursing Program
Corequisite: NRS 240
Provides opportunities to incorporate
therapeutic modalities with individuals
experiencing anxiety crisis depression

therapeutic modalities with individuals experiencing anxiety, crisis, depression, and dysfunctional interpersonal relationships. Focuses on promotion of mental health from the system-based perspective in diverse clinical settings.

NRS 260 NUTRITION FOR THERAPEUTICS AND HEALTH (2)

Two hours of lecture per week.

Prerequisites: BIOL 211 and BIOL 217;

Admission to Clinical Nursing Program and Consent of instructor

Provides an overview of the physiological and nutritional basis of health and wellness as related to development, growth, maturation and healthy lifestyles. Focuses on the scientific role of nutrition in health promotion and disease prevention and the therapeutic role of nutrient control in disease states.

NRS 306 PATHOPHYSIOLOGY (3)

Three hours lecture per week Prerequisites: BIOL 210 and BIOL 211 Examines related pathophysiological disruptions to normal system functioning and the impact of these alterations on the individual throughout the life span. Provides rationale for nursing interventions for common health problems involving the integumentary, sensory, musculoskeletal, gastrointestinal, cardiovascular, endocrine, respiratory, hematological, renal/ genitourinary, and neurological body systems.

NRS 310 PROFESSIONAL ROLE TRANSITION FOR THE TRANSFER STUDENT (3)

Three hours lecture per week Prerequisites: Admission to the RN-to-BSN Nursing Major

Corequisite: NRS 311

Provides the returning RN and/or the transfer student with the conceptual base for the practice of nursing, built around a core of theories and related concepts which will facilitate transition of the student into the baccalaureate nursing curriculum. Familiarizes the student with the components and use of the nursing process and presents the delivery of nursing care based on the Neuman Systems Model. Focus is on the roles of the professional nurse as advocate, educator, provider and coordinator of care.

NRS 311 PROFESSIONAL ROLE TRANSITION SEMINAR FOR THE REGISTERED NURSE (2)

Four hours lab per week Corequisite: NRS 310

Provides the returning RN an opportunity to apply and discuss the nursing process and the delivery of nursing care based on the Neuman Systems Model in their work settings. The lab will focus on groups discussion of the implementation of the roles of the professional nurse as advocate, educator, provider and coordinator of care and facilitate transition of the student into the baccalaureate nursing curriculum.

NRS 342 COMPLEMENTARY AND ALTERNATIVE HEALTH (3)

Three hours lecture per week Examines alternatives to conventional health approaches such as acupressure, herbal remedies, relaxation, therapeutic massage, naturopathy, qigong, and yoga. Emphasis on individual and social lifestyle approaches, legal and ethical barriers, governmental status and support. Same as PSY 342 GenEd: C3B, E, Interdisciplinary

NRS 343 HEALTH ISSUES IN THE LATINA/O COMMUNITY (3)

Three hours lecture per week *Prerequisites: CHS 100 or Equivalent* Examines the health issues affecting the Latina/o community and considers interventions, public health policies, and health promotion programs, used to improve the health status of the Latina/o community.

Same as CHS 343 GenEd: C3B, Interdisciplinary

NRS 348 HEALTHY AGING (3)

Three hours lecture per week Explores physical, cultural and psychosocial factors influencing health issues during the elderly years of life. Topics include aging stereotypes, cultural and family influences on the elderly, physiology of aging, lifestyles choices associated with healthy aging, and end of life care.

Same as PSY 348, SOC 348 GenEd: D, E, Interdisciplinary

NRS 350 NURSING RESEARCH (3)

Three hours lecture per week Prerequisites: MATH/PSY 202 or Equivalent. Admission to Clinical Nursing Program.

Introduction to the nursing research process and development of skills in reading, analyzing and critiquing research related to nursing. Promotes an understanding of the importance of research utilization in clinical practice.

NRS 352 HEALTH PROMOTION AND PATIENT EDUCATION STRATEGIES (3)

Three hours lecture per week
Prerequisites: NRS 222 and NRS 231
(Generic students only) or admission to
RN-to-BSN Nursing major.
Application of the concepts regarding

Application of the concepts regarding health education and health promotion. Examination of the theories, research, and practice essential patient education integration. The course explores the effects of developmental, motivational, and sociocultural factors on patient teaching, health education, and health promotion.

NRS 391 TRANSITION TO PROFESSIONAL PRACTICE LABORATORY (2)

Six hours clinical per week *Prerequisites: NRS 222 and NRS 223*Provides an opportunity for the generic nursing student to work in a clinical setting with a RN in managing a caseload of patients to reinforce and enhance clinical skills.. NRS 391 is a required course in the major and is work-study with credit and is unpaid with supervising clinical faculty on site. Changed from NRS 491 to 391 Fall 2010.

Graded Credit/No Credit

NRS 401 ADVANCED CLINICAL ASSESSMENT LAB (2)

Six hours of lab per week Corequisites: NRS 420 and NRS 421
Advanced practice in clinical assessment including history taking, physical examination and documentation of findings, interpretation of diagnostic testing, psychosocial assessment techniques and health status assessment. Nursing care implications of monitoring and management of clients experiencing more complex medical-surgical health care problems with advanced technical interventions.

NRS 420 NURSING CARE OF THE COMPLEX CLIENT ACROSS THE CONTINUUM (3)

Three hours lecture per week
Prerequisites: NRS 222, NRS 223 and
NRS 300

Corequisites: NRS 421 and NRS 401 Principles of nursing care delivery for patients and families experiencing more complex medical-surgical health care problems. Development of skills in managing the care of patients in the acute care setting and/or in the community in order to maintain maximum levels of function, manage symptoms, and increase quality of life. Focuses on nursing case management models, roles and strategies used for managing highrisk client populations and for providing comprehensive care coordination, brokerage, monitoring, discharge planning, client/family advocacy, and nursing interventions.

NRS 421 NURSING CARE OF THE COMPLEX CLIENT ACROSS THE CONTINUUM LABORATORY (3)

Nine hours lab per week Prerequisites: NRS 222, NRS 223 and NRS 310 Admission to the Clinical Nursing Program.

Corequisites: NRS 420 and NRS 401 Application of nursing theory, management skills, and concepts in the delivery of nursing care to acutely ill/ chronically ill adults with increasingly complex medical-surgical problems. Provision of nursing care to members of a high-risk population in the acute care setting from admission through discharge and in the home setting. Implementation of nursing case management strategies and intervention will be used for managing high-risk client populations and for providing cost effective and comprehensive care coordination, brokerage, monitoring.

NRS 441 HEALTH COMMUNICATION (3)

Three hours lecture per week

Prerequisite: COMM 320

Explores the evolution of health as a major topic in communication studies.

Focuses on conversations between health practitioners and patients as well as public health campaigns.

Same as COMM 441

GenEd: D, Interdisciplinary

NRS 452 COMMUNITY HEALTH NURSING (3)

Three hours lecture per week
Prerequisites: ANTH 443, BIOL 432,
NRS 240, NRS 241; Admission to Track
1B Clinical Nursing Program
Corequisite: NRS 453

Examines role of the professional nurse in working with clients, families and aggregates in the community setting. Explores contemporary public health problems and working collaboratively with the community as part of an interdisciplinary team. Assists the student in developing skills in community assessment, program planning and practice interventions to help identified populations within the community maintain their optimum level of health.

NRS 453 COMMUNITY HEALTH NURSING LAB (3)

Nine hours lab per week Prerequisites: ANTH 443, BIOL 432 Corequisite: NRS 452

Provides clinical experience within the public or community health system.

Students work as a member of an interdisciplinary team, and focus on care management of clients receiving services from community agencies, allied clinical experiences and community assessment and planning. Students will identify populations within the community and assist them to maintain their optimum level of health.

NRS 460 NURSING LEADERSHIP AND PROFESSIONAL ISSUES (3)

Three hours lecture per week Prerequisites: NRS 350 and NRS 352 Corequisite: NRS 461

Examines organizational theory and management practices applied to health care systems and contemporary issues affecting the delivery of health care and discipline and professional practice of nursing. Explores the role of the nurse manager as leader and change agent in the delivery of care to patient groups and communities within complex and diverse health care settings. Provides an overview of health care informatics systems, electronic health records, databases and information literacy.

NRS 461 NURSING LEADERSHIP LABORATORY (3)

Nine hours laboratory per week
Prerequisites: NRS 350 and NRS 352

Corequisite: NRS 460

Clinical application of organizational theory and management practices in health care settings. Experience in working with health care informatics systems and data bases. Operationalizes the role of the nurse manager as leader and change agent in the delivery of care to patient groups and communities within complex and diverse health care settings.

NRS 488 PREPARATION FOR PROFESSIONAL NURSING LICENSURE (2)

Two hours lecture per week Prerequisites: NRS 222 and NRS 223 Corequisites: NRS 420, NRS 421 Reviews the essentials of assessment, nursing diagnosis, goal setting, implementation and evaluation in multiple health deviations and across the life span. Assessment of the student's basic nursing knowledge will be performed using a standardized nursing examination. Clinical decision making in a variety of patient care situations and case scenarios with emphasis on utilization of the steps of the nursing care process.

Graded Credit/No Credit

NRS 493 SENIOR NURSING INTERNSHIP (2)

Two hours activity per week
Prerequisites: NRS 491 and Consent of
Program Director

Optional career preparation refinement course which provides the student with additional work experience. Local health care partners offer particular work settings where students can immerse themselves in the organizational culture, professional role and client population. Repeatable for

a total of four $\underline{4}$ units. NRS 493 is a paid internship with credit and is an optional course.

Graded Credit/No Credit

NRS 497 DIRECTED STUDY (1-3)

Three to nine hours independent study per week

Prerequisite: Consent of instructor Individual contracted study on topics or research selected by the student and faculty mentor.

Graded Credit/No Credit

Performing Arts

PA 101 INTRODUCTION TO THE PERFORMING ARTS (3)

Three hours lecture per week Overview of the history of performance, cultural traditions, and artistic assumptions in theatre, music, and dance. Requires some involvement in local or campus productions.

GenEd: A1, C1

PA 202 INTEGRATING DANCE, MUSIC AND THEATRE (3)

Six hours activity per week Investigation and application of methods and philosophies of performance integrating dance, music, and theatre. GenEd: A1, C1

PA 292 INTERNSHIP FOR PERFORMING ARTS (1-3)

Two to six hours of activity per week Prerequisite: Consent of instructor Students with no experience in the Performing Arts will have the opportunity for community involvement with an arts organization. Supervised by a Performing Arts faculty member. Repeatable up to <u>3</u> units

PA 294 INDEPENDENT STUDY (1)

One to three hours independent study per week

Prerequisites: Consent of instructor and program approval

Performing Arts faculty supervised, lower division study of a performing arts subject area of interest to the student. Repeatable up to $\underline{\diamond}$ units, 2 completions allowed.

PA 335 BUSINESS AND THE PERFORMING ARTS (3)

Three hours lecture per week
Exploration of the business elements in
the performing arts, including planning,
management and financial activities. Uses
an interdisciplinary approach to focus on

performing arts as a creative activity and as a business activity. Uses case studies to analyze a comprehensive view of performing arts organizations.

Same as BUS 335

GenEd: C1, Interdisciplinary

PA 350 AUDIENCE AND PERFORMANCE STUDIES (3)

Two hours lecture and two hours activity per week

Interdisciplinary exploration of performance as an art form, with particular attention to how audience response shapes live performances. History, development, and theory of performance will be integrated with new research on audience-performer interaction to provide the student with a comprehensive and interdisciplinary vision of performance. Students will both study performance and design community-based projects in which they will perform. GenEd: C1

PA 360 MUSICAL THEATRE (3)

Three hours lecture per week
Survey of the American musical as an art form in performance and production integrating the three performing arts of theatre, dance, and music. Considers the development of American musical theatre from diverse cultural, historical, and theoretical perspectives using one or more themes. Students have the opportunity to do practical work in the areas of acting, dancing, and singing in their analysis of musical theatre.

GenEd: C1

PA 383 SCENIC DESIGN (3)

Six hours activity per week
A studio/activities course utilizing artistic techniques involved in the development of scenic design for theatrical, musical and dance productions. Script analysis, scenery sketching, drafting ground plans, elements of set construction and scenic painting will be covered in a series of studio projects.

Same as ART 383

PA 384 COSTUME DESIGN (3)

Six hours activity per week
A studio/activities course in which
students develop costume designs
through a process of character and
script analysis. Period research, visual
design, rendering and fabrication skills
are achieved through practical exercises.
Basic costume construction, including
drafting and draping, result in the creation
of costumes for theatrical, musical and
dance productions. Lab fee required.
Same as ART 384

PA 391 PRODUCTION (3)

Six hours activity per week

Prerequisite: Consent of instructor

Performing, designing, implementing
technical projects, or assisting in a

CSU Channel Islands Performing Arts
production. Topics vary by semester and
section and may focus on dance, music,
or theatre, or integrate multiple performing
and visual arts. Formerly known as
PATH 481, changed February 2009.
Repeatable up to 12 units.

Graded Credit/No Credit
Same as ART 391

PA 436 PHYSICS OF THE PERFORMING ARTS (3) Three hours lecture per week

Prerequisite: PA 202 Introduction to the physics of movement, lighting, sound and visual/aural perception. The course emphasizes factors that permit the performance artists to understand and more fully control their performance, with special attention to the study of audience perception. Demonstrations, experiments and video/computer simulations are used to analyze signals received by the performer and the audience.

Same as PHYS 436 GenEd: B1, Interdisciplinary

PA 490 SPECIAL TOPICS (3)

Three hours lecture per week

Prerequisite: Upper division standing

Various topics related to performing arts.

Repeatable by topic for up to <u>6</u> units.

PA 491 LECTURE SERIES IN ENTERTAINMENT INDUSTRY (1)

Two hours lecture bi-weekly Bi-weekly series of guest lectures focusing on a variety of issues pertinent to the entertainment industry. Entertainment professionals will address topics that cover but are not limited to aspects of management, marketing, production, performance and entertainment-related technologies. Repeatable by topic up to 3 units.

Same as ART 491, BUS 491

PA 492 INTERNSHIP IN PERFORMING ARTS (1-3)

Two to six hours activity per week.

Prerequisites: Consent of instructor and program approval

Students with previous experience in Performing Arts work will have the

Performing Arts work will have the opportunity for advanced community involvement in an arts organization.

Repeatable up to <u>6</u> units, 2 completions allowed.

PA 494 INDEPENDENT STUDY (1-3)

One to three hours independent study per week

Prerequisite: Consent of instructor Performing Arts faculty supervised, advanced, in-depth study of a subject area of interest to the student. Repeatable up to $\underline{\phi}$ units, 2 completions allowed.

PA 495

THE ENTERTAINMENT EVENT: PRODUCTION, MARKETING AND PERFORMANCE (3)

Two hours lecture per week
Two hours activity per week
Corequisite: ART/BUS/PA 491
An interdisciplinary experience:
students work directly with faculty and
entertainment industry professionals
focusing on aspects of talent
management, project development,
marketing and related technologies that
result in the production of an entertainment
event.

Same as ART 495, BUS 495

PA 499 PERFORMING ARTS CAPSTONE (3)

Three units lecture per week Prerequisites: PA 350, PA 360, Senior standing

Research and performance in a student's area of emphasis in the performing arts program.

Performing Arts - Dance

PADA 151 CONDITIONING FOR DANCERS (2)

Four hours activity per week
Utilizes techniques (stretching, yoga, pilates) and principles of conditioning (strength, flexibility, and endurance) to prevent injuries stemming from muscular imbalances, structural problems, postural deviations, improper mechanics or movements. Students will develop individualized conditioning programs to prevent injuries. Repeatable up to <u>8</u> units. Partially fulfills GE: E
GenEd: E

PADA 253 JAZZ DANCE I (2)

Four hours activity per week Activities designed to develop basic jazz dance technique accompanied by historical information relevant to the dance form.

Partially fulfills GE: E. GenEd: E

PADA 254 MODERN DANCE I (2)

Four hours activity per week
Beginning modern dance techniques
based on major dance pioneers, major
points in dance history and language of
Modern Dance. Repeatable up to <u>4</u> units.
Partially fulfills GE: E.
GenEd: C1, E

PADA 255 DANCE COMPOSITION AND IMPROVISATION (3)

Six hours activity per week This course will explore dance composition and improvisation as a tool for building and understanding creative and expressive choreography. Students will investigate potential movement resources of the individual for performance and choreography. Freedom of movement will be encouraged and its relation to choreography will be explored. In this course students will become familiar and proficient in the selection of various musical forms to enhance or guide choreography. Students will also implement choreographic tools in conjunction with the spoken word and in silence. Repeatable up to 6 units.

PADA 332 DANCE IN HISTORY (3)

Three hours lecture per week
The history of dance in relation to
historical, socio, and political influences,
in the global and western traditions, as
well as the history of dance productions.
Includes formal productions and
performances as well as other types of
dance, such as ballroom, ceremonial,
or folk dancing. Dance in history is
contextualized within multicultural
perspectives.

Same as HIST 332 GenEd: C1, Interdisciplinary

PADA 353 JAZZ DANCE II (3)

Six hours activity per week

Prerequisite: PADA 253

Activities designed to develop
intermediate jazz dance technique and a study of the history of jazz dance.

PADA 354 MODERN DANCE II (3)

Six hours activity per week Prerequisite: PADA 254 Intermediate modern dance technique with continued development of improvisational skills and beginning dance composition forms.

PADA 455 ADVANCED TECHNIQUE OF CONTEMPORARY DANCE FORMS (3)

Six hours activity per week Prerequisites: PADA 253, PADA 254, PADA 255, PADA 353, and PADA 354 This course will explore dance composition and improvisation as a tool for building and understanding creative and expressive choreography. Students will investigate potential movement resources of the individual for performance and choreography. Freedom of movement will be encouraged and its relation to choreography will be explored. In this course students will become familiar and proficient in the selection of various musical forms to enhance or guide choreography. Students will also implement choreographic tools in conjunction with the spoken word and in silence. Repeatable up to 6 units.

PADA 458 DANCE ENSEMBLE (3)

Six hours activity per week Prerequisites: PADA 353 or PADA 354, and Consent of instructor

A dance repertory and performance class with emphasis in developing skills for performing ballet, modern, jazz, historic and/or other forms of theatrical dance.

Repeatable up to <u>6</u> units.

PADA 499 PERFORMING ARTS CAPSTONE IN DANCE (3)

Three hours seminar per week Prerequisites: PADA 353 and PADA 354, Senior standing

Students will join in the capstone experience course and blend their knowledge and practice to produce an interdisciplinary performing arts project. Alternatively, students may receive an internship with a dance company.

Performing Arts -Music

PAMU 100 MUSIC APPRECIATION (3)

Three hours lecture per week
A survey of musical masterpieces of the
Western Tradition from the Middle Ages
to the present. Emphasis on composers
from Bach to Bartok. Includes units on
jazz and the music of other cultures.

GenEd: C1

PAMU 109 PRIVATE LESSONS (1)

One half-hour lesson per week

Private music lessons in voice or on an instrument. Repeatable for up to a total of 8 units

PAMU 161 MUSIC FUNDAMENTALS (3)

Two hours lecture per week
Two hours activity per week
Prerequisites: PAMU 100 or Equivalent, or
Consent of instructor

Basic musicianship skills including interval identification, musical notation, chord construction, key signatures, major and minor scales, rhythmic training, sightsinging, ear training, and basic musical forms. Repeatable up to $\underline{6}$ units.

PAMU 200 HISTORY OF ROCK (3)

Three hours lecture per week A survey of the evolution of rock music from the 1950s to the present. Includes discussions of predecessor styles such as rhythm and blues and country music. GenEd: C1

PAMU 202 GROUP GUITAR LESSONS (2)

One hour seminar per week Two hours activity per week An introduction to classical guitar in a group format for beginning/intermediate level students. Repeatable up to $\underline{4}$ units.

PAMU 203 GROUP VOICE LESSONS (2)

One hour seminar per week and two hours activity per week An introduction to classical and musical theatre singing for beginning and intermediate level students. Repeatable up to $\underline{\mathcal{A}}$ units.

PAMU 231 THE BEATLES: MUSIC, FASHION AND CULTURE (3)

Three hours lecture per week
An exploration into the music, fashion,
films and cultural influences of the Beatles.
Examines their musical periods and
unique visual presentations, illustrating
how they reflected and affected the
evolution of contemporary popular music
and culture from the 1960 to today.
Same as ART 231

PAMU 243 TEACHING MUSIC TO CHILDREN (3)

Three hours lecture per week
An introduction to musical experiences appropriate for children in grades
K-6. Consisting of instruction in music fundamentals, general music, vocal music and instrumental music for the classroom teacher, the course also incorporates movement and improvisation in the form of dance and theater. Kodaly, Orff and Dalcroze techniques will be emphasized. Includes music technology in the classroom. Course was formerly called PAMU 343, changed Fall 2007.

PAMU 261 MUSIC THEORY (3)

Three hours lecture per week
Basic music theory and music
fundamentals, set in the context of the
Western European common-practice
period, for the beginning university-level
music student. Special emphasis on the
role of popular and commercial music
in society, including jazz and musical
theatre.

PAMU 307 UNIVERSITY CHORUS (1)

Three hours of rehearsal per week Prerequisites: Consent of instructor Rehearsal and performance of the masterworks of choral literature from the Renaissance through the Modern period. Repeatable for up to <u>8</u> units. GenEd: C1

PAMU 308 UNIVERSITY ORCHESTRA (1)

Three hours rehearsal per week Rehearsal and performance of the masterworks of orchestral literature from the Baroque through the Modern period. Repeatable for up to <u>8</u> units. GenEd: C1

PAMU 309 PRIVATE LESSONS (1)

One half-hour lesson per week Private music lessons in voice or on an instrument. Study of more advanced techniques. Repeatable for up to <u>8</u> units.

PAMU 330 JAZZ IN AMERICA (3)

Three hours lecture per week The study of jazz as a uniquely American musical art form, principally through the development of jazz styles. From its roots in Africa and later in New Orleans, jazz will be studied as both a musical and a social phenomenon that originated and was nurtured in the African-American community. The course will explore issues of community, ethnicity, class, and gender in relationship to jazz as a vehicle for both personal and cultural expression. Through recordings, videos, lectures, demonstrations and live performances, students will study jazz and its forerunners, ragtime and blues, from their beginnings to the present day.

GenEd: C1, C3B, Interdisciplinary

PAMU 332 WORLD MUSIC (3)

Three hours lecture per week Surveys folk music styles from around the world including Latin American, European, Asian and African. An emphasis on the cultures and indigenous people that surround the music will be highlighted through lectures, listening, readings, viewing and demonstrations.

GenEd: C1, C3B, Interdisciplinary

PAMU 333 THE VARIETIES OF MUSICAL EXPERIENCE (3)

Three hours lecture per week
The study of music in its cultural and
historical contexts, with an emphasis on
the role of music as a form of human
expression. A broad range of musical
styles will be studied, including, but not
limited to, European, Asian, and Middle
Eastern classical music; American jazz
and popular music; and folk music
of western and non-western cultures.
Students will study the unifying and
authenticating nature of music within
groups of people, as well as study the
experience of music on a personal level.
GenEd: C1, Interdisciplinary

PAMU 335 THE PHYSICS OF MUSIC (3)

Two hours lecture and two hours activity per week

Provides an understanding of music and sound for students interested in music, speech, and language. Extensive use of demonstrations and sound analysis computer programs will be used. The format will include lectures, demonstrations, and hands-on use of the computer programs.

Same as PHYS 335 GenEd: B1, C1, Interdisciplinary

PAMU 336 ART AND MUSIC: DISSONANCE, DIVERSITY AND CONTINUITY (3)

Three hours lecture per week
An interdisciplinary analysis of the
essential elements defining modern and
contemporary art and music. Discusses
how artistic characteristics and music
issues of the period are connected and
intertwined within specific historic and
cultural environments.

Same as ART 336 GenEd: C1, D, Interdisciplinary

PAMU 337 MUSIC IN HISTORY (3)

Three hours lecture per week Music in its historical context, with special emphasis on the role of music in culture. Historical periods may include the music of the Medieval church, the evolution of opera, the American musical theatre, and jazz, as well as historical and contemporary world music. Examines the societal forces that helped to shape classical and popular musical styles, and how music can and has influenced culture. Music in history is contextualized within multicultural perspectives. Formerly known as PAMU 363, changed February 2009. Same as HIST 337

Same as HIST 337 GenEd: C1, C3B, Interdisciplinary

PAMU 385 AUDIO DESIGN AND RECORDING (3)

Six hours activity per week Prerequisites: ART 312 and PAMU 335

An introduction to the fundamental principles of audio production and recording. Applications of analog and digital audio recording systems and their component parts, including sync-sound and digital audio effects for visual media will be covered. Repeatable up to 6 units. Same as ART 385

PAMU 432 ARTS OF THE HARLEM RENAISSANCE (3)

Three hours lecture per week *Prerequisite: Upper division standing*Study focusing on the dramatic upsurge of creativity in art, music and literature resulting from social and political undercurrents in the African American cultural revolution in New York during the 1920s. Historical geneses and subsequent artistic legacies will also be explored.

Same as ENGL 432, ART 432 GenEd: C1, C2, Interdisciplinary

PAMU 435 THE MUSIC MUSEUM (3)

Three hours lecture per week Prerequisite: Junior standing
An interdisciplinary study of music museums from the perspectives of music history, appreciation and production, business, economics and education.
Analyzes how these disciplines are linked within music museum practices. Includes an in-depth study of a local music museum.

Same as BUS 435, ECON 435, EDUC 435 GenEd: D, Interdisciplinary

PAMU 499 PERFORMING ARTS CAPSTONE IN MUSIC (3)

Six hours seminar per week Prerequisites: PAMU 363, Senior standing Students will join in the capstone experience course and blend their knowledge and practice to produce an interdisciplinary performing arts project. Alternatively, students may receive an internship with a music company.

Performing Arts - Theatre

PATH 280 ACTING I (3)

Six hours activity per week
Exercises and activities that emphasize
voice, movement, and relaxation
techniques. Includes improvisation,
monologues, and two-character scenes.
GenEd: C1

PATH 281 PLAY ANALYSIS (3)

Three hours lecture/discussion per week Introduces students to the analytical tools used by theatre professionals and provides practice in applying those tools to a variety of scripts. Studies in dramatic structure and its relationship to performance and production.

PATH 332 TEACHING DRAMATIC LITERATURE (3)

Three hours lecture per week
Prerequisites: ENGL 103 or ENGL 105 or
Equivalent plus one upper division literature
course

Explores methods and approaches to teaching dramatic literature in secondary schools and colleges. Focuses on elements of textual exploration and using heuristics from theatre to teach dramatic literature including, but not exclusively, Shakespeare's Plays.

Same as ENGL 332

GenEd: C2, Interdisciplinary

PATH 333 MULTICULTURAL DRAMA AND THEATRE (3)

Three hours lecture per week
America is a country of many cultures,
and each of these has brought legacies
of its roots to the American stage. In this
course we will read plays written by
Native Americans, Hispanic Americans,
Asian Americans, African Americans
and others. This course is regional in
organization rather than chronological,
and is organized around one or more
themes.

Same as ENGL 333 GenEd: C2, C3B, Interdisciplinary

PATH 334 SPANISH LANGUAGE DRAMA AND THEATRE (3)

Three hours lecture per week
Read and analyze one-act plays from
diverse parts of the Spanish-speaking
world, and focus on majors works for indepth study and performance. In addition
to learning about the historical, cultural
and sociological context of the plays,
students will learn acting techniques
and appropriate Spanish-language

vocabulary and phrases. Note: Course is open to all levels of Spanish speakers. Same as SPAN 334
GenEd: C2, C3B, Interdisciplinary

PATH 338 THEATRE IN HISTORY (3)

Three hours lecture per week
A survey of the history of theatrical productions. Includes formal productions and performances as well as other types of theatre or dramatization, such as political posturing, i.e., a ruler's rise to power in historical reality as well as performed or recorded later in theatre, music, and history. Theatre in history is contextualized within multicultural perspectives.

Same as HIST 338 GenEd: C1, C3B, Interdisciplinary

PATH 341 MODERN AMERICAN DRAMA AND THEATRE (3)

Three hours lecture per week
Students will read plays and performance
texts written by modern American authors
from the beginning of the 20th century
until today. A study of the range of
American dramatic literature in the context
of the development of American theatrical
performance. Thematically examines
avant-garde and alternative forms as well
as commercial and mainstream theatre.
Same as ENGL 341
GenEd: C2, Interdisciplinary

PATH 342 MODERN BRITISH AND EUROPEAN DRAMA AND THEATRE (3)

Three hours lecture per week
Major works of British and European
dramatic literature in performance and
production from the middle of the 19th
century to the present. Thematically
organized to examine avant-garde and
alternative forms, as well as commercial
and mainstream theatre.

Same as ENGL 342 GenEd: C2, Interdisciplinary

PATH 343 TEACHING DRAMA TO CHILDREN (3)

Three hours lecture per week
Students will participate in theatre games,
improvisations, and other tasks that will
prepare them to design and implement
dramatic activities as a learning tool.
Theatre in a broader context will also be
examined.

Same as EDUC 343 GenEd: C1, Interdisciplinary

PATH 344 WORLD DRAMA AND THEATRE (3)

Three hours lecture per week Explores world dramatic literature in performance and production. The focus is largely on plays and performance texts by non-Western authors, and is organized around one or more themes. This course is regional in organization rather than chronological. Texts studied feature the following regions: Asia, Oceania, South Asia & Middle East, Africa, and Latin America.

Same as ENGL 344 GenEd: C2, Interdisciplinary

PATH 380 ACTING II (3)

Six hours activity per week Prerequisite: PATH 280
Emphasizes character work and contemporary acting theories. Includes performance of scenes from contemporary multicultural plays. Repeatable up to 6 units.

PATH 382 DIRECTING (3)

Six hours activity per week Prerequisite: Junior standing Introduction to techniques and practice of directing stage plays. Students direct scenes and one-acts.

PATH 410 SHAKESPEARE'S PLAYS (3)

Three hours lecture per week
Prerequisites: ENGL 103 or ENGL 105
or Equivalent and one upper division
literature course

Study of the many aspects of Shakespeare's plays as literature—language, context, form and style—as well as the ways in which these elements work as parts of a whole, which includes spoken speech and other sounds as well as physical form and movement. Same as ENGL 410

PATH 412 DRAMA OF ANCIENT GREECE (3)

Three hours lecture/discussion per week Prerequisites: ENGL 103 or ENGL 105 or Equivalent and one upper division literature course

A survey of ancient Greek drama and the culture/society that produced it. The course will examine a representative sample of the major plays. Among the topics considered will be: the tragic and comic festivals, tragedy's relationship with Athenian democracy, the nature of Greek theaters and ancient theatrical production techniques, religion and drama, women and tragedy, tragic and comic heroism, myth and tragedy, and the legacy of Greek tragedy in the modern world. Same as ENGL 412

PATH 444 ORIGINAL PRACTICE IN RENAISSANCE DRAMA (3)

Three hours lecture per week
In this class, students will learn about
the theaters of the Renaissance, the
playwrights whose plays were performed
in them, and explore the differences that
occur when the plays are performed in
a venue resembling those of the original
Rose, Blackfriars and Globe theaters.
Same as ENGL 444
GenEd: C2, Interdisciplinary

PATH 463 WRITING FOR THE STAGE (3)

Three hours lecture/discussion per week Prerequisite: Consent of instructor

The writing of stage plays is the focus of this class. The seminar format allows students the opportunity to talk about their writing and to receive critiques from their peers as well as the instructor. Repeatable by topic up to $\underline{\phi}$ units. Same as ENGL 463

PATH 499 PERFORMING ARTS CAPSTONE IN THEATRE (3)

Three hours seminar per week Prerequisites: PA 350, PA 360, Senior standing

Students will join in the capstone experience course and blend their knowledge and practice to produce an interdisciplinary performing arts project. Alternatively, students may receive an internship with a theatre company.

Physical Education

PHED 102 SEMINAR IN TRADITIONAL MARTIAL ARTS: TAI JI (1)

Two hours activity per week
This course provides instruction in the
traditional Chinese art of Tai Ji. In addition
to learning to perform the movements,
students will learn about Daoist
philosophy, and history of Chinese martial
arts. Traditional Chinese health principles
will also be covered. Repeatable.
GenEd: E

PHED 105 ZEN OF SURFING (1)

Two hours activity per week Exploration of the physiological and psychological benefits that result from human interaction with forces of nature. Students develop an increased understanding of the ocean and complex dynamics that underlie the sport of surfing. The interrelationship between physical activity and personal aesthetics is explored through weekly surfing activities. GenEd: E

PHED 110 WELLNESS (2)

Two hours lecture per week
Examines the interrelationship of the mind
and body as it relates to the concept of
wellness. Covers physical fitness, sport
selection, and differing types of exercise.
This is not an activity/performance course.
GenEd: E

PHED 208 INTRODUCTION TO KINESIOLOGY (3)

Three hours lecture per week Examines the field of human movement, introduces biomechanics, anatomy, exercise physiology, and motor learning. Basic anatomy, function of the musculoskeletal system, laws of motion, principles of force, equilibrium concepts, and laws governing projectiles will be introduced and applied to various sports activities. The student will develop the ability to analyze skill movements in specific sport activities. This is not an activity/performance course. GenEd: E

PHED 302 MOTOR LEARNING, FITNESS, AND DEVELOPMENT IN CHILDREN (2)

Two hours lecture per week
Physical education for children,
fundamentals of motor learning, health,
fitness and age-appropriate activities
for elementary school age children.
Teaching, planning and implementing
an effective physical education program.
May be taken concurrently with PHED
303.

GenEd: E

Physical Science

PHSC 170 FOUNDATIONS IN PHYSICAL SCIENCE (4)

Three hours lecture and three hours laboratory per week

The areas covered include the physical properties of solids, liquids, and gases; physical and chemical changes in matter; atomic theory and the periodic table; the principles of motion and energy; forces and the motion of particles; sources and transformations of energy including heat, electricity, magnetism, light, and sound; renewable and non-renewable energy sources; and the conservation of energy resources.

GenEd: B1

Physics

PHYS 100 INTRODUCTION TO PHYSICS I (4)

Three hours lecture and three hours laboratory per week

A non-calculus based introduction to the concepts and principles of physics. The areas covered include classical mechanics, wave motion and thermal physics. Practical examples will be used to illustrate the relationship between physics and other disciplines, especially the life sciences, and to develop problemsolving skills. Laboratory sessions will include computer-simulated experiments. GenEd: B1

PHYS 101 INTRODUCTION TO PHYSICS II (4)

Three hours lecture and three hours laboratory per week

Prerequisite: PHYS 100

A non-calculus based introduction to the concepts and principles of physics. The areas covered include electromagnetic theory, light, and atomic and nuclear physics. Practical examples will be used to illustrate the relationship between physics and other disciplines, especially the life sciences, and to develop problemsolving skills. Laboratory sessions will include computer-simulated experiments. GenEd: B1

PHYS 103 HOW THINGS WORK (3)

Three hours lecture per week Introduces the concepts behind everyday objects and experiences. Concentrates on ideas and on familiar scenarios. Designed to excite students' interests in science while conveying a substantial understanding of our everyday world. GenEd: B1

PHYS 105 INTRODUCTION TO THE SOLAR SYSTEM (4)

Three hours lecture and two hours activities per week
Descriptive introduction to the astronomical properties of the Solar System. Topics include: the historical development of astronomy, the laws that govern the behavior of the Universe, the properties of the stars and galaxies, including their origin and evolution and the Big Bang theory. Activity sessions will include computer-simulated exercises, and two field trips.

Same as ASTR 105

PHYS 106 APPLIED PHYSICS AND MODERN SOCIETY (3)

Three hours lecture in the lab per week The course provides an introduction to current topics in applied physics in the fields of solid state physics, semiconductors, superconductors and nano-structures. It shows how scientific knowledge, imagination and ingenuity can combine to offer technological solutions to a variety of topical problems. Industries dealing with, for example, detectors, remote sensing, new materials, medical imaging, biophysics, homeland security, telecommunications, and lasers will be covered.

PHYS 107 THE STARS AND BEYOND (3)

Three hours lecture per week
A tour through the stars and galaxies
will uncover some major mysteries of the
Universe. Topics include: the historical
development of astronomy; the laws that
govern the behavior of the Universe; the
birth, life and death of stars; the collision
of galaxies; and evidence for the birth
and end of the entire Universe.

GenEd: B1

PHYS 200 GENERAL PHYSICS I (4)

Three hours lecture and three hours laboratory per week
Prerequisite: MATH 150

A calculus-based introduction to the concepts and principles of physics. The areas covered include classical mechanics, wave motion and thermal physics. Practical examples will be used to illustrate the relationship between physics and other disciplines, including the life sciences, and to develop problemsolving skills. Laboratory sessions will focus on computer-simulated experiments. GenEd: B1

PHYS 201 GENERAL PHYSICS II (4)

Three hours lecture and three hours laboratory per week

Prerequisite: PHYS 200

A calculus-based introduction to the concepts and principles of physics. The areas covered include electromagnetic theory, light, and atomic and nuclear physics. Practical examples will be used to illustrate the relationship between physics and other disciplines, including the life sciences, and to develop problemsolving skills. Laboratory sessions will focus on computer-simulated experiments. GenEd: B1

PHYS 208 THE PHYSICS OF ART AND VISUAL PERCEPTION (3)

Two hours lecture and two hours activity per week

A course on the physics of light, color, art and visual perception. The course will cover the nature of light and optical phenomena, the perception and psychology of color, the reproduction of color in different media, and the analysis of art from a science perspective. The emphasis is on factors which permit the artist and observer to understand and more fully control the design and interpretation of images of all kinds. Demonstrations, experiments, and video/computer simulations are used to analyze signals received by the eyes or instruments.

Same as ART 208 GenEd: B1, C1

PHYS 301 CLASSICAL MECHANICS (3)

Three hours lecture per week Prerequisites: PHYS 201, MATH 350A

Differential equation-based introduction to classical mechanics. The areas covered include the Lagrangian formulation, variational principles, Hamiltonian mechanics, and the theory of canonical transformations. Some applications to the motion of rigid bodies, systems of coupled oscillators, and celestial mechanics will be presented.

PHYS 304 ELECTROMAGNETISM (4)

Four hours lecture per week Prerequisites: PHYS 101 or 201, MATH 250

A calculus-based introduction to the concepts and principles of electricity and magnetism. Topics include: electrostatics, magnetism, electromagnetic theory, fields, electromagnetic waves, Maxwell's equations, and the Special Theory of Relativity. A strong emphasis will be on analytical problem-solving skills and applications.

PHYS 305 THERMAL AND STATISTICAL PHYSICS (3)

Three hours lecture per week *Prerequisites: PHYS 201 and MATH 350* Addresses the behavior of energy and matter in systems having a great many particles. Includes both classical and quantum mechanical views of physical systems and begins with the basic concepts of probability and statistics. Particular emphasis will be placed on simple model systems for which quantitative results can be obtained and compared to experiment, such as ideal gases and quantum mechanical spin systems. The course includes the

GenEd: B1

statistics of the microcanonical, canonical, and grand canonical ensembles; the relation between classical and quantum statistical mechanics; the Planck distribution, bosons, fermions, and doped semiconductors, among others; and an introduction to kinetic theory.

PHYS 306 MODERN PHYSICS (3)

1.5 hours lecture twice per week Prerequisites: PHYS 101 or PHYS 201, MATH 151

Survey of modern physics. Topics include: Special relativity, the Bohr model, Quantum mechanics; photons, the photoelectric effect, probability density, matter waves, Schrodinger mechanics of simple systems, the Uncertainty Principle, tunneling, spin and angular momentum, atomic and molecular structure. Selected topics from nuclear and solid state physics. Applications of the principles will be emphasized.

PHYS 310 ELECTRONICS (4)

Three hours lecture and two hours activity per week

Prerequisites: PHYS 101 or PHYS 201
This course covers the basic analog and digital electronic circuits used in a scientific laboratory. Students will be introduced to the operation of simple electronic devices, the basic underlying theory of their operation, and the applications of a few analog and digital ICs. The emphasis is on applications rather than theory. Consequently there is a strong hands-on component to the subject to enable students to gain practical experience. Experiments will include the testing of actual and virtual circuits, and data acquisition

PHYS 315 INTRODUCTION TO BIOPHYSICS (4)

Three hours lecture and two hours activity per week

Prerequisite: PHYS 200 Corequisite: BIOL 300

This course applies physical methods to the study of biological systems, including transport processes and membrane phenomena, bioelectric phenomena, photosynthetic systems and visual systems. Biophysical methods will include the techniques of patch clamping and optical tweezers, and the measurement of action potentials and evoked responses. There will be an emphasis on modeling and on problem solving, with appropriate mathematics when necessary. The practical activity session will include computer modeling and simulation, and laboratory demonstrations and exercises. Same as BIOL 315

PHYS 335 THE PHYSICS OF MUSIC (3)

Two hours lecture and two hours activity per week

Provides an understanding of music and sound for students interested in music, speech, and language. Extensive use of demonstrations and sound analysis computer programs will be used. The format will include lectures, demonstrations, and hands-on use of the computer programs.

Same as PAMU 335

GenEd: B1, C1, Interdisciplinary

PHYS 338 SCIENCE AND CONSCIENCE (3)

Three hours lecture/discussion per week
This course is a team-taught,
interdisciplinary course that examines
various ethical issues within the sciences
using case studies. The scientific,
historical and social aspects of each case
study will be examined from different
perspectives. Students will learn scientific
concepts which will facilitate an informed
understanding of the ethical issues
involved.

Same as ENGL 338 GenEd: B1, C2, Interdisciplinary

PHYS 344 ENERGY AND SOCIETY (3)

Three hours lecture per week Survey of the physical, chemical, and engineering principles involved in the production of energy from current and potential sources and the economical, environmental, and political issues surrounding energy production. The course will also examine factors that influence worldwide energy policy. Examples of topics included: energy conservation, efficient usage and transportation of energy, energy resources, fossil fuels, active and passive solar energy, biomass, fuel cells, nuclear (fission and fusion) processes, and hydroelectric, tidal, geothermal, and wind power.

Same as CHEM 344 GenEd: B1, Interdisciplinary

PHYS 345 DIGITAL IMAGE PROCESSING (3)

Three hours lecture in the lab per week *Prerequisite: Consent of instructor*An introduction to the basic concepts and techniques for digital image restoration and enhancement, analysis, coding and compression. The emphasis is on processes which analyze primarily two-dimensional discrete images represented at the pixel level, including filtering, noise reduction and segmentation. Fourier analysis techniques will be explored.

Programming exercises will be used to implement the various processes, and their performance on synthetic and real images will be studied.

Same as MATH 345, COMP 345 GenEd: B1, B4, Interdisciplinary

PHYS 401 QUANTUM MECHANICS (3)

3.5 hours lecture per week Prerequisites: PHYS 306 and MATH 350 An introduction to quantum theory, beginning with the Schroedinger equation and the statistical interpretation of the wave function. One-dimensional applications, including the infinite squarewell and the harmonic oscillator; in three dimensions, the theory of angular momentum, central potentials, and the hydrogen atom; time-independent perturbation theory, spin, identical particles, and the Pauli exclusion principle. Applications to bound states, tunneling, and the harmonic oscillators applied to photons and phonons in cavities.

PHYS 406 SOLID STATE PHYSICS (3)

Three hours lecture per week Prerequisite: PHYS 306

Provides an introduction to the physical properties of solids, and their importance in high-tech applications. Focuses on the fundamental, unifying concepts and experimental techniques important in understanding the properties of nuclei and electrons in solids. Considers crystals defects that often control the actual properties of materials. The subjects are chosen to establish the basic principles, to describe phenomena that are responsible for the importance of solids in science and technology, and to include topics of current research.

PHYS 416 RADIOBIOLOGY AND RADIONUCLIDES (3)

Three hours lecture per week
Prerequisites: BIOL 300, PHYS 201, BIOL/
PHYS/HITH 434

Topics include: nature and effects of ionizing radiation on biomolecular structures and living cells; applied radiobiology and radionuclides; genetic effects of ionizing radiation and methods of protection and dosimetry.

Same as BIOL 416

PHYS 434 INTRODUCTION TO BIOMEDICAL IMAGING (4)

Three hours lecture and two hours activity per week

Prerequisites: BIOL 210 or PHYS 200 The course will present an overview of biomedical images and imaging systems. The fundamental concepts used in several imaging modalities (such as projection radiography, mammography, DEXA, computed tomography, ultrasonography and magnetic resonance imaging) will be examined: the emphasis will be on an intuitive and descriptive presentation of the main components of these systems. Image formation and reconstruction will be addressed. The resulting clinical images will be correlated with the underlying structure and function of the organs, and the diagnostic utility and limitations of the images will be considered. Same as BIOL 434, HLTH 434 GenEd: B1, E, Interdisciplinary

PHYS 436 PHYSICS OF THE PERFORMING ARTS (3)

Three hours lecture per week *Prerequisite: PA 202*Introduction to the physics of movement, lighting, sound and visual/aural perception. The course emphasizes factors that permit the performance artists to understand and more fully control their performance, with special attention to the study of audience perception. Demonstrations, experiments and video/computer simulations are used to analyze signals received by the performer and the audience.

Same as PA 436 GenEd: B1, Interdisciplinary

PHYS 445 IMAGE ANALYSIS AND PATTERN RECOGNITION (3)

Three hours lecture in the lab per week Prerequisites: PHYS/COMP/MATH 345 or Consent of instructor

The course addresses the issue of analyzing the pattern content within an image. Pattern recognition consists of image segmentation, feature extraction and classification. The principles and concepts underpinning pattern recognition, and the evolution, utility and limitations of various techniques (including neural networks) will be studied. Programming exercises will be used to implement examples and applications of pattern recognition processes, and their performance on a variety of diverse synthetic and real images will be studied. Same as COMP 445, MATH 445 GenEd: B1, B4, Interdisciplinary

PHYS 448 TEAM BASED RESEARCH (3)

Three hours lecture per week Prerequisite: Upper division standing
This is a course where students learn
to work together in multidisciplinary
teams. Teams are assigned a specific
practical problem, and have to apply a
variety of physical principles to solve the
problem. The solution will incorporate
design principles, implementation and
technological methodologies, and
business/management insight.
GenEd: B1, Interdisciplinary

PHYS 464 MEDICAL INSTRUMENTATION (4)

Three hours lecture and two hours lab activity per week

Prerequisites: PHYS/BIOL/HITH 434
The detection, acquisition, processing and display of diagnostic clinical images. The course will concentrate on the fundamentals of the design of the instruments and the use of appropriate reconstruction algorithms in (computed) radiography, (digital) fluoroscopy, computed tomography, ultrasound, magnetic resonance imaging and radionuclide imaging. Activities will include image reconstruction examples, investigation of recent innovations, and two trips to local radiology departments. Same as BIOL 464

PHYS 490 TOPICS IN PHYSICS (3)

Three hours seminar per week
Prerequisite: Upper division standing and
Consent of instructor
In-depth analysis of topics in physics.
Topics vary each semester. Repeatable.

PHYS 492 INTERNSHIP (3)

Six hours activity per week

Prerequisites: Upper division standing and Consent of instructor

Supervised work and study in industrial or scientific setting involving development of skills related to applied physics. All students are required to present their projects at the Senior Colloquium. Repeatable.

Student Option: Graded or Credit/ No Credit

PHYS 494 INDEPENDENT RESEARCH (1-3)

Variable hours per week

Prerequisites: Senior standing and Consent of instructor

Contracted laboratory and/or library research in selected areas within physics conducted under the supervision of a faculty member. All students are required to present their projects at the Senior Colloquium. Repeatable.

PHYS 497 DIRECTED STUDIES (1-3)

Variable hours per week

Prerequisites: Senior standing and program approval

Supervised project involving reading and library research in the field of physics. All students are required to present their projects at the Senior Colloquium. Repeatable.

PHYS 499 SENIOR COLLOQUIUM (1)

One hour seminar per week Prerequisite: Senior standing Oral presentations of current advances in the field, reports on students' projects in PHYS 492, 494 or 497 courses, and invited lectures. Repeatable.

PHYS 510 ADVANCED IMAGE ANALYSIS TECHNIQUES (3)

Three hours of lecture in the lab per week Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

Image processing course in the fundamentals of 2-D digital signal processing with emphasis in image processing techniques, image filtering design and applications. Programming exercises in Matlab (or Octave) will be used to implement the various processes, and their performance on synthetic and real images will be studied. Applications in medicine, robotics, consumer electronics and communications.

PHYS 546 PATTERN RECOGNITION (3)

Three hours of lecture in the lab per week.

Prerequisites: Admission to the Computer Science or Mathematics Graduate Program

New and emerging applications of pattern recognition - such as data mining, web searching, multimedia data retrieval, face recognition, and cursive handwriting recognition - require robust and efficient pattern recognition techniques. Statistical decision making and estimation are regarded as fundamental to the study of pattern recognition. The course addresses the issue of analyzing pattern content by feature extraction and classification. The principles and concepts underpinning pattern recognition, and the evolution, utility and limitations of various techniques (including neural networks) will be studied. Programming exercises will be used to implement examples and applications of pattern recognition processes, and their performance on a variety of diverse examples will be studied.

Political Science

POLS 102 COMPARATIVE GOVERNMENT (3)

Three hours lecture/discussion per week This course introduces the student to the contemporary study of comparative politics. The theme for the course will be democratization and democracy. Topics will include political institutions (constitutions, executives, legislatures, courts, and political parties), political behavior (voting, group activism, and other modes of political participation), and political ideas (political culture, socialization, status of women, and political economy). GenEd: D

POLS 103 INTRODUCTION TO INTERNATIONAL POLITICS (3)

Three hours lecture/discussion per week This course offers an overview of current theory, topics, and research in the Political Science subfield of International Relations. Emphasis will be placed on the role of power in international affairs, the structure of the international system, the meaning of security, and the importance of economic relations between nations and regions.

POLS 140 CALIFORNIA GOVERNMENT AND POLITICS (1)

One hour of lecture per week
Introduction to the structure and function
of California state government. Satisfies
California state and local government
requirement for students who have
taken American Government without a
California component or who receive
Advanced Placement credit for American
Government

POLS 150 AMERICAN POLITICAL INSTITUTIONS (3)

Three hours lecture per week
Examines the major American national
and state political institutions and
processes, including the presidency,
congress, the federal court system,
political parties, the electoral system, and
major institutions of state government. This
course emphasizes how these institutions
and processes function within changing
American Constitutional principles of the
role of law, federalism, shared power,
and individual and civil rights. Meets Title
5 US Constitution and State and Local
Government requirement.

POLS 300 POLITICAL SCIENCE RESEARCH METHODS (3)

Three hours lecture per week Introduction to research methods commonly used in political science. Topics include: research design, literature reviews, measurement and observation. Covers quantitative as well as qualitative methods of inquiry.

POLS 301 POLITICAL THEORY (3)

Three hours lecture/discussion per week Political Theory is devoted to assessing the authority, legitimacy, and justification of various kinds of political arrangements. How should people live together in society? Is democracy really the best form of government? Can a society legislate morality? What do individuals owe their government? What does their government owe them? This course will consider these and related questions through an introductory survey of works by major political philosophers such as Plato, Hobbes, Locke, Mill, and Marx. Ramifications for issues such as freedom of speech, religious liberty, affirmative action, women's rights, economic inequality, criminal punishment, civil disobedience, and revolution will also be explored.

POLS 303 STATISTICAL APPLICATIONS IN THE SOCIAL SCIENCES (4)

Four hours lecture per week
Prerequisites: A passing score on the Entry
Level Mathematics Exam (ELM) or MATH
105 or Equivalent

Introduces quantitative methods as used in social & behavioral science research with the goal of statistical literacy. Statistical techniques and data analysis unique to the behavioral and social sciences. Descriptive and inferential statistics to test hypotheses. Principles of sampling design, hypothesis testing for behavioral and social science research, data collection techniques, statistical analysis and interpretation of data, as well as written reporting of results. SPSS Statistics software.

Same as SOC 303, PSY 303 GenEd: B3

POLS 304 AGING POLICY AND POLITICS (3)

Three hours lecture per week
Examines the role of political institutions in
policy making related to issues of aging,
the political factors that shape policy
formulation and implementation, the
values and assumptions of different types
of policies, and the links between policy
and implementation. Analyzes current and
pending policies' effects on older adults

as well as businesses and institutions that serve them to illustrate how aging policy reflects American politics. Same as HITH 304

POLS 305 GENDER AND POLITICS (3)

Three hours lecture per week Examines the role of women as political actors in the United States. Also explores the impact of public policies on women in America.

POLS 306 THE POLITICS OF RACE AND ETHNICITY (3)

Three hours lecture per week Examines the politics and policy consequences of racial and ethnic identity in the United States. Special attention will be paid to issues of race and politics in contemporary southern California. GenEd: C3B

POLS 312 INTEREST GROUPS AND COLLECTIVE ACTION (3)

Three hours lecture per week *Prerequisite: POLS 150*The course surveys political interest groups by examining the contrast between political parties and elections versus interest groups and lobbying, the logic behind collective action; the institutional arrangements governments use to channel group demands, and interest group resources, strategies and tactics in asserting influence. The course will examine groups in different issue domains, and make distinctions between interest groups and social movements.

POLS 313 THE UNITED STATES CONGRESS (3)

Three hours lecture per week
Prerequisite: POLS 150
This course addresses the historical
development of the Congress, the
dynamics of congressional elections
analytical perspectives on the study

development of the Congress, the dynamics of congressional elections, analytical perspectives on the study of Congress, and the major internal mechanisms of the institution including parties, leaders, committees, rules, etc.

POLS 314 THE AMERICAN PRESIDENCY (3)

Three hours lecture per week Prerequisite: POLS 150

An introduction to major approaches to the study of the presidency, presidential selection, presidential power, interbranch relations, the role of the public, interest groups, and the media, and presidential behavior in the policy-making process. The course also focuses on the historical development of the office.

POLS 315 CONGRESS AND THE PRESIDENCY (3)

Three hours lecture/discussion per week This course will examine the ongoing struggle between the President and Congress to enact public policy. Students will study the two institutions singly and in their interaction. Particular attention will be placed on the electoral incentives of members of each institution and the inherent difficulties of cooperation in a system of separation of powers.

POLS 316 STATE AND LOCAL POLITICS AND POLICY (3)

Three hours lecture per week
Examines the structures, functions,
policies, politics and administration of
subnational governments in the United
States. Satisfies the California State and
local government requirement for students
who have taken American Government
without a California component or who
have received Advanced Placement credit
for American Government.

POLS 317 JUDICIAL POWER AND PROCESS (3)

Three hours lecture per week Study of the American court system, including study of the history, organization, politics and policymaking of the judicial branch.

POLS 318 CAMPAIGNS AND ELECTIONS (3)

Three hours lecture per week

Prerequisite: POLS 150

Explores political parties, campaigns, elections and voting behavior in the

American context.

POLS 319 POLITICAL BEHAVIOR AND PUBLIC OPINION (3)

Two hours lecture per week and three hours laboratory per week Prerequisite: POLS 150

An introduction to the study of individual political behavior. Among the topics covered are the development of political attitudes, political socialization, measuring behavior and opinion, and the uses and abuses of public opinion data.

POLS 320 PUBLIC ADMINISTRATION (3)

Three hours lecture/discussion per week
This course is an introduction to public
administration in the United States at
the national, state and local levels of
government. It will explore the various
trends in American public administration,
examine the unique circumstances
involved in administering public
organizations and look at different
techniques of public management. Topics

of study include: the structure and function of the American system of federalism, organizational theory and behavior, public budgeting and finance, public human resources management and the role of women in public administration.

POLS 321 PUBLIC BUDGETING (3)

Three hours lecture per week Examines the major concepts of public budgeting and finance in the United States. Key topics of study include: expenditure estimation, revenue forecasting, capital budgeting, budget reform and financial management. The politics that characterizes the budgetary process will be emphasized throughout. Same as FIN 321

POLS 325 AMERICAN PUBLIC POLICY (3)

Three hours lecture per week
A study of how public policy is formulated
and implemented, using several policy
areas such as health, transportation,
housing, energy, and welfare policy
as areas for specific examination. The
course will review several contemporary
perspectives on policy making.

POLS 326 GOVERNMENT AND POLITICS OF SELECTED NATIONS (3)

Three hours lecture per week
An intensive study of the politics and government of a nation or group of nations. Topics will include study of the government structure, political processes, political behavior and public policies.
Areas of focus vary by semester.
Repeatable based on topic up to \mathcal{D} units.

POLS 327 INTERNATIONAL RELATIONS OF SELECTED AREAS (3)

Three hours lecture per week
Examination of the international political
and economic relations among nations
of a particular area of the world. Area of
focus varies by semester. Repeatable by
topic.

POLS 328 UNITED STATES FOREIGN POLICY (3)

Three hours lecture per week
Examines the process of foreign policy
making by the United States from several
theoretical perspectives.
GenEd: D

POLS 329 INTERNATIONAL LAW AND ORGANIZATIONS (3)

Three hours lecture per week Studies processes of global governance, which includes a focus on selected international institutions and the basics of international law.

POLS 330 POLITICAL SOCIOLOGY (3)

Three hours lecture per week
Examines power and power structures at
all levels of society. The roles of social
classes, movements, and institutions in
shaping the political process and social
influences on political behavior are
explored.

Same as SOC 330 GenEd: C3B, D, Interdisciplinary

POLS 331 NARRATIVES OF THE WORKING CLASS (3)

Three hours lecture per week Examines the lives of working people using various thematic approaches and disciplinary methodologies. Materials include literature, film, and case studies. Same as ECON 331, ENGL 331, SOC 331, HIST 331
GenEd: C2, D, Interdisciplinary

POLS 333 NONPROFIT ORGANIZATIONS (3)

Three hours lecture per week Issues unique to nonprofit organizations including financial, legal, and political. Same as COMM 333, ECON 333, BUS 333

GenEd: D, Interdisciplinary

POLS 334 PEACE STUDIES (3)

Three hours lecture per week Examination of theories of and issues in the interdisciplinary field of peace and conflict studies. In-depth analysis of the concepts of peace and war, causes of conflict and war, achieving negative peace, building positive peace, in-depth case studies in nonviolence. Comparison of disciplinary approaches to the field as well as appraisal of interdisciplinary syntheses.

GenEd: D, Interdisciplinary

POLS 335 POLITICS AND FILM (3)

Two hours lecture and two hours activity per week.

Explores the themes, issues and processes of politics through an in depth study of selected films. Area of focus varies by semester.

Same as COMM 335 GenEd: D, Interdisciplinary

POLS 340 POLITICS AND THE ENVIRONMENT (3)

Three hours lecture per week Exploration of environmental politics in both the international and domestic contexts.

Same as ESRM 340 GenEd: D, Interdisciplinary

POLS 341 THE NATIONAL PARK (3)

Three hours lecture per week Prerequisite: Upper division standing
An interdisciplinary, in-depth study of one or more units of the National Park Service from a variety of perspectives including Political Science, Public Administration, and Environmental Science and Resource Management. The course analyzes how conservation issues and practices, administrative and policy processes and interpretive (educational) programs work within the context of a national public resources agency. Each term this course will focus on one or more park unit in the region.

Same as ESRM 341 GenEd: D, Interdisciplinary

POLS 345 SCIENCE AND PUBLIC POLICY (3)

Three hours lecture per week Examines the relationship between science, politics, and public policy and prepares students to make informed decisions concerning the societal implications of many rapidly advancing avenues of scientific research. Same as BIOL 345
GenEd: D, Interdisciplinary

POLS 401 CONSTITUTIONAL LAW (3)

Three hours lecture per week Explores how the U.S. Constitution creates and allocates power within the American structure of government. Examines the role of the U.S. Supreme Court in the political struggles over the distribution and uses of power in the American Constitutional system.

POLS 402 CIVIL RIGHTS AND CIVIL LIBERTIES (3)

Three hours lecture per week
Examines the scope of rights and liberties
under the United States Constitution.
Includes a study of the leading decisions
of the United States Supreme Court in this
area.

POLS 403 COMPARATIVE FOREIGN POLICY (3)

Three hours lecture per week *Prerequisite: POLS 103*Examination of how and why states develop distinct foreign policies through review of prominent theoretical perspectives in the comparative foreign policy literature. Application of theories to a number of real world cases of foreign policy decision making by the governments of countries in Africa, Asia, Europe, Latin America, and the Middle East, in different issue areas, including national security policy, foreign economic policy, human rights, environmental policy, and the fight against terrorism.

POLS 404 POLICY LEADERSHIP (3)

Three hours lecture per week Prerequisite: POLS 150

Explores policy leadership across all levels of society and across educational and political domains. Exposes students to ideas about policy leadership, requiring students to learn about current leaders in the region, the U.S. and abroad as theories and concepts are applied to the real world of politics and policy.

Same as EDUC 404

POLS 426 POLITICS OF DEVELOPING COUNTRIES (3)

Three hours lecture per week

Prerequisite: POLS 103

Examines political, economic and social development in developing countries.

POLS 430 POLITICAL COMMUNICATION (3)

Three hours lecture per week
An analysis of the relationship between
mass media and political decisionmaking. Topics covered include: political
communication theories and trends, the
relationship between political institutions
and the press in the US and in other
countries, elections, debates, political
campaigning and advertising, new
media and politics, political socialization,
education, politics and popular culture.
Same as COMM 430
GenEd: D, Interdisciplinary

POLS 431 EDUCATION POLICY AND POLITICS (3)

Three hours lecture per week Prerequisites: POLS 150 for POLS students or Consent of instructor

Examines the roles of political institutions in education policy making, the political factors that shape policy formulation and implementation, the values and assumptions of different types of policies, and the links between policy and local-level implementation. Analyzes current and pending policies' effect on schools and classrooms to illustrate how education policy reflects American politics.

Same as EDUC 431

GenEd: D, Interdisciplinary

POLS 450 ENVIRONMENTAL CONFLICT RESOLUTION (3)

Three hours lecture per week
Provides practical experience in
negotiation and mediation techniques
within the context of complex
environmental and public policy disputes.
Same as COMM 450, ESRM 450

POLS 490 SPECIAL TOPICS IN POLITICAL SCIENCE (3)

Three hours lecture per week In depth analysis of current topics in Political Science. Topics vary each semester. Repeatable by topic up to 9 units.

POLS 492 SERVICE LEARNING IN POLITICAL SCIENCE (3)

One hour lecture per week and two hours activity per week

Community based service combined with course work and reflection on a topic with political or policy significance. Repeatable up to three times.

POLS 493 INTERNSHIP IN POLITICAL SCIENCE (3)

Three hours lecture per week
Prerequisite: Consent of instructor
Community based internship in political
science. Repeatable up to 6 units.

POLS 494 INDEPENDENT RESEARCH (1-3)

Prerequisite: Senior standing or Consent of instructor

Independent research in Political Science conducted under the supervision of a faculty member. Repeatable.

POLS 499 CAPSTONE (3)

Three hours lecture per week Integrating and culminating experience in which students work in teams to analyze political or policy issues in a communitybased setting.

Psychology

PSY 100 INTRODUCTION TO PSYCHOLOGY (3)

Three hours lecture per week
An introduction to the theories, research
and applications that constitute the field
of psychology. Emerging issues in the
field of psychology, what different types
of psychologists do, and how to critically
evaluate psychological literature will be
covered.

GenEd: D, E

PSY 150 FOUNDATIONS OF CHILD AND ADOLESCENT DEVELOPMENT (3)

Three hours lecture per week Surveys theory and research on child and adolescent development. Focus is theories of development, cognitive, social, emotional and physical development as they are informed by socio-cultural factors. Same as ECS 150

PSY 202 BIOSTATISTICS (3)

Three hours lecture per week Prerequisites: A passing score on the Entry Level Mathematics Exam (ELM) or MATH 105 or Equivalent

Critical reasoning using a quantitative and statistical problem-solving approach to solve real-world problems. Uses probability and statistics to describe and analyze biological data collected from laboratory or field experiments. Course will cover descriptions of sample data, probability and empirical data distributions, sampling techniques, estimation and hypothesis testing, ANOVA, and correlation and regression analysis. Students will use standard statistical software to analyze real world and simulated data.

Same as MATH 202 GenEd: B3

PSY 210 LEARNING, COGNITION AND DEVELOPMENT (3)

Three hours lecture per week
This course presents an overview of
the theories of learning, cognition, and
human development. Major theories of
learning and of psychological, emotional,
ethical and physical development will be
covered with emphasis on the application
of these theories in real life settings such
as schools and other organizations.

GenEd: E

PSY 211 COGNITION AND LEARNING (3)

Three hours lecture per week
Examines psychological theories of
cognition as they apply to learning.
Theories introduced in this course will
seek to explain learning phenomenon
and provide a conceptual framework for
understanding and discussing behavior
and cognition. Practical applications and
current research in the cognitive sciences
will also be discussed.

PSY 212 NEUROBIOLOGY AND COGNITIVE SCIENCE (3)

Three hours lecture per week
Principles of brain organization and
function underlying behavior. Topics
include neuroanatomy and physiology
of language, vision, sexual behavior,
memory and abnormal behavior.
Same as BIOL 212
GenEd: B2, E

PSY 213 DEVELOPMENTAL PSYCHOLOGY (3)

Three hours lecture per week Prerequisite: PSY 100

This course represents an in-depth survey of theory and research in developmental psychology throughout the life span. The course introduces students to the biological, cognitive, emotional, social, and linguistic development from the prenatal period to adulthood.

GenEd: D, E

PSY 220 HUMAN SEXUAL BEHAVIOR (3)

Three hours lecture per week
This course covers knowledge about
the processes and variations in: sexual
functions and reproduction; intimate
relationships; sexual and gender role
development and behavior; and the
social, cultural, historical and moral
contexts of sex and love.
GenEd: E

PSY 300 PSYCHOLOGICAL RESEARCH AND STATISTICAL METHODS I (4)

Three hours lecture and two hours activity per week Prerequisites: PSY 100, PSY 202, or

equivalent, and Upper division standing, or Consent of instructor
Introduction to research methodology and a basic framework to evaluate social and behavioral science research. Topics include how to apply the scientific method within the field of psychology and the social sciences, ethical guidelines and issues related to the research in, and practice of, psychology, how to evaluate research and popular claims in psychology with a critical eye, and computer applications related to statistics and research. Coursework on inferential

PSY 301 PSYCHOLOGICAL RESEARCH AND STATISTICAL METHODS II (4)

and descriptive statistical methods will

build on material from PSY 202

Three hours lecture and two hours activity per week

Prerequisites: PSY 300 with grade C or

A continuation of PSY 300. Advanced research methodology and within the empirical framework in the behavioral sciences. Topics include how to apply the scientific method within the field of psychology and the social sciences, ethical guidelines and issues related to the research in, and practice of, psychology, how to evaluate research and popular claims in psychology with a critical eye, and computer applications related to statistics and research. Coursework on inferential and descriptive statistical methods will build on material from PSY 300.

PSY 303 STATISTICAL APPLICATIONS IN THE SOCIAL SCIENCES (4)

Four hours lecture per week

Prerequisites: A passing score on the Entry Level Mathematics Exam (ELM) or MATH 105 or Equivalent

Introduces quantitative methods as used in social & behavioral science research with the goal of statistical literacy. Statistical techniques and data analysis unique to the behavioral and social sciences. Descriptive and inferential statistics to test hypotheses. Principles of sampling design, hypothesis testing for behavioral and social science research, data collection techniques, statistical analysis and interpretation of data, as well as written reporting of results. SPSS Statistics software.

Same as SOC 303, POLS 303 GenEd: B3

PSY 305 FIELD RESEARCH METHODS (3)

Three hours lecture per week Prerequisites: PSY 300 and PSY 301 and PSY 303 or PSY 202

Principles and practices of field research methods in basic and applied social science research settings. The relationship between field and laboratory studies are highlighted with a special emphasis on survey and evaluation research methods and study designs, client and respondent relationships, and research and public policy.

PSY 310 HISTORY AND SYSTEMS OF PSYCHOLOGY (3)

Three hours lecture per week

Prerequisites: Upper division standing or Consent of instructor

This course examines the historical development of psychological thought and methodology, from its origins in philosophy, its attempts to emulate the natural sciences, through the Diaspora of contemporary psychological thought. The major schools of psychology will be explored in context of their philosophical, cultural and ethical influences.

PSY 312 SOCIAL PSYCHOLOGY (3)

Three hours lecture per week Prerequisites: Upper division standing or Consent of instructor

This course is an in-depth survey of the major areas of social psychology. Emphasizes an understanding of the important methods, terms, theories, and findings in the field of social psychology.

PSY 313 CLINICAL AND ABNORMAL PSYCHOLOGY (3)

Three hours lecture per week Examines the major diagnostic, etiologic, and treatment options for a variety of psychopathologies and psychological disorders. Areas to be covered include how psychologists diagnose, assess, understand the etiology, and treat psychological illness and problems. Topics include: disorders related to anxiety, stress & trauma, mood, schizophrenia and psychosis, eating and substance abuse, memory & organic dysfunctions, personality; social, cultural, and legal issues related to psychopathology.

PSY 314 BEHAVIORAL NEUROSCIENCE (4)

Three hours lecture and two hours laboratory per week Neuroanatomy, physiology, pharmacology and their application to cognition, emotion, language, learning, motivation, perception and memory.

PSY 315 CHILD PSYCHOPATHOLOGY (3)

Three hours lecture per week Prerequisites: PSY 100, PSY 213, PSY 313 Examines behavioral disorders in children and introduces the diagnostic criteria and treatment issues related to children. Topics include disorders related to development, learning, behavior, mood, anxiety, schizophrenia, and substance abuse.

PSY 316 SENSATION AND PERCEPTION (3)

Three hours lecture per week Prerequisite: Upper division standing This course will examine the psychological and physiological mechanisms underlying sensation and perception. Topics include the measurement of sensation and the physiological basis of sensation and perception.

PSY 317 THEORIES OF PERSONALITY (3)

Three hours lecture per week Prerequisite: PSY 100 This course considers the major theoretical, application, research, and assessment issues in the study of personality. Emphasis will be placed on the theoretical aspects of personality and the different ways in which these theories are validated. The course will also explore some of the more commonly used personality assessment measures, cultural influences on personality theory, as well as at least one non-Western theory of personality. Formerly known as PSY 217, changed February 2009.

Student Option: Graded or Credit/ No Credit

PSY 318 LEARNING, COGNITION AND PERCEPTION (4)

Four hours lecture per week Prerequisite: PSY 100

Examines the ways that people learn, remember and perceive. Basic learning and perceptual processes will be examined within an adaptive framework. The interaction between individual and environment will be examined in a variety of contexts including memory, reasoning, visual perception, speech and language.

PSY 327 PARENTING (3)

Three hours lecture per week Prerequisites: PSY 100, PSY 211, PSY 213 Examines theories of parent-child relations across the life-span and introduces the theoretical frameworks, research, and applications of parenting techniques and strategies.

PSY 333 MEASUREMENT AND TESTING OF GROUPS AND INDIVIDUALS (3)

Three hours lecture per week Prerequisite: Upper division standing Covers the principles of measurement as applied to group standardized measures of achievement, special aptitude, intelligence, personality, and interest for use in educational settings. Survey the administering, scoring, and interpreting of these measures. Language and culture issues related to testing will be explored. GenEd: D, Interdisciplinary

PSY 337 PSYCHOLOGICAL ETHICS AND MORAL PHILOSOPHY (3)

Three hours lecture per week Prerequisite: Upper division standing Provides students with a broad overview of some of the main philosophical and moral ideas that are used as a basis for resolving debates in psychology, the mental health fields and public health. GenEd: D, Interdisciplinary

PSYCHOLOGY OF ART PSY 338 AND ARTISTS (3)

Three hours lecture per week An inquiry into the mind of the artist and the psychological dynamics that underlie the creative process. Emphasis is placed on deciphering personal allegory and universal symbolism hidden within a wide range of visual and conceptual genre in painting, sculpture, film and music. The self-image of the artist will be examined from private and public point of view. Same as ART 338 GenEd: C1, E, Interdisciplinary

PSY 339 PSYCHOLOGY AND LITERATURE (3)

Three hours lecture per week This course looks at the ways in which human psychology manifests in literature and the ways literature instructs us about human psychology. Through reading, writing about, and discussing texts with particularly rich psychological content, issues related to mental health and the human condition will be explored. The course will also cover some theoretical and technical aspects of psychology relevant to the readings. Same as ENGL 339 GenEd: C2, D, Interdisciplinary

PSY 340 HISTORY AND PSYCHOLOGY OF NAZI GERMANY (3)

Three hours lecture per week Prerequisite: Upper division standing Examines the historical and psychological roots of the Nazi movement in Germany. Areas covered will include the mass psychology of fascism, the psychopathology of Nazi leaders, and the psychological impact of the holocaust. Same as HIST 340 GenEd: D, E, Interdisciplinary

PSY 342 COMPLEMENTARY AND ALTERNATIVE HEALTH (3)

Three hours lecture per week Examines alternatives to conventional health approaches such as acupressure, herbal remedies, relaxation, therapeutic massage, naturopathy, qigong, and yoga. Emphasis on individual and social lifestyle approaches, legal and ethical barriers, governmental status and support. Same as NRS 342 GenEd: C3B, E, Interdisciplinary

PSY 344 PSYCHOLOGY AND TRADITIONAL ASIAN THOUGHT (3)

Three hours lecture per week Prerequisites: Upper division standing or Consent of instructor

This course examines the differences and similarities between the Western practice of psychology and traditional Asian systems of philosophy and religion. Topics include: health, well-being and enlightenment, pathology, Buddhism, Daoism, and depth psychologies. GenEd: C3B, E, Interdisciplinary

PSY 345 INDIVIDUALS WITH DISABILITIES IN SOCIETY (3)

Three hours lecture per week Major types of disabilities and giftedness, including definitions, causes, characteristics, and educational implications. Topics include: disability perspectives and social, legal, and educational considerations of disability issues.

Same as SPED 345 GenEd: D, E, Interdisciplinary

PSY 346 HUMAN MOTIVATION (3)

Three hours lecture per week Examines different biological, social, learning and cognitive approaches to the topic of motivation. The key theories of motivation will be reviewed and applied. Topics include: contemporary, psychological, biological and sociocultural principles, issues including drug addiction and gang affiliation. GenEd: E, Interdisciplinary

PSY 348 HEALTHY AGING (3)

Three hours lecture per week Explores physical, cultural and psychosocial factors influencing health issues during the elderly years of life. Topics include aging stereotypes, cultural and family influences on the elderly, physiology of aging, lifestyles choices associated with healthy aging, and end of life care.

Same as NRS 348, SOC 348 GenEd: D, E, Interdisciplinary

PSY 357 PSYCHOLOGY OF FAMILIES (3)

Three hours lecture per week A study of the dynamics of the family as a social system, with emphasis on recent research regarding processes of family change, dissolution, disorganization and reorganization. Traces the historical development of the modern family; role expectations of husbands, wives, parents and children; examines family diversity with respect to ethnicity/race, sexuality, and income.

PSY 370 FUNDAMENTALS OF COUNSELING THEORY (3)

Three hours lecture per week
Prerequisites: PSY 100, PSY 213, and
PSY 217

Overview of selected counseling theories and models used in private practice, school, and community settings. Focus is on relating theory to practice, counselor-client relationships, counseling in a culturally diverse society, case studies, methods of adult and child assessment, and professional ethics.

PSY 375 PSYCHOLOGY OF HEALTH COUNSELING (3)

Three hours lecture per week Prerequisite: PSY 213

Examines health counseling methods designed to promote good health and prevent illness, deal effectively with the treatment people receive for medical problems, help people cope with and reduce stress and pain, and aid in the recovery, rehabilitation, and psychosocial adjustment of patients with serious health problems.

PSY 383 CHICANA/O LATINA/O IDENTITY AND EMPOWERMENT (3)

Three hours lecture per week
Prerequisites: PSY 100 and/or CHS 100
or Equivalent

Examines theories of identity development and empowerment applied to Latina/o adolescents and adults living in a multicultural society. Psychological, social, and cultural issues will be examined from the perspective of Latinas/os from diverse ethnic, cultural and socioeconomic backgrounds.

Same as CHS 383

PSY 400 CASE STUDIES IN PSYCHOPATHOLOGY AND CLINICAL PSYCHOLOGY (3)

Three hours lecture per week
Prerequisites: PSY 313 or Consent of
instructor

An advanced undergraduate course on the etiology, classification, and treatment of human psychopathology.

PSY 410 PSYCHOLOGICAL TESTING (3)

Three hours lecture per week
Prerequisites: PSY/MATH 202 or Consent
of instructor

Surveys the administration and interpretation of objective and projective personality and educational assessment instruments. Basic assessment issues will be discussed as well as ethical and cultural issues related to testing.

PSY 415 ASSESSMENT OF CHILDREN (3)

Three hours lecture per week Prerequisites: PSY 333 or PSY 410

An intensive study in the cognitiveintellectual, emotional, and developmental assessment of children. Topics include: testing instruments, concepts of intelligence, cognition, emotional development, and specific developmental disorders in children, issues of language and culture related to the assessment of children.

PSY 420 AFRICAN AMERICAN FAMILIES (3)

Three hours lecture per week
Examines the structure, values, and
behavior patterns of the contemporary
African American family as influenced by
African culture and kinship systems and
the institution of slavery in association with
other factors. The orientation to African
American family life will emphasize its
strengths, weaknesses, adaptations,
strong kinship bonds, and family roles.

PSY 424 ORGANIZATIONAL BEHAVIOR (3)

Three hours lecture per week Prerequisites: MGT 307 or Consent of instructor

An application of behavioral science theory and concepts with a focus on individual, interpersonal and group processes in a diverse work force. Topics include personality traits, emotions, values, work attitudes, work motivation, organizational politics, group effectiveness and conflict. Extensive use of individual and group case analysis. Same as MGT 424

PSY 429 INTERGROUP RELATIONS (3)

Three hours lecture per week

Prerequisite: Junior or Senior standing

Provides an overview of the social
psychological study of intergroup
relations, emphasizing underlying social
and individual dynamics. Considers
theory and research in the field and
the application of these to a variety of
societies and groups. Topics include the
importance of groups in individual identity
development; stereotypes, prejudice, and
discrimination; intergroup inequality and
injustice; collective action, and social
protest.

PSY 432 SEMINAR IN LEADERSHIP (3)

Three hours seminar per week Prerequisite: Consent of instructor
This course gives students an opportunity to both study and experience communicative, managerial, psychological, and sociological perspectives related to leadership. This includes in-depth study of aggression and dominance, group structure and behavior, decision-making, and the role of personality in leadership.

GenEd: D, E, Interdisciplinary

PSY 436 PSYCHOLOGY AND HISTORY OF EAST ASIAN WARRIOR CULTURES (3)

Three hours lecture per week Prerequisites: Upper division standing or Consent of instructor

Examines the psychological and historical roots of warrior cultures in East Asia. Characteristics such as duty, enlightenment, honor, loyalty, and discipline will be examined in the context of the individual and group psychology of warrior cultures throughout history. Psychological and historical conceptions of violence, aggression, and strategy will also be explored. Students will be encouraged to relate values derived from Asian warrior cultures to their own lives, while reflecting on the applicability of these ideas to modern life. Same as HIST 436 GenEd: D, E, Interdisciplinary

PSY 445 ADOLESCENT DEVELOPMENT (3)

Three hours lecture per week
Prerequisites: Upper division standing,
PSY 213 or Consent of instructor
Psychosocial dynamics of adolescents
and young adults. Topics include physical
and maturational development, theories
of adolescence, family and peer group
influences, sexuality, cognitive and
vocational development, schooling and
youth culture.

GenEd: D, E, Interdisciplinary

PSY 449 HUMAN-COMPUTER INTERACTION (3)

Three hours lecture in the lab per week The information exchange between humans and computer systems will be examined. Aspects of input/output devices, software engineering, and human factors will be discussed with respect to human-computer interactions. Topics include: text and graphic display; user modeling; program design, debugging, complexity and comprehension; and current research studies and methodologies. Same as COMP 449 GenEd: B4, E, Interdisciplinary

PSY 450 ADVANCES IN NEURAL SCIENCE (3)

Three hours lecture per week *Prerequisites: PSY 212 and PSY 314*Surveys current research on the nervous system, its development, and its control of behavior. The course also describes some neurological and behavioral disorders that are both instructive scientifically and important clinically. Includes inferences that can be made about human brain functions from the effects of neurological trauma and clinical tests.

PSY 457 CRIMINAL BEHAVIOR (3)

Three hours lecture per week Prerequisites: PSY 313 or Consent of instructor

An introduction to the fundamentals of criminal psychology through the study of the psychological factors which relate to or cause criminal behavior in individuals. The practice of forensic psychology, the legal system, law enforcement psychology, prison psychology, and the criminal behavior of groups will also be discussed.

PSY 460 ADDICTION STUDIES (3)

Three hours lecture per week
Prerequisites: PSY 100, Psy 217, and
PSY 313

Focuses on the influence of addictive disorders on individuals, family and society. Applies a multidisciplinary analytical framework. Topics include theories of addiction, pharmacology of drug use, assessment, family and community responses, treatment interventions, and policy issues related to societal responses to and treatment of addictions.

PSY 461 ADVANCED TOPICS IN CHILD AND ADOLESCENT DEVELOPMENT (3)

Three hours lecture per week Prerequisites: PSY 213, PSY 445 or Consent of instructor

Represents an advanced study of human growth and development. Repeatable by topic up to $\underline{9}$ units.

PSY 470 SEMINAR IN FREUD AND OBJECT RELATIONS THEORY (3)

Three hours lecture per week
Prerequisites: PSY 313 or Consent of
instructor

An overview of the works of Freud and neo-Freudian schools of thought. Emphasis on both structural and developmental models in psychoanalytic thought as applied to the individual and to society at large. Feminist and non-Western cultural interpretations of these theories will also be discussed.

PSY 471 SEMINAR IN JUNGIAN AND ARCHETYPAL PSYCHOLOGY (3)

Three hours lecture per week Prerequisites: PSY 313 or Consent of instructor

An overview of the works of Jung and neo-Jungian schools of thought. Emphasis on both structural and phenomenological views of Jung's work as applied to the individual and to society at large. Structural theories of mythology both Eastern and Western will be discussed in context of Jung's work.

PSY 473 BIZARRE BEHAVIOR AND CULTURE BOUND SYNDROMES (3)

Three hours lecture per week Prerequisites: PSY 313 or Consent of instructor

This course examines behaviors which seem to be at the extreme edge of the human repertoire. Nevertheless, such behaviors have at different times and cultures been considered normal. Students in this course will examine such behaviors with an open mind, while attempting to understand that so-called normal behaviors in our own culture could be construed as bizarre.

PSY 482 INTERMEDIATE STATISTICS (3)

Three hours lecture per week
Prerequisites: PSY 300 and PSY 301 and
PSY 303 or PSY 202

Presents advanced statistical analyses and their application including factorial designs, multivariate analysis of variance, and multiple regression. Emphasizes is on both the theoretical and applied aspects of the various statistical approaches.

PSY 490 TOPICS IN PSYCHOLOGY (1-3)

Up to three hours lecture per week Prerequisites: PSY 301 or Consent of instructor

Provides an in-depth study of some aspect of psychology. Repeatable by topic.

PSY 492 INTERNSHIP OR SERVICE LEARNING (1-3)

Prerequisites: Upper division standing and Consent of instructor

Supervised work/volunteer experience in an appropriate setting with supervision in the field from an appropriate person with credentials and/or experience in a specialty related to psychology. Students are required to write a report of their experience. Supervised work/volunteer experience in an appropriate setting. Includes supervision in the field from an appropriate person with credentials and/or experience in a specialty related to psychology. Students are required to write a report of their experience. Repeatable. Student Option: Graded or Credit/

PSY 494 INDEPENDENT RESEARCH IN PSYCHOLOGY (1-3)

Prerequisites: Upper division standing and Consent of instructor

An independent research project for undergraduate students supervised by a faculty member. A written report of the research is required. Repeatable.

PSY 497 DIRECTED STUDY IN PSYCHOLOGY (1-3)

Prerequisites: Upper division standing in Psychology and Consent of instructor An intensive study of some aspect of psychology, usually via an in-depth review of the literature. Intended for undergraduate students supervised by members of the psychology faculty. A written report summarizing the study is required. Repeatable.

PSY 499 SENIOR CAPSTONE COURSE (1-3)

Prerequisites: Upper division standing in Psychology and Consent of instructor This course is an interdisciplinary experience in which students work in teams, contributing their expertise to a community-based project group.

Sociology

SOC 100 INTRODUCTION TO SOCIOLOGY (3)

Three hours lecture per week
An introductory study of the basic
concepts, theoretical approaches, and
methods of sociology. Topics include:
the analysis and explanation of social
structure, social change, group dynamics,
socialization and self, social stratification,
and cultural diversity.

GenEd: D

SOC 201 SOCIAL PROBLEMS (3)

Three hours lecture per week Examines social problems in the United States from a sociological perspective. Social problems in the community such as homelessness, poverty, and racism will be explored through integrating classroom discussion, lecture, and reading. GenEd: D

SOC 202 INTRODUCTION TO RESEARCH METHODS (3)

Three hours lecture per week *Prerequisite: SOC 100*Introduction to the methodology used by sociologists and other social scientists to analyze, describe, and theorize about social issues and structures. Emphasis in both quantitative and qualitative research strategies, the role of theory in guiding research, and the application of scientific logic in the social sciences.

SOC 203 INTRODUCTION TO SOCIAL BUSINESS (3)

Interdisciplinary overview of Social Business models and their application to social, economic, technological, cultural, political and environmental issues both locally and globally. Introduction to the finance and planning of Social Businesses, as well as comparisons to traditional and other alternative business models.

Same as BUS 203, SOC 203 GenEd: D

SOC 303 STATISTICAL APPLICATIONS IN THE SOCIAL SCIENCES (4)

Four hours lecture per week Prerequisites: A passing score on the Entry Level Mathematics Exam (ELM) or MATH 105 or Equivalent

Introduces quantitative methods as used in social & behavioral science research with the goal of statistical literacy. Statistical techniques and data analysis unique to the behavioral and social sciences. Descriptive and inferential statistics to test hypotheses. Principles of sampling design, hypothesis testing for behavioral and social science research, data collection techniques, statistical analysis and interpretation of data, as well as written reporting of results. SPSS Statistics software.

Same as PSY 303, POLS 303 GenEd: B3

SOC 309 TOPICS IN GAY, LESBIAN, BISEXUAL, TRANSGENDER, AND QUEER STUDIES (1)

One hour lecture per week
This course provides an introductory
exposure to gay, lesbian, bisexual, and
transgendered issues through lecture,
presentation, activities, and discussion.
Each semester a new topic of importance
to gay, lesbian, bisexual, transgendered,
and/or queer individuals will be
presented. Repeatable up to 3 units.

Graded Credit/No Credit

SOC 310 RESEARCH METHODS IN SOCIOLOGY (4)

Four hours lecture per week Prerequisites: SOC/PSY/POLS 303
Focuses on research design and the basic data analysis skills introduced in SOC 303 to examine quantitative and qualitative methods of research. Topics may include: survey research design, hypothesis formulation, questionnaire and interview design, interviewing techniques, scaling, sampling, data preparation and analysis of data. Research ethics and related topics are also addressed.

SOC 322 SOCIOLOGY OF POPULAR CULTURE (3)

Three hours lecture per week Prerequisite: SOC 100

Examines popular culture from a sociological and a comparative perspective. Emphasizes the impact of mass media on individual behavior, marketing and consumption of amusements and entertainments in the domestic and global marketplace. Same as ENGL 322, COMM 322

SOC 330 POLITICAL SOCIOLOGY (3)

Three hours lecture per week Examines power and power structures at all levels of society. The roles of social classes, movements, and institutions in shaping the political process and social influences on political behavior are explored.

Same as POLS 330 GenEd: C3B, D, Interdisciplinary

SOC 331 NARRATIVES OF THE WORKING CLASS (3)

Three hours lecture per week Examines the lives of working people using various thematic approaches and disciplinary methodologies. Materials include literature, film, and case studies. Same as ECON 331, ENGL 331, HIST 331, POLS 331
GenEd: C2, D, Interdisciplinary

SOC 336 SOCIAL ENTREPRENEURSHIP (3)

Three hours lecture per week
Social entrepreneurship is about creating and leading organizations that strive to advance social change. Draws from both theory and practice to explore important trends in the private and social sectors, which are creating space for innovation and opportunities for individuals with business skills to drive positive change. Incorporates case studies, exercises, field trips, group presentations, and a semesterlong service project.

Same as BUS 336
GenEd: D, Interdisciplinary

SOC 348 HEALTHY AGING (3)

Three hours lecture per week Explores physical, cultural and psychosocial factors influencing health issues during the elderly years of life. Topics include aging stereotypes, cultural and family influences on the elderly, physiology of aging, lifestyles choices associated with healthy aging, and end of life care.

Same as NRS 348, PSY 348 GenEd: D, E, Interdisciplinary

SOC 350 SOCIAL STRATIFICATION: THEORIES OF SOCIAL CLASS (3)

Three hours lecture per week Prerequisites: SOC 100 and 300 or Equivalent

Analysis of the distribution of wealth, prestige, and power. Examines various approaches to the study of the causes of poverty, life chances of the poor, lifestyles of the wealthy, upward and downward mobility, and class and group conflict in society.

SOC 352 SOCIAL MOVEMENTS (3)

Three hours lecture per week Prerequisites: SOC 100, SOC 201, SOC 202

The sociology of social movements analyzes the causes and consequences of organized social action. The course examines theories of social movements and a variety of case studies of movements. Particular movements studied vary by semester.

SOC 360 RACE & ETHNICITY (3)

Three hours lecture per week Prerequisite: SOC 100

This course examines issues of race, religion, ethnic relations and power in the U.S. and elsewhere. Power, prejudice, and discrimination relating to minority status are emphasized.

SOC 370 CRIME AND SOCIETY (3)

Three hours lecture per week
Prerequisites: SOC 100, SOC 201,
SOC 202

Examination of forms, causes and the extent of crime in the United States. Focuses on why people break the law, the genesis of norms, and how the law is applied.

SOC 372 URBAN SOCIOLOGY (3)

Three hours lecture per week Prerequisite: SOC 100

Studies cities and urbanization, including processes of growth and change, the structuring of social space, dynamics of social inequality and the recent conflicts. Addresses processes of suburbanization, issues of race and diversity in the spatial and political dynamics of metropolitan areas, and the phenomenon of global cities.

SOC 374 SOCIOLOGY OF ORGANIZATIONS (3)

Three lecture hours per week Prerequisite: SOC 100

The sociological study of organizations addresses issues of organizational dynamics (internal processes, origins, development, collapse). This course

introduces students to the several dominant perspectives on organizations (rational, natural, and open system perspectives), as well as newer institutionalist approaches focusing on culture and legitimacy.

SOC 410 SOCIOLOGY OF GENDER AND SEXUALITY (3)

Three hours of lecture per week Prerequisites: SOC 100 and SOC 203 Analysis of gender and sexuality in human society with special attention to gendered socialization practices, issues in equality from historic as well as contemporary and cross-cultural perspectives, and sexual identities and behaviors

SOC 412 SEX, LOVE AND MONEY: THE FAMILY (3)

Three hours lecture per week
Prerequisites: SOC 100, SOC 201,
SOC 202

Analysis of the family as a social institution that meets specific social needs; as a social construction that is culturally bound and malleable, and as a source of social exchange and currency. Presents an understanding of contemporary intimate life in the U.S. by examining the social history of families and current areas of concern.

SOC 415 SOCIOLOGY OF RELIGION (3)

Three hours seminar per week Prerequisite: <u>Three</u> units in Sociology Examines religion in contemporary society: beliefs, rituals, organization, and the social functions of major denominations and religious cults. Examines stability and conflict, fundamentalism and secularization, and religion in the context of other social institutions.

SOC 418 SOCIOLOGY OF EDUCATION (3)

Three hours seminar per week Prerequisite: <u>Three</u> units in Sociology Course addresses the theoretical, methodological, and descriptive contributions of sociology to the study of education. Issues include access to education, quality of education, and importance of education in perpetuating the social class system.

SOC 420 CLASSICAL SOCIOLOGICAL THEORY (3)

Three hours lecture per week Prerequisites: SOC 100, SOC 201 and SOC 202

This course explores the origin and development of the discipline of sociology with a particular focus on the classical period: the 19th century to mid-20th century. Students will develop an

appreciation for the roots of sociological theorizing by reading the work of such thinkers as Emile Durkheim, Max Weber, W.E.B. DuBois, Karl Marx and others.

SOC 421 CONTEMPORARY SOCIOLOGICAL THEORY (3)

Three hours lecture per week
Prerequisites: SOC 100, SOC 201,
SOC 202 and SOC 420

Modern sociological paradigms from the 1960s forward to the present period including Marxism, neoMarxist modern theory, critical theory, symbolic interaction, rational choice, feminist theories and theories on modernity and post-modernity.

SOC 425 CONTEMPORARY IMMIGRATION ISSUES (3)

Three hours lecture per week Prerequisites: CHS 100 or Equivalent Cross disciplinary examination of contemporary immigration and citizenship in the United States in comparison with other countries. Same as CHS 425

SOC 429 SOCIAL CHANGE IN SPAIN (3)

Three hours lecture per week
Prerequisites: SPAN 202 or SPAN 212 or
with Consent of instructor

Taught in Spanish. Addresses two aspects of Spanish culture, the tremendous social change during the period known as the transition from the dictatorship of Franco to a modern democratic state, as well as how social change is expressed in a variety of social institutions.

Same as SPAN 429

SOC 440 POPULATION STUDIES (3)

Three hours lecture per week

Prerequisites: SOC 100 and MATH 202

This course focuses on the basic
concepts, skills and issues in demography
and population studies. It will apply
concepts to contemporary population
issues such as family demography, urban
transition, environmental degradation, and
economic development.

Same as ESRM 440

GenEd: D, Interdisciplinary

SOC 448 GLOBALIZATION AND DEVELOPMENT (3)

Three hours lecture per week Prerequisite: SOC 100

Examines empirical and theoretical issues of globalization from a sociological perspective, to understanding how the forces of globalization affect economic, political and cultural systems of both developed and developing nations.

Same as ECON 448, BUS 448

GenEd: D, Interdisciplinary

SOC 490 TOPICS IN SOCIOLOGY (3)

Three hours per week Prerequisite: Consent of instructor In-depth analysis of current topics in sociology. Topics vary. Repeatable by topic.

SOC 492 FIELD EXPERIENCE IN SOCIOLOGY (2-3)

Variable lecture/activity, up to seven hours per week

Prerequisites: SOC 303, SOC 310, Junior-level standing, GPA 3.0 and above, and Consent of instructor

Field experience in Sociology offers an internship placement and/or applied research opportunity for advanced students of Sociology. Repeatable up to <u>6</u> units.

Graded Credit/No Credit

SOC 494 INDEPENDENT STUDY (1-3)

Prerequisite: Consent of instructor Independent study in Sociology. Repeatable, up to 3 units may be applied to the major. Independent study is for advanced students who wish to propose a course of study not currently offered in the curriculum.

SOC 499 CAPSTONE (3)

Three hours lecture per week Prerequisite: Completion of all core courses in Sociology

Complete a research project based on a specific area in the discipline of sociology. Research projects may incorporate service to an area agency.

Spanish

SPAN 101 ELEMENTARY SPANISH I (4)

Four hours lecture per week
Develops basic functional proficiency
in the Spanish language. As students
develop their listening, speaking, reading
and writing skills, they acquire knowledge
about cultural similarities and differences
between the U.S. and the Spanishspeaking world. Not for native Spanish
speakers or those with two or more years
of high school Spanish within the last
three years, or those with college level
Spanish.
GenEd: C3A

SPAN 102 ELEMENTARY SPANISH II (4)

Four hours lecture per week Prerequisites: SPAN 101 or Equivalent continuation of SPAN 101.

Continued development of basic functional proficiency in Spanish. As students continue to develop their listening, speaking, reading and writing skills, they will acquire more basic knowledge about the culture and civilization of the Spanishspeaking world. Students with knowledge beyond this course level will be required to take a higher level Spanish course. GenEd: C3A

SPAN 105 ELEMENTARY SPANISH FOR K-12 TEACHERS (3)

Three hours of lecture per week Prerequisites: SPAN 101 or equivalent Fosters the development of basic functional proficiency in the Spanish language, with emphasis on terminology and interactions related to school settings. The course is designed for those interested in learning to better communicate with Spanish-speaking members of the school population. Topics will include: Spanish alphabet, classroom vocabulary, and communication with parents.

SPAN 201 INTERMEDIATE SPANISH I (4)

Four hours lecture per week Prerequisites: SPAN 102 or equivalent Through the study of the culture and civilization of the Hispanic world, students continue to develop their listening, speaking, reading and writing skills in Spanish.

GenEd: C3A, C3B

SPAN 202 INTERMEDIATE SPANISH II (4)

Four hours lecture per week Prerequisites: SPAN 201 or equivalent Continuation of SPAN 201. Through the study of the culture and civilization of the Hispanic world, students further develop their listening, speaking, reading and writing skills in Spanish. GenEd: C3A, C3B

SPAN 211 SPANISH FOR HERITAGE SPEAKERS I (4)

Four hours lecture per week Prerequisite: Consent of instructor

Designed for students accustomed to hearing Spanish spoken at home, who are able to understand much of what they hear as well as speak some Spanish, and who are interested in further developing their speaking, reading and writing skills in Spanish. Includes discussion of Hispanic cultures, with an emphasis on Hispanic communities within the U.S. GenEd: C3A, C3B

SPAN 212 SPANISH FOR HERITAGE SPEAKERS II (4)

Four hours lecture per week
Prerequisites: SPAN 211 or equivalent or
Consent of instructor

Continuation of SPAN 211. Designed for students accustomed to hearing Spanish spoken at home, who are able to understand much of what they hear as well as speak some Spanish, and who are interested in further developing their speaking, reading and writing skills in Spanish. Includes discussion of Hispanic cultures, with an emphasis on Hispanic communities in the U.S. GenEd: C3A, C3B

SPAN 301 ADVANCED SPANISH: PART ONE (3)

Three hours lecture per week
Prerequisites: SPAN 202 or SPAN 212 or
Consent of instructor

Enhancement of communicative abilities in listening, speaking, reading and writing through the examination of topics of interest in the Hispanic world. Several of the topics include: cultural perspectives, ancestry and roots, and work and leisure. Student projects to include presentations, service activities and cultural portfolio. *GenEd: C3A*

SPAN 302 ADVANCED SPANISH: PART TWO (3)

Three hours lecture per week
Prerequisites: SPAN 202 OR SPAN 212 or
Consent of instructor

Further enhancement of communicative abilities in listening, speaking, reading and writing through the examination of topics of interest in the Hispanic world. Several of the topics include: tradition and change, cultural and linguistic contrasts, and human rights and equality. Student projects to include presentations, service activities and cultural portfolio. GenEd: C3A

SPAN 304 SPANISH FOR CAREERS AND PROFESSIONS (3)

Three hours lecture per week Prerequisites: SPAN 301 or SPAN 302 (may be taken concurrently) or Consent of instructor

Interactive study of Spanish as applied to the fields of business, education, health professions and social services. Students will learn the basic vocabulary and expressions pertaining to these fields.

SPAN 310 INTRODUCTION TO PROSE, POETRY AND DRAMA (3)

Three hours lecture per week Prerequisites: SPAN 301 or SPAN 302 or Consent of instructor

This is an introductory literature course designed to develop students' ability to read, discuss and write about literary texts. Selections of poetry, prose, and dramatic works from among Spanish, Latin American and U.S. Latino authors will be explored.

SPAN 311 BILINGUAL LITERARY STUDIES/ ESTUDIOS LITERARIOS BILINGUES (3)

Three hours lecture per week
Prerequisites: ENGL 103 or ENGL 105
and SPAN 202 or SPAN 212 or Consent
of instructor

This course explores the literatures of the Americas written in two languages: English and Spanish. Course texts will include works written by bilingual U.S. authors and Latin American authors writing primarily in Spanish; genres may include novels, with a special focus on Magical Realism/el realismo magico, short stories/cuentos, and poetry. Readings will be in the original language; class discussions will be bilingual. Same as ENGL 311

SPAN 315 INTRODUCTION TO SPANISH LINGUISTICS (3)

Three hours lecture per week
Prerequisites: SPAN 301 or SPAN 302 or
Consent of instructor

Introduction to the analysis of the Spanish language from various linguistic perspectives, such as phonology, morphology and syntax. Explores the historical development of Spanish, dialectal variation in the Spanish-speaking world, the use of Spanish in the U.S., and language acquisition. Taught in Spanish.

SPAN 320 INTRODUCTION TO SPANISH TRANSLATION (3)

Three hours lecture per week Prerequisites: SPAN 202 or SPAN 212 or Consent of instructor

This course is an introduction to the history, theory, and practice of translation from Spanish to English and from English to Spanish. In the process of translating texts, students will learn strategies, techniques and principles of translation and, at the same time, increase their proficiency in Spanish.

SPAN 334 SPANISH LANGUAGE DRAMA AND THEATRE (3)

Three hours lecture per week
Read and analyze one-act plays from
diverse parts of the Spanish-speaking
world, and focus on majors works for indepth study and performance. In addition
to learning about the historical, cultural
and sociological context of the plays,
students will learn acting techniques
and appropriate Spanish-language
vocabulary and phrases. Note: Course is
open to all levels of Spanish speakers.

Same as PATH 334
GenEd: C2, C3B, Interdisciplinary

SPAN 350 ADVANCED SPANISH GRAMMAR AND COMPOSITION (3)

Three hours lecture per week Covers the fundamentals of Spanish accentuation, spelling, punctuation, as well as some advanced grammar and writing elements.

SPAN 410 CIVILIZATIONS AND CULTURES OF SPAIN (3)

Three hours lecture per week Prerequisites: SPAN 301 or SPAN 302 or Consent of instructor

Explores the history of Spain, from the formation of Hispania to the present. Broadens their knowledge of major geographical, political, religious and literary aspects of Spain.

SPAN 411 CIVILIZATIONS AND CULTURES OF LATIN AMERICA (3)

Three hours lecture per week Prerequisites: SPAN 301 or 302 or Consent of instructor

Explores the history of the Spanishspeaking regions of Latin America, from pre-Colombian civilizations, to the Spanish conquest, to the present. Students will broaden their knowledge of major geographical, political, religious and literary aspects of Latin American culture.

SPAN 415 SPANISH LANGUAGE VARIATION & DIVERSITY (3)

Three hours lecture per week Prerequisites: SPAN 315 or Consent of instructor

This course provides a linguistic exploration of Spanish language variation. It explores different types of language variations, including historical change (language evolution from Latin to Spanish), geographical variation (different dialects in the Spanish-speaking world), and sociolinguistic variation (based on economic class, age, gender, etc.). It also analyzes fundamental issues in bilingualism (such as Spanish-English codeswitching) and other sociopolitical topics relating to the use of Spanish in the United States.

SPAN 420 SPECIALIZED SPANISH TRANSLATION (3)

Three hours lecture per week Prerequisites: SPAN 320 or Consent of instructor

Practice and critique of translations of a range of specialized material (legal, literary, business, social science, technical, and audiovisual) both from Spanish to English and from English to Spanish. Review of translation theory, methods, techniques, and problems.

SPAN 421 SPANISH FOR EDUCATORS I (3)

Three hours lecture per week
Prerequisites: SPAN 301 or SPAN 302 or
Consent of instructor

Prepares students to function effectively in Spanish within a school setting. Emphasis is placed on developing the Spanish fluency and vocabulary necessary for classroom and school-related community situations. Course content emphasizes the K-6 school setting. The topics include: General school-related vocabulary, parent-teacher conferences, writing letters, language arts and reading vocabulary, examples of Spanish-language children's literature, social studies and mathematics. This course does not count toward the Spanish Major.

SPAN 422 SPANISH FOR EDUCATORS II (3)

Three hours lecture per week
Prerequisites: SPAN 301 or SPAN 302 or
Consent of instructor

Prepares students to function effectively in Spanish within a school setting. Emphasis is placed on developing the Spanish fluency and vocabulary necessary for classroom and school-related community situations. Course content emphasizes the K-6 school setting. The topics include: 1) General science vocabulary (parts of the body, illnesses, foods and nutrition, animals, plants, minerals, weather, solar system), 2) General art vocabulary and brief introduction to several Hispanic artists and their work, 3) General music vocabulary and brief introduction to several Spanish-language songs, including children's songs. This Course does not count toward the Spanish major.

SPAN 429 SOCIAL CHANGE IN SPAIN (3)

Three hours lecture per week
Prerequisites: SPAN 202 or SPAN 212 or
with Consent of instructor

Taught in Spanish. Addresses two aspects of Spanish culture, the tremendous social change during the period known as the transition from the dictatorship of Franco to a modern democratic state, as well as how social change is expressed in a variety of social institutions.

Same as SOC 429

SPAN 450 INTRODUCTION TO LITERARY TRANSLATION (3)

Three hours lecture per week
Prerequisites: SPAN 310 and SPAN 320,
or Consent of instructor

An introduction to the theory and practice of literary translation from Spanish to English and vice-versa. Genres to be studied include poetry, short story, novel, and drama.

SPAN 460 MASTERPIECES OF SPANISH LITERATURE (3)

Three hours lecture per week Prerequisites: SPAN 310 or Consent of instructor

Advanced literature course designed to develop reading, writing, and literary analysis. Focuses on selections of poetry, prose, and theater from literary masterpieces of Spanish Literature. Lectures, discussions, and analysis of the texts will be the center of class activities.

SPAN 461 MASTERPIECES OF LATIN AMERICAN LITERATURE (3)

Three hours lecture per week Prerequisites: SPAN 301 or Consent of instructor

Advanced literature course that explores major Latin American Literary works. Enhances students' knowledge of Latin American Literature, history and culture. Develops critical thinking and improve students' reading and writing skills and Spanish language vocabulary.

SPAN 462 MODERN MEXICAN LITERATURE (3)

Three hours lecture per week Prerequisites: SPAN 302 and SPAN 310 Advanced literature course that explores major literary works of modern Mexico starting with those that emerged from the Revolution of 1910. Includes the genres of poetry, prose, drama, and essay.

SPAN 490 SPECIAL TOPICS IN SPANISH (3)

Three hours lecture per week

Prerequisite: Consent of instructor

Selected topics on Spanish language,
linguistics, Hispanic cultures, and
literatures. Repeatable for up to 9 units.

SPAN 499 CAPSTONE IN SPANISH (2)

Two hours seminar per week
Prerequisites: Senior standing as a Spanish
major or Consent of instructor
Students design and complete a project
that integrates prior course work with
the University's mission. The project may
involve an interdisciplinary activity, a
service learning experience, and reflect a
multicultural or international perspective.

Special Education

SPED 345 INDIVIDUALS WITH DISABILITIES IN SOCIETY (3)

Three hours lecture per week Major types of disabilities and giftedness, including definitions, causes, characteristics, and educational implications. Topics include: disability perspectives and social, legal, and educational considerations of disability issues.

Same as PSY 345 GenEd: D, E, Interdisciplinary

SPECIAL TOPICS IN SPECIAL EDUCATION (1-3)

Prerequisites: Upper division standing and Consent of instructor

In-depth analysis of current topics in special education. Topics vary each semester. Repeatable by topic.

Student Option: Graded or Credit/
No Credit

SPED 494 INDEPENDENT RESEARCH IN SPECIAL EDUCATION (1-3)

Prerequisites: Upper division standing and Consent of instructor

Students design and implement an independent research project in special education in conjunction with a faculty member. Repeatable up to $\underline{\phi}$ units, 3 completions.

Student Option: Graded or Credit/ No Credit

SPED 497 DIRECTED STUDIES IN SPECIAL EDUCATION (1-3)

Prerequisites: Upper division standing and Consent of instructor

An intensive directed study of some aspect of field of special education under the direction of a faculty member. Repeatable up to $\underline{\phi}$ units, max 3 completions.

Student Option: Graded or Credit/ No Credit

SPED 499 SENIOR CAPSTONE PROJECT SEMINAR IN SPECIAL EDUCATION (1-3)

Prerequisites: Upper division standing and Consent of instructor

Students work on research or community-based projects in the field of special education. A written report of the project is required. Repeatable.

Student Option: Graded or Credit/ No Credit

SPED 530 TYPICAL AND ATYPICAL DEVELOPMENT (3)

Three hours lecture per week
Focus on typical and atypical
development from the prenatal stage
to adulthood and the implications
for learning. Emphasis on atypical
development associated with various
disabilities and risk conditions. Resilience
and protective factors and their impact on
learning. Theories of typical and atypical
child development, including educational
and home settings, schools, communities,
and culture are integrated.

SPED 541 FOUNDATIONS OF SPECIAL EDUCATION (3)

Three hours lecturer week
Prerequisites: Admission to Education
Specialist Credential Program and SPED
345, ENGL 475, SPED 530, EDUC 512
Ethical standards, professional practices, laws, regulations and policies related to the provision of services to individuals with disabilities and their families.
Models, theories and practices that form the basis for special education practice. History of special education and contributions of culturally diverse groups.
Development of professional perspective that reflects status of special education services in society.

SPED 542 MANAGING LEARNING ENVIRONMENTS (3)

Three hours lecture/discussion per week Prerequisites: Admission to Education Specialist: Credential Program Corequisites: SPED 562 or SPED 570 or SPED 580

Functional assessment of behavior, behavior management strategies, communication styles and their impact on learning; laws, regulations, and strategies for promoting positive and self-regulatory behavior in students. Designing and implementing positive behavioral support plans.

SPED 543 CURRICULUM AND INSTRUCTION FOR SPECIAL EDUCATION (4)

Four hours lecture per week Prerequisites: Admission to Education Specialist: Credential Program and EDUC 510, EDUC 512, ENGL 475 and SPED 345

Corequisites: SPED 570 or SPED 580 or SPED 562 or SPED 585

Identifies the characteristics and needs, and the range of service and delivery models for students with mild to moderate disabilities. Develop unit and lesson plans that adapt and modify curriculum and lessons used in general education. Strategies for collaborating and consulting with paraprofessionals, general education teachers and other professionals.

SPED 544 CURRICULUM AND INSTRUCTION FOR SPECIAL EDUCATION II (4)

Four hours lecture per week
Prerequisite: Admission to Education
Specialist: Credential Program
Corequisites: SPED 570 or SPED 580 or
SPED 585 or SPED 562

Prepares students to identify specific academic needs for students with mild/moderate disabilities using multiple forms of assessment and instruction. Students develop instructional plans to meet the individual needs with mild/moderate disabilities using evidence based practices.

SPED 545 ASSESSMENT OF STUDENTS WITH DISABILITIES (3)

Three hours lecture/discussion per week Prerequisites: Admission to Education Specialist Credential Program and SPED 541, SPED 542, SPED 543, SPED 570 Basic principles, processes and strategies for assessment. Use of effective assessment techniques, tools and approaches for individuals who are culturally, linguistically, ethnically, socio-economically and ability diverse in general education and special education settings to make educational decisions.

SPED 546 CONSULTATION AND COMMUNICATION WITH FAMILIES AND PROFESSIONALS (3)

Three hours of lecture/discussion per week

Prerequisites: Admission to Education Specialist: Mild/Moderate Disabilities Credential Program

Corequisites: SPED 562 or SPED 570
Strategies for effectively collaborating, communicating and working in partnership with individuals with disabilities and their families, other caregivers, school administrators, general and special education teachers, specialists and paraprofessionals and community agency and related service personnel. Planning for transition across the life span for learners with special needs

SPED 547 AUTISM SPECTRUM DISORDERS IN THE CLASSROOM (2)

Two hours lecture per week

Prerequisites: SPED 345 and SPED 530 Corequisite: Enrollment in a Credential Program

Provides knowledge of how to work with students with autism in a K-12 classroom. Core challenges associated with language and communication, social skills, behavior, and processing and their implications for program planning and service delivery for students with autism. Meets the requirements for the added authorization for Autism, when taken with the CI Ed Spec credential program.

SPED 560 ACCESS TO LEARNING: A FOCUS ON INDIVIDUAL DIFFERENCES (2)

Two hours lecture/discussion per week Prerequisite: Admission to the Single Subject or Special Education Level I Credential Program

Focuses on methods and techniques for identifying and teaching students with special needs, including culturally diverse and gifted and talented students. Addresses collaboration between content area and special education teachers, working with diverse families and the unique issues associated with integrating students with special needs in secondary settings.

Same as EDSS 560

SPED 562 FIELD EXPERIENCE (2)

A minimum of one school day in local public schools per week

Prerequisite: Admission to the Education Specialist: Mild/Moderate Disabilities Credential Program

Corequisites: Any of the following: SPED 542, SPED 545, SPED 546

Participatory observation in school settings under the supervision of a university supervisor and/or classroom teacher for Education Specialist Candidates and Approved Interns. Repeatable up to 6 units.

Graded Credit/No Credit

SPED 570 STUDENT TEACHING IN SPECIAL EDUCATION I (6)

Equivalent to 8 weeks of full time student teaching

Prerequisite: Admission to Education Specialist Credential Program This the first of a two part field experience course that provides students with the opportunity to gradually assume the responsibilities of a special education teacher in a public school including

teaching, assessing students, IEP

development, collaborating

with parents, teachers and special services personnel.

Graded Credit/No Credit

SPED 571 STUDENT TEACHING SEMINAR (1)

One hour seminar per week

Prerequisite: Students must be enrolled in the Education Specialist Level 1 Credential Program.

Corequisite: SPED 570

Guided discussion of experiences during student teaching, and preparation for securing a teaching position.

Graded Credit/No Credit

SPED 580 STUDENT TEACHING IN SPECIAL EDUCATION II (6-8)

Equivalent to a minimum of 8 weeks of student teaching.

Prerequisite: Admission to Education Specialist Credential Program Corequisite: SPED 581

This is the second part of a two part field experience series that provides students with the opportunity to gradually assume the responsibilities of a special education teacher in a public school including teaching, assessing students, IEP development, collaborating with parents, teachers and special services personnel. Graded Credit/No Credit

SPED 581 STUDENT TEACHING SEMINAR (2)

Two hours seminar per week
Prerequisite: Admission to the Education
Specialist Credential Program
Corequisites: SPED 570, SPED 580,
SPED 585 or SPED 562
Guided discussion of experience during
student teaching, reflective feedback on

student teaching, reflective feedback on student teaching experiences, preparation for securing a teaching position.
Facilitation of final student assessments.

Graded Credit/No Credit

SPED 585 INTERN FIELD SUPPORT AND SEMINAR (3)

One hour seminar and four hours activity per week

Prerequisite: Students must be enrolled in the Education Specialist Level 1 Credential Program and be employed as a Special Education Intern at a local school.

Repeatable up to 12 units.

Special education interns will participate in the Intern Field Support Seminar each semester they are enrolled in the credential program. Students will receive support at their school site and attend a seminar. Seminar will focus on guided discussion of experience during teaching, reflective feedback on teaching experiences and problem solving. Graded Credit/No Credit

SPED 640 INDUCTION PLANNING AND SUPPORT (1)

Two hours seminar per week
Prerequisite: Admission to Level II Education
Specialist credential program
Corequisite: Working as a special
education teacher

Development of a Level II Professional Induction Plan in collaboration with a University Supervisor and a District Support Provider. The plan will include university and non-university components. The plan will identify the candidate's professional area of specialization and area of need. The induction plan will build upon the theoretical and practical knowledge gained in the Education Specialist Level I program and guide the candidate in developing a specific emphasis within the field of special education.

Graded Credit/No Credit

SPED 641 ADVANCED PERSPECTIVES IN SPECIAL EDUCATION (3)

Three hours lecture per week
Prerequisite: Admission to Level II Education
Specialist Credential Program
Corequisite: Working as a Special
Education Teacher

This course prepares teachers and administrators to remain abreast of effective advanced practices in the field of special education. Students will demonstrate knowledge and abilities to interpret apply and disseminate current and emerging research, theory, legislation, policy and practice related to special education.

SPED 642 ADVANCED BEHAVIOR AND ENVIRONMENTAL SUPPORT (3)

Three hours lecture per week
Prerequisite: Admission to Level II Education
Specialist credential program
Corequisite: Working as a special
education teacher

Examination and analysis of theories, research, and best practices of behavior and environmental support for students with disabilities within their own school settings.

SPED 643 ADVANCED ASSESSMENT AND INSTRUCTIONAL PRACTICES FOR DIVERSE LEARNERS (3)

Three hours lecture per week Prerequisite: Admission to Level II Education Specialist credential program Corequisite: Working as a special education teacher

This field based seminar course builds upon students knowledge and skills of assessment and instructional methodology learned in their level I Education Specialist credential. Students have the opportunity

to discuss and review current practices in special education on the local, state and national level. Students review current trends in multicultural and bilingual special education, augmentative communication, data-based decision making, early intervention, outcomes assessments, technology and other areas that effect special education practices for students with mild/moderate disabilities.

SPED 646 ADVANCED COLLABORATIVE PARTNERSHIPS AND EFFECTIVE COMMUNICATION IN SCHOOL SETTINGS (3)

Three hours lecture/discussion per week Prerequisite: Admission to Level II Education Specialist credential program Corequisite: Working as a special education teacher Examination and analysis of theories,

Examination and analysis of theories, research, and best practices for collaborative partnerships and effective communication within their own school settings and, professional and family environments.

SPED 647 TRANSITION AND CAREER EDUCATION (1)

One hour seminar per week
Prerequisite: Admission to Level II Education
Specialist credential program
Corequisite: Working as a special
education teacher
Students in this seminar will gain an
understanding of transition planning

Students in this seminar will gain an understanding of transition planning and career education for students with disabilities. Students will demonstrate the ability to write and implement successful transition plans for students transitioning out of public education. Students will learn about career services for people with disabilities available from educational and community agencies. Graded Credit/No Credit

SPED 649 INDUCTION EVALUATION (1)

One hour seminar per week Prerequisites: SPED 640, 641, 642, 643, 646, and 647

Corequisite: Working as a special education teacher

This field based seminar course will evaluate and finalize candidates' Professional Level II Induction Plan and Professional Development Portfolio. The candidate will work with his/her University Supervisor and District Support Provider to demonstrate and/or document proficiency in the California State Standards for Education Specialists. The candidate will provide evidence for professional development within an area of need and area of specialization as determined in SPED 641. Repeatable. Graded Credit/No Credit

SPED 655

HISTORICAL AND CONTEMPORARY PORTRAITS OF DISABILITIES AND SPECIAL EDUCATION (3)

Three hours lecture per week
An examination of the history of
disabilities with an emphasis on the
social reform movements and prominent
philosophies that have shaped
contemporary policies for individuals
with disabilities in the United States.
Focus on the life histories of individuals
with disabilities and their families;
family support and disability advocacy
movements. Examination of the trends in
public education and civil rights that have
impacted individuals with disabilities in
historical and contemporary contexts.

SPED 690 ADVANCED TOPICS: SPECIAL EDUCATION (3)

Three hours seminar per week Prerequisite: Admission to MA in Education Program

Provides a critical examination of current issues surrounding the field of special education, examples include, instructional methodologies, latest research, legislation and policy, case law, high stakes exams, over-representation of minorities in special education, and teacher shortages.

University

UNIV 100 UNIVERSITY LIFE AND COLLEGE SUCCESS (1)

One hour seminar per week This course introduces first-year students to university life, the structure and policies of the University and development of strategies and skills to help insure success in college. Through self-evaluation, lecture, activities and class discussion, students will develop an individualized plan for personal, social, academic and professional success. Students 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. UNIV 100 is appropriate for freshmen; UNIV 101 is appropriate for transfer students. Student Option: Graded or Credit/ No Credit

UNIV 110 CRITICAL THINKING AND THE UNIVERSITY MISSION (3)

Three hours lecture per week
This course teaches critical thinking
skills, including forms of logic, by
introducing students to the four
components of our mission. Through
special presentations, guest lectures,
and small discussion sections. Students
will apply various types of arguments
and understand the relationship of
language to logic in analyzing issues and
opportunities specific to multiculturalism,
internationalism, interdisciplinarity and
community engagement.

GenEd: A3

UNIV 150 FIRST YEAR SEMINAR (4)

Four hours lecture per week Corequisites: ENGL 102/103, ENGL 105 or ENGL 106

This freshman seminar integrates the CI mission and critical thinking with strategies to promote student success. Students will develop literacies (quantitative, information, scientific, financial, cultural), communication skills (oral and written), and multicultural perspectives (in national and international contexts). The seminar promotes success in major core courses and/or introduces students who have not declared a major to CI's interdisciplinary ways of knowing. GenEd: A3, C3B

UNIV 300 UNIVERSITY LIFE AND COLLEGE SUCCESS FOR TRANSFER STUDENTS (1)

One hour seminar per week Facilitates transfer student success on the CI campus by assisting students in their transition to CI; provides support in developing an individualized plan for personal, social, academic, and professional success. Introduces transfer students to university life, the structure and policies of the University. Development of strategies and skills to help ensure student's success in college. Introduction to campus academic and student resources, major and career exploration, academic expectations and resources and skills necessary for success. Student Option: Graded or Credit/

UNIV 391 UNITED STATES TRAVEL STUDY EXPERIENCE (1-3)

Two to six hours activity per week Provides an opportunity for students to earn credit for travel and study within the United States. Students study a topic or discipline associated with the travel destination. Students participate in university sponsored travel that facilitates or enhances specialized study under the direction of faculty from a campus academic program. Students are required to synthesize the results of their course experience in a written, visual or presentation format. Repeatable for credit up to 9 units. A lab fee is required.

UNIV 392 INTERNATIONAL EXPERIENCE (1-3)

Provides an opportunity for students to earn credit for travel and study in a country outside the US, where the student is immersed in a foreign culture. With faculty advisor approval, students may participate in a university-sponsored trip abroad or a personal trip abroad. Requires an approved plan of study by the faculty advisor prior to the experience. Repeatable for credit. GenEd: C3B

UNIV 491 MODEL UNITED NATIONS (1)

Two hours of activity per week Prerequisite: POLS 490
Special Topics: UN
For students participating in the Model United Nations program. Students research and roleplay positions of various countries on selected global issues.
Repeatable up to 5 units.
Graded Credit/No Credit

UNIV 493 SERVICE LEARNING AT THE ZOO (1-3)

One to three hours activity per week Prerequisites: BIOL/BUS/ECON/EDUC 342 and Consent of instructor
Working with local zoos individuals or teams of students will engage in service learning projects where they will apply skills and competencies acquired in their academic programs to issues and challenges facing modern zoos.
Student Option: Graded or Credit/No Credit
Same as BIOL 493, BUS 493, ECON 493, EDUC 493

UNIV 498 FACULTY-STUDENT COLLABORATIVE RESEARCH (3)

Six hours activity per week *Prerequisite: Consent of instructor*Students will engage in the creation of original intellectual or creative work by collaborating with a faculty member on a research project of the faculty member's choosing. Student activities will include reading scholarly publications, research or creative activities both independently and with the faculty mentor, attending workshops, writing, and preparation of a conference presentation. Repeatable up to *Q* units.

Student Option: Graded or Credit/ No Credit



SECTION 14 Faculty Biographies





2011-2012 • Catalog California State University Channel Islands

FACULTY BIOGRAPHIES

Virgil H. Adams III

Associate Professor of Psychology

Ph.D., Psychology, 1994, University of California Santa Cruz M.S., Psychology, University of California Santa Cruz B.A., Psychology, California State University, Fresno Areas of Specialization: Social Psychology, Intergroup Relations, Hope, Quality of life, African American Families

William Hampton Adams

Associate Professor of Anthropology Ph.D., Anthropology, 1976, Washington State University M.A., Anthropology, Washington State University A.B., Anthropology, Indiana University Areas of Specialization: Historical archaeology; oral history; ethno-history; ethno-archaeology; human ecology; environmental history; cultural heritage management; cultural preservation; applied anthropology; African-American history; USA; Oceania; Australia.

Mary Adler

Associate Professor of English Ph.D., Curriculum and Instruction, 2002, University at Albany, State University of New York M.A., English/Creative Writing, University at Albany, State University of New York B.A., History, University of California at Los Angeles

Areas of Specialization: English education (literature instruction, classroom discourse studies, writing development & processes), second language acquisition

José M. Alamillo

Associate Professor of Chicana/o Studies Ph.D., Comparative Cultures, 2000, University of California, Irvine M.A., Comparative Cultures, University of California, Irvine B.A., Sociology and Communication Studies, University of California, Santa Barbara

Areas of Specialization: Chicana/o Studies; race and ethnicity; gender, immigration and labor, sports and oral history

Ruben Alarcón

Assistant Professor of Biology Ph.D., Biology, 2004, University of California, Riverside B.S. Biology, B.S. Chemistry, University of California, Irvine Areas of Specialization: Pollination biology, community ecology, insect behavior

Simone Aloisio

Associate Professor of Chemistry Ph.D., Analytical Chemistry, 2000, Purdue University B.A., Chemistry, Bradley University Areas of Specialization: Atmospheric

chemistry, theoretical chemistry, infrared spectroscopy.

Sean Anderson

Assistant Professor of Environmental Science and Resource Management

Ph.D., Population Biology, 2003, University of California Los Angeles B.A., Environmental Science, University of California Santa Barbara B.A., Ecology and Evolution, University of California Santa Barbara

Areas of Specialization: Restoration Ecology, Conservation Biology, Marine Biology, Wetland Ecology

Harley Baker

Professor of Psychology Ed.D., Organization and Leadership, 1999, University of San Francisco M.S., Developmental Psychology, University of California Santa Cruz M.A., Psychology, San Jose State University B.A., Psychology, California State University Stanislaus Areas of Specialization: Psychometrics,

adolescence, attachment theory, psychoanalytic thought, psychology of religion.



Julia Balén

Associate Professor of English

Ph.D., Comparative Cultural and Literary Studies, 1993, University of Arizona

M.A., English Literature,

University of Arizona

B.A., English/Creative Writing, University of Arizona

Areas of Specialization: Twentieth century world literature, feminist studies, activism and social change, sexuality and gender studies

Terry L. Ballman

Professor of Spanish

Ph.D., Spanish Linguistics, 1985,

University of Texas

M.A., Spanish,

California State University Long Beach

B.A., Spanish,

California State University Long Beach

Areas of Specialization: Spanish Language Acquisition, Second/Foreign Language Teaching

Frank P. Barajas

Associate Professor of History Ph.D., History, 2001,

Claremont Graduate University

M.A., B.A., History,

California State University, Fresno

Areas of Specialization: California History, Chicano Studies, Twentieth Century United States History

Andrzej (A.J.) Bieszczad

Associate Professor of Computer Science

Ph.D., Electrical Engineering, 1996, Carleton University

M.C. C------

M.S., Computer Science,

Carleton University

M.S., Informatics,

Jagiellonian University, Krakow, Poland

Areas of Specialization: Cognitive Informatics, Artificial Intelligence, Intelligent Agents, Network and Service Management, Internet Programming, Game Programming

Robert Bleicher

Professor of Education-Science

Ph.D., Educational Psychology, 1993, University of California

Santa Barbara

M.A., Educational Psychology, University of California Santa Barbara

B.A. (Honors), Chemistry, University of California Davis

Areas of Specialization: Classroom Discourse, Self-Efficacy, Science

Education, Service Learning

Merilyn Buchanan

Associate Professor of Education

Ph.D., Education: Study of Schooling, 1991,

University of California Los Angeles

M.Ed., Education: Curriculum Design and Evaluation, Liverpool

University, UK.

B.Ed., Education: Environmental
Science, Liverpool Institute of Higher

Education, U.K.

Cert. ED., Primary Education: Environmental Studies, Notre Dame College, U.K.

Area of Specialization: K-6th grade mathematics education, teacher's work experiences, organization and function of professional development schools.

Geoffrey W. Buhl

Assistant Professor of Mathematics

Ph.D., Mathematics, 2003,

University of California Santa Cruz

B.A., Mathematics,

University of Michigan

Area of Specialization: Mathematical structures in string theory, Lie algebras.

Catherine Scott Burriss

Assistant Professor of Performing Arts

Ph.D., Performance Studies,

University of California Berkeley

B.A., Theatre Arts,

University of California Santa Cruz

Area of Specialization: Contemporary Theater and Performance Art, Early Modern English and Italian Theater, Feminist and Queer Studies, Mimetic Theory, Acting, Directing, Dramaturgy

Rainer F. Buschmann

Professor of History

Ph.D., History, 1999,

University of Hawai'i at Manoa

M.A., Anthropology,

University of Hawai'i at Manoa

B.A., Anthropology,

University of Illinois at Urbana-

Champaign

Areas of Specialization: World History, Pacific Islands History, Modern European History, History of Oceans

Minder Chen

Associate Professor of Management Information Systems; Chair, MVS School of Business and Economics

Ph.D., Management Information Systems,

1988, University of Arizona

M.B.A., National Chiao Tung University, Taiwan, R.O.C.

B.S., Electrical Engineering, National Taiwan University, Taiwan, R.O.C.

Areas of Specialization: Management Information Systems, Group Decision Support Systems, Service Management, Virtual Teams, Electronic Commerce

Stephen J. Clark

Associate Professor of Spanish; Interim Chair, Spanish/Languages and Communication

Ph.D., Latin American Literature, 1996,

University of Colorado

M.A., Spanish, Middlebury College-Madrid

B.A., Spanish, St. Mary's

College of California

Areas of Specialization: Latin Am

Areas of Specialization: Latin American literature, Cuban narrative, translation

Tracylee Clarke

Assistant Professor of Communication

Ph.D., Environmental Communication & Policy Development, 2006, University of Utah

MA., Environmental Communication & Cultural Conflict,

Washington State University

BA., Interpersonal Communication and Marketing,

Southern Utah University

Areas of Specialization: Environmental

Conflict Resolution, Cultural

Communication, Collaborative Policy

Development

Christopher B. Cogan

Assistant Professor, Environmental Science and Resource Management

Ph.D., Environmental Studies, 2001, University of California, Santa Cruz M.A., Geography,

University of California, Santa Barbara B.A., Zoology,

Humboldt State University

Areas of Specialization: Biodiversity, Biogeography, Geographic Information Systems (GIS), Remote Sensing

Manuel G. Correia

Assistant Professor of Education

Ph.D., Language, Literacy and Culture, 2004, University of California, Berkeley M.A., Elementary Education, California State University, Stanislaus B.A., English,

California State University, Stanislaus

Areas of Specialization: Primary Language Instruction, Literacy Learning in Sociocultural Contexts, Second Language Acquisition

Irina D. Costache

Professor of Art History

Ph.D., Art History, 1993, University of California Los Angeles M.A., Art History, University of California Los Angeles M.A., B.A., Art and Art Conservation, Institute of Fine Arts, Bucharest, Romania

Areas of Specialization: Art History and Humanities

Colleen Delaney-Rivera

Associate Professor of Anthropology Ph.D., Archaeological Anthropology, 2000, University of California, Los Angeles M.A., University of California, Los Angeles

B.A., Beloit College

Areas of Specialization: North

American archaeology, emergent complexity, sociocultural interaction and identity, taphonomic processes

Amy L. Denton

Associate Professor of Biology; Chair, Biology Ph.D., Botany, 1997, University of Washington B.A., Environmental Studies, State University of New York (SUNY) at Binghamton

> Areas of Specialization: Molecular evolution of adaptation to extreme environments in plants; comparative genomics; plant molecular systematics and population genetics

Beatrice M. De Oca

Associate Professor of Psychology Ph.D., Psychology, 1997, University of California Los Angeles B.A., Psychology,

California State University Los Angeles

Areas of Specialization:

Psychophysiology of emotion, biological basis of emotion, animal defensive behaviors, learning and memory

Geoff Dougherty

Professor of Physics

Ph.D., Biophysics, 1979, Keele University, England P.G.C.E., Physics and Education, Leeds University, England B.S., Physics, Manchester University, England

Areas of Specialization: Medical imaging, image analysis, pattern recognition, biophysics, instrumentation.

Dennis J. Downey

Associate Professor of Sociology Ph.D., Sociology, 2002, University of California, Irvine M.A., Comparative Culture, University of California, Irvine A.B., Public Policy, Stanford University

Areas of Specialization: Social Movements, Diversity and Race/Ethnic Relations

Jesse Elliott

Associate Professor of Mathematics Ph.D., Mathematics, 2003, University of California, Berkeley B.S., Mathematics, Massachusetts Institute of Technology Areas of Specialization: Commutative algebra and number theory

Scott A. Frisch

Professor of Political Science; Chair, Political Science

> Ph.D., Political Science, 1997, Claremont Graduate University M.A., Political Science/ International Relations,

University of Pennsylvania

M.G.A., Government Administration, University of Pennsylvania A.B., International Affairs,

Lafayette College

Areas of Specialization: American Institutions (Congress, The Presidency), Public Policy, Public Budgeting

Marie E. Francois

Associate Professor of History Ph.D., Latin American History, University of Arizona M.A., World Comparative History, University of California Santa Cruz

B.A., History and Latin American Studies, University of Virginia

Area of Specialization: Mexican and Latin American history, 18th and 19th century; cultural history; economic history; material culture; history of gender systems

Matthew Furmanski

Associate Professor of Art M.F.A., Sculpture, 1995, Claremont Graduate University B.F.A. Chapman University

> Areas of Specialization: Sculpture, ceramics, digital media and new genres

Jorge Garcia

Associate Professor of Mathematics Ph.D., Mathematics, 2002, University of Wisconsin Madison M.S., Mathematics, University of Wisconsin-Madison M.S., Mathematics, Center for Research and Advanced Studies (CINVESTAV) at National Polytechnic Institute (IPN), Mexico B.A., Mathematics, National University of Mexico Areas of Specialization: Large Deviations, Stochastic Integrals

Blake Gillespie

Assistant Professor of Chemistry;
Interim Chair, Chemistry
Ph.D., Chemistry, 1999,
University of Oregon, Eugene OR

B.S., Chemistry, The Evergreen State College,

Olympia WA

Areas of Specialization: Protein stability, dynamics, structure

Jeannie M. Grier

Associate Professor of Secondary Education
Ph.D., Teaching and Teacher
Education, 1998, University of Arizona
M.Ed., Curriculum and Instruction-Science
Education, University of
Missouri-Columbia
B.A. Interdisciplinary Studies-Biology,

Chemistry, Art, University of

Missouri-Columbia

Areas of Specialization: Secondary Science Teacher Education, Professional Development of Science Teachers, Secondary Methods, Science Content Knowledge and Curriculum Influences.

Andrea K. Grove

Associate Professor of Political Science
Ph.D., Political Science, 1999,
The Ohio State University
M.A., International Relations and
Strategic Studies, Lancaster
University, U.K.
B.A., Political Science,
University of Georgia

Area of Specialization: International relations, foreign policy, leadership

Ivona Grzegorczyk

Professor of Mathematics; Chair, Mathematics and Applied Physics

Ph.D., Mathematics, 1990, University of California Berkeley M.S., Mathematics, University of Warsaw

Areas of Specialization: Algebraic Geometry, Vector Bundles, Mathematics and Art, Mathematics Education.

Philip Hampton

Professor of Chemistry

Ph.D., Organic Chemistry, 1989, Stanford University

B.A., Chemistry,

St. Olaf College

Areas of Specialization: Organic and inorganic synthesis, catalysis, mechanistic studies, organometallic chemistry, and polymer chemistry.

Elizabeth Hartung

Professor of Sociology;
Chair, Sociology and Anthropology
Ph.D., Sociology, 1985,
University of Nebraska, Lincoln
M.A., Sociology, Kansas State University
B.A., Sociology, Kansas State University
Areas of Specialization: Stratification,
Gender, Popular Culture

Debra Hoffmann

Assistant Librarian

MLIS, Library & Information Science, University of California, Los Angeles B.A., Political Science, University of California, Los Angeles

Areas of Specialization: Library Instruction, Information Literacy, Outreach

Nian-Sheng Huang

Professor of History; Interim Chair, History and Chicana/o Studies Ph.D., History, 1990, Cornell University

M.A., History, Cornell University

M.A., History, Tufts University

B.A., History/Political Science, Teachers University of Inner Mongolia, P. R. China

Areas of Specialization: Early America

Tiina Itkonen

Associate Professor of Education
Ph.D., Educational Leadership and
Organizations (political science
emphasis), 2004 University of
California, Santa Barbara
M.S., Special Education,
University of Oregon,
B.Ed., Education,
University of Oregon,
Areas of Specialization: Education

Areas of Specialization: Education policy and policy analysis, politics of education

Karen A. Jensen

Associate Professor of Nursing; Chair, Nursing
Ph.D., Nursing, 1996,
University of California Los Angeles
M.S.N., Nursing,
University of California Los Angeles
B.S.N., Nursing,
Marquette University

Area of Specialization: Gerontology,

Alzheimer's Caregivers, Curriculum Development and Teaching in Nursing

Antonio F. Jiménez Jiménez

Associate Professor of Spanish
Ph.D., Spanish Linguistics, 2003,
Pennsylvania State University
B.A., Translation and Interpreting,
University of Malaga, Spain
Areas of Specialization: Second
language acquisition, language attrition,
bilingualism, technology-enhanced
language learning, corpus-linguistics,
translation, and Sociocultural Theory.

Joan M. Karp

Professor of Special Education
Ph.D. Special Education, Early
Childhood, Infancy and Administration,
University of Connecticut
M.S. Mental Retardation, 1971,
Syracuse University
B.S. Elementary and Special Education,
Rhode Island College

Areas of Specialization:

Inclusive Special Education, Early Childhood Special Education, Program Administration and Evaluation

Kimmy S. Kee-Rose

Associate Professor of Psychology
Ph.D., Clinical Psychology, 1996,
Medical College of Pennsylvania and
Hahnemann University,
Philadelphia, PA
B.A., Psychology,
The College of Wooster,
Wooster, OH.

Areas of Specialization: Social Cognition; Motivation; Schizophrenia

Sean Q Kelly

Professor of Political Science Ph.D., Political Science, 1992, University of Colorado M.A., Political Science,

University of Colorado

B.A., Political Science, Seattle University

Areas of Specialization: American Politics, Congress, the Presidency, Environmental Policy, Research Methods

Jacquelyn Kilpatrick

Professor of English; Chair, English Ph.D., Literature, 1996 University of California, Santa Cruz M.A., English, California State University, Fresno B.A., English, California State University, Fresno Areas of Specialization: British Literature, world literature, Native American literature, Renaissance drama,

multicultural literature and film

Liz King

Associate Professor of Art M.F.A., 1990,

> University of California, Los Angeles B.A.,

University of California, Los Angeles Areas of Specialization: Computer Graphics, Web Design, Flash Animation, and Interactive Media

Kristen B. LaBonte

Assistant Librarian, Digital Resources, Library M.L.S., Library and Information Science, 2004, Southern Connecticut State University B.A., Geography, University of California Santa Barbara

Area of Specialization: Science reference and instruction, digital resources, and Geographic Information Systems

Jill M. Leafstedt

Associate Professor of Special Education Ph.D., Education/Emphasis in Special Education Disabilities and Risk, 2002, University of California, Santa Barbara B.A., Psychology,

University of California Santa Barbara

Areas of Specialization: Learning Disabilities, Early Reading, Early Intervention, Bilingual Education/Special Education

Daniel B. Lee

Associate Professor of Sociology Ph.D., Sociology, 1995, Maxwell School of Citizenship and Public Affairs, Syracuse University M.A., Sociology, Maxwell School of Citizenship and Public Affairs, Syracuse University B.A., Sociology and the Humanities,

> California State University Chico Areas of Specialization: Sociological Theory, Culture, Organizations

Kathryn Leonard

Assistant Professor of Mathematics Ph.D., Mathematics, 2004, Brown University M.S., Mathematics, Brown University B.S., Mathematics and English, University of New Mexico

Area of Specialization: Mathematics behind Computer Vision, approximation in Banach spaces

Priscilla Z. Liang

Assistant Professor of Finance Ph.D., Financial Economics, 2006, Claremont Graduate University M.B.A., Finance, California State Polytechnic University, Pomona B.S., Management, Beijing Normal University

Area of Specialization: Corporate Finance, International Finance, Behavioral and Emerging Market Finance

Theodore D. Lucas

Professor of Music D.M.A, Composition and Ethnomusicology, 1970, University of Illinois M.A., Music Composition, San Diego State University

B.A., Music, San Diego State University

Area of Specialization: Composition, Theory, Violin, Piano, Conducting, South Asian and South American Music

Luke Matias

Assistant Professor of Art

M.F.A., Spatial Arts/Digital Media/ Critical Theory, 2002, University of California, Santa Barbara B.A., Film and New Media, University of California, San Diego Area of Specialization: Design, New

Media, Digital Filmmaking, Visual Culture

Bob Mayberry

Associate Professor of English M.F.A., 1985, Theatre, Univ. of Iowa Ph.D., 1979, English, University of Rhode Island M.A., English, Univ. of Utah B.A., English, Univ. of Nevada

Areas of Specialization: Composition theory and pedagogy, playwriting, modern drama

Jim Meriwether

Professor of History Ph.D., History, 1995, University of California, Los Angeles (UCLA) M.A., History, University of California, Los Angeles (UCLA) B.A/S., History and Political Science, Duke University

Areas of Specialization: 20th-Century U.S. History, African American History, U.S. Foreign Relations, U.S.-African Transnational Relations

Catie Mihalopoulos

Assistant Professor of Art Ph.D., Classical Art and Archeology, 2001, University of Southern California M.A., Ancient Greek Art History, California State University Northridge B.A., Ancient Greek and Roman Art, California State University Northridge Areas of Specialization: Classical Art and Archaeology/women in antiquity and gender studies.

Bradley John Monsma

Professor of English Ph.D., English and American Literature, 1995, University of Southern California M.A., English and American Literature,

> University of Southern California B.A., English, Calvin College

Areas of Specialization: Environmental Literature, Multicultural Literature, Literary Nonfiction

Michelle Moon

Assistant Professor of Psychology
Ph.D., Clinical Psychology, 2003,
Loma Linda University
B.A., Psychology,
San Diego State University

Area of Specialization: Clinical
Psychology, Child, Adolescent and
Family Processes

J. Andrew Morris

Associate Professor of Management
Ph.D., Organizational Behavior and
International Business, 1995,
University of South Carolina
M.B.A., Winthrop University
B.S., Finance, Winthrop University
Area of Specialization: Emotional Labor,
Leader Humility, Positive Organizational
Scholarship

Nancy Mozingo

Associate Professor of Biology
Ph.D., Zoology, 1993,
Arizona State University
B.S., Zoology,
Arizona State University

Areas of Specialization: Cellular and
Developmental Biology

Claudio Paiva

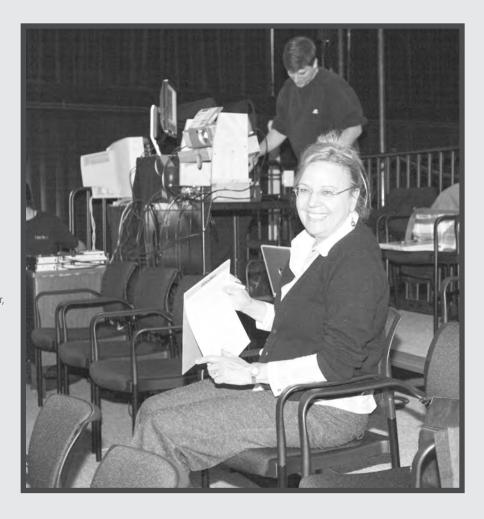
Associate Professor of Economics
Ph.D., in Economics, U of Illinois at
Urbana-Champaign, 1996
M.A., in Economics, U of Illinois at
Urbana-Champaign,
B.A., in Economics, Sao Paulo State
University at Campinas 1989

Areas of Specialization:

Macroeconomics, international economics, economic development, economic policies, empirical methods.

Nitika Parmar

Assistant Professor of Biology
Ph.D., Molecular Biology, 2000,
University of California, Los Angeles
M.Tech., Biochemical Engineering and
Biotechnology, Indian Institute
of Technology (IIT),
New Delhi, India
M.S., Biotechnology,
Pune University, India
B.A/S., Biophysics Honors,
Punjab University, India
Area of Specialization: Molecular
Biology, Biotechnology



Joan K. Peters

Associate Professor of English
Ph.D., Comparative Literature, 1974,
University of Chicago
M.A., English,
University of Chicago
B.A., English,
University of Chicago
Areas of Specialization: 17th Century

Areas of Specialization: 17th Century
English and European literature; Modern
and Contemporary Fiction, Fiction
Writing; Women's Studies

Luda Popenhagen

Associate Professor of Performing Arts
Ph.D., Dramatic Art, 1996,
University of California Santa Barbara
M.F.A., Equivalent, Theatre,
Ecole Jacques Lecoq-Paris, Ecole
Pagneux/Gaulier-Paris, Actors
Conservatory-Sydney
B.A., French, Psychology,
University of Sydney

Areas of Specialization: Acting, World Drama, and Theatre of Migrant Populations

Elizabeth P. Quintero

Professor of Education, Early Childhood
Studies; Chair, School of Education
Ed.D., Curriculum & Instruction, Early
Childhood & Bilingual Education,
1986, New Mexico State University
M.A., Early Childhood Education,
Florida State University
B.A., English,
Florida State University

Areas of Specialization: Instructional methods, program development, curriculum development, and supervision. Particular interest in programs that serve families in multilingual communities that represent a variety of cultural and historical backgrounds. Work with Head Start programs, programs for English Language Learners, and bilingual family literacy programs, emphasizing critical theory, critical pedagogy, and critical literacy.



Jack Reilly

Professor of Art; Chair, Art and Performing Arts
M.F.A., Studio Art, 1978,
Florida State University
B.F.A., Creative Art,
Florida State University
Specialized Studies in Art:
Paris American Academy

Areas of Specialization: Painting media and theory, digital art, video, film, surfing

Paul A. Rivera

Associate Professor of Economics
Ph.D., Economics, 2002,
University of Southern California
M.A., Economics,
California State University Long Beach
B.A., Economics,
Texas A&M University

Areas of Specialization: Development economics, international migration, rural household economics, culture and economics.

Donald A. Rodriguez

Associate Professor of Environmental Science & Resource Management; Chair, ESRM

Ph.D., Human Dimensions of Natural Resource Management, 1996, Colorado State University M.S., Environmental Education, California State University Hayward B.S., Wildlife Zoology, San Jose State University

Areas of Specialization: Human dimensions of natural resource management, parks and protected areas management, management of wildland-urban interface, watershed management and land use conflicts.

Peter Smith

Professor of Computer Science; Interim Chair of Computer Science and Information Technology Ph.D., Computer Studies, 1975, Lancaster University B.A., Computer Studies, Lancaster University

Areas of Specialization: File and data structures, text processing.

Stephen Stratton

Librarian, Head of Collections and Technical Services

> M.S., Library Science, 1992, Wayne State University M.A., Counseling, Eastern Michigan University A.B., Communications, University of Michigan

Areas of Specialization: HIV/AIDS Information, Information provision to GLBT populations

Christy Teranishi

Relationships

Assistant Professor of Psychology
Ph.D., Psychology, 2001,
University of California, Santa Cruz
M.A., Communications,
San Diego State University
B.A., Psychology and Business
Economics,
University of California, Santa Cruz
Areas of Specialization: Latino Identity
Development, Cross-Cultural Adaptation,
Experiential Learning, Interpersonal

Barbara Thorpe

Professor of Nursing

M.S.N. Nursing, 1997

California State University,

Dominguez Hills

Ed.D., Leadership and

Management,

University of San Francisco

M.P. H. Public Health,

University of Tennessee, Knoxville

B.S.N. Nursing,

D'Youville College

Areas of Specialization: Nursing Education, Leadership, Public Health, Gerontology, Palliative Care

Kaia Tollefson

Associate Professor of Education

Ph.D., Language, Literacy, and Sociocultural Studies, 2004,

University of New Mexico M.A., Public School Administration, University of Alaska, Anchorage

B.S., Education,

Valley City State University

Area of Specialization: Teacher Education, Sociology of Education, Critical Theory

Lillian Vega-Castaneda

Professor of Language, Culture & Literacy Ed.D., Teaching, Curriculum and Learning Environments, 1989, Specialization in Sociolinguistics,

> Harvard University M.A., Bilingual/Multicultural Education, California State University Los Angeles

B.A., History, University of California, Irvine

Areas of Specialization: Multicultural/ Multilingual Education, Language, Literacy and Culture in Diverse Contexts, Narrative, Social Justice and Equity issues in curriculum and instruction.

Kevin Volkan

Professor of Psychology; Interim Chair, Psychology

> M.P.H., Public Health, 1998, Harvard University

Ph.D., Clinical Psychology, Center for Psychological Studies

Ed.D., Educational Psychology, Northern Illinois University

M.A., Psychology,

Sonoma State University

B.A., Biology,

University of California, Santa Cruz

Areas of Specialization: Quantitative assessment of physician performance, Asian philosophy and religion, Psychoanalysis and Depth Psychology

William E. Wagner, III

Associate Professor of Sociology

Ph.D., Sociology, 2003,

University of Illinois-Chicago

M.A., Sociology,

University of Illinois-Chicago

B.A., Mathematics,

St. Mary's College of Maryland

Areas of Specialization: Research Methods, Statistics, Social Network Analysis, Sociology of Sport, Gay &

Ching-Hua Wang

Lesbian Studies

Professor of Immunology and Microbiology

Ph.D., Immunology, 1986,

Cornell University

M.S., Immunology, Beijing

Medical University

M.D., 1978, Beijing Medical College

Areas of Specialization: Infection and immunity, cellular and molecular

immunology, microbiology

William J. Wolfe

Professor of Computer Science

Ph.D., Mathematics, 1976,

City University of New York

B.A., Mathematics, Queens College

Areas of Specialization: Artificial

Intelligence, Neural Networks,

Scheduling Systems, Database-driven

Web Sites.

Gregory G. Wood

Assistant Professor of Physics

Ph.D., Physics, 2000,

University of California, Riverside

B.S., Physics,

University of California, San Diego

Areas of Specialization: Statistical

Mechanics, Biophysics, Computational Physics

Cynthia Wyels

Professor of Mathematics

Ph.D., Mathematics,

University of California, Santa Barbara

M.S., Mathematics,

University of Michigan

B.A., Mathematics,

Pomona College

Areas of Specialization: Combinatorics,

Linear Algebra, Graph Theory

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Dear Students:

Welcome to California State University Channel Islands (CI). Throughout this catalog you will learn about the people, programs, and services of a University devoted to your learning and success! As Ventura County's only public, four-year university, CI provides a bridge to higher learning that will strengthen your ability to advance your academic career or to enter the workforce successfully.

Our mission of placing students at the center of the educational experience is exemplified every day by our excellent academic programs and distinguished professors who create an exceptional learning environment for students – whether they are teaching an introductory class to freshmen, conducting research to advance their own expertise, or assisting students individually. Additionally, co-curricular activities at CI help students prepare for challenging professions, build relationships within their community, and contribute productively to society.

On behalf of the CI community, I wish you much success at your University!

Sincerely yours,

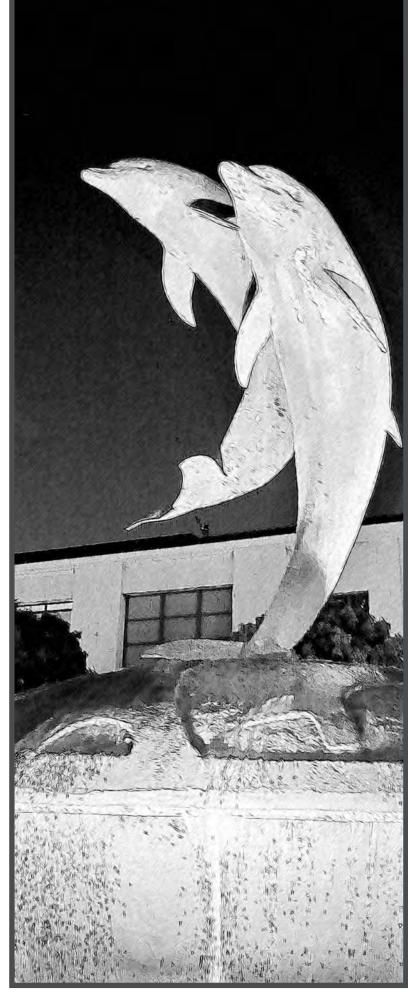
Richard R. Rush President



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Changes in Rules and Policies and Finding Information About CSU Channel Islands (CI)

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University Catalog

The California State University Channel Islands catalog is published to help prospective and continuing students make informed decisions to fulfill their academic goals. This catalog is available at the University Library for reference, at the Student Bookstore for purchase, and can also be viewed online at the CSU Channel Islands web site at: www.csuci.edu.

California State University Channel Islands

One University Drive Camarillo, CA 93012 Telephone: (805) 437-8400 Web Site: http://www.csuci.edu

Five Ways to Find Information about CSU Channel Islands

- 1. Use the Table of Contents in this catalog
- Check the Index at the end of this catalog for an alphabetical list of virtually everything you might need to know about CSU Channel Islands. Page numbers will direct you to the appropriate information.
- 3. Check the Schedule of Classes. Every semester, important information is published in a separate Schedule of Classes which is available at The Cove Bookstore, the Enrollment Center in Sage Hall, and throughout the Bell Tower Building. The Schedule of Classes is also available online at www.csuci.edu. The Schedule of Classes contains information about current course offerings, new and revised curriculum and policy changes, and academic calendars. It also provides updates on fees and costs, and other important information (such as the time and location of individual classes).
- 4. Visit our campus via the web at www.csuci.edu. Updated catalog changes are posted to the web version of the catalog at regular intervals throughout the vear.
- Telephone numbers are listed throughout this catalog. If you need more information about a topic and cannot find a telephone number, dial the CSU Channel Islands general information line at (805) 437-8400.

Catalog Production Team Editor

Stephen R. Lefevre (Associate Vice President for Programs & Planning)

(805) 437-8540 stephen.lefevre@csuci.edu

Production Director

Kathy Musashi (Academic Affairs)

Catalog Layout and Design

Lupita Gutierrez `05 (Communication & Marketing)

Daniel Martinez

(Academic Affairs) (T&C)Gina Farrar Luke Matjas (Art Faculty) (Student Affairs) Nancy Gill Joanna (Communication Murphy & Marketing) (Communication & Marketing) **Callie Juarez** Theresa Olivo (Academic Affairs) (Finance &

Barbara Duffin

Melissa Remotti

(Office of the President)

Janet Rizzoli (Academic Affairs)

Amy Spandrio (Student Affairs)

Cover Design *Jerilee Petralba*`13

Administration)

Additional Photos Stacie Clarke`12, GradImages™, Lupita Gutierrez`05,

Vanessa Mendoza '08, Joanna Murphy and Rachel Velez

We hope you find this catalog convenient and easy to use. If you have ideas about how we could improve this catalog, please e-mail your suggestions to Kathy Musashi at kathy.musashi@csuci.edu. Thank you!

California State University Channel Islands Calendar for 2011-2012 Academic Year and Summer Term

August 24-26	Fall 2011 Semester Wednesday - Friday Fall 2011 Officially begins;
August 27 August 29 September 3-5 November 11 November 24-26 December 10 December 12-17 December 19-20 December 21 December 23 December 23	Saturday
	Spring 2012 Semester
January 16 January 19-20 January 21 January 23 March 19-24 March 30 May 4 May 11 May 12-18 May 19 May 21 May 25 May 25 May 25 May 28	Monday
Sum	mer 2012 Term (State Support Program Only)
May 28, 2012 May 29 June 29 July 2 July 4	Monday

August 10

Veteran's Day	.ThursdayNovember 24, 2011 .FridayNovember 25, 2011 .MondayDecember 26, 2011 .TuesdayDecember 27, 2011 .WednesdayDecember 28, 2011 .ThursdayDecember 29, 2011		
(No holiday available to cover closure on Friday, December 30, 2011)			
Martin Luther King, Jr. Day	.Monday		
FacAffairs; Calendar 2011-2012 Approved Amend12/10			

July S M T 3 4 5 10 11 12 17 18 19 24 25 26 31	W T F S 1 2 6 7 8 9 13 14 15 16 20 21 22 23 27 28 29 30	August S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
September S M T 4 5 6 11 12 13 18 19 20 25 26 27	W T F S 1 2 3 7 8 9 10 14 15 16 17 21 22 23 24 28 29 30	October S M T W T F S 1 2 3 4 5 6 7 8 910 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
November S M T 1 6 7 8 13 14 15 20 21 22 27 28 29	W T F S 2 3 4 5 9 10 11 12 16 17 18 19 23 24 25 26 30	December S M T W T F S N T T T S T T T T T T
January S M T 1 2 3 8 9 10 15 16 17 22 23 24 29 30 31	W T F S 4 5 6 7 11 12 13 14 18 19 20 21 25 26 27 28	February S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29
March S M T 4 5 6 11 12 13 18 19 20 25 26 27	W T F S 1 2 3 7 8 9 10 14 15 16 17 21 22 23 24 28 29 30 31	April S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
May S M T 1 6 7 8 13 14 15 20 21 22 27 28 29	W T F S 2 3 4 5 9 10 11 12 16 17 18 19 23 24 25 26 30 31	June S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30



Fall 2011 Saturday Classes

August 27 September 10, 17, 24 October 1, 8, 15, 22, 29 November 5, 12, 19 December 3, 10

Spring 2012 Saturday Classes

January 21, 28 February 4, 11, 18, 25 March 3, 10, 17, 31 April 7, 14, 21, 28 May 5

